

CURRICULUM OVERVIEW

LifeSmart™

Tutor Time's Pre-Kindergarten Curriculum

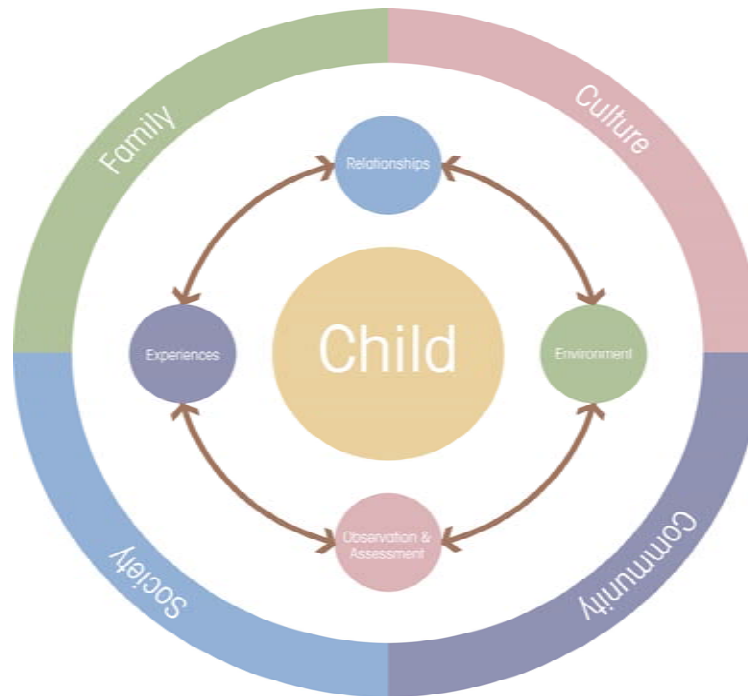


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LIFESMART™

The view we have of the world influences our life in it. Likewise, the view we have of young children and their development affects everything that we do as early childhood educators. This view can be seen in the way we arrange the environment, the educational materials we choose, the experiences and activities we plan, and—most importantly—the positive relationships and communications we build with children and their families. These strong connections between families, teachers, classrooms, and communities are paramount to children's life successes.

At Tutor Time, children are valued as unique individuals who come from diverse backgrounds, cultures, and experiences. Our teachers understand that children have distinct interests, varying abilities and skills, and different learning styles. *LifeSmart Curriculum™* guides teachers in designing pre-kindergarten programs and environments that promote learning through plenty of opportunities for choice, experimentation, creativity, and problem solving.

Tutor Time recognizes that families and parents are children's first teachers. Much emphasis and attention, therefore, is placed on the important interrelationships between child, families, peers, teachers, center, community, culture, and classroom environments and materials. This approach recognizes that children learn within a broad social and cultural context. *LifeSmart™* curriculum reflects this philosophy through developmentally appropriate learning objectives as well as activities and program components that were specifically designed to prepare children for future academic success.

The principles of Tutor Time® *LifeSmart™* pre-kindergarten curriculum is based on extensive research and inspired by the work of respected early education such as Piaget, Erikson, Vygotsky, Brofenbrenner, and Vygotsky. The greatest inspiration, however, came from Howard Gardner's theory of multiple intelligences. *LifeSmart™* incorporates Gardner's multiple intelligences into eight distinct ways that children can succeed. These intelligences are called our eight "Smarts" and include the following:

- WordSmart: Likes to read, write and tell stories, and excels at learning and using new words.
- MathSmart: Explores patterns and numbers, and enjoys figuring out how things work.
- BodySmart: Uses body language, loves to move and play sports, excels at dancing and other physical activity.
- DesignSmart: "The visualizer" loves to understand maps, draw, build, design, and create.
- MusicSmart: Has a natural sense of rhythm and enjoys singing, playing instruments, and listening to music.
- NatureSmart: Likes to be outside and care for living things.
- PeopleSmart: "The socializer" likes to work in groups, pretend to be someone else, and is sensitive to the feelings of others.
- MeSmart: Likes to be introspective, is in-tune with their personal feelings, thoughts, and enjoys working alone.



Circles of Knowledge

LifeSmart™ is an educational approach that is based on the important interrelationships between child, families, peers, teachers, center, community, culture, and classroom environments and materials. This approach recognizes that children learn within a broad social and cultural context. Of equal importance is the acknowledgement that young children thrive when they are presented with learning experiences that are relevant, engaging, and at their own unique developmental levels. Through the program's continuous integration of observation and assessment, the curriculum is an encompassing learning system that empowers teachers who, in turn, empower children's learning and growth through *Circles of Knowledge*, which are:

I. Knowledge of the Child

This circle comprises theoretical knowledge and research about children's overall growth and development as well as how children acquire and construct knowledge [See Research Alignment Section and Research Support Papers in Curriculum Overview Binder; Curriculum Overview Section and Teacher-Child Interactions in Curriculum Reference Manual].

II. Knowledge of the Context

Prominent in this circle are theories and research regarding the importance of relationships and the value of family, community, and cultural influences on young children's development [See Research Alignment Section and Research Support Papers in Curriculum Overview Binder; Family Communications in Curriculum Reference Manual].

III. Knowledge of the Pedagogy

This circle revolves around the theoretical knowledge and research behind the importance of the teacher's role in providing intentionality and an organizational structure that children need to facilitate their learning. It also encompasses the critical link between observations, assessments, and experiences [See Research Alignment Section and Research Support Papers in Curriculum Overview Binder; *Learning Care System User's Guide for Teachers* (Pink) and Lesson Planning Section in Curriculum Reference Manual].

IV. Knowledge of the Environment

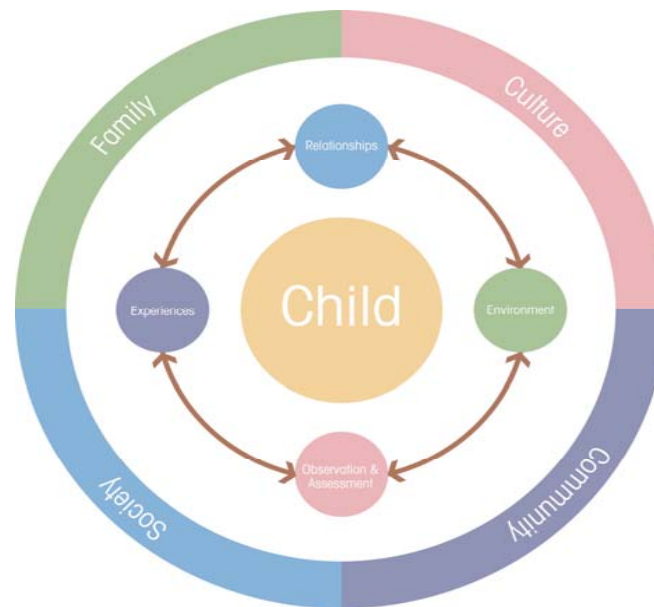
Research indicates that appropriate environments for young children play a significant role in children's growth and development; this circle acknowledges this important relationship [See Research Alignment Section and Research Support Papers in Curriculum Overview Binder; Classroom Environment in Curriculum Reference Manual].



Continuous Circles

Much like Lion King's *Circle of Life*, young children are best served when they are enveloped within *Circles of Knowledge*. With *LifeSmart*[™] curriculum, the circles begin with an understanding of child growth and development; following best practices; making observations and assessments of children's unique experiences and interests; and knowing state standards and expectations. The circles continue as teachers create meaningful learning experiences that support both program goals and children's individual needs. As the circle continues revolving, educators determine if their implemented experiences were successful or if modifications need to be made to better meet their children's needs.

Table I: Circles of Knowledge



In addition to surrounding the child, the *Circles of Knowledge* embraces families, communities, and cultures resulting in a unified and integrated approach to children's learning. The circles also convey messages of continuousness since children constantly grow and learn. Likewise, our teachers' reactions to this movement and growth are continuous and never ending as they plan experiences and prepare appropriate environments based on the needs and interests of each child in the classroom. As is illustrated in Table I, the *Circles of Knowledge* are continuous and without end. Within these circles, learning never ends—not for the children, families, or teachers.

Core Circles

There are key fundamental beliefs encircling *LifeSmart*[™] that guide the curriculum's philosophical core. Within the core *Circles of Knowledge*, we believe that children are talented, capable people and active protagonists who...

- construct their knowledge through investigation and exploration, story, and play;
- are born with a sense of wonder and a natural curiosity about the world around them; and
- need to express their feelings, ideas, and experiences in many different ways.

Along with key fundamental beliefs, there are core understandings about how children learn best, and these understandings help guide our pedagogy, relationships and interactions, experiences and expectations, and classroom environment and design. Inspired by Howard Gardner's multiple intelligences theory and the Reggio Emilia approach, *LifeSmarts™* framework is built on the following core circles or understandings:

1. Each child is strong and rich in potential.
It is the teacher's responsibility to empower children so they can reach their fullest potential.
2. Each child develops physically, socially, emotionally, and cognitively at his/her own pace.
It is the teacher's responsibility to determine this pace through observations and informal assessments.
3. Each child is driven by the power of wanting to grow and learn.
It is the teacher's responsibility to take this drive towards growth seriously by providing differentiated and meaningful experiences that are appropriate for the child's level of growth and understanding.
4. Each child needs time to make learning connections through investigation, discovery, exploration, and play.
It is the teacher's responsibility to provide extended periods of time and plenty of intentional opportunities to promote children's understandings of their world.
5. Each child's knowledge is not only individually but socially constructed.
It is the teacher's responsibility to promote learning through the social and emotional context of family, community, and culture.
6. Each child deserves teachers who are knowledgeable in child growth and development, able to create aesthetically pleasing and appropriate learning environments, and provide experiences that are meaningful, challenging, relevant, and worth knowing.
It is the responsibility of Learning Care Group to provide training and professional development for each teacher in its system.



Curriculum Components

The word *curriculum* evokes many images in the minds of early childhood professionals. For some teachers, it is a collection of activities, songs, and finger plays. To others, curriculum is a collection of popular and well-used themes (i.e., dinosaurs) that have been selected and planned exclusively by the teacher. To other teachers, curriculum is considered to be a set of basic skills and knowledge that children should master in a specified amount of time.

At Tutor Time, our definition of curriculum is the content and composition of all children's experiences within well-planned and intentional environments, including interactions and relationships with others. Our teachers believe that curriculum occurs in *Circles of Knowledge*, which is learning in a context and includes anything that has an impact on the child's physical, social, emotional, and intellectual development—all of which are interrelated and interdependent upon each other.

The curriculum consists of three primary components: 1) learning environment; 2) content; and, 3) teacher-child interactions and relationships. Grounded in a strong theoretical framework for delivering high quality education experiences for young children, *LifeSmart*[™] accomplishes the following:

- Identifies age-appropriate learning outcomes for young children [See Learning Objectives and Ability Profiles in Appendices in the Curriculum Overview Binder]
- Links indicators within *LifeSmart*[™] learning objectives to each state's learning objectives [See Standards Alignment Section in the Curriculum Overview Binder]
- Provides for specific developmentally appropriate practices within the learning environment [See Curriculum Reference Manual, 3rd Edition and the *Learning Care System* Section (Pink) in Curriculum Overview Binder]
- Articulates a pathway to optimal relationships between families, community, teachers, and school [See Curriculum Reference Manual, 3rd Edition and Family Communications Section in Curriculum Overview Binder]
- Supplies guidance for organic and authentic observations and a framework for informal assessments, which is integrated into the classroom curriculum and programming [See Observations & Assessments, Lesson Planning, Expectancies Supplement, and *Learning Care System* (Pink) in Curriculum Overview Binder]
- Presents professional development and training opportunities for all staff [See Director's Academy, New Employee Orientation (NEO) and other examples of training materials located in Shipping Box]

LifeSmart™ curriculum is developed around content areas, which help children build knowledge and skills important for kindergarten readiness and later school success. These content areas are based on national and state education standards as well as guidelines from National Association for the Education of Young Children (NAEYC). In the curriculum, there are 318 learning objectives or indicators with 55 knowledge areas contained in six learning scales, as outlined in Table II [See

Appendices in Curriculum Overview Binder and *Learning Care System* (Pink) in Curriculum Reference Manual].

Learning Objectives

LifeSmart™ curriculum is an encompassing learning system that incorporates the *Circles of Knowledge*, which helps teachers link their observations and assessments of children to planning appropriate learning experiences for them. The curriculum's learning objectives are derived from and aligned with well-accepted and proven research results, such as the guidelines developed by the National Association for the Education of Young Children that includes best practices and the Pre-K Guidelines for Learning and Teaching.

Along with best practices and proven research, the curriculum's standards were developed under the guidance of several entities:

1. Learning Care Group's Education team, a group of highly qualified and experienced early childhood experts;
2. Researchers and theorists who have been aligned with our core beliefs about how children acquire and construct knowledge; and,
3. Assessment Technology Incorporate, a company built on the principles of science, research, and technology in education.

Assessment Technology Incorporate (ATI)

Headquartered in Arizona, Assessment Technology Incorporate is an industry leader in the field of standards-based assessment technology. As the first online assessment tool, Galileo Online provides an evidence-based system that allows programs to measure the efficacy of their learning programs through the use of a proven reliable and valid assessment tool. In Galileo, scales reflecting validated developmental paths are available for eight domain areas of children's learning and development. These scales are comprised of empirically validated developmental sequences that reflect both state standards as well as early childhood education research. In addition, these scales are continuously validated through ongoing research on children's development and learning.

Though continuous scientific research, ATI developed a set of learning objectives that are called Child Outcome Standards and are used to describe the knowledge and skills children are expected to acquire. Based on children's developmental paths that have been validated on thousands of young children, ATI's research has found these Child Outcome Standards to be valid and reliable. Customized to meet the needs of Tutor Time's educational philosophy, learning objectives, and individual children, *LifeSmart™* uses learning objectives that have been validated and standardized by ATI.

Learning Care System

LifeSmart™ integrates observations, assessments, and curriculum into a continuous circle—each one integrated in and informing the other. Through our unique curriculum-embedded assessment system, the *Learning Care System*, teachers enter their observations of children's learning and acquired skills into an online application. In turn, the program provides teachers with activities that are specifically tailored to the developmental needs of each child and/or groups of children. Not only does the *Learning Care System* help teachers create individualized lesson plans that are specific to the children's needs and developmental levels, it also provides activities and experiences specific to their interests. This system allows teachers to authentically assess children in the context of a secure and caring environment and to seamlessly connect children's developmental levels and expressed interests with what and how they teach.

The *Learning Care System's* activities and children's experiences have been created by a team of early childhood experts. These activities are developmentally appropriate, aligned with the curriculum's learning objectives and standards, and designed to engage children. The activities are continuously upgraded and enhanced to reflect teachers' needs, children's interests, and the latest trends or research on early childhood.

Also, the *Learning Care System* includes extensive reporting capabilities that permit teachers and directors the opportunity to be fully informed and engaged in program planning as they...

- view data aggregation by child, class, center, and state with Online Reporter;
- filter variables in order to assess patterns of progress for groups of children;
- provide demographic reports;
- show path-referenced and norm-referenced scores for educational decision making;
- select activities for classroom implementation based on developmental levels and interests, resulting in lesson plans that are customized for each unique group of children;

- offer developmental profiles for individualization; and,
- document outcomes using Progress Reports that indicate changes in a child's learning at various times during the year.

Table II: Learning Scales

<p><i>LifeSmart™</i> Learning Scales</p>	<p><u>Approaches to Learning</u></p> <ul style="list-style-type: none"> • Initiative and curiosity • Learning about objects and events • Engagement and persistence • Goal setting and planning • Reasoning and problem-solving 	<p><u>Creative Arts</u></p> <ul style="list-style-type: none"> • Music and movement • Visual art • Dramatic play
<p><u>Early Math</u></p> <ul style="list-style-type: none"> • Number and operations – counting • Number and operations – beginning addition • Number and operations – beginning subtraction • Number and operations – beginning fractions • Number and operations – math communications • Geometry and spatial sense – sorting • Geometry and spatial sense – seriation • Geometry and spatial sense – concepts • Geometry and spatial sense – shapes • Patterns • Measurement • Time concepts • Graphing 	<p><u>Language and Literacy</u></p> <ul style="list-style-type: none"> • Listening and understanding – stories, songs, poems, and directions • Listening and understanding – receptive vocabulary • Speaking and communicating – self-expression • Speaking and communicating – conversation • Speaking and communicating – expressive vocabulary • Phonological awareness – sound recognition • Book knowledge and appreciation – story telling • Book knowledge and appreciation – story reasoning • Book knowledge and appreciation – interest in books • Print awareness and concepts • Early reading • Alphabet knowledge 	<p><u>Nature and Science</u></p> <ul style="list-style-type: none"> • Using senses and scientific devices to learn • Observing and describing living things • Observing and describing physical phenomena • Classifying living things • Classifying physical phenomena • Predictions about living things • Predicting physical phenomena • Gathering and presenting data • Explaining events and outcomes • Questioning and developing hypotheses
<p><u>Physical Health Practices</u></p> <ul style="list-style-type: none"> • Eating • Nutrition • Hygiene practices • Exercise practices • Dressing • Toileting • Health and safety practices 	<p><u>Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Knowledge of self • Knowledge of family and community • Diversity • Cooperation • Resolving conflicts • Self-control behaviors • Independence in daily activities • Initiating and maintaining social relationships 	<p><u>Fine and Gross Motor Development</u></p> <ul style="list-style-type: none"> • Gross motor control and balance • Gross motor coordination • Fine motor dexterity and control • Hand-eye coordination

Through Tutor Time's *Learning Care System*, teachers have highly effective ways to manage information on children's learning—linking assessment, observations, and activities that provide valuable and meaningful data for decision-making.

Environment

LifeSmart's™ educational approach considers the environment to be an integral part of the curriculum. As a Howard Gardner multiple intelligences inspired program, Tutor Time believes that the environment is an extremely important component of the curriculum. Classroom environments are thoughtfully designed and set up with provocations to fuel children's worlds and minds. A well-designed environment that acts as a third teacher also supports children's investigations and explorations without constant adult facilitation. The environment, in effect, empowers children to discover and learn.

Tutor Time classroom environments communicate our values and reflect our fundamental beliefs about children and how they learn.

- We believe that children are intellectually powerful and learn through interactions with the environment.
- We believe that children who reside in provocative environments will inherently pursue their imagination and interests because they have a curiosity about how the world works.
- We believe that children are competent and, given the appropriate tools, will find many different ways to represent their ideas.

There are numerous ways that our environments embody our fundamental values. For example, learning materials should be:

- Organized
- Easily accessible
- Neatly labeled and readily returnable
- Relevant and meaningful
- Dimensional
- Interesting
- Unique variety and unexpected
- Process oriented
- Textural and involving some or all of the five senses
- Worthy of investigation

Another way that environment reflects our key understandings about young children is the use of color. Research shows that environments high in bright colors can cause over-stimulation, which can interfere with the learning process. Additionally, rooms laden in bright colors have a tendency to distract from the children's work and projects. Rather than

drawing attention to furniture, storage bins, and commercial wall decorations, we believe it is more important to highlight children's work of art. Consequently, Tutor Time teachers are given guidelines to decrease the amount of bright color in their room by choosing furniture, materials, and other classroom elements that are soothing, neutral or earth tone colors (i.e., tan, beige, and sand).

Also, teachers are encouraged to bring in items that provide a comfortable feel such as pillows and blankets, soft lighting (table or floor lamps), family photos, plants, frame works of art and other artistic touches, and home decorations. Children at this age are building their sense of identity so it is important for them to see their selves reflected in their classroom environments. Teachers asks families to lend items from their homes that reflect their culture and heritage.

The classroom is well-organized into seven learning centers filled with age appropriate materials that invite children to explore and discover through their participation in hands-on, open-ended activities. The learning centers include:

Learning Centers
• Art
• Block
• Pretend
• Nature
• Book
• Language
• Me
• Math
• Music
• Movement
• Computer

These spaces are designed to accommodate large or small group activities, some of which are teacher-directed while most are child-directed in small-group settings. Each day, children have many opportunities to work independently in self-initiated experiences as well as to participate in large groups and teacher-facilitated activities. Children also have daily opportunities to spend time outdoors running, jumping, climbing, and playing on the playground [See Learning Environment in Curriculum Reference Manual, 3rd Edition and Daily Schedule in Appendices].

