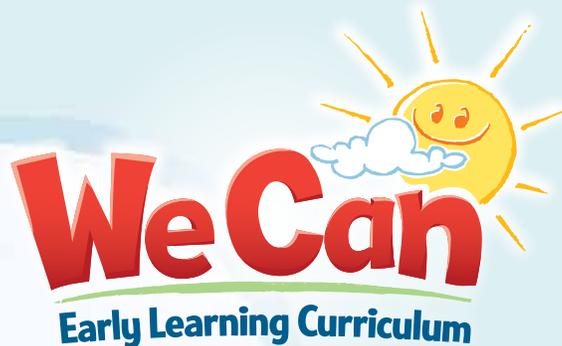


**ALIGNS TO:**

- ✓ Head Start Child Development and Early Learning Framework
- ✓ Common Core State Standards for Kindergarten Foundational Skills
- ✓ National Association for the Education of Young Children (NAEYC) Standards

# BUILDING THE FOUNDATION FOR KINDERGARTEN SUCCESS



**Evidence-Based:**  
Proven to Increase Achievement

**Common Core Aligned:**  
Addresses Foundational  
Skill Standards for Kindergarten

**High-Quality, Comprehensive Design:**  
Integrates Instruction, Assessment,  
and Classroom Management



## DISCOVER THE WE CAN EARLY LEARNING CURRICULUM

### BUILDING THE FOUNDATION FOR KINDERGARTEN SUCCESS

We Can is a proven preK and early learning solution that prepares all children, ages 3–5, for academic success in kindergarten and beyond. The curriculum cultivates young learners with a robust, multidisciplinary curriculum and a clear road map for early learning success—including easy-to-implement lesson plans and a range of innovative learning tools. We Can integrates assessment with instruction, allowing teachers multiple opportunities to observe children, identify their capabilities and needs, and monitor their progress. With We Can, educators:

- Engage children with *The Learning Zoo*, a web-based program with fun, vibrant, interactive readiness activities
- Implement an effective classroom management and instructional system
- Deliver explicit lesson plans with a robust daily focus on early literacy, numeracy, and oral language development
- Integrate differentiated instruction to address a range of abilities
- Accommodate full- and half-day models
- Benefit from high-quality professional development to support teacher growth at all levels



# BUILT ON RESEARCH AND VALIDATED IN PILOTS ACROSS THE COUNTRY

**SUMMARY:** In partnership with Granite School District, Voices for Utah Children\* conducted a longitudinal study of the outcomes associated with three cohorts of 4-year-old students in 11 schools most impacted by poverty in Granite School District. Students in the study attended Granite School District’s Title I preschool program, which used the *We Can! Early Childhood Curriculum*, starting in the 2006–2007 school year.

**EVALUATION:** These reports tracked students from kindergarten through fourth grade, monitoring sustained academic gains, the poverty gap, referrals to special education, and per-pupil spending.

**FINDINGS:** Of the 737 at-risk students in the three cohorts who experienced quality preschool instruction, only 11 were referred for special education services (see Decreased Referrals to Special Education section). Other findings include:

- ☀ A quality preschool program positions students for K–12 academic success over time
- ☀ The achievement gap between non-economically disadvantaged and economically disadvantaged students decreased substantially in both reading and math
- ☀ There was a substantial reduction in the number of students referred for special education services
- ☀ Return on Investment of a quality preschool program was more than \$1.75 million

## STUDY PROFILE

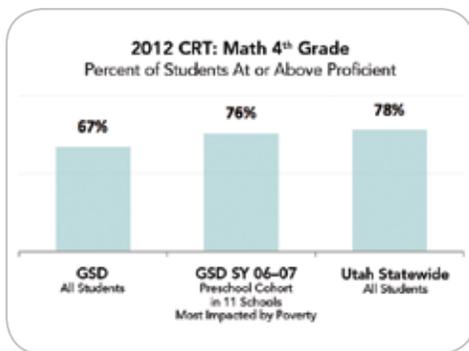
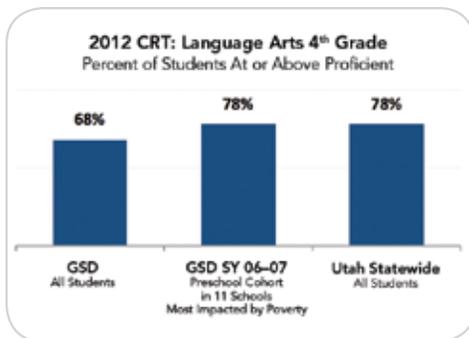
**SCHOOL YEARS:**  
2006–2007 to 2011–2012

**LOCATION:**  
Granite School District,  
Salt Lake City, Utah

**GRADE LEVELS:**  
PreK – Grade 4

**NUMBER OF STUDENTS:**  
737

**VOYAGER PROGRAM:**  
*We Can! Early Childhood Curriculum*



## SUSTAINABLE ACADEMIC GAINS

An analysis of the percent of fourth-grade students who scored at or above proficiency on the 2012 Criterion-Referenced Tests (CRT) in Language Arts and Mathematics was conducted.\*\* Results were analyzed comparing three groups of students: (1) Granite School District’s fourth-grade students overall, (2) fourth-grade students who attended Granite’s preschool program in one of the 11 Granite schools most impacted by poverty, and (3) all fourth-grade students in the state of Utah.

Across the state of Utah, 78 percent of fourth-grade students were at or above proficiency on the 2012 Language Arts and Math CRT. In Granite’s Preschool Cohort, 78 percent of fourth-grade students who attended Granite’s preschool program were at or above proficiency on the 2012 CRT Language Arts assessment, tying the state average and surpassing the overall district performance. On the math section of the assessment, 76 percent of Granite’s Preschool Cohort scored at or above proficiency, outperforming the district by nine percentage points, and only two points behind the performance of Utah fourth-grade students statewide.

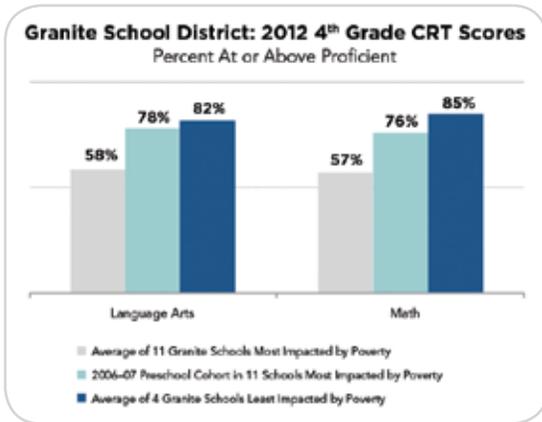
**These data indicate that students in Granite’s Preschool Cohort continue to demonstrate academic gains over time.**

## CLOSING THE ACHIEVEMENT GAP

The achievement gap between fourth-grade students in the four Granite schools least impacted by poverty (28% Free/Reduced lunch) and the 11 schools most impacted by poverty (80% FRL) was analyzed.\*\*

\*Dubno, J. (2011). *A sustainable financing model: High quality preschool for at-risk children, results from Granite School District in Utah.* Retrieved from [www.utahchildren.org/newsroom/in-the-news/147-a-sustainablefinancingmodellhigh-quality-preschool-for-at-risk-children-results-from-the-granite-school-district-in-utah-janet-dubno](http://www.utahchildren.org/newsroom/in-the-news/147-a-sustainablefinancingmodellhigh-quality-preschool-for-at-risk-children-results-from-the-granite-school-district-in-utah-janet-dubno)

\*\*Dubno, J. (2012). *High quality preschool closes the achievement gap and reduces special education costs for at-risk children: Evidence from the high quality Title I preschool program in the Granite School District in Utah.* Salt Lake City, UT: Voices for Utah Children.



Students in the Preschool Cohort in the 11 high-poverty schools nearly closed the achievement gap with the students in the low-poverty schools.

In CRT Language Arts, the achievement gap between the high-poverty and low-poverty schools was 24 percentage points (58% to 82%). For the preschool cohort, the achievement gap was just four points (78% to 82%).

In CRT Mathematics, the achievement gap between the high-poverty and low-poverty schools was 28 percentage points (57% to 85%). For the preschool cohort, the achievement gap was 9 points (76% to 85%).

