

The experiences and skills that children develop during their early years are critically important to their success later in school. What children learn during the first few years of life helps lay the foundation for their future growth and development. It is important that teachers provide an environment and experiences that promote growth and learning. This rubric details the desired components of an early childhood curriculum for three/four-year-olds.

Title: **Big Day for PreK**

Age Levels: **Three and Four**

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Curriculum Type (Language/Literacy, Math, Integrated<sup>1</sup>): **Integrated**

Overall Rating: **Tier I, Exemplifies quality**

**Tier I, Tier II, Tier III** Elements of this review:

STRONG	WEAK
1. Within Parameters of Stnds. (Non-Negotiable)	
2. Appropriateness of Materials (Non-Negotiable)	
3. Complexity of Materials (Non-Negotiable)	
4. Quality of Materials (Non-Negotiable)	
5. Assessment (Non-Negotiable)	
6. Implementation Format of Materials, Activities	
7. Scaffolding and Support	
8. Supports Parental Participation	

To evaluate each set of submitted materials, begin by reviewing Column 2. If there is a “Yes” for all “Non-Negotiable” indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any “Non-Negotiable” indicators in Column 2, then the materials receive a “No” in Column 1. If an indicator has more than one component, a score of “Yes” must be received for every component in order to score an overall “Yes” on that indicator.

**Tier 1 ratings** receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality.

**Tier 2 ratings** receive a “Yes” in Column 1 for all Non-Negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality.

**Tier 3 ratings** receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.

<sup>1</sup> **Integrated Curriculum:** Resources designed to help children gain knowledge and skills in a variety of developmental areas and make connections across those areas. For the purpose of this review, to meet the criteria for an “Integrated Curriculum”, resource(s) must cover each domain of the [Louisiana Birth to Five Early Learning and Development Standards](#) (e.g. include Approaches to Learning, Cognitive Development and General Knowledge, Language and Literacy Development, Physical Well-Being and Motor Development and Social-Emotional Development)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>SECTION I: TIER 1 AND 2 NON-NEGOTIABLES</b>			
<p><b>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</b></p> <p>Materials and activities are consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>FOR ALL INTEGRATED CURRICULA:</b></p> <p><b>1a)</b> A large majority of materials and activities provide opportunities and experiences for children to meet the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> (i.e., appropriate for the children’s developmental level and address each of the domains listed below):</p> <ul style="list-style-type: none"> <li>○ Approaches to Learning,</li> <li>○ Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies,</li> <li>○ Language and Literacy Development,</li> <li>○ Physical Well-being and Motor Development, and</li> <li>○ Social-Emotional Development.</li> </ul>	<p><b>Yes</b></p>	<p>A large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Learning and Development Standards.</p> <p>Approaches to Learning: AL 1 is addressed in Theme 5, Week 3, Day 1, pg.107 student engage in play base learning to explore, investigate, and acquire knowledge about themselves and their world during Science and Health. Children compare different materials used to work in building their project (e.g. which were soft, hard, etc.). AL4, Theme 1, Week 3, Page 110, Big Experience 3 Circle Time, Mathematics, the children are learning how to identify and compare lengths. An approach to learning the teacher uses is to have the children find their ribbon match. Lengths of ribbon are cut in three sizes, from one foot to three feet long for each child. The teacher models by placing two ribbons side-by-side on a table to determine which is shorter, longer, or the same length. She then distributes two pieces of ribbon randomly to each of the children. She invites partners to compare the lengths of their ribbons. Then the children play a Find Your Match game. They compare their ribbon lengths and stay together if their lengths are the same. The children are then invited to share their experiences, telling whose ribbons are shorter or longer than theirs.</p> <p>Cognitive Development and General Knowledge: Creative Thinking and Expression: CC1, Theme 2, Week 1, Page 42. Children participate in familiar songs and finger plays (2.2) for creative thinking and expression. In Big Experience 3 Circle Time, Language/Literacy skills are addressed as children learn the letter Cc. They are invited to listen to and then sing a song called “Eat It Up.” They sing the song again. The</p>

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			<p>teacher asks the children to draw a letter Cc in the air when they hear a word that begins with the /k/ sound. The teacher emphasizes the /k/ sound in the words cook and can. She points to the letter Cc on the Letter Vest to reinforce the sound-letter connection. The teacher then invites the children to make up a new verse with more Cc words. CC 3: Children practice the skills throughout each theme of the curriculum during learning centers. Theme 2 My Family utilizes this standard in the Dramatic Play Center. As outlined in the Learning Centers manual pg.5, there is a guide for the Learning Focus: Act out family roles and activities. Week 1 outlines play for children to role play family members, Week 2 suggests that children act out taking care of each other, Week 3 celebrates special events, and Week 4 encourages children to have family conversations.</p> <p>Mathematics: The curriculum uses concrete and abstract examples when introducing CM 2. Theme 7 Nature All Around Us Week 1 How Do Plants Grow? exemplifies how concrete objects are used for students to practice adding objects. Monday's Big Experience 3 pg. 16 uses the plant theme first with adding carrots into a soup pot, then Math Mat 25 encourages the teacher to use balls to represent apples and oranges. The teacher shows two trees with fruit on them and then a basket combining the fruit from both trees. The skill is then reinforced with the children acting out the story of friends playing in a park and others joining them.</p> <p>CM 3 is addressed in Theme 3, Week 1, Day 3, pg. 32 during the 2nd circle time. Students are to measure and compare different routes using the community map. Students use string to model measuring the distance from the fire station to the post office. Students then compare the lengths of string, using the phrases longer than</p>

