

TPS Publishing Inc. - Checklist

Live and Learn: A Prekindergarten Program

Dear Panelist,

In order to review the TPS program named above, please ensure you access the following core components and use the rubric citations presented to you. There are multiple citations because our program is a STEAM program. Each requirement is not found in one place as may occur in traditional formats. National research has shown that traditional programs, although wonderfully successful for many, are not suited to many struggling students. For example, ELL and special education students are particularly in need of alternative works in order to master Prekindergarten TPG content.

The TPS STEAM programs are built on the concept that students learn best by doing. Students using arts to learn are found to improve skills more quickly than by using formal texts.

Core Components:

- Live and Learn: A Prekindergarten Program - Teacher Edition
- Live and Learn: A Prekindergarten Program - Teacher Reader Activity Master
- Live and Learn: Student Reader Activity Journal Level 1
- Live and Learn: Student Reader Activity Journal Level 2
- Live and Learn: Reader Activity Library
- Live and Learn: STEAM Library
- Live and Learn: SKILLS Library

The main mission of TPS is to provide STEAM programs from prekindergarten to college to ensure that students are able to join careers of their choice having been enabled to learn, master and apply knowledge.

A study by the National Endowment for the Arts states that socially and economically disadvantaged children and teenagers, who actively engaged in the arts, were more likely to participate and succeed in school, graduate from high school, and enroll in college. (The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies, <https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf>)

When reviewing the reports, TPS found data from the organization Americans for the Arts, to demonstrate that students from all age groups, participating regularly in the arts, and irrespective of their socioeconomic status, were able to develop transferable skills allowing improvement in all core subject content areas; not only did they improve their academic performance, but drop-out rates became lower too (access research reports at <http://www.americansforthearts.org/by-program/reports-and-data/research-studies-publications/americans-for-the-arts-publications/research-reports>).

TPS wanted to ensure that from prekindergarten this information was considered so that when students enter into grade kindergarten, they were already aware of STEAM and could progress at their maximum achievement level.

TPS partner with CeMaST, at Illinois State University, and via a \$5m grant from the National Science organization, they were able to ascertain that students learn best by doing and following the DAPIC process where students design, assess, plan, implement and collaborate. TPS has again followed this process within the build of this prekindergarten program. TPS want to ensure that the number of STEM workers greatly increases in the future. Here are some quotes that show that this is an area all publishers

should be focused upon.

In 2009, only twelve percent of STEM workers had African American and Hispanic backgrounds, even though these groups accounted for 25 percent of overall employment (Beede et al. 2011).

African American, Hispanic, or Native American students earned less than 15 percent of undergraduate degrees in engineering, math, and physical science (National Science Foundation [NSF] 2013).

This trend is worse for socioeconomically disadvantaged students (Shaw and Barbuti 2010).

Multiple factors have been linked to the low numbers of under-represented groups in STEM fields, including anxiety about perceived negative stereotypes and lower personal assessments of abilities and performance in STEM tasks (Hill, Corbett, and St. Rose 2010).

TPS, when building this program, continually reviewed the importance of providing STEM and Arts instruction, and particularly considered the ELL population. TPS included content that involved meaningful interactions with aligned core subject content as set out by TPG requirements. TPS include tasks that motivate all learners, and provide Archway, a phonics program, to teach children from six months alongside any older age group, to read, write and speak English. TPS provide content to stimulate their thinking and spark curiosity. TPS include text to extend student cross curricula understanding. Across the domains, TPS created STEAM projects, teachers can be assured that there are plenty of focus questions, opportunities for students to generate and investigate topics, individually, in pairs and as small groups. Topics that matter to the students themselves, local, State, National and Global community are completed. You will see that the United Nations updated goals are aligned to as part of this research based design. Students will use multiple strategies and observe, discuss, describe and demonstrate their learning. TPS has included a mix of verbal, written, and tactile and visual approaches to learning. You will see great care has been taken for incorporating tools for ELL and Special Education students and indeed any child who is struggling.

If we consider the ELL population who face the daily challenge of learning English at the same time as new topics in other core subjects. TPS proposes that word wall activities and use of picture glossary cards be used on a daily basis. Archway should be implemented from the first day of school and the STEAM projects will excite and engage students making them want to learn. Students will learn by doing. They will make their alphabet book, they will complete the Amelia Rose cross curricula projects and play and learn throughout the year. Key language for each domain is focused upon and our STEAM program has seriously considered the needs of these students.

Similarly, our partner, Action Based Curriculum is a specialist in creation of materials for Special education students and our arts projects have been nasen approved.

The first responsibility TPS considered is to ensure that, irrespective of skills or backgrounds, all students have full access to an intellectually rich STEAM curriculum.

The second priority focused upon was ensuring all students had access to key language for each of the domains and could create their own portfolio of the language required to complete tasks aligned to each TPG. To do this we designed the activities to ensure that all students could rapidly develop advanced levels of English across domains, using the type of English necessary to gain success in projects and/or tests. TPS provide tips for planning lessons to ensure that STEAM instruction includes each topic's aligned content to TPGs.

Teachers are provided with support from TPS throughout the year and pacing plans are personalized so

that teachers plan and ensure students have work aligned to all domains at their skills level. When creating the pacing plans TPS assist teachers to identify the language demands of tasks and can refer them to relevant sections of Archway to support ELL students. TPS consider and mix groups within the STEAM projects so that it is possible ELL students will work alongside those proficient in English and this teamwork accelerates the ELL student's use of English.

When reviewing the science content for this program TPS used the research and content of the *National Science Education Standards and Benchmarks for Science Literacy*.

When building the program TPS were always thinking about differentiation.

Differentiated instruction demands use of a variety of evidence-based instructional approaches. TPS has proposed the set up of multiple play centers and incorporated many varying learning strategies. This approach is aimed to transform curriculum and instruction so as to respond to students' interests, learning needs, diversity of backgrounds.

As TPS built the program it considered that differentiated instruction is a mindset.

It is not a program, but a way for teachers to think effectively about whom they teach, where they teach, and how they teach to maximize all students' academic potential (Glass 2012).

Please now read How to Use The Program which is in the Teacher Reader Activity Master (TRAM) but we have printed and attached for your use in this document.

How to use the TPS Publishing Inc. Live and Learn Prekindergarten Program

TPS Publishing Inc. has provided a STEAM program for teachers, parents, and students (TPS) to enjoy. Many strategies have been incorporated to ensure all children from all backgrounds are given the best opportunity to succeed and master the core subject content detailed in the TPG. Clearly, all sections cited to be awarded 100% alignment need to be completed by all. However, you will see there are then many additional lesson plans and/or projects, which you can add to suit your class/students.

The lesson styles break into:

- Traditional
- STEM
- Arts

As you look through the content, you will see that many projects ask you to use a die-cutting machine or follow the instructions and pre-cut shapes using scissors. All of these projects are nasen approved, so if you are a special education teacher you will want to use these, being that they are approved by a national organization focused on education for children with learning disabilities.

You may work in a large class with a very diverse population with very variable skills sets. The STEM and Arts projects work well for all students. The content is real-life aligned and even at this age includes career alignment. The key is that children follow the DAPIC process and they design, assess, plan, implement and communicate in collaborative groups. These projects are hands-on and as teachers you can clearly see how children are progressing.

TPS has provided you with a typical day, short term and long term plans.

TPS provides a personalized pacing plan service for you, so if you would like the sample pacing plan amended, you should call us on 866-417-9384 and one of our team of educators will assist you.

You may have purchased the Print Only program. It comprises:

Live and Learn: A Prekindergarten Program Teacher Edition ISBN:9781788052580

Live and Learn: A Prekindergarten Program Teacher Reader Activity Master ISBN:9781788052627

The Teacher Edition contains all content for you to follow, in domain order. Each domain's content is integrated. All necessary instructions for teachers appear in the text. We will show some sample pages in this document to assist you.

The Teacher Reader Activity Master contains:

- Student Reader Activity Library Master Set that are referenced in the textbook and do not appear in Student Journals
- Student Journal 1 with answers
- Student Journal 2 with answers
- Archway – a phonics program that we often refer you to, to assist new beginner family members
- Didax – lessons to follow using the math manipulatives, if you have purchased the materials kits
- Action Based Curriculum projects - completed in one-hour sessions and we advise how many are required by project
- Brainsprouts – visual and hands-on arts projects
- Little League – supplemental arts projects to use for specific holidays or after school clubs
- Assessment handout pages – just in case you wish to have tests in class or sent home

The Student Journals contain Reader Activity books, individual and group activities and assessments. They match the Student Journal sections in the Teacher Reader Activity Master. They have identical page numbering but not the answers.

If you have purchased Print with Online, you will have access to all of the above content, in both print and digital areas.

In addition, you will have access to other digital content.

The main menu will provide access choices:

- TPS Live and Learn Prekindergarten Program Overview
- TPS Live and Learn Prekindergarten Program
- TPS Live and Learn Prekindergarten Reader Activity Library
- TPS Live and Learn Prekindergarten STEAM Library
- TPS Live and Learn Prekindergarten Skills Library

When you choose any of these options you will see several components for you to use.