Observations/Assessments/Experiences

Tutor Time Childcare considers curriculum to be the content and composition of all children's experiences within well-planned and intentional environments, including the interactions and relationships with others. Children's learning is constructed under the domains of physical, social, and cognitive factors—all of which are interdependent and developmentally appropriate. The essence of developmentally appropriate practice is to meet children at their unique individual levels and to help them reach goals that are not only challenging but achievable. In order to do this, Tutor Time teachers provide children with materials and experiences that are appropriate to their age and skill levels. Equally important, teachers present experiences and activities that are based on their personal skill levels and individual interests.

The curriculum is built on a comprehensive approach that supports the growth and development of both the child and the early childhood professional. There are three ways in which *LifeSmart™* curriculum can be viewed as comprehensive: 1) It spans across developmental domains; 2) It provides a comprehensive database of experiences and activities, teacher training, and support materials; 3) It integrates curriculum, observation, and assessment.

1. *Comprehensive across developmental domains.* More than any other age, learning in the early years occurs across all domains of development so it is vitally important that a curriculum model take into account all of the varied needs of children. According to the Department of Health and Human Services (2006), education programs that integrate all learning domains result in children's higher academic achievement and school success.

LifeSmart™ curriculum is comprehensive because teachers are intentional about designing learning experiences, interactions, and environments that address the development in all of the crucial learning domains (i.e., approaches to learning, creative arts, early math, fine and gross motor development, language and literacy, nature and science, and physical health practices). Children's experiences and activities are purposefully integrated across all learning domains. As well, these domains are overlapped and integrated into every facet of the program.

As with the multi-intelligences philosophy, *LifeSmart™* emphasizes the importance of integrating active learning experiences throughout the classroom day in holistic and meaningful ways that lead children to develop a true and deep understanding of the world around them. At Tutor Time, we believe that nothing occurs in isolation and everything must occur in context.

2. *Comprehensive database of experiences.* Research indicates that children learn best when they are engaged in experiences that are meaningful, challenging, relevant, and worth knowing (Bruner, 1965; Glassman, 2001). With *LifeSmart™* curriculum, there is a comprehensive and immediate access to an online database with over 3,000 activities that addresses the developmental needs of children and also takes into account their interests.

Teachers receive training and support materials in arranging a classroom environment that is conducive to children's learning. Through our professional development programs, teachers are guided in appropriate interactions with children so they can facilitate learning and support their development.

3. *Comprehensive system of assessment, observation, and planning experiences.* NAEYC (2003) asserts that "high-quality programs are informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development" (p. 10). *LifeSmart™* integrates curriculum and assessment into a continuous circle—each one embedded in and informing the other.

Through our unique delivery system, the *Learning Care System*, teachers enter observations of children's learning and acquired skills into an online system. In turn, this system provides teachers with activities that are specifically tailored to the developmental needs of each child and/or groups of children. Teachers use the system to create individualized lesson plans that are specific to the needs and interests of the children in the classroom. This comprehensive curriculum-embedded assessment system allows teachers to authentically assess children in the context of a secure and caring environment and to seamlessly connect children's development with what and how they teach.

Learning activities are created by national early childhood experts who specifically align the experiences with the curriculum's learning objectives, ensuring that children's needs are being met in the context of learning standards. This activity database is continuously upgraded and enhanced to reflect teachers' needs, children's interests, and the latest trends or research on early childhood.

How Children Learn	What Teachers Need to Do
<ul style="list-style-type: none"> • Children are active learners who construct their knowledge through exploration and investigation, story, and play. • Children have a natural curiosity and sense of wonder about the world around them. • Children represent their thinking through art and oral/written language. 	<ul style="list-style-type: none"> • Provide children with plenty of time to explore and play. • Make time to observe children so you can plan appropriate environments and experiences. • Observe, document, interpret. • Give children ample time to dictate, write, or represent their ideas, stories, and thoughts. • Allow children the time and freedom to express themselves in a variety of ways with many different objects/materials. • Ensure that children have the chance to interact with natural and real objects/materials.

As recommended by National Association for the Education of Young Children (NAEYC), Tutor Time follows a daily schedule that provides a mixture of large group, small group, and individual experiences—some of which are teacher-facilitated and some child initiated but always allowing for active play experiences [See Daily Schedule in Appendix A of the Curriculum Overview Binder].

Meaningful Experiences

Neurological research tells us that human beings learn best when our emotions are involved at heightened level—but not too heightened. Our emotions are activated when we are invested in or care about what we are doing and when it is meaningful to us.

Activities that tend to produce less emotional investment for young children include memorizing facts through the use of flash cards, writing in workbooks or on worksheets, repetitive writing of letters, and coloring ditto pages. Tutor Time teachers believe that when a great deal of time is spent on passive pursuits like these, they are not maximizing children's potential and not ideally preparing them for future academic success. Our teachers understand that children's emotions tend to be heightened when they actively play, sing, dance, make music, pretend, explore, discover, experiment, invent, build—and when we express ourselves creatively about the subjects that are most important in our hearts and minds. Therefore, Tutor Time teachers intentionally plan plenty of experiences that provide the opportunity to engage children's emotions for maximum learning.

Playing to Learn

To a child, playing is as natural as breathing and eating. At Tutor Time, we believe that play is the work of children so they are given unlimited opportunities to follow their own interests when they play in order to learn and practice new skills. Research has shown that there is a link between play and children's development (i.e., physical, intellectual, social and emotional, and creative achievement). Our teachers believe it is important to understand that play is learning for young children so they need to create safe, imaginative environments for children to play by

- providing opportunities and environments instead of just tasks and toys;
- being a facilitator and observer of children's play;
- watching and listening to children's reactions, questions, and discoveries to understand what they are learning and to assess how they are developing; and
- remembering that because play fuels children's imaginations and sparks creativity, the learning journey should be pleasurable for both the children and the teachers.

LifeSmart™ Curriculum Features

Tutor Time's *LifeSmart™* pre-kindergarten curriculum features two programs designed specifically to engage young children in healthy living activities and in character building: *Creating Character and Fitness for Life*. These two programs are an integral part of the curriculum and children's experiences.

Developed to engage young children in character building, *Creating Character* uses quality children's literature as a starting point to encourage children to become persons of character. The program focuses on one character-building question or theme each month that is relevant to the children's storybook. There are activities, experiences, and intentional teaching about sound character building such as kindness, respect, and honesty.

Fitness for Life is another special part of the *LifeSmart™* curriculum. The program is specifically designed to engage young children in healthy living activities. Our research shows that children who exercise and eat well have an increased self-esteem and by extension, are more active, engaged learners. With the *Fitness for Life* program, children explore fitness, nutrition and health at least once a week. Topics include nutrition, self-esteem, body-image, germs, communication, safety, emotions, and stress management. The activities and experiences combine fitness with mathematics and literacy in a fun, active way.

Family Communication & Engagement

Teachers are encouraged to ensure continuity between school and home. As a child's primary educational support system, families are invited to participate in their education at Tutor Time. Through regular family-teacher conferences, written and verbal communication, and special events, families are invited to partner with teachers to create an optimal educational environment for their child. Additionally, teachers have immediate and easy access to a wide array of tools that support open and consistent communication between home and school via the company's intranet that includes support and resources for family engagement.

Additionally, Tutor Time keeps families informed about their children's school experiences, in writing, in four ways:

1. By posting lesson plans on the classroom's Family Board
2. By sending home children's *LifeSmart™* journals
3. By sending home copies of children's completed *Ability Profile* forms
4. Through the *Link* form that quickly captures the most important information families may need to know

The following tools comprise *LifeSmart™* curriculum's ongoing family communication program:

Daily Communication

Daily LINK A is a daily communication that gives families the basics of the child's day (i.e., what they ate, when they slept) and provides a space for the teacher to leave notes for the families, or for families to leave notes for the teacher. Teachers post this LINK in a space (i.e., designated clipboard or child's cubby) where families may read it on a daily basis. Families take this LINK for home on the last day of their child's week [See Appendices].

Daily LINK B provides families with more detailed information about the weekly happenings, events, and specific information such as field trip reminder. This form quickly captures the most important information families may need to know about today, tomorrow, and any other important reminders [See Appendices].

Weekly Communication

Teachers keep families informed about their children's school experiences by posting lesson plans on their classroom's Family Board, which are updated weekly. As explained above, the daily links also serve as a weekly communication tool. Children are also supported in showing what they learned by filling out a weekly *Documentation of Learning* tool that accompanies a hands-on small group experience, which are sent home on a weekly basis. Also, the children compose a family newsletter on a large piece of paper that reviews the events of the week and it is prominently placed where families can read it.

Monthly and Ongoing Communication

Tutor Time LifeSmart Journal is a tool designed for both classroom and home use. Teachers support and guide emerging writing skills by asking questions to stimulate children's original stories that are recorded in their Journals. At the end of the quarter, each Journal goes home to extend children's learning through interactive family activities that are included in the Journal.

Tutor Times is a monthly newsletter designed to keep families involved in their child's learning experiences. There are articles on child development and learning, how "smarts" are explored in the classroom, experiences to do with young children, and an activity that focuses on a creating character activity.

Journaling is an important part of the curriculum and children's learning so each child's journal is sent home on a quarterly basis. There is a family note that talks about and explains 1) they may find blank pages; 2) they may discover that some of the written words appear not to be spelled "correctly; and, 3) they may be surprised to read some of the subjects your child "writes" about in the journal. It also includes at home family activities that includes a selection of easy-to-do educational family activities designed to extend children's hands-on learning at home.

The Learning Care Library offers a large and varied collection of family articles that are available to teachers and administrators for distribution to families. These articles cover a variety of topics such as parenting, child guidance, healthy eating, family fitness, and specific child rearing issues.

Bi-Annual Communication

Family-Teacher Conversations are held twice a year (fall and spring) to discuss expectations about children's growth, development, and progress and to ask questions or bring up concerns. Children's *Ability Profiles* are presented to families at this time. Of course, the center's educators also are available for a conference at any time throughout the year.

Ongoing Communication

Tutor Time is committed to connecting families with available programs, resources and services. When a family is in need of critical assistance, the Urgent Issues Department at the company's corporate office works with them to locate, identify, and connect them to the appropriate organization in their community.

Transition to Kindergarten

Tutor Time teachers believe in the importance of a seamless transition from the center's pre-kindergarten classroom to the classroom in kindergarten. In order to best prepare for a smooth transition, Tutor Time teachers spend considerable time developing relationships, gathering information, and understanding expectations. Finally, kindergarten teachers are invited to visit Tutor Time's pre-kindergarten classrooms to talk with the children about what they can expect the following year as well.

Family Involvement

Tutor Time has an open door policy in which all parents and families are welcome in the classroom at any time, announced or unannounced, and may participate in or observe any activities or events. We also invite them to check their child's journal and portfolio on a regular basis. Teachers understand that reviewing children's work and writings is a perfect opportunity for positive communication with parents and families.

Ongoing opportunities are available for family participation and support. While we encourage our families to visit and become involved in their child's education, we understand they are at different levels of interest and resources for involvement. For example, parents who have several children may have a multitude of school commitments, and these commitments may decrease the amount of time they are able to spend at Tutor Time. Some different opportunities in which families may become involved include:

- Family involvement activities and events
- Serving as speaker/recommending speaker
- Visiting classroom as observer or participant
- Family Focus project

An essential component of family involvement is on-going communication between center and home. *LifeSmart*[™] curriculum provides teachers with many communication tools and opportunities for family involvement, such as:

Family Nights

Parent meetings may be informational (i.e., parenting tips for child guidance), inspirational (i.e., ideas for creating family traditions), or just plain fun (i.e., spaghetti night).

Family Board

Located in every classroom, this communication center includes important information about the curriculum, daily routine, lesson plans, and special happenings in the classroom.

Cultural Enhancements

Families are encouraged to take an active role in designing and enhancing their child's classroom environment, so they are invited to bring in appropriate materials to supplement learning themes.

Training and Professional Development

Tutor Time provides ongoing training and professional development for all teachers throughout their tenure with the company. The training programs have been designed and developed based on two adult learning theories: Action Learning and Cluster Training.

Action Learning is an effective adult learning model recommended by the National Association for the Education of Young Children's (NAEYC). According to NAEYC, training should occur in work environments so learners have the opportunity to practice new skills and receive immediate feedback from a mentor, cooperating teacher, or director. With the Action Learning model, teachers receive small pieces of information that has been explicitly structured and developed. Learners

then take these small pieces of knowledge into their work environment to practice and incorporate the new information or skill before moving onto another topic or concept. Additionally, the American Society of Training and Development (ASTD) recommends that a blended training approach is an effective way to learn, so learners experience Cluster Training, which are facilitated workshops designed to provide all types of adult learners with the opportunity to be successful. Training Managers are mandated to attain the state required certification for training.

New Employee Training Orientation

The New Employee Orientation (NEO) is an orientation program for new school staff. It is designed to be a structured process for providing a quality, consistent experience for all new employees to gain competence in their role and feel a part of the Tutor Time family. The NEO program is a multi-hour, multi-day training that is focused on work-related issues.

The first eight hours on the job are intended to be fully dedicated to training. The topics covered during Day 1 are mandatory and must be completed before the new employee enters the classroom and include: 1) incidents and accidents; 2) bloodborne pathogens; 3) daily care of children; 4) supervision of children; and, 5) mandated reporting. The remaining topics can be covered whenever it is feasible; however, the training program should not extend past 30 days from the first day of employment. Examples of the remaining topics include topics such as reviewing Team Member Handbook, completing the Health and Safety Training Modules, watching the education video that explains the program's philosophy, reviewing the Curriculum Reference Manual, two DVD's on implementing the curriculum, and training on the *Learning Care System*. [See the *New Employee Orientation Facilitator and Participant Guide*s, *The Learning Care System User's Guide for Teachers, Part I: Online Lesson Planning* located in the Curriculum Reference Manual, and two DVD training videos (*The View on Learning & Caring* and *Learning Care System Training and User's Guide*) in the Curriculum Overview Binder].

During NEO, new employees are trained on using *LifeSmart™* curriculum. The training involves using the Curriculum Reference Manual, several User Guides, and two DVDs, which are: 1) *The View on Learning & Caring*, a video that includes the program's philosophy, teacher-child interactions, and child development; and, 2) *Introduction to LifeSmart™* curriculum in the classroom including designing learning environments, planning experiences and activities for young children, and meaningful, positive teacher-child interactions.

Recently, Tutor Time developed three training modules that will be included in the NEO training program: 1) *LifeSmart™* curriculum training for lead teachers; 2) *LifeSmart Curriculum™* classroom environment for lead teachers; and, 3) *LifeSmart™* lesson planning for lead teachers. This training program is a part of the new employees' orientation and has been designed to provide guidelines for lead teachers in facilitating and implementing the curriculum. There is a guide for both the facilitator and the participant. The learning model is Review, Discuss, and Share and uses a video and the Curriculum Reference Manual as support materials. Applied activities and experiences are included in the learning model so teachers can "practice" or apply their newly learned skill in their classrooms [See *LifeSmart™ Curriculum Training for Lead Teachers* Instructor Guide for further information].

Professional Development

National Early Childhood Program Accreditation Training Series. Once the NEO training is completed, teachers are expected to continue their education with a variety of resources, such as online professional development training courses, 15 hours of in-service training, interactions with fellow teachers and management within the school or other centers, and participation in the National Early Childhood Program Accreditation (NECPA) Training Series. The NECPA series focuses on child development, classroom management, and developmentally appropriate practices.

NECPA Accreditation Training Series

Anti-Bias	Back-to-Sleep	Classroom Management	Developmentally Appropriate Practices	Family Style Dining
Health Hand Washing	Indoor Environments	Interactions in Action	Not in Praise of Praise	Creative Questioning
Granting Children Their Emotions	Language and Literacy	Positive Guidance Discipline	SIDS Resource Guide	Transitions

Tutor Time teachers have access to a toll-free hotline called the Cur-LINK line. Through this service, teachers can call a toll free number and speak to a member of the Education Team to ask questions, voice concerns, or simply have a shoulder to lean on. The voice at the other end of the line is an early childhood expert who is fluent and knowledgeable about *LifeSmart™* curriculum. Teachers also have divisional trainers they can contact to receive training and professional development on curriculum implementation and any other topic needed. Teachers can request for a divisional trainer to come observe, advise, and/or train. Finally, there are monthly teacher trainings available on curriculum implementation, which are facilitated by the center director.

Teacher Education Program. Each month, the Education Team provides directors with a training tool for teacher education. Designed to be flexible, Directors can customize the program to meet individual needs and school timeframes. Primarily, this in-service program can be used as a 15 minute face-to-face instruction during staff meetings and followed up by teachers completing assigned applied activities in the classroom.

Teacher Education Modules (Limited List)

Love Video	My Contribution to the Team	Professional Communication
Listening to Children	Speaking with Children	Family Communication
Transitions	Product vs. Process	Giving Children Choices

If desired, the program's timeline can be easily expanded. The Education Team publishes a yearly course of study so Directors can incorporate the Teacher Education Program into their in-service training plan if they so desire.

Included in each module is a facilitator's guide and participant handout. The facilitator's guide includes 1) purpose of the experience/training; 2) what the facilitator will need in preparation of the training; 3) ideas and tips for implementing the training module; and, 4) preparation for next month's meeting.

New Director Training

Among our employees, Directors are by far the most critical. It is the Director who sets the standards for the quality of service delivered day-to-day in our schools. Many years of experience has proven that the ultimate success or failure of any given school is almost invariably tied to the strength and character of the Director. The Director's job is no doubt challenging, with many areas of responsibility and diverse skill requirements. Directors need to be excellent people managers, marketers, business people, and educators. Because it is such a critical role, Tutor Time continually invests in the hiring, coaching, training, and retraining with the highest standards of professional performance and personal integrity. The New Director Training program has three phases:

Phase I: *Great Beginnings...Great Results*

Phase II: Webinar Series

Phase III: Director Academy

Phase I: *Great Beginnings...Great Results*

The training program, *Great Beginnings...Great Results* is specifically designed to assure that Tutor Time's high standards of excellence are achieved. It is a ten day training program that includes ten topics or agendas:

- Agenda 1: Company Overview and Orientation
- Agenda 2: New Employee Orientation
- Agenda 3: Education (Tutor Time's philosophy, best practices)
- Agenda 4: Education (Tutor Time's proprietary curriculum)
- Agenda 5: Human Resources
- Agenda 6: Finance
- Agenda 7: Marketing
- Agenda 8: Customer Retention
- Agenda 9: Purchasing/Fleet/CACFP
- Agenda 10: Legal

To keep training focused, there are agenda assignments, interim reviews, and checklists that both the Director and Academy Trainer complete. There is also a post assessment that the new Director completes after the entire orientation, which is a comprehensive test over all policies, procedures, and task proficiency [Great Beginnings...Great Results Mentor's Guide 2008]

Phase II: *Webinar Series*

Upon completion of *Great Beginnings, Great Results*, Directors participate in the *New Director Webinar Series*. These webinars are lead by subject matter experts in the corporate offices in Novi, Michigan and Chicago, Illinois, and focus on critical management information that is not covered in *Great Beginnings, Great Results*. The webinar series must be completed prior to new directors attending Director Academy. Webinar topics are the following:

Webinar Topics					
Licensing	Risk Management	Food Cost Management	CACFP	Fleet	Facilities
Purchasing	Sales Audit	Accounts Payable	Field Audit	Human Resources	HRIS
Payroll	Benefits	Compensation	Talent Acquisition	Risk Management	Procure

Phase III: *Director Academy*

The *New Director Training Plan* culminates with the Director Academy. The Academy's mission is to help new directors create and maintain a stimulating, challenging, and rewarding work environment by instilling loyalty and excellence in service to customers and the company. The learning objectives include 1) learning to effectively utilize Support Central's network; 2) understanding basic leadership and management skills; and, 3) setting operational goals based on the company's strategic initiatives.

