























# Learning Without Tears

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written in a predictable pattern that is easy for children to follow. Pat Hutchins is a well-known and award-winning author and illustrator; she has written and illustrated many early childhood favorites, a total of over 50 titles.

In Unit 5, the book *Favorite Nursery Rhymes* by Scoff Gustafson is a collection of 45 Mother Goose nursery rhymes. The book won the 2008 Silver Award in the category “Children’s Picture Books, Age 6 and Under” and is an Illinois Read 2013 selection for “Birth to age 4.” Scott Gustafson is well known for his illustrations. The book could be used to teach rhyming, problem and solution, counting, and several other skills. The materials provide one lesson using the book about problems and solutions with two of the nursery rhymes in the book.

In Unit 6, the book *Rainbow Fish* by Marcus Pfister is an internationally well-known fiction story written by a well-known author. The book has been adapted into a short film and television series. It has won at least eight national and international awards, such as the Critici in Erba Prize, 1993 Bologna Children's Book Fair; 1993 Christopher Award; 1995 American Booksellers Book of the Year for Children's Book in 1995; 1995 Book Sense Book of the Year Award; 1995 Florida Children's Book Award; and the 1995 North Carolina Children’s Book Award. It was a 1994 nominee for the Book Sense Book of the Year Award. The book can teach social and emotional skills, make connections, problem and solution, and cause and effect, among other skills. The materials provide one lesson using the book, connecting it to another text.

### Spanish Evidence 2.2

Evidence includes but is not limited to:

Supporting students’ skill and content development is evident through the books embedded in the lessons. The materials include texts written by well-known and expert authors such as Dr. Seuss, Eric Carle, Beverly Cleary, Margaret Wise Brown, Alikei Brandenberg, and Lewis Carroll. For example, *Mis Cinco Sentidos* by Alikei is included in the curriculum library. According to <https://www.angelfire.com/zine2/jungchiu/Alikei.html>, Alikei is well known and the recipient of many awards, including the New York Academy of Sciences Children's Book Award and the Prix du Livre pour Enfants (Geneva). These authors’ contributions to children’s literature are of high quality because their books contain engaging plots, beautiful illustrations, well-developed themes, and exciting characters. This approach demonstrates how the texts are strategically chosen to support content and skill development.

The materials include multiple text genres such as nonfiction, fiction, poetry, songs, and nursery rhymes. In the “Recursos” section of the “Get Set for School Guía para maestros de prekínder: Introducción al currículo,” there are two areas that list the books contained in the curriculum (“Conexiones con libros” and “Libros de todo el año”). In this same section, the “Biblioteca de Get Set for School” contains the books used in the lessons. The chart listing the titles includes



































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pediatricians and psychologists throughout the world today (Gesell at Yale Program in Early Childhood, 2020).

The material explains that it starts with vertical and horizontal letters, then progresses to letters that curve, and finally moves to letters with diagonals. The material states that research says writing development is significant to academic performance and has a negative impact if overlooked. The Teacher's Guide, Volume 1, describes the curriculum as a research-based approach that addresses different learning styles. It goes on to discuss how the materials acknowledge the developmental continuum for children and states that the materials meet the needs of all prekindergarten children, regardless of where they fall on that continuum. It does so by teaching in a developmental order that does not assume prior knowledge, instead of building knowledge and providing background knowledge to children. When describing the "Language and Literacy" academic content area, the materials lay out five different Literacy domains that are important for preschoolers to develop an understanding. These domains are linked to research-based strategies.

The Teacher's Guide, Volume 1, contains instructional approaches used in the lessons supported by research for language arts. Concepts of print include parts of a book, "hold a book right-side up," "pages are turned from the front to the back," and "reading is from top to bottom and left to right." It is based on research from 2004 by Nichols, Rupley, Rickleman, and Algozzine. Oral language includes the use of language to express feelings, thoughts, and observations; the approach is based on the book *Starting Out Right* by Burns, Griffin, and Snow.

A summary of the research framework can be found in the document "Get Set for School: A Complete Pre-K Program for Kindergarten Readiness Success." Included in this research are child development sources consistent with Texas Prekindergarten Guidelines research: International Reading Association, National Association for the Education of Young Children, National Research Council, National Council of Teachers of Mathematics, etc. At the end of this document are references and a bibliography that includes over 100 citations. These citations are primarily between 1990 and 2010; however, some research is as recent as 2018 and 2020. This research covers children's development within and across all domains, including citations specific to English Learners.

### Spanish Evidence 2.6

Evidence includes but is not limited to:

The "Research Review" section in the "Get Set for School: A complete Pre-K Program for Kindergarten Readiness Success" provides an explanation of how the materials align to child development research. The materials state that their "unique Pre-K program makes teaching easy and rewarding with: A research-based approach that uses several resources of

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engagement, representation, and expression to involve a child’s whole body and her senses in learning.” This section also provides information about the importance of phonological awareness. The materials state that according to MacLean, Bryant, and Brandley (1987), “nursery rhymes, rhyming games, and finger plays provide an engaging and fun avenue for children to learn the sounds and rhythms of language” and children “who have knowledge of nursery rhymes develop stronger phonological awareness skills.” The materials provide clear descriptions of early childhood development research that support the curriculum.

Another part of the Research Review section discusses the “Math” domain. The materials state that children’s knowledge of numbers has been found to be a predictor of not just their future math skills but their overall academic success in all domains. In addition, the implementation of manipulatives, songs, movement, and read-alouds during math lessons supports child development and helps children make connections in a way that reinforces learning. There is a clear description of how the curriculum supports child development research; this document explains that “when students engage in exploration, it extends their knowledge in a meaningful and everlasting way.”

The Research Review section also discusses the “Emergent Writing” domain. For instance, the curriculum provides justification regarding how lessons in the Emergent Writing domain are organized. Students first start with learning pencil grip and then move on to stroke acquisition. The gradual release model is used with the instructional strategy “Wait, watch me. My turn first.” This scaffolding approach builds on students’ dexterities to encourage success since the teacher actively aids students to master these skills. Furthermore, the research explains how stroke acquisition is also reinforced when students participate in drawing. This information enriches educator understanding of early childhood development and validates the recommended approach.

The materials cite current research relevant to early childhood development in the field of second language development, specifically regarding English Learners (ELs), which accounts for a significant number of students in Texas. *Research-Based Methods of Reading Instruction for English Language Learners, Grades K–4* (S. Linan-Thompson and S. Vaughn, 2007) points out that one effective approach to help ELs who struggle is providing small group instruction where students with the same literacy skills are grouped together. When students work in centers, the teacher can group them accordingly. The research presented rationalizes targeting specific concepts to students who need more explicit instruction to develop the skills they lack.

The “Referencias” section of the teacher’s guide contains a bibliography with research presented throughout the materials, including academic articles and research books used for the lessons of alphabetization, writing, and mathematics. For example, a reference used in an “Alfabetización, escritura, y preparación” lesson includes the work of Marie Clay, who wrote “Exploring with a Pencil, Theory into Practice” in 1997. Another reference used in a mathematics lesson cites D. H. Clements, who wrote “Measurement in Pre-K to Grade 2

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Mathematics: Engaging Young Children in Mathematics” in 2004. Although academic and relevant, most of the research does not include sources acclaimed within recent years. Of the 124 research sources cited, only 23 were 10 years old or less.

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**3.1** Materials include direct social skill instruction and explicit teaching of skills.

- Full lessons on Self Concept Skills, Self-Regulation Skills, Relationships with Others, and Social Awareness Skills, as laid out in the Texas Prekindergarten Guidelines.
- Materials provide guidance on teacher modeling of these skills.
- Materials include appropriate texts used to support the development of social competencies.
- Materials include appropriate texts used to support the development of competencies to understand and respond to emotions.

<b>3.1 Materials &amp; Score</b>	<b>3.1 Rationale</b>
<b>3.1 English IM Partially Meets 2/4</b>	The materials include some direct social skills instruction and some explicit teaching of skills. Materials contain lessons that embed self-concept skills, self-regulation skills, relationships with others, and social awareness skills, as laid out in the Texas Prekindergarten Guidelines. Materials include appropriate texts used to support the development of social competencies and the development of competencies to understand and respond to emotions. The materials provide guidance on teacher modeling; however, they do not have consistent examples to support this skill across all activities.
<b>3.1 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the transadaptated and translated Spanish materials.

### English Evidence 3.1

Evidence includes but is not limited to:

Volume 1 of the “Teacher’s Guide” includes guidance on introducing and discussing particular topics. A sample “Circle Time” script contains guidance to include a social and emotional skills-themed book during this part of the day. The Teacher’s Guide also includes a list of all texts included in the materials. Many of the texts come from specific thematic units of instruction but can be used in a cross-curricular approach to support the development of the “Social-Emotional” domain. In the “Book Connections” section, which lists recommended texts for each unit, there is a specific “Social-Emotional Learning” sub-section. Titles on this list include *Have You Filled Your Bucket Today?* by Carol McCloud and David Messing; *How Kind* by Mary Murphy; *Should I Share My Ice Cream?* by Mo Willems; *How Do Dinosaurs Play with Their*

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*Friends?* by Jane Yolen; and *The Rabbit Listened* by Cori Doerrfeld. The materials also include suggestions for specific texts to support social and emotional competencies, such as *I'm Like You and You're Like Me: A Book About Understanding and Appreciating Each Other* by Cindy Gainer and *We Can Get Along: A Child's Book of Choices* by Lauren Murphy Payne. The materials include specific texts related to diversity, such as *All the Colors We Are* by Katie Kissinger; *Where Are You From?* by Yamile Saied Mendez; and *It's Okay to be Different* by Todd Parr. In addition, three unit themes in the materials support student exploration of social situations, which enhances social awareness: "Get Set for School," "My Body," and "Community and Play." Materials in the Teacher's Guide also include school-home connections and parent resources to address social and emotional issues. The materials also provide a list of additional books to reinforce or extend learning, including *A Sick Day for Amos*, *Good People Everywhere*, *Have You Filled Your Bucket Today?*, *Kindness is Cooler*, and *Say Hello Like This!* Links to additional learning resources online from "The Collaborative for Academic, Social, and Emotional Learning" support social competences and social development.

