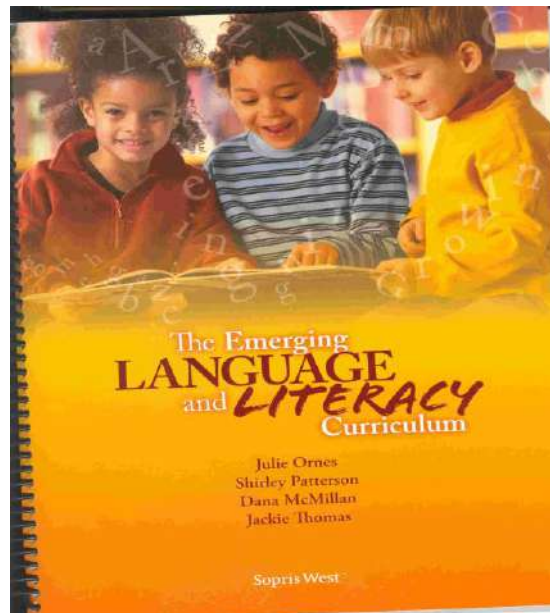


2015
Alignment of
Emerging Language & Literacy Curriculum (ELLC)
A Preschool Curriculum
With
❖
Desired Results Developmental Profile-Preschool (2015)



Alignment of the Emerging Language & Literacy Curriculum (ELLC) with the Desired Results Developmental Profile (DRDP 2015) Preschool View

The ELLC is a comprehensive curriculum that addresses all developmental domains. The curriculum is supported by four tenets: integration, intentionality, interaction and inclusiveness. It is a literature-based, thematic curriculum with 22 two-week units. Each unit has a key concept, language targets and phonological awareness targets as well as four key components that are essential for positive learning outcomes. The key components listed below are designed to promote child friendly play and activities as well as teacher-child interactions. A Learning Outcomes Chart summarizes the objectives for each unit through use of a set of skills and 39 indicators.

ELLC Key Components:

- Shared Story Book Reading (SSBR)
- Circle Time: Language, Literacy, Cognitive Focus (CT)
- Small Phonological Awareness Groups (PA)
- Learning Centers (LC)

The key components in the ELLC are not the only times to observe DRDP measures. In the daily schedule for the preschool classroom, there are numerous times to observe (e.g., outside time, snack, meals, music and movement, bathroom, arrival, departure, etc.). Observation during the key components and the optional thematic activities in the ELLC manual will provide the most robust time to see most DRDP measures.

The chart on this page provides a scan of the ELLC seven progress monitoring checklists and how the assessment corresponds with the DRDP Domains. The charts on the next pages show how the ELLC aligns with the DRDP (2015) Preschool View. Each ELLC unit addresses all of the DRDP Domains. On the charts, examples from the curriculum are provided. ELLC Key Components are noted in a column on the far right.

ELLC Progress Monitoring Checklist Alignment with DRDP Domains

DRDP Domain	Pre-Academic	Phonological Awareness	Literacy	Oral Language	Motor	Pre-Writing	Social
ATL-REG		X		X			X
SED				X			X
LLD		X	X	X		X	X
ELD			X	X			
COG	X			X		X	
PD-HLTH				X	X	X	X
HSS	X			X			X
VPA			X	X	X	X	

DRDP Domain: Approaches to Learning-Self Regulation (ATL-REG)