TPS Live and Learn Prekindergarten Program Overview

- Texas State Correlations
- Prekindergarten Program Summary
- Prekindergarten Setting Up A Nursery
- Prekindergarten Starter Kit Manual
- Prekindergarten Short Term Plan Week 1
- Prekindergarten Short Term Plan Week 2
- Prekindergarten Short Term Plan Week 3
- Prekindergarten Short Term Plan Week 4
- Prekindergarten Short Term Plan Blank
- Prekindergarten Mid Term Plan Blank
- Prekindergarten Long Term Plan Blank
- Prekindergarten - A Typical Day

TPS Live and Learn Prekindergarten Program

- Live and Learn: A Prekindergarten Program Teacher Edition
- Live and Learn: A Prekindergarten Program Teacher Reader Activity Master
- Live and Learn: Student Reader Activity Journal 1
- Live and Learn: Student Reader Activity Journal 2

TPS Live and Learn Prekindergarten Reader Activity Library

- Sprouts Sing-a-long Book
- Number Poetry
- Alfie's Adventure in the Land of Mr. Grofolofulus
- Benjamin the Elephant
- Rebecca Pamela's Fairy Family
- Edward's First Day
- Edward and Elizabeth Love the Ocean

- Amelia, Ella and Honey Rosie
- Hetty the Hedgehog
- Fire Fighters
- Invisible Alligators
- The Chameleon That Went Wrong
- Elizabeth Claire's Magic Carpet
- Christopher Stephen and His Animal Brigade
- Evan and Lucy Investigate
- Ella Violet and Her Big Sister, Amelia Rose
- Dylan Michael and His Musical Friends
- Scarlett Wendy and Her Animal Shapes
- Olympic Games Reader Book 1
- Olympic Games Reader Book - Poetry in Motion
- Olympic Games Reader Book 2
- Hedy and Andre Grade Kindergarten
- Amelia Rose Grade Kindergarten
- Grade Kindergarten STEM Math projects

TPS Live and Learn Prekindergarten Steam Library

- TPS Prekindergarten Little League
- TPS Prekindergarten Little Brainsprouts
- TPS Prekindergarten Nursery
- TPS Prekindergarten Program Resources
- TPS Photograph Library
- Nest Family Videos
- Archway
- ABC Library from Prekindergarten existing program
- Didax Mathematics Manipulatives lesson plans Prekindergarten to Grade 2

TPS Live and Learn Prekindergarten Skills Library

- TPS Prekindergarten Assessments - Gymnasium Or Outdoors
- TPS Prekindergarten Assessments - Classroom
- Interactive Software Tool
- Assessment Generator
- Bert The Parrot
- AVIMBA
- TPS Live And Learn Prekindergarten Resources/Blackline Master

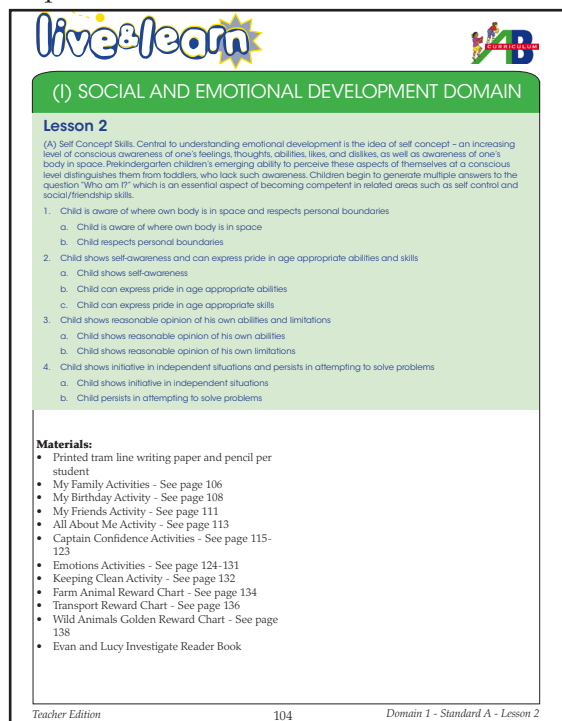
You can see TPS has provided many resources for Teachers, Parents, and Students.

However, to use the program follow these three steps:

1. Read and follow the Teacher Edition content
2. Use the Student Journals content in the classroom
3. Utilize the handouts provided in the Teacher Reader Activity Master for planning and assessment

The Teacher Edition incorporates the following:

1. Lesson plans – TPS has created traditional lesson plans, which provide the TPG language, materials required and instructions for teachers for how to deliver content.



(1) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Lesson 2

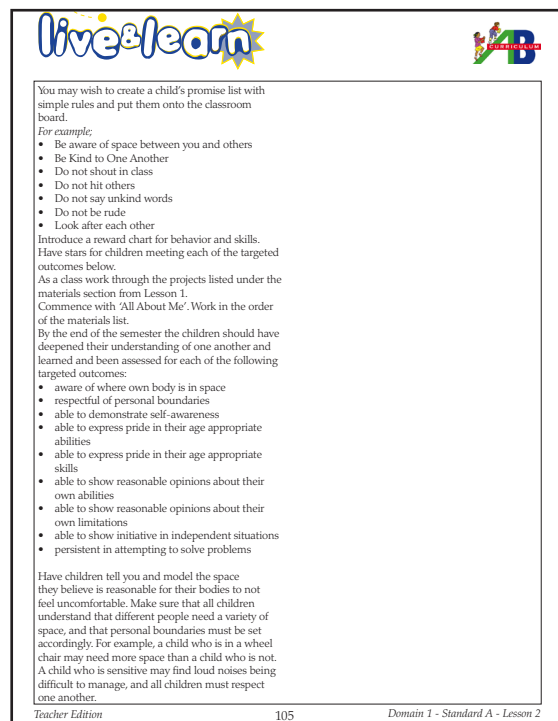
(A) Set Concept Skills. Central to understanding emotional development is the idea of self concept – an increasing level of conscious awareness of one's feelings, thoughts, abilities, likes, and dislikes, as well as awareness of one's body in space. Prekindergarten children's emerging ability to perceive these aspects of themselves at a conscious level distinguishes them from toddlers, who lack such awareness. Children begin to generate multiple answers to the question 'Who am I?' which is an essential aspect of becoming competent in related areas such as self control and social/friendship skills.

1. Child is aware of where own body is in space and respects personal boundaries
 - a. Child is aware of where own body is in space
 - b. Child respects personal boundaries
2. Child shows self-awareness and can express pride in age appropriate abilities and skills
 - a. Child shows self-awareness
 - b. Child can express pride in age appropriate abilities
 - c. Child can express pride in age appropriate skills
3. Child shows reasonable opinion of his own abilities and limitations
 - a. Child shows reasonable opinion of his own abilities
 - b. Child shows reasonable opinion of his own limitations
4. Child shows initiative in independent situations and persists in attempting to solve problems
 - a. Child shows initiative in independent situations
 - b. Child persists in attempting to solve problems

Materials:

- Printed tram line writing paper and pencil per student
- My Family Activities - See page 106
- My Birthday Activity - See page 108
- My Friends Activity - See page 111
- All About Me Activity - See page 113
- Captain Confidence Activities - See page 115-123
- Emotions Activities - See page 124-131
- Keeping Clean Activity - See page 132
- Farm Animal Reward Chart - See page 134
- Transport Reward Chart - See page 136
- Wild Animals Golden Reward Chart - See page 138
- Evan and Lucy Investigate Reader Book

Teacher Edition 104 Domain 1 - Standard A - Lesson 2



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Teacher Edition 105 Domain 1 - Standard A - Lesson 2

2. The next style of content provided by TPS, and their partner Action Based Curriculum(ABC), are nasen approved arts projects. It is important to note that if you do not have, or wish to purchase, die cutting equipment, follow the instructions, but pre-cut or download and print the pictures and or shapes required for children to choose and complete the projects. TPS would, however, encourage any classroom to include a die-cutting machine and shapes, especially if you have children with learning disabilities. nasen is an organization committed to the educational needs of children with learning disabilities and they have approved all content. The projects are inclusive and students who are advanced or far below grade will happily work on each topical output. You will see the projects are divided into weeks and labeled accordingly. Each 'week' is estimated as being one hour. In each of these projects TPS provides:
 - a. Objective – what each child is targeted to achieve
 - b. Outcomes & Additional Links – how the content integrates with other subjects
 - c. Resources – what materials are required
 - d. Step-By-Step Instructions – clear steps so that teachers and/or parents can assist children complete the projects
 - e. Suggested Dies – for those who do have die-cutting equipment, the shapes required
 - f. Discussion Points – TPS stands for teachers, parents, students; we want to involve the family and always have students consider topics that concern every family. These activities require students to think about community issues and link to healthy minds, bodies and worldwide issues and meet the TPG content.
 - g. Additional Ideas and Activities – The United Nations set out, and then revised, key objectives that people around the world should target. Our TPS/ABC discussion points align to that content.

Week 1 - My Family

Objective

To think about family values and celebrate the family unit.