In Unit 1, students sing the "Hello Song," which teaches how to *say hello* and shake hands with your right hand. The teacher models how to shake hands by shaking each child's right hand. Then the teacher models and asks children to raise their right hand and say, "This is my right hand. I shake with my right hand." Afterward, children take turns greeting and shaking hands with each other, which supports social awareness and relationships with others. This activity exemplifies direct teaching of social and emotional skills, which are gradually released, guiding teacher modeling. In addition, the materials integrate social and emotional skills throughout the daily lessons. For example, in Unit 1, children practice active listening during a read-aloud; however, this lesson does not include explicit instruction directing teachers to model active listening. While there are teacher models for certain skills, there are inconsistent social skill instruction models. The materials for each unit are linked to the Teacher's Guide and identify texts to support social competencies development; for example, *Should I Share My Ice Cream?* examines social skills, and *How Do Dinosaurs Play with Their Friends?* supports social awareness by demonstrating peer interactions. In one lesson of the unit, students learn about the sequence and parts of the body by building a "Mat Man" while the teacher passes out each part. This activity is repeated multiple times throughout the year. After sitting on the floor in a circle, students "build Mat Man on the floor," and teachers "give Mat Man parts to the children." Students sing the "Mat Man" song and can add accessories. A "Check for Understanding" tells teachers to observe the students: "Do they take turns and name the pieces correctly?" While this is related to social skill practice, the lesson does not include instructional guidance for the teacher to model and gradually release the activity to the students.

Unit 2 provides lessons to teach self-control and relationships with others. In the theme "About the Body," students count and name body parts; for example, "I have two eyes, two knees, two ears, etc." This lesson supports self-regulation skills aligned with Texas Prekindergarten Guidelines. In another part of Unit 2, students work in pairs, taking turns to compare sets of more and less. The materials provide guidance to support the small group activity, which builds

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relationships with others. Teachers are provided some guidance to model activities during the unit. For example, language and literacy activities, such as singing songs, require students to follow directions modeled by the teacher. Although the activities do provide modeling for some areas, not all activities include guidance for teacher modeling.

In Unit 4, multiple social and emotional skills are included in the lessons, with topics such as cooperation, demonstrating active listening, taking turns, and following directions. These skills are integrated within academic content. For example, in a math lesson on the number nine, children practice writing the number on a slate chalkboard. This lesson is identified as supporting turn-taking and listening skills since each child volunteers and waits their turn to model the writing skill demonstrated by the teacher. In a whole group “Oral Language” activity, children repeat the words *shine* and *reflect*, while a peer shines a flashlight on a wall (*shine*) and a mirror (*reflect*). The activity is identified as supporting turn-taking and engagement. Though there are multiple instances of social and emotional skills included or referenced in lesson plans, the materials do not include consistent teacher modeling guidance. Sometimes the teacher uses the instructional tool, Squawker (puppet), to summarize social skills, but these interactions often fall short of a full model. Teacher modeling in each lesson is limited to the specific skill identified as the lesson’s primary focus. The Teacher’s Guide provides some texts that link to social competencies. However, these books only relate to social skill instruction generally; while they are tied directly to some activities, they do not connect directly to social skill instruction or lessons specifically. Texts included in the Volume 1, “Books All Year” section are organized and connected to lessons via learning area (e.g., “Numbers and Math,” “Science,” “Language and Literacy”) and not via social skills.

### Spanish Evidence 3.1

The evidence from the English materials in this report can be verified in full within the transadaptated and translated Spanish materials.



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**3.2** Materials include repeated opportunities for students to practice social skills throughout the day.

- Materials provide opportunities to learn, practice, and apply these skills throughout the day.
- Practice opportunities are authentically integrated throughout all other content domains.

<b>3.2 Materials &amp; Score</b>	<b>3.2 Rationale</b>
<b>3.2 English IM Meets 4/4</b>	The materials include repeated opportunities to practice social skills throughout the day. Materials provide consistent opportunities to learn, practice, and apply these skills throughout the day across the units. Practice opportunities are authentically integrated throughout all other content domains throughout the lessons.
<b>3.2 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the transadaptated and translated Spanish materials.

### English Evidence 3.2

Evidence includes but is not limited to:

The “Teacher’s Guide” includes a materials list that provides additional activities to support lessons throughout the units. The materials provide a “Readiness and Writing” multisensory activity called “Shake Hands With Me.” This activity teaches children “how to meet and greet appropriately” while also teaching them about their right versus left hand. There is also a “My Turn, Your Turn” activity, which has the teacher take a turn while the child waits; then the child takes their turn and imitates the teacher’s actions. The instructional materials make recommendations of visuals, music, and structures that support children’s abilities to practice new skills and reinforce skills in a variety of ways throughout the daily lessons. The additional resources allow concepts and skills to be integrated across units while allowing children to continue to practice skills from earlier activities.

In Unit 1, students participate in a multisensory activity by taking turns greeting and shaking hands with each other; they follow the teacher’s model and use their right hand. This model repeats throughout the daily lesson, providing multiple opportunities for children to reinforce and practice social skills in a variety of settings. For example, the social skill of “taking turns” can

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be found in multiple units across the materials and in multiple academic domains within Unit 1. In a “Social Studies” lesson in Unit 1, children discuss what makes a friend and give examples of a good friend. Together, the class makes a list of ten things friends do. This lesson promotes social skills through collaboration while integrating math and literacy skills.

In Unit 2, children participate in a literacy lesson that encourages discussion with others. For example, children listen to a book about a farm, *Growing Pumpkins*, to make connections to learning about the letter *F*. Following the reading, children create the letter *F* using wood pieces and engage in a guided discussion comparing frogs and fish. Students have further opportunities to have conversations with peers when discussing words that begin with the /f/ sound. During a movement activity later in the day, students hop like frogs, which helps develop a sense of space and awareness.

In Unit 4, some examples of social skills taught in one day include practicing turn-taking within a “Language and Literacy” lesson, practicing sequencing and demonstrating active listening skills during a Readiness and Writing lesson, and demonstrating listening skills during a “Numbers and Math” lesson when they are given instructions to work in their “I Know My Numbers Booklet 8” and follow directions provided orally by the teacher. This schedule provides children with opportunities to practice new skills in a variety of ways and in different settings since each activity is different. The skills are repeated and reinforced throughout the day and across different instructional domains to support the integration of skill practice.

In Unit 6, additional opportunities to learn, practice, and apply previously learned social skills are included for whole group and small group instruction. For example, in a small group activity, children match and stack large shape pieces while working collaboratively with peers. In a large group math lesson, children take turns making a shape and showing the shape to peers to support turn-taking and interacting with peers.

### Spanish Evidence 3.2

The evidence from the English materials in this report can be verified in full within the transadaptated and translated Spanish materials.

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**3.3** Materials include ideal classroom arrangements that support positive social interactions.

- Classroom arrangement supports daily opportunities for practice of social skills, including in daily learning centers.
- Materials give teacher guidance on classroom arrangement to support teacher-student and student-student interactions.
- Materials consider a variety of factors and components of the physical space and their impact on students’ social development.
- Materials can be implemented easily and effectively within a classroom arrangement that supports positive social interactions.
- Materials provide suggestions for how to engage students in classroom arrangement in order to promote student ownership of the space.

<b>3.3 Materials &amp; Score</b>	<b>3.3 Rationale</b>
<b>3.3 English IM Partially Meets 2/4</b>	The materials provide some information for ideal classroom arrangements that support positive social interactions. The materials include lessons with embedded daily opportunities for students to practice social skills. They also provide teacher guidance on classroom arrangements to support teacher-student interactions in small group activities as well as student-student activities in learning centers. Although the activities are addressed, guidance on how to arrange learning centers in the classroom space is limited. Materials do consider a variety of factors like time of activities and location of resources, and their impact on students’ social development; however, they lack suggestions to engage students in classroom arrangement to promote student ownership of the space.
<b>3.3 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 3.3

Evidence includes but is not limited to:

The instructional materials provide guidance and visuals of effective classroom arrangement, including attention to the organization of the space and furnishings as well as daily routines to support students’ practice of social skills. For example, the materials provide suggestions for

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designated areas for both teacher-led and child-led activities. The “Teacher’s Guide” provides information on the structure of child-led/free-play centers. The guidance for classroom centers supports children to “explore and interact with their peers through play.” The materials suggest hosting these centers at either a table or on the carpet. Although the activities are included, the materials lack specific guidance for teachers to support the practice of social skills and social development. For example, in Volume 2 of the Teacher’s Guide, children engage in a letter hunt: They are given a “Touch-and-Go ABC Flip Letter Card” and explore the room for objects that match the letters. The materials support peer engagement for the activity but do not include guidance on classroom arrangements for implementation in centers. The materials address the need to include positive transition activities to assist children with learning daily routines and rules while lessening potential behavior-related issues but lack steps to support classroom arrangements for this element of the day.

