

SOMERVILLE BELIEVES IN...

UNIVERSAL KINDERGARTEN READINESS

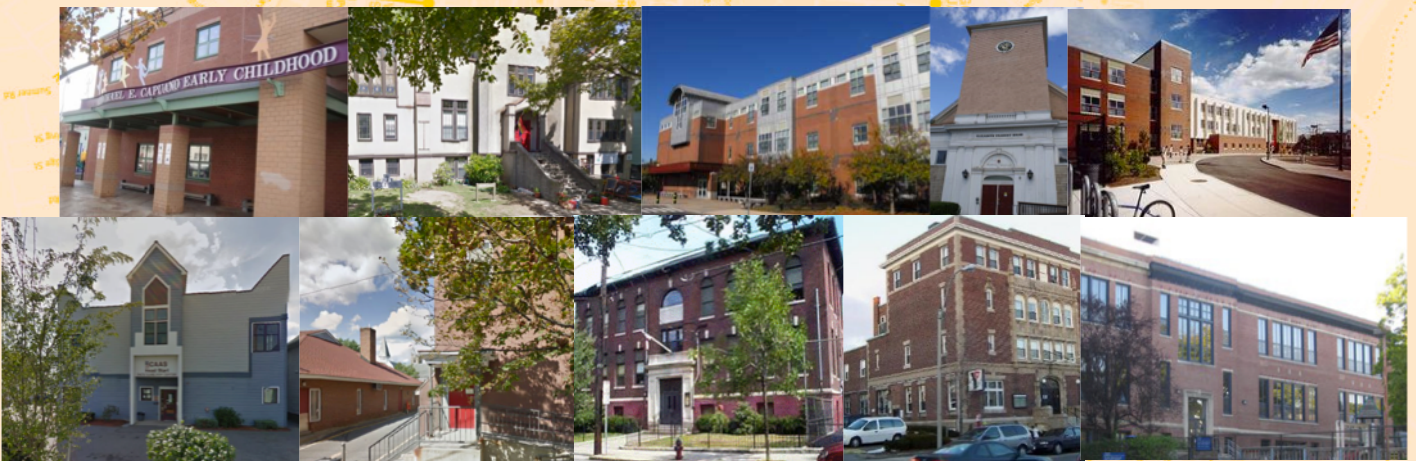
QUALITY EARLY LEARNING EXPERIENCES

BUILDING COMMUNITY

SOMERVILLE BELIEVES IN...

THE KINDERGARTEN READINESS GROUP

AN INITIATIVE FUNDED BY THE RACE TO THE TOP: EARLY LEARNING CHALLENGE ALIGNMENT GRANT



A PROFESSIONAL LEARNING COMMUNITY OF  
EARLY CHILDHOOD EDUCATORS IN SOMERVILLE

BROWN SCHOOL – CAAS HEAD START – CAMBRIDGE ECONOMIC  
OPPORTUNITY COUNCIL CHILD CARE – CAPUANO EARLY CHILDHOOD  
CENTER – CATHOLIC CHARITIES FAMILY CHILDCARE NETWORK –  
ELIZABETH PEABODY HOUSE – HEALEY SCHOOL – KENNEDY SCHOOL –  
OPEN CENTER FOR CHILDREN – SOMERVILLE YMCA  
TUFTS EDUCATIONAL DAY CARE CENTER



# SOMERVILLE, MASSACHUSETTS

## A CITY WITH A LONG HISTORY OF COLLABORATIVE CULTURE



### **THE MISSION OF THE SOMERVILLE FAMILY LEARNING COLLABORATIVE (SFLC) IS TO ENGAGE FAMILY AND COMMUNITY MEMBERS IN THE EDUCATION OF SOMERVILLE'S CHILDREN.**

Through education and support programs, the SFLC aims to:

- Increase knowledge of and accessibility to school programs, high quality early childhood education and care programs, and out of school time services for children and families;
- Promote family literacy and increased capacity of parents to support their children's learning;
- Facilitate collaboration and community planning between the schools and other community stakeholders or partners;
- Provide support and information to families transitioning between and among education and care settings;
- Provide avenues for improved communication between home and school;
- Provide professional development and technical assistance to schools in the district as well as to early education and care programs in delivering high quality services.

The Somerville Family Learning Collaborative (SFLC) has been a unifying force amongst early childhood and family resources for over two decades. Throughout the years, there have been a variety of collaborative events, groups and conversations that have led Somerville to its current advantageous situation. Each effort has been a great success and helped to develop a greater sense of community. The organization, led by Director, Nomi Davidson, has established a legacy of commitment to families and investment in early childhood experiences for the children of Somerville. Credit is due to all those involved in building this culture and community based on the foundations created by the Somerville Community Partnerships for Children and the Somerville Family Network since 1996.



Massachusetts is one of 9 states awarded funding from the 2011 Federal Race To The Top: Early Learning Challenge Grant (RTTT:ELCG) to continue to build a statewide system of high quality education and care. Somerville Public Schools applied for funding through Project 5.3:

Early Education Partnership Birth to Grade 3 Strategy, offered through the Massachusetts Department of Early Education and Care and funded by the RTTT:ELCG. Somerville submitted a compelling grant application that described existing structures of collaboration in the city, making it a prime candidate for the continued development of alignment and community building initiatives. Since the funding was awarded to Somerville in 2012, a team of Somerville Early Childhood leaders have been working together as the Alignment Grant Advisory Board creating opportunities for collaboration and shared learning experiences within the Somerville early childhood community. The Kindergarten Readiness Group is an alignment effort of which Somerville should be very proud and value for the ways in which it currently benefits the community and for how it will continue to do so in years to come!

## WHAT IS THE KINDERGARTEN READINESS GROUP?

The Kindergarten Readiness Group is a community of early childhood educators in the Somerville area. It is a professional learning community that includes kindergarten teachers, community preschool and day care providers as well as in-home, family day care providers. This inclusive network aims to create an environment of mutual respect and shared values. The Kindergarten Readiness Group has met 7 times over the past two years. With each meeting, the community strengthens, important ideas are shared, and the transition from preschool to kindergarten becomes a bit smoother as early childhood educators align their thinking about child development and important early learning experiences.