New directors are expected to attend Director Academy within the first 90 days of employment. The Academy is a 4-day training program held at the Learning Care Group's corporate office in Novi, Michigan.

Additional Resources

Tutor Time Connection. This is a monthly newsletter that provides information on curriculum implementation, child development, and environment. For example, the newsletter may include a link to an article on the social and emotional needs of young children as well as strategies for application, a few tips for implementation, and a list of resources located in our Learning Care Library or at their community library. Also included in the newsletter is a spotlight on a Tutor Time classroom, which is a pictorial article that features a teacher's best and brightest idea of the month.

Learning Care Library. Accessible through Tutor Time's intranet portal, the Learning Care Library offers a wealth of resources that are delivered free to the center's doorstep. New technology allows faculty to search, find, and order what they need in a quick and easy way. The library offers the following resources:

- hundreds of children's storybooks featuring both favorites and new titles that have been hand-picked and selected by The Education Team
- more than 400 teacher resource and support books
- professional articles written on a wide variety of early education topics
- crisply-designed family articles on a large range of parenting, child development and early education topics that are free to print and distribute



Curricular Alignment:

As illustrated in the table below, the Developmental Goals and Performance Indicators set forth in Tutor Time's *LifeSmart* curriculum closely align with Pennsylvania's Early Learning Standards and Pre-Kindergarten Indicators. In reviewing the table, you will see that the vast majority of the Goals and Standards correlate. However, please note that there are several Pennsylvania Standards marked with an *. These do not tie directly to a Tutor Time Goal.

While we do not have specific goals to address these standards, the *LifeSmart* curriculum offers activities and experiences that encompass the spirit of them. In the following document, this information is communicated in one of three ways:

- At times, there is a LifeSmart standard that is not directly tied, but it is similar. Teachers would be able to observe for the Pennsylvania standard in activities that are aligned with the listed LifeSmart standard.
- Often, we provide guidance for teachers in how to meet certain learning needs in the classroom. When applicable, we have provided examples of this guidance and how it meets the Pennsylvania standard in question.
- Many times, while we do not have a direct standard link, there are activities provided to our teachers that would meet a particular standard. In the table, you will find a list and short description of these activities.

We are confident that in a LifeSmart classroom, the young children of Pennsylvania are learning everything they need to be successful students, critical thinkers, creative problem solvers and lifelong learners as measured by your early learning standards.

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
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APPROACHES TO LEARNING	
Standard 15.1 Constructing & Gathering Knowledge	
15.1.1 <i>Curiosity and Initiative</i>	
<ol style="list-style-type: none"> Show interest in a growing range of topics, ideas and tasks Utilize all available senses to explore and learn from the environment Ask questions for clarification and to seek meaningful information Show interest and interact with others about their work or actions 	<i>(1) Approaches to Learning – Initiative & Curiosity</i>
	<ul style="list-style-type: none"> Explores most areas of the classroom Participated in an increasing variety of experiences independently Selects activities or objects from a choice of at least two Initiates preferred purposeful activities when playing in interest centers
	<i>(1) Language & Literacy – Listening & Understanding – Stories, Songs, Poems, and Directions</i>
	<ul style="list-style-type: none"> Asks questions and/or makes comments about a story poem, or song
	<i>(1) Language & Literacy – Speaking & Communicating - Conversation</i>
	<ul style="list-style-type: none"> Responds to comments or questions from others during a conversation
	<i>(2) Nature & Science – Using Senses & Scientific Devices to Learn</i>
	<ul style="list-style-type: none"> Uses senses to learn about the natural and physical world
	<i>(3) Nature & Science – Gathering & Presenting Data</i>
	<ul style="list-style-type: none"> Participates in simple investigations to answer questions Uses observation as a way to gather data about an object or an event
	<i>(3) Nature & Science – Questioning & Developing Hypotheses</i>

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children’s Learning
	<ul style="list-style-type: none"> • Ask “Why” questions to learn more about a current/past event • Asks “What will happen if” questions to help predict a future event (4) Social & Emotional Development – Initiating & Maintaining Social Relationships <ul style="list-style-type: none"> • Joins a cooperative play activity using appropriate verbal/non verbal strategies
15.1.2 Risk Taking	
<ol style="list-style-type: none"> 1. Demonstrate an increased willingness to participate in both familiar and new experiences 2. Differentiate between appropriate and inappropriate methods for learning information 	(1) Approaches to Learning – Initiative & Curiosity
	<ul style="list-style-type: none"> • Explores most areas of the classroom • Participated in an increasing variety of experiences independently • Selects activities or objects from a choice of at least two • Initiates preferred purposeful activities when playing in interest centers
	(1) Approaches to Learning – Engagement & Persistence
	<ul style="list-style-type: none"> • Maintain interest in an activity for an appropriate period of time • Completes a simple self-selected activity or task • Maintains concentration in an activity despite distractions or interruptions • Persists with a difficult or non-preferred activity
	(2) Approaches to Learning – Reasoning & Problem Solving
	<ul style="list-style-type: none"> • Seeks assistance from an adult when attempting to solve a problem • Seeks assistance from peers when attempting to solve a problem

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
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	<i>(2) Physical Health Practices – Health & Safety Practices</i>
	<ul style="list-style-type: none"> • Understands that parents and teachers are helpful resources • Knows to stay away from harmful objects

15.1.3 Stages of Play

1. Engage in simple games with rules 2. Use materials and objects to represent other objects 3. Engage in complex play sequences that may be continued over several days	<i>(1) Social & Emotional Development –Cooperation</i>
	<ul style="list-style-type: none"> • Says, signs, or gestures when it is his/her turn in a game or activity • Follows established rules & routines in the classroom
	<i>(2) Creative Arts – Dramatic Play</i>
	<ul style="list-style-type: none"> • Uses materials in inventive/creative ways • Uses dramatic play to make-believe with object
	<i>(3) Social & Emotional Development – Initiating & Maintaining Social Relationships</i>
	<ul style="list-style-type: none"> • Sustains a cooperative participation with others • Engages in sustained play using familiar social scripts

Standard 15.2 Organizing & Understanding Information

15.2.1 Engagement, Attention, and Persistence
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1. Attend and follow through on adults' one or two step directions 2. Initiate and extend activities	<i>(1) Language & Literacy – Listening & Understanding – Stories, Songs, Poems, and Directions</i>
	<ul style="list-style-type: none"> • Follows a simple one-step direction • Follows a set of step-by-step directions, without prompts

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children’s Learning
3. Complete short tasks, activities, projects and experiences from beginning to end independently 4. Work towards completing task despite interruptions or classroom disruptions	(1) Social & Emotional Development –Cooperation
	<ul style="list-style-type: none"> • Is helpful to an adult when prompted
	(2) Approaches to Learning – Initiative & Curiosity
	<ul style="list-style-type: none"> • Explores most areas of the classroom • Participated in an increasing variety of experiences independently • Selects activities or objects from a choice of at least two • Initiates preferred purposeful activities when playing in interest centers • Combines materials, objects, equipment in new ways to produce multiple uses
	(2) Approaches to Learning – Reasoning & Problem Solving
	<ul style="list-style-type: none"> • Tries out new ideas to see if they will work
	(2) Nature & Science – Questioning & Developing Hypotheses
	<ul style="list-style-type: none"> • Ask “Why” questions to learn more about a current/past event • Asks “What will happen if” questions to help predict a future event
	(2) Nature & Science – Gathering & Presenting Data
	<ul style="list-style-type: none"> • Uses more than one approach to gather data/answer a questions
	(3) Approaches to Learning – Engagement & Persistence
	<ul style="list-style-type: none"> • Maintains interest in an activity for an appropriate period of time • Completes a simple self-directed activity or task

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
	<ul style="list-style-type: none"> • Maintains concentration in an activity despite distractions or interruptions • Persists with a difficult or non-preferred task • Checks to see if a simple task has been completed, without being asked
	(4) Approaches to Learning – Goal Setting & Planning
	<ul style="list-style-type: none"> • Says, signs, or gestures whether a simple task has been completed
15.2.2 Task Analysis	
<ol style="list-style-type: none"> 1. Test objects to determine their purpose 2. Explain a routine sequence to another 3. Break simple tasks into steps and complete them one at a time 	(1) Approaches to Learning – Initiative & Curiosity
	<ul style="list-style-type: none"> • Combines materials, objects, equipment in new ways to produce multiple uses
	(1) Approaches to Learning – Learning about Objects & Events
	<ul style="list-style-type: none"> • Describes the functions of objects
	(1) Nature & Science – Using Senses & Scientific Devices to Learn
	<ul style="list-style-type: none"> • Attempts to learn about objects by taking them apart and rebuilding
	(2) Early Math – Time Concepts
	<ul style="list-style-type: none"> • Knows what activity comes next in a daily routine

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
	<i>(2) Social & Emotional Development –Knowledge of Family & Community</i>
	<ul style="list-style-type: none"> • Signs, gestures, or talks about family routines and activities • Signs, gestures, or talks about classroom routines and activities
	<i>(3) Approaches to Learning – Goal Setting & Planning</i>
	<ul style="list-style-type: none"> • While playing, says what s/he wants to accomplish, when asked • Sets a goal prior to beginning of an activity or a project • Sets a goal, and with adult help, plans a small number of steps to achieve it
Standard 15.3 Applying Knowledge	
<i>15.3.1 Creativity, Flexibility, and Invention</i>	
<ol style="list-style-type: none"> 1. Use both observation and imitation to understand information 2. Use music, art and stories to express ideas and feeling 3. Use materials in unique ways to represent other things 4. Try several ways to complete a task 5. Produce and explain the purpose for a new creation 	<i>(1) Approaches to Learning – Initiative and Curiosity</i>
	<ul style="list-style-type: none"> • Experiments with a variety of strategies to solve a problem or complete a task
	<i>(1) Nature & Science – Using Senses & Scientific Devices to Learn</i>
	<ul style="list-style-type: none"> • Uses senses to learn about the natural and physical world
	<i>(2) Creative Arts – Music & Movement</i>

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children’s Learning
	<ul style="list-style-type: none"> • Uses movement to express what is being felt/heard in various songs or tunes • Uses instruments or songs to express feelings
	<i>(2) Creative Arts –Visual Art</i>
	<ul style="list-style-type: none"> • Uses a variety of colors to create moods or feelings in artwork
	<i>(2) Creative Arts –Dramatic Play</i>
	<ul style="list-style-type: none"> • Use dramatic play to express feelings • Practices “working out” new situations
	<i>(3) Approaches to Learning – Initiative and Curiosity</i>
	<ul style="list-style-type: none"> • Combines materials, objects, and equipment in new ways to produce multiple uses
	<i>(3) Creative Arts – Dramatic Play</i>
	<ul style="list-style-type: none"> • Uses materials in inventive/creative ways • Uses dramatic play to make-believe with objects
	<i>(4) Approaches to Learning – Initiative and Curiosity</i>

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
	<ul style="list-style-type: none"> • Experiments with a variety of strategies to solve a problem or complete a task
	<i>(4) Approaches to Learning – Goal Setting & Planning</i>
	<ul style="list-style-type: none"> • Revises, with adult help, a plan that has not produced the intended result
	<i>(4) Approaches to Learning – Reasoning & Problem Solving</i>
	<ul style="list-style-type: none"> • Reorganizes objects to solve a problem • Suggests an alternative solution to a problem, without assistance
	<i>(4) Creative Arts – Visual Arts</i>
	<ul style="list-style-type: none"> • Recombines and experiments with art materials to see what happens
	<i>(5) Creative Arts – Visual Arts</i>
	<ul style="list-style-type: none"> • Describes a self-made project to a child or adult
	<i>(5) Language & Literacy – Speaking & Communicating – Self Expression</i>
	<ul style="list-style-type: none"> • Uses appropriate words or gestures to share information or experiences
	<i>(5) Social & Emotional Development – Knowledge of Self</i>

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
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	<ul style="list-style-type: none"> • Talks positively about a recent accomplishment
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Standard 15.4 Learning through Experience
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15.4.1 Home-School Identity

<ol style="list-style-type: none"> 1. Demonstrate culture and home experiences during play 2. Relate home or outside-learned knowledge to school experiences 3. Understand that appropriate activities and events may differ from home to school 	(1) & (2) Creative Arts – Dramatic Play
	<ul style="list-style-type: none"> • Acts out different roles in dramatic play situations • Acts out stories of situations during a dramatic play activity
	(1) & (2) Social & Emotional Development – Initiating & Maintaining Social Relationships
	<ul style="list-style-type: none"> • Engages in sustained play using familiar social scripts
	(2) Approaches to Learning –Reasoning & Problem-Solving
	<ul style="list-style-type: none"> • Applies general rules or strategies from one experience to another
	(2) Nature & Science – Gathering & Presenting Data
	<ul style="list-style-type: none"> • Generalizes data findings to similar situations
	(3) Approaches to Learning – Learning about Objects & Events
	<ul style="list-style-type: none"> • Associates events/experiences with their intents
	(3) Social & Emotional Development – Knowledge of Family & Community

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children’s Learning
	<ul style="list-style-type: none"> • Signs, gestures, or talks about family routines and activities • Signs, gestures, or talks about classroom routines and activities • Identifies activities/events occurring at home, in school, in the neighborhood
15.4.2 Resilience	
<ol style="list-style-type: none"> 1. Understand how behavior may impact others’ response to action 2. Understand who or where there is help when needed 3. Attempt problem solving activities to achieve a positive outcome 	(1) Social & Emotional Development – Resolving Conflicts
	<ul style="list-style-type: none"> • Recognizes the impact of his/her actions on others’ feelings • Usually recognizes that inappropriate behavior leads to consequences
	(2) Social & Emotional Development – Knowledge of Family & Community
	<ul style="list-style-type: none"> • Signs, gestures, or talks about neighborhood resources (library, post office) • Describes or illustrates the roles/responsibilities of community workers
	(2) Language & Literacy – Speaking & Communicating – Self Expression
	<ul style="list-style-type: none"> • Asks an adult for help at appropriate times
	(2) Approaches to Learning – Reasoning & Problem Solving

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
	<ul style="list-style-type: none"> • Seeks assistance from an adult when attempting to solve a problem • Seeks assistance from peers when attempting to solve a problem
	(3) Approaches to Learning – Resolving Conflicts
	<ul style="list-style-type: none"> • Suggests strategy to resolve a dispute over an object/play thing • Uses negotiation to reach a solution • Shows the ability to compromise in a conflict resolution
	(4) Approaches to Learning – Initiative & Curiosity
	<ul style="list-style-type: none"> • Experiments with a variety of strategies to solve a problem or complete a task
	(2) Approaches to Learning – Reasoning & Problem Solving
	<ul style="list-style-type: none"> • Suggests an alternative solution to solve a problem, without assistance • Tries out new ideas to see if they will work
15.4.3 Culture	
1. Show pride in belonging to a family unit 2. Show understanding that family structures may differ from one family to another	(1) Social & Emotional Development – Knowledge of Family & Community
	<ul style="list-style-type: none"> • Signs, gestures, or talks about family routines and activities

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
3. Explore unusual materials that represent other cultures* 4. Demonstrate awareness of some physical differences among children	<ul style="list-style-type: none"> Identifies family members and relationships to each
	(2) Social & Emotional Development – Diversity
	<ul style="list-style-type: none"> Shows respect for varying family structures
	(3) Social & Emotional Development – Diversity
	<ul style="list-style-type: none"> Shows respect for members of different cultures
	(3) Examples of Experiences/Guidance
	<p>In the teacher support materials, teachers are instructed to create a learning environment that is reflective of the diversity of children and families. As part of this process, they collect art, artifacts, clothing, and household items from families. Teachers discuss these items as they come in and are incorporated into the classroom.</p>
	(4) Social & Emotional Development – Knowledge of Self
	<ul style="list-style-type: none"> Describes his/her physical attributes
	(4) Social & Emotional Development – Diversity
	<ul style="list-style-type: none"> Shows recognition of and respect for differences between genders Shows respect for those with special needs Shows respect for members of different cultures

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
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CREATIVE ARTS	
Standard 9.1a Production and Performance: Music & Movement	
9.1a.1 Aesthetic Response	
1. Respond to different forms of music and dance through participation and discussion 2. Practice rhythms in different forms of music and dance	(1) Creative Arts – Music & Movement
	<ul style="list-style-type: none"> Shows an interest in listening to short musical selections Talk about the kinds of music enjoyed Experiments in singing/humming in different ways Synchronizes movements to different patterns of beat/tempo, most of the time Matches pitch and tempo during a singing activity most of the time
	(2) Creative Arts – Music & Movement
	<ul style="list-style-type: none"> Uses movement to express what is being felt/heard in various songs or tunes Identifies differences in tempo, tune, and volume, most of the time Synchronizes movements to different patterns of beat/tempo, most of the time Matches pitch and tempo during a singing activity most of the time
9.1a.2 Exploration	(1) Creative Arts – Music & Movement
1. Use instruments to accompany music or songs	<ul style="list-style-type: none"> Invents songs or tunes using voice or musical instruments Uses instruments/songs to express feelings Uses instruments or songs to represent events

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
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9.1a.3 Creation	
1. Use imagination and creativity or express self through music and dance 2. Use body to represent form in space	(1) Creative Arts – Music & Movement
	<ul style="list-style-type: none"> • Uses movement to express what is being felt/heard in various songs or tunes • Synchronizes movements to different patterns of beat/tempo, most of the time
	(1) Language and Literacy – Speaking & Communicating – Self-Expression
	<ul style="list-style-type: none"> • Uses appropriate words or gestures to relate feelings, needs, or opinions
	(2) Creative Arts – Music & Movement
	<ul style="list-style-type: none"> • Uses movement to express what is being felt/heard in various songs or tunes
Standard 9.1b Production and Performance: Dramatic & Performance Play	
9.1b.1 Dramatic Expression	
1. Use nonconforming objects to create representations of real life objects or activities 2. Represent fantasy and real-life experiences through pretend play 3. Repeat similar play scenarios	(1) Creative Arts – Dramatic Play
	<ul style="list-style-type: none"> • Uses materials in inventive/creative ways • Uses dramatic play to make-believe with objects
	(2) Creative Arts – Dramatic Play

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children’s Learning
<p>4. Use pretend play to represent known or anticipated situations</p>	<ul style="list-style-type: none"> • Uses dramatic play to represent feelings • Acts out real or make-believe characters during dramatic play • Acts out different roles in dramatic play situations • Acts out stories or situations during a dramatic play activity
	(3) Social & Emotional Development – Initiating & Maintaining Social Relationships
	<ul style="list-style-type: none"> • Engages in sustained play using familiar social scripts
	(4) Creative Arts – Dramatic Play
	<ul style="list-style-type: none"> • Acts out stories or situations during a dramatic play activity • Uses dramatic play to ask questions to gain new knowledge from others • Practices “working out” new situations
9.1b.2 Dramatic Expression	
<p>1. Create various voice inflections and facial expressions in play</p> <p>2. Recreate dramatic play experiences for an audience*</p>	(1) Creative Arts – Dramatic Play
	<ul style="list-style-type: none"> • Uses dramatic play to represent feelings • Acts out real or make-believe characters during dramatic play • Acts out different roles in dramatic play situations • Acts out stories or situations during a dramatic play activity
	(2) Examples of Experiences/Guidance
	<p>There are numerous examples of experiences that encourage children to dramatize stories and situations for others:</p>