Materials in the “Introduction to the Curriculum” within Volume 1 of the Teacher’s Guide include how to organize a classroom and different areas in the classroom to support teacher-student and student-student interactions. For example, a visual shows the teacher on a carpet with three students working with letter cards, two students at a table sharing blocks, and a shelf with bins labeled with student materials. For teacher-led activities, the materials suggest setting up the classroom “to include one or more specific areas where children will know that a teacher or other adult should be present and directing the instruction.” Also: “Make sure your children are situated so they can easily see and hear you. It is also important that children can easily participate in the activities during group exercises.” For child-led centers, the classroom guidance states that “these could be at a table, but they could also be on the carpet or another designated section of the classroom.” In the “Classroom Setup” section of the Teacher’s Guide, there is specific guidance on establishing a table for the teacher-led center, or centers, if there is a teacher’s aide. The materials also instruct teachers to leave all other tables as child-led centers. This setup ensures that there will be a space for teacher-student interactions and multiple spaces for student-student interactions throughout the classroom. The Teacher’s Guide also provides diagrams and websites teachers can use to help design space needed for the implementation of the curriculum. The materials do not include options to support a variety of classroom designs and sizes.

Volume 1 of the Teacher’s Guide also provides support for the teacher and considers some factors when discussing physical space but contains limited guidance on the impact of physical space on students’ social development. The guide explains the importance of organization for the teacher and for the students: “An environment where children can easily locate items, know what comes next in the day, and understand why they are participating in various activities provides structure and builds security. A cheerful, well-organized classroom helps you to teach effectively and allows the children in your classroom to easily access toys and materials that will help them grow and learn.” The materials make specific recommendations for the placement of materials; for example, “Stack the children’s copies of ‘My First School Book’ and ‘My First

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Lowercase Book’ on the shelf.” The materials also consider time, daily routines, and specific activities when they make recommendations for classroom arrangement. The materials do not make specific mention of how the physical arrangement of the space supports social development, but they do mention that predictability and consistency strengthens a child’s sense of security. As each activity is summarized in the “Multisensory Activities” section, descriptions sometimes include supplies lists, tips about lesson tools or manipulatives, and organizing and storing supplies. While the directions may indirectly support positive social interactions, the rationale is not clearly stated, the directions mostly remain general, and guidance does not consider a variety of factors and components that may impact social development.

The instructional materials are implemented easily and effectively within a classroom arrangement that supports positive social interactions. Volume 2 of the Teacher’s Guide provides lessons that may be used in small groups, whole group, or both, to support social interactions. Some lessons provide embedded social interaction based on classroom arrangements. For example, in Unit 3, students work together and take turns blending onsets and rimes using tiles. The teacher has a choice to do this in various group structures. The flexibility in classroom arrangements allows the teacher to adapt the materials based on the needs of the children. For example, Unit 2 includes the read-aloud *Waiting Is Not Easy*, which supports emotional regulation and interactions with others. The materials provide guidance for both whole group and small group reading and setup. Although materials provide support for flexible grouping in the classroom arrangements, these supports include few additional resources for teachers to effectively organize or manage space ensuring positive social interactions.

The instructional materials cover classroom setup before children arrive at the beginning of the year but not what is done with children throughout the year. The materials suggest dedicating a shelf and area for specific resources and activities for each academic content area. For example, one activity guides teachers to “assemble the Sound Around Book and keep the Magnetic Wood Pieces inside the box, placing the box of Magnetic Picture Tiles and Color Tiles beside it.” The entire list can be found in the Classroom Setup section of the Teacher’s Guide, Volume 1. The materials suggest teachers plan ahead and keep all areas organized to make the classroom more efficient. Although there is guidance for teachers, there is no support for engaging and including children in a classroom arrangement. There is no evidence of classroom arrangements to promote student ownership of space.

### Spanish Evidence 3.3

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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**3.4** Materials include activities to develop physical skills and refine motor development through movement.

- Materials provide numerous daily opportunities for students to develop their gross motor skills through movement.
- Materials provide daily opportunities for students to develop their fine motor skills through tasks that do not require writing.

<b>3.4 Materials &amp; Score</b>	<b>3.4 Rationale</b>
<b>3.4 English IM Meets 4/4</b>	The instructional materials include activities to develop physical skills and refine motor development, including gross motor skills, through movement. The materials include consistent daily implementation of these skills and opportunities to develop skills in fine motor areas other than writing.
<b>3.4 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 3.4

Evidence includes but is not limited to:

Unit 2 focuses on “My Body” with various activities to promote children’s movement that develops gross motor skills. In the “At a Glance” section of the lesson guide, an icon of a person running indicates gross motor activities. Gross motor skills are incorporated in most domains per week, and they are noted multiple times throughout the unit. Some examples of physical skills and gross motor activities center on body awareness, balance, and the use of large muscle groups to maintain posture, position, and mobility. For example, in a science activity, physical movements are used to act out high and low stretches with body parts to promote physical awareness. Additional materials include the “Ants Go Marching” song, which guides teachers through a class movement activity. Most daily physical activities focus on writing, although there are some additional opportunities to develop fine motor skills that do not require writing. For example, a later Unit 2 math lesson includes finger-play: Children move fingers to show age. Other fine motor activities provide guidance on specific skills such as holding an item to stabilize it and using the hand to stabilize the tool in reading, developing pinch and grab.

In Unit 3, students dance and sing to a song called “I Am a Fine Musician,” which teaches them about various instruments. Movement is integrated within Unit 3 lessons, such as when

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students sing “Sing, Sound, and Count With Me” and clap the syllables in children’s names. Activities promoting child movement that develop gross motor skills are embedded during instructional time. In this unit, there are also activities to develop fine motor skills, such as when students use wooden pieces and dough to build capital letters and “Tag Bags” to measure a table. As an extension of the unit activity, students have a choice to create drawings or art to retell a story. Most daily activities and resources require writing with crayons, dry erase markers, or chalk. However, additional activities integrate other manipulatives and do not require writing. Additional manipulatives include wooden pieces, plastic shapes, play-dough, puzzle pieces, etc.

Unit 5 includes additional activities to promote physical skills and gross motor development. For example, students move around the classroom to pair up with students who have the same letter card as them; once found, the pair sits down together. There is also at least one multisensory introduction a week, which includes a song and movement to introduce a concept. All of these activities are integrated into lessons. The materials come with albums, which support the teacher in incorporating musical songs and movement. Also, in this unit, there is evidence of activities to support fine motor skills of grasp and roll. For example, students roll playdough to make the letter *M*. In another activity, children use scissors to cut and paste the letter *N* from a magazine or newspaper.

### Spanish Evidence 3.4

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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**3.5** Materials include activities that develop safe and healthy habits in students.

- Materials provide teacher guidance on modeling safe and healthy habits for students.
- Materials provide a variety of opportunities and activities for students to practice safe and reflect on safe and healthy habits.
- Materials communicate for both teachers and students the connection between physical and mental health.

<b>3.5 Materials &amp; Score</b>	<b>3.5 Rationale</b>
<b>3.5 English IM Partially Meets 2/4</b>	The materials provide some guidance for students to develop safe and healthy habits. The materials provide some information for teachers on modeling safe and healthy habits for students and some opportunities for students to practice and reflect on these concepts. Some lessons relate to personal safety and health. However, the materials provide a limited variety of opportunities to learn about, practice, and reflect on safe and healthy habits, and the materials do not communicate the connection between physical and mental health.
<b>3.5 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the transadaptated and translated Spanish materials.

### English Evidence 3.5

Evidence includes but is not limited to:

The “Teacher’s Guide” includes all the resources that are mentioned throughout the lessons focused on health and safety. For example, if a lesson during the “My Body” unit needs a resource, it will be provided for the teacher. Most of the resources relevant to safe and healthy habits are the vocabulary cards that contain a visual representation and the word for various body parts, and the verbs that accompany them. These resources provide support for a variety of activities focused on safe and healthy habits, but they do not provide direct guidance for teacher modeling. Several CD albums are also included in the resources, with songs that encourage incorporating movement into the lesson to promote health. There are also some books included with the materials that support children in developing healthy habits, such as *Oh, The Things You Can Do That Are Good For You: All About Staying Healthy* by Tish Rabe; *Germs Are Not For Sharing* by Elizabeth Verdick; *Pony Brushes His Teeth* by Michael Dahl; and *Wash, Wash, Wash: The Wash Your Hands Story* by Grace Garrett. An additional list of relevant



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texts can be found under the “Book Connections” section of this resource. While there is a subsection dedicated to “Social-Emotional Learning,” the texts listed here are not accessible through the GSS portal. Teachers need to access the texts outside of GSS and develop their own lessons. The texts are summarized, but there is not an explanation communicating the connection between physical and mental health. While useful, it does not include activities ensuring students develop safe and healthy habits.

The materials do not provide opportunities for students to build on the lessons surrounding healthy habits, and there are no specific lessons on nutrition or exercise, so there are no corresponding activities. The materials in the Teacher's Guide do not provide information for teachers about the importance of developing physical skills as a connection to mental health, and they do not provide support for teachers to learn about the importance of planning and encouraging safe and healthy habits in children’s activities. The only support provided to teachers in this area is found in the Teacher’s Guide, Volume 1, which recommends that teachers “alternate the level of physical activity involved as much as possible,” suggesting that, after students listen to a lesson while sitting, the teacher incorporates movement in the next lesson or activity.

