

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: **Mother Goose Time Preschool Curriculum**

Age Levels: **Three and Four**

Publisher: **Experience Early Learning**

Copyright: **2014**

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

Overall Rating: **Tier III, Not representing 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)

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>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 type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL INTEGRATED CURRICULA:</b></p> <p><b>1a)</b> 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 age level for which they are suggested) across all domains of the standards:</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>No</b></p>	<p>Although there is a scope and sequence listing skills that appear to align with the standards, the actual lessons/activities do not reflect an alignment with the scope and sequence chart or do not accurately portray skills alignment. For example the Letters, Numbers, Colors listed in on page 8 of 52 in the Scope and Sequence Example in the Curriculum Frameworks document do not match the basic concepts listed in Unit/Module 1 of either Series 1-2.</p> <p>It is very difficult to understand the how the Curricular Frameworks aligns with the actual Units/Modules. Further, the lessons/activities themselves do not define a specific standard/skill. The description of the basic concepts within the Units does not align with the actual lessons or the standards. For example, in My Amazing Body, it is unclear why the numbers 1 and 11 are described as basic concepts and taught together, or why the circle shape is identified as a basic concept when children are asked to identify different shapes, or what the letters B, A, and H are listed as basic concepts when words cannot be formed with these letters.</p> <p>The majority of activities do not integrate content from different domains.</p>
<p><b>2. APPROPRIATENESS OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>2a)</b> Materials and activities are provided through a balance of teacher-directed and child-initiated experiences.</p>	<p><b>No</b></p>	<p>The suggested times for activities reflect both teacher-directed and student-initiated times evident in the daily schedule. However, the curriculum does not purposefully use a combination of child-focused and direct teaching strategies to make learning more appropriate to children's needs. Also, many activities do not engage children in high-quality interactions. The sample schedule is for a full day childcare setting and would have to be reworked for a school setting.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2b)</b> Materials and activities allow substantial opportunities for frequent and systematic 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 games, dramatic play, investigations, etc.</p>	No	<p>Activities and materials allow for some practice of skills through hands-on interactive approaches evident during opening circle, large group time, routines, small group time, and outdoor activity time. However, there are only limited opportunities to practice important skills in meaningful ways. Also, learning activities do not engage children in high-quality interactions.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2c)</b> Materials and activities are culturally sensitive and appropriate.</p>	No	<p>Although pictures of children from different races, cultures and abilities are represented the curriculum does not appear to provide materials for use inside the classroom and for families whose home language is other than English.</p> <p>There are little or no instructional examples provided for how to respond to different learning preferences that are specific to the learning activity.</p> <p>Little or no guidance provided to teachers in how to adapt the learning activities to meet a specific program's cultural and linguistic needs.</p>
<p><b>3. COMPLEXITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <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>	No	<p>Materials and activities do not provide a logical and coherent progression of complexity over time (see 1a above). For example, little emphasis on PA or letter-sound correspondences -- teaches letters without sounds (and through tracing and Alphabet Flip Strip). For math, description of basic concepts does not match activities. For example, basic concept description states, "circle" but lesson/activity does not explicitly or appropriately focus on the circle shape.</p> <p>The curriculum does not fully cover the learning domains. For example, regarding the Language Development learning domain, it does not fully address both Receptive Language and Expressive Language Development. The depth for each learning domain is not made clear through an organized scope and sequence, or a curricular map that identifies how the curriculum covers</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			each domain element in a sequenced, progressive manner. Further, the curriculum does not adequately address most domain elements within each learning domain.
<p><b>4. QUALITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</b></p> <p><b>4a) Language development</b> is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> <li>• Significant time spent on reading appropriately complex books aloud to children, drawing from a balance of narrative and informational text</li> <li>• Regular read-alouds of informational text related to a theme or topic (i.e., animals, cities, weather) in order to accelerate 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 about the text</li> </ul> <p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b></p> <p><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="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p>	<p><b>No</b></p> <p><b>No</b></p>	<p>The program includes recommended daily read alouds from both narrative and informational books and delivers a book of the month to be read and placed in the library for retelling.</p> <p>However there is limited directions in the guide on how to read and ask questions, for example in "The Orchard" study, Week One, Day 3, the teacher is to read the folktale "Honest George" and ask the question "Who in your family is honest?", this is the only question or direction for reading the story. The curriculum does not include repeated readings of the recommended daily reading or monthly books. There is no evidence of a First Read, Second Read and Third Read routine. In On the Go, children listen to "A Ride for Duck" and instructions to the teacher only indicate that they should describe what is happening on the page and for the teacher to ask basic comprehension questions (who, what, where) to check for children's understanding. The Teacher's Guide does not include any other guidance for the teacher on how to support children's background knowledge of transportation through this story.</p> <p>Math activities do not follow a logical or coherent sequence or focus explicitly or sufficiently on important skills such as counting/number concepts. Lessons do not focus on developing an understanding of numbers on a consistent daily basis. For example, in the Winter unit, Day 1 (Tossing Snowballs) children toss a number of snowballs based on a number card they draw. It is not until Day 4 that they use manipulatives to build an igloo, but the focus of the lesson is</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			centered on discussing similarities and differences in the igloos rather than number sense.
	<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>	<b>No</b>	Math activities are limited in support for helping children acquire and use the language and vocabulary of math. No specific math vocabulary is specifically highlighted. For example in Bubbles and Boats, Squeeze and Measure activity, instructions only ask children to squeeze water from sponges and washcloths into measuring cups to see which holds more. There is no explanation or samples of interactions regarding measurement concepts that children will be learning.
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>4d) Adequate, explanatory materials for teachers are provided.</b></p>	<b>No</b>	Learning activities are not easy to follow or they do they follow a similar pattern across different activities. Discussion questions for teachers are inappropriate or do not match intent of lesson; purpose of the questions/activities are not always clear or meaningful. For example, in My Amazing Body, teachers are directed to ask students the following questions: "What do you like about yourself?" and "How many pieces of clothing are you wearing?" The purpose and link between these questions is unclear. Further, there is little or no guidance for the teacher on probing or follow-up questions to ask. Three additional questions teachers are directed to ask children are: "What is your favorite body part?", "What shapes can you find on your body?", and "How many different ways can you move your head?" There is no link between the questions. Questions are inappropriate of too abstract for children to understand. Limited or no guidelines for success or teacher’s

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			tips or for ways to adapt the materials and/or environment to meet different levels of need
<b>ADDITIONAL INDICATORS OF QUALITY</b>			
<b>5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</b>  Materials and activities reflect a wide range of experiences for skill development.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>5a)</b> Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>FOR ALL CURRICULUM TYPES:</b> <b>5b)</b> Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>FOR ALL CURRICULUM TYPES:</b> <b>5c)</b> Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>6. ASSESSMENT</b>  Materials offer assessment opportunities that accurately and appropriately measure progress.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>6a)</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).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>FOR ALL CURRICULUM TYPES:</b> <b>6b)</b> Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, center/activity times, transitions, etc.) within the daily schedule.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>7. SCAFFOLDING AND SUPPORT</b>  Materials/activities provide all	<b>FOR ALL CURRICULUM TYPES:</b> <b>7a)</b> Appropriate suggestions are outlined for supporting varying needs of children (e.g. for English language learners, children with special needs, etc.) and are integrated	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
children with opportunities and support to meet the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	throughout all materials and activities. Examples may include additional, alternate or modified activities or materials.		
<b>8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>8a)</b> Provides a variety of activities to extend learning from the classroom into the home.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<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>No</b>	Content of curriculum does not align with the standards or accurately portray skills alignment.
	2. Appropriateness of Curriculum Materials and Activities	<b>No</b>	There are limited materials that support cultural differences, and there is limited practice to support important skills in meaningful ways.
	3. Complexity of Curriculum Materials and Activities	<b>No</b>	Literacy and math do not follow a logical and coherent progression of complexity over time or adequately address most domain elements within each domain.
	4. Quality of Curriculum Materials and Activities	<b>No</b>	The curriculum does not include repeated readings of the recommended daily reading or monthly books, lacks explicit directions for the daily and monthly read alouds and does not provide adequate explanatory materials that would assist teachers in teaching some skills.
<b>II: Additional Indicators of</b>	5. Implementation Format of Materials and Activities	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Quality</b>	6. Assessment	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	7. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	8. Activities/Materials Supporting Parental Participation	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</b>			

Appendix I.

Publisher Response

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: **Mother Goose Time Preschool Curriculum**

Age Levels: **Three and Four**

Publisher: **Experience Early Learning**

Copyright: **2014**

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

Overall Rating: **Tier III, Not representing 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)

