

National Kindergarten Curriculum Guide Week 21 40

A disparity in knowledge of code-related precursors between disadvantaged children and their more advantaged peers is already apparent upon kindergarten entry. National reading assessments and research on entering kindergarteners indicate that pre-kindergarten programs may not be doing enough to close the achievement gap, a primary goal of state-funded pre-kindergarten. High-quality language and literacy curriculum that includes explicit instruction can improve the odds for disadvantaged children. This descriptive study bridges the gap between research and practice by applying research-based criteria in an evaluation of the Houghton-Mifflin Pre-Kindergarten Language and Literacy Program (Bredenkamp, Morrow, & Pikulski, 2006). Of particular concern is the curriculum's treatment of phonological awareness and alphabet knowledge, the two strongest predictors of successful reading acquisition at kindergarten entry. Using research and California state Pre-K standards as guidelines, this study evaluates the curriculum's content (objectives) and methods (approaches to instruction) for code-related precursors. Through a review of literature on early literacy development and the California Preschool Learning Foundations (Abbot, Lundin, & Ong, 2008), the author derived content and features of effective instruction for code-related precursors. Four rubrics were developed to guide the examination of (a) content and (b) instruction within the phonological awareness and alphabet knowledge components of the program. Daily lessons for the entire academic year were analyzed. This study revealed significant discrepancies between the program and research-based recommendations. For example, rhyme and alliteration skills (although important prerequisites for higher-level phonological skills) are the easiest to acquire and yet receive excessive instructional attention. On the other hand, word- and syllable-level skills (important precursors to onset-rime and phonemic awareness) receive relatively little attention. Within the alphabet strand, letter names and shapes are introduced concurrently, rather than beginning with names alone. Letter sounds are taught beginning in the 13th week, when many students are still trying to master letter names and their printed forms. Furthermore, the predominant instructional approach is more implicit than explicit. Large groups participate in songs, games, and storybook reading with only one weekly, small-group lesson in phonological awareness and alphabet knowledge. This study concludes with recommendations for pre-kindergarten teachers to complement the curriculum with supplemental materials and more explicit teaching strategies.

PERFECT FOR THE EARLY CHILDHOOD EDUCATOR, CARE GIVER AND PARENTS ALIKE, *Peak With Books* shows how to use popular children's literature to build reading, writing, and cognitive skills in an inquiry-based environment. Instead of using a "skill and drill" approach, the authors employ conversations, questions, and, meaning-based activities to stimulate children's curiosity, confidence, and thirst for knowledge. The authors' balanced literacy program teaches strong reading, writing, and critical thinking skills. To develop those skills, each chapter's central storybook is accompanied by strategies that employ art, music, drama, finger rhymes, poetry, math and science activities. Graphics and children's presentations illustrate how research and discovery through fiction can enliven whole-class and individually directed projects. Anti-bias education begins with you! Become a skilled anti-bias teacher with this

practical guidance to confronting and eliminating barriers.

Child-centered lesson planning provides a system to strengthen teaching. Great lesson planning helps teachers to choose a range of strategies that match what children are learning and doing-- from directed mini-lessons to facilitated group activities.

The Creative Curriculum comes alive! This videotape-winner of the 1989 Silver Apple Award at the National Educational Film and Video Festival-demonstrates how teachers set the stage for learning by creating a dynamic well-organized environment. It shows children involved in seven of the interest areas in the The Creative Curriculum and explains how they learn in each area. Everyone conducts in-service training workshops for staff and parents or who teaches early childhood education courses will find the video an indispensable tool for explaining appropriate practice.