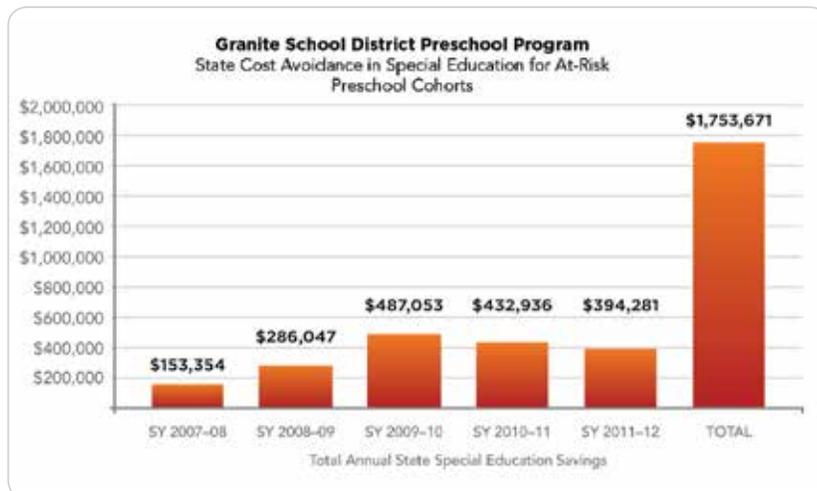
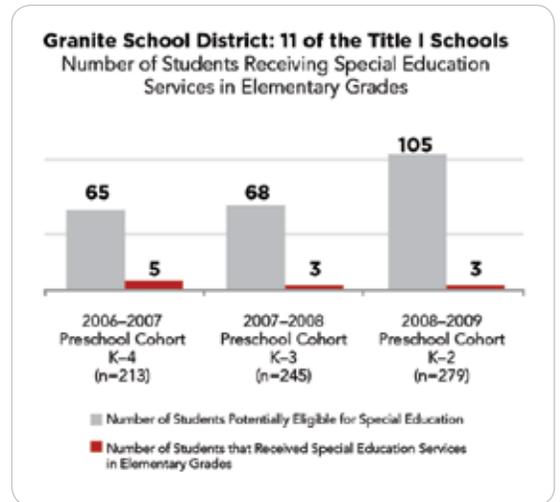
**The poverty gap was virtually erased by quality preschool instruction delivered by well-prepared teachers.**

## DECREASED REFERRALS TO SPECIAL EDUCATION

Based on the 2011 report by Voices for Utah Children, students who enter special education in early elementary school rarely exit into general education. One of the best ways to avoid special education referrals is to prepare students for success through a quality preschool program, including research-based curriculum, well-informed teachers, and a proven classroom management system.

Of the 737 students in the three cohorts who experienced quality preschool instruction, 238 had been identified as potentially eligible for special education using the Peabody Picture Vocabulary Test. Of those 238 students, only 11 students (4.6%) were referred for special education services.\*\*

Granite School District has demonstrated the lasting impact of a quality preschool program. **The longitudinal effects of the quality preschool program are seen in the significantly reduced number of referrals to special education year after year.**



## COST SAVINGS DUE TO QUALITY PRESCHOOL INSTRUCTION

Research shows that at-risk students who receive high-quality preschool instruction are much less likely to be referred for special education services in kindergarten through grade 12 than their peers who do not receive high-quality preschool instruction. This reduction in referrals to special education is a cost savings to the state and federal governments.

Granite School District has saved more than \$1.75 million in state special education spending through the 2011-2012 school year as a result of reduced special education use among the at-risk preschool students included in the study.\*\*

# START CHILDREN ON THE PATH TO LIFELONG LEARNING

## COMPREHENSIVE, INTEGRATED CONTENT IN KEY DOMAINS

A unique feature of We Can is the integration of content, skills, resources, and technology. We Can addresses all key literacy domains.

- ALIGNS TO:**
- ✓ Head Start Child Development and Early Learning Framework
  - ✓ Common Core State Standards for Kindergarten Foundational Skills
  - ✓ National Association for the Education of Young Children (NAEYC) Standards



## TAKE A CLOSER LOOK AT THE CONTENT

# ENGAGING THEMATIC UNITS

## CONNECT LEARNING TO EVERYDAY LIFE

The *We Can Early Learning Curriculum* is organized into biweekly or monthly thematic units presented in six Teacher's Editions. Each Teacher's Edition contains lesson plans for two months of instruction and guided practice using whole-class and small-group activities.

	Month and Theme	Informational Text Big Books	Pre-Writing Books	Read Aloud Books
	<b>August/September</b> <ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Five Senses</li> <li>Homes and Families</li> </ul>	I Am Special My Five Senses	I Can Draw Me I Can Draw People and Homes	From Head to Toe The Artist Who Painted a Blue Horse Llama Llama Red Pajama Llama Llama Home with Mama Does a Kangaroo Have a Mother, Too? The Family Book
	<b>October/November</b> <ul style="list-style-type: none"> <li>Health and Nutrition</li> <li>Community Helpers</li> <li>Fall</li> <li>Bears</li> </ul>	Let's Be Healthy Working Together Bears, Bears, Bears	I Can Draw Foods I Can Draw the Seasons I Can Draw Animals	Apples for Everyone Little Pea Duck Sock Hop Police Officers on Patrol Mice Little Owl's Night Bear Says Thanks Bear Snores On
	<b>December/January</b> <ul style="list-style-type: none"> <li>Winter</li> <li>Animals</li> <li>Bakery</li> <li>Dinosaurs</li> </ul>	Let's Be Healthy All Kinds of Animals	I Can Draw the Seasons I Can Draw Foods I Can Draw Animals I Can Draw Things That Creep, Crawl, and Crunch	Penguin and Pinecone: A Friendship Story The Little Red Hen Cook-a-Doodle-Do! Ten on the Sled Pig Pig Meets the Lion What Do You Do With a Tail Like This?
	<b>February/March</b> <ul style="list-style-type: none"> <li>Transportation</li> <li>Seeds and Plants</li> <li>Spring</li> </ul>	Moving Everywhere Let's Be Safe Seeds and Plants	I Can Draw Things That Go I Can Draw the Seasons I Can Draw Things That Grow	Road Work Ahead Dazzling Diggers Sunflower House The Big Storm: A Very Soggy Counting Book What's Alive?
	<b>April/May</b> <ul style="list-style-type: none"> <li>Farm and Ranch</li> <li>Insects</li> </ul>	Farm Animals and Their Babies Bugs, Bugs, Bugs	I Can Draw Things on a Farm I Can Draw Things That Grow I Can Draw Things That Creep, Crawl, and Crunch	This Is the Farmer Sixteen Cows Mousterpiece Are You a Bee? Insect Detective
	<b>June/July</b> <ul style="list-style-type: none"> <li>Freshwater</li> <li>Saltwater</li> </ul>	In the Water	I Can Draw Things That Float and Swim	Sail Away Frogs and Toads The Pout-Pout Fish Hello Ocean / Hola Mar

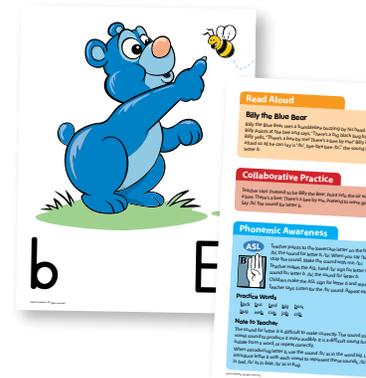
LIFT TO SEE CONTENT DETAILS

# INTERACTIVE LEARNING PREPARES CHILDREN FOR KINDERGARTEN SUCCESS

## ACTIVITIES IN ALL DOMAINS DAILY

### LITERACY

- **Oral Language**—Develops listening and speaking skills with fun oral language activities that teach children to:
  - » Collaborate and share talking time while staying on topic
  - » Talk, share ideas, and name and describe objects
  - » Identify sounds, rhymes, rhythms, and chants
  - » Clap and count word parts and sing, listening for the melody and expression
- **Vocabulary Development**—Children have daily opportunities to connect word meanings and expand vocabularies:
  - » Examine words in context to enhance understanding of thematic vocabulary
  - » Use words to name, describe, and compare objects and actions
  - » Listen to stories, focus on print, repeat words, and have collaborative conversations
- **Phonological Awareness**—Develops sensitivity for hearing and using sounds in language and literacy. Children:
  - » Learn critical pre-reading skills including isolating and blending sounds, segmenting words into parts, and combining parts to say the word
  - » Play games on the computer where alphabet characters are introduced
  - » Use manipulatives and sound cards to develop phonological awareness
- **Literature**—Builds a language-rich environment that connects spoken and written language and exposes children to content books, information texts, fiction, and poetry. Children:
  - » Listen and read together as teachers reread the text and discuss text features and meaning
  - » Demonstrate comprehension through retell, sequencing of events, and comprehension strategies
  - » Read poems and recipes, discuss Venn diagrams, and compare data on charts
  - » Interact and learn as teachers use Author Studies to compare literature styles and Story Webs to illustrate story parts

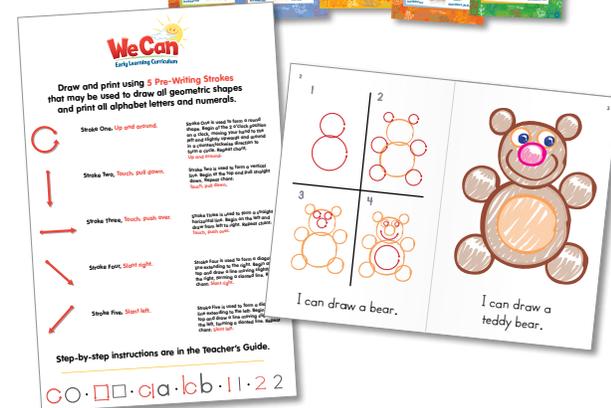


To review the books and resources provided in We Can, please see page 24

### PRE-WRITING

We Can provides unmatched support in building writing foundations for young learners. Children learn:

- Five writing strokes that introduce orientation, alignments, and parts to whole
- Correct writing habits—grip, pressure, and body posture
- To improve printing skills during developmentally appropriate art activities
- Pre-writing skills through the *I Can Draw* program (see the materials on page 24)