Outcomes & Additional Links

This activity focuses on the celebration of the individual's family unit. Photographs are sourced from home and a personal page is made. Using the discussion points will enable children to talk about their family life. Discussion may surround self-confidence and self-esteem, that families should care for each other and talking about how to see things from someone else's point of view. This activity naturally has links to the Curriculum:

- Personal, Social, Health Education & Citizenship
- Geography

Resources

- Glue
- Cardstock*
- Patterned paper*

I Love My Life

Step-by-step Guide

- Use two sheets of 12 x 12" (30.5 x 30.5cm) cardstock for the background pages.
- Using a sheet of patterned paper cut a strip 12 x 3" (30.5 x 7.6cm) and stick flush to the right edge of the left background page. Cut a strip 12 x 4" (30.5 x 10.2cm) and stick flush to the right edge of the right background page. Cut the remaining paper into two pieces stick one piece to the top left corner of the left background page and the remaining piece to the bottom left corner of the right background page.
- Crop and cut photographs with contrasting cardstock.
- Die-cut two tags, body and clothes and the title 'My Family'.
- Position the photographs and die-cuts on the pages and stick down.
- Write journaling on the tags.

Suggested Dies

+ alphabet dies

NOTE: All projects can be created using dies, internet downloads, magazine cutouts, student drawings etc.

Teacher Edition
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Domain 1 - Standard A - Lesson 2

Discussion Points

Personal, Social, Health Education & Citizenship

- Discuss with students all the different people who make up their family. Think about all the special people who help and look after them. Encourage them to think about what it is about each person that makes them special.
- Discuss with students why it is important to tell family members that they love them and appreciate all they do. Encourage students to suggest different ways of showing family members that they appreciate them e.g. tidying up after themselves around the house or helping a younger sibling.
- Discuss with students their family and what it means to "belong" to a family. Discuss how not all families are the same and that their own family is special regardless of how it is made up.
- Encourage students to think about special times they have spent with some or all of their family. What made it special? When did it happen? Who was there?
- Discuss with students how their behavior affects people in their family.
- Encourage them to think about the impact of good and bad behavior both at home and school. What happens when a conflict arises at home? Encourage them to think about different strategies for dealing with situations.

Geography

- Encourage students to think about where different members of their family live. Discuss the differences between their home area and the home area of a family member. Encourage them to express their opinions about the area in which their relative lives.

Additional Ideas and Activities

- This activity supports Goal 3: Promote gender equality and empower women. Discuss with students how girls and boys in this country have equal access to school regardless of where they live. Compare this to many developing countries where the percentage of girls attending primary school is significantly lower than the percentage of boys. Discuss why this might be and the impact this has on girls' future prospects in these areas.
- Special Educational Needs: Support students in adding text to their pages by acting as a scribe if necessary and help students to crop and cut their photographs.
- Gifted and Talented: Encourage students to write in more detail their memories about the events shown in their photographs. These could be added to their pages, under the photographs, as pull out tabs or by hinging the photographs and adding the text underneath.
- Students could use the dies to create a range of birthday cards and gift tags to sell.
- Encourage students to discuss with parents which photographs they should use for their pages and remember together the events they depict.
- This activity supports Stay Safe: Have security, stability and are cared for. Discuss with students that belonging to a family can provide a safe environment, but that not all children live in this type of environment. Encourage students to think of different ways to show family members they are valued.

Teacher Edition
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Domain 1 - Standard A - Lesson 2

3. TPS and ABC also created individual mini arts projects aligned to the TPG. When you see a page without Week X as a label, it is such a project. The project is expected to be completed in one hour for an average class. An example is shown below. You can see the usual format is applied. You may see Teachers Tips; Alternative Ways Of Using the Dies; Millennium Development Goals (United Nations targets referred to earlier) and then we show Every Parent Matters and Every Child Matters. TPS want the tremendous trip of teachers, parents, students to focus together on education. Ideas are provided under each category for extending the work for each TPG.

Keeping Clean

Objective

For students to understand the importance of maintaining hygiene.

Suggested Curriculum

- Language for Communication
 - Interact with others, negotiating plans and activities and taking turns in conversations
- Personal, Social and Emotional Development
 - Dress and undress independently and manage their own personal hygiene
- Literacy
 - Ask and answer questions, make relevant contributions, offer suggestions and take turns
- Science
 - Recognize that there are hazards in living things, materials and physical processes. Assess risks and take action to reduce risks to themselves and others
- Personal, Social, Health Education & Citizenship
 - To make simple choices that improve their health and well-being
 - To maintain personal hygiene
 - How some diseases spread and can be controlled

Resources

- Cardstock
- Glue
- Ribbon

Humans and Other Animals

Discussion Points

- Encourage students to talk about the different things they do to keep clean. Share experiences and encourage students to listen to each other. Make a list of their ideas.
- Explain to students how it is important to wash hands after visiting the toilet. Talk about germs that can be dangerous even though they cannot be seen. Invite students to think of other times when it is important to wash hands, such as after touching animals, before eating food and if they are ill.
- Invite students to look at their hands. Where might germs hide? Explain the importance of not biting fingernails and keeping nails short and clean.
- Discuss with students the ways our body is designed to help us stay safe. Our skin prevents germs from entering our body. Our nose and ears contain tiny hairs to trap germs. Our eyes produce tears to wash away germs.
- Talk with students about oral health and looking after teeth and gums. Why is this important? Invite students to share experiences of visiting the dentist.
- Discuss bath times. Talk about the importance of washing the whole body and hair to keep clean. What do students think might happen if they didn't have a bath or shower?
- Encourage students to think about the clothes they wear. Who is responsible for washing their clothes? Why should they change their clothes frequently?

Suggested Dies

NOTE: All projects can be created using dies, internet downloads, magazine cutouts, student drawings etc.

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Domain 1 - Standard A - Lesson 2

Teachers Tip!

Why not ask students to research different bacteria and viruses that can affect health and what measures can be taken to combat the spread of these micro-organisms?

Alternative Ways of Using the Dies

- Students could create their own personal book about their routines and record with writing and photographs.
- Students could research in further detail about teeth and oral care and use the die-cut shapes to illustrate.
- Students could use the die-cut shapes to make their own mini posters to remind themselves to wash their hands and brush their teeth.

Millennium Development Goals

- This lesson supports Goal 6: Combat HIV/AIDS, malaria and other diseases. Discuss with students that in some developing countries lack of access to water and basic sanitation causes problems with keeping healthy. Drinking and washing in dirty water is a contributing factor in the spread of many diseases.
- This lesson also supports Goal 7: Ensure environmental sustainability. Talk about ways of saving water such as showering instead of having a bath and not leaving the tap running when brushing teeth.

Every Parent Matters

- Encourage students to share what they have learnt with a parent. Enjoying bath time with toys and singing is a fun way to keep clean.

Every Child Matters

- This lesson supports Be Healthy: Healthy lifestyles. Discuss with students different ways of keeping safe and healthy by taking responsibility for themselves.

Teacher Edition
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Domain 1 - Standard A - Lesson 2

4. Assessment: Ten Point Review – When the TPG content has been delivered, TPS then propose ten ways of reviewing each child's understanding. TPS do provide written tests even for prekindergarten, but we believe in using varying strategies for assessment and always allowing for each child's creativity. The ten approaches are provided, with ideas, for each TPG and can be seen in bold text headers on the following example page.

Assessment

Here are the ten points we wish children to complete.

An activity for each is shown below each point exactly aligned to the TPG being taught in prior two lessons.

Curiosity

- Curiosity strategy – children need to build using parts and not be given the final output; for example, using animals, buildings and trees to build a farmyard and not be given the finished product.
- Provide a selection of arts materials; colored paper, pencils, paper, glue, paint.
- Have children create a model to show how much space they need to be safe and comfortable in class.

Natural resources

- Introduce natural items, so use photographs of real animals and not just cartoons
- Have children look at each other rather than drawings of characters in books. Have children talk about their feelings if they stand too close together and do not show self-awareness and respect personal boundaries.
- Have children create a short story in small groups about a child who is feeling very down and needs kindness from their classmates to feel better.

Open-ended Objects

- Use open ended objects – for example a giraffe can be made from anything, not only giraffe building blocks; children can build models from all sorts of materials, such as bamboo that can be cut in half, and flexi pipes.
- Have children use the paper plates, spaghetti, glue and wool to make a face of a person who looks different to them. Ask the children how that person is feeling. How did they decide what to use to demonstrate the person's feelings?
- Ask children to describe how they feel about their models.
- Are they proud of the skills they used to make them? Why, or why not?

Inspire imagination

- We want children to see a block or cardboard box as being any object; it can be a car, person or plant.
- Provide empty cardboard boxes of different shapes and sizes. Have children use empty cardboard boxes to portray how people must be respectful to one another, in class, in the streets or at home.

Flashcard activities

- For younger children to assess speech or those struggling with language.
- Have children write a list of new words they learned this week without any other support. Identify upper-case and lower-case letters. Have children write three to five-word sentences on the reverse of their cards and use punctuation. For example, Trees change color in the Fall.
- Have children make emotions flashcards by drawing happy, sad, angry, and other emotional faces onto flash cards and labeling the emotions.

