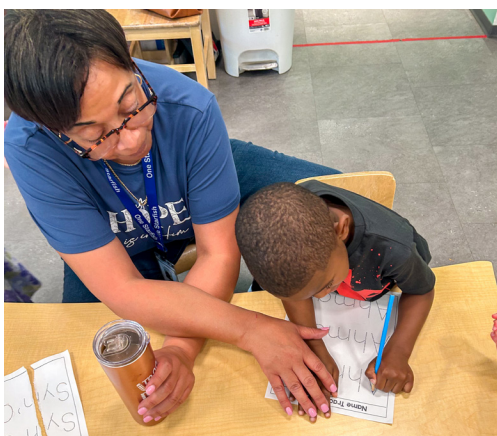




PreK-3 & PreK-4/TK Touring Guide

This Touring Guide is meant to be read in combination with the other information provided at GreatFirstEight.org.

Great First Eight is a groundbreaking, all-day, open educational resource (OER) curriculum for children from birth to age eight that is strengths-based and research-aligned. It is designed for classrooms with a number of children from historically underrepresented racial and ethnic backgrounds. Great First Eight provides children with the education they need to thrive and create a more just and caring society.





PreK-3 & PreK-4/TK Touring Guide

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Project-Based Units

The Great First Eight PreK-3 & PreK-4/TK Curriculum provides 160 full days of instruction divided across eight project-based units.



**Constructing
Our Classroom
Community**



Ramp It Up!



Farm to Table



**Community
Contributors**



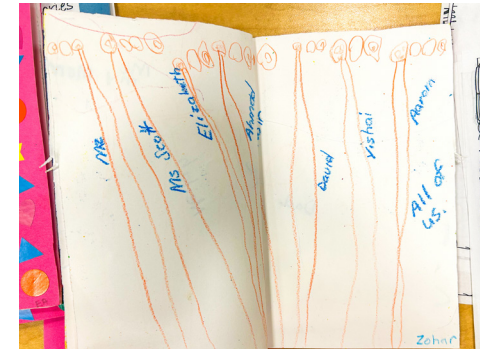
Teaching Time



**Overcoming
Obstacles**



**Nature in Our
Neighborhood**



**Sharing Memories,
Creating Stories**

Project-Based Units: Driving Questions

Unit	Driving Question
Constructing Our Classroom Community	How can we create a classroom community that helps us learn?
Ramp it Up!	How can we use ramps and wheels to move things and have fun?
Farm to Table	How does the food we eat get to our plates?
Community Contributors	How can we contribute to our community to make it even better?
Teaching Time	How can we teach people in our community through stories and information we share?
Overcoming Obstacles	How can we design, build, and navigate obstacle courses for ourselves and others?
Nature in Our Neighborhood	What is the nature in our neighborhood and how can we take care of it?
Sharing Memories, Creating Stories	How can we share our memories and make up stories together?

Project Products Overview

Constructing Our Classroom Community	<p>A guide to our classroom community: who is in it and how we get along</p> <p>Useful tools children engineer for the classroom (e.g., a rack to hold stuffed animals, frames for their artwork, paper funnels and other tools to help serve snack)</p>
Ramp It Up	<p>Assisting with a delivery in their school community (e.g., delivering food to the cafeteria, moving/delivering office supplies)</p> <p>Book of Ramps and Wheels that highlight experiences children had with ramps and wheels throughout the unit and features diagrams children have created</p>
Farm to Table	<p>Classroom garden: Children grow basil, indoors, to provide ingredients for pesto they make as a class (classes may choose to substitute this with growing another herb or plant)</p> <p>A designed placemat featuring a food their family enjoys and information about where the food comes from</p>
Community Contributors	<p>Contribution project that children develop and implement to make their community even better. (Children, teachers, and families identify ways that the community is great, and consider ways to make it even better.)</p> <p>Community Love Wall: Children create a display of places they love in their community, with labels and explanations of what they love about those places.</p>
Teaching Time	<p>A video the class makes that teaches people about something they as a class know a lot about</p> <p>A video each child makes about something that child knows a lot about</p>