Unit 1 introduces body parts in connection to healthy habits. There is a science lesson to teach children to identify their body parts and the senses that go with them by looking at a visual poster of “Mat Man.” Throughout the unit, other lessons integrate these body parts and practice using different senses. This lesson teaches children to identify body parts but does not explicitly connect to healthy habits and the importance of physical movement for mental health. This unit also does not provide opportunities for teacher modeling of these concepts. The materials do not communicate ways to make a connection for children between physical and mental health in an appropriate way.

In Unit 2, the materials include one entire thematic unit entitled “My Body,” which includes lessons on personal health and healthy habits. During each week of the unit, there are sub-themes, such as dental health, how the brain works, and how our arms work. The lessons are taught during the “Science, Social Studies, or Oral Language” portion of the day, but they are not integrated into other academic content areas. Some science activities include identifying and describing body parts while singing a song called “Tap, Tap, Tap”; students find different body parts like their toes and nose. In another activity, students identify and describe parts of the body that are hard (bones) and soft (e.g., lips, skin). In a lesson on oral health, the teacher uses a parrot puppet to tell students what *brush* and *floss* mean. The next day, the teacher models, and students practice the skills. This activity is one example where teachers model healthy habits; however, modeling is not consistently included in most lessons on safe and healthy habits. Students also see how germs spread by placing glitter on their hands then touching other items. Afterward, students practice removing the germs by washing their hands. The activity also discusses proper hand washing, using warm soapy water, and singing the “Happy Birthday” song twice. These opportunities allow students to practice and reflect on

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healthy habits after the teacher models the behavior. The Oral Language lessons all introduce relevant body vocabulary, such as *knee, leg, reach, bend, think, brush, floss, lungs, sneeze, and illness*, which reinforces health concepts for children. A Social Studies lesson teaches students about the community helpers who help them when they are sick. Although the materials address health and safety, there is no material to support the connection between physical and mental health. There is a week focused on the brain, but the lessons teach children that their brain is for thinking and remembering, rather than about mental health and feeling good.

In Unit 3, the materials include lessons related to safety. For example, the teacher reads *Oh, The Things You Can Do That Are Good For You: All About Staying Healthy* by Tish Rabe. After reading the book, the class classifies foods as healthy or unhealthy on a chart to be posted in the classroom. The materials also include the text *Crossing Guards* by Joann Early Macken. After the teacher reads the book, students practice “Stop and Go.” In this case, the materials do not include more specific guidance on how to model these habits further. Materials also do not include recommendations for teachers on how to address unsafe or unhealthy child habits in a positive and supportive way. While there are some lessons in Unit 3 that help students develop safe and healthy habits, this is not consistent, and children are not provided a variety of opportunities to practice and reflect on safe and healthy habits. There is also no information to support the connection between physical and mental health.

### Spanish Evidence 3.5

The evidence from the English materials in this report can be verified in full within the transadaptated and translated Spanish materials.

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### 4.1 Materials provide guidance on developing students’ listening skills.

- Materials provide teacher guidance on modeling active listening for understanding.
- Materials support and scaffold daily opportunities for students to listen for understanding.
- Materials provide opportunities for students to hear sounds, appropriate sentence structure, and grammar in a variety of contexts.
- Materials provide opportunities for students to hear conversations that follow conversation norms.

<b>4.1 Materials &amp; Score</b>	<b>4.1 Rationale</b>
<b>4.1 English IM Partially Meets 2/4</b>	The materials provide some guidance on developing students’ listening skills, but they provide limited teacher guidance on modeling active listening for understanding. Materials to support teacher guidance and scaffolding of listening skills are not consistently high quality. Materials do provide opportunities for students to hear sounds and use appropriate sentence structure and grammar in a variety of contexts across lessons. Some lessons also provide opportunities for students to hear conversations that follow conversation norms.
<b>4.1 Spanish IM Meets 4/4</b>	The materials provide guidance on developing students’ listening skills by giving the teacher clear guidance for modeling active listening skills. The students are supported through daily opportunities to listen for understanding. The materials include opportunities for students to hear sounds, proper sentence structure, and grammar in various contexts. Students also have opportunities to hear conversations that follow standard norms.

### English Evidence 4.1

Evidence includes but is not limited to:

The materials included in the “Teacher's Guide” provide some activities to support listening across the curriculum units. The “Language and Literacy” section of the “Scope and Sequence” summarizes some opportunities for children to listen for sounds. The materials include activities that specifically focus on the sound of the week and provide daily activities that correspond to that sound. For example, in one week, the guide addresses the /s/ sound and identifies this as phonological awareness. The guide includes links to the “Sounds Around Letter” student apps,

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which are designed to help learners develop fundamental alphabet knowledge. Children use active listening to select the correct word or sounds produced in the game. The “Oral Language” section provides guidance on sentence structure and grammar across activities. In one activity, children learn two action verbs, say the verbs in the sentence, and use them in conversations, practicing sentence structures. The Teacher's Guide also includes multisensory materials, such as the “Sound Around Box,” which can be used to teach children listening skills. The *Mat Man* book series is written to teach language and readiness skills as well as help children understand through listening. CD albums included with the materials give children practice with listening and following directions through movement and finger-plays. The “Books All Year” section shows the day and week in which texts are read. These texts expose children to a variety of sounds, appropriate sentence structure, and correct grammar. The materials provide texts that focus on rhyming, like *Favorite Book of Nursery Rhymes* and texts that follow predictable patterns, such as *The Doorbell Rang*. The “Book Centers and Connections” section of the Teacher’s Guide includes some scripted phrases to help teachers introduce and review texts. Although there are multiple resources provided for activities, the provided read-aloud scripts for each text lack detail. Teachers have access to some prompts and discussion questions, but they rarely include teacher think-alouds or visual supports to promote modeling of active listening behaviors.

In Unit 1, a Language and Literacy lesson includes a focus for children to “demonstrate active listening.” In the “Sound Detective” lesson, the teacher models active listening to the students. The teacher plays sounds and asks children to identify if two sounds match. In another activity, students listen to the story *My Five Senses*. After the story, students answer questions, such as “What body part do we use to hear?” These question-and-answer sessions allow students to listen and practice conversation norms. Also, in Unit 1, students sing the “Hello Song,” which models greeting conversations. The teacher “models and asks children to raise their right hand and say, ‘This is my right hand. I shake with my right hand.’” Afterward, children take turns greeting and shaking hands with each other. The materials provide guidance for the teacher in modeling nonverbal conversation rules. Throughout the unit, the scripted lessons provide students with an opportunity to practice active listening; however, there are few specific lessons to enhance understanding of grammar or sentence structure in a variety of contexts. The skills are implied through other active listening skills but are only sometimes specifically addressed. One such example includes different lessons with the teaching tool, Squawker the puppet. In some cases, the teacher uses Squawker to converse with specific students. Different lessons teach students words like *look, listen, ears, pass, share*, but not with the intention of directly teaching active listening skills.

In Unit 3, while the teacher reads *Pete the Cat and His Four Groovy Buttons*, the class counts words in a sentence and the number of buttons. The materials include examples to support active listening for students in both a large and a small group structure. This lesson also includes a grammatically correct script to support the teacher in giving directions. The materials provide texts that include a variety of sounds, appropriate sentence structure, and correct grammar.

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Additional activities in Unit 3 provide support for teachers to guide and model sentence structures connected to conversational norms. In one activity, the teacher models how to greet someone and smile while making eye contact. Children then engage with peers to practice greeting phrases. The lesson extends communication activities by introducing the terms *manners/respect* and *polite/rude*. Children then engage in conversations guided by the teacher, practicing scripts that model the vocabulary terms. Although there are materials to support listening skills, activities in this unit do not provide opportunities for the teacher to model conversations in a variety of classroom settings.

In Unit 4, listening skills are embedded across multiple learning domains. In one activity, the teacher assigns specific pages in the “I Know My Numbers Booklet 10,” and the children trace and color the assigned pages. This lesson teaches academic content as well as active listening skills through asking and answering questions and following directions. Although active listening is inherent in the lesson, there is no specific guidance for teachers about the variety of ways children can demonstrate active listening skills. Each lesson provides one activity with one strategy, and it is not always specifically focused on reinforcing active listening skills. Another example in Unit 4 is in a “Numbers and Math” lesson. The teacher explains how children will measure lengths of items using “Tag Bags” as counting units. The teacher checks for understanding using specific question prompts, such as “When do we stop? We stop when we reach the edge.” Although the materials provide prompts, there is no support for the teacher to model active listening. One activity in Unit 4 provides grammatically correct, scripted lessons for teachers, but they are not consistent throughout daily lessons and content areas. Scripts that are present guide teachers to give clear directions; for example, in a math lesson in Unit 4, the teacher guides the children through a measurement activity using question prompts to address size and space. The teacher states, “Let’s find out how big our shapes are. We can cover them with small squares to find out. Let’s see if any take eight squares to fill. Let’s cover this medium square. How many small squares do we need?” This specific script prompts children to listen and understand to answer the teacher’s questions; however, this is inconsistent depending on the activity.