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	PUBLISHER RESPONSE
<b>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 type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL INTEGRATED CURRICULA:</b></p> <p><b>1a)</b> 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 age level for which they are suggested) across all domains of the standards:</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>No</b></p>	<p>Although there is a scope and sequence listing skills that appear to align with the standards, the actual lessons/activities do not reflect an alignment with the scope and sequence chart or do not accurately portray skills alignment. For example the Letters, Numbers, Colors listed in on page 8 of 52 in the Scope and Sequence Example in the Curriculum Frameworks document do not match the basic concepts listed in Unit/Module 1 of either Series 1-2.</p> <p>It is very difficult to understand the how the Curricular Frameworks aligns with the actual Units/Modules. Further, the lessons/activities themselves do not define a specific standard/skill. The description of the basic concepts within the Units does not align with the actual lessons or the standards. For example, in My Amazing Body, it is unclear why the numbers 1 and 11 are described as basic concepts and taught together, or why the circle shape is identified as a basic concept when children are asked to identify different shapes, or what the letters B, A, and H are listed as basic concepts when words cannot be formed with these letters.</p> <p>The majority of activities do not integrate content from different domains.</p>	<p>Please reference our response in 3A. Each of the reviewers points are addressed in our response 3A in full detail. As a quick summary of what we explain in our response 3A (but please fully read the 3A response) we address the reviewers comments and show validation of how the Mother Goose Time curriculum materials and activities provide opportunities and experiences that meet the Louisiana Birth to 5 Early Learning Development Standards by explaining:</p> <ol style="list-style-type: none"> <li>1. the Developmental Continuum of skills and how it aligns with the Louisiana Birth to Five Early Learning and Development Standards. See alignment document: <a href="http://www.mothersgoosetime.com/wp-content/uploads/2015/04/MGT_Louisiana_Align.pdf">http://www.mothersgoosetime.com/wp-content/uploads/2015/04/MGT_Louisiana_Align.pdf</a></li> <li>2. Where to find and how to read the Scope and Sequence document in dropbox that is the summary of Basic Concepts featured in each Thematic Study during a one year cycle (Series 1 is for 1 school year, Series 2 is for the 2<sup>nd</sup> school year) This Scope and Sequence matches the featured skills listed on Page 2 in every Teacher Guide. These skills are then applied and integrated into multiple activities throughout the month in ways that support skill acquisition according to the Developmental Continuum of Skills.</li> </ol> <p>The reviewer referenced Page 8 of the Curriculum Framework in regards to the Basic Concept Scope and Sequence. This is titled in the book "Scope and Sequence Example." This is an example only. Each year, we update and release a new issue of the featured series for the year. The example in the Framework is purely an example and is not linked to a 'specific series.' It is aligned most tightly, however, to Series 3 (which we did not</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>include in the uploaded documents because that Series is currently being printed and distributed in the 2016/17 school year. It is not yet released - however, we do have September's Theme My Family in the warehouse ready to ship if you are interested in a preview prior to our public release of it. We can mail it directly to you upon request.)</p> <p>The specific Series 1 and Series 2 each have their unique Scope and Sequence that is published and delivered inside the curriculum kit to the educator for easy and clear reference. We go into more detail in response 3A but here is a dropbox link to the Basic Concept Series 1 Scope and Sequence  <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201?preview=+Series1_ThematicStudies.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201?preview=+Series1_ThematicStudies.pdf</a></p> <p>3. You can see how many and where the skills are infused throughout the monthly theme by referencing the Skills Chart that is included for every Thematic Study. This is described in detail in our 3Z response and we explain how to use the Skills Chart with both the Developmental Continuum and the Teacher Guide. From this you will better understand how 'each lesson defines a specific standard/skill.'</p> <p>Our 3A response will give the big picture regarding the what, why and how we connect skills to the experiences throughout the curriculum.</p> <p>To directly address the reviewers concern on the example: " In My Amazing Body, why did we present the number 1 and 11, circle shape, letters B, A, H?"</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>Number 1 and 11: My Amazing Body is the first theme in a series of 12 for the year. We introduce numbers in sequential order so that each month children can build on their previous knowledge and by the end of the year, fluently identify numerals 1-10, count the quantities and use manipulatives to construct meaning around these numbers. Because some programs have multi-age or multi-level groups, some children are already confident with numbers 1-10 and are ready to explore the numbers 11-20. Therefore, we offer parallel experiences for children to follow the developmental progression within our benchmarks C-D-E. For children who are developmentally delayed, have special needs or are younger, we provide the Little Goose Teacher Guide as an additional support and this guide targets benchmark levels B-C, therefore, we focus on number concepts 1-5.</p> <p>Circle Shape: We assign a different shape to each theme so that after 9 months, all basic shapes are introduced, explored played with in numerous ways. We connect rationally for how the shape links to the theme as one way to make it meaningful for the children. For example: a Circle is the shape</p> <p>Circle is first introduced and linked to the theme on Day 2 during Circle Time  <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/1%20My%20Amazing%20Body?preview=MG_T_AmazingBody_TG.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/1%20My%20Amazing%20Body?preview=MG_T_AmazingBody_TG.pdf</a></p> <p>page 14: Large Group Circle Time exploration - point to objects on your body that looks like a circle.  Page 14 Large Group Circle Time Song - we give a 'circle' to add to the Circle Time display included</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>in the beginning of the school year. Each month, features a new shape and we give a new shape to add to the display so that children can revisit previous shapes month after month. On page 14 the song invites children to respond to questions about who they are by running to the circle if this is true about them. (for example, if you have brown hair, run to the circle...sung to the tune of 'if you are happy and you know it.)</p> <p>Page 14 Small Group Activity: Shape Bodies We give multi-style pattern blocks in this kit for children to explore and then use to build their own people designs. We offer shape design mats to encourage them to find a circle for a head (the topic of the day) and then find other shapes to complete the pattern. There is also a blank card in the mats where children are encouraged to use their own creativity to design pictures using the shapes.</p> <p>Shapes are reinforced throughout the month in other visual aids to help children identify them as they appear in the environment. For example, on page 19: Counting Body Parts, we give the Counting Cards 1 and 11. There are circles on the card in the same amount as numbered on the card. Each month the counting cards have the shape of the month designed on the included Counting Cards.</p> <p>Also to use while counting, we include in this theme a jumbo sized collection of buttons for threading, counting and sorting. We intentionally had a set created that included a circle shape. Therefore, children can count, thread and sort out the buttons.</p> <p>Day 3, page 17: Silly Circle Sort Children sort the pattern blocks and remove the circles. Then, they explore holding and moving the circle in different ways with different parts of their body. Day 5 on page : Small Group Activity Title: Shape Creation</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>Children use strips of paper and a circle to create an animal or person's body.</p> <p>We link the shape to the theme in many ways as described above and more. By reading the Planning Journal weekly summary grids, or reading all of the activities, you will see evidence of why and how we connect each shape to each theme. Everything is intentionally connected to support the child's ever expanding knowledge web.</p> <p>Because our curriculum is delivered in print and not digitally to the educator, flipping back and forth between digital files may be confusing for the reviewer and we package one thematic study, all of its reference materials and over 100 hands-on play tools in a very organized system box. This helps to eliminate the confusion as to what goes with what. This is explained also in the response in 3A, moreover, if you would like us to ship you one or two thematic studies so that it is easier to understand how the materials, activities and reference tools support a cohesive and well-organized system of learning - we are happy to ship you a package. We appologize that this digital submission process is difficult for us to clearly demonstrate how the system actually is experienced by the educator. Children learn through play, so our included manipulatives and materials are critical to the comprehensiveness of our system and often the visual aids include further supports than just those in the Teacher Guide.</p> <p>All activities throughout the Teacher Guide and Little Goose Guide integrate content from multiple domains. The skills are listed in the blue banner below the title of every activity. How these skills are integrated is play-based and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				described in the Teacher Guide and best understood when the included supplies (manipulatives, games, project supplies, science experiment tools) are viewed at the same time. This materials are tangible resources that are not available digitally, therefore we could not upload them except to offer photos of example of types (see the response for 2b below). Educators do not receive our curriculum Teacher Guide digitally and they always receive it with the materials included (the Teacher Guide is not offered or sold as a stand alone without the materials). By viewing how these two parts work together, will yield the best understanding of how the skills are applied and integrated into meaningful play-based, hands-on experiences for the children. More is described in detail in response 2B
<p><b>2. APPROPRIATENESS OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2a) Materials and activities are provided through a balance of teacher-directed and child-initiated experiences.</b></p>	<p><b>No</b></p>	<p>The suggested times for activities reflect both teacher-directed and student-initiated times evident in the daily schedule. However, the curriculum does not purposefully use a combination of child-focused and direct teaching strategies to make learning more appropriate to children’s needs. Also, many activities do not engage children in high-quality interactions. The sample schedule is for a full day childcare setting and would have to be reworked for a school setting.</p>	<p>We believe routines support child development and the establishment of safe and supported environments. Each family childcare, center or school, however, has a unique schedule within which they infuse routines such as circle time, outdoor play time, snacks, storytime, singing time, clean up time. We help educators establish these routines within a flexible schedule.</p> <p>We emphasize the importance of a balance of large group circle, small group activities, free-play inside and outside as well as free-choice learning centers by the way the Planning Journal weekly grids are designed and written. Please look at the Rainforest Planning Journal as an example.  <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/2%20Rainforest%20Adventure?preview=MG_T_Rainforest_PJ.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/2%20Rainforest%20Adventure?preview=MG_T_Rainforest_PJ.pdf</a>  Turn to page 'week 1' where you see the columns</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>going across the page in the colors yellow column, blue column, pink column, orange, green and purple with the top row labeled Day 1, day 2, day 3, day 4 and day 5.</p> <p>Notice how along the far left column (yellow ) there is a suggested 'flow' of the day that includes the balance of group time, then free play/choice with investigation stations, then small group discovery time, outdoor/nature time, and so on... depending on how long the day is, the educator is empowered to set snacks and meals as desired throughout the day and spend time on activity options as is possible within the amount of time they have and/or based on the interests of the child. We understand that a childcare center will have longer days than a preschool classroom setting in a school.</p> <p>During trainings, we discuss how to set a daily routine that matches the length and needs of the children. We offer two 'samples' of routines online. These are suggested routines and again, we believe teacher in partnership with directors and/or administrators can best set the daily routine according to the goals of the program. We design a curriculum tool that is flexible and adaptable to a variety of settings. Here is a link to the optional daily routine variations as a starting place for educators:</p> <p>short day -  <a href="http://www.mothersgoosetime.com/wp-content/uploads/2014/07/MGT_Schedule_HalfDay.pdf">http://www.mothersgoosetime.com/wp-content/uploads/2014/07/MGT_Schedule_HalfDay.pdf</a></p> <p>long day -  <a href="http://www.mothersgoosetime.com/wp-content/uploads/2014/07/MGT_Schedule_FullDay.pdf">http://www.mothersgoosetime.com/wp-content/uploads/2014/07/MGT_Schedule_FullDay.pdf</a></p> <p>The actual amount of time per activity within our lesson plan book is not defined and we intentionally do not say an activity should last, for example 5 minutes. We believe that a teacher is a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>guide and partner in learning. If a child begins to investigate an idea through a Mother Goose Time activity and it triggers a deep curiosity - we encourage teachers to follow the lead of the children and use our activities as project starters. For example if a child is rolling a ball down a ramp as part of a science experiment but then wants to explore what would happen if rolled different objects down the ramp or what if he could build a ramp outside that he could roll down himself? What would he need to make this big ramp? We encourage this type of extension and emergent discovery. This is more deeply explained along with ideas for how to support the evolution of an activity into an individualized project experience in Basic Training 3: Individualizing the Curriculum.