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	<p><u>Acting Out Journal Stories</u>: Children direct others in dramatizing their original journal creations</p> <p><u>Talent Show</u>: Children plan and put on a talent show for others</p> <p><u>Jack & the Beanstalk</u>: Children create set and props to put on show of popular fairy tale</p> <p><u>Stories Charades</u>: Children act out favorite books or movies</p> <p><u>Story Bags</u>: Children tell and dramatize stories based on props in a bag</p>
Standard 9.1c Production and Performance: Visual Arts	
9.1c.1 Representation	
1. Represent experiences, thoughts and ideas through visual arts	(1) Creative Arts – Visual Arts
	<ul style="list-style-type: none"> • Recombines and experiments with art materials to see what happens • Draws a series of pictures that depict a story • Uses a variety of colors to create moods or feeling in artwork
9.1c.2 Construction	
1. Combine a variety of materials to create new products	(1) Approaches to Learning – Initiative & Curiosity
	<ul style="list-style-type: none"> • Combines materials, objects, equipment in new ways to produce multiple results
	(1) Creative Arts – Visual Arts

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	<ul style="list-style-type: none"> • Recombines and experiments with art materials to see what happens
9.1c.2 Personal Connections	
1. Share how artwork is connected to own personal experience	(1) Creative Arts – Visual Arts
	<ul style="list-style-type: none"> • Describes a self-made art project (tells what it is about) to a child or adult
Standard 9.2 Historical and Cultural Context of Works in the Arts	
9.2.1 Patterns & Themes	
1. Identify cultures represented by various art forms*	(2) Examples of Experiences/Guidance
	<p>In the teacher support materials, teachers are instructed to create a learning environment that is reflective of the diversity of children and families. As part of this process, they collect art, artifacts, clothing, and household items from families. Teachers discuss these items as they come in and are incorporated into the classroom.</p>
Standard 9.3 Critical Response to Works of Arts	
9.3.1 Critical Response	
1. Share an opinion about others' art products	(1) Language and Literacy – Speaking and Communicating: Self-Expression
	<ul style="list-style-type: none"> • Uses appropriate words or gestures to relate feelings, needs or opinions
9.3.2 Identification	
	(1) Creative Arts – Music & Movement

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1. Recognize and name a variety of art forms	<ul style="list-style-type: none"> • Talks about the kinds of music enjoyed • Matches the type of sound to a particular instrument
	(1) Social & Emotional Development
	<ul style="list-style-type: none"> • Talks about his/her interests (what I like)
Standard 9.4 Aesthetic Response to Works in the Arts	
9.4.1 Emotional Response	
1. Demonstrate emotional response to viewing or creating various art works	(1) Social & Emotional Development
	<ul style="list-style-type: none"> • Talks about his/her interests (what I like)
	(1) Creative Arts – Visual Arts
	<ul style="list-style-type: none"> • Uses a variety of colors to create moods or feeling in artwork
	(1) Language and Literacy – Speaking and Communicating: Self-Expression
	<ul style="list-style-type: none"> • Uses appropriate words or gestures to relate feelings, needs or opinions

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COGNITIVE THINKING & GENERAL KNOWLEDGE	
Mathematical Thinking & Expression: Exploring, Processing, and Problem Solving	
Standard 2.1 Number, Number Systems, and Number Relationships	
2.1.1 Count and Compare Numbers	
<ol style="list-style-type: none"> 1. Use counting and numbers as part of play and as a means for determining quantity 2. Rote count to 20* 3. Count up to 10 objects using one to one correspondence 4. Name numerals to 10 5. Use vocabulary to compare numbers objects with teacher support 	(1) Early Math – Numbers & Operations - Counting
	<ul style="list-style-type: none"> • Counts to find out how many are in a group up to 5 • Counts to find how many are in a group up to 10 • Counts to find how many are in a group greater than 10
	(2) Examples of Experiences/Guidance
	<p>At Tutor Time, we focus on meaningful counting (as opposed to rote). However, there are many times that teachers lead counting experiences:</p> <p><u>Color of My Home</u>: Children create a graph about the colors of their homes</p> <p><u>Connect the Dots</u>: Children collect sticky dots and draw lines to connect them</p> <p><u>Cotton Ball Count</u>: Children find, collect, and count cotton balls</p> <p><u>Zippers & Buttons</u>: Children find how many of each are in the classroom</p> <p><u>Funneling Sand & Water</u>: Children count to measure time</p>
	(3) & (4) Early Math – Numbers & Operations - Counting

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	<ul style="list-style-type: none"> • Counts to find out how many are in a group up to 5 • Counts to find out how many are in a group up to 10
	(5) Early Math – Numbers & Operations – Beginning Addition
	<ul style="list-style-type: none"> • Indicates that a small group has more after some have been added
	(5) Early Math – Numbers & Operations – Beginning Subtraction <ul style="list-style-type: none"> • Indicates that a small group has less after taking some away
2.1.2 Represent Numbers in Equivalent Forms	
<ol style="list-style-type: none"> 1. Understand number concepts, vocabulary, quantities and written numerals in meaningful ways 2. Differentiate numerals from letters 	(1) Examples of Experiences/Guidance
	<p>At Tutor Time, we provide guidance that for purposes of assessment, all indicators must be observed when children are demonstrating them in a way that is in context and meaningful. Teachers must observe that a child shows their mastery of a standard three times, and not in a large group setting, before it is marked as “learned”.</p>
	(1) & (2) Early Math – Number & Operations – Math Communications <ul style="list-style-type: none"> • Writes numerals to indicate 6 or less objects • Writes numerals to indicate between 7 and 10 objects • Writes numerals to indicate between 11 and 20 objects
2.1.3 Concepts of Numbers and Relationships	

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<ol style="list-style-type: none"> Practice combining, separating and naming quantities Match a numeral to a set 0 to 5 Use ordinal number words to describe the position of objects (first, second, last) 	(1) Early Math – Numbers & Operations – Beginning Addition
	<ul style="list-style-type: none"> Adds one to a small group. when asked Indicates that a small group has more after some have been added Adds to small groups by combining the groups and counting all the objects
	(1) Early Math – Numbers & Operations – Beginning Subtraction
	<ul style="list-style-type: none"> Indicates that one was taken away from a small group Indicates how many are left after taking one away from a small group
	(2) Early Math – Number & Operations – Math Communications
	<ul style="list-style-type: none"> Writes numerals to indicate 6 or less objects
2.1.6 Concepts and Applications of Operations	
<ol style="list-style-type: none"> Solve oral word problems using concrete objects with assistance Visually quantify one to three objects Sort objects by two or more attributes 	(1) Approaches to Learning – Reasoning & Problem-Solving
	<ul style="list-style-type: none"> Uses concrete materials to solve a problem Reorganizes objects to solve a problem

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4. Identify properties of numbers 5. Apply strategies of “counting on”	(2) Approaches to Learning –Gathering & Presenting Data
	<ul style="list-style-type: none"> • Uses observation as a way to gather data about an object or an event
	(3) Early Math – Geometry & Spatial Sense - Sorting
	<ul style="list-style-type: none"> • Sorts diverse objects by one attribute, then by another • Sorts diverse objects based on multiple attributes
	(4) Early Math – Numbers & Operations – Beginning Addition
	<ul style="list-style-type: none"> • Indicates that a small group has more after some have been added
	(4) Early Math – Numbers & Operations – Beginning Subtraction
	<ul style="list-style-type: none"> • Indicates that one was taken away from a small group
Standard 2.2 Computation & Estimation	
2.2.1 Fluency in Basic Facts	
1. Observe adult reading number sentences created with manipulatives	(1) Approaches to Learning –Gathering & Presenting Data
	<ul style="list-style-type: none"> • Uses observation as a way to gather data about an object or an event
2.2.2 Computation	
(1) Early Math – Numbers & Operations – Beginning Addition	

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
1. Solve problems using manipulatives to correspond to given number 1 to 6	<ul style="list-style-type: none"> • Adds one to a small group. when asked • Indicates that a small group has more after some have been added • Adds to small groups by combining the groups and counting all the objects
	(1) Early Math – Numbers & Operations – Beginning Subtraction
	<ul style="list-style-type: none"> • Indicates that one was taken away from a small group • Indicates how many are left after taking one away from a small group
	(1) Approaches to Learning – Reasoning & Problem-Solving
	<ul style="list-style-type: none"> • Uses concrete materials to solve a problem • Reorganizes objects to solve a problem
2.2.4 Numerical Estimation	
1. Make estimates of a set of objects up to 6 2. Practice checking estimates	(1) Approaches to Learning –Gathering & Presenting Data
	<ul style="list-style-type: none"> • Uses observation as a way to gather data about an object or an event
	(2) Approaches to Learning – Engagement & Persistence
	<ul style="list-style-type: none"> • Corrects her/his own mistakes, some of the time
	(2) Approaches to Learning – Reasoning & Problem-Solving
	<ul style="list-style-type: none"> • Uses concrete materials to solve a problem • Reorganizes objects to solve a problem

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Standard 2.3 Measurement & Estimation	
2.3.1 Concepts of Measurement	
1. Practice measuring by attributes 2. Engage in number conservation experiences	(1) Early Math - Measurement
	<ul style="list-style-type: none"> • Uses non-standard units to measure area • Uses non-standard units to measure volume • Uses non-standard units to measure length
	(1) Early Math – Time Concepts
	<ul style="list-style-type: none"> • Uses words to refer to time
	(2) Early Math - Sorting
	<ul style="list-style-type: none"> • Sorts diverse objects based on a physical attribute (size)
2.3.2 Units & Tools of Measurement	
1. Practice using standard and nonstandard measures in everyday situations	(1) Early Math - Measurement
	<ul style="list-style-type: none"> • Uses a familiar measuring device
	(1) Nature & Science – Using Senses & Scientific Devices to Learn
	<ul style="list-style-type: none"> • Uses tools to measure materials and make comparisons
2.3.4 Conversion	

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	<ul style="list-style-type: none"> • Uses more than one approach to gather data/answer a question • Describes her/his data to other peers/adults • Generalizes data findings to similar situations
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Standard 2.4 Mathematical Problem Solving & Communication
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2.5.1 Problem Solving

1. Use both familiar and new strategies for solving problems 2. Recognize objects, places and ideas by symbols	(1) Nature & Science –Gathering & Presenting Data
	<ul style="list-style-type: none"> • Uses more than one approach to gather data/answer a question
	(1) Approaches to Learning – Initiative & Curiosity
	<ul style="list-style-type: none"> • Experiments with a variety of strategies to solve a problem or complete a task
	(1) Approaches to Learning – Reasoning & Problem-Solving
	<ul style="list-style-type: none"> • Reorganizes objects to solve a problem • Suggests an alternative solution to solve a problem, without assistance
	(2) Early Math – Math Communications
	<ul style="list-style-type: none"> • Writes numerals to indicate 6 or less objects • Writes numerals to indicate between 7 and 10 objects • Writes numerals to indicate between 11 and 20 objects
	(2) Language & Literacy – Print Awareness & Concepts
	<ul style="list-style-type: none"> • Recognizes that a spoken word/speech can be written and read

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	<ul style="list-style-type: none"> • Knows that print conveys information to the reader
	(2) Language & Literacy –Early Reading
	<ul style="list-style-type: none"> • Asks questions about the names of letters, words, signs, labels
2.5.2 Communication	
1. Communicate the findings from the problem solving process using math vocabulary 2. Use pictures to replicate a process	(1) Early Math – Beginning Addition
	<ul style="list-style-type: none"> • Indicates that a small group has more after some have been added
	(1) Early Math – Beginning Subtraction
	<ul style="list-style-type: none"> • Indicates that a small group has less after taking some away • Indicates that one was taken away from a small group • Indicates how many are left after taking one from a small group
	(1) Approaches to Learning – Learning about Objects & Events
	<ul style="list-style-type: none"> • Provides rationale for sorting objects into specific groups
	(1) Early Math – Graphing
	<ul style="list-style-type: none"> • Explains the information presented on a graph
	(2) Nature & Science – Gathering & Presenting Data
	<ul style="list-style-type: none"> • Presents observations in a variety of ways
	(2) Examples of Experiences/Guidance

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	Tutor Time's <i>Nature & Science</i> and <i>Language & Literacy</i> scale contain many standards that ask children to "Draw or talk" to communicate a new learning or understanding.
Standard 2.6 Statistics & Data Analysis	
2.6.1 Collection of Data	
1. Use environmental objects for data collection purposes 2. Create graphs cooperatively with an adult and /or other child	(1) Nature & Science – Uses Senses & Scientific Devices to Learn
	<ul style="list-style-type: none"> • Uses tools to measure materials and make comparisons
	(1) Nature & Science – Gathering & Presenting Data
	<ul style="list-style-type: none"> • Participates in simple investigations to answer questions • Uses more than one approach to gather data/answer a question
	(2) Early Math – Graphing
	<ul style="list-style-type: none"> • Creates a frequency graph of objects or events • Creates graphs of real object or events
2.6.2 Organization & Display of Data	
1. Organize and display objects by one attribute	(1) Early Math – Geometry & Spatial Sense - Sorting
	<ul style="list-style-type: none"> • Sorts diverse objects based on a physical attribute
	(1) Approaches to Learning – Learning about Objects & Events
	<ul style="list-style-type: none"> • Provides rationale for sorting objects into specific groups

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	(2) Early Math – Graphing
	<ul style="list-style-type: none"> • Creates a frequency graph of objects or events • Creates graphs of real object or events
2.6.3 Numerical Summaries	
1. Compare groups of one to five objects	(1) Early Math – Beginning Addition
	<ul style="list-style-type: none"> • Indicates that a small group has more after some have been added
	(1) Early Math – Graphing
	<ul style="list-style-type: none"> • Explains the information presented on a graph
2.6.3 Interpretation of Data	
1. Draw conclusions with adult guidance and questioning	(1) Nature & Science – Gathering & Presenting Data
	<ul style="list-style-type: none"> • Confirms observations with another adult/peer • Describes her/his data to other peers/adults
	(1) Nature & Science –Explaining Events & Outcomes
	<ul style="list-style-type: none"> • Shares ideas/thoughts when observing the natural world • Provides an explanation for why an event/outcome occurred • Provides two explanations for why an event/outcome occurred • Tries to explain results of an experiment
	(1) Early Math – Graphing

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	<ul style="list-style-type: none"> Explains the information presented on a graph
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Standard 2.7 Probability & Predictions

2.7.1 Calculate Probabilities

1. Predict the probability of an event occurring based on observation and prior knowledge with scaffolding	(1) Examples of Experiences/Guidance
	In the Tutor Time <i>Approaches to Learning</i> , <i>Early Math</i> , and <i>Nature & Science</i> scales, there are numerous indicators that ask children to predict an event or reaction based on previous experience.
	(1) Approaches to Learning – Reasoning & Problem-Solving
	<ul style="list-style-type: none"> Predicts the effects of an action Applies general rules or strategies from one experience to another

2.7.3 Representation of Probabilities

1. Complete a simple yes/no graph to make a selection with assistance	(2) Early Math – Graphing
	<ul style="list-style-type: none"> Creates a frequency graph of objects or events Creates graphs of real object or events

Standard 2.8 Algebra & Functions

2.8.1 Algebraic Properties

1. Compare quantities of concrete objects	(1) Early Math – Beginning Addition
	<ul style="list-style-type: none"> Indicates that a small group has more after some have been added

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	(1) Early Math – Beginning Subtraction
	<ul style="list-style-type: none"> • Indicates that a small group has less after taking some away • Indicates that one was taken away from a small group • Indicates how many are left after taking one from a small group
2.8.2 Algebraic Manipulations	
<ol style="list-style-type: none"> 1. Practice and count using numbers as a means of determining quantity 2. Practice using concrete objects to portray simple story 	(1) Early Math – Number & Operations - Counting
	<ul style="list-style-type: none"> • Counts to find out how many are in a group up to 5 • Counts forward from number > 1 to find how many are in a group • Counts to find out how many are in a group up to 10 • Counts to find out how many are in a group greater than 10 • Counts backward to find out how many are left
	(1) Approaches to Learning – Reasoning & Problem-Solving
	<ul style="list-style-type: none"> • Uses concrete materials to solve a problem • Reorganizes objects to solve a problem
2.8.3 Patterns	
<ol style="list-style-type: none"> 1. Identify and describe patterns 2. Recognize and extend simple patterns 	(1) & (2) Early Math - Patterns
	<ul style="list-style-type: none"> • Repeats alternating movement patterns • Repeats an alternating visual patter • Repeats an alternating auditory pattern

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	<ul style="list-style-type: none"> • Creates an alternating visual pattern using art or play materials • Repeats a pattern alternating number of objects
Standard 2.9 Geometry	
2.9.1 Definitions, Properties & Relations	
1. Identify and name simple three-dimensional shapes 2. Replicate simple three-dimensional shapes 3. Determine the attributes of basic shapes*	(1) Early Math - Geometry & Spatial Sense - Shapes
	<ul style="list-style-type: none"> • Identifies familiar shapes by name
	(2) Early Math - Geometry & Spatial Sense - Shapes
	<ul style="list-style-type: none"> • Creates new shapes from familiar shapes by folding, cutting, or twisting
	(2) Fine & Gross Motor – Hand-Eye Coordination
	<ul style="list-style-type: none"> • Copies simple shapes from samples
	(3) Approaches to Learning – Learning about Objects & Events
	<ul style="list-style-type: none"> • Provides rationale for sorting objects into specific groups
(3) Examples of Experiences/Guidance	
At Tutor Time, there are many shape activities. Teachers facilitate numerous opportunities to create, find, describe, and replicate shapes. For these activities, teachers receive guidance in leading conversations about what children notice about the shapes, or how they know that a (circle) is a (circle) and not a (square).	
2.9.2 Transformations & Symmetry	
1. Observe symmetry*	(1)& (2) Examples of Experiences/Guidance

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	<p><i>LifeSmart</i> explores the concept of symmetry in a developmentally appropriate manner, mainly through art and science activities. For example, children are invited to discover the symmetry of leaves as they examine them on the light table and make prints and casts with them. They are also encouraged to explore the concept of symmetry as they study the beautifully patterned wings of butterflies in photos and illustrations and as they create their own butterfly mosaics and paintings.</p>
2.9.3 Coordinate Geometry	
<ol style="list-style-type: none"> Practice using directionality and appropriate vocabulary with assistance Demonstrate an understanding of directionality, order and positions of objects 	(1) & (2) Language & Literacy –Early Math – Expressive Vocabulary
	<ul style="list-style-type: none"> Understands object directionality concepts Understands object position concepts Understand object order concepts
	(2) Language & Literacy – Listening & Understanding – Receptive Vocabulary <ul style="list-style-type: none"> Understand positional words

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COGNITIVE THINKING & GENERAL KNOWLEDGE Scientific Thinking & Technology: Exploring, Inquiry, and Discovery	
Standard 3.1a Biological Sciences: Living & Non-living Organisms	
3.1a.1 Common Characteristics of Life	
1. Recognize the difference between living and non living things 2. Categorize common living things into plants and animals 3. State that living things need air, food and water to survive	(1) Nature & Science – Classifying Physical Phenomena
	<ul style="list-style-type: none"> Classifies objects into living non-living categories
	(2) Nature & Science – Classifying Living Things
	<ul style="list-style-type: none"> Distinguishes plants from animals
	(3) Nature & Science –Observing & Describing Living Things
	<ul style="list-style-type: none"> Draws/talks about what living things need to survive
3.1a.3 Life Cycles	
1. Identify that plants and animals have life cycles	(1) Nature & Science –Observing & Describing Living Things
	<ul style="list-style-type: none"> Talks about characteristics of living things Draws/talks about observed life cycle changes in a familiar plant Draws/talks about observed life cycle changes in a familiar animal

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3.1a.5 Form & Function	(1) Nature & Science –Observing & Describing Living Things
1. Identify parts of living things	<ul style="list-style-type: none"> Talks about characteristics of living things
3.1a.8 Unifying Themes	
1. Identify that plants and animals have different kinds of parts	(1) Nature & Science –Observing & Describing Living Things
	<ul style="list-style-type: none"> Talks about characteristics of living things
3.1a.9 Science as Inquiry	
1. Use the five senses as tools with which to observe, classify, collect information and describe observations	(1) Nature & Science – Using Senses & Scientific Devices to Learn
	<ul style="list-style-type: none"> Uses senses to learn about the natural & physical world
Standard 3.1b Genetics	
3.1b.1 Heredity	
1. Identify similar characteristics of own family such as hair color, eye color and height	(1) Nature & Science –Observing & Describing Living Things
	<ul style="list-style-type: none"> Talks about characteristics of living things
	(1) Social & Emotional Development – Knowledge of Self
	<ul style="list-style-type: none"> Describes his/her physical attributes