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			<p>and shorter than.</p> <p>Science:  CS3, Theme 7, Week 1, Page 30. This indicator meets the Louisiana standard CS3 Acquire scientific knowledge related to life science (properties of living things). Describe plants' and living creatures' life cycles. (4.5) An example is shown in Big Experience 1 Story Time, Sing and Act. The teacher invites the children to sing a song to the tune of "Over in the Meadow" and act out being a small seed, a seedling, and finally a blooming flower. Over in the meadow with a rake and a hoe, the gardener plants some seeds in a nice straight row. "Grow," says the water. "Grow," says the light. And the (leaves, stem, flowers) grow and grow just right. On page 50, another example is found in Big Experience Circle Time, Notice Growth. The teacher has the children gather around the seeds that the class planted at the beginning of the week. She asks children to describe any changes they see. What did you notice? Did the seed grow? Provide tools such as magnifiers and rulers that children can use to explore. The children then participate in a "Share What You Know" activity. The teacher invites children to be plant experts. She displays the KWL chart they have been filling in. She allows the children to share more things they've learned about plants. The children record their observations in the "L" column. The teacher reads the "L" column entries aloud.</p> <p>CS 4 is supported in Theme 7, Week 2, Day 1, pg. 72, during Story time students prepare to listen to the Big Book story The Changing Sky. Students are divided into two groups, one for the sun and the other for the moon. Students repeat the sentences in the story: "The sun sees___." "The moon sees___." During the Daily Writing students fill out a T-Chart by telling or acting out things they see in the sky during the day and night.</p> <p>Social Studies:</p>

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			<p>CSS 3 is evidenced in Theme 3, Week 1 pg.14. During Monday Circle Time the children work with the teacher to create a community map on the floor. Some suggested materials to create the map are masking tape for roads, downloadable building cutouts, and toy cars. The children are encouraged to drive to landmarks. The Extended Play allows for the children to explore the map independently using blocks, cars, and figurines. Later, students take a "community walk" together. Students describe their favorite places and things to do in the community with a partner. CSS5, Theme 3, Week 1, Page 26. Extended Play: Fire Station. The teacher sets up a play fire station in one area of the classroom, using props such as oversized coats and clothes (available cheaply at a local thrift shop). Flashlights, foam noodle "hoses," and plastic fire hats might also be used. Together, the teacher and children brainstorm a list of other things that firefighters could use at the fire station, such as food or places to sleep, and add them to your station.</p> <p>Language and Literacy Development: LL4, Theme 5, Week 2, Page 78. This indicator meets the Louisiana standard LL4 Comprehend stories and information from books and other print materials. Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read (4.9). An example of this can be found on page 78, Big Experience 2, Story Time. The children read aloud Harold and the Purple Crayon. The children are learning to make predictions, extend a story, name characters, and retell a story. The children are invited to name each thing Harold draws. To get the children to talk about story characters, the teacher asks the children questions such as, Why did Harold draw a dragon under the tree with the tasty apples? The teacher then allows the children to discuss parts of the text to get them to infer events or make predictions and discuss</p>

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			<p>story characters. To have the children extend the story, the teacher talks with the children about what tools Harold used (his crayon and his imagination). She then initiates children to turn to a partner and come up with things Harold might draw next if the story were to continue. Finally the children gather as a group and share ideas. The teacher observes whether children can use newly learned words when retelling stories, describing pictures, or responding to specific questions.</p> <p>LL 6 is demonstrated in Theme 3 Our Community Week 1 Places We Go Wednesday Small Group pg. 36. Children practice blending syllables for 2 and 3 syllable words. The teacher reviews familiar 2 syllable words and then models how to blend two syllable words. The children will practice blending new 2 and 3 syllable words. The curriculum additionally provides small group intervention for those students struggling to blend syllables. The curriculum allows for support using snap cube manipulatives to provide a visual of blending syllables to create words.</p> <p>Physical Well-Being and Motor Development: PM 1 is developed through a game during Theme 3. In week 3: Things That Move, Monday pg. 111, the curriculum suggests a game called "Pattern Train." This is found during the "Make Learning Bigger" moments. In this game, key concepts and pattern skills are extended when the children bend and straighten their knees in an up-down pattern. The children use their whole body for balance and motor control.</p> <p>PM4, Theme 6, Week 2, Page 78. This indicator also meets the Louisiana standard PM4 Develop appropriate health and hygiene skills. Exhibit good hygiene habits and manage age-appropriate personal care routines on own (4.3). An example is found on page 78, Big Experience 2 Circle Time, Science and Health: Germ Fighters. The teacher gathers the children on the rug and pretends to</p>