Project Products Overview

Overcoming Obstacles	<p>Themed obstacle courses that build on one another, incorporate various movement skills, and culminate in a large obstacle course for family and community members</p> <p>My Favorite Things Treasure Chest with pages that share some of their favorite things related to the unit with their family and are placed in each child's treasure box</p>
Nature in Our Neighborhood	<p>A natural history museum in their classroom for kids from other ages/grades to visit</p> <p>A museum guide to pass out to neighbors</p>
Sharing Memories, Creating Stories	<p>An anthology of classroom stories</p>

Standards Addressed in Great First Eight

Great First Eight PreK-3 & PreK-4/TK Is Aligned to Standards in 11 Domains:



Learning Outcomes/Standards

Great First Eight Learning Outcomes/Standards are drawn and adapted from respected standards documents, including the...

California Preschool/
Transitional Kindergarten
Learning Foundations:
History-Social Science

California Preschool/
Transitional Kindergarten
Learning Foundations:
Science

Head Start
Early Learning
Outcomes Framework

National Core Visual
Arts Standards for
Pre-K

National Core
Music Standards
for Pre-K

Learning
for
Justice Standards

The Great First Eight team also added some key learning outcomes/standards to maximize alignment with research.




Daily Schedule: Introduction

The Great First Eight PreK-3 & PreK-4/TK Curriculum full-day daily schedule has been carefully designed to enact the Great First Eight principles. With a few exceptions, we encourage teachers to schedule the components of the day in the order that works for them.





Length	Part of Day
20 min	Connect and Launch
20 min	Community Gathering
60 min	Centers 1 (with snack) and Meet With the Teacher
15 min	Word Wonders
20 min	Move It! Move It!
15 min	Math Marvels
25 min	Lunch
55 min	Rest/Quiet Time
20 min	Read Aloud
25 min	Unstructured/Free Outdoor Play
25 min	Centers 2 and Meet With the Teacher
10 min	Clean Up and Peace Out (Departure/Pick-Up)





Daily Schedule

Part of Day	Description
 <p>Connect and Launch</p>	<p>The day begins with Connect and Launch. This part of the day is designed to help children transition into the classroom successfully. It offers supports for putting away belongings, signing in, greeting each other, and any site-specific arrival routines. Connect and Launch also provides opportunities for families, children, and teachers to communicate and build secure relationships.</p>
 <p>Community Gathering</p>	<p>After Connect and Launch, the class meets for Community Gathering. In this whole-group portion of the day, children build community as they sing, dance, discuss, read, or engage in other activities that relate to that unit's project, build community, and/or develop storytelling skills. The movement experiences embedded in this portion of the day help keep children active and engaged.</p>
 <p>Centers</p>	<p>GF8 classrooms include six centers that foster learning across domains. They include materials and activities that inspire children's play and learning related to each project. During centers, children select where they would like to play and have the opportunity to engage deeply in activities that strengthen their learning about each project.</p>

Daily Schedule

Part of Day	Description
 Meet With the Teacher	<p>During Centers, children also have the opportunity to work in small groups with a teacher. The small groups are formed with consideration of children's strengths, needs, and/or interests and offer highly responsive learning experiences and instruction.</p>
 Word Wonders	<p>This part of the day is designed to support children's emergent literacy skills. It targets literacy foundational skills, in particular concepts of print, phonemic awareness, alphabet knowledge, and spelling in a whole-group format.</p>
 Move It! Move It!	<p>During Move It! Move It! children engage in semi-structured movement activities. In this part of the day, children develop locomotor and object control skills and engage in physical activity.</p>
 Math Marvels	<p>Math Marvels helps all children see themselves as mathematicians and develop a strong mathematical foundation. It supports understanding of numbers and operations, shapes, and spatial orientation. Among other strategies, this whole-group portion of the day includes explicit instruction, games, and other math-related activities.</p>

Daily Schedule

Part of Day	Description
 <p>Read Aloud</p>	<p>During Read Aloud, children will engage with books that connect to the project and/or build knowledge and skills in art, literacy, math, music, and SEL. Read Alouds build vocabulary, comprehension, and a love of books. Our diverse collection of books provides opportunities for children to see themselves reflected in the curriculum. This, coupled with the connections teachers make between the books and children's everyday lives, helps children develop positive identities.</p>
 <p>Clean Up and Peace Out</p>	<p>In Peace Out, the day closes with intentionality. Teachers work with the children to establish a routine to close out the day that is positive, efficient, and fosters connection (e.g., a song, a specific cheer, or a class gesture as each child goes out the door). Our goal is that this will conclude the day on a positive or hopeful note for children and teachers.</p>

Daily Schedule: Centers

GF8 classrooms include six centers that foster learning across domains. They include materials and activities that inspire children's play and learning related to each project. During centers, children select where they would like to play and have the opportunity to engage deeply in activities that strengthen their learning about each project.