“A central alignment challenge is the divide between preschool and K-3 education, and particularly between community-based preschool and public elementary schools. Preschool teachers have important information about children that often does not make it to the children’s kindergarten teachers, and conversely preschools may lack up-to-date information about the kindergarten experience and kindergarten expectations. Further, both preschool and kindergarten teachers are working on meeting new standards in ways that match their children’s developmental needs—taking advantage of how children best learn—yet they typically do this work in isolation from each other. Addressing this divide requires creating systems, sharing data, and convening leadership groups. Further, communities on the forefront of Birth-Third work often provide joint professional development for teachers and leaders working in public and private early education settings, a strategy highlighted by recently-proposed federal preschool legislation.”

- David Jacobson, [birth-third.net](http://birth-third.net)

## WHAT IS THE PURPOSE OF THE GROUP?

In the Fall of 2012, Somerville Public Schools was awarded funding from the Massachusetts Department of Early Education and Care through the Federal Race To The Top: Early Learning Challenge Grant. The Kindergarten Readiness Group is one of the many important initiatives that developed out of this grant. With quality early childhood education as a main priority, the Kindergarten Readiness Group facilitated open communication amongst preschool and kindergarten educators, to develop a common understanding of early childhood goals, and for all members to share their own professional knowledge to enrich the culture of the early education community in Somerville.

# WHAT HAPPENS AT GROUP MEETINGS?

In the Spring of 2013, the Kindergarten Readiness Group met for three sessions to begin the process of connecting preschool and kindergarten educators. The initial meetings opened conversation about goals, expectations and how to best support children through the transition from preschool to kindergarten. During the 2013-2014 school year, the Kindergarten Readiness Group focused on the value of play-based learning experiences in early childhood. A combination of lectures, hands-on application and group work helped to make the experience meaningful and applicable to all members of the group. In the following pages, you will see descriptions of each meeting from the past year. The members of the Kindergarten Readiness Group would like to share their learning and inspire other educators to think creatively about incorporating play in the classroom, being creative in planning experiences while maintaining alignment to state standards and preschool guidelines.

**The best knowledge is shared knowledge.**

## THE KINDERGARTEN READINESS GROUP IN SOMERVILLE.

Somerville's *Alignment Partnership* is managed by the Somerville Public Schools and an Alignment Advisory Group that includes members from different public and private agencies. The group has hired Suzanne Gibbons as the coordinator of the Alignment Partnership's activities. After an intensive period of analysis and planning at the beginning of the grant, the alignment group homed in on a literacy focus and four primary strategies: the kindergarten readiness group, a pilot literacy coaching project involving eight preschool classrooms (plus a language and literacy course for an additional 20 teachers), training for community-based providers in *Teaching Strategies Gold* assessment, and an informational website for families. The Kindergarten Readiness Group was formed last spring and set about establishing relationships and a forum for communication and collaboration by exploring similarities and differences between prekindergarten and kindergarten. After an introductory meeting, the members conducted hour-long cross-site visits, with community-based preschool teachers visiting public school classrooms and public school teachers visiting community-based classrooms. The members then met to debrief on their experiences and impressions, finding many more similarities than differences. They also worked on developing a transition form to be used by preschool teachers across the city to provide information on their rising students to kindergarten teachers. In the eyes of many participants, these meetings established a climate of trust and an eagerness to continue working together. The partnership's organizers saw in the Kindergarten Readiness Group an opportunity to address an emerging focus on literacy during the 2013-14 academic year. They planned a series of four meetings for 2013-14, focusing on two related topics: (1) aligning and meeting standards and (2) incorporating play, choice, hands-on activities, and inquiry in student learning experiences. The organizers summarize this year's theme as *Using Play to Meet Standards*. – David Jacobson, birth-third.net

# KINDERGARTEN READINESS GROUP

Spring 2013

The Kindergarten Readiness Group began meeting during the Spring of 2013. The initial goal of this group was to enhance communication between preschool and kindergarten educators, aligning the understanding of early childhood education and development across sectors. The group began to identify needs in the early childhood community that would enhance child transitions from preschool to kindergarten. Members began to better understand and appreciate the work of group members who educate children at a different developmental level. **They began to notice that there is more in common than that which separates them.** During these sessions, the group created a transition form that allowed for a place to share what preschool and kindergarten educators found to be important information for kindergarten teachers to know at the start of the school year. The transition form was piloted and distributed to preschool group members to complete with information about children entering kindergarten in Somerville Public Schools. Feedback from recipients of the transition form was positive and the form will be distributed on a wider scale this year in hopes to better support the preschool to kindergarten transition for Somerville children.

## Somerville Preschool to Kindergarten Transition Form

**CHILD'S NAME:** \_\_\_\_\_

***Pre-K Program Information:***

Name of Pre-K Program/Teacher (s) \_\_\_\_\_

Teacher's Phone Number/Email \_\_\_\_\_

How long child was at program? When was his/her last day? \_\_\_\_\_

Class size/how many teachers in room? \_\_\_\_\_

Does child still nap? \_\_\_\_\_

How long was the child's day in the program? \_\_\_\_\_

What accomplishments has the child made in your program (academic, social, etc.)? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In what ways have you individualized instruction or support for the child? \_\_\_\_\_

\_\_\_\_\_

***Services***

Was the child referred for services outside of your program? \_\_\_yes \_\_\_no

Does the child have an IEP? yes \_\_\_ no \_\_\_ (*Speech, Occupational Therapy (OT), Physical Therapy (PT), Other*)

Service	From/by whom	Times per week/month

***Physical:***

Are child's fine and gross motor skills age appropriate? yes \_\_\_ no \_\_\_ Strengths/Concerns: \_\_\_\_\_