## NUMERACY

We Can helps children develop number sense and the following essential math concepts:

- **Pre-number concepts, including:**
  - » Sorting, classifying, ordering, and completing patterns
  - » Comparing objects and classifying/sorting them by different attributes
  - » Determining if a specific quantity is more/less, same, or equal to another quantity
- **Numbers—Children:**
  - » Count orally to learn the sequence of numbers
  - » Count objects while maintaining a one-to-one correspondence
  - » Learn that the last number named in a set tells the quantity of objects in the set and that the number of objects in a set does not change when the set is rearranged
- **Geometry, including:**
  - » Knowing that solids and shapes have properties and that shapes can be observed and described in relation to one another
  - » Learning that plane shapes can have sides and corners and that shapes can be sorted by their properties
- **Measurement, including:**
  - » Comparing objects and then ordering objects by length, weight, and capacity
  - » Measuring length, weight, and capacity using nonstandard units
- **Data concepts, including:**
  - » Graphing as a way to organize and show information
  - » Sorting and classifying real objects to form graphs, and progress to reading and interpreting picture graphs and bar graphs
  - » Understanding how group decisions can be made and represented in graphs through interactive voting activities

## SOCIAL AND EMOTIONAL LEARNING

We Can builds critical skills to support overall success in working with others and achieving success in the school environment. Children learn to:

- Collaborate with peers and have shared conversations
- Listen and wait until it is their turn to speak
- Share, follow directions, and take an active role in the classroom environment
- Regulate their behavior and understand the needs and feelings of others
- Utilize dramatic play for social and emotional development

## SCIENCE AND SOCIAL STUDIES

Science and social studies content learning is integrated into every thematic unit through:

- Learning content-related vocabulary
- Reading and discussing content-area informational text
- Strengthening appreciation of cultural diversity
- Frequent opportunities for scientific exploration of materials and topics
- Developing skills for inquiry and problem solving through experimentation

## FINE ARTS AND PHYSICAL DEVELOPMENT

Creative arts, poetry, music, rhythm, art, and dramatic play:

- Integrate transition and concept development activities that include creative movement, art, and finger play
- Develop both large motor and fine motor skills
- Provide opportunities to illustrate ideas through art
- Broaden music appreciation in English and Spanish
- Use music and exercise to promote active participation

**For a complimentary sample, visit [www.voyagerlearning.com/wecan](http://www.voyagerlearning.com/wecan)**



# DEVELOPS A LANGUAGE-RICH, PRINT-RICH LEARNING ENVIRONMENT

Children and teachers share literature to connect spoken and written language. Teachers read printed words from the Informational Text Big Books and from storybooks. These books are included in the program and referenced at point of use for activities such as author studies and story webs.

## INFORMATIONAL TEXT BIG BOOKS

- I Am Special*
- My Five Senses*
- Let's Be Healthy*
- Working Together*
- Bears, Bears, Bears*
- All Kinds of Animals*
- Moving Everywhere*
- Let's Be Safe*
- Seeds and Plants*
- Farm Animals and Their Babies*
- Bugs, Bugs, Bugs*
- In the Water*



The Informational Texts provide repeated practice with concepts and vocabulary words introduced in the *We Can Early Learning Curriculum*.

## LIBROS GRANDES DE TEXTO INFORMATIVO

- Soy especial*
- Mis cinco sentidos*
- Vivamos sanos*
- Trabajar juntos*
- Osos, Osos, Osos*
- Todo tipo de animales*
- Moverse por todas partes*
- Mantenernos seguros*
- Semillas y plantas*
- Animales de granja y sus bebés*
- Insectos, insectos, insectos*
- En el agua*



Each book includes suggestions for teacher-led instruction, collaborative discussions, and responding to questions by looking in text to locate evidence that supports children's responses.

**VOCABULARY**  
 Names: brown bear, panda, bear  
 Action words: hibernate, hibernation  
 Describing words: cute

**SUGGESTIONS FOR COLLABORATIVE DISCUSSIONS**

- Page 1: Ask students, "What are you going to do when you wake up?" What "wake up" means that you "awaken" again?
- Page 2: Ask students, "What are you going to do when you wake up?" What "wake up" means that you "awaken" again?

**EXTEND THE LESSON: SCIENCE, MATH**

- Page 3: Students count the number of bears in the book. They count the number of bears on each page of the book.
- Page 4: Students count the number of bears in the book. They count the number of bears on each page of the book.

**FACTS ABOUT BEARS**

- Bears can be found throughout the world. They usually live in large, dark, cool trees and in the forest.
- Most bears use their claws to dig for food. They also use their claws to climb trees and to dig for food.
- Bears are mammals. They are warm-blooded and have hair. They have sharp teeth.
- A bear's sense of smell is very strong. It can smell prey that is very far away.
- Bears can hibernate for up to 100 days. They can survive without food for a long time.
- Bears are omnivores. They eat plants, insects, and small animals.
- Bears are very strong. They can lift up to 1,000 pounds.
- Bears are very smart. They can learn to use tools.
- Bears are very cute. They are very popular with children.



Bears are the same as you in many ways. Let's read and see!

**READ ALOUD BOOKS**

Teachers create a literature-rich environment as they read stories and share books related to themes. Read Aloud Books are used in author studies that help children compare multiple books written by award-winning authors. Children learn to compare writing styles, illustrations, and main ideas.

- The Artist Who Painted a Blue Horse*
- From Head to Toe*
- Llama Llama Red Pajama*
- Llama Llama Home with Mama*
- The Family Book*
- Does a Kangaroo Have a Mother, Too?*
- Little Pea*
- Apples for Everyone*
- Duck Sock Hop*
- Police Officers on Patrol*
- Mice*
- Little Owl's Night*
- Bear Says Thanks*
- Bear Snores On*
- Penguin and Pinecone: A Friendship Story*
- The Little Red Hen*
- Cook-a-Doodle-Do!*
- Ten on the Sled*
- Pig Pig Meets the Lion*
- What Do You Do With a Tail Like This?*
- Road Work Ahead*
- Dazzling Diggers*
- Sunflower House*
- The Big Storm: A Very Soggy Counting Book*
- What's Alive?*
- This Is the Farmer*
- Sixteen Cows*
- Mousterpiece*
- Are You a Bee?*
- Insect Detective*
- Sail Away*
- Frogs and Toads*
- The Pout-Pout Fish*
- Hello Ocean / Hola Mar*



# PURPOSEFUL ONLINE TOOLS FOR SCHOOL AND HOME

## INTERACTIVE PRACTICE. MULTIMEDIA LEARNING.

### **The Learning Zoo: Innovative Online Learning Games Build Excitement and Engagement**

The Learning Zoo technology is available in English and Spanish to extend learning activities from classroom instruction.

Games and activities reinforce recognition of shapes, colors and color words, numerals and number words, and skills for sorting, classifying, counting and establishing one-to-one correspondence, phonological awareness, and emergent writing. Activities include:

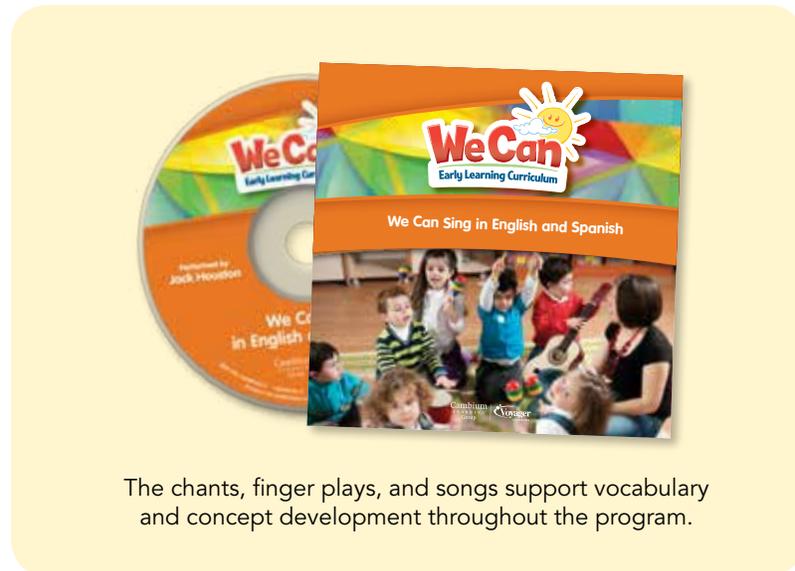
- Zippy the Zebra's Match Colors and Shapes Game
- Ellie the Elephant's Match the Sounds Game
- Kiki the Kangaroo's Match the Colors Game
- Joey the Jackrabbit's Match Letters and Sounds Game
- Gifford the Gorilla's Counting Game
- Upton the Pig's Sorting Game
- Quacky the Duck's More or Less Game

### **We Can Sing in English and Spanish**

*We Can Sing in English and Spanish* contains songs, chants, and activities on a CD. Listening to *We Can Sing*, children learn to enjoy and appreciate music and movement as they develop concepts about body awareness, space, motion, and boundaries. Children are encouraged to engage in dramatic play to develop friendships while beginning to understand relationships.



Learning Zoo games were designed for We Can and perfectly align with classroom instruction.