ATL-REG	DRDP Measures	Emerging Language & Literacy Curriculum (ELLCC) Examples	ELLCC Key Component
1	Attention Maintenance	<ul style="list-style-type: none"> Any ELLCC Unit Shared Storybook Reading selections (Main, Related, or Rhyming book) The 11 ELLCC Learning Centers provide opportunities for children to play alone, with a peer, and/or with an adult and to sustain attention in a variety of activities. In each ELLCC Unit, Circle Time provides children opportunities to sustain attention to group activities that include finger plays, voting, developing lists and webs, etc. Examples of CT activities in Unit 6, Families and Nature Walks includes making lists of items to take on an overnight to grandma's (Unit book: <i>The Bag I'm Taking to Grandma's</i>), "Pretty Leaves" and "Leaves Are Falling to the Ground" finger plays, planning a nature walk, discussion and web of what was found on a nature walk. 	SSBR LC CT PA
2	Self-Comforting	<ul style="list-style-type: none"> In the 5-Day ELLCC Institute initial training, providing accommodations and adaptations for children as aids to participation in small and large group are discussed for each of the four key components. In addition, adult-child interactions and use of visual schedules to assist children with familiarity with the order of the day and transitions is addressed. 	SSBR LC, CT PA
3	Imitation	<ul style="list-style-type: none"> Children have several opportunities to demonstrate imitation in ELLCC Classrooms. For example, several Unit books have repetitive phrases, vocabulary targets are used frequently to promote use, and "after reading" activities may include motor and verbal imitation. Learning Centers afford opportunities for children to imitate and sequence actions. For example, in Unit 9, Dressing for Winter, children explore dressing and fastening in Dramatic Play Center and in Circle Time activities. Imitation of speech sounds and rhyming words is the focus of Day 1 and Day 2 of PA in each ELLCC Unit. 	SSBR LC CT PA
4	Curiosity and Initiative in Learning	<ul style="list-style-type: none"> In each ELLCC Unit, there are opportunities to explore and experiment individually as well as in small group. A variety of engaging and challenging materials are recommended for each Learning Center and in Circle Time. Examples in CT in Unit 19, Insects, includes magnifying insects and creating spider webs. Math/Science, Tactile, Dramatic Play and Construction Centers in that Unit are examples of providing opportunities for exploring insects, insect habitats, and creating a science laboratory. Learning centers lend themselves to imagination and pretend activities. Centers are designed to present some challenge to children as well as to connect old and new information. As children work and play together in both large and small groups, the integrated, thematic curriculum provides structure for them to be independent and to interact with others. During shared storybook time, children are encouraged to use novel language including new vocabulary and new sentence structure; consequently, children learn new ways to verbally express themselves. 	CT LC SSBR PA
5	Self-Control of Feelings and Behavior	<ul style="list-style-type: none"> ELLCC training emphasizes LC choices that provide opportunities for children to demonstrate and learn self-control. ELLCC LC choices include choosing a Center for play, choosing the materials/activities with which to interact in the Center, and with which peers or adults to interact. Self and adult guided strategies are possible throughout the Learning Centers. Routines and rules are clearly articulated as the curriculum is implemented Unit 1 specifically targets feelings with numerous learning opportunities Ideas for transition are suggested throughout the curriculum 	LC SSBR CT PA

ATL-REG	DRDP Measures	Emerging Language & Literacy Curriculum (ELLC) Examples	ELLC Key Component
6	Engagement and Persistence	<ul style="list-style-type: none"> • Each ELLC key component provides opportunities for children to engage and persist in activities. A variety of changing materials and activities to match each Unit theme introduce engaging opportunities • The training component of ELLC introduces the process of teachers assisting children to use PIES: preparation, interaction, evaluation, and summarization of activities in the four key components. 	LC, PA SSBR, CT
7	Shared Use of Space and Materials	<ul style="list-style-type: none"> • Children gather and share space in SSBR, CT, small PA groups, and in LC in ELLC classrooms. Procedures for selecting and changing LC are suggested in ELLC training and opportunities for children to learn and practice sharing space and materials are integrated throughout all four key components as well as outside time, snack, etc. 	SSBR LC CT, PA

DRDP Domain: Self & Emotional Development (SED)