Living things

- Use live animals /actual objects – for example, have butterflies in room for life cycle exercise or frogspawn. Have children think about humans and how they live. Ask them to act out how they can show:
 - self-awareness
 - pride in their abilities
 - pride in their skills
 - opinions about their own abilities
 - opinions about their own limitations
 - initiative in independent situations
 - persistence in attempting to solve problems

Steps 1, 2, 3

- Imagination followed by
- Looking physically followed by
- Junk modeling i.e. using toilet rolls, foil and yogurt pots etc. (all clean) and then our assessment
- Ask children to imagine a new family arrive in their street. The family cannot read, write or speak English. How can they help the family?

Teacher Edition 141 Domain 1 - Standard A - Lesson 2

- What models might they make to welcome the family that need no spoken or written words?
- Ask the children what ability they have demonstrated.
- Ask children if one can only show ability and skill by speaking or writing or if other ways work too.
- Ask children what else could have been built if they had additional skills that perhaps they have seen their family employ. Why are they limited to their current model?

Teamwork

- Ask children to work in small groups.
- Each group are to create pictures to tell a story that shows the main character using their initiative and determination to solve a problem.
- Discuss the stories as a class.
- Answer, what is initiative and give our rewards if any child has shown it this semester.
- Answer, what is problem solving and hand out rewards to any child who has persevered to solve a problem this term.

Literacy and numeracy

- Have the children complete their flashcards for all key words relating to this unit.
- Ask them to create sentences using the words and present them to class verbally.
- Ask children to then write the sentences. Each sentence should be three to five words and use correct punctuation.
- Have children count the number of students in class.
- Ask children to decide what groups can be used to sort students. For example, number of family members, background. Discuss the traditions of each child and create a class mural to depict the school community.

Self-reflection.

- Have children write sentences to tell you about any concerns they have about themselves or others in class. This is a good way to resolve any problems early in the semester. Discuss any emotional problems on a one-to-one basis.
- Watch a child's body language when talking about the problems that they may have. Assess how well they are able to communicate with non verbal means.

Teacher Edition 142 Domain 1 - Standard A - Lesson 2

5. TPS will often provide additional help for teachers, classroom assistants or parents to assess students.

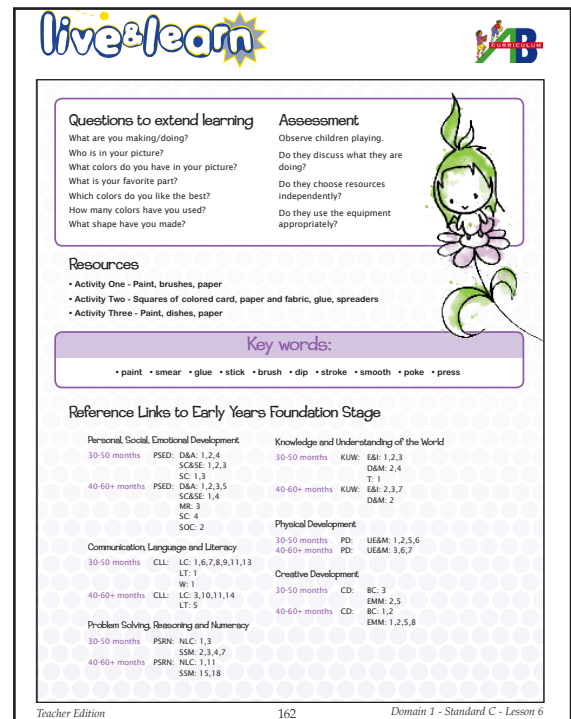
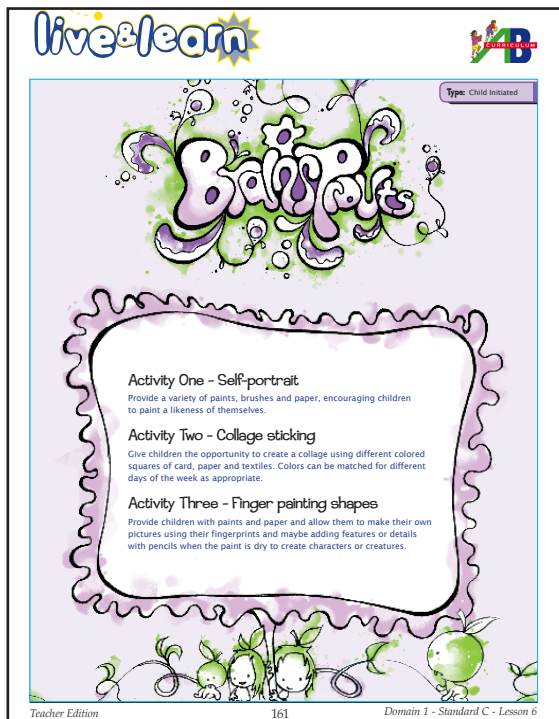
NAME	1	2	3	4	5	6	7	8	9	10
Do they approach others and start conversations?										
Do they discuss what they are doing?										
Do they own tasks?										
Do they complete tasks and take responsibility for them?										
Do they interact with their peers?										
Do they communicate using action rather than words?										
Do they create and or take part in play scenarios?										
Do they work as part of a team to create a plan and end goal?										
Do they work within a team to complete tasks to achieve an end goal?										
Do they identify a problem?										
Do they input to discussion for how a problem can be solved and offer different strategies?										
Do they choose tools and resources										
Do they use the equipment and tools safely?										
Do they initiate discussions?										
Do they show care and or empathy for others?										
Do they ask for help from an adult or another student?										
Do they work well as part of a team?										
Do they socialize with all other students or only some?										
Do they appear to have a best friend or friends they group with better than others?										

Teacher Edition 155 Domain 1 - Standard C - Lesson 3

NAME	1	2	3	4	5	6	7	8	9	10
Do they approach others and start conversations?										
Do they discuss what they are doing?										
Do they own tasks?										
Do they complete tasks and take responsibility for them?										
Do they interact with their peers?										
Do they communicate using action rather than words?										
Do they create and or take part in play scenarios?										
Do they work as part of a team to create a plan and end goal?										
Do they work within a team to complete tasks to achieve an end goal?										
Do they identify a problem?										
Do they input to discussion for how a problem can be solved and offer different strategies?										
Do they choose tools and resources independently										
Do they use the equipment and tools safely?										
Do they initiate discussions?										
Do they show care and or empathy for others?										
Do they ask for help from an adult or another student?										
Do they work well as part of a team?										
Do they socialize with all other students or only some?										
Do they appear to have a best friend or friends they group with better than others?										

Teacher Edition 156 Domain 1 - Standard C - Lesson 3

6. TPS and ABC want children to have fun, be creative, use their imaginations and learn. Brainsprouts is a collection of mini arts projects, created for this purpose, aligned to the TPG and from which teachers and parents can assess each student. Read the introduction of the teacher edition to fully understand how TPS believe a nursery should be set up and run. Key elements for learning are: use different learning strategies; use STEAM inclusive lessons; focus on English language being taught via the arts together with numeracy; provide key words, definitions and practice of their usage; review progress of each of the following on a continual basis:
- Personal, Social and Emotional Development
 - Knowledge and Understanding of the World
 - Communication, Language, Literacy
 - Problem Solving, Reasoning and Numeracy
 - Physical Development
 - Creative Development



Little League - Little League activities have focused on ensuring the following skills are developed:

- » Gross Motor
- » Fine Motor
- » Visual and Auditory Perception
- » Sensory Integration
- » Thinking and Reasoning
- » Speaking and Listening

Tips and Outcomes are provided within each activity for teachers to follow.

Use these example lessons to ensure physical development in this school year and add more from the Digital Library/Teacher Reader Master Activity, to suit your timetable.

BOY & GIRL ACTIVITIES

Dies used: Boy or girl figure A10325, Boy or girl figure dress & shoes A10631, Boy or girl figure shirt, pants & shoes A10632. If you do not have a die cutting machine or shapes you can prepare the materials using scissors.

Gross Motor
Green man, red man
Skills: Spatial orientation and directionality.

1. Cut out the figure template in two different colors.
2. Give each learner a figure template.
3. All the learners stand and have to listen to and follow directions. For example: Learners with a red figure (girl) sit down. Learners with a green figure (boy) put yourself on your head.
4. Learners who follow the wrong color have to sit down and are out of the game.
5. This activity can be extended by adding more colored figures and by making the instructions more complicated.

Teacher Tip: Remember to begin with simple instructions which are aimed at the learners level of understanding.

Fine Motor
Dress-Up
Skills: Writing skills.

1. Learners can trace the negative of the figures and draw on clothing.
2. Alternatively, they can use the clothing die cuts to cut and make clothes for the figures they used in the gross motor activity. This works well when actual material is used for the clothing.

Teacher Tip: Allow the learners to discuss and describe the choices they have made. Learners will need assistance if cutting the clothes for figures.

Visual and Auditory Perception
Fashion Designers
Skills: Auditory memory and vocabulary.