\_\_\_\_\_

Any sensory issues? \_\_\_\_\_

Any allergies or medical issues? \_\_\_\_\_

**Academic:**

Can child recognize name in print? yes \_\_\_ emerging \_\_\_ no \_\_\_

Can child write first name? yes \_\_\_ emerging \_\_\_ no \_\_\_

Can child follow 2-step directions? yes\_\_\_ developing\_\_\_ no\_\_\_

Strategies that help? \_\_\_\_\_

In what ways does the child demonstrate emergent writing and emergent reading? \_\_\_\_\_

\_\_\_\_\_

Does the child count to 5 accurately, naming quantity? yes\_\_\_ developing\_\_\_ no\_\_\_

Does the child sort, classify, make sets? \_\_\_\_\_

\_\_\_\_\_

**Social/Emotional and Approaches to Learning:**

What is child’s temperament like and how would you describe approaches to learning? (shy/outgoing, resistant to change, easy going, persistent, flexible, makes connections, imaginative, etc.) \_\_\_\_\_

\_\_\_\_\_

What is child’s preferred learning style (movement, independent, social, auditory, tactile, visual, etc.)? \_\_\_\_\_

\_\_\_\_\_

What is the most challenging part of the day/type of classroom experience for child? \_\_\_\_\_

\_\_\_\_\_

**Is child able to...**

A) needs support regularly, B) needs support at times, or C) does not need help

- Transition from parent:                    A                    B                    C
- Attend to self-directed task:            A                    B                    C
- Transition from one activity to another: A                    B                    C
- Attend during large group time:        A                    B                    C
- Keep hands to self:                        A                    B                    C
- Enter and engage in play with peers:    A                    B                    C
- Share space/materials/conversation:    A                    B                    C
- Manage feelings:                            A                    B                    C
- Express physical and emotional needs:    A                    B                    C

**Self-Help:**

Which self-help skills are still developing and in need of support (toileting, dressing, eating, etc.) if any?

\_\_\_\_\_



**Other:**

Do you have any other specific concerns about the child? (academic, social/emotional, physical) \_\_\_\_\_

Is child excited about kindergarten? \_\_\_\_\_

What are child's particular strengths? \_\_\_\_\_

What are child's favorite activities, books, and interests?

Any other comments? \_\_\_\_\_

**Information Release:**

Parent/Guardian gives permission **for this form to be shared** with child's Somerville Public School Kindergarten Teacher.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Please print parent/guardian name \_\_\_\_\_

**or** the program has a signed release to share this form. Form is dated: \_\_\_\_\_

Parent/Guardian gives permission for the child's Somerville Public School Kindergarten Teacher to contact our program **to discuss the child** and for us to talk with the Kindergarten teacher.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Please print parent/guardian name \_\_\_\_\_

**or** the program has a signed release to share information. Form is dated: \_\_\_\_\_

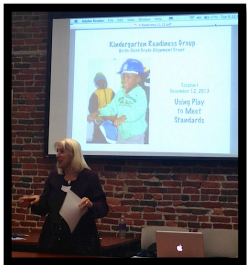
# KINDERGARTEN READINESS GROUP – SESSION 1

## November 2013

### PLAY IN THE EARLY CHILDHOOD CLASSROOM

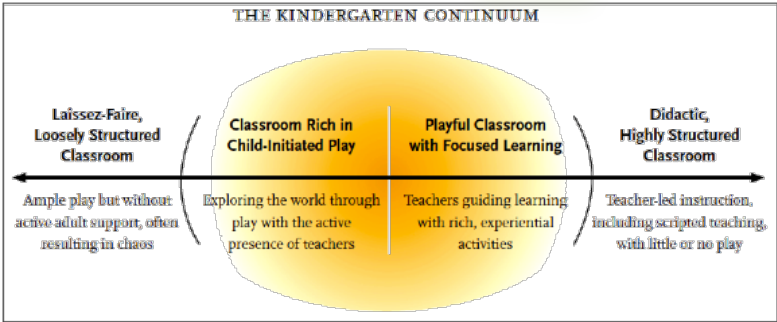
“One of Somerville’s Kindergarten Readiness Group meetings this year gives a sense of what joint public/private professional development can be like. In this meeting of approximately 30 preschool teachers, preschool directors, and kindergarten teachers, small groups compared preschool standards from the EEC (Department of Early Education and Care) to the Common Core-aligned ones from the ESE (Department of Elementary and Secondary Education). They then collaboratively sketched out pre-kindergarten and kindergarten lessons that explicitly target English Language Arts standards and that incorporate opportunities for choice and play.” – David Jacobson, birth-third.net

**HONEY SCHNAPP,  
EARLY CHILDHOOD SPECIALIST**



**WHAT ARE WE ASKING OF 4 & 5 YEAR OLDS?**

- How are we providing opportunities to BUILD existing knowledge?
- When we pour in knowledge rather than allowing children to build knowledge through meaningful experiences, the learning will stop when we stop pouring.
- How are we trying to get them to show what they know?



(Miller 2009)

**LET'S SPEAK EACH OTHER'S LANGUAGE**

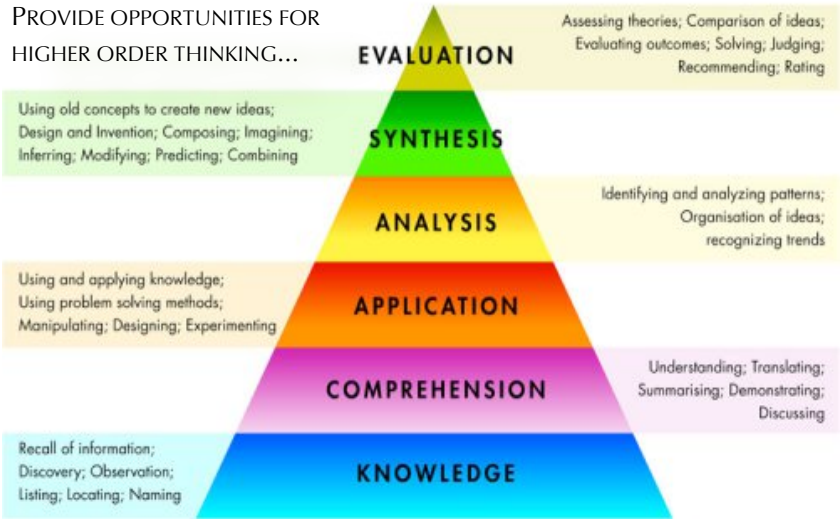
**Cross-referencing Preschool Learning Guidelines and MA Frameworks**