Unit 5 provides additional support for active listening. In one activity, the students role-play manners during a pretend dinner. The teacher models how to ask for items and how to leave the table, using phrases such as “May I have the salt, please?” or “Thank you for dinner. May I be excused, please?” In another activity, students learn about the adjectives *rocky* and *sandy* through active listening. The teacher states the words and meanings and provides a sentence using the words. The students then answer questions about the terms to demonstrate understanding. Not all read-alouds incorporate prompting for students to recall and answer questions about the story read to check for understanding. For example, students read *The Three Little Pigs* for a science lesson. One teacher prompt states: “Many of the things we use to build roads and houses are NATURAL. We call them natural resources because they come from nature.” The next directions tell teachers to read the book and “have children identify the natural resources used to build each house.” To complete the lesson, students draw their own

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house using crayons. These directions do not provide the necessary scaffolds or supports to ensure students successfully listen for understanding. “Line It Up Cards” are sometimes used instead of read-alouds, and these sometimes include scripts that ensure listening for understanding. When students interact with the “Little Miss Muffet” story card and activity booklet, they look at the three story pictures, identify Miss Muffet’s problem and how she fixes it. These cards come with some scripted conversation starters for teachers to use with specific lessons: “This is an illustration (picture) from a nursery rhyme. Nursery rhymes are short poems or songs. Rhymes are words that sound the same at the end. Listen for rhymes as we read. What is the nursery rhyme about? What rhyming words did you hear?” While the materials do provide some opportunities for active listening like this one, most lessons contain limited support for teacher modeling of the skills.

### Spanish Evidence 4.1

Evidence includes but is not limited to:

Twenty-four Spanish songs support and enhance listening skills through the use of alliteration, rhyme, and repetition. Students listen to and sing songs such as “Pega, pega, pégalas,” “Estoy feliz de verte,” and “Adivina la rima” every day throughout the entire curriculum. This activity provides students the opportunity to hear sounds and appropriate sentence structure in a variety of contexts.

At the beginning of Unit 1, the teacher models conversation norms by shaking hands and greeting another person using Squawker (a stuffed animal) while students listen. The materials state: “Haz que Squawker le diga hola al ayudante. Hola soy Squawker. Es un placer saludarte.” The teacher introduces how to meet other people. The teacher says: “Cuando las personas se saludan, a veces se dan la mano. Darse la mano es juntar las palmas de las manos y moverlas hacia arriba y hacia abajo.” The teacher provides a sentence for students to repeat and practice with a partner. Students practice taking turns greeting each other by using the correct vocabulary such as *hola*. In another activity, the teacher explains and models looking into the other person’s eyes when speaking. The materials state, “Haz que Squawker mire al ayudante y diga hola.” Both of these activities allow the teacher to model active listening and students to hear and practice conversation norms.

In the next section of Unit 1, the teacher models how to draw a person, one step at a time, and sings a line of a poem that references the body part drawn. The teacher states, “Mi turno, Mat Man tiene una cabeza.” Afterward, students imitate the teacher’s actions to demonstrate understanding through listening. In a different lesson, the teacher models action verbs, nouns, and complete sentences. Students hear songs and form sentences using new nouns to demonstrate understanding. The teacher states: “Di las palabras con Squawker. Los amigos son personas que nos agradan” The students repeat each word and letter. This lesson allows

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students to hear grammatically correct sentences and use appropriate sentence structure in various ways.

Throughout Unit 1 and 2, there are opportunities for students to hear sounds then distinguish between the two. For example, the teacher states, “Escuchemos las palabras. Ensalada...ensalada = igual. Ensalada...elefante = diferente.” This lesson focuses on the children listening to and identifying if two spoken words are the same.

In Unit 4, the teacher facilitates a debate and models the use of adjectives in conversations. The materials state: “Haz que Squawker diga: Las piscinas tienen un extremo profundo. ¿Qué puedes hacer en el extremo profundo? ¿Qué puedes hacer en el extremo superficial?” For enrichment and to further the conversation, the teacher says, “Los charcos son superficiales. Los lagos pueden tener puntos superficiales, pero pueden ser profundos en otras partes.” This enrichment opportunity allows students to deepen their knowledge of the terms under discussion.

Unit 5 includes a lesson where the teacher models proper manners for leaving the dinner table by saying, “Gracias por la cena. Con permiso, por favor.” The students practice using manners during snack time while the teacher checks for understanding. The teacher walks around and listens to student conversations to see if they are using please and thank you when requesting something. In this lesson, students hear and practice manners that follow conversation norms.

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4.2 Materials provide guidance on developing students’ speaking skills.

- Materials provide opportunities for students to practice producing sounds and use appropriate sentence structure and grammar in a variety of contexts.
- Materials provide teacher guidance on corrective feedback of students’ speech production, sentence structure, and grammar.
- Materials provide teacher guidance on setting up and facilitating activities that allow students to practice production of a variety of sounds, appropriate sentence structure, and grammar.
- Materials provide support and guidance for students to work collaboratively to engage in discussion using conversation norms.

<b>4.2 Materials &amp; Score</b>	<b>4.2 Rationale</b>
<b>4.2 English IM Partially Meets 2/4</b>	The materials provide students with some opportunities to practice sounds and appropriate sentence structure and grammar in various contexts. Materials provide some teacher guidance on setting up and facilitating activities that allow students to practice the production of sounds, appropriate sentence structure, and grammar, but this is not consistent across units. Materials do provide some guidance for students to work collaboratively to engage in discussion using conversation norms, but they do not provide teacher guidance on corrective feedback, speech production, sentence structure, and grammar.
<b>4.2 Spanish IM Meets 4/4</b>	The materials provide guidance on developing students’ speaking skills through frequent opportunities for oral language development in a variety of contexts. The materials include teacher guidance for giving corrective feedback on students’ speech and setting up and facilitating speaking activities focused on the production of sounds, sentence structure, and grammar. There is also guidance on how students can engage in discussions that include appropriate conversation norms when working with others.

### English Evidence 4.2

Evidence includes but is not limited to:



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The materials provided in the “Teacher’s Guide” include resources to support students’ speaking skills. In the introduction, there is a section dedicated to “Oral Language,” which focuses on supporting children to use new words, develop oral language, and develop vocabulary skills through social interaction. The guide provides activities that encourage listening, retelling, answering questions, and narrating stories; these support children in producing a variety of sounds while practicing appropriate sentence structure and grammar. The Teacher’s Guide also provides some guidance on setting up centers to promote student interactions and discussions. The guide includes some information on language developmental milestones for prekindergarten children, stating that a four-year-old’s talking skills include that the child “recites nursery rhymes and fingerplays,” “begins to use irregular past tense,” and “compares and uses position and time words.” The materials state that a five-year-old’s talking skills include that the child “speaks clearly, fluently, with very few errors,” “knows many songs, rhymes, and a few poems,” and “uses correct past tense for many verbs.” This information gives teachers guidance on what is developmentally appropriate speech production and grammar, but it does not provide guidance on corrective feedback. Finally, the “Word Time Activity Booklet” explains the structure for Oral Language lessons. Children learn verbs on Monday, adjectives on Wednesday, and nouns on Friday. Each lesson includes two grammatically correct sentences that use the new vocabulary words to promote proper sentence structure and grammar usage in students. Although the teacher models these words, there is limited support for these concepts beyond this activity. “Checks for Understanding” prompt teachers to engage students in discussion and evaluate student language. While this structure provides an opportunity for feedback, lessons do not explicitly direct teachers to provide feedback at this time. For the most part, these Checks for Understanding tell teachers to observe a specific skill and then ask teachers a question about the skill. For example: “Observe as children discuss plain and fancy. Do they understand the meaning of the words?” There is no guidance directing teachers on corrective feedback of students’ speech production, sentence structure, and grammar.

In Unit 1, the materials provide some guidance to support speaking skills. In a lesson focused on the vocabulary words *meet* and *shake*, the teacher sets up an activity to support appropriate sentence structure. The sentences used in that lesson are “We can meet new people at school.” “We can shake hands.” The guidance for teachers states that “saying complete sentences aloud develops children’s speaking skills” but does not provide additional guidance on supporting children to implement the steps. The Unit 1 lesson gives the teacher guidance to “observe as the class says the words. Do they repeat the sentences?” The materials for Unit 1 also include an oral language lesson system called “Word Time.” The materials outline the lesson formation and the materials to be used: a parrot puppet named Squawker, word cards, and an Activity Booklet. These lessons teach students two new words each Monday, Wednesday, and Friday using Squawker. Teachers are advised to use props to enhance lessons when appropriate. There is support for teachers to guide appropriate sounds, sentence structure, and grammar, but no support for corrective feedback. The material for Unit 1 does include suggestions to set up individual learning areas to support child practice of sound and sentence structure. In the

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“Readiness” section of the Teacher’s Guide, Volume 1, students use wood pieces to learn topics and the vocabulary to describe them. Materials also include a “Sound Box” that provides guidance to teach letters, rhyming, syllables, listening, cooperation, and more. Materials have checks for understanding in which students try to speak in a conversational form. Materials do not provide guidance on how to use all parts of the day to facilitate conversations. Some lessons have guidance on conversations, but this is not included across all lessons.

Unit 2 provides specific activities on speech through Oral Language lessons. In one activity, the students learn about the adjectives *high* and *low*. In this activity, students say the words in a sentence and use them in a conversation. Each Oral Language lesson used in the unit includes word cards and Squawker the parrot, which is used to model the words. The materials provide a consistent format across the unit to support the teacher in setting up activities for students to produce sounds and practice sentence structures and grammar. The format for each activity includes the following steps: 1) Look: Say the word with Squawker; 2) Do: Students imitate words; 3) Say: Repeat sentences given with words; 4) Talk: Conversation about words. Although materials provide consistent steps, they do not provide recommendations or scripts to facilitate conversations during unstructured times. Material is not provided to support corrective feedback.