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			<p>make a loud, dramatic sneeze into her elbow. She invites children to do the same. She explains that when germs travel they can make healthy people sick. She tells them that's why we try to catch our germs in our elbow. She then asks the children what might happen if we don't cover our mouth and nose when we sneeze. The children brainstorm healthy habits and pretend to wash their hands. She explains that having good hygiene means to keep your body clean and healthy. With children, the teacher brainstorms and records rules of good health and hygiene, for example, washing your hands after playing outside and brushing your teeth before going to bed. Volunteers act out the items on the list while the others chant "Go away, germs!"</p> <p>Social Emotional Development:  Children express empathy and sympathy for others (SE 1) in Theme 3 Our Community Week 2 during Tuesday's Make Learning Bigger pg.25. In reference to the story, Knuffle Bunny, the teacher poses the questions, "How does Trixie feel when she realizes Knuffle Bunny is missing? Have you ever felt that way?" Children share responses using the Think, Turn, and Talk method. Children are then encouraged to draw what their partners shared.</p> <p>SE3, Theme 5, Week 1, Page 14. This indicator meets the Louisiana standard SE3 Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals. Make choices or decisions from a range of options (4.3). An example can be found on page 14. The children learn social-emotional skills, showing initiative and persistence by actively engaging in the activity "Blast Off on an Imaginary Trip." The teacher invites the children to join her on an imaginary trip in a rocket ship. Together they make a plan. The teacher invites the children to brainstorm and draw where they'd like to go on a</p>

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			<p>trip and what they'd like to bring. She encourages them to write what they might see and to write their ideas on the paper. She asks children to pack their bags and get ready! Together, they put classroom chairs in rows, sit down, and buckle their seat belts. Then she invites children to count with her. Instead of counting backward before blastoff, start with 1 and count to 10. Blast off! The teacher encourages the children to make sound effects as they enter space. Invite volunteers to take turns telling what they see outside the windows of their rocket ship.</p>
<p><b>2. APPROPRIATENESS OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>2a)</b> Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., child chooses interest areas/learning centers and activities within each).</p>	<p><b>Yes</b></p>	<p>Materials and activities are provided through both teacher directed and child-initiated experiences. The Teachers' Manual provides a flexible schedule in the "Front Matters" page 7 outlines both a half-day and a full day schedule complete with three Big Experiences (whole group lessons) and substantial time set aside for Child-Initiated Learning Centers.</p> <p>The curriculum includes three Big Experiences that allows the teacher to facilitate lessons by getting students to be involved as well. For example, in Theme 7 , Week 3, Day 3, pg. 122 during the Big Experience 1 the teacher rereads the book What Will The Weather Be Like Today? The teacher allows students to get involved by getting their input on what they can do while visiting different landforms. The Classroom environment section of the Parent Handbook pg. 7, states that when preparing learning centers one should provide children with opportunities to explore their interests, make individual choices, and work cooperatively. As noted in the Teacher Guides section of the Parent Handbook on pg. 53, it states that teachers should focus on children's interest and ideas.</p> <p>In the Professional Handbook, the chapter "Preparing Your Learning Centers," page 57 it states that well-defined and organized Learning</p>

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			Centers provide children with opportunities to explore their interests, make individual choices, and work cooperatively.
	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>2b)</b> Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches (i.e. does not typically support practice through the use of worksheets, etc.) Examples of interactive and hands-on approaches include but are not limited to puzzles, dramatic play, investigations, etc.</p>	Yes	<p>Materials and activities allow substantial opportunities for practice of skills using interactive and hands on approaches. The schedule of the day allows child initiated activities to occur during Learning Centers time. The curriculum includes the following learning centers: Blocks and Building, Creativity, Dramatic Play, Math, Reading and Listening, Science, Technology, Writing, and Clifford's Corner. Each four week theme contains a unique Teaching Guide for Learning Centers. The Guide consists of a checklist of learning objectives that will be the focused on throughout the course of the four weeks. The objectives cover the areas of Social Emotional Development, Emergent Reading and Writing, Oral Language, Mathematics, Science and Health, Social Studies, Fine Arts, and Technology and Media. The Guide contains a brief overview with "Learning Centers at a Glance" providing a Learning Focus. The Guide also contains a list of suggested books for all centers before providing detailed instructions for each individual center. The detailed center instructions include: a learning focus; a materials list; a writing connection; play scenarios unique for each of the four weeks of the theme; "Learning Talks"; and a "My Ideas" page.</p> <p>Learning Talks provide a suggested oral language prompt or interaction between the teacher and the child. The Learning Talks give opportunities for planned playtime conversations, promotion of creativity, encouragement of self-regulation, usage of mathematics vocabulary, reinforcement of classroom routines, and scaffolding of critical thinking.</p>