The chants, finger plays, and songs support vocabulary and concept development throughout the program.

# BUILDING A POSITIVE CLASSROOM COMMUNITY THROUGH A POWERFUL CLASSROOM MANAGEMENT COMPONENT

The *We Can* Classroom Management System is a research- and evidence-based classroom management system that allows teachers to manage the environment while children learn to manage themselves within the structure provided by routines. This management system incorporates small- and whole-group instruction and Learning Centers for positively and proactively creating order in the environment so teachers can focus on instruction.

Goals of the Classroom Management System:

- Children move through the daily schedule in a calm and orderly manner
- Children are actively involved and participate as helpers and leaders
- Children make choices, solve problems, and choose Learning Centers
- Children use their words to express ideas and to identify needs
- Teachers alternate small- and whole-group activities using a Daily Schedule and Rotation Chart to clarify expectations and promote successful learning experiences

## Classroom Management Resources

The Classroom Management Kit includes everything teachers need to organize classrooms and paper management. The Classroom Management System includes five modules, each with explicit, easy-to-follow directions and support. The modules of the Classroom Management System are:

- Module 1:** Organize the Classroom
- Module 2:** Develop Management Tools
- Module 3:** Create and Use Centers
- Module 4:** Group Children for Teaching and Practice
- Module 5:** Fine-Tuning and Reporting Progress



# KEY COMPONENTS OF WE CAN: RESEARCH-BASED, EVIDENCE-DRIVEN APPROACH

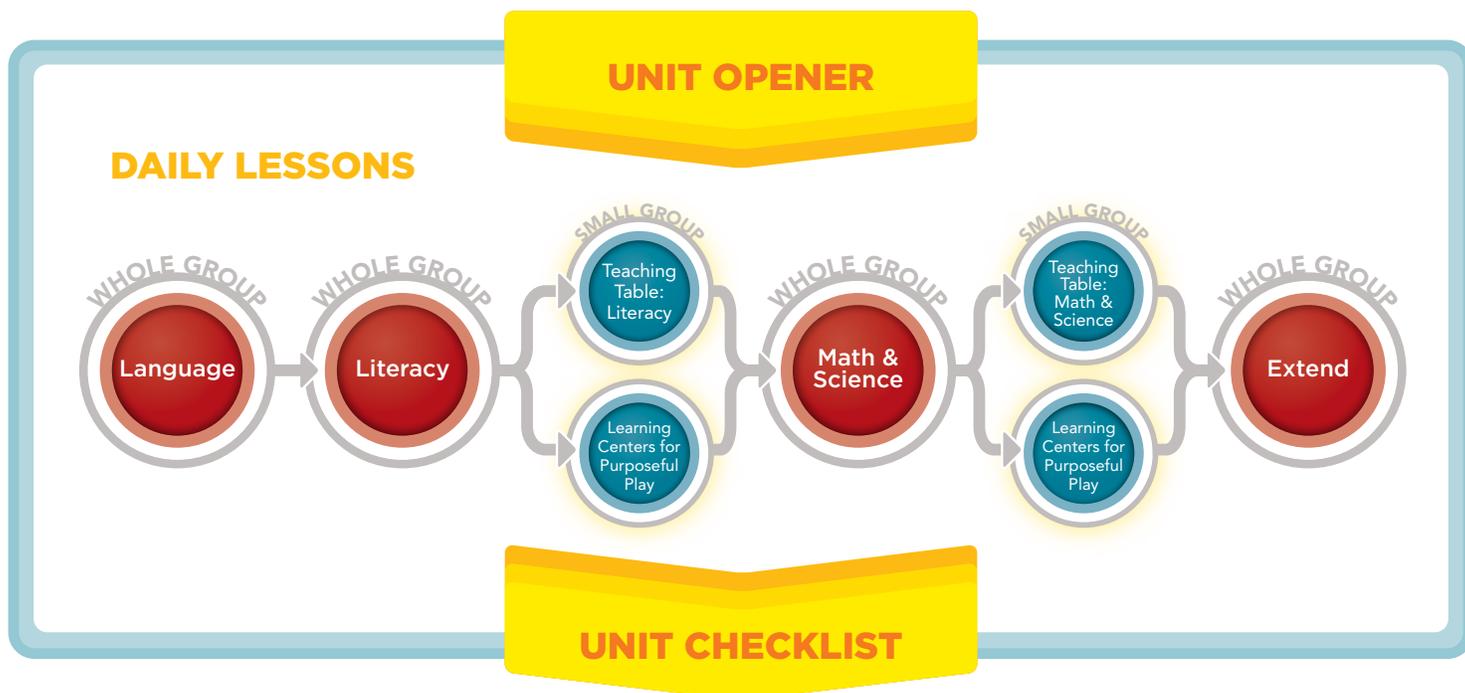
We Can is a comprehensive, full-year early learning curriculum that results in success for teachers and children. Key research-based and evidence-driven components include:



## CONSISTENT INSTRUCTIONAL DESIGN IN EVERY UNIT

We Can units are designed for consistency and to maximize learning. Every unit is interactive and follows a consistent routine that maintains student attention, supports classroom management, and ensures all domains are being addressed.

### INSTRUCTIONAL DESIGN OF A UNIT



# EASY-TO-IMPLEMENT INSTRUCTIONAL MODEL AND SUPPORTS

We Can was developed for and by teachers and was extensively field-tested to ensure that the materials were not only effective in terms of student learning, but also easy for teachers to implement. The following pages provide a glimpse of planning and instructional tools for the **unit**, **week**, and **daily lesson**.

## UNIT OPENER

The **Big Ideas** section gives an overview of the unit instruction and allows teachers to quickly understand the theme of the unit.

### Big Ideas

- Bears are large animals with strong, short legs and small ears.
- Bears are a special kind of animal called mammals.
- Bears eat plants and meat. They hunt for their food.
- Bears can walk, run fast, climb trees, fish, and swim.
- Bears are like people in some ways.
- There are many kinds of bears that live in different places.
- Bears have thick fur that keeps them warm.
- Most bears sleep during the cold winter.
- Bears have live babies called cubs.

The **Materials** section is a visual reference to the materials needed for the unit, which are provided with the program. Teachers can use this section to quickly gather the We Can materials needed for the unit.

### Focus Skills

#### Social and Emotional Learning

- Listen attentively and wait for a turn to speak.
- Share conversations with others.
- Listen and follow directions.
- Participate in cleanup and share with others.
- Regulate own behavior with less prompting.
- Identify feelings and needs of others.
- Take turns and ask partners for permission to play with their toy.
- Speak confidently and listen when others speak.

#### Literacy

- Look at illustrations and listen while a short story is read.
- Listen to a short story.
- Role-play characters and act out events.
- Engage in conversations about favorite characters.
- Name a favorite character in a familiar story.
- Retell a familiar story.
- Identify what happened first, next, and last.
- Make simple inferences about feelings.
- Identify real and make-believe stories.
- Retell the sequence of events in a story.

#### Math

- Use position words like *up* and *down*.
- Duplicate and draw.
- Count and compare.
- Use pre-writing skills to draw.
- Listen to and follow directions.
- Sort by color and shape.
- Recognize and name shapes.
- Compare and contrast.
- Sort objects by size.



212

The **Focus Skills** section lists the skills for social and emotional learning, literacy, and math that are the focus of the unit. The Focus Skills aid in lesson planning and clarify expectations.

### Materials

*Bear Says Thanks* by Karma Wilson

*Bear Snores On* by Karma Wilson

*Bears, Bears, Bears* Big Book

*I Can Draw Animals* Pre-Writing Book

*We Can Sing in English and Spanish*

*The Learning Zoo*

Blackline Masters 16–20

Linking Cubes

Counting Bugs

Attribute Blocks

Blackline Master Sound Sheet /d/

**Picture Cards:**  
apple, banana, bear, broccoli, carrot, cat, coat, cow, dog, dress, ear, eye, forest, gopher, grapes, green beans, hat, horse, leg, mittens, mouse, mouth, nose, nuts, orange, owl, pear, pig, potato, rabbit, shirt, shorts, strawberries, sweater, swimsuit, tomato, watermelon, wren, zoo

**ASL Cards:**  
bear, big, cat, climb, cold, cow, dog, eat, horse, pig, run, sleep, walk

**LSS Cards:**  
a, c, d, m, o, s, t

**Suggested Additional Materials:**  
See Blackline Master Unit 7 Suggested Additional Resources.

Bears • November

211

UNIT OPENER (continued)

Vocabulary

<b>Naming Words</b>	fish el pez	spring la primavera	sleep dormir
animal el animal	forest el bosque	summer el verano	sniff olfatear
baby el bebé	fur el pelaje/la piel	temperature la temperatura	stand pararse/estar parado
bear el oso	horse el caballo	thermometer el termómetro	swim nadar
berries las bayas	leg la pata	weather el tiempo	walk caminar
cat el gato	mammal el mamífero	winter el invierno	<b>Describing Words</b>
cave la cueva	meat la carne	zoo el zoológico	big grande
claws las garras	mouth la boca	<b>Action Words</b>	cold
cow la vaca	nose la nariz	climb trepar	
cub el cachorro	nut la nuez	crawl gatear/arrastrarse	
dog el perro	pet la mascota	dig cavar	
ear la oreja	pig el cerdo	hibernate hibernar	
eye el ojo	plant la planta	hide esconder	
danger el peligro	season la estación	hunt cazar	
environment		run correr	
		see ver	

The **Setting Up Learning Centers** section lists the thematic Learning Centers in the unit and gives specific setup instructions for each Learning Center.