The six GF8 centers include Construction Site, Creation Station, Imagination Station, Investigation Station, Puzzles and Games, and the Cozy Corner.



**Construction
Site**



**Creation
Station**



**Imagination
Station**



**Investigation
Station**



**Puzzles
and Games**



**Cozy
Corner**

Daily Schedule: Centers



Construction Site

In the Construction Site children explore blocks and discover methods for creating and building structures. They plan, focus, engage in problem-solving and symbolic representation, practice persistence, and develop communication skills.

Daily Schedule: Centers



Creation Station

In the Creation Station children write, draw, paint, sculpt, and create. They use art, and create texts that share their ideas, stories, and identities. Through their exploration they also learn about processes for creation, and purposes of arts, crafts, and writing.

Daily Schedule: Centers



Imagination Station

The power of imaginative play is fostered in the Imagination Station. In this center, children express their growing sense of identity and the possible selves they can become. They engage in sociodramatic play related to the project; create, narrate, and act out, improvise upon, and/or create stories- real or imagined.

Daily Schedule: Centers



Investigation Station

The Investigation Station offers a place for children to explore and investigate materials with their senses, as well as with a variety of tools. Here children develop skills in tool use (technology), inquiry, and communicating their discoveries.

Daily Schedule: Centers



Puzzles and Games

In Puzzles and Games children communicate, remember and apply rules, and take turns as they challenge themselves and others with a variety of puzzles and games.

Daily Schedule: Centers



Cozy Corner

The Cozy Corner provides a quiet(er) cozy area for children to go when they need to retreat from the busyness of the classroom. Children choose, handle, and actively engage with calming materials, books, other texts (e.g., magazines, posters) and music.

Lesson Plans

Great First Eight Lesson Plans were carefully designed, with input and feedback from many classroom teachers, to provide a great deal of support for planning and carrying out the lesson while also providing room for teachers to be responsive to the children in front of them.

Many lesson plans include “Grow What You Know” and other boxes designed to support continued professional learning related to implementation of the curriculum.

DAY 7
PART OF DAY: COMMUNITY GATHERING
PROJECT/UNIT: CONSTRUCTING OUR CLASSROOM COMMUNITY

LESSON: I LIKE MYSELF!

This lesson contributes directly to the Guide to the Classroom Community product of the unit.

CHILD-FRIENDLY GOALS

- I can share what I like about myself.
- I can engage in a conversation with a classmate.

PREPARE

- Listen to and practice singing “The More We Get Together.”
- Plan and practice modeling the Think, Pair, Share routine. Determine how you would like children to form pairs during this routine and how you will communicate this with them.
- Listen to “Beautiful.”

STEPS

- Sing “The More We Get Together.”** Sitting in a circle, listen and sing along to the song. Use gestures for the word “together” (e.g., hug yourself).
- Share focus.** “This week, we will think about ourselves and what it means to be unique or different.”
 - “This is really important information for us as we get to know each other and think about our class guidebook and how we can teach people about us!”
 - “We will share what we love about ourselves and what makes us different and unique.”
 - “We will talk about our families and what makes our families special.”
 - Elicit children’s ideas for what it means to be unique or different.
 - Explicitly teach:** “Being unique means there are things about you that make you different and special. You are all unique and have different things that you like and do very well.”
- Play “Beautiful”** and invite the children to sing and dance with you if they would like. Model giving yourself a hug when you hear the phrase, “I/we love”
 - At the conclusion of the song, say: “That song just reminded us of some of the ways we are beautiful, wonderful, and unique. Let’s sit back down and think more about this.”
- Introduce Think, Pair, Share.** “Today, I’m going to share a special way that we can share our own ideas and listen to our classmates’ ideas, too. It is called ‘Think, Pair, Share.’”
 - Show the Think, Pair, Share poster.** Briefly walk the children through each step. Highlight what the children are doing in each step.
 - For example, for the first step: “The first step is ‘Think.’ These children look like they are thinking.”
 - Point out the gestures the children are doing that indicate they are thinking.
 - “The thinking step gives us time to think about what

KEY LEARNING OUTCOMES
Child . . .