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2b)</b> Materials and activities allow substantial opportunities for frequent and systematic 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 games, dramatic play, investigations, etc.</p>	<p><b>No</b></p>	<p>Activities and materials allow for some practice of skills through hands-on interactive approaches evident during opening circle, large group time, routines, small group time, and outdoor activity time. However, there are only limited opportunities to practice important skills in meaningful ways. Also, learning activities do not engage children in high-quality interactions.</p>	<p>Mother Goose Time includes over 100 hands-on materials, manipulatives, games, music and project supplies in every thematic study to encourage learning through play and discovery. Because our curriculum is delivered to educators as a hands-on kit and not delivered digitally (although some bonus resources are available free of charge to the educators and their families in our Member Resource section on the website), it is difficult to digitally show the review team the expansive range of sensory-based materials that are included automatically in our curriculum. We will show pictures in this digital submission as evidence of the materials and how all experiences suggested through the Teacher Guide are supported with hands-on materials so that children can discover and play to naturally build skills. The best way to see how we authentically support child development through play and discovery is if we may submit an actual kit via postal mail. We are happy to mail a couple of our Early Learning Thematic Kits so that the reviewer can fully understand how we integrate play-based (no worksheet) learning methods. 10 years ago, Mother Goose Time had many</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>worksheets incorporated into its model. 8 years ago, Mother Goose Time came under new ownership and a new curriculum team guided its evolution with specific leadership coming from three curriculum specialists, each with master's degrees in early childhood and over 50 years of combined classroom experience; we are very proud of the extreme re-invention of Mother Goose Time that fully removed all worksheets and focused exclusively on learning through play and creative expression. All hands-on tools that we include have been intentionally designed to support the 33 skills outlined in the Experience Early Learning Developmental Continuum. Children can experience the games, tools, and materials in numerous ways and throughout the year, each theme toolkit expands the tool collections and thereby invite children to revisit their learning by revisiting the tools and finding new and creative ways to experience them again and again. This is very difficult to digitally show and tell, but we will do our best to describe. To see examples of what is included in only one thematic study kit please see the pages 4 - 7 and 10 - 11 in the 'Getting Started' booklet. Here is link to dropbox  <a href="https://www.dropbox.com/home/Louisiana/1.%20Introduction%20to%20Mother%20Goose%20Time?preview=2.+Getting+Started+Booklet.pdf">https://www.dropbox.com/home/Louisiana/1.%20Introduction%20to%20Mother%20Goose%20Time?preview=2.+Getting+Started+Booklet.pdf</a></p> <p>Remember, these same type of tools are given in each month so that the teacher and children revisit their learning and build on previous knowledge. The Getting Started booklet is a quick reference guide for first time users of the Mother Goose Time curriculum. It is printed and included in the first kit that customers order.</p> <p>These materials serve as the base of learning for</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>children. The Teacher Guides compliment the tools and makes suggestions on how to introduce and begin exploring the tools. If you read the teacher guide without seeing the tools, it may be difficult to fully appreciate the open-endedness and multi-age/level adaptability of how the tools are intentionally designed. Therefore, if you would like to see the quality and age-appropriateness of these materials in person, we can ship a kit to you.</p> <p>For now, to help you begin to imagine what is in a single, themed kit has for children to touch, see, hear and manipulate; we have organized a pdf by developmental domain of learning. When children play with the tools, they support skill development across multiple domains of learning. This is evidenced in how the Teacher Guide highlights a suggested way to play - in trainings, all educators learn that beyond the teacher guide, they should follow the lead of the children and allow children to combine tools, play independently with them and encourage them to experience them in many new ways. Here is the PDF that showcases the tools and materials that will be shipped each month in a curriculum kit this coming school year:  <a href="https://www.dropbox.com/home/Louisiana/1.%20Introduction%20to%20Mother%20Goose%20Time?preview=Included+Materials.pdf">https://www.dropbox.com/home/Louisiana/1.%20Introduction%20to%20Mother%20Goose%20Time?preview=Included+Materials.pdf</a>  This is also shown similar on our website at this link:  <a href="http://www.mothergoosetime.com/included-materials-2016/">http://www.mothergoosetime.com/included-materials-2016/</a></p> <p>Also, we included a short slide show of photos submitted by educators who wanted to share the rich interactions and learning experiences their children had while exploring Mother Goose Time. We have thousands of such photos submitted</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>annually. When you watch the slide show, we organized the photos by language and literacy experiences, then math, as the song changes, you start to see hands-on Science, outdoor play, art explorations, dramatic play and music experiences near the end. You will see a combination of the materials that we also encourage educators to find materials around their classroom, home or in nature to connect learning to the natural, surrounding environment. The best way for us to show evidence of this by showing these unsolicited photo submissions. <a href="https://www.dropbox.com/home/Louisiana/1.%20Introduction%20to%20Mother%20Goose%20Time?preview=The+Mother+Goose+Time+Experience.mp4">https://www.dropbox.com/home/Louisiana/1.%20Introduction%20to%20Mother%20Goose%20Time?preview=The+Mother+Goose+Time+Experience.mp4</a></p> <p>Beyond the circle time and small group experiences, we encourage teachers to keep learning centers set up in the room with open-ended experiences for block play, dramatic play, water and sand tables, science discovery area, and manipulatives area. These encourage free-play and independent choice and problem-solving. We offer suggestions on how to first set up these meaningful, open-ended interactions in the 'Getting Started Guide' that i referenced above on page 7. Then, in every single Teacher Guide, we expand these independent, free-choice areas and encourage educators to add simple nature or found items to enhance the imaginative play in these areas. These suggestions are found for the theme on page 6 in every guide. See it now in the Rainforest Theme <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/2%20Rainforest%20Adventure?preview=MG_T_Rainforest_TG.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/2%20Rainforest%20Adventure?preview=MG_T_Rainforest_TG.pdf</a></p> <p>There are 20 'learning center' ideas (we call them</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>investigation stations' to use throughout the month. These suggestions are always on the same page 6 in every guide so that teachers can easily find them. We remind teachers to keep their open-play areas fresh and exciting every day with an Investigation Station reminder on each lesson plan (they see the station sign on the right column of every page just below the notes area). Then, they can reference page 6 for a suggestion that will extend the learning of the day into free play experiences.</p> <p>Here is a quick link to the Gardens Teacher Guide so that you can read about suggested set-up for Learning Centers (we call them Investigation Stations)  <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/9%20Growing%20Gardens?preview=MGT_Gardens_TG.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/9%20Growing%20Gardens?preview=MGT_Gardens_TG.pdf</a></p> <p>Please note that when looking at Series 1, Series 2, and Series 3 of guidebooks on the dropbox... the Teacher Guides with the label TG is the preschool level guide (ages 3-4) the LG is the toddler level (or for children with developmental delays or other special needs) - both guides can be used with the same tool kit, the two guides offer different ways to play so that children can experience learning according to their unique developmental level. As a simplified 'Investigation Station' for younger or children with special needs, we offer the alternative of a 'Toddler Tray' idea. See page 7 in the Garden Little Goose book. Every day, is a new suggested toddler tray idea for the teacher to set out and invite children to revisit as desired. During trainings, we recommend teachers make up 3-5 of the suggested trays per week and then leave them all out for children to self select and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>experience according to their interests. Here is a link to the LG Garden's Book for your reference: <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/9%20Growing%20Gardens?preview=MGT_Gardens_LG.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/9%20Growing%20Gardens?preview=MGT_Gardens_LG.pdf</a></p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2c) Materials and activities are culturally sensitive and appropriate.</b></p>	<p><b>No</b></p>	<p>Although pictures of children from different races, cultures and abilities are represented the curriculum does not appear to provide materials for use inside the classroom and for families whose home language is other than English.</p> <p>There are little or no instructional examples provided for how to respond to different learning preferences that are specific to the learning activity.</p> <p>Little or no guidance provided to teachers in how to adapt the learning activities to meet a specific program's cultural and linguistic needs.</p>	<p>The Mother Goose Time curriculum has expansive resources for supporting children and families whose language is other than English. In particular, we print many of our thematic monthly materials and tools 2-sided so that they are available in both English and Spanish. Again, this is difficult to show digitally, but if you want to review a kit of materials shipped in the mail, you will see that the circle time display materials, the vocabulary photo cards, bilingual make-your-own storybooks, and all of our circle time songs (20 per month) are available with translated lyrics so that they can be sung in both English and Spanish. Moreover, all Teacher Guides are fully translated by a Peruvian national with early childhood expertise into the Spanish language so that educators and parents who may want to play at home with some of the same materials can read in their native language. This translation is not a word for word translation, rather it has been carefully adapted to be culturally sensitive to make sure the essence of the experience reflect the cultural and linguistic aspects of the Latino community. This is a core mission of Mother Goose Time to support this growing community in our nation. Therefore, the translated teacher guides and one-on-one phone and video conference support is offered absolutely free to any individual. It is our mission to support Latino educators and therefore we have dedicated trainers and staff that are native speakers to take phone calls with every day questions as well as monthly in Spanish trainings</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>for new teachers. Please reconsider your evaluation of how Mother Goose Time embraces a spirit and value of diversity. This is truly a core mission of our how and why we do what we do.</p> <p>Additionally, we offer more free bi-lingual tools in our Member Resources area of the website that parents can print off (or teachers can print for the parents) which are fully in spanish and connected to the daily lesson plans. These special bonus materials are free with the use fo the access code printed in the front of their teacher guide. These materials include: monthly family newsletter in spanish, daily topic english-spanish coloring sheets, and more. To see a Sample of the Teacher Guide in Spanish follow this dropbox link: <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/1.%20Thematic%20Study%20Collections/3.%20Orchard%20Thematic%20Study/10.%20Supplemental%20Programs?preview=Spanish+Translation+Teacher+Guide+Orchard.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/1.%20Thematic%20Study%20Collections/3.%20Orchard%20Thematic%20Study/10.%20Supplemental%20Programs?preview=Spanish+Translation+Teacher+Guide+Orchard.pdf</a></p> <p>We did not upload all of the Spanish Guide books but if you would like us to mail hard copies from our entire series, please let us know. We could also mail copies of the routine materials included every month to support language learning. You will also notice throughout our curriculum kits that every day includes multiple photos to support discussion and visual experiences with the theme, this helps children who are not native english speakers as well as children who prefer to learn visually.