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			<p>Interactive phonological awareness and letter awareness activities are found as early as Unit 2, Week 1 where children listen to sounds, match sounds, identify letters in name using their bodies to move a certain way . Units also contain guidance for small group activity practice naming and writing letters (beginning with those in child's name).</p> <p>The "My Ideas" page allows for teacher creativity an flexibility. This would be where the teacher adds her personal touches to the lessons in the curriculum. The space allows for teachers to create new or customize centers.</p> <p>Students are involved in interactive activities through the use of Big Day BookFlix: online ebooks and educational activities and Theme Big Wall Charts. For example in Week 2, Theme 7, Day 1, pg. 60 during Circle Time students will revisit the Big Wall Chart 7 and distinguish the summer picture.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2c) Materials and activities are included that are culturally sensitive.</b></p>	<p><b>Yes</b></p>	<p>Many materials found in this curriculum are culturally sensitive providing a variety of ethnicities portrayed in the vast array of Big Books, Little books, audio books, and ebooks. Most titles are available in both English and Spanish. Each themed unit contains literature that embraces and celebrates a variety of cultures. Theme 2 "My Family" includes the titles "Too Many Tamales" highlighting Hispanic culture and "Celebrations." Theme 7 "Nature All Around Us" contains the title "The Snowy Day" by the prominent African American author Ezra Jack Keats who highlights African American characters. Many other titles include characters portraying various cultures such as Native Americans, Chinese, and African heritages. For example, in Theme 3, Week 4, the book, The Clean-Up Surprise shows a variety of cultures working together.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2d) Materials and activities are incorporated throughout a</b></p>	<p><b>Yes</b></p>	<p>Materials and activities are incorporated throughout a variety of settings. The Teachers'</p>

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	<p>variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p>		<p>Manual provides a flexible schedule in the "Front Matters" page 7 outlines both a half-day and a full day schedule complete with three Big Experiences (whole group lessons) and substantial time set aside for Child-Initiated Learning Centers.</p> <p>The variety of settings includes 3 Big Experience opportunities (Circle Time or Story Time), Learning Centers with Small Group Instruction, Read Aloud (Children's Choice), Songs and Fingerplays, Learning Centers with Responsive Instruction, and Outdoor Time. In the Parent Handbook, The Classroom Environment, pg. 14 it states that no two classes are the same and that the teacher may customize your schedule to fit your individual children's needs.</p> <p>In Theme 7, Week 3, Day 2, pg.113, the Day at a Glance presents a Materials list that tells the teacher what materials are included in the curriculum that they can use and a list of materials of things they need to prepare for Circle Time and Small Group Instruction. In Theme 6, Week 4, pg.150, includes a list of resources that can be incorporated during whole group, center, small group, and individualization.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2e)</b> Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.</p>	<p><b>Yes</b></p>	<p>Materials and activities are appropriate for the domains and skills they are intended to address. The curriculum provides materials that support the LA Birth to Five Standards and Domains. The correlations and standards are present on the Teacher Space under the State Standards and Links tab. The curriculum outlines content under Best Practices in the Professional Handbook which includes Social Emotional Development, Oral Language Development, Vocabulary, Phonological Awareness, Emergent Reading, Emergent Writing, Mathematics, Content Area Learning, and Physical Development. The chart presented under Knowledge, Skills, and Concepts, Theme 1, pgs. 193-197 presents the overview of knowledge, skills, and concepts covered across</p>

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			<p>the eight themes of Big Day for PreK. The eight themes are Social Emotional Development, Emergent Reading, Emergent Writing, Oral Language, Mathematics, Science and Health, Social Studies, Fine Arts, Physical Development, and Technology and Media. For example, Theme 1, Week 2, Day 2, pg.74, during Small Group instruction the materials used are appropriate for the Domain because students are introduced to positional words by using a Math Mat and Bear Counters.</p> <p>The following curriculum materials are also provided: Big Wall Charts to support the monthly themes and social studies development; a Letter Vest, letter/ picture cards, a Classroom Alphabet Chart, and magnetic letters/ board to support literacy development, Book Stix for the teacher to provide additional language and literacy support; songs and fingerplay books and CDs to support oral language development; math mats, number cards, attribute blocks, counting bears, magnetic numbers, pattern blocks, and snap cubes to support mathematical concepts; and science postes, a balance set, magnifiers, and magnetic healthy foods to enhance science skills.</p>
<p><b>3. COMPLEXITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>3a)</b> Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way).</p>	<p><b>Yes</b></p>	<p>Materials and activities present a logical and coherent progression of complexity over time. As seen in read-alouds, the curriculum builds on story experiences. The curriculum includes 8 themes, Theme 1 focuses on children getting adjusted to coming to a Big School Setting and Preschool; Theme 8 prepares students for the next step, Kindergarten. In Theme 1 Ready For School Week 4 Getting Along pg. 154, the children make story predictions using the story pictures. The children are encouraged to retell the story as the teacher displays a given page. As the themes change, children are then expected to make more complex story predictions based more on book information. In Theme 8 Moving On Week 1 Going New Places pg. 16 children are using book information and story words/</p>