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3.1b.2 Reproduction	
1. Describe that seeds grow into plants, eggs hatch and babies grow into adults	(1) Nature & Science – Observing & Describing Living Things
	<ul style="list-style-type: none"> • Talks about characteristics of living things • Draws/talks about observed life cycle changes in a familiar plant • Draws/talks about observed life cycle changes in a familiar animal
	(1) Nature & Science – Predictions about Living Things
	<ul style="list-style-type: none"> • Predicts what might come next in a life cycle sequence
3.1b.5 Unifying Themes	
1. Describe observable patterns in objects	(1) Nature & Science - Observing & Describing Physical Phenomena
	<ul style="list-style-type: none"> • Draws/talks about patterns in the physical world
Standard 3.1c Biological Sciences: Evolution	
3.1c.2 Adaptation	
1. Match types of clothing to seasonal weather conditions 2. Identify changes that occur in animals during the seasons	(1) Nature & Science - Observing & Describing Physical Phenomena
	<ul style="list-style-type: none"> • Draws/talks about different weather conditions • Associates objects/events with different temperatures
	(1) Nature & Science – Predictions about Living Things

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	<ul style="list-style-type: none"> • Predicts that an animal will seek shelter in bad weather • Predicts that extreme weather will injure plants/wildlife
3.1c.3 Unifying Themes	
	<i>Social & Emotional Development – Knowledge of Family & Community</i>
1. Describe changes in home and school environment	<ul style="list-style-type: none"> • Talks about the neighborhood, city, or area in which s/he lives
	<i>(1) Nature & Science - Observing & Describing Physical Phenomena</i> <ul style="list-style-type: none"> • Draws/talks about physical changes observed in objects
3.1c.4 Science as Inquiry	
1. Discuss observations and discoveries	<i>(1) Nature & Science – Gathering & Presenting Data</i>
	<ul style="list-style-type: none"> • Confirms observations with another peer/adult • Presents observations in a variety of ways • Describes her/his data to other peers/adults
	<i>(1) Nature & Science – Explaining Events & Outcomes</i> <ul style="list-style-type: none"> • Shares ideas/thoughts when observing the natural world/physical phenomena • Tries to explain results of an experiment
Standard 3.2a Physical Sciences: Chemistry	

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3.2a.1 Properties of Matter	(1) Nature & Science – Classifying Physical Phenomena
1. Describe objects according to size, shape, color or properties of matter	<ul style="list-style-type: none"> Classifies objects by their state
	(1) Language & Literacy – Speaking & Communicating – Expressive Vocabulary
	<ul style="list-style-type: none"> Uses words that describe the qualities of objects
	(1) Early Math – Geometry & Spatial Sense – Shapes
	<ul style="list-style-type: none"> Identifies familiar shapes
	(1) Early Math – Geometry & Spatial Sense - Sorting
	<ul style="list-style-type: none"> Sorts diverse objects based on a physical attribute Sorts diverse objects based on one attribute, then by another Sorts diverse objects based on multiple attributes
3.2a.2 Structure of Matter	
1. Recognize the different types of matter	(1) Nature & Science – Classifying Physical Phenomena
	<ul style="list-style-type: none"> Classifies objects by their state Classifies objects based on their physical composition

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3.2a.4 Reactions	
1. Experiment with changes in matter 2. Experiment with changes in substances when combined	(1) Nature & Science – Observing & Describing Physical Phenomena
	<ul style="list-style-type: none"> • Draws/talks about physical changes observed in objects • Associates objects/events with different temperatures
	(2) Nature & Science – Predicting Physical Phenomena
	<ul style="list-style-type: none"> • Predicts changes in objects when heat/cold is applied • Predicts changes in objects when water is applied
Standard 3.2b Physical Sciences: Physics	
3.2b.1 Force and Motion of Particles & Rigid Bodies	
1. Explore and describe motion of toys and objects	(1) Nature & Science – Predicting Physical Phenomena
	<ul style="list-style-type: none"> • Predicts direction of an object when acted upon directly • Predicts that a rolling object will move faster than a sliding object • Predicts that the steeper the incline, the faster an object will move
3.2b.2 Energy Storage & Transformations: Conservation Laws	
1. Observe demonstrations and make predictions about basic energy types and sources	(1) Nature & Science – Classifying Physical Phenomena
	<ul style="list-style-type: none"> • Classifies objects based in whether or not they require electricity/battery

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3.2b.4 Electrical & Magnetic Energy	
1. Use magnets to explore and sort materials	(1) Examples of Experiences/Guidance
	<p>There are many experiences that allow children to explore magnets in the LifeSmart curriculum:</p> <p><u>Magnet Graph</u>: Children create a graph to show what magnets attract</p> <p><u>Experimenting with Magnets</u>: Children investigate properties of magnets</p> <p><u>Searching the Soil</u>: Children search for metal items in dirt</p> <p><u>Hide & Seek with Magnets</u>: Children search for items in a bag that will be attracted to magnets</p> <p><u>About Magnets</u>: Children learn about magnets</p>
3.2b.5 Nature of Waves & Sounds	
1. Categorize and create sounds based on different attributes	(1) Creative Arts – Music & Movement
	<ul style="list-style-type: none"> Matches the type of sound to a particular instrument Identifies differences in tempo, tone, and volume, most of the time
3.2b.6 Unifying Themes	
1. Predict a reaction based on previous experiences	(1) Approaches to Learning – Reasoning & Problem-Solving
	<ul style="list-style-type: none"> Applies general rules of strategies from one experience to another
	(1) Nature & Science – Gathering & Presenting Data
	<ul style="list-style-type: none"> Generalizes data findings to similar situations
3.2b.2 Science as Inquiry	

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1. Participate in scientific investigations	(1) Nature & Science – Gathering & Presenting Data
	<ul style="list-style-type: none"> Participates in simple investigations to answer questions
Standard 3.3a Earth & Space Sciences: Earth Structure, Processes & Cycles	
3.3a.1 Earth Features & Processes that Change It	
1. Identify earth forms in pictures	(1) Nature & Science – Gathering & Presenting Data
	<ul style="list-style-type: none"> Draw/talks about aspects of Earth
3.3a.2 Earth's Resources and Materials	
1. Sort different types of Earth	(1) Nature and Science – Classifying Physical Phenomena
	<ul style="list-style-type: none"> Classifies objects based on their physical composition
3.3a.4 Water	
1. Observe and explore water in solid and liquid states 2. Identify a variety of uses for water	(1) Nature and Science – Observing & Describing Physical Phenomena
	<ul style="list-style-type: none"> Draws/talks about physical changes observed in objects Associates objects/events with different temperatures
	(1) Nature and Science – Classifying Physical Phenomena
	<ul style="list-style-type: none"> Classifies objects by their state
	(2) Examples of Experiences/Guidance
	While specifically focusing on uses for water is not a Tutor Time learning standard, there are many activities in the curriculum that lead

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	<p>investigations into this topic:</p> <p><u>Shakers of Water</u>: Children create musical instruments with water</p> <p><u>What Do I Do with Water?</u>: Children explore the ways they use water</p> <p><u>Roots</u>: Children observe how water helps plants</p> <p><u>More or Less Suds?</u>: Children explore how water cleans items</p> <p><u>Move It Across</u>: Children investigate how water can make objects move</p>
3.3a.4 Weather & Climate	
<ol style="list-style-type: none"> 1. Identify season that corresponds with observable conditions 2. Identify how weather affects daily life 3. Identify different types of precipitation 4. Identify a thermometer as a tool for measuring temperature 	(1), (2), & (3) Nature & Science – Observing & Describing Physical Phenomena
	<ul style="list-style-type: none"> • Draws/talks about different weather conditions • Draws/talks about patterns in the physical world • Associate objects/events with different temperatures • Draws/talks about aspects of Earth
	(4) Nature & Science - Using Senses & Scientific Devices to Learn
	<ul style="list-style-type: none"> • Uses tools to measure materials and make comparisons
	(4) Early Math - Measurement <ul style="list-style-type: none"> • Uses a familiar measuring device
3.3a.4 Unifying Themes	
<ol style="list-style-type: none"> 1. Examine change through simple observation 	(1) Nature & Science – Observing & Describing Physical Phenomena
	<ul style="list-style-type: none"> • Draws/talks about physical changes observed in objects

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Standard 3.3b Earth & Space Sciences: Origin & Evolution of the Universe

3.3b.1 Composition & Structure

1. Identify the characteristics of the sun, moon, stars and clouds	(1) Examples of Experiences/Guidance
	<p>In Tutor Time's <i>LifeSmart</i> curriculum, there are many opportunities to explore outer space, and the many objects that fall in this vast topic:</p> <p><u>Energy from the Sun</u>: Children explore impact and uses of solar power</p> <p><u>Carving the Moon's Surface</u>: Children recreate the moon's surface with clay and tools</p> <p><u>What Are Stars Made Of?</u>: Children hypothesize how stars are formed</p> <p><u>Orbiting Planets</u>: Children actively investigate the concept of orbiting</p> <p><u>Clouds Are Made of Water</u>: Children replicate the formation of clouds</p>

Standard 3.4a Scope of Technology
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3.4a.1 Characteristics of Technology

1. Identify examples of technology	(1) Nature & Science – Classifying Physical Phenomena
	<ul style="list-style-type: none"> Classifies objects on whether they are found in nature or made by people

3.4a.3 Technology Connections

1. Identify the function of simple technological objects 2. Identify the appropriate technology to complete a task	(1) Nature & Science –Learning about Objects & Events
	<ul style="list-style-type: none"> Describe the function of objects
	(2) Creative Arts –Visual Arts

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	<ul style="list-style-type: none"> • Uses various tools to create art projects
	(2) Nature & Science –Uses Senses & Scientific Devices to Learn
	<ul style="list-style-type: none"> • Uses tools to measure materials and make comparisons
Standard 3.4c Technology & Engineering Design	
3.4c.1 Design Attributes	
1. Use simple tools and materials	(1) Creative Arts –Visual Arts
	<ul style="list-style-type: none"> • Uses various tools to create art projects
	(1) Approaches to Learning – Reasoning & Problem-Solving
	<ul style="list-style-type: none"> • Uses concrete materials to solve problem
	(1) Nature & Science –Uses Senses & Scientific Devices to Learn
	<ul style="list-style-type: none"> • Uses tools to measure materials and make comparisons
Standard 3.4e Technology: The Design World	
3.4e.1 Medical Technologies	
1. Practice using medical equipment and materials	(1) Examples of Experiences/Guidance
	<p>LifeSmart teachers support children in exploring medical equipment in three primary ways in the Tutor Time classroom. They plan small groups in which children investigate the tools that familiar community helpers</p>

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	(such as doctors and nurses) use in their professional lives. Teachers also enlist children's help in transforming the Pretend Center into a hospital or the office of a doctor, dentist, or veterinarian. Finally, they also incorporate these objects into the Nature Center for children to explore at their own developmental and interest level.
3.4e.3 Energy & Power Technologies	
1. Explore wind power	<p>(1) Examples of Experiences/Guidance</p> <p>The <i>LifeSmart</i> curriculum includes many activities through which children can explore wind power:</p> <p><u>Blowing in the Wind</u>: Children discuss items that move in the wind</p> <p><u>Feather Race</u>: Children investigate how to create air to move a feather</p> <p><u>Making Waves</u>: Children explore how to use wind to create waves</p> <p><u>Windmills</u>: Children create and study windmills</p> <p><u>Bag Races</u>: Children use air to move bags through water</p>
3.4e.4 Information & Communication Technologies	
1. Identify communication devices in the home 2. Identify parts of a computer 3. Use a computer to run specific software independently	<p>(1) Examples of Experiences/Guidance</p> <p>An overarching investigation into machines and inventions of all sorts is a topic of study in the <i>LifeSmart</i> curriculum. That unit included activities that are specifically geared towards children identifying communication devices in the home:</p> <p><u>Calling Our Friends</u>: Children explore how they can stay in contact with friends</p> <p><u>Machine Sort</u>: Children sort household machines by their purpose</p> <p><u>Name That Machine</u>: Children name and explain the machines in their homes</p> <p><u>Inside a Telephone</u>: Children take apart and explore a telephone</p>

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	<u>Tin Cans & String</u> : Children create their own communication device
	(2) Examples of Experiences/Guidance
	<p>A Computer Center is part of the Tutor Time classroom. In this center, children learn about the external components of a computer as well as gain experience in running and using appropriate software programs.</p> <p>An integral part of the LifeSmart curriculum is helping children make sense of the world. Technology is an important part of our world. Teachers are guided in providing appliances and machines that the children can explore and take apart (if they are no longer working).</p>
	(3) Examples of Experiences/Guidance
	<p>A Computer Center is part of the Tutor Time classroom. In this center, children learn about the external components of a computer as well as gain experience in running and using appropriate software programs.</p>
3.4e.5 Transportation Technologies	
1. Classifies types and uses of transportation vehicles	(1) Examples of Experiences/Guidance
	<p>An overarching investigation into machines and inventions of all sorts is a topic of study in the LifeSmart curriculum. That unit included activities that are specifically geared towards children identifying the machines that move people:</p> <p><u>How Do We Get Around?</u>: Children graph modes of transportation</p> <p><u>Vehicle Riddles</u>: Children solve and create riddles about transportation</p> <p><u>Transportation Designs</u>: Children create transportation machines</p> <p><u>Planning a Trip</u>: Children write an original story about trip around world</p> <p><u>How Do You Get to School?</u>: Children explore how people around the world get from one place to another</p>
3.4e.7 Construction Technologies	

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<ol style="list-style-type: none"> 1. Identify construction vehicles, simple tools and materials 2. Build structures using a variety of block types 	(1) Examples of Experiences/Guidance
	<p>An overarching investigation into machines and inventions of all sorts is a topic of study in the LifeSmart curriculum. That unit included activities that are specifically geared towards children identifying the tools and vehicles that are used in construction:</p> <p><u>Bridge Construction</u>: Children build a bridge over water</p> <p><u>Construction Challenge</u>: Children explore machines used to build</p> <p><u>Ancient Construction</u>: Children hypothesize how old buildings were built</p> <p><u>Building Our House</u>: Children chant about using tools to build a house</p> <p><u>Mining Tools</u>: Children use different tools to mine pebbles from clay</p>
	(2) Fine & Gross Motor Development - Hand-Eye Coordination <ul style="list-style-type: none"> • Builds short structures with blocks or other materials • Builds tall structures with blocks or other materials
Standard 4.1 Environment & Ecology	
4.1 Watersheds & Wetlands	(1) Examples of Experiences/Guidance
<ol style="list-style-type: none"> 1. Identify bodies of water 	<p>The topic of water is a well-studied one in the <i>LifeSmart</i> curriculum. Within that unit of study, there are many opportunities for children to study different bodies of water:</p> <p><u>Bodies of Water</u>: Children seriate bodies of water by size</p> <p><u>Formations of Water</u>: Children explore properties of water sources</p> <p><u>Habitat Lotto</u>: Children match animals to the water they live in</p> <p><u>Puddles & Oceans</u>: Children compare and contrast bodies of water</p> <p><u>Visiting Bodies of Water</u>: Children write stories about trips to water</p>

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4.2 Renewable & Non-renewable Resources	(1) & (2) Examples of Experiences/Guidance
<ol style="list-style-type: none"> 1. Identify objects that can be recycled 2. Discuss the purpose of recycling 	<p>At Tutor Time, the idea that children can take an active role in caring for the Earth is an important one. Because of that commitment, there are many opportunities for children to explore the “how’s”, “why’s” and “what’s” of recycling:</p> <p><u>Garbage Graph</u>: Children graph “garbage” that can be recycled</p> <p><u>Recycled Number Chart</u>: Children create a number chart using recyclable items</p> <p><u>Our Own Recycle Box</u>: Children lead a recycling drive</p> <p><u>Paper Bag Person</u>: Children work together to build a “person” from recycled materials</p> <p><u>Recycle with Us</u>: Children create signs to encourage others to recycle</p>
4.3 Environmental Health	(1) Nature & Science – Predictions about Living Things
<ol style="list-style-type: none"> 1. Identify how litter can have a negative impact on animals and the environment 	<ul style="list-style-type: none"> • Predicts that human activity may threaten animal habitat/survival
4.4 Agriculture & Society	(1), (2), & (3) Examples of Experiences/Guidance
<ol style="list-style-type: none"> 1. Describe the purpose of a farm 2. Identify the products that are produced on a farm 3. Describe the people, animals and equipment that are found on a farm 	<p>In the <i>LifeSmart</i> curriculum, children actively investigate many aspects of the natural world, including plants and animals and where they grow and live. Children have many opportunities to explore farms and what farms provide for others:</p> <p><u>Have You Ever Been to a Farm?</u>: Children create a farm story</p> <p><u>Babies in the Barnyard</u>: Children match baby animals with their parents</p> <p><u>Barnyard Noises</u>: Children count and group animals by sound</p> <p><u>Farm Gifts</u>: Children build a mural of things people use from farms</p>

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	<u>How Much a Cow Eats</u> : Children weigh/graph daily consumption of cows
4.6 Ecosystems & Their Interactions	(1) Nature & Science –Observing & Describing Physical Phenomena
1. Observe events that happen in a cycle	<ul style="list-style-type: none"> • Draws/talks about patterns in the physical world
4.7 Threatened, Endangered & Extinct Species	(1) Nature & Science – Predictions about Living Things
1. Identify some species that are extinct	<ul style="list-style-type: none"> • Predicts that human activity may threaten animal habitat/survival
4.8 Humans & The Environment	(1) Nature & Science –Observing & Describing Living Things
<ul style="list-style-type: none"> • Identify types of shelter that humans use 	<ul style="list-style-type: none"> • Describes/draws the types of shelter used by familiar animals
4.6 Environmental Laws & Regulations	(1) Examples of Experiences/Guidance
<ul style="list-style-type: none"> • Discuss rules that protect the environment 	As previously stated, at Tutor Time, we firmly believe that children can take an active role in caring for and protecting the Earth. As part of this process, teachers facilitate discussions and experiences around the things that children can do to protect the Earth and the steps that others have taken (such as passing laws) to support this task.