1. Learners can each cut a figure and some clothes for each figure.
2. Learners work in pairs and give each other instructions for how to dress each figure. For example: learner 1 can say, "Put on the red T-shirt" or "Put on the blue trousers." Learner 2 has to listen to and follow the instructions.

Teacher Tip: Make sure that the learners have sufficient clothing in their sets as to allow them to make a choice.

Teacher Edition
663
Domain 9 - Standard A, B and C - Lesson 1

BOY & GIRL ACTIVITIES

Sensory Integration
Feel the Clothes
Skills: Tactile Memory

1. Cut out clothes from different types of textured cloth and other material like used plastic, newspaper and cardboard.
2. Place these into a bag one piece at a time.
3. Learners each get a chance to reach into the bag and based on touch, describe what they have in their hand. For example, "I have trousers made of plastic."

Teacher Tip: Review vocabulary with the learners before the lesson. Allow learners to feel large pieces of material before the lesson so as to familiarise themselves with the materials.

Thinking and Reasoning
Matching people
Skills: Classification

1. Create people figures which are already dressed.
2. Ask the learners to classify the figures according to who has the same color top/pants.
3. Patterned fabric can be used as clothing to teach learners to identify checked floral and spots.
4. Ask learners which combination looks better...prompt learners to reason why some outfits look better than others.

Teacher Tip: These figures can be created as chains if they are cut on the fold.

Speaking and Listening
Chatting Puppets
Skills: Conversational skills

1. Learners can use the figures that they cut and dressed in the Visual and Auditory skill development section.
2. They can use their figures as puppets who "speak" to each other.
3. Give learners scenarios to help them organize their conversations. For example, one learner is a shopkeeper and the other is buying a packet of sweets. Learners, using their puppets, need to role play the appropriate conversation between these two people.
4. These puppets are also useful for problem solving. For example if two learners are fighting, let them "speak" to each other using the puppets and try to solve their problem.

Teacher Tip: Repeat the activity regularly so as to develop their conversational skills.

Thematic Application
Involve mom and dad in this...

1. Allow learners to classify different types of clothing onto washing lines. For example, boys clothes and girls clothes. Color classified clothes - all the red colors, all the blue colors. Tactile material can be used to stimulate the vocabulary of the learners.
2. Learners can cut out clothing in white paper and color in the clothing according to their own designs. Prestick can be used to make the figures be a dress up figures with various changes of clothing.
3. People figure may also be cut in such a way as to create interesting chain borders for the classroom. These can be decorated in traditional clothing to signify the cultures of the learners in the class.

Teacher Edition
664
Domain 9 - Standard A, B and C - Lesson 1

Brainsprouts and Little League provide many more activities, and if you have purchased the Print with Online or Online Only formats of this program, you will see all the following topics are covered within Little League:

- Night and day poster
- Parachute teddies reward chart
- Puppets
- Gingerbread dominoes
- People activities
- All about rabbits - includes;
- Fashion designers
- » Easter cards
- Dressing up
- » Easter egg sorting
- Scramble
- » Easter vases
- Ten in the bed
- » Easter treasure hunt
- Clothes hunt
- » Easter egg number cards
- Color matching
- » Throwing rabbits
- Sun-Math
- Plant tags
- Safety First
- Alphabet Caterpillar
- Opposites
- Star jewelry
- Sun welly pegs
- How many in the hoop?
- Teddy measuring
- Gingerbread men in pockets
- Sorting out
- Matching the patterns

Where you are asked to use materials from the online content but you have purchased a print only program, you will find the content in the Teacher Reader Activity Master print component. We refer to this component as TRAM. If, for example, we ask teachers using the print with online or online only format to use the Blackline Master from the online library, a teacher using print only would find the content in the TRAM Blackline Master (BM) section.

Proposed Assessment Documents can be found in the Teacher Reader Activity Master in the section labeled: Blackline Master.

You will find a variety of observation sheets and progress reports. TPS has provided an example of a typical day, and will aid you throughout the school year. Our teacher/writers can assist in pacing plan preparation, to aid you in the use of the program. Should you need assistance, call our toll-free helpline.

Should you have any questions, please contact help@tpspublishing.com and quote *Prekindergarten TX* or telephone us on **866-417-9384**.

If you have a technical inquiry and/or would like a webinar to step you through the online components, please contact technologyhelp@tpspublishing.com, or again, call the toll-free number above and ask for the technical support team.

TPS is sure teachers, parents and students will enjoy working with this STEAM program.

To access the digital program

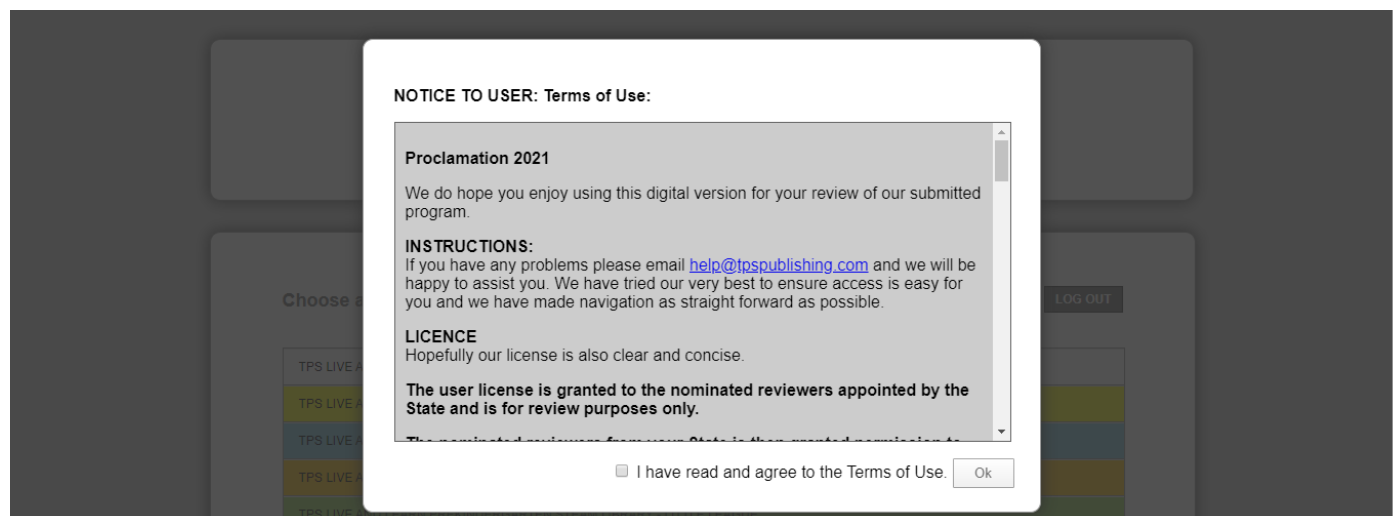
go to **www.tpspublishing.com/my-resources**

Enter

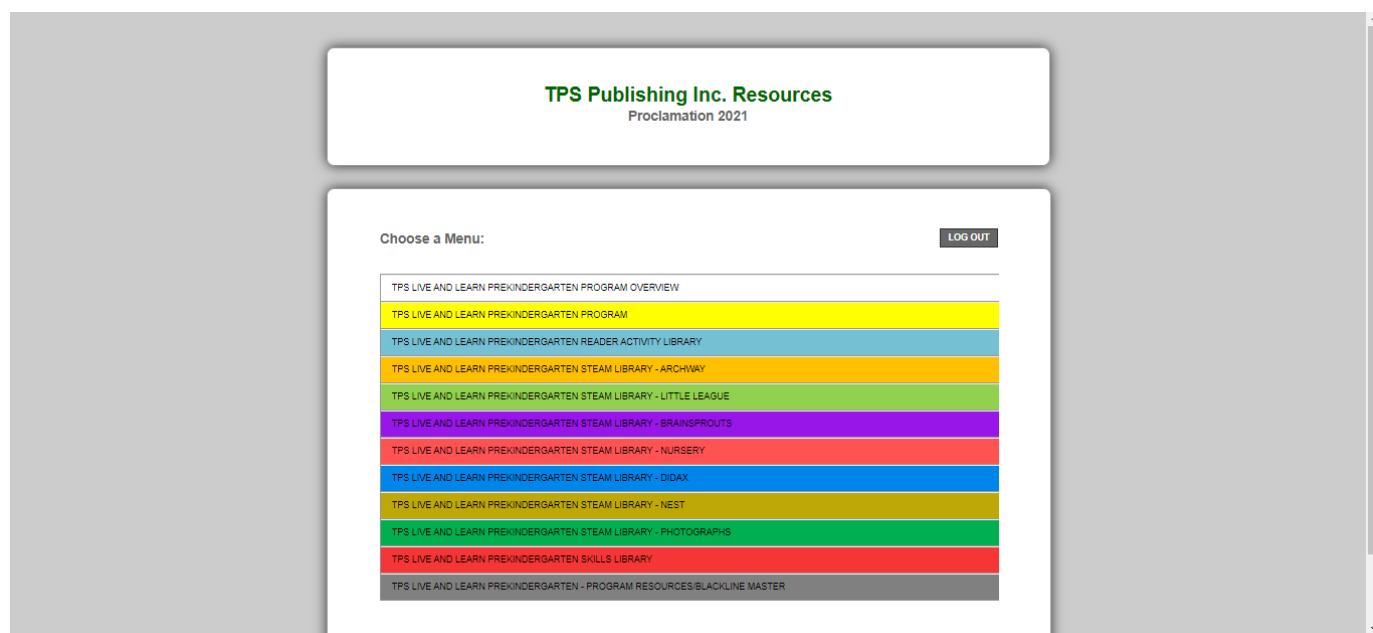
User name - P21LL

password - p21ll78&

When you first sign in to use the program this is what you will see. Agree terms and then the main menu will appear.