**Preschool Learning Guidelines:** Written as experiences that should be present in the classroom

**Frameworks/Common Core Standards:** Written as skills that should be known BY THE END of the year

**THERE IS A GREAT AMOUNT OF OVERLAP BETWEEN BOTH DOCUMENTS**

PROVIDE OPPORTUNITIES FOR HIGHER ORDER THINKING...



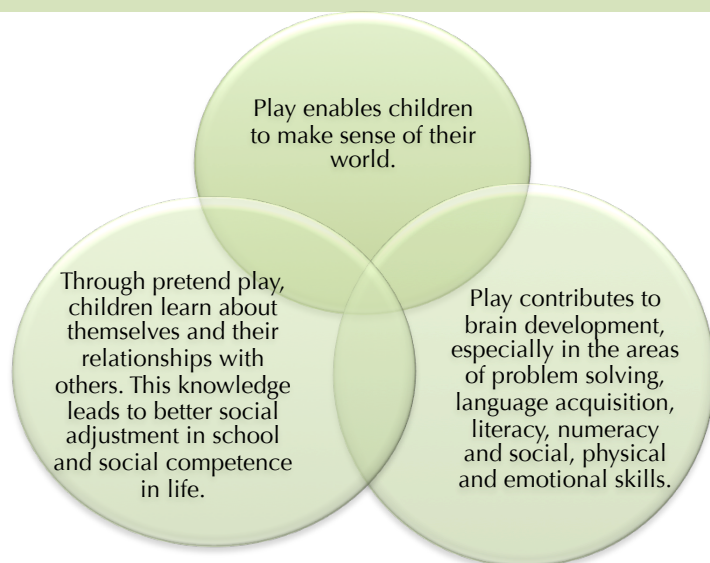
# KINDERGARTEN READINESS GROUP – SESSION 2

JANUARY 2014

## CONNECTING PLAY-BASED LEARNING AND THE STANDARDS

**DEBBIE LEEKEENAN, VISITING PROFESSOR, LESLEY UNIVERSITY**

### Research on Play and Learning Tells Us...



#### PLAY BASED LEARNING IS:

**CHILD CENTERED:** Environment provides a wide variety of resources, options for choice making.

**STUDENT INITIATED:** Children exploring and asking their own questions.

**TEACHER GUIDED/ SUPPORTS/ SCAFFOLDED:**  
 “Hands Above” vs. “Hands On/Off”  
 (Hands Above: Teacher is not directly in the child’s play, rather they are right above the children- observing and helping children form questions.)

LeeKeenan used **Dimensions of Children’s Settings (Greenman, Prescott, 1988)** as a vehicle to discuss theory supporting play-based learning and an environment that is most conducive to such experiences. Dimensions include Comfort, Softness, Competence, Safety and Risk, Privacy and Social Space, Order, Routines and Rituals, Real Autonomy, Mobility and Security. In discussing these dimensions, teachers contributed aspects of their classroom that demonstrated the dimensions while also troubleshooting and asking for guidance in areas that seemed more difficult to accomplish in their setting.

LeeKeenan also led an exploration of early childhood classroom Learning Areas and discussed the Physical skills, Social/Emotional Skills, Language Skills and Intellectual Skills that can be strengthened in these areas.

The final portion of the session involved matching learning goals, curriculum and assessment at a variety of hands-on stations. Teachers broke out into groups and traveled through the room participating in activities that they can incorporate in their classroom. Activities included Penny Drop, Shape Walk, Sticky Collage and a Very Hungry Caterpillar-Clothesline Story. Teachers were excited to gain exposure to these different play-based learning activities, knowing that they met standards while being fun and exciting.

# KINDERGARTEN READINESS GROUP VISITS

April 2013 & February 2014

## CROSS-CLASSROOM VISITS

Consistent with theories of early education and learning, organizers of the Kindergarten Readiness Group thought it would be valuable for teachers to have first-hand experiences and perform observations in classrooms of age groups other than their own. Visits were coordinated so kindergarten teachers would visit preschool classrooms and preschool teachers visit kindergarten classrooms. These visits occurred in both 2013 and 2014, allowing for teachers to construct a wider understanding of what occurs in the other realm of early education by visiting a different classroom each year. Performing these visits allowed for stronger, more individual connections among members of the group. During the beginning of the March 2014 session of the Kindergarten Readiness Group, each participant present shared observations from their 2014 visit. Feedback from the visits was overwhelmingly positive. Prior to the 2014 visits, participants were given an observation guidance form to help focus the visit experience. The observation guidance form invited participants to notice aspects of topics covered in previous group meetings in the classroom they visited. The purpose of these visits was not to identify areas for improvement or distinguish one group as better than the other, but rather to identify beneficial practices of each classroom in hopes that that they will be incorporated into the methods of other teachers. To the excitement of all involved, the participants exceeded expectations of organizers by truly celebrating the positive aspects of the classroom they visited during the feedback session. Both communities shared accolades and it was clear that a majority of the group members benefited from the experience. This sharing experience served as evidence that the relationships fostered throughout the Kindergarten Readiness Group were positive and supportive.



With these visits, we are breaking down invisible walls and merging our understanding of early childhood education.