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			<p>language to relate read-alouds to personal experiences. In Theme 3 children practice combining syllables into words, deleting words from a compound word and matching initial sounds. Later in that theme children practice blending and segmenting compound words, combining syllables into words and deleting syllables from words. By Theme 5, children practice identifying and matching initial sounds, blending onset and rhyme and producing rhyming words.</p> <p>Phonological awareness activities begin in Unit 2 with listening, matching and identifying sounds (e.g. common sounds in environment/musical instruments), clapping for number of words in a sentence. In Theme 3, children practice combining syllables into words, deleting words from a compound word and matching initial sounds. Later in that theme, children practice blending and segmenting compound words, combining syllables into words and deleting syllables from words. By Theme 5, children practice identifying and matching initial sounds, blending onset and rime.</p> <p>Math concepts build upon each other through the progression of themes. Counting skills progress from counting by rote, to counting objects to 10, 20, and 30 by the ending of a school year. Many mathematical concepts progress in a similar way. In Theme 3 Our Community Week 3 Things That Move pg. 120 Tuesday Small Group, children extend AB patterns using their bodies. As seen in Theme 7 Nature All Around Us Week 4 The Seasons children have progressed to creating and recognizing ABB, AABB, and ABC patterns using bear counters.</p> <p>Vocabulary is embedded into all portions of the curriculum's day and includes theme words, story words, math words, social studies, and science words that change weekly. In addition to the</p>

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			<p>teacher's ability to find the vocabulary words in the Weekly Overview for each theme week; an in depth list of vocabulary words can be found at the end of each Theme Week Guide. The list contains the vocabulary word, a suggestion of how to explain the meaning, and how to build connections for the student. The guide also suggests that a Word Wall should be utilized and referenced during shared writing experiences.</p>
<p><b>4. QUALITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</b></p> <p><b>4a) Language and literacy development</b> is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> <li>• Regular read alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children’s background knowledge and vocabulary development</li> <li>• Frequent use of a repeated-reading approach for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding</li> </ul> <p><b>Examples:</b> Using read-aloud materials (books, songs, rhymes, etc.) that make meaningful connections within a topic; interactive questions addressing the content knowledge provided through materials/activities; phonological awareness using interactive activities; scribble writing and use of letters and words to convey meaning, riddles, word games, category games, puzzles, dramatic play that support children’s understanding of the meanings of words and building children’s vocabulary and knowledge about a topic.</p>	<p><b>Yes</b></p>	<p>Regular read alouds of appropriately complex narrative and informational texts related to a theme or topic in order to accelerate children's background knowledge and vocabulary development is presented in the Big Day for PreK instruction. Students have opportunities to engage in conversation, use vocabulary, write, listen, utilize emergent reading, and comprehend.</p> <p>During the Big Experience, children are given the opportunity to listen to read-alouds and respond as well as use the Theme Vocabulary Words during. Circle Time 1, Theme 2, Week 2, Day 1. pg.60 when students are encouraged to discuss how their family loves them. Students are able to listen to the read alouds during the 2nd Big Experience in Theme 2, Week 2, Day 1, pg. 62 when the teacher reads a book and encourages student to Think, Turn, and Talk. Students also join in on reading the recurring sentence pattern from the story. Students then write about someone special.</p> <p>Each Theme includes Alphabet Books, Big Books, Audio Books, Read Alouds, Clifford Books and a host of Language and Literacy Materials such as: Big Wall Chart, Letter Vest and Pocket Letters, Access to Bookstix, magnet board letters, songs and fingerplays Book and CD, picture cards, letter cards, and a classroom alphabet chart. The curriculum includes Books For All Centers. Big Day uses the repeated reading approach. Teachers read stories as outlined in Theme 3,</p>

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			<p>Week 1, pgs. 10-11. Lola at the Library is read on days Monday and Friday. Knuffle Bunnky is Read on Tuesday and Thursday. On Wednesday, the story, A Good Night Walk, is read during Big Experience 1 and Big Experience 3. The Story, Momma Zooms is read for the 3rd time on Friday as seen on pg. 11 in Theme 3, Week 1.</p> <p>The scheduling of the day includes several components of Literature. For example, Theme 8 Week 3, pg. 102, outlines Phonolgoical Awareness, Alphabet Knowledge, Concepts of Print and Comprehension, Writing, and Oral Language.</p> <p>Students have access to BookFlix where they can watch a video storybook, read an online book, and complete interagtive games and quizzes.</p>
	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b>  <b>4b) Math</b> materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the <a href="#"><i>Louisiana Birth to Five Early Learning and Development Standards</i></a>.</p>	<p><b>Yes</b></p>	<p>Math materials and activities devote a large majority of time to the development of understanding numbers, ways of representing numbers, and relationships between numbers and quantities consistent with the Louisiana Early Learning and Development Standards.</p> <p>Math moments are utilized and integrated throughout the day. Opportunities to practice mathematical skills and concepts are evident through Big Experiences, Small Group Experiences, and Learning Centers.</p> <p>Big Experiences allow for whole group exploration of Mathematical concepts and vocabulary. The teacher and children review and model concepts. The curriculum also provides Extended Play to reinforce and practice skills.</p> <p>Small Group instruction on Tuesdays and Thursdays introduce Mathematics skills, modeling techniques, and provide opportunites for practice. Key Concepts are extended in "Make Learning Bigger" moments.</p> <p>Math Learning Centers are utilized daily with a Theme based learning focus. Weekly activities promote problem solving and play scenarios utilizing math manipulatives.</p> <p>Children also transtion throughout the day by</p>