- recognizes self as a unique individual having own abilities, characteristics, emotions, and interests (SEL 9, PreK-3, PreK-4)
- understands, follows, and uses appropriate social and conversational rules (LC 4, PreK 3, PreK 4)

MATERIALS

- Must-Haves
 - “The More We Get Together”
 - Think, Pair, Share poster (in kit)
 - “Beautiful”

POWords

unique: something or someone with things about them that make them different and special

same: things that are like each other in many ways

different: things that are not like each other

GROW WHAT YOU KNOW

Engagement for young children may look different than what we expect of an older learner or adult. For example, a child who is looking down or off to the side may still be listening even though they are not making direct eye contact. For more on this, see the *Developmentally Appropriate Expectations PL*.

OBSERVE OR COLLECT

PORTFOLIO: This activity contributes to Portfolio Experience 1. Please see the *Unit Portfolio Experience Guide* for details.

TIP

When introducing the Think, Pair, Share routine, support children’s transition to each other by modeling. Note that some children may not make eye contact across the room and/or may not be able to hear the teacher’s instructions. For example, if a child is not listening, this does not mean they are not listening. You can check for understanding by observing how they respond to that peer and engage in the conversation.

CONNECTIONS

The Think, Pair, Share routine is used throughout the unit, whenever

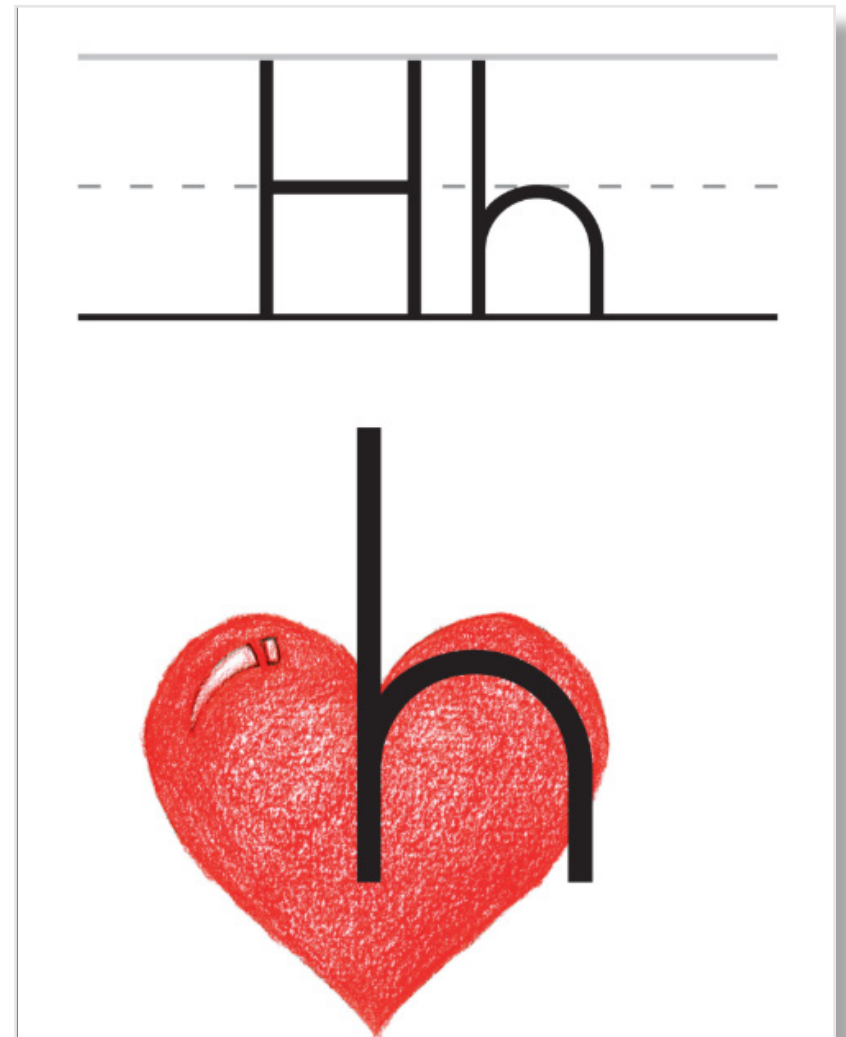
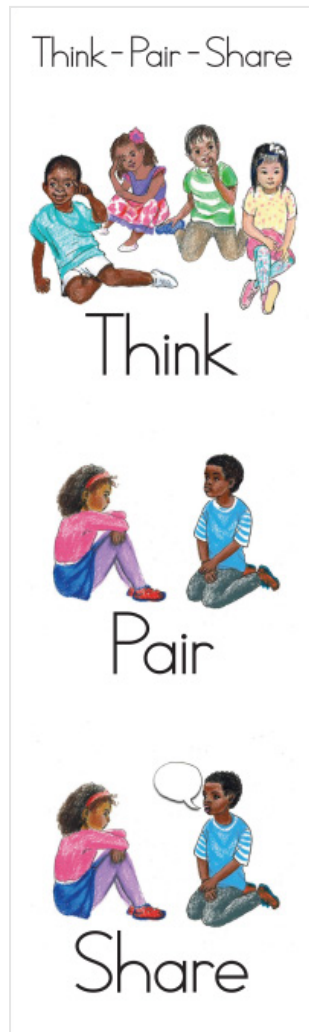