In Unit 3, the materials use a song called “Letters Together Make Words” to teach students how to make words. Music and sound are used as a vehicle to increase speaking skills and speech production across content areas. Children engage in the practice of sounds by repeating the words from the song. Also, in Unit 3, Squawker the parrot is used again to model how to ask and answer questions about costume and clothing during an Oral Language activity. Students practice asking and answering questions like Squawker. There are additional opportunities to use and practice speaking skills across content areas throughout the unit. During a “Language and Literacy” lesson, the teacher reads *The Tortoise and the Hare*. The teacher says, “I will read a sentence slowly and quietly, just like a tortoise. When I point to you, you repeat the sentence quickly, just like a hare!” There is guidance for the teacher to listen to children accurately repeating the sentence.

A Unit 5 Oral Language lesson continues to build on speaking skills. In one activity, children learn the words *scoop* and *dump*. The teacher asks, “What else can scoop dirt?” Students have an opportunity to discuss the new vocabulary word as a large or small group. Other academic areas do not include open-ended questions as frequently; for example, a math lesson in Unit 5 has no scripted questions. The “Word Time Activity Booklet” includes support to set up activities to build oral language skills by acting out and describing words. There are also some specific activities included that focus on children practicing saying sentences; for example, in “Picture Game,” children take pictures out of a brown bag and say a sentence about what they see; in “Can You Say More?” the teacher reviews a sentence from the Monday or Wednesday Oral Language lesson and asks questions to encourage children to say longer sentences. This activity provides opportunities for children to use appropriate sentence structure and grammar.

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Also, in Unit 5, students listen to the story *The Three Little Pigs*. Following the story, students discuss natural resources and how they can be used for building houses. This activity provides opportunities to use language in discussions and conversations, but the resources contain no guidance for corrective feedback.

### Spanish Evidence 4.2

Evidence includes but is not limited to:

All components provide student-friendly and engaging activities by incorporating hands-on manipulatives, books, and songs. In the album *Sing, Sound, and Count With Me*, the movements to the music teach important math and literacy skills. Each song has suggested physical activities. For example, for the song “Las hormigas marchan,” the students march around the classroom and hold up their fingers to show what number they are on as they sing the song. The repetition of this song supports language development as students practice their speaking skills in a predictable manner. Vocabulary is also incorporated in the songs. For example, in the song “Sonríe,” students sing along and make facial expressions for each verse. In addition, “La canción de las sílabas” provides a creative activity where students clap out syllables throughout the song. These songs allow the teacher to facilitate activities where students practice producing a variety of sounds, appropriate sentence structure, and grammar.

The “Get Set for School Guía para maestros de prekínder” includes guidance to support the children’s oral language development. The section titled “Conexiones y centros con libros” includes opportunities for children to practice sound production through storytelling and dramatization. The materials state, “Haz que los niños usen el centro para el juego teatral y los materiales para volver a contar la historia.” This section also demonstrates how to set up and facilitate activities that allow students to develop their speaking skills. In the introduction, the “Etapas del desarrollo del niño” provides detailed expectations for language and alphabetization from ages two to five. Under “Uso de palabras,” the materials state the students should be able to “Empezar a usar verbos irregulares que indican pasado, pudo/pude (no podía)” and “Comparar y usar palabras de posición y de tiempo.” This information builds the teachers’ background knowledge surrounding expectations for language development at different ages, which helps to provide students with appropriate corrective feedback.

The materials provide opportunities for students to practice producing sounds using different songs and games, with sentence stems to support various language proficiency levels. For example, in Unit 1, the teacher models using Squawker the stuffed toy to use a complete sentence to say their name. The teacher says, “¿Cómo te llamas? Me llamo...” The students use the modeled sentence stem to tell their name while the teacher writes it on the board. To close the activity, the teacher and students sing the “Las letras forman palabras” song. This activity

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supports students' speaking abilities and includes a sentence stem with prompts to support children's speech production and appropriate sentence structure.

Throughout the materials, there is teacher guidance regarding how to support students' speech production, sentence structure, and grammar. Each "Lenguaje y alfabetización" lesson has an "Apoyo" piece with extra activities the teacher can implement. For example, in Unit 3, the directions state, "Tiende las fichas de palabras por el niño a medida que dice su oración." This guidance indicates how the teacher is helping increase students' understanding of sentence structure by realizing that each counter represents a word. Another activity from Unit 3 provides guidance for students to ask and respond to questions using the song "Preguntar y responder." The materials state, "Haz la primera pregunta. Luego, guía a los niños para cantar la respuesta. Da la oportunidad a los niños para que se ofrezcan de voluntarios para cantar una pregunta. Observa a los niños mientras formulan y responden preguntas." In this activity, students respond to each other through song, which allows them to work collaboratively and engage in discussion while the teacher monitors their speech for opportunities to give corrective feedback.

The materials in Unit 5 provide guidance to conduct a read-aloud and identify rhyming words. The teacher reads *Green Eggs and Ham*, highlights words that rhyme, and checks for student understanding of rhyming words. This activity allows students to practice the production of sounds (rhyming words) within the context of a read-aloud. Identifying rhymes also capitalize on opportunities for students to develop their grammatical knowledge by studying the phonology of the words and understanding how inflection works within the context of language.

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## English and Spanish Prekindergarten Program Summary

### 4.3 Materials support expanding student vocabulary.

- Materials follow a progression of vocabulary development that is age and sequentially appropriate.
- Materials include a variety of strategies for strategically supporting vocabulary development that are integrated and authentically embedded in content-based learning.
- Materials guide the teacher to access one language to build vocabulary in the other language (e.g. cognates, translanguaging, etc.) (Spanish only).

<b>4.3 Materials &amp; Score</b>	<b>4.3 Rationale</b>
<b>4.3 English IM Meets 4/4</b>	The materials support developing and expanding child vocabulary that is age and sequentially appropriate. The lessons provide strategies to support vocabulary development that are integrated and authentically embedded across content learning.
<b>4.3 Spanish IM Partially Meets 2/4</b>	The materials include some supports to expand students’ vocabulary. The materials follow a progression of vocabulary development, which is both age and sequentially appropriate. The materials also include a variety of strategies to support students’ vocabulary development, which are integrated into various subject areas. However, there is little to no guidance for the teacher to help students use one language to build vocabulary in the other language.

### English Evidence 4.3

Evidence includes but is not limited to:

The “Word Time Activity Booklet” provides a variety of strategies to support teachers in developing children’s vocabulary. It emphasizes quality exposure to vocabulary and gives children opportunities to connect with words authentically. These connections are made during the “Oral Language Word Time” lessons on Mondays, Wednesdays, and Fridays. These lessons use vocabulary cards with the printed word and illustration, a parrot puppet to engage the children, songs, and theme-related vocabulary across content areas. The Word Time Activity Booklet also contains two pages of additional activity ideas to use on days when there is not a specific “Oral Language” lesson scripted in the daily lesson plans. These activities include “Act It Out,” where children act out the verbs learned on Mondays, and “Fill in the Blank,” where the teacher says a sentence that uses a word children have learned but leaves a blank. For example, “A...works with cars.” The teacher gives children three choices: *mechanic, firefighter, or chef.*

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Children complete the sentence by selecting the correct vocabulary word. The materials include suggestions to expand on the new content by reading specific texts that are included for each unit. The structure and sequence of the lessons support vocabulary development in an age and sequentially appropriate manner.

In Unit 3, there is a lesson focused on specific vocabulary terms. The teacher uses a macaw paper puppet (Squawker) to model the terms *first* and *next* and then provides the definitions of the new words. Students practice the terms by holding *first* and *next* cards and saying, "I am first in line. My friend is next in line." Materials provide child-friendly definitions of new words while also including meaningful ways for children to interact with and use new vocabulary words in context. In another example, the students learn the words *costume* and *clothing*; students say the words with Squawker. The teacher says, "A costume is something you wear for pretend play. Clothing covers your body and can keep you warm." The teacher provides visual representations of the words and has one child dress up in a cape. The teacher asks, "What is a costume? A costume is a kind of clothing." The class discusses costumes they want to wear and clothing they wear in winter. This progression for the vocabulary lesson builds on prior knowledge and provides visual examples for students to integrate new vocabulary words authentically through the activity.

The materials provide a wide variety of rich and rare vocabulary words and repeated opportunities to hear and practice language within a relevant context that supports a developmentally appropriate progression and sequence. In Unit 5, the students learn the words *wide* and *narrow*. The teacher gives a brief kid-friendly definition; the students make wide and narrow paths by moving around the classroom. The next day, the words are integrated into another activity where students make and compare tracks using different cars and trucks and use the words *wide* and *narrow*. "Word Time" is also built into Unit 5 and guides teachers to "physically demonstrate speaking, reading, and writing in the classroom." Word Time is also used in Unit 5 to practice a "Look-Do-Say-Talk" model. The teacher models the vocabulary words, such as *wide* and *narrow*; the children repeat and then discuss the meanings. This model stays the same for all units. Each day, children learn two new words for a total of six words per week. Most of these words are new and rare words that enhance vocabulary in a sequentially appropriate manner.