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	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b>  <b>4c) Math</b> materials and activities adhere to the following indicators of quality:</p> <ul style="list-style-type: none"> <li>• Promote children’s acquisition and use of the language and vocabulary of math</li> <li>• Promote conceptual understanding of math content</li> <li>• Promote children’s development of perseverance and persistence in solving problems</li> </ul>	<p><b>Yes</b></p>	<p>incorporating Math skills. For example, in Theme 1, Week 1, Day 1, pg. 19 students transition by lining up. The teacher then goes through the line and points to a shape on the Math Mat for each child to name.</p> <p>During Big Experience 2 Story Time, page 108, mathematics is integrated into story time to compare lengths and to count the bug’s body parts. The children name the body part and count how many. “The bug has 2 wings.”</p> <p>Math materials and activities promote children’s acquisition and use of the language and vocabulary of math, conceptual understanding of math content, a promote children’s development of perseverance and persistence in solving problems.</p> <p>Math conceptual development is enhanced in this curriculum through the use of Math Mats, manipulatives for hands-on experiences, and numeral identification opportunities.</p> <p>Mathematical concepts are developed during multiple daily experiences such as during Big Experience Time, Small Group Instruction, and Learning Center. One example during Big Experience is evidenced in Theme 1 Week 1 My School pg. 18, Monday’s Big Experience 3 during Circle Time occurs when the children are singing and counting to 5 for Counting by Rote Fluency Practice. The teacher then introduces a simple AB pattern using the Math Mat. Students are exposed to snap cubes to create their own AB pattern of red and blue. Math vocabulary includes the words next, pattern, and repeat in this lesson. There is a list of Math Theme Words embedded throughout each theme as seen in Theme 6, Week 1, Day 1 pg. 18, children are introduced to the words oval, rectangle, and rhombus.</p> <p>Learning Centers provides a time in the child’s day to explore numbers and mathematical experiences through play promoting perseverance and persistence to solve problems.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>In Theme 5 Imagine It, Make It, pg. 5 outlines how the teacher can promote mathematical concepts in the Math Center. The learning focus for this theme is: use math concepts to build and make things. This focus naturally motivates children who would more likely visit a constructive play area. Week One promotes children to explore quantities 1 to 10 by providing egg crates and manipulatives to count objects. Week Two extends to encourage students to use tools to make patterns. Week Three promotes the persistence of child-initiated learning by posing questions for children to find creative ways to connect two block structures. Week Four stretches the child to use mathematic vocabulary and terms to explore the areas of a rectangle and describe it.</p> <p>As stated in the Professional Handbook on pg. 123, under the subtitle "From Theory to Practice" teachers are expected to use the Math Talk on each Math Mat to help engage children in using relevant Math words in context of math exploration.</p> <p>There is a Small Group Math activity every Tuesday and Thursday that allows students to demonstrate perseverance and persistence in solving problems.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>4d) Adequate explanatory materials for teachers are provided.</b></p>	<p><b>Yes</b></p>	<p>Adequate explanatory materials for teachers are provided in the curriculum. The curriculum includes a Professional Handbook, which is a guide for planning and managing the Pre-K classroom. In the Program Handbook it details specific ideas on how to set up your classroom, prepare centers, scheduling, start and end the day, and engage children. The Parent Handbook details how to get families involved and how to use the Teacher Guides.</p> <p>The curriculum includes a Technology Portfolio that specifically tells teachers how to plan their day to day lessons using the Teacher Space, how to make have the home/school connection by utilizing the Family Space, and how to increase</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>effectiveness using online Professional Development. The curriculum includes Technology Center Books that spell out how technology can be incorporated in the classroom. The Teacher guides detail explicit instructions and information on what teachers need (e.g. materials, etc). For example, Theme 8, Week 1, Day 1, pg. 14 details during Circle Time directions on what to do, ask, display, create, and observe. The curriculum includes specific directions to differentiate instruction, for example Theme 3, Week 2, Day 1, pg. 61 details concrete instructions on how to modify lessons for 3 year olds, special needs, and enrichment. Each theme contains ideas on what to include in each center. Teacher resources includes Teacher's Guide, Big Books, Little Books, Audio Books and CDs, and Big Wall Charts.</p> <p>Additional teacher materials can be found on the web-based Big Day Teacher Space. This includes digital teaching materials, a web-based lesson planner, weekly downloadables, class management tools, assessment tools, and family newsletters.</p>
<p><b>5. ASSESSMENT</b> Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b> <b>5a)</b> Assessments consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).</p>	<p><b>Yes</b></p>	<p>Assessments are consistent with the Louisiana Birth to Five Early Learning and Development Standards in a variety of appropriate formal and informal methods.</p> <p>Assesment is this curriculum consists of "Pathways to Readiness" in five key domains: Social Emotional Development, Oral Language Development, Emergent Reading, Emergent Writing, and Mathematics Development. The curriculum supports these domains with four key stages of development: Pre-Emergent, Beginning, Emerging, and Developed.</p> <p>The formal assessment, the Scholastic Early Childhood Inventory (SECI) utilizes the "Pathways of Readiness." The SECI can be administered three times per year in its entirety or modules to adapt to local policy.</p> <p>The informal assessments consist of Classroom</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Observation guides and Individual Observation guides available in both English and Spanish. Classroom observation guides contain printables for both CircleTime/ Story Time observations and Small Group observations. The layout of the printables allow for a week at a glance view where observed skills can be recorded as well as space for inclusion of notes for those that need follow-up.