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COGNITIVE THINKING & GENERAL KNOWLEDGE Social Studies Thinking: Connecting to Communities	
Standard 5.1 Principles & Documents of Government	
5.1.1 Sources, Purposes & Functions of Laws	
1. State rules and some consequences	(1) Social & Emotional Development – Self-Control Behaviors
	<ul style="list-style-type: none"> • Recognizes inappropriate behavioral choices of self most of the time • Usually recognizes that inappropriate behavior leads to consequences
Standard 5.2 Rights & Responsibilities of Citizenship	
5.2.1 Civic Rights, Responsibilities & Duties	
1. Display awareness of role as a member of a group 2. Explain how community workers keep us healthy and safe	(1) Social & Emotional Development –Knowledge of Family & Community
	<ul style="list-style-type: none"> • Signs, gestures, or talks about family routines and activities • Signs, gestures, or talks about classroom routines or activities
	(1) Social & Emotional Development –Knowledge of Family & Community
	<ul style="list-style-type: none"> • Signs, gestures, or talks about neighborhood resources • Describes or illustrates the roles/responsibilities of community workers
5.2.2 Sources & Resolution of Conflict	

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1. Identify one or two solutions to a conflict or a problem 2. Attempt to independently solve a conflict with a peer	<i>(1)& (2) Social & Emotional Development</i>
	<ul style="list-style-type: none"> • Expresses wants and needs in conflict situations • Chooses to express self to other safely/respectfully in calm situations • Chooses to express self to others safely/respectfully in difficult situations • Uses negotiation to reach a solution • Shows the ability to compromise in conflict resolution • Maintains a negotiated plan • Uses passive strategies to manage escalating conflicts
<i>5.2.3 Political Leadership & Public Service</i>	
1. Show interest in leadership opportunities	<i>(1) Social & Emotional Development – Initiating & Maintaining Social Relationships</i>
	<ul style="list-style-type: none"> • Assists in developing pretend-play episodes • Expresses empathy or caring for others by consoling, comforting, or helping
Standard 6.1 Economic Systems	
<i>6.1.2 Traditional, Command & Market Economies</i>	
1. Recognize equal distribution	<i>(1) Early Math – Early Addition</i>
	<ul style="list-style-type: none"> • Indicates that a small group has more after some have been added
<i>6.1.3 Measures of Economic</i>	

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1. Demonstrate knowledge of community workers and their roles	(1) Social & Emotional Development –Knowledge of Family & Community
	<ul style="list-style-type: none"> Signs, gestures, or talks about neighborhood resources Describes or illustrates the roles/responsibilities of community workers

Standard 6.2 Markets & the Functions of Government

6.2.3 Functions of Money

1. Demonstrate an awareness of the uses of money	(1) Examples of Experiences/Guidance
	<p>As children delve into diverse topics such as neighborhoods, families, jobs, and advocacy, they encounter many experiences that explore the topic of money:</p> <p><u>Money Match & Sort</u>: Children group monies that are the same</p> <p><u>Money to the Bank</u>: Children discuss how they might save money and count coins that they add to a pretend bank</p> <p><u>Coin Mining</u>: Children dig for coins and add together what they find</p> <p><u>Coin Match</u>: Children match coins to copies of the originals</p> <p><u>I Have a Dime</u>: Children learn a song about what they can buy for different amounts of money</p>

6.2.5 Changes in Supply & Demand

1. Identify where some products originate	(1) Examples of Experiences/Guidance
	As children investigate the topics or neighborhoods, habitats, and food, there are many opportunities for them to explore where products

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	<p>originate:</p> <p><u>Making Toothpaste</u>: Children discuss where toothpaste comes from and make their own</p> <p><u>Grocers Work Hard</u>: Children learn a fingerplay and discuss where grocery products originate</p> <p><u>Making Clothing</u>: While designing and making clothing for dolls, children discuss the origin of the clothes they wear</p> <p><u>Trading for Gold</u>: Children investigate origin of gold and other minerals</p> <p><u>What We Pay For</u>: Children discuss where they buy items and where those items come from</p>
Standard 6.3 Scarcity & Choice	
6.3.1 Scarcity & Limited Resources	
<ol style="list-style-type: none"> 1. Understand that some resources and money are limited 2. Notice when materials are gone 	<p>(1) & (2) Examples of Experiences/Guidance</p> <p>These two indicators are likely to be observed in organic discussions that teachers have with children. Especially during meal times, teachers talk about children serving themselves and making sure that there is enough for everybody. They also help children notice and voice their feelings when something they want is no longer available.</p>
6.3.3 Allocation of Resources	
<ol style="list-style-type: none"> 1. Share or offer items to others 	<p>(1) Social & Emotional Development – Initiating & Maintaining Social Relationships</p> <ul style="list-style-type: none"> • Sustains a cooperative participation with others • Expresses empathy or caring for others by consoling, comforting or

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	helping
Standard 6.5 Work & Earnings	
6.5.1 Factors Influencing Wages	Early Math – Geometry and Spatial Sense: Sorting
	(1) Examples of Experiences/Guidance
1. Understand that one earns money from work	In the topics community helpers and jobs around the world, teachers lead discussions around the jobs that people do and why people have jobs. During these conversations, the idea that people work so that they can earn money to live is addressed.
6.5.3 Types of Businesses	
	(1) Social & Emotional Development – Knowledge of Family & Community
1. Name businesses and their corresponding goods and services	<ul style="list-style-type: none"> • Talks about the neighborhood, city, or area in which s/he lives • Identifies activities/events occurring at home, in school or in the neighborhood • Signs, gestures, or talks about neighborhood resources
6.5.7 Costs & Benefits of Saving	
	(1) Examples of Experiences/Guidance
1. Practice saving money or tokens	<p>Children practice the experience of saving money in the following experiences:</p> <p><u>Money to the Bank</u>: Children discuss how they might save money and count coins that they add to a pretend bank</p> <p><u>Coin Mining</u>: Children dig for coins and add together what they find</p>

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	<u>I Have a Dime</u> : Children learn a song about what they can buy for different amounts of money
Standard 7.1 Basic Geographic Literacy	
7.1.1 Geographic Tools	
1. Demonstrate a beginning understanding of maps as actual representations of places	(1) Examples of Experiences/Guidance
	<p>There are many experiences around maps and understanding the concepts of maps in the <i>LifeSmart</i> curriculum:</p> <p><u>3-D Map</u>: Children use recycled materials to create a map of a familiar place</p> <p><u>Classroom Map</u>: Children draw out a map of the classroom</p> <p><u>Treasure Map</u>: Children follow a map to find a treasure in the classroom or playground</p> <p><u>Neighborhood Map</u>: Children create a map of their neighborhood</p> <p><u>A Jungle Safari</u>: Children make a map to show what they might encounter on a trip through the jungle</p>
7.1.2 Places & Regions	
1. Describe the characteristics of his/her home and frequently visited locations	(1) Social & Emotional Development – Knowledge of Family & Community
	<ul style="list-style-type: none"> • Talks about the neighborhood, city, or area in which s/he lives
7.2.1 Physical Characteristics	
1. Describe the location of items/areas in the classroom and	(1) Social & Emotional Development – Knowledge of Family & Community

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areas at home	<ul style="list-style-type: none"> • Signs, gestures, or talks about classroom, routines, and activities • Talks about neighborhood, city, or area in which s/he lives • Signs, gestures, or talks about neighborhood resources
Standard 7.3 Human Characteristics of Places & Regions	
7.3.1 Human Characteristics	
<ol style="list-style-type: none"> 1. Identify some similarities and differences of physical and personal characteristics 2. Demonstrate an appreciation of one's own characteristics and those of others and others' cultures 	(1) Nature & Science –Observing & Describing Living Things
	<ul style="list-style-type: none"> • Talks about characteristics of living things
	(2) Nature & Science – Observing & Describing Living Things
	<ul style="list-style-type: none"> • Draws/talks about changes in her/himself over time
	(2) Social and Emotional Development –Knowledge of Self
	<ul style="list-style-type: none"> • Describes his/her physical attributes • Says positive things about his/her appearance
	(2) Social and Emotional Development –Diversity
	<ul style="list-style-type: none"> • Shows respect for members of different cultures
Standard 7.4 Interactions Between People & the Environment	
7.4.1 Impact of Physical Systems on People	
1. Recognize that environmental changes can impact what	(1) Nature & Science – Predictions about Living Things

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people do	<ul style="list-style-type: none"> • Predicts that an animals will seek shelter in bad weather • Predicts that extreme weather will injure plants/wildlife
7.4.2 Impact of People on Physical Systems	Approaches to Learning – Initiative and Curiosity
1. Understand how to make simple technology work	(1) Nature & Science – Using Senses & Scientific Devices to Learn
	<ul style="list-style-type: none"> • Uses tools to measure materials and make comparisons
	(1) Early Math – Measurement
	<ul style="list-style-type: none"> • Uses a familiar measuring device
	(1) Physical Health – Eating & Nutrition
	<ul style="list-style-type: none"> • Eats with a fork and a spoon, or other appropriate utensils • Uses utensils to transfer food from one container to another
	(1) Physical Health – Dressing
<ul style="list-style-type: none"> • Unfastens clothing (e.g., snaps, Velcro, buttons, zippers) without assistance • Fastens clothing (e.g, snaps, Velcro, buttons, zippers) without assistance 	
Standard 8.1 Historical Analysis & Skills Development	
8.1.1 Continuity & Change over Time	
1. Demonstrate understanding of a sequence of events	(1) Early Math – Geometry & Spatial Sense - Concepts
	<ul style="list-style-type: none"> • Understand object order concepts

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2. Use words to describe time (yesterday, today, tomorrow)	(1) Early Math – Time Concepts
	<ul style="list-style-type: none"> • Knows what activity comes next in a daily routine
	(2) Early Math – Time Concepts
	<ul style="list-style-type: none"> • Uses words to refer to time • Uses words to refer to times of day
8.1.2 Historical Comprehension & Interpretation	
1. Understand how things, people, and places change over time	(1) Nature & Science – Observing & Describing Living Things
	<ul style="list-style-type: none"> • Draws/talks about observed life cycle changes in a familiar plant • Draws/talks about changes in her/himself over time • Draws/talks about observed life cycle changes in a familiar animal
	(1) Nature & Science – Observing & Describing Physical Phenomena
	<ul style="list-style-type: none"> • Draws/talks about physical changes observed in objects
8.1.3 Research	
	(1) Nature & Science – Gathering & Presenting Data
1. Understand that information comes from many sources, such as books, computer, or newspapers	<ul style="list-style-type: none"> • Uses more than one approach to gather data/answer a questions

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COGNITIVE THINKING & GENERAL KNOWLEDGE	
Health, Wellness, and Physical Development: Learning about My Body	
Standards 10.1-3 Health & Safe Practices	
10.1-3.1 Fundamentals of Good Health	
<ol style="list-style-type: none"> 1. Practice basic hygiene routines with adult reminders 2. Identify medicine and know that is it used to stay healthy 3. Identify fundamental practices for good health 4. Identify how people keep us healthy 	(1) Physical Health Practices – Hygiene Practices
	<ul style="list-style-type: none"> • Washes hands using soap and water, without assistance • Covers mouth with hand/tissue when coughing or sneezing • Disposes of tissues appropriately in a container • Uses tissues properly to blow/wipe nose, without assistance • Brushes teeth in a correct fashion, without assistance • Requests or initiates hand washing when needed
	(2) Examples of Experiences/Guidance
	In many of the topics in the Tutor Time curriculum, including community helpers and health and wellness, children discuss medicine, why and when they take it and where they get it. This topic also comes up organically as children are sick and need medicine throughout their time in the classroom.
	(3) Physical Health Practices – Nutrition
	<ul style="list-style-type: none"> • Identifies examples of foods that are healthy
	(3) Physical Health Practices –Exercise Practices

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children’s Learning
10.1-3.3 Safe Practices	
1. Identify and follow basic safety rules 2. Identify how people help to keep us safe 3. Identify the consequence of unsafe behavior	(1) Physical Health Practices – Health & Safety Practices
	<ul style="list-style-type: none"> • Follows outdoor and indoor play rules • Knows to stay away from harmful objects • Describes basic traffic safety rules, without assistance
	(2) Physical Health Practices – Health & Safety Practices
	<ul style="list-style-type: none"> • Understands that parents and teachers are helpful resources
	(3) Social & Emotional Development – Self-Control Behaviors
	<ul style="list-style-type: none"> • Usually recognizes that inappropriate behavior leads to consequences
10.1-3.4 Safe Practices	
1. Name foods that keep us healthy 2. Classify foods by their food group	(1) Physical Health Practices – Nutrition
	<ul style="list-style-type: none"> • Identifies examples of foods that are healthy
	(2) Examples of Experiences/Guidance Besides stressing the importance of healthy eating and the idea of food groups during meals and in the Pretend Center, the <i>LifeSmart</i> curriculum has many activities that explore this concept:

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children’s Learning
	<p><u>Family Food Graph</u>: Children document and graph family food choices</p> <p><u>Food Group Book</u>: Children make book showing foods from each group</p> <p><u>Grocery Lists</u>: Children make a list that details what they would shop for in each food group</p> <p><u>A Menu of Healthy Foods</u>: Children imagine a restaurant that serves balanced meals</p> <p><u>Human Food Pyramid</u>: Children pick a food and place themselves in the proper place on the food pyramid</p>
Standard 10.4 Physical Activity: Gross Motor Coordination	
10.4.1 Control & Coordination	
<ol style="list-style-type: none"> 1. Combine large motor movements with the use of equipment 2. Demonstrate coordination of body movements in active play 3. Move and stop with control 4. Perform a variety of movement skills alongside and with a partner 	(1) Fine & Gross Motor Control & Balance – Gross Motor Coordination
	<ul style="list-style-type: none"> • Throws a ball a short distance with accuracy, most of the time • Kicks a ball a short distance with accuracy, most of the time • Catches a ball thrown underhand from 3 – 5 feet, most of the time • Dribbles a large ball several times with both hands • Dribbles a large ball several times with one hand
	(2) Fine & Gross Motor Control & Balance – Gross Motor Control & Balance

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
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	<ul style="list-style-type: none"> • Moves around obstacles with balance and direction • Walks along a line on the floor, most of the time • Walks along a wide beam, most of the time • Climbs up and down stairs • Jumps forward several time, maintaining balance most of the time • Pedals a tricycle, steers and makes turns around obstacles and corners • Jumps backward without losing balance • Climbs a short ladder • Hops with direction and control, most of the time • Skips with direction and control, most of the time • Gallops maintaining direction and control, most of the time
	<i>(3) Examples of Experiences/Guidance</i>
	<p>In almost all of the gross motor activities, teachers are instructed to provide a variety of instructions for children as they move. Many of these include showcasing the ability to stop and go with control:</p> <p><u>Changes of Direction</u>: Children follow teacher directions in how and when to move</p>

Moving Quickly, Moving Slowly: Children experiment with speed of motion and stopping and going

Freeze Dance: Children listen for music cues for when to stop and go

Hula Hoops: Children discover ways to move from hoop to hoop

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	<u>Walk This Way</u> : Children invent silly ways to walk and freeze
	(4) Examples of Experiences/Guidance
	<p>Many of the gross motor experiences in the <i>LifeSmart</i> curriculum are designed for children to participate on their own, or with a partner. Specifically, the following activities call for partner movements:</p> <p><u>Partner Dance</u>: Children dance with another child</p> <p><u>Mirror Movements</u>: Children coordinate movements with a partner</p> <p><u>Animal Swing</u>: Children work together to swing stuffed animal in a towel</p> <p><u>Marching in a Shape</u>: Children march with each other along shapes</p> <p><u>Tug of Peace</u>: Children lean back at same time to manipulate a rope</p>
10.4.3 Balance & Strength	
<ol style="list-style-type: none"> 1. Exhibit balance while moving on large motor equipment 2. Show enthusiasm for mastery of gross motor movements through repetitive practice 	(1) Fine & Gross Motor Control & Balance – Gross Motor Control & Balance
	<ul style="list-style-type: none"> • Walks along a wide beam, most of the time • Climbs up and down stairs • Pedals a tricycle, steers and makes turns around obstacles and corners • Climbs a short ladder
	(3) Examples of Experiences/Guidance <p>Teachers are encouraged to gauge children's reactions throughout all aspects of the curriculum. This includes encouraging, supporting, and acknowledging their efforts and successes while mastering their large</p>

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	muscle movements and coordination.
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Standard 10.5 Concepts, Principles & Strategies of Movement: Fine Motor Development

10.5.1 Strength, Coordination & Muscle Control

1. Use hands, fingers and wrists to manipulate objects 2. Practice manual self help skills	<i>(1) Fine & Gross Motor Development - Fine Motor Dexterity & Control</i>
	<ul style="list-style-type: none"> • Correctly holds a pencil or crayon • Puts several beads on a string without assistance • Cuts with scissors along a straight line • Cuts with scissors along a curved line • Puts a simple puzzle together, without assistance • Uses scissors to cut out a pre-formed shape
	<i>(2) Physical Health Practices - Eating</i>
	<ul style="list-style-type: none"> • Eats with a fork and a spoon, or other appropriate utensils • Uses utensils to transfer food from one container to another • Uses a napkin appropriately to clean hands and face
	<i>(2) Physical Health Practices – Hygiene Practices</i>
	<ul style="list-style-type: none"> • Covers mouth with hand/tissue when coughing or sneezing • Brushes teeth in a correct fashion, without assistance
	<i>(2) Physical Health Practices - Dressing</i>

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
	<ul style="list-style-type: none"> • Unfastens clothing, without assistance • Fastens clothing, without assistance • Ties own shoes, without assistance
10.5.2 Eye/Hand Coordination	
1. Coordinate eye and hand movements to perform a task	(1) Fine & Gross Motor Development – Hand-Eye Coordination
	<ul style="list-style-type: none"> • Copies simple shapes from samples • Draws some objects that can be recognized • Builds short structures with blocks or other materials • Builds tall structures with block or other materials • Uses computer keyboard/mouse for writing/drawing
10.5.3 Use of Tools	
1. Use writing and drawing implements with correct grip to make pictures 2. Use classroom and household tools independently to accomplish a purpose	(1) Fine & Gross Motor Development – Fine Motor Dexterity & Control
	<ul style="list-style-type: none"> • Correctly holds a pencil or crayon
	(2) Nature & Science – Using Senses & Scientific Devices to Learn
	<ul style="list-style-type: none"> • Uses tools to measure materials and make comparisons
	(2) Physical Health Practices - Eating

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children’s Learning
	<ul style="list-style-type: none"> • Eats with a fork and a spoon, or other appropriate utensils • Uses utensils to transfer food from one container to another • Uses a napkin appropriately to clean hands and face
	<i>(2) Fine & Gross Motor Development – Hand-Eye Coordination</i>
	<ul style="list-style-type: none"> • Uses computer keyboard/mouse for writing/drawing
	<i>(2) Fine & Gross Motor Development - Fine Motor Dexterity & Control</i>
	<ul style="list-style-type: none"> • Cuts with scissors along a straight line • Cuts with scissors along a curved line • Uses scissors to cut out a pre-formed shape

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
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COGNITIVE THINKING & GENERAL KNOWLEDGE Language & Literacy Development: Early Literacy Foundations; Reading, Writing, Speaking & Listening	
Standard 1.1 Learning to Read Independently	
1.1.1 Purposes for Reading	
1. Use a variety of text during play 2. Select a variety of genre during play	(1) & (2) Language and Literacy – Interests in Books
	<ul style="list-style-type: none"> Engages in pretend reading with other children, doll, or toy animal
1.1.2 Word Recognition Skills	
1. Identify upper case letters* 2. Associate some names of letters with their shapes and sounds 3. Differentiate words and letters 4. Continue teacher-initiated word patterns 5. Identify familiar words and environmental print	(1) Examples of Guidance/Experiences
	<p>In Tutor Time's <i>Word of the Month</i> program, teachers introduce nine words over the course of the academic year. All of the letters in the alphabet are contained in a meaningful context in these words, which build a sentence by May. Children are introduced to the concept of a capital letter, as it is the first letter of the first word in each year's sentence. Teachers are also guided in exploring each letter in all its forms, including the upper case version.</p> <p>Teachers also model correct print conventions as they write children's dictations and group-created stories, graphs, and newsletters (all parts of the LifeSmart curriculum).</p>
	(2) Language and Literacy – Alphabet Knowledge

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
	<ul style="list-style-type: none"> • Identifies all the letters in her/his name • Points to and names the first letter in familiar words • Names 9 or fewer letters • Names 10 or more letters
	<i>(3) Language and Literacy – Print Awareness & Concepts</i>
	<ul style="list-style-type: none"> • Recognizes that the spoken word/speech can be written and read • Knows that print conveys information to the reader
	<i>(3) Language and Literacy – Early Reading</i>
	<ul style="list-style-type: none"> • Asks questions about the names of letters, words, signs, and labels
	<i>(4) Early Math – Patterns</i>
	<ul style="list-style-type: none"> • Repeats an alternating auditory pattern
	<i>(5) Language and Literacy – Early Reading</i>
	<ul style="list-style-type: none"> • Recognizes his/her name in print • Identifies familiar short words in print, some of the time • Reads a printed label or sign on a familiar object, some of the time • Reads familiar words in a sentence from a book/poem, with assistance