The **Vocabulary** section lists the words in English and Spanish that are specific to the unit and are used in the daily lessons. Words are divided into the categories Naming Words, Action Words, and Describing Words.

The **Bulletin Board Ideas** section gives teachers ideas on how to incorporate the unit theme in the classroom, reinforce instruction, and display children's work.

Setting Up Learning Centers

- Bear Cave** Create a bear cave using an old appliance box or by draping a large dark cloth over a table or desks that are pushed together. Invite children to bring stuffed teddy bears from home. Add flashlights, an audio recorder, headphones, and books about bears and their environments. Add pictures or objects representing common features of forest environments such as twigs, bark, and different colored leaves. Include Color Cards, drawing materials, art paper, and a clipboard.
- Weigh and Measure** Add different kinds of nuts for children to count and compare by weight or use to fill different sizes of containers. Add balance scales, large spoons, or scoops. Note that beans or small rocks may be substituted for nuts.
- Zoo Gift Shop** Create a gift shop with stuffed teddy bears and zoo animals, animal toys, pretend money, and a cash register. Include a button-down shirt to slip on like a cashier's coat, a shopping cart, and a dry erase board to list special "deals of the week."
- Search for Food** Fill a large flat plastic container with about 2 inches of pinto or lima beans. (Torn pieces of brown paper bags or dirt can be used as a substitute.) Hide rubber insects in the dirt for children to pretend to dig and search for food. Include the Color Cards for *black, blue, brown, green, orange, red, and yellow*. Add rubber plants, a magnifying glass, books, and drawing materials.
- Draw a Bear** Display the Pre-Writing Book *I Can Draw Animals* on an easel in a center. Add drawing and writing materials, colored pencils and crayons, clipboards, and images of bears and other animals.
- Camping Center** Use a backdrop made from a piece of camouflage fabric over a table or help children color an old appliance box to look like the forest. Add nap mats or cots, old metal pots and pans, sleeping bags, flashlights, a toy doctor's kit, a map or compass, stuffed teddy bears and other forest animals, and sticks for a fire. Add books about camping and drawing materials.
- The Learning Zoo** Set up a center for children to access *The Learning Zoo* and *We Can Sing*. Include headphones, drawing materials, art paper, and a clipboard.

Bulletin Board Ideas

- Forest Mural** Help children paint a forest scene on butcher paper. Invite children to draw, color, or paint different animals that live in the forest. Add illustrations to the scene, and print the names of the animals and objects on the mural to illustrate vocabulary words.
- Sort the Picture** Use yarn to divide a bulletin board in half. Label one section *Big* and the other *Little*. Invite children to look at pictures from magazines and sort them into categories of big and little. Help children use pushpins to attach pictures to the bulletin board according to the category where they belong. Extend the activity by changing the sorting criteria. Children may sort pictures according to color, environments, or foods (for bears or people).
- Teddy Bears** Label a Bulletin Board *Class Bears*. Have each child draw a bear. Then invite them to color and name their bear. Print bears' names on index cards and post them on the bulletin board by each bear. List the child's name as the illustrator.



# WEEKLY PLANNER SHOWS CONTENT INTEGRATION

Weekly Planners provide teachers with a road map for the week—ensuring they can see the content integration, key points for differentiation, and key daily objectives.

## WEEKLY PLANNER

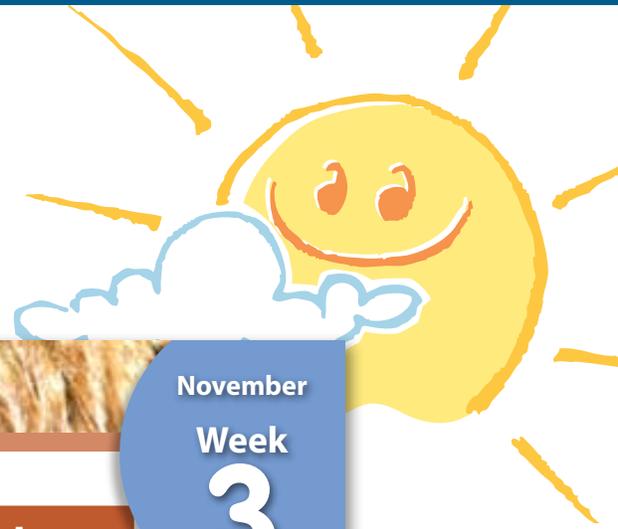
November Week <b>3</b>		Weekly Planner	
		Day 1	Day 2
<b>Daily Key Objective</b>		The child will begin to identify bears as wild animals, not pets.	The child will identify that bears have two eyes, one nose, and two ears.
<b>Social-Emotional Learning and Progress Monitoring</b>		Listen attentively and wait for turn to speak.	Share conversations with others.
<b>LANGUAGE</b>	<b>Social Studies</b>	Learn how bears are the same and different from one another and other animals.	<i>Bears, Bears, Bears</i> Big Book Learn facts about bears and other mammals.
	<b>Language and Vocabulary</b>	Big, pet, bear, cave, large, small, wild, zoo, animal, danger, dangerous, forest	Leg, see, smell, ears, eyes, nose, mouth, sight
<b>LITERACY</b>	<b>Author Study and Read Aloud</b>	<i>Bear Says Thanks</i> by Karma Wilson Listen while the story is read aloud and discuss characters and setting. Differentiation ► ELL and Extend	<i>Bear Says Thanks</i> by Karma Wilson Discuss feelings and learn how print size can represent feelings. Differentiation ► ELL and Extend
	<b>Phonological Awareness</b>	Identify rhyming words.	Review sounds for letters <i>s</i> and <i>m</i> Differentiation ► Support and Extend
	<b>Pre-Writing</b>	Combine pre-writing strokes to complete Directed Drawing of a bear. Differentiation ► Support and Extend	
<b>MATH AND SCIENCE</b>	<b>Math</b>	Learn location words. Differentiation ► ELL and Extend	Recognize and create patterns. Differentiation ► Support and Extend
	<b>Science Health and Safety</b>	Review body parts and how they move. Differentiation ► Support	Review and name the five senses. Differentiation ► ELL
<b>EXTEND</b>	<b>Physical Development</b>	Creative Movement: Bear Walk	Creative Movement: Bear Walk
	<b>Fine Arts</b>	Fingerplay: The Bear Art: Dot-to-Dot Bear	Music: "I Like Bears" Fingerplay: The Bear Art: Bear Cave
<b>TECHNOLOGY</b>		<i>The Learning Zoo</i>	<i>The Learning Zoo</i>

Teachers can see at a glance the **Daily Key Objective**.

The **Weekly Planner** presents an overview of instruction for the week.

Teachers can easily view the focus of instruction for each of the program domains.

WEEKLY PLANNER (continued)



November  
Week  
3

Day 3	Day 4	Day 5
The child will name two foods that bears eat, plants and fish.	The child will name two ways bears move. Bears walk, run, swim, and climb.	The child will tell one way that bears are like people.
Listen and follow directions.	Participate in cleanup and share with others.	Identify pictures of bears, body parts of bears, food bears eat, ways bears move, and how bears and people are the same.
Discuss what bears eat, how they hunt, and how food is grouped.	<i>Bears, Bears, Bears</i> Big Book Discuss ways bears move and compare how people and bears move in different ways.	<i>Bears, Bears, Bears</i> Big Book Review all the things learned about bears and discuss how bears and people are the same.
Dig, hunt, nuts, fish, meat, sniff, berries, claws, ears, plants	Run, swim, sleep, stand, walk, climb, crawl	Big, bear, large, wild, animal, danger, dangerous
<i>Bear Says Thanks</i> by Karma Wilson Listen to story and make connections to setting, sequence of events, and characters' feelings. Differentiation ► ELL	<i>Bear Says Thanks</i> by Karma Wilson Conduct a Picture Walk and recall story sequence and details. Differentiation ► Support and Extend	<i>Bear Says Thanks</i> by Karma Wilson Reread story and discuss setting, and emotions. Differentiation ► ELL, Support, and Extend
Listen for beginning /m/ sound. Differentiation ► Support and Extend	Introduce sound for letter <i>d</i> .	
		Introduces print awareness of font sizes to convey emotion.
Count one to four objects in a row. Differentiation ► ELL, Support, and Extend	Complete a Directed Drawing. Differentiation ► Support and Extend	Complete a Directed Drawing. Differentiation ► Support and Extend
Identify plants as fruits or vegetables.	Discuss the importance of exercise and name movements. Differentiation ► ELL	Reviews colors and color words: red, yellow, blue, green, orange, black, purple, and brown. Mix primary colors to make secondary colors.
Creative Movement: Beary Careful	Creative Movement: Beary Careful	Creative Movement: Bear Walk
Music: "Bears Are Sleeping" Music: "I Like Bears" Art: Rubber Stamp Art	Music: "Bears Are Sleeping" Music: "Teddy Bear, Teddy Bear" Art: Brush Paint	Music: "Teddy Bear, Teddy Bear" Fingerplay: The Bear Art: Paper Plate Torn Paper Bear
<i>The Learning Zoo</i>	<i>The Learning Zoo</i>	<i>The Learning Zoo</i>

LANGUAGE

LITERACY

MATH AND SCIENCE

EXTEND

Differentiation options are identified for each domain in the program.