GROW WHAT YOU KNOW

Making predictions is an important scientific practice that children learn through experience. Making correct predictions is not the goal; children should be encouraged to use what they know and observe to inform their predictions.

Materials and Tools

Great First Eight includes many materials and tools that support learning, such as the Alphabet Wall Cards and individual Alphabet Plus Cards, images to inspire in Centers, games for throughout the day, and much, much more!



Assessment

Too often, assessment practices in U.S. schools do not actually improve the quality or appropriateness of individual children's education but rather serve to perpetuate a narrow, deficit-laden view of children's capabilities and unequal opportunities for children to engage in the most intellectually engaging work. In the Great First Eight PreK-3 and PreK-4/TK Curriculum, we take a different approach . . .

Principles Guiding Our Observation and Assessment Plan

The following principles shape our approach to assessment:

1. Observation and assessment practices should **align with our 15 Great First Eight Design Principles**.
2. Observation and assessment practices should **help teachers maintain high expectations for all children**.
3. Observation and assessment practices should **emphasize what children can do**.
4. Observation and assessment practices should **be equitable**.
5. Observation and assessment practices should **enable children to be active participants** in the assessment process.
6. Assessment tasks should **offer learning opportunities** for children.
7. Observation and assessment practice should **be aligned to the curriculum**, including the curriculum's aims with respect to:
 - procedural knowledge, practices, and skills
 - conceptual knowledge
 - discourses
 - dispositions
8. Observation and assessment should **offer children multiple opportunities to show what they know and can do** over the course of a unit or over multiple units.
9. Observation and assessment should **offer children multiple ways to express their thinking**.
10. Assessment practices should **be educative when needed** (e.g., about central components of science practices).
11. Observation and assessment **must inform instruction**.

We enact these principles through a three-pronged approach to assessment:

- (1) guided observation,
- (2) rapid, systematic assessments, and
- (3) a structured portfolio

We should not test what we have not taught.

Assessment

Guided Observation: The Seeing Strengths Spreadsheet

We provide a structured online observation tool, called “Seeing Strengths,” to guide and record observations of children’s developing strengths. The spreadsheet provides space for each child’s name and photo and to record strengths for each of the eleven learning domains. For each domain, a small number of benchmarks are described that we aim for children to meet before the end of PreK/TK, along with steps along the way to meeting those benchmarks.

For each benchmark, teachers rate how much more support they and other adults around the child need to provide to the child in order for the child to meet the benchmark: substantial, moderate, minimal, and none/benchmark met. This system places the responsibility on the adults around the child rather than on the child, an important innovation of the Great First Eight Curriculum.