</p> <p>We have carefully designed the various tools within our kit to touch on the many learning styles. This is why you will find, manipulatives and things that children can use to build, books and photos for visual learners, art supplies for creative thinkers to express their ideas and music</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>CDs that reinforce and support the core concepts through song and dance. Science and cooking experiences (see the recipe cards and science experiment projects provided in each thematic study) to stimulate touch, smell and even taste. We believe that sensory learning experiences offer children of various developmental levels and of differing learning styles an opportunity to engage in ways that are meaningful so that they can construct knowledge naturally through their play.</p> <p>From a cultural and global competence perspective, 5 years ago we also organized a global advisory team who supported us in the research on development of theme webs that would now guide our current day design of thematic studies. For example, before this advisory group, we planned to do a series of themes where each theme would focus on a different continent (Africa, S. America, Asia, etc...) Members from Africa warned us that this would be difficult to represent their communities in an authentic way because the way people live in the Savannah/grasslands is very different than in the deserts etc... they advised us to organize themes instead based on ecosystems and then we could present animals and plants that grow in those areas as well as spend time investigating how people across the globe in a similar ecosystem share similarities in how they live. This is evidence in how we then proceeded to develop our themes such as: Deserts, Rainforest, Grasslands (that we call going on Safari) as a few examples. Here is a link to the Rainforest Teacher Guide on Dropbox:  <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/2%20Rainforest%20Adventure?preview=MG_T_Rainforest_TG.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/2%20Rainforest%20Adventure?preview=MG_T_Rainforest_TG.pdf</a></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>Check out page 2 in the Rainforest Teacher Guide and you will see the Theme Web. One week-long project is titled: Life in the Rainforest and invites children to explore the music, weather, food, jobs and homes of our friends who live in a Rainforest Ecosystem.</p> <p>To offer authentic experiences with the culture and history of the regions we study, we compliment these global theme studies with stories from the heart of these cultures. In the Rainforest theme, we were advised by our international team to use a beloved folktale called Chimidyue, which we translated and published a storybook. This is able for your reference on dropbox</p> <p><a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/1.%20Thematic%20Study%20Collections/4.%20Rainforest%20Thematic%20Study?preview=9.+Featured+Storybook+Rainforest.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/1.%20Thematic%20Study%20Collections/4.%20Rainforest%20Thematic%20Study?preview=9.+Featured+Storybook+Rainforest.pdf</a></p> <p>All storybooks provided in the Mother Goose Time kit also come with Storytelling pieces and a scene for children to use when retelling the story or expanding the story to connect to their life. Games and puzzles are also included and linked to the characters in the story so that after a book is introduced in the first week, it is re-explored in the second, third, and fourth week in cross-curricular ways. Other books published and included in the kits include a photo book of a real story about a Tuk Tuk Driver in Cambodia who had many different types of families sit on the seat of his Tuk Tuk. This story was included in the Families theme and is viewable on Amazon at this link: <a href="https://www.amazon.com/My-Dad-Tuk-Driver/dp/1937954064">https://www.amazon.com/My-Dad-Tuk-Driver/dp/1937954064</a> This man and his children spent time on social media with preschool teachers and children via our Facebook page and talk directly for a couple of weeks as children had different questions they wanted to ask this</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>amazing dad. Profits of this book were all donated to Asian Hope, which is the nonprofit organization where his children go to school. We have partnered on a number of these specialty book projects to help bring true stories to the children who experience Mother Goose Time. These partnerships and book sharings are organized by our international advisory group. .</p> <p>Additionally, the music that comes with each thematic study represents different genres and celebrates the many rhythms and instruments of our world. We have a children's music collection all produced by award winning musicians and song writers that includes 36 CDs total. Native instruments from these regions are used in the production of the CDs.</p> <p>In summary, through bi-lingual visual aids, multi-cultural books, diverse genres of music, translated family newsletters, Spanish teacher guides, multi-sensory tools for diverse learners, sensitively designed thematic studies and a cross-cultural advisory board, we work passionately to incorporate authentic experiences throughout both daily activities and the way themes are mapped and designed so that we can embrace children of all learning styles, languages and cultures while supporting their educators and families.</p>
<p><b>3. COMPLEXITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <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>No</b></p>	<p>Materials and activities do not provide a logical and coherent progression of complexity over time (see 1a above). For example, little emphasis on PA or letter-sound correspondences -- teaches letters without sounds (and through tracing and Alphabet Flip Strip). For math, description of basic concepts does not match activities. For example, basic concept description states, "circle" but lesson/activity does not explicitly or appropriately focus on the circle shape.</p>	<p>Mother Goose Time curriculum supports the ongoing observation and documentation of child's learning of 33 key skills. These skills are defined and described within the Developmental Continuum provided on Dropbox.  <a href="https://www.dropbox.com/home/Louisiana/4.%20Assessment%20System%20and%20Tools/Baseli%20neAssessment?preview=Continuum+Booklet.pdf">https://www.dropbox.com/home/Louisiana/4.%20Assessment%20System%20and%20Tools/Baseli%20neAssessment?preview=Continuum+Booklet.pdf</a></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>The curriculum does fully cover the learning domains. For example, regarding the Language Development learning domain, it does not fully address both Receptive Language and Expressive Language Development. The depth for each learning domain is not made clear through an organized scope and sequence, or a curricular map that identifies how the curriculum covers each domain element in a sequenced, progressive manner. Further, the curriculum does not adequately address most domain elements within each learning domain.</p>	<p>The continuum outlines the progression of how the children will demonstrate and experience an ever increasing complexity of their understanding of this skills. This developmental continuum of skills serves as the basis for how we develop and integrate skills into how we design and select the materials and games included in the learning kit as well as all activities with the Teacher Guides. To understand the logical progression of skills, please study this developmental continuum. It is available in dropbox at this link: for the short version read this:  <a href="https://www.dropbox.com/home/Louisiana/4.%20Assessment%20System%20and%20Tools/BaselineAssessment?preview=Continuum+Booklet.pdf">https://www.dropbox.com/home/Louisiana/4.%20Assessment%20System%20and%20Tools/BaselineAssessment?preview=Continuum+Booklet.pdf</a></p> <p>for the long version with more of the research basis behind it. Read this:  <a href="https://www.dropbox.com/home/Louisiana/2.%20Research-basis%20and%20Framework?preview=3.+Research+Foundation.pdf">https://www.dropbox.com/home/Louisiana/2.%20Research-basis%20and%20Framework?preview=3.+Research+Foundation.pdf</a></p> <p>These 33 skills and their associated skill objectives and related benchmarks are in the back of every Teacher Guide for easy reference. See the back of the Garden Teacher Guide for an example. Please notice that the benchmark levels C-D-E are printed.  <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/9%20Growing%20Gardens?preview=MGT_Gardens_TG.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/9%20Growing%20Gardens?preview=MGT_Gardens_TG.pdf</a></p> <p>See the back of the Garden Little Goose Guide for another example of how it is in the back of the Teacher Guide on page 52-53 but how it highlights the levels A-B-C. This demonstrates how we write activities in a way to support growth and development along the continuum</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>which is most developmentally appropriate to the child's current developmental level.  <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/9%20Growing%20Gardens?preview=MGT_Gardens_LG.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/9%20Growing%20Gardens?preview=MGT_Gardens_LG.pdf</a></p> <p>If through observation and documentation, the teacher sees that the child needs extra support (because developmentally he is typically at a level B+ to a low C, the teacher can look at the Little Goose Guidebook in addition to the Teacher Guide for extra supports on how to scaffold the learning to best meet the learning goals of that child. Both guides follow the same theme web, daily topics and even uses the same materials in the kit, therefore, teachers have many supports on how to adjust the learning experience to the level of the child.</p> <p>These skills and the developmental benchmarks/milestones are aligned to Louisiana's Birth - Five Early Learning and Development Standards. This alignment is available on your dropbox link and it is also published on our website for public viewing;  <a href="http://www.mothersgoosetime.com/wp-content/uploads/2015/04/MGT_Louisiana_Align.pdf">http://www.mothersgoosetime.com/wp-content/uploads/2015/04/MGT_Louisiana_Align.pdf</a></p> <p>In specific regarding receptive and expressive language, our Developmental Continuum of Skills organized the receptive language skills under the skill goals as follows (please note the links show the skill goals. For the full sequenced continuum, use the link at the very end of this language skill list):</p> <p>7. Listening Comprehension  7.1 Comprehends spoken language</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>7.2 Follows verbal directions  10. Phonological Awareness  10.1 Hears small units of sound  10.2 Identifies rhyme and alliteration</p> <p>Expressive Language  8. Communication  8.1 Communicates ideas  8.2 Speaks in sentences  9. Builds Vocabulary  14. Emergent Writing  14.2 Expresses through writing</p> <p><a href="http://www.mothergoosetime.com/skills-and-standards/language-and-literacy/">http://www.mothergoosetime.com/skills-and-standards/language-and-literacy/</a></p> <p>We also support expressive communication through the creative arts: see link</p> <p><a href="http://www.mothergoosetime.com/skills-and-standards/creative-development/">http://www.mothergoosetime.com/skills-and-standards/creative-development/</a></p> <p>Moreover, the skill continuum also references second language acquisition progression</p> <p><a href="http://www.mothergoosetime.com/skills-and-standards/second-language-acquisition/">http://www.mothergoosetime.com/skills-and-standards/second-language-acquisition/</a></p> <p>For the developmental benchmarks for each of the above receptive and expressive language goals, visit  <a href="http://info.mothergoosetime.com/developmental-continuum-of-skills-poster">http://info.mothergoosetime.com/developmental-continuum-of-skills-poster</a></p> <p>This poster online is also the same as found in the Research Foundation which serves as the research basis for the Experience Early Learning Skill Continuum  <a href="https://www.dropbox.com/home/Louisiana/2.%20Research-">https://www.dropbox.com/home/Louisiana/2.%20Research-</a></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>basis%20and%20Framework?preview=3.+Research+Foundation.pdf</p> <p>These are the skills that the Mother Goose Time reinforces repeatedly month after month. We intentionally cover most all of these skills every single month because we believe a young children's learning is cyclical in nature rather than pure linear. To quickly see which skills are touched on in each thematic study, analyze the Skills Chart. This chart is available in poster format and available to hang on the wall for both the educator and parents to view. We only included a few digital samples in your original dropbox reviewer folders because our curriculum is a printed (and not digital) program, therefore our team had to make pdfs of all files to assemble this digital collection for you. We are happy to mail you all of the skills charts for all of our thematic studies if that would help your process. Or we request the art and design team to transfer our files into pdf versions and upload them all if that is helpful. Louisiana is extremely important to us and we want to make the best effort in presenting the essence of our curriculum in a way that you request even if it is not typically how the educators experience it. Please let us know if you need all of the skills charts to go with the Series 1, Series 2 and Series 3 Teacher Guides. The skills on the chart are also listed in the Teacher Guides day by day but the chart does provide a nice big picture look.</p> <p>Here is the link to the Ocean Theme Skills Chart  <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/1.%20Thematic%20Study%20Collections/1.%20Ocean%20Thematic%20Study?preview=4.+Skills+Chart+Ocean.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/1.%20Thematic%20Study%20Collections/1.%20Ocean%20Thematic%20Study?preview=4.+Skills+Chart+Ocean.pdf</a></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>To read the Skills Chart, see the numbers along the top. The numbers reference the lesson day 1 - 20. Then see the skills that run down the far left column of the poster. These are the 33 skills and their associated skill goals. Each skill has a number 1 - 33. Then the goals are identified with .1 or .2 or .3. This is important to understand because this numbering system is used throughout the Teacher Guide to identify which skills might be applied and practiced when children participate in the various suggested activities. Here is a link to one of the Skill Charts in your dropboxl</p> <p>The Mother Goose Time model embraces the research that learning is gradual and multi-disciplinary where one domain impacts and influences the development of another domain. Therefore, our methodology is to offer many different types of experiences that integrate these skills and encourage children to apply them in many different meaningful ways.