# DAILY LESSON PLANS PROVIDE DETAILED TEACHER GUIDANCE

Daily lessons provide a consistent instructional routine, learning center choices, progress monitoring, and clear differentiation support. The routines are a critical feature of *We Can*, as they help children know the processes so they can focus attention on the content they are learning.

## LESSON OPENER

**Day 1**  
**Week 3**  
**Bears**  
November

**Theme**  
The theme is identified on the first page of each lesson.

**Big Idea**  
The big idea states the overarching concept of the day.

**Learning Center Choices**  
Ideas for setting a purpose for using Learning Centers are provided each day.

**Big Idea**  
Bears are large animals with strong, short legs and small ears.

**Daily Key Objective**  
The child will begin to identify bears as wild animals, not pets.

**Daily Key Objective**  
The Daily Key Objective focuses instruction.

**Vocabulary**  
Vocabulary words used in the lesson are scaffolded from easy to more challenging.

**Materials**  
Language  

- Picture Cards: bear, cat, dog, forest, gopher, horse, mouse, owl, rabbit, wren, zoo
- ASL Cards: bear, big, cold

 Literacy  

- Picture Cards: bear, gopher, mouse, owl, rabbit, wren
- Author Study Book: *Bear Says Thanks* by Karma Wilson
- I Can Draw Animals* Pre-Writing Book

 Math and Science  

- Bear Says Thanks* by Karma Wilson
- Shoeboxes and small counting objects
- Beanbags

 Extend  

- Blackline Master 16*

**Focus Skills**  
**Social and Emotional Learning** Listen and wait for a turn to speak.  
**Literacy** Look at illustrations and listen to the story as it is read.  
**Math** Use position words, including *near*, and *far*.

**Learning Center Choices**  

- Bear Cave**  
**Dramatic Play:** Encourage children to pretend to be bears preparing for winter.
- Weigh and Measure**  
**Math:** Invite children to fill containers and then pick up the containers to compare and determine which containers are *heavy* or *light*.
- Search for Food**  
**Science:** Encourage children to close their eyes and use their sense of touch to dig for objects that are not smooth.
- Draw a Bear**  
**Pre-Writing:** Invite children to use drawing and writing materials to complete Directed Drawings.
- The Learning Zoo**  
**Technology:** Use *The Learning Zoo* to practice and extend pre-writing activities.

**Vocabulary**  
big, pet, bear, cave, large, small, wild, zoo, animal, danger, dangerous, forest

**Focus Skills**  
Key social and emotional learning, literacy, and math skills for the day are listed.

**Materials**  
The materials are listed and visually represented. They are grouped by section.

**Social and Emotional Learning**  
Ideas for incorporating social and emotional learning throughout the day are provided Monday through Thursday.

**Incorporating Social and Emotional Learning Throughout the Day**  
Encourage children to listen attentively and think about what they hear. Help children identify specific times they should listen attentively.

**Progress Monitoring**  
Observe children's performance in small and whole group settings. Record observations on mailing labels to add to children's portfolios. Look for these skills:  

- Identifies that oceans contain salt water
- Identifies that polar bears live near a very cold ocean
- Identifies that some oceans can be shallow and warm
- Identifies that penguins live where the ocean water is cold
- Identifies that people travel across oceans on large ships

**Progress Monitoring**  
On Friday, ideas for monitoring progress are provided.

LESSON PLAN

Day 1  
Week 3  
**3**  
**Math and Science**  
November • Bears

**Math**  
**Where Is the Bear?** Reread *Bear Says Thanks* the book and ask, *Is the bear inside this cave?* that are located *inside, outside, near, and far* these positions.

**Science**  
**Body Parts** Review the names of body parts.

**Small Group — Work Table**

**Math**  
Give each child a shoebox or container and to demonstrate how to place an object *inside* guidance and support, help children place object in box.  
Next, demonstrate how to place an object *near* object. Place one beanbag next to the box on Work Table. Point out that the beanbag next to and that the other beanbag is *far away* from support, help children place objects *near or far* from support.

**Science**  
**Body Parts** Invite children to demonstrate together for movement. (For example: Arms people grasp using their hands.)

Children choose Learning Centers and productive practice if not part of group activities.

**Whole Group**  
**Literacy**  
November • Bears  
**3**

**Whole Group**

**Read Aloud**  
Select the book *Bear Says Thanks*. Help children point to the top, bottom, front, and back of the book. Read the title and point out the names of the author and illustrator. Engage children in a collaborative conversation about the cover and help them describe the cover and what the animals are doing. Read the story, stopping to discuss the setting and characters.

**Phonological Awareness**  
Identify words in the story that rhyme and encourage children to repeat the words to a partner.

**Vocabulary**  
Use Picture Cards to name the following pictures on the cards with the illustrations. Encourage children to share personal stories in their own words.

**Whole Group**  
The whole group activity centers around the day's Big Idea. Picture Cards and ASL signs are used to reinforce new vocabulary and concepts.

Day 1  
Week 3  
**3**  
**Language**  
November • Bears

**Small Group — Work Table**

**Oral Language**  
Identify, discuss, and name animals in conversation about the real-life pictures. Respond to simple questions, such as:  
• *Is this a real-life story or a pretend story?*  
• *Are the animals wild or pets? How do you know?*  
• *How do you know more about the character?*  
Discuss the difference between real and pretend. Encourage children to share their thoughts with others to speak. Explain that the author of the book painted the pictures, and the book for other people to read and enjoy.

**Pre-Writing**  
Fold a sheet of paper to form four squares. Draw a bear in each square. Label each square with a word from the book *Can Draw Animals*. Combine the pictures to create a Directed Drawing of a bear.

Children choose Learning Centers and productive practice if not part of group activities.

**Whole Group**

**Social Studies**  
**What Is a Bear?** Explain information about bears to children. Say:  
• *Bears are large animals with strong, short legs and small tails. Bears are wild animals living in forests and caves. Some bears live in a zoo. Bears can be dangerous. They are not pets.*  
Display pictures of a brown bear, a black bear, and a polar bear. Discuss how the bears are the same and different. Teach vocabulary words using Picture Cards for *bear, forest, and zoo*.

•  Use American Sign Language to support language development. Use ASL Cards to introduce signs for *big, bear, and cold*. Provide repeated practice using vocabulary words to build deep word meanings.

Choose one or more transition activities, such as Bear Walk on page 223, to get children up and moving.



**Collaborative Practice**

**Animals, Animals, Animals**  
**Is It a Pet, or Is It a Wild Animal?** Remind children that unlike pets, wild animals can be dangerous. Describe characteristics of a pet versus a wild animal. Then, using Picture Cards of animals, help children ask questions to prompt discussion about the differences between pets and wild animals and bears and other animals.

- What animal is this?
- Is this a pet or a wild animal?
- How do you know?
- Is this animal big or small?
- Are the animal's legs short or long?

Give a Picture Card of an animal to each child. Ask volunteers to point to body parts or name a color or describe something special about the animal on their Picture Card. Then lead all children in a role-play demonstrating how the animal moves or sounds. Help children sort all animal pictures into two groups, either wild animals or pets. Encourage children to explain their rationale for sorting pictures.

**Extend**  
At the end of the whole group activity, teachers are encouraged to get children up and moving with a creative movement activity that relates to the theme.

**Collaborative Practice**  
There are ample opportunities for children to collaborate with partners and in small groups using activities that reinforce concepts and skills.

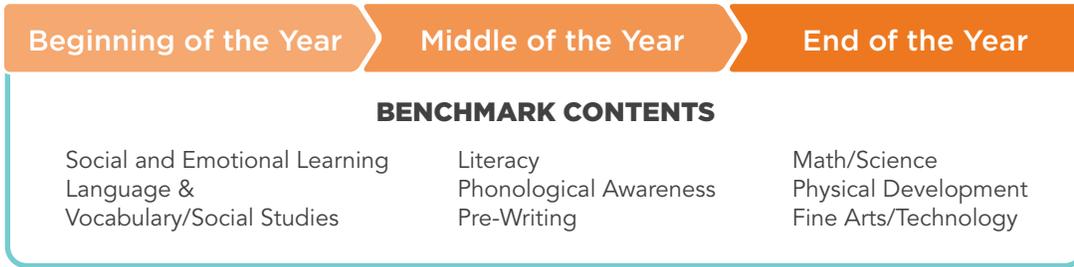
To view a sample of an entire lesson and potential daily schedules, visit [www.voyagerlearning.com/wecan](http://www.voyagerlearning.com/wecan)

# EMBEDDED ASSESSMENT ENSURES ACCURATE PROGRESS MONITORING

## BENCHMARK ASSESSMENT—THREE TIMES PER YEAR

This comprehensive evaluation provides a window into children’s overall skill levels three times per year.