WE ARE ONE AND THE SAME

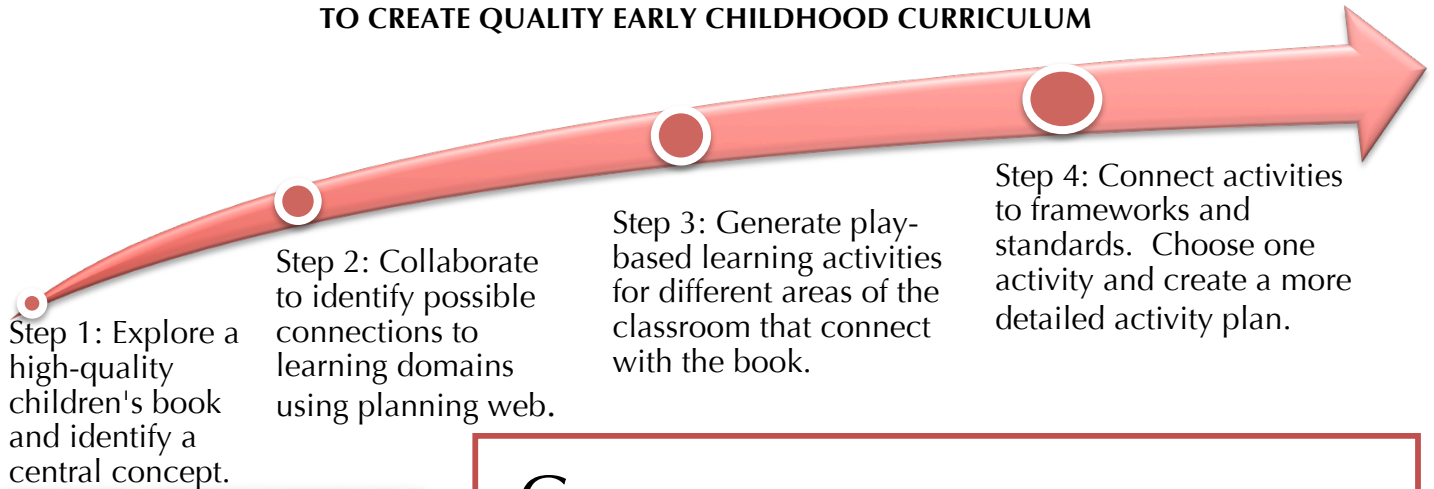


# KINDERGARTEN READINESS GROUP – SESSION 3

MARCH 2014

## COLLABORATING TO CREATE CURRICULUM

SOMERVILLE EARLY CHILDHOOD EDUCATORS SHARE PROFESSIONAL KNOWLEDGE AND EXPERIENCE TO CREATE QUALITY EARLY CHILDHOOD CURRICULUM



Groups comprised of a combination of preschool educators, directors and kindergarten educators worked together to create curriculum based on one of four children's books. The mixed-groupings allowed for a greater breadth of developmental understanding of early childhood curriculum.

### Participants responded to the question

"What stood out for you about this experience of working with a team to create curriculum?"

"I really enjoyed getting an integrated Pre-K and K perspective in planning. Loved the collaboration."

"It was refreshing to see how open-ended our idea turned out to be and how new threads kept evolving as we delved deeper into our topic."

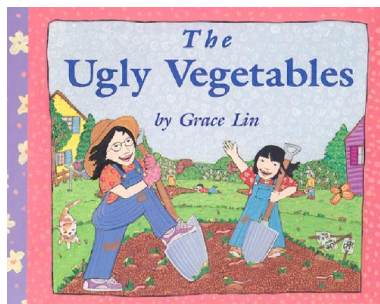
"Helped to branch out and explore other ways to approach an activity and how to incorporate many aspects of development into one activity. Ways to create interest leading up to an activity (ways to plan ahead)."

"The collaboration with colleagues and the chance to hear other ideas from different age groupings."

"How much in common both groups share."

"I liked working with teachers of other grades and learning from them."

"New ideas. Different backgrounds in teaching."



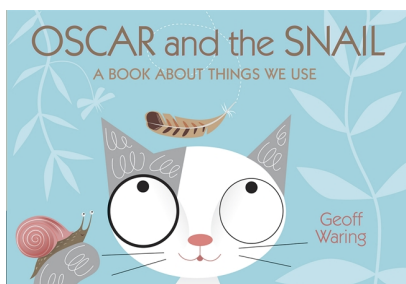
## THE UGLY VEGETABLES BY GRACE LIN

“A little girl thinks her mother’s garden is the ugliest in the neighborhood until she discovers that flowers might look and smell pretty but Chinese vegetable soup smells the best of all. Includes a recipe.”

Lin, G. (1999). *The ugly vegetables*. Watertown, MA: Charlesbridge Publishing

<b>CONNECTING THE BOOK TO DEVELOPMENTAL DOMAINS</b>	
<b>SOCIO-EMOTIONAL</b>	Feeling okay to be different, Diversity, Cultures coming together, Sharing
<b>COGNITIVE</b>	Why questions, Make comparisons
<b>LITERACY</b>	Labeling plants, Write soup recipe
<b>LANGUAGE</b>	Descriptive language, Chinese vocabulary, Garden vocabulary
<b>MATH</b>	Measure, Sort, Size, Shape, Recipe measurements, Compare
<b>SCIENCE &amp; TECHNOLOGY</b>	Growing, Cooking, Healthy diet, Nature, Bees, Butterflies, Garden tools, Explore inside vegetables
<b>SOCIAL STUDIES</b>	Community, Neighborhood, Chinese culture/Language, Share different things grown, Sharing information
<b>THE ARTS</b>	Observational drawing of “Ugly Vegetables” & flowers – Notice color, shape, texture, size, etc.
<b>PHYSICAL</b>	Digging, Pulling out vegetables, Cutting, Watering, Sensory exploration