</p> <p>You can see this evidenced in how we integrate multiple skills into every activity. Let me use the example of Skill # 15 Number Concepts. As you see on the Skill Chart, there are 3 goals for this skill</p> <p>15.1 Identifies numerals  15.2 counts to determine quantity  15.3 understands operations</p> <p>For each of these skills goals, there are different benchmark indicators depending on the ability of the child (this is the sequencing of simple to more complexity in developing the skill.) If the child is between the developmental levels C-E, the Teacher Guide will support his on-going growth and development by offering diverse ways for him to experience these goals. Some of the ways</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>may be through a song and counting while he sings. Another may be in playing a game where he rolls a die and then counts out the same amount of spaces. All of these materials are included in the Mother Goose Time kits with the role of the Teacher Guide to explain to educators how children will naturally learn while playing these games. Let's follow one of these skill goals through the Ocean lesson plan to see how the skill is reinforced and repeated throughout the thematic study.</p> <p>Let's begin by opening the Teacher Guide titled Ocean. Here is the dropbox link:  <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/8%20Ocean%20Commotion?preview=MGT_Ocean_TG.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/8%20Ocean%20Commotion?preview=MGT_Ocean_TG.pdf</a>  On the Skills Chart we see that Skill 15.2 was referenced the first time on day 3. So please flip to page 16 in the Teacher Guide. Here you will see that the topic is Ocean Caves.</p> <p>In earlier themes the children already learned numbers 1-7, therefore we see that the teacher is introducing the number 8 for the first time during circle time. There are three different sensory ways for children to experience 8: they can touch it (the thick cardboard Hands-on 8 is included in the toolkit), they can move by clapping or touching the number line, or they can speak and say the numbers while counting aloud.</p> <p>Then, we continue to play with numbers by inserting a number into the opening song. This is all an introduction and exposure to the number. There will be many more times throughout the month, for children to explore the number in small group settings and individually.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>Later that same day, children get to build a fort (or cave) with a blanket and then pretend play ocean explorers. In the midst of their pretend play during the suggested activity "Counting Shells" the teacher will hide 10-20 of the real shells that were included in the toolkit inside the cave that the children problem-solved and built together. When children are ready, she will invite a child to swim into the cave and help her find 8 shells. Not only are children engaged by touching and explore real life shells, they use counting in their pretend ocean play. When they swim out of the cave with the 8 shells, they can place them on the counting card as a self check to see if they indeed found and counted 8. If not, they can swim back into the cave and find some more.</p> <p>What if a child is not ready to count to 8? This child can still participate in this playful experience. Read the 'simplify' prompt at the bottom of the activity and notice how the suggestion is to decrease the quantity of what the child is expected to get. This aligns with the level C on the developmental continuum. We model one time per daily lesson how to adapt experiences to the child's observed developmental level. However, all experiences can be scaffolded so that children are constantly challenged at their zone of proximal development.</p> <p>We understand that there are many external influences on how children approach learning and develop. For example, a child may be scared of going into small dark spaces like the tent cave and therefore quickly grab a handful of shells and run out. He did not have 8 shells, but perhaps it was not because he couldn't count. As teachers get to know their children better, they can improve the environment to best support their learning preferences and needs. To help the teacher see the child in many different play</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>experineces and environments, we apply skills multiple times per month. Please turn to page 25 and you will find a completely different type of experience that still encourages children to demonstrate their 15.2 counting skills, but now they are doing a science experient around how long they can hold their breath while they count for each other. In this, they are also learning about how whales have to hold their breath when they go under water. You can see evidence of the skill integration by seeing the number 15.2 in the blue bar under the Title: Hold Your Breath. Here the child doesn't have to go anywhere by himself, nor does he need to touch a manipulative. Perhaps this activity will feel safer and more engaging a certain child and we can see if our observation earlier last week was similar or different than the child's use of the skill here in the 2<sup>nd</sup> week.</p> <p>The very next day, on page 27, see an activity titled Counting Suckers. You can read just below the Supplies that we included a gameboard (that looks like an octopus), a game die, and a bag of bingo chips. The child will use these tools to play a collaborate game with a few other children. They will work together to roll the die, count out the same amount of chips and continue to work together until all of the octopus' suckers on the gameboard are covered with the bingo chips.</p> <p>Again you can see a tip in the Guide on how to simplify the game or make it more challenging. Perhaps the child is now more comfortable with the number 8 after two weeks of playing with the number and is ready to try the challenge. If he is, the teacher can be responsive.</p> <p>By looking at the Skills chart, you can see that the curriculum continues to repeat the applied use of this 15.2 skill on days 12, 13, 15, and 16.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>By demonstrating to teachers through the Guidebook these many different ways and different fun tools to play with while experiencing numbers, it is our intension that the educator is inspired to see counting (or any of these repeated skills) in everyday unexpected moments and follow the child's lead to make that moment meaningful.</p> <p>You can follow the skill chart to see how any of the skills are built upon throughout the month. For example Identifying letters, letter sounds, and phonological Awareness can be evidenced in the many day by day experiences including these in the first 10 days of the Ocean Theme. We use music both in the circle time and closing time to support many experiences with rhymes, letter sounds, and sound/communication games. Here are details about the first 10 days for examples:</p> <p>Day 2: Circle time O Begin to get familiar with what the letter look like. Hold an included thick cardboard hands-on O. The flip strip shows a photo of an animal that begins with the letter O's sound.</p> <p>Day 2: O is for Octopus Children pretend to be animals that begin with the letter O and swim like an octopus along a masking tape O path.</p> <p>Day 2: Oyster Pearls Children compare the shape of a paper plate to the Hands-on O. They are then challenges to thread oyster pearl beads on a pipecleaner and make a bracelet shaped like the letter O. O is for oyster.</p> <p>Day 2: Writing on the Floor (Page 6) Set up an independent free-choice learning center with a tray of sand and rocks. Children</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>build letters and designs in the sand.</p> <p>Day 5 Ocean Exploration Read an A to Z Ocean book. interact with the book and trace the letters in the various fun ways suggested within the text. Find the letter O</p> <p>Day 5 Ocean Sounds Listen to track 8, Ocean Sounds and respond to the various sounds by dancing with scarves.</p> <p>Day 7 Body-O O is for Octopus. Explore making the letter O shape with various body parts. Try fingers, arms, legs, and mouth.</p> <p>Day 7: Journal O Activity Draw a large letter O on the journal page and make 8 lines (arms for the octopus). Dictate a story about octopus.</p> <p>Day 6 Letter W Circle time (Each week introduces a new letter and then all three are reviewed during the fourth week)</p> <p>Day 6 Big Blue Whale Song Circle Time hear and make the /w/ sound in whale while singing the song</p> <p>Day 6 W is for Whale Practice writing W with a toothbrush while learning about whale teeth</p> <p>Day 6: Journal W Practice making the letter W on the journal page and pretend to draw whale teeth.</p> <p>In learning a letter, we invite children hear it, see it, say it, write it and find it in their every day environment whether it be in books, wall displays or on gameboards.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>Pick any skill from the skill chart even social emotional or motor skills and follow their application through the curriculum. Remember to check the supply list to better visualize the types of tools included in the Mother Goose Time kit to help children experience learning through play. Again, if it helps for you to have one or a few of these kits in your possession to actually touch and experience yourself, we are happy to mail it to you.</p> <p>As you can see, each month we design over 120 diverse activities organized by topic and by theme to offer children multiple opportunities to build development across multiple domains. As children spiral through all of these skills month after month, they are able to recall stories and experience when they learned about the letter W while they splashed in the water and pretended a whale. Developmentally, we are repeating the skills over and over so that children can develop naturally and teachers can connect the activities to the developmental level of each child with the supports included in both the Teacher Guide and Little Goose Guide.</p> <p>To help ensure that the basic concepts of all letters, numbers up to 20, shapes and colors are covered every year, we offer an annual scope and sequence of basic concepts. Here is a link to the Series 1 Basic Concept Scope and Sequence in which the Ocean theme is also featured.  <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201?preview=+Series1_ThematicStudies.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201?preview=+Series1_ThematicStudies.pdf</a> This is a map to show when and in which theme these concepts are introduced and integrated within the expected learning outlined the Developmental Continuum of Skills. This allows</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>the child to go deep on 3 letters, 2 numbers, one shape, one color, a pattern such as ABAB, friendship traits, and for children who are ready and who have exhibited confidence with most letters and letter sounds already, we also offer on the basic concept scope and sequence 3 sight words a month and one word family. Because word families and sight words are developmentally appropriate for children between developmental levels E and F, and most 3-4 year olds fall within developmental level D. we offer different ways to play the word family games if children are still learning their basic letters and letter sounds. The letters of the month for example, may not be seen as the first letter in these sight words or word families, but rather the letter of the month may be in the middle or end position of the printed words in the game, book or tool that we provide. This compliments the range of other experience they had with the letters throughout the entire month.</p> <p>Beyond the summarized Basic Concept Scope that is in the Dropbox, You can see what the featured basic concepts are for each thematic study at the beginning of the teacher guide on page 2. See the banner along the bottom. This is always on page 2 and you can open any Teacher Guide within the Series 1 (Series, 2 or Series 3) dropbox folders and find the same bar on page it. It lists the featured letters, numbers etc... Circle Time display materials, hands-on tools such as the Letter Photo Phonic Posters, Cardboard letters and numbers, counting manipulatives (such as those shells), self-check counting cards are provided in the kit each month to reinforce the featured basic skills so that children can play with them naturally all month long. Additionally, those tools can be saved and added to the new tools in the next month to begin a collection that</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>children can revisit all year and review the basic concepts as they interact with the tools and make up new ways to play with them all year long. Teachers are partners in the learning. The environment and tools are also a partner. This is why we provide intentional hands-on materials, science experiment tools, and music CDs every month. These tools build on themselves and are intentionally created to provide a visual, tactile and/or audio cue to children so that they can see, hear and touch their learning as it grows tangibly with the toolsets throughout the year. This is difficult to represent digitally, but we are happy to provide a complete tool kit for your review or we can do a skype video call where we can show and talk about the many tool sets that teachers and children collect throughout the year to build their knowledge. Enjoy listening to one of the 12 songs included in the Ocean theme now. This is the Whale song that goes along with the Ocean theme, the letter sound /W/ and was written by our team to intentionally build gross motor development while helping children listen for and repeat rhythm patterns. This is an example of the multi-dimensional intentionality of all of our tools.</p> <p><a href="https://www.youtube.com/watch?v=Parej8Fi0es">https://www.youtube.com/watch?v=Parej8Fi0es</a></p> <p>This same song and all other 11 songs are in your dropbox folder as mp3 files here  <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/1.%20Thematic%20Study%20Collections/1.%20Ocean%20Thematic%20Study/8.%20Music%20and%20Movement%20Ocean/Ocean%20Songs%20MP3%20Genre%20Blues">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/1.%20Thematic%20Study%20Collections/1.%20Ocean%20Thematic%20Study/8.