### BENCHMARK ADMINISTRATION



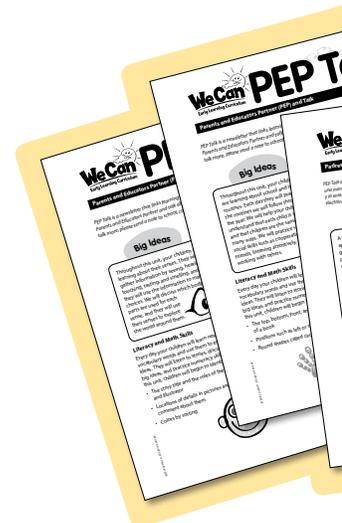
## ONGOING ASSESSMENT—FREQUENT PROGRESS MONITORING

Ongoing assessment measures students’ growth and mastery of content—providing teachers the information needed to make immediate instructional adjustments to meet individual student needs.

- Observational Data**
  - Recorded while children are playing or participating in activities
  - Teachers systematically record observations to inform instruction
- Unit Checklists**
  - Include the five key objectives for each unit and assess content knowledge
  - Monitor response to instruction
  - Sent home each month
- Work Samples**
  - Demonstrate progress over time
  - Samples may be attached to assessments and reports
  - May be included in portfolio
- Mailboxes or Portfolios**
  - Work samples kept throughout the year serve as a record of change over time
  - May include assessments, teacher observations, newsletters, parent notes, or other items that represent learning

# DATA MANAGEMENT PROVIDES TIME-SAVING REPORTS AND INFORMATION

Voyager Learning’s unique online data-management system provides teachers with access to materials needed for conducting assessments and report data from the Unit Checklists and Benchmark Assessments.



# DIFFERENTIATION IN EVERY LESSON ENSURES INDIVIDUAL STUDENT NEEDS ARE MET

We Can provides lesson-specific differentiation strategies and modifications for English language learners, younger or older preschoolers who need more instruction appropriate to age, and children with special needs. This flexible curriculum helps teachers meet the needs of all children in their classrooms.

Lesson modifications are indicated at point of use within the lesson for both the Literacy and Math/Science parts of the lesson with an arrow and the labels "ELL," "Extend," or "Support." The "Support" and "Extend" options are specific to younger or older preschoolers.

**Small Group — Work Table**

**Math**  
Give each child a shoebox or container and some small counting objects to demonstrate how to place an object *inside* or *outside* of a box. With guidance and support, help children place objects *inside* or *outside* of a box.  
Next, demonstrate how to place an object *near* or *far* away from another object. Place one beanbag next to the box and one beanbag across the box. Point out that the beanbag next to the box is *near* the box and that the other beanbag is *far* away from the box. With guidance and support, help children place objects *near* or *far* away from another object.

**Science**  
**Body Parts** Invite children to demonstrate how their body parts work together for movement. (For example: Arms help reach objects that

**ELL**  
Say the position word and encourage children to repeat the word and copy your model as you place an object *inside*, *outside*, *near*, and *far*.

**Extend**  
Invite children to listen and follow instructions, placing beanbags in positions. (For example: *Place your beanbag INSIDE of something*.) Allow children to give instructions.

**Support**  
Say the name of a body part and invite children to point to or move that body part.

Children choose Learning Centers for purposeful play and productive practice if not participating in small group activities.



To support students whose first language is Spanish, several We Can components include both Spanish and English instruction.

As an option for multilingual instruction, American Sign Language is integrated throughout the We Can lessons.



## CONNECTING LEARNING TO THE HOME

We Can provides many opportunities for teachers to connect school activities with home activities. Teachers can communicate with parents in many ways:

- **Communication Board**—This is a bulletin board that displays the calendar and announcements
- **Unit Checklists**—Reports sent home every two weeks that indicate children’s progress
- **We Can Benchmark Report**—This report is sent home at the beginning, middle, and end of the year
- **Newsletters**—The newsletter PEP Talk (Parents and Educators Partner and Talk) is a school-to-home personal communication that is sent home at the beginning of each thematic unit

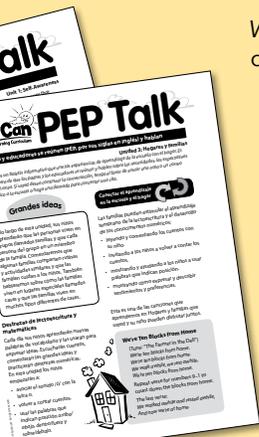
### PARENT WORKSHOPS

Teachers can use materials included in the *We Can Early Learning Curriculum* to conduct parent workshops to extend learning from school to home. The workshops can include discussions and demonstrations of practice activities used at school. The workshops can be interactive and fun and can include topics such as:

**Learning to Listen and Speak**—Workshop with activities that develop speaking and listening skills

**Learning to Read and Write**—Workshop with activities that help children develop emergent reading and writing skills

**Learning About Math and Science**—Workshop that demonstrates activities that parents may do at home to support learning early numeracy and science concepts



## ALL-INCLUSIVE MATERIALS READY FOR IMMEDIATE IMPLEMENTATION

### EASY-TO-IMPLEMENT FOR TEACHERS AND ENGAGING FOR KIDS

We Can materials include:

#### TEACHER

- Teacher's Edition in six volumes
- Teacher's Edition Digital Edition
- Teacher's Resource Guide and Blackline Masters
- PEP Talk biweekly newsletter in English and Spanish
- Assessment Guide
- We Can Benchmark available for desktop or tablet
- *The Learning Zoo* online technology program in English and Spanish
- *We Can Sing in English and Spanish* CD
- ASL Cards
- Letter Sounds & Strokes Cards in English and Spanish
- Letter Cards in English and Spanish
- Word Cards in English and Spanish
- Pocket chart
- Attribute blocks
- Counting bugs
- Tongs
- Linking cubes
- Magnets
- Magnifying sheets
- Plastic letters and numbers

#### PRE-WRITING

- *I Can Draw* Pre-Writing Teacher's Guide
- 10 *I Can Draw* Pre-Writing Books in English and Spanish

#### CLASSROOM MANAGEMENT

- Module 1: Organize the Classroom
- Module 2: Develop Management Tools
- Module 3: Create and Use Centers
- Module 4: Group Children for Teaching and Practice
- Module 5: Fine-Tuning and Reporting Progress
- Rotation Chart poster
- Our Daily Schedule poster
- Choice Board poster
- Pocket chart
- Traffic cones
- Timer

#### LITERATURE

- 12 Informational Text Big Books in English and Spanish
- 34 Read Aloud Books



The We Can Classroom Package

# COMPREHENSIVE SUITE OF TEACHER MATERIALS

The comprehensive Classroom Package includes all the instructional components needed to teach the We Can curriculum. Teacher materials include:



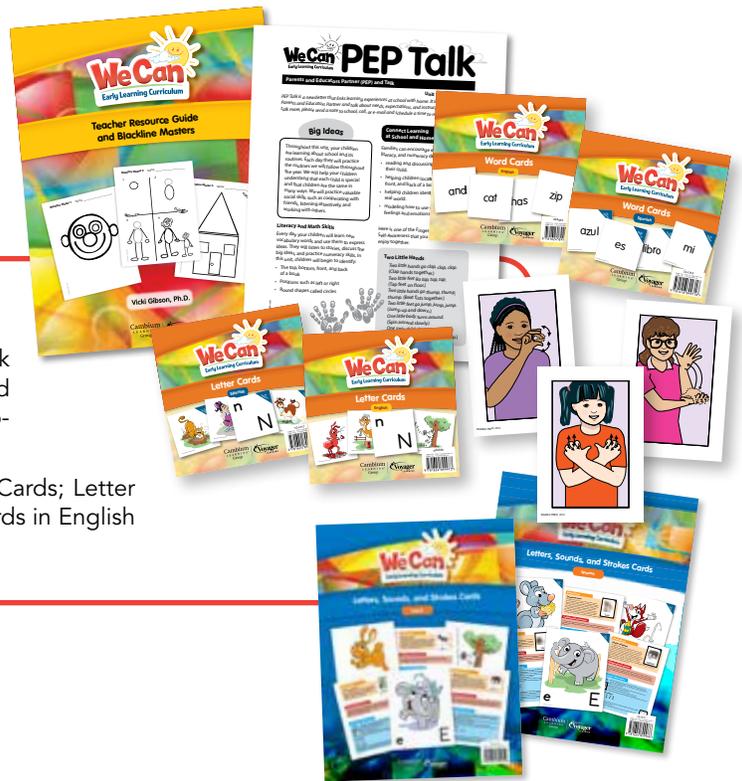
## Teacher's Editions

The Teacher's Editions are available in six volumes of print and also in digital editions.

## Instructional Support

The Teacher Resource Guide and Blackline Masters book provides reproducible Blackline Masters used in lessons and PEP Talk (Parents and Educators Partner and Talk), a school-to-home newsletter for every unit of instruction.

Additional materials referenced at point of use include ASL Cards; Letter Sounds & Strokes Cards in English and Spanish; Alphabet Cards in English and Spanish; and Word Cards in English and Spanish.



## Assessment Guide

The Assessment Guide explains how to collect and report data and use the data to inform instruction.