	BRIEF ACTIVITY DESCRIPTION	PRESCHOOL GUIDELINES	KINDERGARTEN STANDARDS
BLOCKS	Invite children to create a garden in the block area	Shapes & Spatial Sense 11, Theatre Arts 17	Geometry A1-A3, B4-6, Theatre 1.1-1.6,
DRAMATIC PLAY	Transform dramatic play area into a flower shop/grocery store	Theatre Arts 15-17, History & Social Science 11	Theatre 1.1-1.6, History & Social Science CS7-8
	Act out dinner scene from book when families from the neighborhood brought items from their own gardens to a dinner of ugly vegetable soup	Theatre Arts: 15-17, History & Social Science 7, 10	Theatre 1.1-1.6, Social & Emotional Health 6.1-6.2, Literacy LK2, Reading & Literature 17.1
	Have play food ingredients and recipe for re-enactment	Number Sense 1-5	Counting & Cardinality B4
SCIENCE	Plant seeds: observe, measure and care for plants, make predictions of what seeds/beans will sprout, Transplant sprouts in outside garden	Life Sciences 10-13, Living Things & Their Environment 15-17	Life Science 1-3
	Observe seeds with magnifying lens, Classify & Sort	The Physical Sciences 18, Inquiry Skills 3	Measurement & Data B3, Physical Science 1
	Explore vegetables (Outside: texture, shape) (Inside: flesh, seeds)	Living Things & Their Environment 15, Inquiry Skills 1	Physical Science 1
ART	Observational drawings of "Ugly Vegetables"	Visual Arts 18, 22, 23, 25, Inquiry Skills 4	Visual Arts 2.2-2.4
	Mix paint to match colors of vegetables	Visual Arts 20-21	Visual Arts 1.1-3.3
MATH	Cook soup – Recipe count and measure ingredients	Number Sense 1-5	Counting & Cardinality B4
	Count seeds inside vegetables	Number Sense 1-2	Measurement & Data A3, Counting & Cardinality B4
	Compare sizes (measure vegetables: length, circumference, weight) Record and graph results, Graph favorite vegetables	Measurement 13-14, Data Collection & Analysis 15	Measurement & Data A1-A2, Research, Problem Solving & Communication 3.3
LITERACY	Recipe Books – Families share foods/recipes, Picture recipe book	Number Sense 1-5, Reading & Literature 7,13	Reading & Literature 7.1-7.3
	Vegetable word cards	Language 4, Reading & Literature 7-9,18, Composition 18	Reading 1.1-1.3, 2.3, 2.6, 2.9, Language 4.1
	Develop Social-Emotional and emotional skills language (Acceptance & Diversity language)	Language 1-4, Social & Emotional 16-18	Language 1.1, 2.1



## OSCAR AND THE SNAIL BY GEOFF WARING

“When Oscar the kitten comes across a nest made of twigs and leaves, Snail explains why specific materials are chosen to do different jobs, where materials come from, and what useful qualities they have.”

Waring, G. (2009) *Oscar and the snail: A book about things we use*. New York: Simon & Schuster Books for Young Readers

### CONNECTING THE BOOK TO DEVELOPMENTAL DOMAINS

<b>SOCIO-EMOTIONAL</b>	Helping others, Inviting friends to join
<b>COGNITIVE</b>	Wh- questions: Why do they cover plants with netting? Critical thinking, Wondering, What do you need to grow plants?, Organizing information
<b>LITERACY</b>	Non-fiction books of related topics, Other books by Geoff Waring
<b>LANGUAGE</b>	Dry/Wet, Heavy/Strong, Descriptive words
<b>MATH</b>	Measure rain water, Compare attributes of stone, Compare and measure items (sink/float/weight/size/texture/etc.)
<b>SCIENCE &amp; TECHNOLOGY</b>	Properties of natural materials, Sinking/Floating, How materials are made, Thinking about things we use, Exploring garden & greenhouse
<b>SOCIAL STUDIES</b>	Gardeners, People who use natural materials to make things we use, Share information with friends
<b>THE ARTS</b>	Beauty with a purpose (Nest, Greenhouse, Glass, Netting), Make a nest with natural materials
<b>PHYSICAL</b>	Explore garden materials with senses (Notice texture, weight, scent, etc)



	BRIEF ACTIVITY DESCRIPTION	PRESCHOOL GUIDELINES	KINDERGARTEN STANDARDS
BLOCKS	Invite children to use a balance scale to compare the weight of blocks, feathers, rocks, etc.	Measurement 13-14, Earth & Space Sciences 5, The Physical Science 22, Shapes & Spatial Sense 12	Measurement & Data A1, Earth & Space Science 1, Physical Science 5
	Invite children to build a greenhouse in the block area, Incorporate plant life (real/artificial) in the block area	Shapes & Spatial Sense 11, Theatre Arts 17	Earth & Space Science 1,4, Life Science 1-3
DRAMATIC PLAY	Retell the story: Imitate animal movements (slide like a snail) while making discoveries, wear shell and pretend to be snail, Transform Dramatic Play area into a greenhouse (include props: garden gloves, shovel & pail, plant labels, etc.)	Physical Development 2,6, Theatre Arts 15-17	Dance 2.1, Theatre 1.1-1.6
SCIENCE	Display a bird's nest and invite children to observe, make observational drawings, etc.	Living Things & Their Environment 17, Inquiry Skills 3-4	Life Science 1
	Explore which items sink or float (feather, rock)	The Physical Sciences 18	Measurement & Data A2, B3, Earth & Space Science 1
	Plant a garden (Indoor or outdoor)	Life Sciences 10-13, Living Things & Their Environment 15-17	Life Science 1-3
ART	Make a nest with beautiful stuff and natural materials	Living Things & Their Environment 17	Visual Arts 1.1-3.3
	Paint with feathers	Visual Arts 18, 20, 23	Visual Arts 1.1
MATH	Measure plant growth, Chart and graph results	Earth & Space Sciences 5-6	Measurement & Data A1, Research, Problem Solving & Communication 3.3
	Collect and measure rain water, Chart and graph results	Data Collection & Analysis 15	Measurement & Data A1, Research, Problem Solving & Communication 3.3
LITERACY	Create labels for plants in garden and garden tools	Reading & Literature 7, Physical Development 8-9, 11, Composition 18	Literacy LK1a
	Draw pictures to match vocabulary words	Visual Arts 24	LiteracyLK5, Language 4.1
	Use feather as a writing tool	Physical Development 8-11, Composition 18	LiteracyLK1a