The distinguished teachers and historians on the Bradley Commission on History in Schools suggested the basic themes, narratives, topics, and questions essential to the study of United States history, of Western civilization, and of world history. This guide provides teachers, administrators, and parents with principles of selection and suggestions for episodes in history to use as they talk to young children about times, places, and people in history. The guide presents a range of options from which schools and teachers may choose for themselves. It is divided into two broad parts: "Part One: Introduction" ("I. Guidelines for Planning K-4 History Instruction in Schools: Aims and Approaches"; "II. Basic Principles of Selection, and How To Use Them"; "III. Curricular Frameworks for Effective History Education K-12"); and "Part Two: Building a History-Centered K-4 Curriculum" ("I. History in the Early Grades: What Is It and Why Study It?"; "II. Vital Themes and Significant Questions To Be Carried throughout Patterns and across the Grades"; "III. Visualizing a History-Centered Curriculum for Kindergarten through Grade Four"; "IV. History's Habits of Mind: Questions across All Four Course Patterns"; "V. Keys to Developing Historical Literacy at an Early Age: Children's Literature, Biography, Times Lines, Primary Sources"; "VI. Content and Questions within the Course Patterns"; "VII. History and Language Arts"; "VIII. History and Geography"; "IX. History and Science"; "X. A Sample One-Week Lesson Plan"; "XI. A Sampler of Suggested Resources"; "XII. Preparing To Implement This Guide"). (BT)

An inside look at America's most controversial charter schools, and the moral and political questions around public education and school choice. The promise of public education is excellence for all. But that promise has seldom been kept for low-income children of color in America. In *How the Other Half Learns*, teacher and education journalist Robert Pondiscio focuses on Success Academy, the network of controversial charter schools in New York City founded by Eva Moskowitz, who has created something unprecedented in American education: a way for large numbers of engaged and ambitious low-income families of color to get an education for their children that equals and even exceeds what wealthy families take for granted. Her results are astonishing, her methods unorthodox. Decades of well-intended efforts to improve our schools and close the "achievement gap" have set equity and excellence at war with each other: If you are wealthy, with the means to pay private school tuition or move to an affluent community, you can get your child into an excellent school. But if you are poor and black or brown, you have to settle for "equity" and a lecture--about fairness. About the need to be patient. And about how school choice for you only damages public schools for everyone else. Thousands of parents have chosen Success

Academy, and thousands more sit on waiting lists to get in. But Moskowitz herself admits Success Academy "is not for everyone," and this raises uncomfortable questions we'd rather not ask, let alone answer: What if the price of giving a first-rate education to children least likely to receive it means acknowledging that you can't do it for everyone? What if some problems are just too hard for schools alone to solve? The New York Times best-selling book exploring the counterproductive reactions white people have when their assumptions about race are challenged, and how these reactions maintain racial inequality. In this "vital, necessary, and beautiful book" (Michael Eric Dyson), antiracist educator Robin DiAngelo deftly illuminates the phenomenon of white fragility and "allows us to understand racism as a practice not restricted to 'bad people' (Claudia Rankine). Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.

Focus on Photography: A Curriculum Guide. The guide is a resource for those at all levels of experience in teaching and in photography, designed to inform educators about the many possibilities and interdisciplinary applications of photographic education in school and after-school settings (grades K-12). Written by museum educator and former ICP Coordinator of Community Programs, Cynthia Way, the guide draws on ICP's long-term experience and translates its practice for a much broader audience. As new research continues to show, the cultural gap between secularism and the convictional Church continues to widen. KidMin and youth leaders are asking, "Are we adequately discipling today's kids to lead the future of the church in a culture that's becoming increasingly hostile to the gospel?" For many, the answer is "no," and a new conversation around making Resilient disciples is emerging. Resilient is an honest calling to ask robust questions about the future; it is a timely conversation in the midst of changing cultural landscapes; and it's a love letter to KidMin leaders and disciple makers to walk this road of child discipleship together. Resilient Child Discipleship focuses on three key areas, essential for shaping long-term faith: Belonging - Highly relational ministry led by a loving and caring adult Believing - Deeply Scriptural ministry rooted in the truth of God's Word and the power of the gospel Becoming - Truly experiential ministry, designed to move kids from simulation to real-world application of faith-based living Resilient equips you with an innovative, biblical and proven child discipleship philosophy to build your ministry around - plus practical questions to equip you and your team! Inspires and facilitates the crucial conversation of our time that will shape the future of the church Loaded with content to help your pastor cast vision and elevate the importance of children's ministry Helps cut through the clutter of the many responsibilities of KidMin to get to the most essential and effective aspects of children's ministry that most influence long-term discipleship into adulthood Child discipleship is the leading factor when shaping the future of your church The culture is changing so rapidly and radically that the future is likely to look far different than the world we know today. The children's ministry community has new conversations to explore as we prepare today's kids to lead the fearless future of the church.