</p> <p>Individual Observation guides contain three printable templates: Clipboard Observation guides, PreK 360 record, and Pathways to Readiness Rubric to record and note observations of strengths and needs of the whole child in ten key areas. The ten key areas noted are oral language development, emergent reading and writing development, mathematics development, social emotional development, science and health, social studies, fine arts, physical development, and technology/ media development.</p> <p>The Parent Handbook, pg. 72-73 explains how teachers should Use the Pathways to Readiness to track children's progress throughout the year. In the Parent Handbook it clearly states that Big Day provides opportunities and support for monitoring children's development through the use of informal and formal tools such as Scholastic Early Childhood Inventory, Classroom Observation guides, Individual Observation, Anecdotal Records, and Show and Grow Portfolios. The Parent Handbook, under Assessment, pg. 84, describes how SECI consists of tracking students growth in 5 key domains Oral Language Development, Phonological Awareness, Alphabet Knowledge, Mathematics, and Social Emotional Development.</p> <p>Show &amp; Grow Portfolios Collect authentic work samples throughout the year as a visual record of each child's progress. Portfolios include work samples, anecdotal records, observation tools, and assessment results.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>5b)</b> Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.</p>	<p><b>Yes</b></p>	<p>Methods to assess children's learning are embedded throughout activities as evidenced in the informal assessment observation guides. The guides consist of Classroom Observation Guides for Circle Time/ Story Time, Small Group Observation Guides, and Individual Child Observation Guides.</p> <p>In Theme 3, Week 1, Day 1, pg. 13 during Circle Time there is the subtitle "Observe", which says observe whether children can contain their bodies in a defined space and respect personal boundaries. This notifies the teacher of what he/she can observe in order to assess the students. Also while differentiating instruction, under the subtitle Responsive Instruction teachers are required to Observe students in order to assess their growth. The subtitle "Observe" can also be found during Story Time and Small Group Instruction.</p>
<b>SECTION II: ADDITIONAL INDICATORS OF QUALITY</b>			
<p><b>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</b></p> <p>Materials and activities reflect a wide range of experiences for skill development.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>6a)</b> Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).</p>	<p><b>Yes</b></p>	<p>Materials are available in different formats. The curriculum supports many learning modalities through a variety of print resources, elearning tools, and manipulatives.</p> <p>The Professional Handbook pg. x-xi outlines the materials included in the curriculum. Books and literature are available in a multitude of formats such as Big Books, little books, audiobooks, read-alouds, lap books, and ebooks, Clifford the Big Red Dog Books, Songs and Fingerplays Books and CDs. The curriculum includes additional materials listed in the Professional Handbook list on pg. xx such as Theme Big Wall Charts as well as online resources through Big Day Book Flix. Educational hands on resources include math manipulatives, math mats, materials for science, social studies, language, and physical development.</p> <p>Songs and finger-plays are incorporated into daily lessons. Language and Literature materials includes a Letter vest and pocket picture cards, letter cards, a classroom alphabet chart, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>6b)</b> Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.</p>	<p><b>Yes</b></p>	<p>magnetic board and letters. Content Area Materials includes number cards, science posters, magnetic numbers, manipulatives such as counting bears and snap cubes, math mats, a balance set, and attribute blocks.</p> <p>Additional and supplemental materials and resources appeal to children's interest in a variety of ways. The selected literature consists of a variety of both informational and narrative texts with familiar titles and characters for social trends. The curriculum features the popular Clifford the Big Red Dog series to accent and develop social emotional skills incorporated in "Fun with Clifford." The Clifford the Big Red Dog component includes a large range of Clifford stories, posters, and a Clifford puppet. Materials represent a variety of ethnicities and cultures. The addition of elearning features appeal to the ever growing popularity of internet resources and tools.</p>
<p><b>7. SCAFFOLDING AND SUPPORT</b></p> <p>Materials/activities provide all children with opportunities and support to meet the standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>7a)</b> Appropriate suggestions and clear instructions are provided to support the varying needs of children (e.g. for English language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.</p>	<p><b>Yes</b></p>	<p>Appropriate suggestions and clear instructions are provided to support the varying needs of children.</p> <p>The Teaching Guides provides in-depth information for differentiating instruction for all learners. The Teaching Guides pg. 54 outlines how the curriculum guides teachers to be able to modify and individualize instruction to make learning accessible for all children. For children whose families speak languages other than English, explicit English language instruction is especially beneficial. Each daily lesson contains a subtitle in a highlighted bubble titled, "English Language Development"; it details exactly what the teacher can do to help a student identify a word.