Select an entry to display the sub menu and then select the component you wish to view



The component will then open. Follow the navigation aids on the screen as needed..



The program overview area includes our overall design plan and also templates and forms useful for teachers to work with TPS and plan delivery of content in their classrooms.

The main books for the program appear in the next section.

The Reader Activity library provides digital copies of the reader books so that they can be projected onto classroom walls and accessed by parents.

The STEAM library contains specialist programs and/or projects built by TPS and partners that can be used to supplement and enrich student learning. Archway is a phonics program for new beginner families and/or any student from six months old.

Little League and Brainsprouts additional activities and those from the teacher edition are provided to enrich learning and/or use as after school or parent fun events.

The nursery section is made available for students up to 3 in case you have any family events or a school where you wish to work alongside a nursery.

The Didax section includes multiple mathematics and phonics editions to use to increase fine motor skills and focus on key literacy and numeracy TPG requirements.

The Nest section houses wonderful cartoons about famous historic people; Presidents, explorers, scientists, innovators and key diversity figures. TPS has linked lesson plan content in the TE to these cartoons but has also included other famous figure cartoons for children to enjoy and to enrich the curriculum.

The photographs section is provided in case a teacher does not have access to provide some of the pictures we may refer to and these can be printed or projected.

The SKILLS Library is to help teachers to differentiate learning throughout the school year.

This library includes many physical assessments to do outdoors or in a gym aligned to across domain TPG requirements, such as health. Benchmark assessments for Math, ELAR and Science are provided. A variety of assessments by skill level are provided and reteach materials.

Bert The Parrot teaches students to use a keyboard and mouse and is leveled.

AVIMBA is provided as a community tool for schools and districts and students can upload their portfolio work, teachers can house student test documents and can share information between teachers, parents and students in a language of their choice.

Spirit of the Arctic provides teachers with information about a DVD and soundtrack about Alaska landforms and animals that we propose is used and refer to in the TE.

Digital Frog information is made available as we propose their tours of the rainforest, desert and tundra are used in prekindergarten; award winning software.

The blackline master includes a host of documents a teacher can print and use and reuse throughout the school year. It has everything from a year planner template and pacing plan example, to How to measure lesson plan. All of this content is explained in training and all pacing plans and year planners are created and personalized with teachers.

You will find both the interactive assessment software tool and assessment generator in this library.

Here are some notes to guide you in how to use those tools.

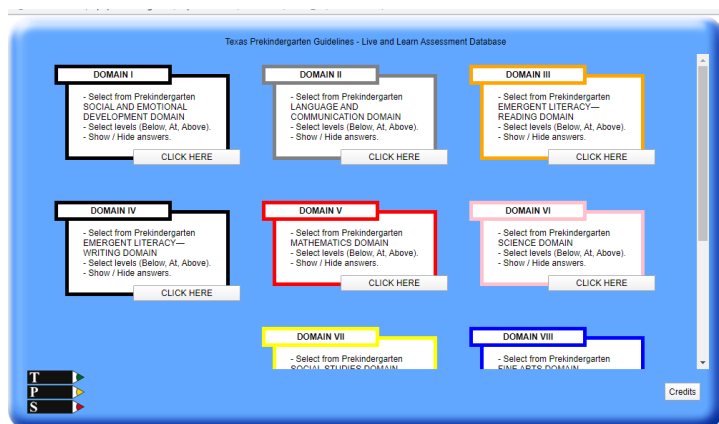
Access the Assessment Database

From the TPS LIVE AND LEARN PREKINDERGARTEN SKILLS LIBRARY

1. Select Prekindergarten Live and Learn - Assessment DB, which is about half way down the menu.
2. Once open, a window will display showing icons each relating to a domain - see below.
3. Select the domain of your choice and a new window will display showing the TPG.
4. Use the button at the top of the center window to select questions at Below, At or Above Level questions.
5. By using the window on the left, you can select a TPG and the window in the middle will move to that position.
6. By selecting a specific TPG in the center window you will notice that the TPG is highlighted in green. This means that it has been selected.
7. To deselect that indicator simply uncheck the box.
8. In the right box towards the top you can switch between multiple choice, open ended or a mix of both styles of question, by selecting the appropriate button.
9. In the right box you can see an overview of chosen questions, which can be deselected and reselected by using the checkbox.
10. Please check the box associated with the TPG you wish to use and then select 'Preview Questions' at the bottom of the window.
11. This will display a window with questions listed.
12. You can edit the front cover page directly in this window to personalize the test.
13. You can also turn the answers on and off and, if turned on, answers will display in red.
14. Use the print button to print the test using your own print manager on the PC.
15. OR, via a device or white board etc., use as a group real-time quiz.
16. Press the 'Return to Selected Standards' to review and update the chosen questions again, or press the Home button to return to the Grade selection screen.

**Follow this link to see a video
for further instruction**
<https://youtu.be/6OCVhLC780M>

***Note, although the video is based upon math
assessment, the principle for Prekindergarten
assessment is the same.***



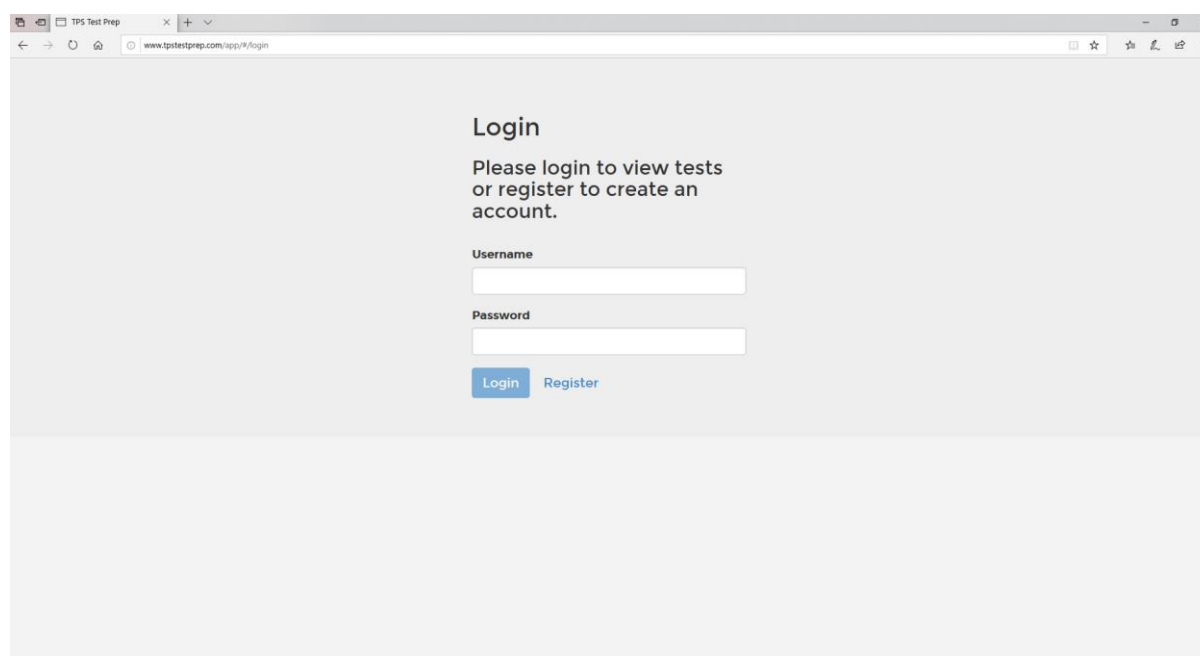
Access the Interactive Assessment

From the TPS LIVE AND LEARN PREKINDERGARTEN SKILLS LIBRARY

Select *Prekindergarten Interactive Assessment - Online Tests and Quizzes*, which is about half way down the menu.

How to login

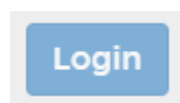
1. Go to www.tpstestprep.com/app/#/login/
2. Put your name and password in where it says Username and Password.