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
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1.1.3 Vocabulary Development	
<ol style="list-style-type: none"> 1. Describe pictures in books using detail 2. Practice new vocabulary with teacher assistance 3. Match vocabulary to picture clues 4. Use new vocabulary when speaking 	(1) Language & Literacy – Stories, Songs, Poems, and Directions
	<ul style="list-style-type: none"> • Retells a familiar story, poem, or song in her/his own words
	(1) & (3) Language & Literacy –Book Knowledge & Appreciation – Story Reasoning
	<ul style="list-style-type: none"> • Uses picture cues to tell what is happening in a story • Predicts story events using picture or verbal cues
	(2) & (4) Language & Literacy – Speaking & Communicating – Self-Expression
	<ul style="list-style-type: none"> • Uses appropriate words or gestures to share information or experiences • Uses appropriate words or gestures to relate feelings, needs, or opinions
	(2) & (4) Language & Literacy – Speaking & Communicating – Expressive Vocabulary
	<ul style="list-style-type: none"> • Uses negative words • Uses words that describe the qualities of objects
	(3) Language & Literacy – Listening & Understanding – Receptive Vocabulary

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
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	<ul style="list-style-type: none"> Understands nouns commonly found in books for young children
5.2.3 Comprehension & Interpretation	
<ol style="list-style-type: none"> Respond appropriately to directions and stories Use verbs to describe illustrations showing action Retell a simple story in sequence with picture support Identify story details through questioning Draw connections between story events and personal experiences 	(1) Language and Literacy – Listening & Understanding – Stories, Songs, Poems, & Directions
	<ul style="list-style-type: none"> Listens attentively to a conversation, song, story, poem, or song Follows a simple one-step direction Asks questions and/or makes comments about a story, poem, or song Follows a small set of step-by-step directions, without prompts
	(2) Language and Literacy –Listening & Understanding – Receptive Vocabulary
	<ul style="list-style-type: none"> Understands action words
	(2) Language and Literacy –Speaking & Communicating – Self-Expression
	<ul style="list-style-type: none"> Uses appropriate words or gestures to share information or experiences
	(3) Language and Literacy – Listening & Understanding – Stories, Songs, Poems, & Directions
	<ul style="list-style-type: none"> Retells a familiar story, poem, or song in her/his own words

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
	<i>(3) Language and Literacy – Book Knowledge & Appreciation – Story Reasoning</i>
	<ul style="list-style-type: none"> • Uses picture cues to tell what is happening in a story • Predicts story events using pictures or verbal cues
	<i>(4) Language and Literacy –Book Knowledge & Appreciation – Story Telling</i>
	<ul style="list-style-type: none"> • Recalls story events using some spoken dialogue
	<i>(4) Language and Literacy –Book Knowledge & Appreciation – Story Reasoning</i>
	<ul style="list-style-type: none"> • Makes guesses about why things happen or change in a story
	<i>(5) Language and Literacy – Listening & Understanding – Stories, Songs, Poems, & Directions</i>
<i>1.1.5 Fluency</i>	
<ol style="list-style-type: none"> 1. Recite rhymes, songs, and familiar text while using tracking 2. Apply knowledge of letters, words, and sounds to read simple sentences 	<i>(1) Language & Literacy – Listening & Understanding – Stories, Songs, Poems, & Directions</i>
	<ul style="list-style-type: none"> • Retells a familiar story, poem, or song in his/her own words
	<i>(1) Language & Literacy – Early Reading</i>

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
	<ul style="list-style-type: none"> • Tracks by moving his/her finger along text as it is read by an adult
	(2) Language & Literacy – Early Reading
	<ul style="list-style-type: none"> • Identifies familiar short words in print, some of the time • Reads a printed label or a sign on a familiar object, some of the time • Reads familiar words in a sentence from a book/poem, with assistance
Standard 1.2 Reading, Analyzing, & Interpreting Text	
1.2.1 Text Analysis & Evaluation	(1) Language & Literacy – Book Knowledge & Appreciation – Interest in Books
<ol style="list-style-type: none"> 1. Identify title and author of story 2. Identify characters in story 3. Discuss events in book or story 4. Explain reasons for liking or disliking a book or story with prompting 	<ul style="list-style-type: none"> • Requests a favorite book by title, author, or illustrator
	(2) Creative Arts – Dramatic Play
	<ul style="list-style-type: none"> • Acts out real or make-believe character during dramatic play
	(3) Language and Literacy – Listening & Understanding – Stories, Songs, Poems, & Directions
	<ul style="list-style-type: none"> • Asks questions and/or makes comments about a story, poem, or song
	(4) Language and Literacy –Speaking & Communicating – Self-Expression
1.2.2 Text Organization	
	<ul style="list-style-type: none"> • Uses appropriate words or gestures to relate feelings, needs, or opinions

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children’s Learning
1. Practice book handling skills 2. Identify beginning and end of a story 3. Practice tracking from top to bottom and left to right with scaffolding	(1) Language & Literacy – Book Knowledge & Appreciation – Interest in Books
	<ul style="list-style-type: none"> • Handles books and other reading materials with care
	(2) Language & Literacy – Book Knowledge & Appreciation – Story Telling
	<ul style="list-style-type: none"> • Makes up a story from beginning, to middle, to end
	(3) Language & Literacy –Print Awareness & Concepts <ul style="list-style-type: none"> • Recognizes that the left page is read before the right • Recognizes that sentences are read from left to right • Recognizes that pages are read from top to bottom
1.2.3 Fact & Opinion	
1. Differentiate between real and make-believe 2. State at least one important fact from informational text	(1) Creative Arts – Dramatic Play
	<ul style="list-style-type: none"> • Acts out real or make believe characters during dramatic play • Acts out stories or situations during a dramatic play activity
	(2) Nature & Science – Gathering & Presenting Data <ul style="list-style-type: none"> • Describes her/his data to other peers/adults
1.2.5 Inferences	

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children’s Learning
<ul style="list-style-type: none"> • Use illustration clues and story sequence to infer and predict what happens next in a story • Decide if predictions were confirmed* 	(1) <i>Book Knowledge & Appreciation – Story Reasoning</i>
	<ul style="list-style-type: none"> • Uses picture cues to tell what is happening in a story • Predicts story events using picture or verbal cues
	(2) <i>Examples of Guidance/Experiences</i>
	<p>Throughout Tutor Time’s <i>Nature & Science</i> and <i>Early Math</i> scales, children are asked to make predictions and then to confirm if those predictions are true. This learning standard aligns with many of the ones on these scales.</p>
Standard 1.3 Reading, Analyzing & Interpreting Literature	
1.3.1 <i>Analysis & Evaluation</i>	
1. Select favorite book from many by the same author	(1) <i>Language & Literacy – Book Knowledge & Appreciation – Interest in Books</i>
	<ul style="list-style-type: none"> • Requests a favorite book by title, author, or illustrator
1.3.2 <i>Literary Genres</i>	
1. Identify a variety of literary genre with teacher support*	(1) <i>Examples of Guidance/Experiences</i>
	<p>In the <i>LifeSmart</i> classroom, teachers are instructed to provide children with a variety of literacy genre, including, but not limited to cookbooks, fiction and nonfiction children’s books, magazines, newspapers, supermarket flyers, etc. It is through their interactions with these materials that children show their mastery of this learning standard.</p>
1.3.3 <i>Literary Elements</i>	

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
1. Respond to questions about main characters, setting and events during a read aloud	<i>(1) Language & Literacy – Listening & Understanding – Stories, Songs, Poems, & Directions</i>
	<ul style="list-style-type: none"> • Asks questions and/or makes comments about a story, poem, or song
<i>1.3.4 Literary Devices</i>	
1. Recognize rhyming words in works of literature with teacher support	<i>(1) Language & Literacy – Phonological Awareness – Sound Recognition</i>
	<ul style="list-style-type: none"> • Recognizes rhymes in poems, readings, or conversation, most of the time
Standard 1.4 Types of Writing	
<i>1.4.1 Narrative</i>	
1. Create illustration and write about it	<i>(1) Language & Literacy –Book Knowledge & Appreciation – Story Telling</i>
	<ul style="list-style-type: none"> • Draws pictures or uses dramatic play or music to tell a story
	<i>(1) Examples of Guidance/Experiences</i>
	Journaling is an essential piece of the literacy program at Tutor Time. At least once a week, children are invited to tell a story by drawing a picture and either dictating or writing about that picture.
<i>1.4.2 Informational</i>	
	<i>(1) Nature & Science –Gathering & Presenting Data</i>
1. Share information through pictures and dictated words	<ul style="list-style-type: none"> • Presents observations in a variety of ways
Standard 1.5 Quality of Writing	

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1.5.1 Focus	
1. Illustrate or tell about a specific focus	(1) Language & Literacy – Speaking & Communicating – Self-Expression
	<ul style="list-style-type: none"> • Uses appropriate words or gestures to share information or experiences
1.5.2 Content	
1. Generate ideas for a picture, story or shared writing 2. Identify and/or create illustrations that depict story detail	(1) Language and Literacy – Book Knowledge & Appreciation – Story Telling
	<ul style="list-style-type: none"> • Draws pictures or uses dramatic play to tell a story • Makes up a story from beginning, to middle, to end
	(2) Creative Arts – Visual Art
	<ul style="list-style-type: none"> • Draws some details in representations of animals, people, or objects • Draws a series of pictures that depict a story
1.5.3 Organization	
<ul style="list-style-type: none"> • Write symbols, words or simple phrases that communicate an idea 	(1) Language & Literacy – Early Writing
	<ul style="list-style-type: none"> • Writes to communicate using a scribble form • Communicates by scribbling and with some letter-like shapes • Communicates by writing complete words
1.5.6 Convention	
1. Experiment with a variety of writing tools and surfaces	(1) & (2) Language & Literacy – Early Writing
	<ul style="list-style-type: none"> • Uses a variety of writing tools and materials to communicate

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
2. Create letter forms using various materials 3. Print letters in name using letter-like forms or conventional print	(3) Language & Literacy – Early Writing <ul style="list-style-type: none"> Writes to communicate using a scribble form Communicates by scribbling and with some letter-like shapes Copies her/his name from a sample Writes using her/his name, without assistance
Standard 1.6 Historical Speaking & Listening	
1.6.1 Discussion	
1. Listen and respond attentively to conversations 2. Ask and answer relevant questions 3. Follow two-step directions	(1) & (2) Language & Literacy- Listening & Understanding – Stories, Songs, Poems, & Directions
	<ul style="list-style-type: none"> Listens attentively to a conversation, story, poem, or story Asks questions and/or make comments about a story, poem, or song
	(1) & (2) Language & Literacy- Conversation
	<ul style="list-style-type: none"> Responds to comments or questions from others during a conversation
	(3) Language & Literacy- Listening & Understanding – Stories, Songs, Poems, & Directions
	<ul style="list-style-type: none"> Follows a small set of step-by-step directions, without prompts
1.6.2 Listening Skills	
	(1) Examples of Guidance/Experiences

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
<ol style="list-style-type: none"> 1. Share experience when asked* 2. Speak in simple sentences 3. Recite rhymes, songs and familiar text in a group 4. Answer questions 	<p>Journaling is an essential piece of the literacy program at Tutor Time. At least once a week, children are invited to tell stories (real or make-believe) through their pictures and words.</p> <p>Also, during large group experiences, teachers are encouraged to build community by having children share what they already know about a topic or what is happening in their lives.</p>
	<i>(2) Language & Literacy – Speaking & Communicating – Expressive Vocabulary</i>
	<ul style="list-style-type: none"> • Uses simple sentences to communicate with others
	<i>(3) Language & Literacy – Listening & Understanding – Stories, Songs, Poems, & Directions</i>
	<ul style="list-style-type: none"> • Retells a familiar story, poem or song in her/his own words
	<i>(4) Language & Literacy- Conversation</i> <ul style="list-style-type: none"> • Responds to comments or questions from others during a conversation
1.6.3 Discussion	
<ol style="list-style-type: none"> 1. Communicate using detail when relating personal experiences 2. Pose questions and listen to ideas of others 3. Contribute to class discussion 	<i>(1) Language & Literacy – Speaking & Communicating – Self-Expression</i>
	<ul style="list-style-type: none"> • Uses appropriate words or gestures to share information or experiences
	<i>(2) Language & Literacy- Listening & Understanding – Stories, Songs, Poems, & Directions</i>

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children’s Learning
	<ul style="list-style-type: none"> • Listens attentively to a conversation, story, poem, or story • Asks questions and/or make comments about a story, poem, or song
	(2) Language & Literacy- Conversation
	<ul style="list-style-type: none"> • Responds to comments or questions from others during a conversation
	(3) Language & Literacy- Conversation <ul style="list-style-type: none"> • Takes turn being a speaker • Responds to comments or questions from other during a conversation • Adjusts conversation to changes in topic • Changes inflection during a conversation to communicate meaning
1.6.4 Presentation	
<ul style="list-style-type: none"> • Share information about an item of interest 	(1) Language & Literacy – Speaking & Communicating – Self-Expression
	<ul style="list-style-type: none"> • Uses appropriate words or gestures to share information or experiences
Standard 1.7 Characteristics & Functions of the English Language	
1.7.1 Communicating in More Than One Language	
1. Use verbal and nonverbal language to communicate for a	(1) Language & Literacy – Speaking & Conversation – Self-Expression

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children’s Learning
<p>variety of purposes</p> <p>2. Repeat a few words in a language other than native language</p>	<ul style="list-style-type: none"> • Uses appropriate words or gestures to share information or experiences • Uses appropriate words or gestures to relate feelings, needs, or opinions <p>(2) Examples of Guidance/Experiences</p> <p>At Tutor Time, we are committed to celebrating with the children the richness of the diversity of the world. As part of this, children and teachers have many experiences that include a study of the different words that people use to communicate:</p> <p><u>Beautiful Words</u>: Children recreate the word “love” from various languages</p> <p><u>Bless You</u>: Children acknowledge sneezes in different languages</p> <p><u>How Do You Say “Hello”?</u>: Children learn greetings from around the world</p> <p><u>Palmas, Palmitas</u>: Children learn a Spanish chant</p> <p><u>Saying “I Love You”</u>: Children express their love in different words</p>
Standard 1.8 Research	
1.8.1 Inquiry Based Process	
<p>1. Ask questions about topics of personal interest to gain information</p>	<p>(1) Nature & Science – Questioning & Developing Hypotheses</p> <ul style="list-style-type: none"> • Asks “why” questions to learn more about a current/past event • Asks “what will happen if” questions to help predict a future event
1.8.2 Location of Information & Citing Sources	

Pennsylvania Early Learning Standards and Pre-Kindergarten Indicators	Tutor Time Developmental Goals and Indicators of Children's Learning
1. Locate information on identified topics using resources provided by teacher	(1) Nature & Science – Gathering & Presenting Data
	<ul style="list-style-type: none"> • Uses more than one approach to gather data/answer a question
1.8.3 Organization & Presentation of Final Product	
1. Produce a simple project based on research with assistance	(1) Nature & Science – Gathering & Presenting Data
	<ul style="list-style-type: none"> • Presents observations in a variety of ways
Standard 1.9 Information, Communication, & Technology Literacy	
1.9.1 Media & Technology Resources	
	(1) Examples of Guidance/Experiences
1. Identify technology that can be used to gain information 2. Use age appropriate computer program after training	<ul style="list-style-type: none"> • Talks positively about self • Describes his/her physical attributes (what I look like)
	(2) Examples of Guidance/Experiences
	A Computer Center is part of the Tutor Time classroom. In this center, children learn about the external components of a computer as well as gain experience in running and using appropriate software programs.

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PROGRAM PARTNERSHIPS: Families, Learning Environments & Communities

Standard 20.1 Connections: Shared Understanding of Family & School Values, Philosophies & Cultures

20.1.1 Information Exchange

1. Offer an on-site enrollment meeting where family can meet school personnel and observe the classroom where the child will be attending
2. Share families' and school routines and discuss any needed accommodations
3. Provide and regularly review a Parent Handbook that outlines program expectations and operating details
4. Offer parent-teacher school events that provide updates and give families opportunities to participate in school life
5. Identify home culture, language, and routines and how they might impact a child's adjustment to school
6. Discuss schedules, events or past experiences that may impact a child's school experience
7. Share instructional philosophies that help families understand the school structure

1. Families are encouraged to tour the facility twice, once without the child, so adults can converse with staff and observe classrooms for an extended time. The second visit is with the child so s/he can spend time in the classroom.
 2. Upon enrollment, each family receives a letter that details the schedule and expectations for the child's classroom. Directors have conferences with families to gather information about each child's and family's special needs and unique characteristics.
 3. Each family receives a detailed Family Handbook upon enrollment.
 4. Tutor Time schools offer Family-Teacher Conferences twice a year.
 5. Upon enrollment, directors have conferences with families to gather information about any special needs and unique characteristics.
 6. Upon enrollment, or when a child transfers classrooms, directors have conferences with families to gather information about each child's and family's special needs and unique characteristics.
 7. The Family Handbook and other enrollment materials, provide information as to the educational focus and philosophical foundations for each classroom's curriculum.
- Tutor Time also takes advantage of social media outlets (for example, Facebook and Twitter) to communicate global early childhood and local school information to families.

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20.1.2 Home to School Connections	
<ol style="list-style-type: none"> 1. Identify family practices and traditions that should be included within the classroom 2. Work with families to identify books, songs and finger plays, dances, foods, and toys that should be included in the classroom or school environment; ask for donations 3. Learn about the family and home setting and incorporate into the school experience, asking for updates and new information regularly 4. Invite family members into the classroom to discuss cultural information with the children, to participate in classroom life, or to identify community locations or businesses that can be visited 5. Work with families to determine child’s best classroom placement including when to transition from one to the next, personality types 	<ol style="list-style-type: none"> 1. Tutor Time’s teacher support materials and holiday policies encourage teachers to work with families so that classrooms and experiences are reflective of the diversity in each school. 2. Each month, teachers post letters that detail items that families can donate to the classroom to enrich the environment or for planned learning experiences. 3. Directors conduct intake interviews with families in which information about home and family culture is gathered. Teachers exchange information with families informally twice daily. There are also formal opportunities to interact twice yearly at conferences and at numerous events. 4. Tutor Time has an open-door policy. Family members are always welcome to come into the classroom to enrich it with their experiences. 5. At enrollment, or during transition between classrooms, families take an active role in determining the timeline and the appropriate classroom.
20.1.3 School to Home Connections	
<ol style="list-style-type: none"> 1. Assure that family communications are done in culturally-sensitive ways that accommodate family literacy levels, and culture barriers 2. Regularly send home information about the child’s growth and progress and adjustment to the school setting 3. Discuss the program and classroom operational procedures such as absences, snow delays, payment, etc and learn if there are potential challenges for families, making 	<ol style="list-style-type: none"> 1. As needed, Tutor Time can provide some of our family communication tools in languages of origin for the families in our programs. We also strive to have people in the school that can support the diverse needs of the families in the learning community. 2. There is regular weekly or daily communication as to classroom activities. These include individual records of eating and sleeping, planned learning experiences, and what children enjoyed and/or accomplished over the week. Portfolios and assessment records are

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<p>accommodations as appropriate</p> <ol style="list-style-type: none"> 4. Make available voluntary “at home” activities that families can complete with child, being sensitive to family structure and culture 5. Create an “open-classroom” policy where family members can visit or volunteer in the classroom or school 6. Where appropriate, complete home visit with family 7. Support families’ efforts to build the child-child or family-family connection 	<p>discussed and sent home twice a year.</p> <ol style="list-style-type: none"> 3. Tutor Time’s Family Handbook details the school’s operational policies. Families are informed to discuss challenges with school management to arrange for accommodations as appropriate. 4. The Tutor Time family newsletter, Big Book/Little Reader program, and quarterly journals all include family/child experiences. These are simple learning activities that require very little time and materials to complete. 5. Each Tutor Time has an open-door policy to family members. There are also special times and events in which family members are invited to volunteer or participate. 6. Home visits are not part of the Tutor Time approach at this time. However, teachers and directors are challenged to build community and relationships with children and families in many other ways. 7. Each Tutor Time hosts events in which families can gather socially to build relationships with each other. Through social media, Tutor Time is also creating a forum through which families can connect with, and draw support from each other.
Standard 20.2 Family Engagement	
20.2.1 Shared Governance or Decision Making	
<ol style="list-style-type: none"> 1. Implement a family-school annual review of program operation 2. Develop and update annually a Parent Manual that details operational procedures 3. Establish conflict resolution policies that identify procedures for complaints or suggestions 4. Post regulations and program requirements in strategic locations within the school so family members can review it 	<ol style="list-style-type: none"> 1. Families are invited to participate in an annual survey to communicate what they appreciate and what they see as areas of growth for the school. 2. The Family Handbook is reviewed and updated regularly to make sure that it continues to meet the needs of families and staff. 3. The Family Handbook outlines the steps that families should take if they are unhappy with any aspect of the Tutor Time program. 4. There are Family Boards in clear view in each classroom (or right