### Spanish Evidence 4.3

Evidence includes but is not limited to:

On the side of each lesson, there is a "Vocabulario" section that specifies the new vocabulary for that lesson. In Unidad 1, the teacher models two new words using Squawker, a bird puppet, to explain new vocabulary words and engage the students. The teacher states: "Di las palabras con Squawker. Nuevo y viejo son opuestos. Nuevo describe algo que acabamos de comprar o

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hacer. Viejo describe algo que tienes desde hace mucho tiempo.” Next, the teacher calls on students to show “el libro nuevo y el libro viejo.” Finally, the teacher observes as students, “hablan sobre los libros nuevos y viejos.” This strategy supports students' vocabulary development as they use new words in context and provides child-friendly definitions.

In Unidad 2, the teacher continues to use Squawker to introduce vocabulary, but also incorporates objects that represent those words. In this particular lesson, in order for students to have a better understanding and build a connection of what *duro* and *suave* mean, the teacher uses teddy bears (one soft and one hard) so students can feel the difference. This strategy uses objects to provide concrete and tangible opportunities to experience the new vocabulary in an age- and developmentally-appropriate way.

The materials allow students to interact with and use new vocabulary words in the context of the learning. For example, in Unidad 3, students have the opportunity to peel and cut a banana using a plastic knife, while learning the words *pelar* and *cortar*. Similar to the previous lesson from Unidad 2, this strategy supports children to learn the new words by using real objects in a fun and authentic activity.

The materials do not provide teachers with guidance for accessing one language to build vocabulary in another. Strategies such as cognates or translanguaging are not present in the materials. Within the Spanish materials, the word *inglés* appears only once in Unidad 4. The teacher states, “P es para menta (peppermint, en inglés).” This statement is the only example of drawing on students' prior knowledge in English while teaching in Spanish.

The materials guide teachers to discuss the meaning of words in Spanish only. For example, in Unidad 4, the teacher uses two vocabulary cards, *avión* and *nubes* while explaining the meaning of the words, using the stuffed puppet Squawker. The teacher explains the meaning in Spanish with no connection to English. Another lesson in this unit supports teachers with a variety of vocabulary words about the study of aviation. The materials include the vocabulary words *aviación, ciencias, vuelo, volar, vivo, no vivo, piloto, aeropuerto*. The teacher reads a book about airplanes or things that fly and then facilitates a discussion with the students on different terms related to planes and aeronautical scientists. The teacher states, “¿Qué trabajo estudia los vuelos? Un científico aeronáutico es alguien que aprende lo más que puede acerca de volar. Un piloto es una persona que vuela aviones.” The teacher uses the “Apoyo” section to strategically support students who may not grasp the lesson right away. These activities use strategies such as using content-related text, visuals, and discussion to model a variety of rich and rare vocabulary words.

Teacher guidance for meanings of words in Spanish is found in the “Lenguaje oral” section of the lessons. For example, in Unidad 6, the teacher uses Squawker and the “tarjetas de palabras” to introduce the words *ballena* and *océano*. The teacher begins by showing students the flashcards. The students follow along with Squawker as they repeat the definitions of the new

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words: “La ballena es el mamífero más grande que existe. Un océano es una masa de agua salada muy grande.” Although this activity supports expanding students' vocabulary in Spanish, the materials do not guide teachers to discuss the meaning of words in both English and Spanish.



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**4.4 (English)** Materials include appropriate strategies for supporting English Learners (ELs) in their development of English language skills and developmentally appropriate content knowledge.

- Materials include a variety of strategies for supporting English Learners.
- Strategies include how to use the child’s first language as a foundation for learning English.
- Materials develop students’ vocabulary in both English and the home language.

**4.4 (Spanish)** Materials include appropriate strategies for supporting students’ biliteracy development.

- Materials include a variety of strategies for supporting students in developing Spanish and English language proficiency.
- Materials highlight opportunities for students to make cross-linguistic connections.
- Materials guide the teacher to leverage student’s prior knowledge in each language as an asset.

<b>4.4 Materials &amp; Score</b>	<b>4.4 Rationale</b>
<b>4.4 English IM Meets 4/4</b>	The materials include appropriate strategies for supporting English Learners (ELs) in their English language skills development. The strategies provided in the materials are specific to ELs, and the materials include a variety of strategies for the teacher to use to assist students. Much of this guidance also integrates the child’s first language as a foundation for learning English. Additionally, materials often develop student vocabulary in both English and the home language.
<b>4.4 Spanish IM Partially Meets 2/4</b>	The materials provide some strategies for supporting students’ biliteracy development. The materials include strategies to support the development of students’ language proficiency in English or Spanish; however, they do not provide opportunities for cross-linguistic connections. Therefore, the materials promote monolingual literacy as opposed to biliteracy. Without cross-linguistic strategies, there is no guidance as to how the teacher can leverage students' prior knowledge in each language.

### English Evidence 4.4

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Evidence includes but is not limited to:

The “Teacher’s Guide” lists key principles for teaching ELs. In these principles, they include information about giving ELs “opportunity to develop sound-symbol awareness in the Home Language, in addition to English, because skills transfer cross-linguistically.” Furthermore, the materials also advise teachers that ELs come to the classroom with language that can be used as a resource for learning. This resource also includes specific classroom strategies for teaching ELs. These include: using labels in the classroom that include both English, Spanish, and other languages that children may speak; trying to incorporate vocabulary words in the languages children speak; pre-teaching vocabulary before read-alouds; encouraging teachers to teach vocabulary in authentic contexts, including scripted lessons, but also during “teachable moments” throughout the day; and helping children create “Word Journals” to keep track of words as they learn them.

Each lesson also includes one support labeled as “Support/EL.” Unit 1 lessons include supports such as verbal or tactile prompting, connecting body parts to the parts of a book, saying letters slowly, and showing children other things they can *pass* and *share* during a lesson that teaches those vocabulary words. The materials also include a “Making Predictions” lesson where teachers preview the pictures and repeat the names of objects in the pictures prior to the activity. This lesson integrates well with other specific tips for pre-teaching curriculum to ELs. Specific pre-teaching tips include saying the word in both the child’s home language and English; using tangible items to provide an authentic context for the word; using visuals, non-verbal cues, gestures, or physical prompts; creating drawings or art; and having struggling ELs work with a peer to help in their understanding.

In a Unit 2 “Social Studies” lesson, students “learn that people speak different languages.” The teacher teaches students how to say *hello* in Spanish and then asks them if they or their family speak Spanish. The teacher repeats the activity in Chinese as well as any other languages spoken in the classroom. Generally, teachers also have access to research on cognates and how they can assist Spanish speakers with learning the English language. As well, EL students are encouraged to use provided digital tools and apps to support their English language acquisition. These tools give them an opportunity to hear sounds, interact with digital read-aloud books, and use the “Word Time Word Cards” to create a class word wall.

In Unit 3, included EL supports guide the teacher to provide visual and physical prompts as well as shorten an activity for ELs. Each vocabulary word taught comes with a word card that contains that word printed on it and an illustration. This visual helps to build language in a developmentally appropriate manner; the use of strategies like visual and physical prompts are helpful for ELs.

In Unit 5, students learn the words *row* and *steer*. The teacher uses a macaw paper puppet and vocabulary cards that depict the action. The materials provide child-friendly definitions of new

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words while also including meaningful ways for children to interact with and use new vocabulary words in context. The *row* vocabulary cards include a drawing of a canoe with a person rowing. Also, in Unit 5, students learn the words *steep* and *level*. The vocabulary lesson has the children incorporate physical activity and visuals throughout.

### Spanish Evidence 4.4

Evidence includes but is not limited to:

The usage of songs found throughout the materials allows for students to engage in repetitive phrases. The availability of these songs in both English and Spanish supports students in learning new words in both languages. The lyrics in songs such as “Counting, Counting” and “Cuento, Cuento” are the same in both languages, supporting English and Spanish proficiency. While these songs allow students to participate and develop their skills in both languages actively, the rest of the student activities, teacher resources, and research materials available in this curriculum do not support biliteracy development.

The materials offer many supports for literacy development in Spanish; however, there are no cross-linguistic connections made with the English language. For example, in Unidad 2, students learn about the letter *F* and its sound. Next, students name the things they have seen in the past that start with that letter. Activities like this allow the teacher to leverage students’ prior knowledge to develop new concepts, thereby expanding vocabulary. These language development strategies can be found in a variety of subjects. The “Lenguaje oral” strategies are represented in the materials with a small speaking head icon and include an oral language objective to describe what the children should be able to do. For example, in a “Social Studies” lesson from Unidad 2, the students compare different countries’ sizes using the vocabulary words *grande* and *pequeño*. The lesson objective is for students to “utilizar el lenguaje para distintos propósitos, utilizar una variedad de palabras para etiquetar, y describir lugares.” This type of activity only supports the development of students’ Spanish language proficiency.

The materials do not include comparisons of content vocabulary or structure in the two program languages. Rather than being a program that intertwines the two languages into one cohesive system, it is divided into the English curriculum and the Spanish curriculum. For example, none of the lessons or “Vocabulario” sections in Unidades 3 or 4 included references to English vocabulary connections. Students learn vocabulary in Spanish, thereby developing proficiency in only one language. Furthermore, there are no references to cognates to help leverage students’ prior knowledge in either language as an asset.

The materials provide opportunities for students to learn thematically-related terms in Spanish through discussions in the different content areas, for both small and whole group settings, as well as learning centers. The materials are organized into six themes corresponding to each of

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the units. For example, Unidad 4 has language development activities to learn *separar y reciclar*. The teacher uses Squawker, the puppet, to teach the students about separating trash from other recyclable items. Then students answer questions such as “¿Por qué haríamos eso?” and “¿Cómo podemos reciclar ropa?” This activity provides students with opportunities to learn and discuss Spanish vocabulary terms and supports students’ Spanish language development. This lesson and other activities do not include guidance on whether the teacher can accept an answer in either language when asking a question, and if so, how the teacher should respond and allow for opportunities to make a cross-linguistic connection.