## ZERO BY KATHRYN OTOSHI

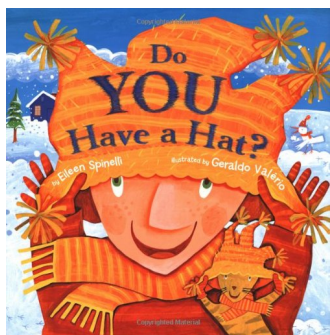
"Zero is a big round number. When she looked at herself, she just saw a hole...right in her center. Every day she watched the other numbers line up to count: "1, 2, 3, 4, 5, 6, 7 . . . !" She wanted to count too! But how could a number worth nothing become something? Zero felt empty inside. And so goes Zero's search to find value in herself and in others."

Otoshi, K. (2010). *Zero*. San Rafael, CA: Simon & KO Kids Books

### CONNECTING THE BOOK TO DEVELOPMENTAL DOMAINS

<b>SOCIO-EMOTIONAL</b>	Everyone matters, Self-Esteem, Differences/Similarities, Okay to be different, Take initiative, Support from others
<b>COGNITIVE</b>	Sequencing, colors, Number Concepts, Counting, Value, New ideas, Free thinking, Open to new ideas and input
<b>LITERACY</b>	Spelling, writing, Write names of numbers
<b>LANGUAGE</b>	Expressive language, Rich vocabulary, Description of numbers, Feelings, Comparative words (longer, shorter), Shapes & Sizes
<b>MATH</b>	Sequencing, Number concepts, Counting, Addition/Subtraction
<b>SCIENCE &amp; TECHNOLOGY</b>	Infinite numbers, space
<b>SOCIAL STUDIES</b>	Numbers in different languages, Value other cultures, Acceptance and value differences
<b>THE ARTS</b>	Colors, Contrast, Explore illustrations (watercolor)
<b>PHYSICAL</b>	Stretching, Movement, Speed, Act out numbers with body

	BRIEF ACTIVITY DESCRIPTION	PRESCHOOL GUIDELINES	KINDERGARTEN STANDARDS
BLOCKS	Make number shape with unit blocks	Number Sense 1, Shapes & Spatial Sense 11	Counting & Cardinality B4, Geometry B5
	Include number line in block area, Put Numbers on blocks, go on a block hunt to find numbers, matching to number line	Number Sense 1-3	Counting & Cardinality B4
	Building Provocation: "Build a structure with ___ Many Blocks"	Number Sense 1,2, Shapes & Spatial Relationship 10-12	Counting & Cardinality B5
	Use blocks as a form of measurement	Measurement 13-14	Measurement & Data A1
DRAMATIC PLAY	Wear number/Dress-up and/or use puppets to act out the story	Theatre Arts 15-17	Theatre 1.1-1.6
	Pretend play Cooking – Recipe in dramatic play area	Number Sense 1-5, Reading & Literature 7,13	Theatre 1.1-1.6, Counting & Cardinality B4
SCIENCE	Bury numbers in sand table, children dig and find, Mold numbers in the sand	Number Sense 1-5, Living Things & Their Environment 1	Counting & Cardinality B4
	Use scale to compare weight of certain number of objects, record and graph results	Measurement 13-14, Earth & Space Sciences 5, The Physical Science 22, Shapes & Spatial Sense 12, Data Collection & Analysis 15	Measurement of Data A2, Research, Problem Solving & Communication 3.3
	Cooking: Use numbers in recipe	Number Sense 1-5, Reading & Literature 7,13	Counting & Cardinality B4, Physical Sciences 1-2,
ART	Create number costumes and puppets for acting out story in dramatic play	Visual Arts 18, Physical Development 8-11	Theatre 4.1
	Manipulate play-dough to mold different numbers	Physical Development 8-11, Living Things & Their Environment 1	Counting & Cardinality A3
	Paint numbers using watercolors like the illustrations in the book	Visual Arts 18-27	Visual Arts 1.3,1.4, 2.1, 2.2, 2.4, 3.1-3.3, 5.3,
MATH	Sequencing numbers, Number Cards	Number Sense 3	Counting & Cardinality A3, B4c
	Dice addition	Number Sense 4	Operations & Algebraic Thinking A1
	Graphing and measuring each other's height	Data Collection & Analysis 15	Measurement & Data A2
LITERACY	Explore the meanings of the word count "Everyone Counts" (ability to count/everyone matters and should be valued)	Language 1-3, Reading & Literature 10,13,15, Social & Emotional Health 16-19	Literacy LK1, Literacy CCRAL4
	Write number & feelings words, refer to feelings and number word rings	Reading & Literature 7, Physical Development 8-9, 11, Composition 18	Literacy LK1a



## DO YOU HAVE A HAT? BY EILEEN SPINELLI

**“A fancy hat. A hat that's plain.  
A hat for keeping off the rain.  
A glowing hat. A hat with fruit.  
A hat for that new dress or suit.  
All herein have hats, it's true --  
fantastic, magnificent hats!**

**Do you?**

What do Spanish painter Francisco de Goya, Russian-American composer Igor Stravinsky, South American entertainer Carmen Miranda, African-American cowboy Nat Love, and President Abraham Lincoln have in common?

HATS! Unique, distinctive, wonderful hats! And this bright and cheerful picture book from best-selling author Eileen Spinelli and colorful newcomer Geraldo Valério will have you thinking twice before going outside without yours!”