Early Learning and Development offers new models of 'conceptual play' practice and theory.

Take it one week at a time! Creative curriculum plans that cover topics week by week. With the fun, engaging Horizons Preschool Curriculum Set, preschoolers are introduced to social studies, language arts, math, phonics, and science. To add variety and depth to this foundational curriculum, additional topics such as health and safety, arts and crafts, music, and physical education are included. This program, which is biblically-based and filled with hands-on activities, can be easily adapted to a variety of daily schedules and program objectives with a flexible organizational structure. The Preschool Curriculum Set contains all 180 lessons packaged in two student books, two teacher's guides, a sing along music CD, and a resource packet. Basic flashcards and other manipulatives are included in the resource packet. An optional package of recommended multimedia is available separately.

This comprehensive resource will give kindergarten teachers new insights.

Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0133830977. Helps students create the best programs for young children ages three through eight. The authors' goal in writing *Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education* was to bring together the best information currently available for developing an integrated approach to curriculum and instruction in the early years. The Sixth Edition addresses all aspects of classroom life, including the roles of children and adults, the physical and social environments, and teaching and learning within multiple domains for children age three to eight. It provides a comprehensive, cohesive approach to curriculum development, which results in greater continuity for children and practitioners in group settings in childcare, preschool, and the early elementary grades. Concentrating as much on the "how" of curriculum development as on the "what and why," the authors provide practical, research-based guidelines for translating theory into best practice that accommodates age-appropriateness, individual differences, and social and cultural diversity. Students learn how to conceptualize, plan, implement, and evaluate curriculum through detailed application opportunities in each chapter. The Enhanced Pearson eText features embedded video, licensure examination preparation exercises, and assessments. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.* Affordable. The Enhanced Pearson eText may be purchased stand-alone or with a loose-leaf version of the text for 40-65% less than a print bound book. *The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later.

We want our preschoolers to learn and have fun - Enjoy the ultimate collection of kid-tested fun that can be ready in minutes! Autumn understands the pressure to create fun

activities that don't take a lot of time to prepare; these low-prep activities are proven to spark a child's interest and curiosity while preparing them for kindergarten.

While most children learn to read fairly well, there remain many young Americans whose futures are imperiled because they do not read well enough to meet the demands of our competitive, technology-driven society. This book explores the problem within the context of social, historical, cultural, and biological factors. Recommendations address the identification of groups of children at risk, effective instruction for the preschool and early grades, effective approaches to dialects and bilingualism, the importance of these findings for the professional development of teachers, and gaps that remain in our understanding of how children learn to read. Implications for parents, teachers, schools, communities, the media, and government at all levels are discussed. The book examines the epidemiology of reading problems and introduces the concepts used by experts in the field. In a clear and readable narrative, word identification, comprehension, and other processes in normal reading development are discussed. Against the background of normal progress, Preventing Reading Difficulties in Young Children examines factors that put children at risk of poor reading. It explores in detail how literacy can be fostered from birth through kindergarten and the primary grades, including evaluation of philosophies, systems, and materials commonly used to teach reading.

Using novel methodological approaches and new data, The Bilingual Advantage draws together researchers from education, economics, sociology, anthropology and linguistics to examine the economic and employment benefits of bilingualism in the US labor market, countering past research that shows no such benefits exist.