Child's Name		(insert picture of child here)	Amount of Support Teacher needs to Provide for the Child to Meet the Benchmark by the end of PreK/TK													
DOB: XX/XX/XXX			Obs 1				Obs 2				Obs 3					
			Not applicable	Substantial	Moderate	Some	None/benchmark Met	Not applicable	Substantial	Moderate	Some	None/benchmark Met	Not applicable	Substantial	Moderate	Some
DOMAINS	SEE STRENGTHS! What is a strength the child shows in this domain?	SEE GROWTH!														
Approaches to Learning	Date: XX/XX/XX A strength...	Benchmark accomplishment: Child shows the ability to engage in classroom experiences independently as well as to pay attention to others when appropriate. <u>Provide substantial support:</u> Child engages in personal care routines, play, completing puzzles, and other classroom experiences if/when substantial adult guidance is provided; in adult-led experiences, child attends on a sporadic basis. <u>Provide moderate support:</u> Child engages in personal care routines, play, completing puzzles, and other classroom experiences with some adult guidance; in adult-led experiences, child attends often. <u>Provide some support:</u> Child engages in personal care routines, play, completing puzzles, and other classroom experiences with little adult guidance; in adult-led experiences, child attends with few exceptions.														
	Date: XX/XX/XX A strength...	Benchmark accomplishment: Child shows initiative and curiosity in daily activities. <u>Provide substantial support:</u> Child imitates but does not yet initiate activities; child may show interest, but does not yet readily ask questions, explore, or investigate. <u>Provide moderate support:</u> Child joins in and may tweak activities; child periodically asks questions, explores, or investigates. <u>Provide some support:</u> Child often initiates activities; child routinely asks questions, explores, or investigates.														

Assessment

Rapid, Systematic Assessments



Children play games on tablets that the system mines for data about children's growth and development. For example, children play a fun game about letters that actually provides data about children's letter-sound knowledge. These games rapidly and systematically assess children's knowledge or abilities in a particular area (e.g., which shapes can the child identify or not identify). Assessments are aligned to what we have taught in the Great First Eight Curriculum and are a valuable tool to inform instruction.

Assessment

Structured Portfolio



The third and final component of the Great First Eight PreK-3 and PreK-4/TK approach to assessment is a structured portfolio that captures the key accomplishments of children in each unit/project and across the year. The portfolio is created using the digital platform Seesaw™ to encourage two-way communication with families about children's learning and to allow for children to use multiple channels or methods to demonstrate what they know or can do, such as photos of drawings, writing, or artifacts, as well as video and audio recordings.

Professional Learning

Great First Eight teacher professional learning in year one involves:

- Daily planning time
- Weekly or biweekly teacher study group/professional learning community/lesson study/inquiry meetings
- Thirty hours of professional learning modules to engage in with colleagues before implementing Great First Eight
- Fourteen hours of professional learning modules to engage in with colleagues during the first year of implementing Great First Eight
- Additional professional learning materials for use in subsequent years

All modules come with facilitator guides so that a coach, lead teacher, or other member of the school or center community can lead the professional learning internally. It's the best of both worlds: high-quality, research-aligned professional learning materials used in a job-embedded, ongoing manner.

The Year One Professional Learning Modules include the following:

Fundamental Understandings About Great First Eight

- Introduction to Great First Eight PreK-3 & PreK-4/TK
- Introduction to Professional Learning
- Project Based Learning
- Learning Outcomes
- Lesson Plan Walk-Through

Professional Learning About Parts of the Day

- Daily Schedule
- Connect and Launch and Peace Out
- Community Gatherings
- Center Time
- Cozy Corner
- Construction Site
- Imagination Station
- Creation Station
- Investigation Station
- Puzzles and Games
- Meet with the Teacher
- Word Wonders
- Move it! Move it!
- Math Marvels
- Read Alouds

Professional Learning About Specific Units

- Constructing Our Classroom Community
- Ramp It Up
- Farm to Table
- Community Contributors
- Teaching Time
- Overcoming Obstacles
- Nature in Our Neighborhood
- Sharing Memories, Creating Stories

