We Can Overview

For PreK and Early Learning Classrooms

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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

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.**

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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.

ADDRESSES KEY EARLY LEARNING DOMAINS

- SOCIAL STUDIES
- SCIENCE
- MATHEMATICS
- PHYSICAL DEVELOPMENT, HEALTH, & SAFETY
- SOCIAL & EMOTIONAL LEARNING
- LANGUAGE & LITERACY
- TECHNOLOGY
- CREATIVE ARTS
- ORAL LANGUAGE & VOCABULARY

TAKE A CLOSER LOOK AT THE CONTENT

ALIGNS TO:

✓ Head Start Child Development and Early Learning Framework
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✓ National Association for the Education of Young Children (NAEYC) Standards
## 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.

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<td>Bugs, Bugs, Bugs</td>
<td>I Can Draw Things That Grow</td>
<td>Mousterpiece</td>
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<td>I Can Draw Things That Creep, Crawl, and Crunch</td>
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<td><strong>June/July</strong></td>
<td>In the Water</td>
<td>I Can Draw Things That Float and Swim</td>
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<td>Hello Ocean / Hola Mar</td>
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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
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

LIBROS GRANDES DE TEXTO INFORMATIVO

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

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

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.
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
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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.

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:

- Integrated Content Across All Domains
- Classroom Management
- Small & Whole Group Instruction
- Technology
- Progress Monitoring
- Literacy & Informational Text
- Differentiation
- Music, Creative, Drama, & Poetry

We Can Early Learning Curriculum
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

UNIT OPENER

DAILY LESSONS

UNIT CHECKLIST
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.

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.

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

- Attribute Blocks
- Blackline Master Sound Sheet /d/
- Picture Cards: apple, banana, bear, broccoli, carrot, cat, coat, cow, dog, dress, ear, eye, forest, gorilla, grapes, green beans, hat, horse, leg, mittens, mouse, mouth, nose, nuts, orange, owl, pea, pig, potato, rabbit, shirt, shorts, strawberries, sweater, swimsuit, tomato, watermelon, worm, zoo
- ASL Cards: bear, big, cat, climb, cold, cow, dog, eat, horse, pig, run, sleep, walk
- LSS Cards: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t
- Suggested Additional Materials: See Blackline Master Unit / Suggested Additional Resources

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 happens 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 positions and be.
- Duplicate.
- Count and recognize.
- Use pre- writing strokes to complete directed drawings.
- Listen to and follow a sequence of events.
- Use pre-writing strokes to complete Directed Writing.
- Sort by color and shape.
- Count and compare one to four objects.
- Duplicate simple patterns.
- Compare and rank objects according to size.
- Listen to and follow directions.
- Listen attentively and wait for a turn to speak.

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.

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UNIT OPENER (continued)

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.

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

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<td>The child will begin to identify bears as wild animals, not pets.</td>
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<td><strong>Social-Emotional Learning and Progress Monitoring</strong></td>
<td>Listen attentively and wait for turn to speak.</td>
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<tr>
<td><strong>Social Studies</strong></td>
<td>Learn how bears are the same and different from one another and other animals.</td>
</tr>
<tr>
<td><strong>Language and Vocabulary</strong></td>
<td>Big, pet, bear, cave, large, small, wild, zoo, animal, danger, dangerous, forest</td>
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<tr>
<td><strong>Author Study and Read Aloud</strong></td>
<td>Bear Says Thanks by Karma Wilson Listen while the story is read aloud and discuss characters and setting. Differentiation</td>
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<tr>
<td><strong>Phonological Awareness</strong></td>
<td>Identify rhyming words.</td>
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<tr>
<td><strong>Pre-Writing</strong></td>
<td>Combine pre-writing strokes to complete Directed Drawing of a bear. Differentiation</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Learn location words. Differentiation</td>
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<tr>
<td><strong>Science Health and Safety</strong></td>
<td>Review body parts and how they move. Differentiation</td>
</tr>
<tr>
<td><strong>Physical Development</strong></td>
<td>Creative Movement: Bear Walk</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>Fingerprint: The Bear Art: Dot-to-Dot Bear</td>
</tr>
<tr>
<td><strong>TECHNOLOGY</strong></td>
<td>The Learning Zoo</td>
</tr>
</tbody>
</table>

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)**

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

**Differentiation options are identified for each domain in the program.**
We Can Overview

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

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.

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

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

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

Focus Skills
Social and Emotional Learning
- Listen attentively and wait for a turn to speak.

Focus Skills
Literacy
- Look at illustrations and listen while a short story is read.

Focus Skills
Math and Science
- Use position words, including inside and outside.

Focus Skills
Extend
- Blackline Master 16

Week 3: Day 1

Theme: Bears

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

Materials
- Language: Picture Cards: bear, cut, log, forest, goather, house, mouse, owl, rabbit, sun, zoo
- ASL Cards: bear, dig, cold
- Literacy: Picture Cards: bear, goather, mouse, owl, rabbit, sun
- Author Study Book: Bear Says Thanks by Karma Wilson
- I Can Draw Animals
- Pre-Writing Book: Pre-Writing Program
- Math and Science:
  - Bear Says Thanks by Karma Wilson
  - Shoeboxes and small counting objects
  - Bearcaves

Extend
- Blackline Master 16

Focus Skills
Social and Emotional Learning
- Listen attentively and wait for a turn to speak.

Focus Skills
Literacy
- Look at illustrations and listen while a short story is read.

Focus Skills
Math and Science
- Use position words, including inside and outside.

Focus Skills
Extend
- Blackline Master 16

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.

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

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

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**Math and Science**

**November • Bears**

**Whole Group**

**Literacy**

**November • Bears**

**Write Down What You Think**

**Social Studies**

**November • Bears**

**Whole Group**

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**Collaborative Practice**

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

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**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.

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To view a sample of an entire lesson and potential daily schedules, visit www.voyagersopris.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

Beginning of the Year  Middle of the Year  End of the Year

BENCHMARK CONTENTS
Social and Emotional Learning  Literacy  Math/Science
Language &  Phonological Awareness  Physical Development
Vocabulary/Social Studies  Pre-Writing  Fine Arts/Technology

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.

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.*
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

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.

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.
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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 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

BUILDING THE FOUNDATION FOR KINDERGARTEN SUCCESS

LEARN MORE ABOUT VOYAGER LEARNING’S WE CAN EARLY LEARNING CURRICULUM AT:
www.voyagerlearning.com/wecan