%20Music%20and%20Movement%20Ocean/Ocean%20Songs%20MP3%20Genre%20Blues</a></p> <p>The Ocean Theme is recommended for teachers to explore in April of a typical school year. This as well as the scope and sequence of basic concepts is printed on an overview chart each year. We</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>uploaded this chart to the dropbox folder for your review here:  <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201?preview=+Series1_ThematicStudies.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201?preview=+Series1_ThematicStudies.pdf</a></p> <p>In summary:  When looking at which skills we support through the curriculum and in what sequence from simple to complex do we follow in supporting the child's on-going development across domains of social-emotional, physical, cognitive, language and creative arts - we base our experiences off of the Developmental Skills Continuum.</p> <p>When looking at how we integrate basic concepts such as specific letters, numbers, shapes, in accordance with the Developmental continuum and applied within activities and themes, we provide the Basic Concept month by month Scope and sequence.</p> <p>Finally, in understanding how we support children in making sense of the world around them by exploring diverse themes and ideas, we have theme webs to outline how we organize the theme throughout the month and help children connect new ideas to their ever growing knoweldge web. This theme web is printed in the front of every thematic Teacher Guide as well as provided as a wall poster so that teachers can post for the parents. Here is a sample of the Ocean Theme Web which have been referencing in this publisher  response:<a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/1.%20Thematic%20Study%20Collections/1.%20Ocean%20Thematic%20Study?preview=3.+The+me+Web+Ocean.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/1.%20Thematic%20Study%20Collections/1.%20Ocean%20Thematic%20Study?preview=3.+The+me+Web+Ocean.pdf</a></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>This same theme web is also always printed in the family newsletter (available in English and Spanish) Each weekly investigation within that theme, has stated objectives as well. These objectives printed on page 10, 22, 34, and 46. Check out these pages now in the Ocean Teacher Guide and read the objectives labeled: Content Learning Objectives at the bottom of the page. Throughout the 5 lessons children will investigate these theme-related concepts through games, stories, songs and projects. Teachers are also offered daily reading lists to bring these concepts to life through a collection of fiction, non-fiction books. This book list is available to print for parents on Member Resources and is also printed in the Planning Journal for each thematic study. Here is an example for Ocean  <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/1.%20Thematic%20Study%20Collections/1.%20Ocean%20Thematic%20Study?preview=6.+Daily+Reading+Calendar+Ocean.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/1.%20Thematic%20Study%20Collections/1.%20Ocean%20Thematic%20Study?preview=6.+Daily+Reading+Calendar+Ocean.pdf</a></p> <p>The themes, suggested storybook and daily topics with featured photos and big questions encourage children to see, hear and use new science, math and descriptive vocabulary connected to these themes. To support vocabulary development, every thematic study comes with 20 full size photo posters with the topic of the day printed on the poster as well as the big question for discussion. See sample here:  <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/1.%20Thematic%20Study%20Collections/1.%20Ocean%20Thematic%20Study?preview=5.+Topic+Photo+Posters+Ocean.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/1.%20Thematic%20Study%20Collections/1.%20Ocean%20Thematic%20Study?preview=5.+Topic+Photo+Posters+Ocean.pdf</a>            These are the topic posters that go with the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>Ocean Thematic Study. These are provided printed and packaged in the Theme Kit for easy display. After one school year of 10 Thematic Studies, the children have seen, discussed and built vocabulary with 200 photos. We recommend after the children finish exploring the theme, the teacher saves these posters in page protectors, puts them in a binder and invites children to revisit the photos and memories of their Ocean Adventure. Retelling what they see in the photos supports on-going vocabulary and communication skills. These topic words are available in Spanish to print in Member Resources.</p> <p>Themes are intentionally chosen within a school year to offer children a balance of experiences close to home (my body, my feelings), outside in nature (garden, bugs, trees) and ecosystems (deserts, oceans, rainforests...) This helps children build vocabulary and working knowledge across many diverse settings.</p>
<p><b>4. QUALITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</b>  <b>4a) Language development</b> is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> <li>• Significant time spent on reading appropriately complex books aloud to children, drawing from a balance of narrative and informational text</li> <li>• Regular read-alouds of informational text related to a theme or topic (i.e., animals, cities, weather) in order to accelerate 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 about the text</li> </ul>	<p><b>No</b></p>	<p>The program includes recommended daily read alouds from both narrative and informational books and delivers a book of the month to be read and placed in the library for retelling.</p> <p>However there is limited directions in the guide on how to read and ask questions, for example in "The Orchard" study, Week One, Day 3, the teacher is to read the folktale "Honest George" and ask the question "Who in your family is honest?", this is the only question or direction for reading the story. The curriculum does not include repeated readings of the recommended daily reading or monthly books. There is no evidence of a First Read, Second Read and Third Read routine. In On the Go, children listen to "A Ride for Duck" and instructions to the teacher only indicate that they should describe what is happening on the page and for the teacher to ask basic comprehension questions (who, what,</p>	<p>The featured storybook of the theme is strategically repeated numerous times throughout the month. The book is introduced, read and explore with children like stated in the 'Honest George' and 'A Ride for Duck' examples. What the reviewer did not notice (because we had to only submit digitally, but if you are willing to review the materials in the way the educator receives them - we can ship them to you) The storybook itself was written with interactive prompts throughout. Moreover, most of our storybooks have facts and further questions in the back. Then, throughout the month, the storybook is referenced multiple times and experienced by children in different ways and support a range of literacy skills. The characters of the book are given in a set of story pieces/puppets that children play with on a scene. There is also a folder game that integrates math, language and social skills when played.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>where) to check for children's understanding. The Teacher's Guide does not include any other guidance for the teacher on how to support children's background knowledge of transportation through this story.</p>	<p>Because the children are seeing the same story character, the discussions revisit the story. Sight Word pointers are introduced later in the month for children who are ready to begin to identify simple words. These pointers can be used with the book to hunt for words, punctuation and other concepts of print.</p> <p>here is more detail with one of your examples 'A Ride for Duck' and how it was repeated and referenced throughout the curriculum</p> <p>1<sup>st</sup> read: introduce the story Page 16 in the TG  <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%202/3%20On%20the%20Go?preview=MGT_OnTheGo_TG.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%202/3%20On%20the%20Go?preview=MGT_OnTheGo_TG.pdf</a></p> <p>In this activity we asked an opening series of questions prior to reading the story to help children identify what they already know and prepare to engage with the story</p> <ul style="list-style-type: none"> <li>- How do you travel to the store? school?...</li> <li>- Would you rather ride on a camel or a bike?</li> </ul> <p>Then, the teacher takes time to explore maps and places where children go. They have an open-ended activity of working together to create a life size map with masking tape. They build the map, name streets familiar to children, and are able to play on the masking tape as desired. In all trainings, we train teachers to take time and follow the lead of children regarding the 'explore' phase for the activity. This may become a 30 minute project exploration in and of itself. Or it may be a 3 minute interaction. Explore is for children to express their ideas through doing and functions as a bridge to the teacher supported part of the experience. This teacher-supported part is labeled "Read" on this identified activity. Here the teacher reads and pauses at the end of each page so that the children can describe what</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>is happening on each page. (we were requested not to send tangible materials and only submit digitally, therefore, it is difficult to see the book but again, we are happy to ship a collection of books and materials from our kits).</p> <p>2<sup>nd</sup> read: Retelling the story with question prompts to support (see page 44 in the TG) Here, the teacher is prompted to read the story again and set out storytelling pieces for children to play with. As the children manipulate the puppets, the teacher is suggested in the Teacher Guide to ask these questions to help support a child's storytelling</p> <p>"What did they (the story character pieces that the child is holding) see? Where did they go? In what vehicle did they travel (the story features many different vehicles, so the child will be selecting and telling about the vehicle of his choice - this is easily seen when playing with the included storytelling pieces and scene display).</p> <p>Other touchpoints on the featured story includes revisiting it while playing games that feature the same characters or singing songs about them. The song 'Clunker Car' connects to this story and is on page 25 of the Teacher Guide. Here children are invited to hear a description of the car in the song and make personal life connections by drawing a picture in their mind.</p> <p>To support teachers in continuously growing in their development of how to read texts to bring them to life for the children, support rich vocabulary development, and deepen their understanding of concepts of print. We also email our educators routine blogs with tips and tools for how to read all and any of the books that we send or recommend. These supports are available and easily referenced on our blog. Here are links</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>to a few of them as examples:  <a href="http://info.mothergoosetime.com/blog/top-5-tips-for-engaging-preschoolers-during-storytime">http://info.mothergoosetime.com/blog/top-5-tips-for-engaging-preschoolers-during-storytime</a></p> <p><a href="http://info.mothergoosetime.com/blog/counting-book-benefits">http://info.mothergoosetime.com/blog/counting-book-benefits</a></p> <p>We also offer other tools to support the skill:  Reading Comprehension  Letter/ Word Recognition  Letter/Sound Connections  Phonological Awareness  Concepts of Print</p> <p>All of the literacy tools provided within a thematic study interrelate, connect to the theme and support skill growth according to the developmental continuum of Skills and encourage personal application within play-based experiences. We referenced how the tools (including the books) live within a family of language and literacy tools in response 3A but here again is a quick link to the tools organized by domain. Please be aware that the images on this included PDF only represent one theme, the same type of tools are included for every theme but redesigned to connect directly to the theme. Therefore, children have a cohesive thematic experience with the diverse toolsets.  <a href="https://www.dropbox.com/home/Louisiana/1.%20Introduction%20to%20Mother%20Goose%20Time?preview=Included+Materials.pdf">https://www.dropbox.com/home/Louisiana/1.%20Introduction%20to%20Mother%20Goose%20Time?preview=Included+Materials.pdf</a></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="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p>	<p><b>No</b></p>	<p>Math activities do not follow a logical or coherent sequence or focus explicitly or sufficiently on important skills such as counting/number concepts. Lessons do not focus on developing an understanding of numbers on a consistent daily basis. For example, in the Winter unit, Day 1 (Tossing Snowballs) children toss a number of snowballs based on a number card they draw. It is not until Day 4 that they use manipulatives to</p>	<p>We follow the Experience Early Learning Continuum of Skills for the logical and research-based sequence of how children develop deeper understanding and fluency with concepts. Please reference this chart to see the sequence of skills such as counting, number concepts, spatial awareness, shapes, logic and reasoning  <a href="https://www.dropbox.com/home/Louisiana/4.%20Assessment%20System%20and%20Tools/Baseli">https://www.dropbox.com/home/Louisiana/4.%20Assessment%20System%20and%20Tools/Baseli</a></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>build an igloo, but the focus of the lesson is centered on discussing similarities and differences in the igloos rather than number sense.</p>	<p>neAssessment?preview=Continuum+Booklet.pdf</p> <p>We integrate skill learning within different types of learning experiences to connect with diverse learning styles. For example, we infuse counting in songs, story-telling, building and construction activities, folder games and counting out spaces.