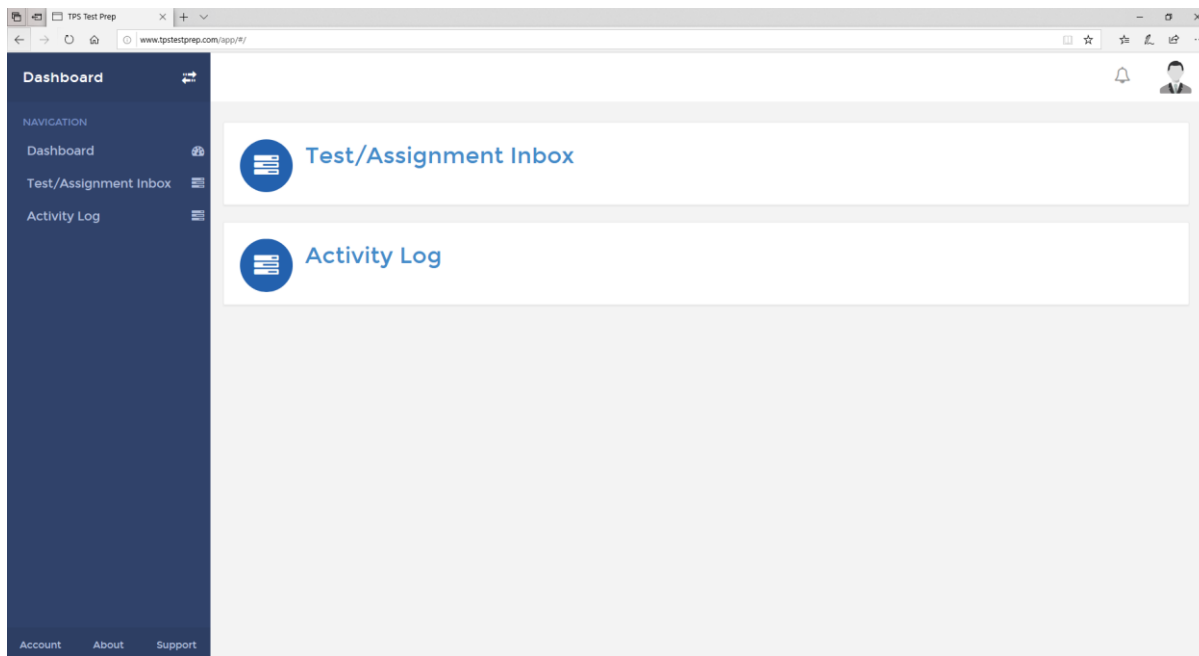
The screenshot shows a web browser window with the address bar displaying "www.tpstestprep.com/app/#/login". The page content is a login form with the following elements:

- Login** (Section Header)
- Please login to view tests or register to create an account.
- Username** (Label) followed by a text input field.
- Password** (Label) followed by a text input field.
- Login** (Button) and **Register** (Link) at the bottom.

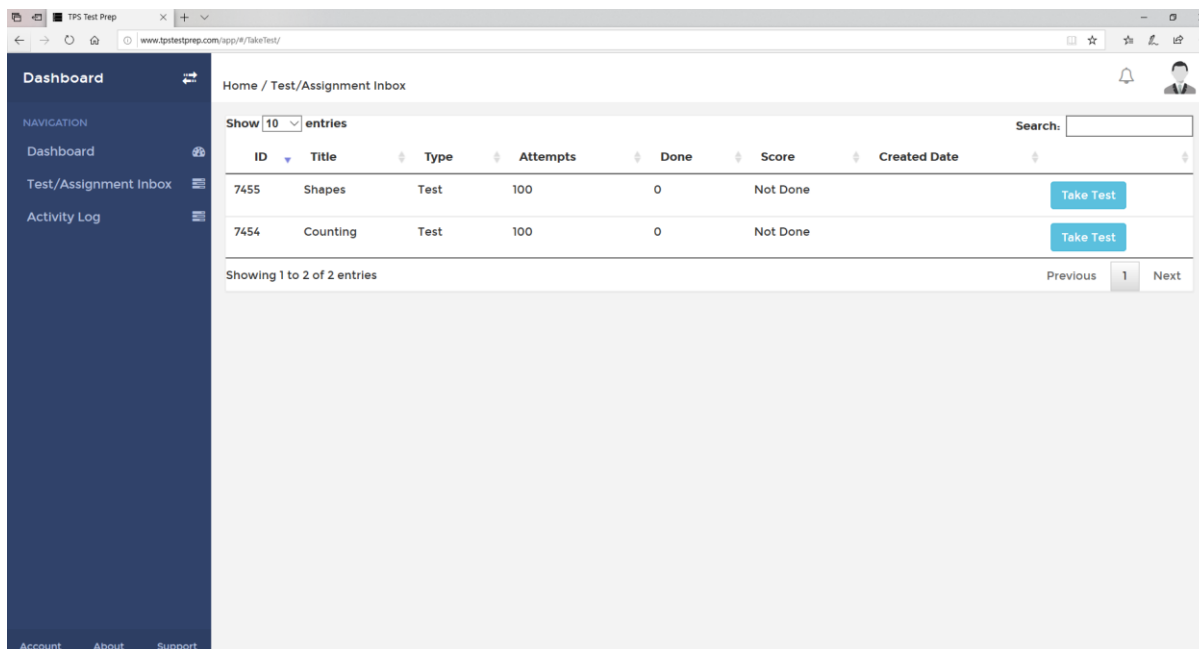
3. Click



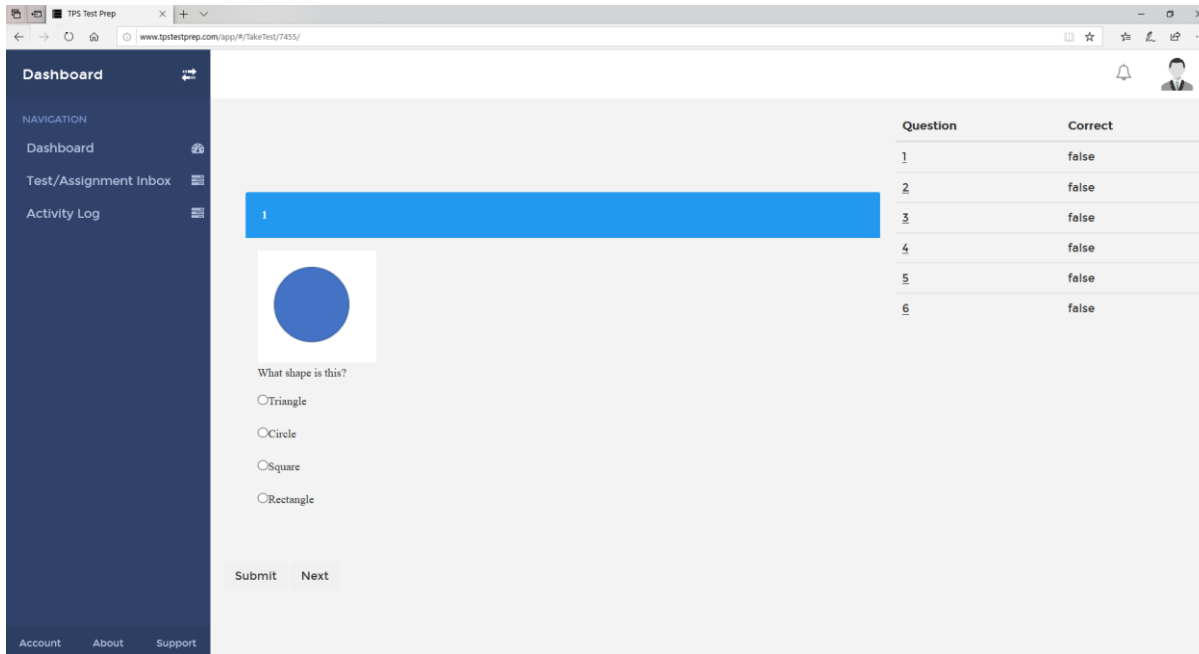
4. Click Test/Assignment Inbox



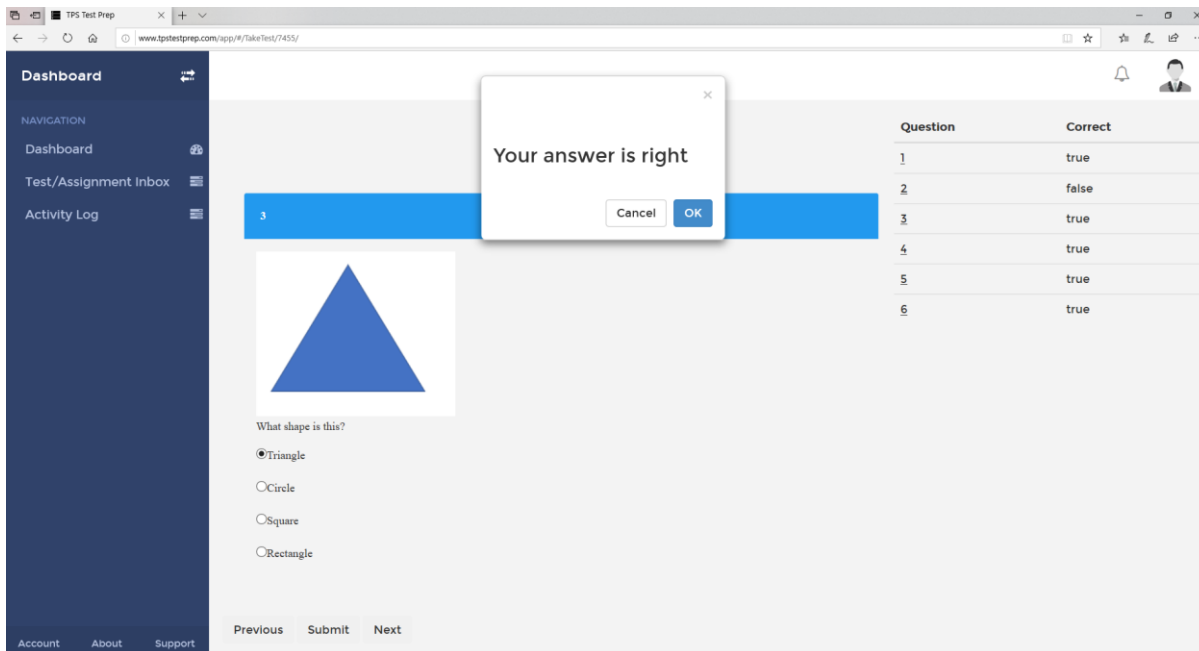
5. Choose the test to take and click 'Take Test'