</p> <p>This is evidenced throughout the curriculum with "Responsive Instruction." This instruction provides teachers with necessary tools to support learners with varying needs both during Big Experiences and Small Group Instruction. The One-to-One Follow Up allows the teacher to observe the child in the classroom setting and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>then provides "If..Then.." modifications with two suggestions for concept development. In the Teaching Guides pg. 56 and 57 it details how to provide support for the ELL students by pairing students up, repeating instructions modeling, and providing hints and assistance. In the Teaching Guides pg. 58 it gives ideas on how to meet students needs with special needs. It suggests that one project stories on the big screen for visual challenges, pronounce sounds clearly for hearing challenges, provide chairs, pillows, or standing aids to accommodate physical challenges, etc. The curriculum also provides additional modifications to differentiate instruction providing support for the three-year old child and children with special needs. Enrichment suggestions are also provided to those learners needing a push to further develop more meaningful concepts. To address the needs of English Language Learners, the curriculum provides a variety of texts in both English and Spanish.</p> <p>The teacher can also access Newsletters to send home in 11 different languages under the Big Day Online Teacher Space. This connection is meaningful for those students through At-Home support.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>7b)</b> Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.</p>	<p><b>Yes</b></p>	<p>The schedule and time for activities is flexible and allows for adjustments according to children's needs and interests.</p> <p>In the Teaching Guides section of the Program Handbook on pg. 49, it states that A full day option that can be used is flexible in order to accommodate a variety of schedules.</p> <p>The Classroom Environment section in the Program Handbook provides information about scheduling. On pg. 13 it provides two sample schedules but states that the teacher can consider the samples as a plan is developed for that teacher and setting. The teacher is allowed to customize their own schedule (p.14). The curriculum suggests that seated and listening</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>activities are alternated with more active experiences. On pg. 16 in the Professional Handbook it addresses allowing flexibility in your day. On the Teaching Space there is the subtitle Customizable Lesson Planner, teachers can create customized planners to accommodate schedule and teaching preferences.</p> <p>The Learning Centers are flexible in that each theme contains a Learning Center form for teachers to customize and create additional Learning activities. The forms are titled My Ideas as seen in Learning Centers, Theme 2, pg. 8.</p> <p>The schedule includes large child-initiated portions of the day allowing for exploration and learning to occur using a variety of modalities. The curriculum also allows for teacher creativity to expand on children's interest with the inclusion of the "My Ideas" portion of lesson planning for additional or customized learning centers.</p>
<p><b>8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION</b></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>8a)</b> Provides a variety of activities to extend learning from the classroom into the home.</p>	<p><b>Yes</b></p>	<p>The curriculum provides a variety of activities to extend learning from the classroom to the home. This includes parent newsletters and an online interactive tool, Big Day Family Space. The curriculum provides at home connections with BookFlix, a Tip of the Week, a Theme Letter available in 11 different languages, online games, and learn and play downloadables.</p> <p>The Parent Handbook, Family and Community section, pg. 35, describes how teachers should engage families throughout the year by hosting workshops to show families how they can build children's literacy at home. Highlight resources on Family Space, support families with using Big Day BookFlix, and share strategies for reading aloud. There is a Big Day Family Space that allows parents to learn about what their children are learning in the classroom. The parents have access to BookFlix to read theme related stories and play games that will help support their</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			children's learning. The Family Space includes a section titled "What We Are Learning." In the Parent Handbook on pg. 37, under Families and Communities, it states that parents have access to the Theme Letter that introduces the theme, explains the learning objective, and gives suggestions on ways to support children at home. Each Teaching Guide details how teachers can extend learning beyond the classroom through Field Trips and Classroom Visitors.
<b>FINAL EVALUATION:</b> <i>Tier 1 ratings</i> receive a "Yes" in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality. <i>Tier 2 ratings</i> receive a "Yes" in Column 1 for all Non-Negotiable indicators but may receive "No" rating(s) for the Additional Indicators of Quality. <i>Tier 3 ratings</i> receive a "No" in Column 1 for one or more of the Non-Negotiable indicators.			
<b>Compile the results of Sections I and II to make a final decision for the material under review</b>			
<b>I: Non-Negotiables</b>	1. Content Within the Parameters of the Standards	<b>Yes</b>	The materials and activities provide numerous opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards.
	2. Appropriateness of Curriculum Materials and Activities	<b>Yes</b>	Materials and activities are culturally sensitive and appropriate and there are substantial opportunities for frequent and systematic practice of skills provided through balanced teacher-directed and child initiated experiences.
	3. Complexity of Curriculum Materials and Activities	<b>Yes</b>	Materials and activities are presented in a logical and coherent progression of complexity over time.
	4. Quality of Curriculum Materials and Activities	<b>Yes</b>	Language Development is emphasized through numerous opportunities for real alouds; math materials and activities devote a large majority of time to support children's understanding of numbers and supporting understanding of the explanatory materials are provided for the teachers.
	5. Assessment	<b>Yes</b>	Assessments are consistent with the ELDS and collected through a variety of appropriate methods.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>II: Additional Indicators of Quality</b>	6. Implementation Format of Materials and Activities	<b>Yes</b>	There is adequate amount of materials available in different formats that supports and enhances student learning.
	7. Scaffolding and Support	<b>Yes</b>	The curriculum includes suggestions for supporting varying needs of children. Differentiation includes revisiting to meet the needs of all learners.
	8. Activities/Materials Supporting Parental Participation	<b>Yes</b>	The curriculum provides explicit activities to extend learning into the home. The Family Space is a great way to extend learning from the classroom to the home.

FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.