</p> <p>To respond to the example of how we build the skill Number Concepts 15.2 (as referenced in the reviewers example throughout the Winter Wonderland Theme), I will outline the many times we circle back and apply this skill across the curriculum in many multi-domain experiences so to support diverse learning styles and preferences. We also explained an example of how this concept is nurtured through play-based methods in 3A response. Here it is again in the theme 'Winter Wonderland'</p> <p>First, let me explain - sometimes the skill 15.2 will be the primary focus of the activity and the skill will be listed first in the blue bar under the title of the activity. Sometimes, it is a secondary skill that children will apply when participating in the activity. In this case, you will see the skill listed in either the 2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> position in the blue bar under the title. We intentionally design activities to be multi-disciplinary in nature so that the experience is more natural and offers many opportunities for children to repeat and develop skills over time applied in many different contexts.</p> <p>Each day works on math and reasoning skills, but we rotate and reinforce the various math skills in the Experience Early Learning Developmental Skill Continuum throughout the month. To easily see which math skill is the first and featured skill of the day, look at the grid charts in the Planning Journal for each thematic study. The skill is listed as well as a brief explanation of the activity. This</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>is also quicker and easier to read than the entire Teacher Guide if you want to confirm that we support math experiences every day. Here is a link to the Winter Wonderland Planning Journal, but look for PJ in any of the thematic study folders to see all of the Planning Journals within a series. The summary grids have the Lesson Day identified at the top row of the grid. Then, typically the math activity is in the Suggested Activity Option 3 Row. I recommend you review the planning journals for a big picture understanding of how math is support and integrated into every thematic study.</p> <p>Specifically to Winterwonderland, You will find evidence of skill #15 Number Concepts in the follow activities</p> <p>Day 1 Page 13 Tossing Snowballs: Toss pretend paper snowballs into a box. Count to see if amount in the box matches the number on the box.</p> <p>Day 4 Page 18 Build an Igloo Gather and count a specific number of cubes and use them to build an igloo</p> <p>Day 5 Page 20 Sit on Ice Counting is a secondary skill in this activity. Children are exploring the physical properties of ice. They take turns sitting on a bag of ice and counting up to 14. The numbers 4 and 14 are the featured numbers of the month, so numerous activities integrate experiences that apply the use of the numbers.</p> <p>Day 6 page 24 Circle Time Number 4 Children take turns spinning around with eye closed and then touch the number line. They identify the number and determine if the number they touched is more or less than 4.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>Day 6 Page 8 Number 4 Journaling Activity Trace the Hands-on cardboard 4 and then make fingerprints along the written numbers.</p> <p>Day 7 Page 26 Tree Trunk Children explore stacking blocks to build growing tree trunks. Children are challenged to build a tower with 4 blocks. They count and stack the blocks. Children are encouraged to freely build and count the tallest tower they can build.</p> <p>Day 8 Page 29 Mountain Math Draw one or more number cards and put that amount of trees on the mountain.</p> <p>Day 8 Page 7 Counting Dance (math station for independent play time) children step on tree papers in numerical order and make up dances.</p> <p>Day 10 Page 33 Ski Tracks Explore writing numbers in white powder (flour/salt) Roll a die to determine the number</p> <p>Day 12 Circle Time page 38 Review numbers 4 and 14 by finding and pointing at the numbers on the included calendar and calendar pieces that are hanging in the Circle Time area which is important for helping children look for symbols (numbers and letters) in their natural and surrounding environment.</p> <p>Day 12 page 39 Swim Away Bear Explore how many Counting Bear manipulatives (included in the kit) can fit on a napkin or other objects. Then, solve simple math story problems by putting adding or subtracting bears from the napkin (the napkin is a pretend iceberg).</p> <p>Day 12 Page 8 : Number 14 Journaling Activity</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>children use cotton balls to stamp 14 prints on the page. If desired turn the prints into polar bears on the page.</p> <p>Day 15 page 44 Gathering Berries Play a Counting Game. Spin a number, count out and collect that same amount of berries</p> <p>Day 16 Page 48 Snowball Mittens Add numbers on mittens and place the same amount of snowballs on the floor</p> <p>Day 18 page 53 Bears on Ice Children put 15 bears on a container and play a game using the number cards included. Continue to add bears to the iceberg until drawing an 'Ice Break" card. Repeat until there are 15 bears on the iceberg.</p> <p>Day 18 Page 7 Snuggled In (Investigation station, dramatic play area set up for free play) Children play with sleeping bags and put stuffed animals in the bag. Count to determine how many animals fit in the sleeping bag.</p> <p>Day 19 page 54 circle Time, review numbers 4 and 14 Children use the number line included and count how high they can.</p> <p>Evidenced in the series of experiences presented throughout the Teacher Guide, children have consistent experiences to learn how to identify a numeral, write the numeral, count a number's quantity, manipulate the number and explore its relationship to other numbers and quantities, explore making groups/piles of manipulatives in the number's quantity, and for those who are ready begin to add and subtract quantities to equal that number or increase or decrease its value. These experiences connect to the skill #15</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>Number Concepts on our Experience Early Learning Skill Continuum and support on-going development of the skill goals 15.1, 15.2, and 15.3</p> <p>Each theme revisits these same skill goals and focused on a new featured number of the month, but because numbers are introduced sequentially (1 -10 and 11 - 20), children are revisiting the quantities that they learned from the month before and are building on to prior knowledge.</p> <p>We follow the same model of integrated skill-based learning in other math and reasoning skills within the Experience Early Learning Skill Continuum including measurement, shapes, spatial awareness and patterning and sorting.</p> <p>Children have opportunities every month to deepen their understanding of mathematical concepts within the context of diverse types of games, songs and projects. In the Teacher Guide, the activity is written according to benchmark level D expectation but Little Goose offer supports on how to adapt the activity and use of the included materials so that children who developmentally are closer to level B or C, can still participate and work from their strengths. Simplify and Challenge prompts throughout the teacher guide remind educators to be aware of each child's level and approach to learning so that they can be responsive in how they extend and adapt any of the suggested activities.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<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>No</b></p>	<p>Math activities are limited in support for helping children acquire and use the language and vocabulary of math. No specific math vocabulary is specifically highlighted. For example in Bubbles and Boats, Squeeze and Measure activity, instructions only ask children to squeeze water from sponges and washcloths into measuring cups to see which holds more. There is no explanation or samples of interactions regarding measurement concepts that children will be learning.</p>	<p>We believe children learn math vocabulary best through play and as they hear the words used in games, songs, and activities. Our goal is to introduce and reinforce concepts as they explore them rather than memorizing them as vocabulary. We believe in natural and authentic play-based learning. We integrate the following key math vocabulary across the curriculum:</p> <p>Number and operations: groups, how many, different from, more than, less than, the same as</p> <p>sorting and sequencing and measurement vocabulary: sort, put in order, shortest to longest, biggest to smallest, first, then, next, last, hotter, colder, time, heavy, light</p> <p>Postional, spatial vocabulary: next to, on top of, under, behind, under, in, out, beside</p> <p>Geometry vocabulary: names of pattern blocks and shapes: circle, triangle, square, rectangle, oval, hexagon, heart, star, line, flat, rounded, curve, straight</p> <p>Calendar: day, yesterday, tomorrow, week, month, before, after, morning, afternoon,</p> <p>The reviewer referenced the Bubbles, Boats and Floats theme, therefore, I will demonstrate where and how we design activities where the teacher and child will play with math concepts and naturally use the vocabulary throughout the play experience. Below are examples from the first 10 days of the theme. There are 10 more days of activities that also include more experiences, but I give numerous examples below pulled from days 1- 10. I also sorted the activities based on types of math vocabulary that they reinforce and encourage children to apply and use verbally.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p><a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%202/9%20Bubbles%20Boats%20and%20Floats?preview=MGT_BubblesBoats_TG.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%202/9%20Bubbles%20Boats%20and%20Floats?preview=MGT_BubblesBoats_TG.pdf</a></p> <p>Number and Operations Vocabulary Builders</p> <p>Day 2 page 15 Building With Sticks Children play with sticks and build beaver lodges. They roll a die and count out the same of sticks. They are encouraged to 'add' more materials to their lodge and then to add all of their sticks together to make one 'large' lodge.</p> <p>Day 3 page 17 Raft Math children play with Boat Counters and count out boats to match quantities on two cards and then count the total. They say if the amount is 'more' or 'less' than 10.</p> <p>Day 6 page 24 Caught a Fish Alive Children participate in a fingerplay where they count 1,2,3,4,5 once I caught a fish alive...</p> <p>Day 6 page 24 Circle Time Song Children sing a song about catching 10 fish and then are asked to 'subtract' one fish each time they repeat the song until there are no more fish.</p> <p>Day 7 page 27 Boat Race The children use an included Boat Racing Game board, a die, and Boat Counters to play a game where they have to roll a die and then count out the same number of spaces on the game board.</p> <p>Day 9 page 30 Three Little Ducks Children recite a rhyme and practice subtraction by singing a bout 3 Little Ducks went out to play and one went away.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>Sorting/Sequencing / and Measurement Voculary Builders</p> <p>Day 6 page 24: Big Fish, Little Fish The children are given included materials of different sized paper fish. The children play a game of catching of fish with a pipe cleaner hook. When they catch the fish, they identify it as a small, medium or large fish. After all fish are caught, they are asked to 'order' the fish from 'smallest to largest.'</p> <p>Day 10 page 33 Rock Comparison Children make predictions about the weight of different items and rocks. Children test and then make a list of 'Heavier than my rock' and 'Lighter than my rock.'</p> <p>Positional/ Spatial Vocabulary Builders Day 2 page 16: River Safety Children pretend to sit in a boat and toss paper into a trash can. They say where the paper landed and if it was 'in' or 'out' of the can.</p> <p>Day 5 page 20 Rowing Down the River Children act out the storybook of the month by building a waterfall with a blanket and chair. Then, they follow positional vocabulary to put a stuffed animal 'at the top' and then let it slide 'into the box' Then they row 'away' from the alligator.</p> <p>Day 5 page 20 Waterfall Cave Children follow multi-step directions that include positional vocabulary as they put Boat Counters in a pretend cave. "Run 'into' the cave, sit down and wiggle your toes." The teacher continues to use various positional vocabulary and then invites</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>the child to give the teacher or other students directions.</p> <p>Day 5 page 20 Waterfall Splash Children drop 2 different objects in water and talk about which object makes the 'bigger' splash. They sort the objects into piles of make a 'small or big' splash.</p> <p>Geometry Vocabulary Builders</p> <p>Day 1 page 13: Water Paths Children draw what they see happen when they squirt water on a pile of rocks and sand. As the children draw and discuss, use words such as curvy, straight, deep, shallow, wide, narrow.</p> <p>Day 3: Page 16 Diamond Shape Circle Time Children name and make a diamond shape with sticks. They float their diamond boat in water.</p> <p>Day 8 page 28 Towel Rolling children hear the name of a shape and then roll or fold a towel into that shape. They play this with a partner and take turns naming shapes.</p> <p>Day 10 page 32 Shapes Review A child pulls a shape from a bag, names it and then builds the shape on the floor using rocks.</p> <p>Calendar Vocabulary Builders</p> <p>Daily Circle Time includes a calendar routine. We give a blank calendar with every thematic study and numbered day pieces. The child puts up one piece per day and identifies the day of the week. The days of the week and month label are printed in Spanish and English. Teachers are encouraged to establish a daily calendar routine as stated on page 5 of every Teacher Guide.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>To help children learn the days and months of the year, we include two songs on the circle time CD that teachers can use every day to announce Calendar Time: You can access both of these songs via the Member Resource section of the website with the password Sing2Learn <a href="http://www.mothersgoosetime.com/user-resource/circle-time-music/">http://www.mothersgoosetime.com/user-resource/circle-time-music/</a></p> <p>Song titles: Days of the Week Months of the Year</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b> <b>4d) Adequate, explanatory materials for teachers are provided.