**For more on assessment, please see page 22.**

## TEACHER MATERIALS (continued)



### Manipulatives Bring Learning to Life

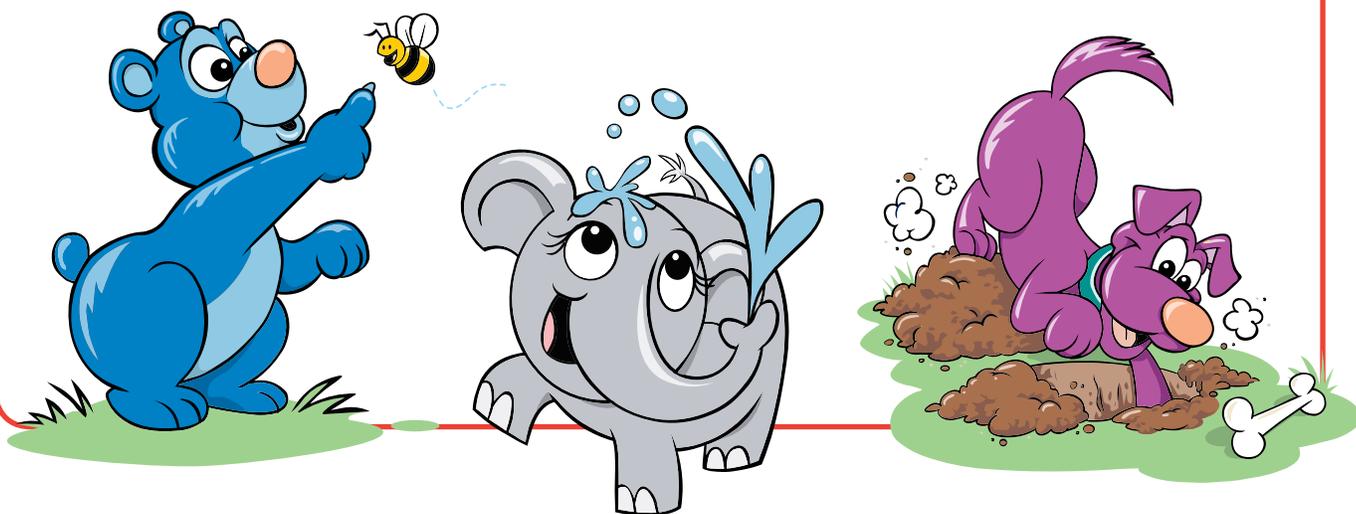
Materials used in math and science lessons are provided, such as attribute blocks, counting bugs, tongs, linking cubes, plastic numbers, magnets, and magnifying sheets. Plastic letters, as well as a pocket chart, are also included in the Classroom Package.

### Technology

The Learning Zoo web-based student app is available in English and Spanish and includes games for recognizing colors, recognizing shapes, applying skills for sorting, comparing and counting, and learning letter sounds and names. It also includes guided practice using Directed Drawings from the *I Can Draw* Pre-Writing Program.

Finger plays, poems, and songs from the lesson plans are included on the *We Can Sing in English and Spanish* CD.

**For more on technology, please see page 12.**



## SUPPORTING SUCCESSFUL IMPLEMENTATION WITH HIGH-QUALITY PROFESSIONAL DEVELOPMENT

Voyager Learning believes in partnering with educators to ensure successful implementations. To support *We Can*, Voyager Learning offers onsite training and support that can be customized to meet the needs of the participating district. Our goal is to provide excellent service throughout implementation.

### INITIAL TRAINING

For initial training, one-day or two-day training options are available. The two-day training schedule includes:

- Curriculum overview and research
- Classroom organization and management
- Developing classroom tools and routines
- Creating and using centers
- Domains of early childhood
- Focusing on Language and Literacy
- Focusing on Math and Science
- Using the Unit Overview, Weekly Planner, and Daily Lesson Planner
- Extending and differentiating lessons
- Assessment
- Using data to provide targeted support
- *The Learning Zoo* student technology application

### ONGOING SUPPORT

Voyager Learning offers unparalleled support that includes a range of services, such as:

- Webinars that focus on how to strengthen classroom management and instructional effectiveness
- Customized face-to-face trainings for specific needs identified by the school district or agency
- Access to video segments that demonstrate effective teaching and classroom management routines as well as how to utilize the *We Can* data-management system and *The Learning Zoo* technology application
- Online Product Training (OPT) to enhance the implementation
- Training of Trainers (TOT) to develop training capacity within the district or agency



## EXEMPLARY DEVELOPMENT TEAM



Vicki Gibson, Ph.D.

### ABOUT THE AUTHOR

Dr. Vicki Gibson began teaching in 1975 with a desire to make a difference in the lives of children and their families. Dr. Gibson worked as a kindergarten teacher and learning disability specialist for 10 years in public schools before opening her own schools, The Education Station; Collier Campus, Inc.; and Longmire Learning Center, Inc. The Classroom Management System and core instructional concepts included in the *We Can Early Learning Curriculum* have evolved from a lifetime of teaching experiences and opportunities to work with many other expert educators. Currently, Dr. Gibson is a national educational consultant, speaker, and trainer.

Dr. Gibson served as a preschool director for more than 25 years and taught as an adjunct professor in the College of Education, Department of Educational Psychology, at Texas A&M University. Currently, Dr. Gibson is a national educational consultant, speaker, and trainer. She has authored numerous instructional materials and curricula. Dr. Gibson is the chairman/CEO for Gibson Hasbrouck & Associates, an educational consulting group that provides professional development and develops resources to enhance instructional effectiveness and student achievement.



Joel Hickerson

### ABOUT THE ILLUSTRATOR

Artist Joel Hickerson has made his living with art and cartooning since 1985. An award-winning designer and illustrator, Joel is the owner/operator of Grin Dog™ Illustration & Design. He has illustrated more than 40 children's books, including Jack Houston's *ImagineLand*, which became an award-winning children's television show aired by PBS. Hickerson played the part of "Frenchy," the how-to-draw artist on the show.

Joel teaches numerous how-to-draw courses and workshops at a variety of venues, from elementary school classrooms to city and university continuing education programs and conferences. Joel adapts a great many of the drawing skills he teaches from the pre-writing strokes taught to emergent readers. Joel has remarkable success using these techniques with all age groups.



## CONSULTANTS, CONTRIBUTORS, AND REVIEWERS

### Consultants



**Brenda Van Gorder**  
Director—Preschool Services  
Granite School District  
Granite City, Utah



**Shea Stanfield-McGarrah**  
CK/PK Coordinator  
Hurst-Euless-Bedford ISD  
Dallas, Texas



**Marla Rea, Ph.D.**  
Former Bilingual Director  
Bryan ISD  
College Station, TX

### Contributors



**Marsha Benson**  
PreK Teacher  
West Valley Elementary  
Granite School District  
Granite City, Utah



**Linda Mangum**  
PreK Teacher  
West Valley Elementary  
Granite School District  
Granite City, Utah



**Connie Monroe**  
4/5-year-old Teacher and  
Research Assistant  
University of Texas  
Health-Sciences Center  
Houston, Texas



**Avian Mosley**  
3/4-year-old Teacher  
Longmire Learning Center  
College Station, Texas

### Reviewers

**Claudine Dumais, Ed.D.**, Coordinator, Categorical Programs  
Ocean View School District, Huntington Beach, CA

**Carol Idol**, PreK Specialist  
Knox County Schools, Knoxville, TN

**Laura Keal**, PreK Teacher  
Hurst-Euless-Bedford ISD, Dallas-Fort Worth, TX

**Sarah Lee**, PreK Teacher  
Waunakee School District, Waunakee, WI

**Beverly Mathis**, Public Ed Community Senior  
Engagement Fellow Principal (ret.)  
Clark County School District, Las Vegas, NV

**Teri Pate**, PreK Teacher  
Hurst-Euless-Bedford ISD, Dallas-Fort Worth, TX

**Lori Smith**, PreK Director  
Bibb County Schools, Macon, GA

**Kendra Yamamoto**, PreK Teacher  
Vancouver School District, Vancouver, WA



## **BUILDING THE FOUNDATION FOR KINDERGARTEN SUCCESS**

We Can is a proven preK and early learning solution that prepares all children, ages 3–5, for academic success in kindergarten and beyond. We Can cultivates young learners with a robust, multidisciplinary curriculum and a clear road map for early learning success. We Can integrates assessment, progress monitoring, and technology into everyday instruction.

VISIT [WWW.VOYAGERLEARNING.COM/WECAN](http://WWW.VOYAGERLEARNING.COM/WECAN) FOR MORE INFORMATION, INCLUDING:

- Videos from We Can field-test sites
- Complimentary samples of the Teacher Edition
- Complimentary sample of *The Learning Zoo* online student component
- Webinars from the author, Vicki Gibson, Ph.D.
- General curriculum overview and evidence of effectiveness
- Sample full- and half-day schedules
- Complete curriculum Scope and Sequence
- Program alignments and correlations

**LEARN MORE ABOUT VOYAGER LEARNING'S  
WE CAN EARLY LEARNING CURRICULUM AT:  
[www.voyagerlearning.com/wecan](http://www.voyagerlearning.com/wecan)**



[www.voyagersopris.com](http://www.voyagersopris.com) / 800.547.6747