Professional Learning on Tailoring Your Teaching

- Teaching for Justice is a Journey
- Classroom Climate and Culture
- Culturally Responsive Teaching
- Anti-Bias Teaching
- Care as Curriculum
- Developmentally Appropriate Expectations
- Scaffolding Learning Opportunities
- Your Classroom Community: Culturally Sustaining and Anti-Bias Curriculum in Your Classroom

Professional Learning

Tools and Techniques in Great First Eight

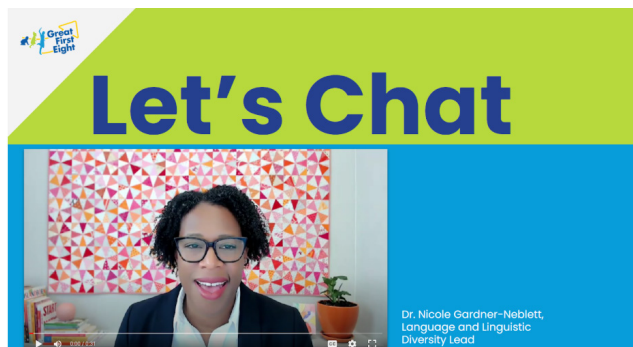
- Designing a GF8 PreK-3 & PreK-4/TK Classroom
- Classroom Discourse
- Framework for Family Engagement
- Family and Community Engagement
- Beyond the Walls: Family Teaching Visits
- Supporting Positive Engagement Parts 1 and 2
- Hip Hop
- Teacher Well-Being
- POWords
- Reflecting Back, Thinking Ahead

Assessments in Great First Eight

- Assessment: Principles and Approach
- Guided Observations: Seeing Strengths
- Child Portfolios: SeeSaw™
- Rapid Systematic Assessments: Cognitive Toybox
- Using Your Assessment Data Parts 1, 2, and 3

Revisiting Modules of Choice

- Throughout the year, coaches and teachers can revisit modules of their choice as needed to continually support children's growth.



Family Engagement

Have you ever...



Then you are giving your child learning opportunities every day...

**Tips to read books with
preschoolers
At Home & On the Daily**



Unit 1 Intro for Families Constructing Our Classroom Community

Driving Question and Project Products:

In this unit, we explore the question: "How can we create a classroom community that helps us learn?"

Children create these products:

- Useful tools for their classroom that will help them learn
- *A Guide to Our Classroom Community*, which is a book describing who is in the classroom, what they do, and how they work together

These products will help children and teachers create a community in which everyone belongs.

As families, you will be invited to:

- Share how you would like your children to be called
- Share your favorite things to do together, places you like visiting, dance moves, music, and food
- Share photos and stories about your family
- Learn about the classroom approach to discussing feelings
- Visit the classroom to see children's contributions to the classroom community and projects

Some examples of what children will do in this unit:

ART & MUSIC	HEALTH LITERACY
<ul style="list-style-type: none"> • Explore music together and on their own. • Sing familiar songs. • Explore different art materials • Create portraits of self and family 	<ul style="list-style-type: none"> • Engage in daily physical activity • Practice the following skills: slide, gallop, run, skip, underhand toss, catch, and kick • Celebrate by moving in dance
LANGUAGE & LITERACY	MATH
<ul style="list-style-type: none"> • Study their and their classmates' names, with a focus on the first sound and letter(s) • Create signs and labels for the classroom • Retell the story of the <i>Little Brown Squirrel</i> 	<ul style="list-style-type: none"> • Explore the concepts of matching, sorting, and classifying • Use hands-on materials to practice counting and making groups
SOCIAL STUDIES, SOCIAL & EMOTIONAL LEARNING	SCIENCE & ENGINEERING
<ul style="list-style-type: none"> • Build community as they get to know one another and their teachers • Become familiar with classroom routines, expectations, centers, and materials 	<ul style="list-style-type: none"> • Design and build useful tools and items for the classroom • Explore the engineering design cycle (find a problem, talk and create, try and improve)

Next Steps

Eager to learn more about Great First Eight?

Explore the GreatFirstEight.org website. To sign up for an informational webinar about the curriculum, write to GreatFirstEight@Stand.org.

Ready to Apply to Adopt the Curriculum?

[Connect with the Great First Eight Team for an application!](#)

Thank you for your interest in Great First Eight!