</b></p>	<p><b>No</b></p>	<p>Learning activities are not easy to follow or they do they follow a similar pattern across different activities. Discussion questions for teachers are inappropriate or do not match intent of lesson; purpose of the questions/activities are not always clear or meaningful. For example, in My Amazing Body, teachers are directed to ask students the following questions: "What do you like about yourself?" and "How many pieces of clothing are you wearing?" The purpose and link between these questions is unclear. Further, there is little or no guidance for the teacher on probing or follow-up questions to ask. Three additional questions teachers are directed to ask children are: "What is your favorite body part?", "What shapes can you find on your body?", and How many different ways can you move your head?" There is no link between the questions. Questions are inappropriate or too abstract for children to understand. Limited or no guidelines for success or teacher's tips or for ways to adapt the materials and/or environment to meet different levels of need</p>	<p>Learning Activities and supporting materials (visual aids, manipulatives, games, project resources) are all included and packaged lesson by lesson in the comprehensive thematic kit which is delivered to educators every month. This easy to use organizational system supports educators in the daily implementation of hands-on activities. Every theme is packaged the same way so that it is easy to follow as a system.</p> <p>On a more micro level, we also plan each full day lesson to have all of the same elements day after day. The page layout in the Teacher Guide looks the same in all guides. Each day features:</p> <ul style="list-style-type: none"> <li>-Circle Time (left column)</li> <li>-Closing Circle (bottom right column)</li> <li>-Small Group Activities (4 activities in the middle: one featured language/literacy, one featured math, a science/art and a social-emotional or social studies activity)</li> <li>-a notes section (upper right column)</li> <li>-a prompt to set up a learning center (more info always included on page 6)</li> <li>- sometimes a journaling prompt reminder</li> </ul>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>All lesson plans are written with consistent variables and also displayed on the page in the same place and in the same order so that teachers become quickly familiar with how to read , use and expand on the discussions, activities and projects present throughout the thematic study. We also include a Basic Training 1 which verbally and with a screen sharing webinar walks every new teacher using Mother Goose Time step by step through the Teacher Guide, Planning Journal, and 20 bags of tools and resources included in every thematic kit so they are clear and ready to make the most of the curriculum system. We are happy to set a time to do basic training one for the Louisiana Review Team so that your team can have a similar experience as our educators have when beginning to use the curriculum. We can set a date that is convenient for you team to log into our online webinar portal.</p> <p>On an even more micro level: the Mother Goose Time Teacher Guide presents the 'activities' with the exact same features. This same activity design system is repeat 80 times, for the 80 small group activity options within the 20 lessons of each theme.</p> <p>I will demonstrate first with the Winter Wonderland Teacher Guide which we referenced throughout the Math publisher response and then I will show how these elements are consistent even in the 'My Amazing Body' theme which the reviewer referenced. No matter, which Theme Teacher Guide, you review, you will find all of the same key elements to support the educator.</p> <p>Please open Teacher Guide Winter Wonderland and look at page 4. Here you will see the 'How to Read the activity' description included in every teacher Guide.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p><a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/4%20Winter%20Wonderland?preview=MGT_Winter_TG.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/4%20Winter%20Wonderland?preview=MGT_Winter_TG.pdf</a></p> <p>Notice the consistent sections of:</p> <ul style="list-style-type: none"> <li>- Title</li> <li>- Integrated Skills</li> <li>- Supplies included</li> <li>- Discussion question (to uncover what children may already know or what they are thinking about. This is also key to building vocabulary and expressive language)</li> <li>- Explore (open-ended child directed play with the materials to allow children to explore their curiosity and express their interests, also to support transition into the experience. This part of the activity could last 3 - 30 minutes...teachers are recommended in the training to follow the lead of the child and use their observation of the child during this time to adapt the play together part that follows.</li> <li>- Play: this is when the teacher participates in a shared experience and introduces new concepts, ideas, expands on discussions with new vocabulary, or models various ways to investigate textures, manipulatives or materials.</li> <li>- Simplify prompt: tip to teacher on how to adapt the activity that offers greater support to the child who may need it.</li> <li>- Challenge prompt: tip to teacher on how to increase or extend the activity to encourage more critical thinking and challenge for children who are ready.</li> <li>- Assess prompt: support to teacher in what to look for while children play as they begin to document and assess the child's developmental level.</li> <li>- Reflect prompt: cue to teacher to reflect on how children entered, engaged or responded to the</li> </ul>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>experience. How can the teacher use this reflection to inform future planning. Or this reflection prompt may challenge the teacher to take a step back and consider how the teacher contributed to the tone, mood and experience.</p> <p>All of these element are included in every day. We do this intentionally so that educators also begin to create a routine around how they may plan their own activities.</p> <p>Additional supports on how to read the planning journal is included in every Teacher Guide on page 3.</p> <p>Additional teacher supports on how to facilitate Circle Time is included in every Teacher Guide on page 5.</p> <p>Additional teacher supports on how to set up the free-choice learning centers in their room is in the Getting Started book on page 7.</p> <p>Additional support on how to set up and use Visual aids such as Circle Time, weather, calendar and theme poster displays is available in the Getting Started book on page 5 - 6</p> <p>Additional support on how to understand the overall contents of the Mother Goose Time system is in the Getting Started Guide</p> <p>Additional support on how to use the embedded assessment system to document learning and to set up child portfolios is available in the Getting Started book on pages 17-18. More information is also available online at <a href="http://www.mothergoosetime.com/assessment/authentic-assessment/">http://www.mothergoosetime.com/assessment/authentic-assessment/</a></p> <p>Additional support for how to adapt the activities</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>and learning materials for a child who needs additional supports is comprehensively explained in the Little Goose Guide available for every Theme: here is one example (every theme has a Little Goose Guidebook in dropbox. Look for the LG in the file title:  <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/2%20Rainforest%20Adventure?preview=MG_T_Rainforest_LG.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/2%20Rainforest%20Adventure?preview=MG_T_Rainforest_LG.pdf</a></p> <p>More support and research basis for why individualizing instruction is important for educators who use Mother Goose Time is written in the Framework document on pages 26 - 34. Support on how to set up the environment to allow for quiet and active play, to encourage choice and independence, to leverage outdoor learning spaces, to incorporate and celebrate diversity in the environment are on pages 26 - 52 of the Framework:  <a href="https://www.dropbox.com/home/Louisiana/2.%20Research-basis%20and%20Framework?preview=2.+Curriculum+Framework.pdf">https://www.dropbox.com/home/Louisiana/2.%20Research-basis%20and%20Framework?preview=2.+Curriculum+Framework.pdf</a></p> <p>Basic Training 1, Basic Training 2, Basic Training 3 all support educators in how to use the curriculum to support on-going observation of children so that lesson planning is informed by the child's needs and goals. How to adapt activities to incorporate the child's interests, needs and developmental level is explained in the trainings.</p> <p>In response to the reviews questions about the intentionality of the questions in the 'My Amazing Body' Day 1 (page 12)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>The opening discussion for the activity is: "How many pieces of clothing are you wearing today?" is an invitation to children to talk about clothes as well as to demonstrate any existing knowledge around numbers and counting. The topic of the activity is 'what I wear' and the featured skill of the activity is 'Number concepts 15.2, counts to determine quantity' As children participate freely in this discussion, the teacher has an opportunity to observe what the child already knows about these two concepts. Then, for this activity the child receives a nametag. Along the top of the Nametag is a clothesline with a series of pants, shirts, socks etc... all in different colors and patterns. The teacher hands out these nametags and allows time for the children to look at it and talk about what they see. Before the child received the included tool, they looked at themselves and talked about what they wore, now they are looking at the nametag and discussing what they see. Is it similar to what they are wearing? They can also count the clothing. Next the teacher helps the children print their names on the nametag and the children count the letters, then count the same amount of clothing on the nametag. The opening question of the activity serves the purpose of inviting the child to express verbally (or show during explore) what he knows, wonders or is thinking about. The teacher uses this information to adapt and make the experience more connected and meaningful to the child. The opportunity to extend and asking further probing questions unfolds throughout the activity and children are invited to express themselves both verbally and through actions or constructive play.</p> <p>All questions connect to their specific activity. The relationship between the opening activity discussion prompts is the topic of the day.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>On this particular day, the topic is ME the questions all relate back to the child's understanding of self or ME:  How many pieces of clothing am I wearing today?  What is my favorite body part?  What color is my hair?  What is something I can do?</p> <p>The topic 'me' in general is a big, somewhat multi-faceted topic, so these questions offer children different perspectives and ways to think about self.</p> <p>Here are some more examples from the theme GARDENS  <a href="https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/9%20Growing%20Gardens?preview=MGT_Gardens_TG.pdf">https://www.dropbox.com/home/Louisiana/3.%20Teacher%20Guides%20and%20Planning%20Journals%2C%2010%20Thematic%20Studies/Series%201/9%20Growing%20Gardens?preview=MGT_Gardens_TG.pdf</a></p> <p>Daily Topic: SEED page 15  Where can you find seeds?  What grows out of a seed? Brainstorm a list together.  What clothes would you wear while planting a garden? Why?  What do you think a seed needs to grow?  How many seeds do you think are on the inside of a fruit?</p> <p>Daily Topic: Rabbit page 40  What do you know about Rabbits?  How does a rabbit move?  Why do you think a rabbit has such big ears?  Where do rabbits live?  How do you think rabbits talk to each others?</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<b>ADDITIONAL INDICATORS OF QUALITY</b>				
<b>5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</b>  Materials and activities reflect a wide range of experiences for skill development.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>5a)</b> Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>FOR ALL CURRICULUM TYPES:</b> <b>5b)</b> Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>FOR ALL CURRICULUM TYPES:</b> <b>5c)</b> Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
<b>6. ASSESSMENT</b>  Materials offer assessment opportunities that accurately and appropriately measure progress.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>6a)</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).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>FOR ALL CURRICULUM TYPES:</b> <b>6b)</b> Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, center/activity times, transitions, etc.) within the daily schedule.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
<b>7. SCAFFOLDING AND SUPPORT</b>  Materials/activities provide all	<b>FOR ALL CURRICULUM TYPES:</b> <b>7a)</b> Appropriate suggestions are outlined for supporting varying needs of children (e.g. for English language learners, children with special needs, etc.) and are integrated	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
children with opportunities and support to meet the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	throughout all materials and activities. Examples may include additional, alternate or modified activities or materials.			
<b>8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>8a)</b> Provides a variety of activities to extend learning from the classroom into the home.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<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>No</b>	Content of curriculum does not align with the standards or accurately portray skills alignment.	
	2. Appropriateness of Curriculum Materials and Activities	<b>No</b>	There are limited materials that support cultural differences, and there is limited practice to support important skills in meaningful ways.	
	3. Complexity of Curriculum Materials and Activities	<b>No</b>	Literacy and math do not follow a logical and coherent progression of complexity over time or adequately address most domain elements within each domain.	
	4. Quality of Curriculum Materials and Activities	<b>No</b>	The curriculum does not include repeated readings of the recommended daily reading or monthly books, lacks explicit directions for the daily and monthly read alouds and does not provide adequate explanatory materials that would assist teachers in teaching some skills.	
<b>II: Additional Indicators of</b>	5. Implementation Format of Materials and Activities	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Quality	6. Assessment	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	8. Activities/Materials Supporting Parental Participation	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</b>				

Appendix II.

Public Comments

There were no public comments submitted.