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<p>regularly</p> <p>5. Offer training to Advisory or Board on shared governance</p>	<p>outside in the hall). Families can find helpful and timely resources or information in these places.</p> <p>Directors also use electronic communications (via e-mail or the sign-in computer) to remain in touch with families.</p> <p>5. There is a Board of Directors that governs the operations of all Tutor Time programming. The people on this board meet regularly and are invited to take part in professional development opportunities.</p>
20.2.2 Special Events & Activities	
<ol style="list-style-type: none"> 1. Learn families’ interest and capacity for participation in specific events such as a holiday party, and graduation event 2. Offer family education events such as parenting classes, sign language, health and safety that reflect families’ interests and needs 3. Incorporate unique cultural events or beliefs into classroom life 	<ol style="list-style-type: none"> 1. Families are always invited, but never pressed, to attend special events. Schools strive to offer these programs when they are most convenient to families. They also limit the amount of these events so as not to overload a family’s ability to attend. 2. Each local Tutor Time is encouraged to offer enrichment and family education opportunities that meet the needs of their learning community. 3. As part of the intake process, families are invited to share cultural beliefs and traditions. Teachers strive to incorporate these into the classroom so that the learning environment is reflective of the diversity of children and families.
Standard 20.3 Supporting Children’s Learning	
20.3.1 Screening & Assessment	
<ol style="list-style-type: none"> 1. Identify screening, assessment and referral processes that include families’ involvement 2. Utilize screening and assessment instruments that are aligned with the early learning standards 	<ol style="list-style-type: none"> 1. Teachers and school management strive to involve families in the process of screening and assessment. Twice annually, families are invited to share their observations of their child’s learning and development in a formal setting. Teachers also informally engage

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<ol style="list-style-type: none"> 3. Assure that children are screened for health, mental health, dental, social-emotional, and cognitive development and the results are shared with families 4. Be familiar with community agencies that provide additional screenings or assessments upon referral 5. Provide information on child development and parenting that identifies age-appropriate skill development 6. Conduct age appropriate baseline and ongoing authentic assessments to identify strengths and areas of focus for future learning and development that are culturally-sensitive, delivered in the language requested by the family and whenever possible, incorporate family feedback 7. Utilize multiple sources of evidence to understand individual children’s growth and development, including parent report, observations, and standardized checklists 	<p>family members in conversations throughout the year.</p> <p>If additional screening is needed, families and teachers work closely to identify appropriate partners to meet this need.</p> <ol style="list-style-type: none"> 2. Tutor Time’s LifeSmart curriculum uses the Galileo scales of Early Learning. These are a national tool that has been determined to be valid and reliable for years of assessment on hundreds of thousands of children. <p>As indicated by this alignment tool, Tutor Time’s learning standards are closely aligned with those set forth by the state of Pennsylvania.</p> <ol style="list-style-type: none"> 3. Local Tutor Times partner with allies in community health organizations to provide health screenings for the children in their programs. 4. Local Tutor Times reach out to community partners as they strive to provide comprehensive services for families, and meet the complete learning and health needs of the children in their care. 5. Each Tutor Time family receives a monthly newsletter that includes information of interest in the fields of child growth and development. Each classroom also has a Family Board that contains more of this information. Finally, many Tutor Times have a lending library of children’s and parenting books. 6. Children are observationally assessed on a constant basis in the Tutor Time classroom. At the beginning of each school year, each child is assessed to determine what they know and what they are now ready to learn. Based on these observations, teachers plan learning spaces and experiences. These initial assessments are shared with families during Family-Teacher conferences so that teachers can listen to a family’s input and the adults can work together to create learning for each child. 7. Along with observational assessment and family input, Tutor Time makes available a variety of developmental checklists for schools to

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	use as needed.
20.3.2 Goal Development	
<ol style="list-style-type: none"> 1. Use assessment results to lay the framework for understanding individual children's strengths and areas of need 2. Share with parents information about each child, including stages of development, interests and assessed skill levels, identifying those that are on track and those that could use additional attention 3. Meet periodically to discuss previously determined goals, identify any strengths or improvements and make new decisions about learning goals and activities 4. Periodically assess the learning environment and provided activities for age, linguistic and cultural appropriateness and modify if needed 	<ol style="list-style-type: none"> 1. Teachers use the results of their assessments to plan for individual children based on what they have already master and the skills they are ready now to learn. 2. & 3. Teachers meet formally with families twice a year to share assessment results and work together to identify needs and determine goals. 4. Teachers are supported in following children's needs and interests in designing a learning space that meets their needs at any given time.
20.3.3 On-going Progress Review	
<ol style="list-style-type: none"> 1. Classroom adults and families should work as a team to review children's goals and progress regularly and to develop new strategies that promote children's successful growth and development 2. Classroom staff and families should participate in a minimum of two face to face conferences to discuss children's developmental progress and other pertinent updates 3. Offer informal opportunities for family members to converse with classroom adults as needed about children's progress 	<ol style="list-style-type: none"> 1. & 2. Teachers and family members meet formally twice a year to discuss children's learning and to look at progress and next steps in development. 3. Teachers have opportunities to interact with families twice a day (at drop-off and pick-up) and they take advantage of this time to build relationships with families and share relevant information. 4. The Tutor Time family newsletter, Big Book/Little Reader program, and

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<p>4. Schools should offer a wide variety of materials and ideas that link home and school learning environments, offer information on child development and parenting and support parents' interest and participation in the child's learning process</p>	<p>quarterly journals all include family/child experiences. These are simple learning activities that require very little time and materials to complete.</p> <p>The newsletter also offers articles and resources about current issues of concerns to families of young children.</p>
20.3.4 Community Supports	
<ol style="list-style-type: none"> 1. Identify and understand the services that are provided within the community and identify contacts within each to facilitate collaborative work 2. Develop ongoing information-sharing processes with other agencies who work with families 3. Create information-sharing processes with other educational or youth activity programs such as the local fitness center, or library 4. Develop and honor confidentiality policies regarding information exchange 5. Utilize community agency's suggestions to enhance classroom experiences for all children 	<ol style="list-style-type: none"> 1. & 2. & 3. Local Tutor Times strive to build relationships with other groups in the community that serve young children and families. They work to synergistically identify and meet their holistic needs. This includes sharing information as needed and collaborating on programs. Tutor Time is committed to connecting families with available programs, resources and services. When a family is in need of assistance, the Urgent Issues Department works with them to locate and identify the appropriate organization in the community. 4. Tutor Time's follow strict guidelines as to the information that can be shared with other agencies and/or with other people outside of the realm of meeting a family's needs. 5. As Tutor Time's look to increase quality programming they incorporate ideas received from professional development and other venues from outside agencies.
Standard 20.4: Transition	
20.4.1 Program Entry	
<ol style="list-style-type: none"> 1. Create processes and procedures for welcoming incoming 	<ol style="list-style-type: none"> 1. Families are encouraged to tour a Tutor Time twice before enrolling

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<p>families through enrollment meetings, sharing of expectations and values, parent handbooks and discussion of sensitive issues that may impact school success</p> <ol style="list-style-type: none"> 2. Identify welcome strategies that excite children and families about their upcoming, new experience 3. Establish processes for information-sharing with sending schools 4. Develop strategies for communicating with community agencies with which incoming families have been involved for information exchange as well as parent interest in continuing 	<p>their child. First, without the child and then together so that the incoming child can have an experience in their classroom. At intake meetings, Directors facilitate conversations about expectations and the values that both the school and the family bring to the educational experience. At this meeting, a Family Handbook is given and discussed at length.</p> <ol style="list-style-type: none"> 2. For the first day of school, a family walks into the school to find a sign on the classroom that welcomes them to the school. Whenever possible, a child walks into the classroom to already find her picture and name on a cubby and picture of her and her family in the classroom. Through our Enroll, Renew, and Retain program, incoming and transitioning families also receive a picture of their child on the first day in the new classroom as well as a scrapbook page of their experiences over the first few weeks. 3. & 4. Whenever applicable, Directors reach out to referring schools or agencies to gather relevant information on incoming families.
20.4.2 Program Exit	
<ol style="list-style-type: none"> 1. Develop policies and procedures for transferring information about child's program participation to the next school location 2. Help family understand the expectations and schedules of the receiving school, mapping out strategies for success whenever possible 3. Work with receiving school to facilitate pen pals, visits, or other activities where the children can become familiar with the new school and stay in touch with the old school 4. Set up information-sharing processes with receiving school to 	<ol style="list-style-type: none"> 1. Tutor Time directors work with local schools to facilitate transitions for families by transferring relevant information and helping families gather information on local educational options. 2. Tutor Times invite partnership with local schools by which the schools can identify prospective families and provide them with the information they need to ease the transition. 3. Tutor Time teachers spend time developing relationships with the Kindergarten teachers at their local schools. To best prepare the Pre-K students for Kindergarten, information is gathered regarding the programs and teachers' expectations for children entering their

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<p>discuss child’s goals, progress, and interests</p>	<p>classrooms. Kindergarten teachers are invited to the classrooms to talk with children about what they can expect the following year as well.</p> <p>4. If applicable, and approved by families, Tutor Time teachers make available relevant information on each child’s learning and development. This includes sharing screening/assessment materials.</p>
20.4.3 Community Connections	
<ol style="list-style-type: none"> 1. Identify and include child’s participation in other schools or programs on information that is sent to receiving school –in transition 2. Develop relationship with local Early Intervention agencies, birth to three and three to five, and create process for information and referral exchange 3. Participate in the county Community Engagement Group and other community-collaborative agencies that advocate for early childhood locally and statewide early 4. Assure program’s representation at county/community days 5. Produce regularly-updated program brochures or promotional materials and distribute throughout the community 6. Arrange for information-sharing sessions with local school districts to develop shared expectations for entry and exit into the programs 7. Offer early childhood professional development to other community agencies 8. Invite community agencies to provide special seminars or workshops for families 	<ol style="list-style-type: none"> 1. If applicable, and approved by families, Tutor Time teachers can make available relevant information on each child’s learning and development. This includes sharing screening/assessment materials. 2. As needed, Tutor Time staff reach out to local agencies to source support and more intense interventions for families and children. 3. & 4. Directors are always encouraged to advocate for children and families by being active participants in local boards, advocacy groups, or special community events. 5. Tutor Time directors are encouraged to provide family information throughout their local communities. These flyers and brochures include information on the availability and how to access their educational programs. 6. Tutor Time teachers and directors are encouraged to build relationships with local schools to ensure that they are offering programming that is in line with the school’s expectations. 7. & 8. Tutor Times are encouraged to partner with other agencies to provide families and professionals with learning and educational opportunities.

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COGNITIVE THINKING & GENERAL KNOWLEDGE Social & Emotional Development: Learning about Myself & Others	
Standard 25.1 Self Concept (Identity)	
25.1.1 Self Awareness	
1. Demonstrate awareness of self and one's own preferences 2. Know and state independent thoughts and feelings	(1) Social & Emotional Development – Knowledge of Self
	<ul style="list-style-type: none"> • Knows his/her own first and last names • Knows his/her age • Describes his/her physical attributes • Knows his/her gender • Talks about his/her interests
	(2) Language & Literacy – Speaking & Communicating – Self-Expression
	<ul style="list-style-type: none"> • Uses appropriate words or gestures to relate feelings, needs, or opinions
25.1.2 Understanding Emotions	
1. Use socially-accepted ways to express emotions 2. Recognize and label basic feelings 3. Express feelings that are appropriate to the situation	(1) & (2) Language & Literacy – Speaking & Communicating – Self-Expression
	<ul style="list-style-type: none"> • Uses appropriate words or gestures to relate feelings, needs, or opinions
	(1) Social & Emotional Development - Resolving Conflicts

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	<ul style="list-style-type: none"> Expresses wants and needs in conflict situations
	(1) & (3) Social & Emotional Development – Self-Control Behaviors
	<ul style="list-style-type: none"> Chooses to express self to others safely/respectfully in clam situations Chooses to express self to others safely/respectfully in difficult situations
25.1.3 Competence	
1. Show pride in own accomplishments 2. Choose materials and activities independently 3. Participate in new experiences with confidence and independence	(1) Social & Emotional Development – Knowledge of Self
	<ul style="list-style-type: none"> Talks positively about a recent accomplishment
	(2) Social & Emotional Development –Independence in Daily Activities
	<ul style="list-style-type: none"> Gets materials needed for an activity, without prompts
	(2) Creative Arts – Visual Arts
	<ul style="list-style-type: none"> Selects materials that will be needed for a self-initiated art project
	(2) & (3) Approaches to Learning – Initiative & Curiosity
	<ul style="list-style-type: none"> Explores most areas of the classroom Participates in an increasing variety of experiences independently

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	<ul style="list-style-type: none"> • Selects activities or objects from a choice of at least two in a daily routine • Initiates preferred purposeful activities when playing in interest centers
Standard 25.2 Self Regulation	
25.2.1 Emotional Regulation	
<ol style="list-style-type: none"> 1. Ask for and accept offers of help when needed or appropriate 2. Know when to withhold expression of feelings in certain situations 3. Adjust to changes in routines and activities with guidance 4. Begin to understand the consequences of own behavior 	(1) Approaches to Learning – Reasoning & Problem-Solving
	<ul style="list-style-type: none"> • Seeks assistance from an adult when attempting to solve a problem • Seeks assistance from peers when attempting to solve a problem
	(1) Social & Emotional Development - Cooperation
	<ul style="list-style-type: none"> • Is helpful to an adult when prompted • Voluntarily helps a peer
	(2) Social & Emotional Development – Resolving Conflicts
	<ul style="list-style-type: none"> • Uses passive strategies to manage escalating conflicts
	(3) Social & Emotional Development - Cooperation
	<ul style="list-style-type: none"> • Makes transitions between activities with minimal assistance • Comfortably accepts guidance from a familiar adult
	(4) Social & Emotional Development – Self-Control Behaviors
	<ul style="list-style-type: none"> • Recognizes the impact of his/her actions on others' feelings

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	<ul style="list-style-type: none"> • Recognizes inappropriate behavioral choices of self most of the time • Usually recognizes that inappropriate behavior leads to consequences • Accepts the consequences for own inappropriate behavior, most of the time
25.2.2 Behavioral Regulation	
<ol style="list-style-type: none"> 1. Demonstrate increased self reliance in self-care activities 2. Follow the rules and routines in classroom and other settings with reminders 3. Use materials with purpose, safety and respect 4. Understand and follow simple classroom rules 5. Make transitions between activities after warning 6. Wait for teacher approval before acting in required situations 7. Recognize unsafe situations and tell an adult 8. Clean up or put away materials on own with teacher direction 	(1) Examples of Guidance/Experiences
	All of the learning standards on the <i>Physical Health Practices</i> scale are designed to show that children are moving towards self-reliance in their self-care.
	(2) & (4) Social & Emotional Development – Cooperation
	<ul style="list-style-type: none"> • Follows established rules and routines in the classroom
	(3) Social & Emotional Development – Cooperation
	<ul style="list-style-type: none"> • Uses classroom materials safely and for their intended purpose
	(5) Social & Emotional Development – Cooperation
	<ul style="list-style-type: none"> • Makes transitions between activities with minimal assistance
	(6) Approaches to Learning – Goal Setting & Planning
	<ul style="list-style-type: none"> • Sets a goal, and with adult help, plans a small number of steps to achieve it • Revises with adult help, a plan that has not produced the intended result

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	(7) Physical Health Practices – Health & Safety Practices
	<ul style="list-style-type: none"> • Understands that parents and teachers are helpful resources • Identifies potentially dangerous situations/activities
	(8) Social & Emotional Development – Independence in Daily Activities
	<ul style="list-style-type: none"> • Carries out a classroom routine, without prompts
Standard 25.3 Pro-social Relationships with Adults	
25.3.1 Trust	
1. Seek help from familiar adults when needed 2. Respond to familiar adults' questions and directions 3. Engage in reciprocal conversation with familiar adults	(1) Approaches to Learning – Reasoning & Problem-Solving
	<ul style="list-style-type: none"> • Seeks assistance from an adult when attempting to solve a problem
	(2) Social & Emotional Development - Cooperation
	<ul style="list-style-type: none"> • Comfortably accepts guidance from a familiar adult
	(3) Language & Literacy- Conversation
25.3.2 Attachment	
1. Demonstrate affection for familiar adults through hugs, kisses	(1) & (3) Social & Emotional Development – Initiating &

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<p>or making gifts</p> <p>2. Separate from familiar adults in a familiar setting with minimal distress</p> <p>3. Show preference for one adult over another when more than one is present</p>	<i>Maintaining Social Relationships</i>
	<ul style="list-style-type: none"> • Expresses empathy or caring for others • Expresses encouragement in a variety of ways
	<i>(2) Social & Emotional Development – Independence in Daily Activities</i>
	<ul style="list-style-type: none"> • Accepts arrival and departure transitions as routine parts of the day
Standard 25.4 Pro-social Relationships with Peers	
<i>25.4.1 Social Identity</i>	
<p>1. Imitate others' actions using social play or dramatic play situations</p> <p>2. Initiate play with 1 or 2 peers</p> <p>3. Play cooperatively with a few peers for sustained period of time</p> <p>4. Cooperate in both large and small group activities that are facilitated by adults</p>	<i>(1) Creative Arts – Dramatic Play</i>
	<ul style="list-style-type: none"> • Acts out real or make-believe characters during dramatic play • Acts out different roles in dramatic play situations • Acts out stories or situations during a dramatic play activity
	<i>(2) Social & Emotional Development - Initiating & Maintaining Social Relationships</i>
	<ul style="list-style-type: none"> • Verbally or nonverbally invites a peer to play
	<i>(3) Social & Emotional Development - Initiating & Maintaining Social Relationships</i>
	<ul style="list-style-type: none"> • Sustains a cooperative participation with others
<i>(3) Social & Emotional Development - Cooperation</i>	

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	<ul style="list-style-type: none"> Follows established rules and routines in the classroom
25.4.2 Respect & Empathy	
<ol style="list-style-type: none"> Respond with empathy to others who are upset Seek help from peers Share and take turns with adult guidance Respect feelings and belongings of peers Solve simple conflicts with peers with independence Demonstrate polite and respectful interactions Demonstrate respect for children's differences 	(1) Social & Emotional Development – Initiating & Maintaining Social Relationships
	<ul style="list-style-type: none"> Expresses empathy or caring for others
	(2) Approaches to Learning – Reasoning & Problem-Solving
	<ul style="list-style-type: none"> Seeks assistance from peers when attempting to solve a problem
	(3) Social & Emotional Development - Cooperation
	<ul style="list-style-type: none"> Shares part or all of something with an adult Shares part or all of something with a peer Takes turns playing with a toy or object
	(4) Social & Emotional Development – Initiating & Maintaining Social Relationships
	<ul style="list-style-type: none"> Respects the rights of others Plays without disrupting or destroying the work of others
	(5) Social & Emotional Development –Resolving Conflicts
	<ul style="list-style-type: none"> Suggests strategy to resolve a dispute over an object/play thing Uses negotiation to reach a solution

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	<ul style="list-style-type: none"> • Shows the ability to compromise in conflict resolution • Maintains a negotiated plan
	<i>(6) Social & Emotional Development – Initiating & Maintaining Social Relationships</i>
	<ul style="list-style-type: none"> • Responds appropriately to greeting by familiar peers • Initiates greeting of familiar peers • Says, signs, or gestures the names of friends • Expresses empathy or caring for others • Expresses encouragement in a variety of ways • Respects the rights of others
	<i>(7) Social & Emotional Development – Diversity</i>
	<ul style="list-style-type: none"> • Shows respect for members of different cultures