Humans, especially children, are naturally curious. Yet, people often balk at the thought of learning science--the "eyes glazed over" syndrome. Teachers may find teaching science a major challenge in an era when science ranges from the hardly imaginable quark to the distant, blazing quasar. Inquiry and the National Science Education Standards is the book that educators have been waiting for--a practical guide to teaching inquiry and teaching through inquiry, as recommended by the National Science Education Standards. This will be an important resource for educators who must help school boards, parents, and teachers understand "why we can't teach the way we used to." "Inquiry" refers to the diverse ways in which scientists study the natural world and in which students grasp science knowledge and the methods by which that knowledge is produced. This book explains and illustrates how inquiry helps students learn science content, master how to do science, and understand the nature of science. This book explores the dimensions of teaching and learning science as inquiry for K-12 students across a range of science topics. Detailed examples help clarify when teachers should use the inquiry-based approach and how much structure, guidance, and coaching they should provide. The book dispels myths that may have discouraged educators from the inquiry-based approach and illuminates the subtle interplay between concepts, processes, and science as it is experienced in the classroom. Inquiry and the National Science Education Standards shows how to bring the standards to life, with features such as classroom vignettes exploring different kinds of inquiries for elementary, middle, and high school and Frequently Asked Questions for teachers, responding to common concerns such as obtaining teaching supplies. Turning to assessment, the committee discusses why assessment is important, looks at existing

schemes and formats, and addresses how to involve students in assessing their own learning achievements. In addition, this book discusses administrative assistance, communication with parents, appropriate teacher evaluation, and other avenues to promoting and supporting this new teaching paradigm.

After a powerful webinar that included educators from ten cities explaining the many incredible actions they took in support of the national Black Lives Matter at School week of action, Denisha Jones, contacted Jesse Hagopian to propose that they collect these stories in a book. Black Lives Matter at School succinctly generalizes lessons from successful challenges to institutional racism that have been won through the BLM at School movement. This is a book that can inspire many hundreds or thousands of more educators to join the BLM at School movement.

Phonemic Awareness The Skills That They Need to Help Them

Succeed! Developmentally Appropriate Curriculum Best Practices in Early Childhood Education Pearson Higher Ed

Exploring a subject that is as important as it is divisive, this two-volume work offers the first current, definitive work on the intricacies and issues relative to America's faith-based schools.

As the only text of its kind, this book provides in-depth information about Vygotsky's theories, neo-Vygotskians' findings, and concrete explanations and strategies that instruct teachers how to influence student learning and development. Key changes to this edition include a new chapter on dynamic assessment, separate and expanded chapters on developmental accomplishments of infants and toddlers, preschool/kindergarten, and primary grades and on supporting those accomplishments, and elaborations of Vygotsky's ideas from neo-Vygotskians from Russia. FEATURES: Written for the beginning student, the book provides a clear discussion of Vygotskian principles including...a historical overview and a complete chapter on the "Zone of Proximal Development," (ZPD). Each section of the book builds on the other...framework, strategies, and applications of the Vygotskian approach. The work of Vygotsky is compared in a fair and balanced way with the work of Piaget. Examples and activities have been class-tested in a variety of classroom environments including a Head Start program, private preschool, and in the Denver Public Schools.

This book re-examines aspects of historical socialism, and includes case studies of education within twenty-first century socialist and post-socialist contexts shaped by the trajectories of historical socialism. Through these case studies, contributions offer insights into key questions: How are education systems and student subjectivities shaped by post-socialist trajectories and current regional politics, economics and resistance movements? How do sedimented socialist discourses and geographies alter and contest the 'neoliberal child' and 'childhood' in post-socialist education? How have disjunctures between the rhetoric of historical Marxism-Leninism and the practices of educators, students and student political organizations played out under socialism, and what could we learn from that for our present? How much emancipatory potential is there in the theories and practices of (popular) education for combatting injustice in the absence of mass, revolutionary political parties? Above all, this volume affirms the need to move beyond simplistic accounts of historical socialism and post-socialist transitions. By exploring how socialist trajectories remain influential and have potential in our current contexts, this book contributes to the work of politically engaged educators