The materials provide teachers guidance on using prior knowledge as an asset to develop new concepts in the Spanish language; however, there is no evidence of this for the English language. In a Lenguaje oral lesson from Unidad 5, the students learn two new vocabulary words: *empinado* and *nivelado*. As part of the lesson, the teacher asks students to use their background knowledge of the concept being studied, “¿Qué otras formas hay de bajar por una colina empinada?” and “¿Qué otras cosas están niveladas?” The students respond to the teacher and also turn and talk to discuss their responses. However, the materials do not provide opportunities for the teacher to leverage students’ prior knowledge in another language to support learning.

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**5.1** Materials provide opportunities for students to develop oral language skills, including through authentic text conversations.

- Materials provide opportunities for students to listen actively and to ask questions and engage in discussion to understand information in texts.
- Materials provide consistent opportunities for students to engage in discussions that require students to share information and ideas about the texts.
- Materials provide support and guidance for students to work collaboratively to engage in discussion.

<b>5.1 Materials &amp; Score</b>	<b>5.1 Rationale</b>
<b>5.1 English IM Partially Meets 2/4</b>	The materials provide students with some opportunities to develop oral language skills, including authentic text conversations. Materials provide opportunities for students to listen and engage in discussions to understand the information in texts, but they do not provide opportunities for students to ask questions. Materials provide opportunities for students to engage in discussions, yet they are not consistent on how to build oral language through the texts. Materials provide few supports and guidance for students to work collaboratively to engage in discussion.
<b>5.1 Spanish IM Meets 4/4</b>	The materials provide consistent opportunities for students to listen actively, ask questions, and engage in discussions to understand and share information in texts. The materials provide support and guidance for students to work collaboratively to engage in discussion.

### English Evidence 5.1

Evidence includes but is not limited to:

The materials provide some opportunities for students to engage in active listening, open-ended questions, and discussion throughout the units. In Unit 1, the students predict what will happen in the story *Maria Had a Little Llama* by Maria Tenia. The teacher shows the front cover of the story and asks the students to predict what they believe will happen in the story. The teacher then reads the title and asks the students if their prediction has changed. The teacher continues to read and stops periodically to get new predictions. After the reading, the teacher reviews the predictions and compares them to what actually happened in the story. The

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teacher checks for understanding by observing how and why the students make predictions and if their predictions make sense.

In Unit 3, the students learn about the people who create books, and they also learn about bullying when they read *The Recess Queen* by Alexis O’Neill. The teacher discusses an author and illustrator’s roles while showing the book to the class. The teacher takes the students on a picture walk of the book and asks them to make predictions before reading it. After the story, the teacher asks the students how the book made them feel and discusses what they can do if they are bullied. Students role-play different scenarios to practice solving conflicts. The teacher checks for understanding by observing the students during the picture walk and listening to their predictions.

In Unit 5, the teacher reads *The Gingerbread Man* by Catherine McCafferty and gives each child a gingerbread man cookie or cutout. The teacher tells the students to pretend they have caught the gingerbread man and want to share him. The teacher asks students how they can share the cookie equally in a group discussion. The teacher then uses a knife or scissors to model to the students how to cut the gingerbread man symmetrically from head to toe. The teacher checks for understanding by asking children about the process and listening to their responses. There are no specific tips for the teacher to expand upon children’s conversations related to this text.

Text-based discussions are meant to take place during read-aloud. Teachers are sometimes provided with specific prompting questions, but most prompts are general teacher-actions. Often students are directed to discuss predictions they have about stories and how to solve problems. The lessons include questions to ask the students, but they do not support further student collaboration or discussion. For example, the questions related to the Unit 6 text, *Ready for Robins*, include: “Can you make a home for the birds? What could the parents say to each other? What will they do next?” These types of questions sometimes require students to share information and ideas about the text, but as written, they do not provide enough additional support to ensure collaborative discussion or to ask questions.

The materials provide an extensive list of related books in the “Book Connections” section of the “Teacher’s Guide,” Volume 1. These books are recommended to further expand the concepts in the Teacher’s Guide, but no further guidance is provided on when or how to teach these texts. The Scope and Sequence does not include suggested time to read these texts, nor is there a dedicated time for read-aloud texts in the example half-day and full-day schedules. The “Books All Year” section defines when text-based lessons are integrated into the curriculum; teachers read texts roughly two to three times a week, with some weeks lacking a scheduled read-aloud. Beyond lessons that include text-specific questions, the teacher also has access to the “Book Centers and Connection” section in the Teacher’s Guide. This two-page section includes read-aloud interactive tips, pre-reading suggestions and prompts, a section dedicated to comprehension review, and a section describing how to connect the story to art. The comprehension review section provides some guidance for text-based student discussion. There

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are four bullet points, and suggestions include: “Check the children’s predictions and ask questions about why their predictions did or did not happen.” “Discuss any problems and solutions.” “Discuss how the story made each child feel.” “Have children retell the story.” While this guidance relates to the text, it does not ensure students consistently develop necessary oral language skills.

There are times when read-aloud texts are replaced with “Line It Up Story Cards” and activity booklets. There are five story cards with associated activity booklets, and the booklets include additional teacher prompts that help promote discussion. However, these resources are not text-based in the traditional sense: there is some text for the teacher to read, but three pictures make up the foundation for each activity. While students may be working collaboratively in discussion, these resources do not ensure authentic text-based conversations.

### Spanish Evidence 5.1

Evidence includes but is not limited to:

The “Introducción al currículo” section of the “Get Set for School Guía para maestros de prekínder” includes interactive tips to use when conducting a read-aloud. Teachers express excitement when they read a book to the class, which motivates students to listen. Before reading, the teacher does a picture walk with the students and encourages them to make predictions. During the picture walk, the teacher asks two or three questions about each picture, so students can further discuss their ideas and thoughts. For example, the teacher asks, “¿Qué está sucediendo aquí?” After the students make predictions, the teacher begins the read-aloud. The guide also recommends revisiting students’ predictions and asking questions to confirm whether the predictions were correct. This sequence fits every book the teacher reads in class. The repetition of this process supports students in listening actively and engaging in discussions that further their understanding of the information in texts.

The Introducción al Currículo section also provides ideas for students to retell stories through creative arts, such as music, dramatic play, art, and food. For example, these ideas can be implemented through the book *La oruga muy hambrienta* by Eric Carle during whole group, small group, or centers to support oral language development. Through music, students use instruments to create music that helps others understand how the story made them feel. This activity would require the students to engage in discussions about why they chose that rhythm. Finger puppets in the “Dramatic Play” center would allow students to act out events in the correct sequence. Through art, students create drawings to retell the story. In addition to the artwork, they can record themselves telling the sequence of events based on their drawings. Another way that encourages students to use the correct sequence of events is with food. Students use real food items to retell the story of *The Very Hungry Caterpillar*. These activities

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provide students with consistent opportunities to engage in discussions that require sharing information and ideas about the texts.

The Get Set for School Guía para maestros de prekínder includes another section, “Lecciones y aprendizaje multisensorial,” which provides activities that support and guide students to work collaboratively by engaging in discussion. For example, during an “Oral Language” lesson in Unidad 1, students take turns when asking what each other’s names are. One student begins the conversation by saying, “¿Cómo te llamas? Me llamo...” Then the other student responds with an appropriate answer. Taking turns is a key part of having a successful dialogue; therefore, students work collaboratively to practice this skill during authentic peer conversations.

The materials include open-ended questions to develop students' oral language skills. The teacher asks questions during read-alouds such as “What is happening?” “Tell me more about...” or “Why do you think that?” For example, during a “Lenguaje y alfabetización” lesson from Unidad 1, the teacher asks, “¿Qué crees que pasará en esta historia?” Asking this type of open-ended question prior to reading a story engages the students in a discussion about the text and helps them better understand the information they are about to hear.

The materials provide opportunities for children to listen actively and engage in discussion to understand texts. For example, in a “Lenguaje y alfabetización” lesson from Unidad 2, the students make predictions about a text before it is read aloud. The teacher asks, “¿Cuáles son tus predicciones sobre lo que sucederá en esta historia?” The students make predictions, and the teacher asks students to justify their predictions. The teacher asks more questions to engage students in a discussion, such as “¿Qué predicen que sucederá?” and “¿Cambiaron sus predicciones?” The teacher stops once or twice during the lesson to see if any students want to change their predictions. This lesson provides consistent opportunities for students to listen actively and engage in discussions to understand the information in texts and draw predictions about stories and plots.

Students have consistent opportunities to engage in discussions that require them to share information and ideas about the texts. In Unidad 4, the teacher uses the “Tarjetas de historias” during a “Language and Literacy” lesson to help students generate a list of facts from the informational text *Cultivando papayas*. The students participate in a shared writing activity as they contribute what they know about papayas after hearing the story read aloud. Activities like this promote oral language development through authentic discussions related to texts read aloud.

The materials provide guidance and support for students to work collaboratively and engage in discussion. For example, in a “Lenguaje y alfabetización” lesson from Unidad 6, the teacher reads *¿Cómo comen los dinosaurios sus alimentos?* by Jane Yolen. After the read-aloud, students work in small groups and discuss how to group dinosaurs according to their diet type. During the discussion, the students use words such as *meat, plant, sharp, flat, and teeth*. Not



































































































































































































