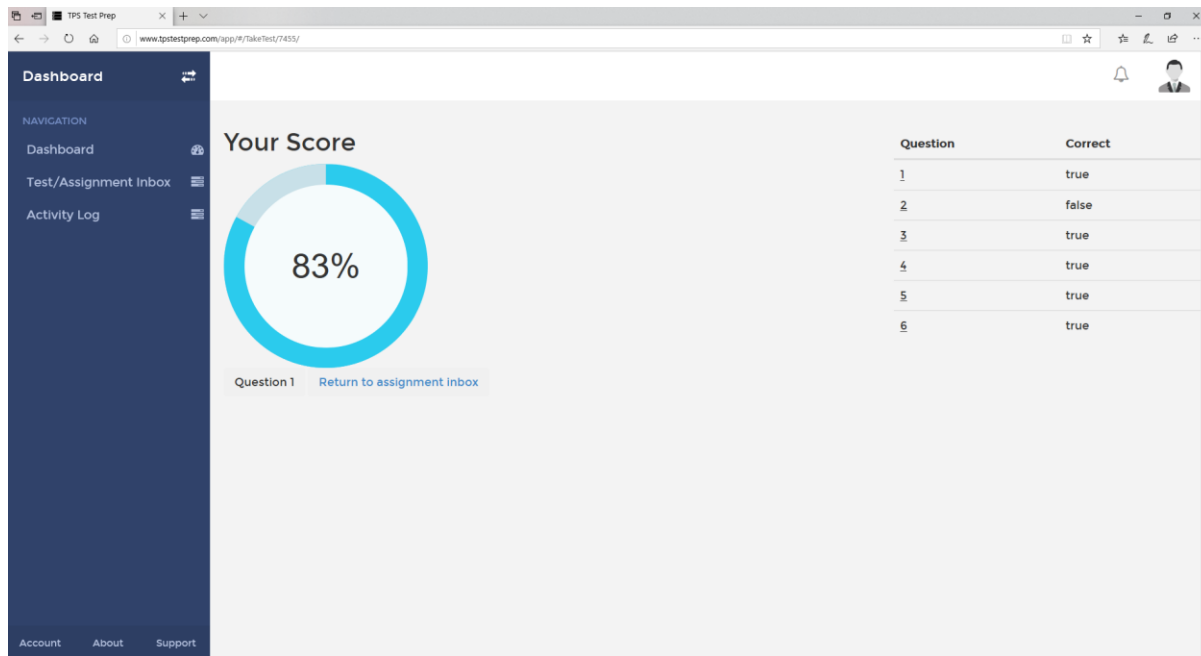
6. Click the box next to the correct answer, then click 'submit'.



You will be told if your answer is right or wrong.



When you finish your test you will be told your score.



How to login

Student Access

1. Go to www.tpstestprep.com/app/#/login/
2. Put your name and password in

Name



Password



Login

Please login to view tests
or register to create an
account.

Username

Password

Login

Register

3. Click

Login

4. Click




Test/Assignment Inbox

5. Click

Take Test

6. Answer the questions by selecting the correct answer.

1



What shape is this?

☐ Triangle

☐ Circle

☐ Square

☐ Rectangle

Submit Next

Click **Submit**

You will be told if your answer is right or wrong.



Your answer is right

Cancel

OK

Click

OK

Next

Click

7. Answer the rest of the questions. When you have finished, you will be told a score:

Your Score

83%

Question 1

[Return to assignment inbox](#)

Access the Avimba Private Network

From the TPS LIVE AND LEARN PREKINDERGARTEN SKILLS LIBRARY

Select *Avimba School Circle Data Storage and Assessment Tool*, which is 4th from the bottom of the menu.

The Avimba Private Social Network (PSN) is a safe and secure online place where children, parents and teachers can store and share life's magic moments, have fun, encourage and reward childhood successes while also involving family and close friends. PSN makes it simple and safe to store and share your treasures, give students great apps, and create perfect family gifts.



Chris Morris
PRINCIPAL
The Burlington High School

DASHBOARD

SCHOOL CIRCLE

MEMORY BOX

APP CENTRE

FEEDBACK

WELCOME TO AVIMBA!

CONGRATULATIONS! YOU HAVE SUCCESSFULLY REGISTERED YOUR SCHOOL!
YOU CAN NOW START ENJOYING ALL OF THE GREAT AVIMBA FEATURES
CLICK ON ONE OF THE LINK BELOW TO GET STARTED



INVITE TEACHERS AND
STUDENTS TO JOIN YOUR
SCHOOL!

GO TO SCHOOL CIRCLE

AVIMBA!



KEEP ALL OF YOUR
INFORMATION ONLINE
SAFELY AND SECURELY

GO TO MY PROFILE



STORE ALL YOUR
TREASURED SCHOOL
MEMORIES

GO TO MEMORY BOX

Access the Keyboard Skills

From the TPS LIVE AND LEARN PREKINDERGARTEN SKILLS LIBRARY

Select either *Bert the Parrot Keyboard Project Trackpad* or *Bert the Parrot Keyboard Project External Mouse*, in bottom third of the menu.

BERT THE PAROTT KEYBOARD SKILLS

Mouse version

<http://www.tpspublishing.com/Web-Video-Test/kEYBOARD%20sKILLS%20FINAL.html>

Trackpad version

<http://www.tpspublishing.com/Web-Video-Test/key%20board%20trackpad.html>

Lauch the app, and follow along.....



Access the Live and Learn Digital Frog

From the TPS LIVE AND LEARN PREKINDERGARTEN SKILLS LIBRARY


Select *Prekindergarten Live and Learn Digital Frog*, which is at the bottom of the menu.

To download go to www.download.digitalfrog.com

Click on the product you require and when prompted enter


User ID - tps

Password - 4hnar-55z9k-4da51-f5e8x



The Digital Frog 2.5

Dissection, Anatomy and Physiology, Ecology.
Excellent supplement or replacement for a wet lab.
Students interactively perform a full dissection guided by instructive text, images and full-screen videos. The accompanying anatomy and physiology section teaches the functioning of every major body system, with comparisons to human anatomy.




The Digital Field Trip Series

Each Digital Field Trip encourages students to explore and discover the wonders of various ecosystems, with interactive virtual reality, activities and dozens of content screens. Thematic treatments cover a range of curriculum topics.

- ▶ The Digital Field Trip to The Wetlands
- ▶ The Digital Field Trip to The Rainforest
- ▶ The Digital Field Trip to The Desert

Each Digital Field Trip is available separately or bundled together.



ScienceMatrix: Cell Structure & Function

Cells and their components are brought to life for middle and secondary school students with inquiry-based learning that both engages and informs. Includes integrated assessment and built-in universal accessibility.

Named one of the world's five best e-science multimedia products at the World Summit Awards.

A final note is about the people TPS want involved.

The ideal is TPS (Teachers, Parents, Students).

Sometimes one issue for parents is the cost of purchase to help their child study.

Parents are provided with a free of charge access to all TPS homework content.

Sometimes they are concerned they do not know enough to help their child.

Archway is a good example of how they can learn together as a family.

TPS has created this program as an alternative to traditional programs and covered many of the social topics we all care about; Family, Community, Health, Environment, Antibullying, Staying Safe. The TPG requirements ask for content in these areas and in our projects we have included Every Parent Matters and Every Child Matters. TPS can help the teachers one-to-one and teachers know their students best and can help them through the program using the STEAM approach. By providing these parent tools, TPS fervently hope that many parents, who would otherwise not be in a position to assist their children, will be able to play an integral part of their child's early years education.

Assessment is a key area that we want the trio of TPS to work together. The details of how we approach set up and assessment appear in the TE guide pages 1-50.

TPS make this available for parents at a teacher's request. TPS can also provide workshops for parents which can be booked separately; these are chargeable.

We hope you enjoy reviewing our program.

If you need help please contact **help@tpspublishing.com**

Warmest regards,

Maz Wright