Spinelli,E. (2004). *Do you have a hat?* New York: Simon & Schuster Books for Young Readers

### CONNECTING THE BOOK TO DEVELOPMENTAL DOMAINS

<b>SOCIO-EMOTIONAL</b>	Celebrating/Noticing differences and similarities, Comparison, Identity, Individuality
<b>COGNITIVE</b>	Categories/Types of hats, Why/Purpose of wearing hats, Invention, Magic, Comparisons
<b>LITERACY</b>	Read other hat books (Non-Fiction, Hats around the world, Cat in the Hat, etc.), Writing prompts, Dictation about hat designed, Poetry
<b>LANGUAGE</b>	Rhyme, Predictable text, Question language, Interactive Reading
<b>MATH</b>	Measurement, Shapes, Patterns, Count, Classify
<b>SCIENCE &amp; TECHNOLOGY</b>	Flight, Engineering
<b>SOCIAL STUDIES</b>	Community workers, Professions, Historical Figures, Contributions to society, learning
<b>THE ARTS</b>	Beautiful stuff creations, Designing, Painting, Portraits
<b>PHYSICAL</b>	Making hats, Music and movement (Calypso)

	BRIEF ACTIVITY DESCRIPTION	PRESCHOOL GUIDELINES	KINDERGARTEN STANDARDS
BLOCKS	Invite children to build a hat store	Shapes & Spatial Sense 11, Theatre Arts 17, History & Social Science 11	History & Social Science CS7-8
	Invite children to create a construction site, include Hard Hats for protection and dramatic play extension	Safety & Health Care 24, History & Social Science 9	Personal & Community Health 9.1, 14.3
DRAMATIC PLAY	Dress up with Hats, Include multi-cultural hats from around the world	Theatre Arts 15	Theatre 1.1-1.6, History & Social Sciences CS5
SCIENCE	Bring hat making tools into the classroom, allow children to manipulate and explore different tools and their uses	Inquiry Skills 1-4	Technology & Engineering 1.3, 2.1
	Sort and compare different fabric pieces, noticing differences in texture, color, thickness, durability, etc.	Patterns & Relations 7-8,	Geometry B4, Measurement & Data B3
	Invent a hat for purpose (Engineer a Hat)	Technology & Engineering 23, 26	Visual Arts 9.1, Technology & Engineering 1.1-1.3
	Design/decorate Shrinking hats (Styrofoam in oven “shrinky-dink”) Principles of heat	Inquiry Skills 1-4	Technology & Engineering 1.1-1.3
ART	Beautiful stuff Hat Creation, Three-Dimensional Art Exploration	Visual Arts 18-27	Visual Arts 9.1
	Paint self-portrait wearing a hat, using mirrors and selecting own hat	Visual Arts 18-27	Visual Arts 1.1-3.3
MATH	Measure head with different units of measurement (Standard/Non-Standard (links, yarn, etc.))	Measurement 13-14	Measurement & Data A1
	Explore shapes and geometry of hats, use tangrams and shape cut outs to make hats	Shapes & Spatial Sense 10-12	Geometry A1-3, B4-6
	Sort and classify different types of hats	Patterns & Relations 7-8	Measurement Data B
LITERACY	Writing prompts, “If I had a hat...”	Reading & Literature 7, Physical Development 8-9, 11, Composition 18	Literacy WK1, Composition 19.1, 19.4, 20.1
	Describe hats with descriptive language, dictate about own hat created	Composition 16-20	Composition 19.1, 19.4, 20.1



# BIRTH-THIRD.NET

**A BLOG WRITTEN BY DAVID JACOBSON**

Professional Excellence Director and Early Years Lead at Cambridge Education

“Over time the Birth-Third Learning Hub aspires to examine the broad range of efforts underway in Massachusetts to improve outcomes for young children. Five communities in particular provide an important stream of information and experience regarding Birth-Third strategies. Boston, Lowell, Pittsfield, Somerville, and Springfield received *Birth through Grade Three Alignment Partnership* grants in 2012 from the Department of Early Education and Care (EEC) to deepen their early years work. Additional grants for a second round of Alignment Partnerships will be announced in March. Cambridge Education is documenting the original five partnerships for the EEC, and this blog is part of an effort to share the experiences the five partnerships have had thus far.

Funded by the Obama Administration’s Race to the Top -Early Learning Challenge program, the EEC has awarded each of these communities \$100,000 grants for each of two years. (In Boston, the Boston Public Schools and the city’s community-based preschool collaborative, Thrive in Five, both were awarded \$100,000 grants for a combined initiative that also includes philanthropic investment.)

Each community has formed a Birth through Grade Three *Alignment Partnership* composed of community-based preschool providers, a school district, each community’s Community Family and Community Engagement (CFCE) grantee, each community’s Educator and Provider Support grantee, and other organizations. Three partnerships are led by school districts (Boston, Lowell, and Somerville), one by the local United Way (Pittsfield), and one by a preschool organization (Springfield).

These five communities are especially good candidates for learning about implementation efforts. Building on previous foundational work, they are implementing a diverse range of promising strategies, and they vary in terms of community size and stage of project development.”

**Want to be involved in this community?**

**SAVE THE DATE...**

**Somerville Early Childhood Education Academy**

**Co-Sponsored by Somerville Public Schools and the Eliot-Pearson Early Childhood Education Programs & Evelyn G. Pitcher Curriculum Resource Lab at Tufts University**

**Friday, July 11th & Saturday, July 12th 9-3pm**

**VISIT [WWW.SOMERVILLE.K12.MA.US](http://WWW.SOMERVILLE.K12.MA.US) TO REGISTER**

**COMING SOON...**

Somerville is in the process of creating a website to align early childhood programming, connect providers and serve as a resource for families of young children in Somerville.

Stay tuned for updates about this exciting new way to connect!

*Anticipated Launch August 2014*



THIS BOOKLET PREPARED BY JESSICA PETRAGLIA AS HER CAPSTONE  
PROJECT AT THE ELIOT-PEARSON DEPARTMENT OF CHILD  
DEVELOPMENT, TUFTS UNIVERSITY

SUPPORTED BY SUZANNE GIBBONS AND THE SOMERVILLE EARLY  
LEARNING CHALLENGE ALIGNMENT ADVISORY BOARD