SSD	DRDP Measures	Emerging Language & Literacy Curriculum (ELLC) Examples ELLC manual-see page 53 for social skills goals & see Learning Outcomes Chart at the end of each Unit	ELLC Key Component
1	Identity of self in Relation to Others	<ul style="list-style-type: none"> The first unit is titled Same/Different and Feelings, targeting how people are the same and how they are different—focus is on identifying the unique qualities of self and others. Unit 12 with a key concept of “home” provides specific opportunity to learn home addresses. Children learn vocabulary of feelings Children learn to express feelings and emotions of characters from book reading Children participate in small and large groups in which they learn to express words of kindness Children are encouraged to express opinions and preferences during circle time, shared reading, learning centers and PA 	SSBR LC CT PA
2	Social and Emotional Understanding	<ul style="list-style-type: none"> Children learn the vocabulary of feelings and learn to express feelings and emotions of characters from book reading. An Example is Unit 1, Same/Different and Feelings, in which children discuss emotions, match facial expressions to emotions, and discuss favorite things. 	LC CT
3	Relationships and Social Interactions with Familiar Adults	<ul style="list-style-type: none"> The ELLC provides many opportunities in the physical and instructional environment for teachers and children to interact cooperatively; much of this is dependent on the teacher’s skill and personal ability to engage children The training component for the ELLC offers explicit and abundant instruction on positive adult-child interactions 	LC, PA, CT, SSBR
4	Relationships and Social Interactions with Peers	<ul style="list-style-type: none"> Many group activities give opportunity for successful interaction for all children: circle time, phonological groups, learning centers, snack, meal time and more Since the first unit is entirely focused on same/different in people and self, activities are plentiful for children to learn about others and develop relationships and friendships—the curriculum targets vocabulary in each unit so that descriptive words and action words are taught in context as well as people-pleasing talk ELLC uses small group for SSBR so that children may interact more easily. Some stories focus on friends such as Unit 18, Pets Turn taking is part of learning center choices Games and activities in learning centers provide an opportunity to learn turn taking 	SSBR CT LC PA
5	Symbolic and Sociodramatic Play	<ul style="list-style-type: none"> One of the 11 learning centers is dramatic play and is designed to match the key concept and literature of the unit Dramatizing a book is often conducted following book reading For example, <i>The Little Red Hen</i> is acted out in the dramatic play center and children assume roles, verbalize the text (“not I”), work in the garden, pretend to bake a cake, all the while talking through the text In CT, dramatization is often included as in Unit 9, Circle B, in which children act out part of the book, <i>The Mitten</i> 	LC SSBR CT

DRDP Domain: Language and Literacy Development (LLD)

LLD	Measure	ELLC Examples ELLC manual--See pages 47, 49, 50 & 51 for goals for literacy, phonological awareness, oral language skills—see pages 1-4 for language/literacy connections	ELLC Key Component
1	Understanding of Language (Receptive)	<ul style="list-style-type: none"> Classroom discourse occurs each day Adult-child interactions are a tenet of the ELLC Shared story book reading each day introduces concepts, vocabulary, sentence forms Dialogic reading techniques are employed during shared story book reading (CROWD) 	SSBR CT LC
2	Responsiveness to Language	<ul style="list-style-type: none"> Strategies taught for following directions Occupational Therapist-developed art center and create a book activities are designed to promote sequencing and following directions ELLC optional activities in each unit include cooking (with sequenced instructions) and other activities An specific example is Unit 10, Circle E, in which children follow directions to construct a classroom snowman 	CT PA LC
3	Communication and Use of Language (Expressive)	<p>Each unit contains:</p> <ul style="list-style-type: none"> Key concept 20 vocabulary targets chosen from storybooks, circle activities, key concept Prepositions Language forms (sentence patterns; tense markers, pronouns, possessives) Storybooks are the base and language is the focus for many of the activities in the curriculum ELLC workshops teach adaptations to the curriculum for communication for children with special needs Classroom discourse and adult-child verbal interactions are emphasized in ELLC 	PA LC SSBR CT
4	Reciprocal Communication and Conversation	<ul style="list-style-type: none"> Adult-child interactions are central to ELLC Learning Centers and Circle Time "Strive for five" conversations are techniques used by teachers in the ELLC ELLC provides "Talking Tips" for each unit Dialogic reading techniques are employed to encourage conversation around the book Turn taking in conversation is targeted in all key components in each unit 	LC CT SSBR PA
5	Interest in Literacy	<ul style="list-style-type: none"> Learning centers provide opportunities for children to express their interest in literacy. For example, books are placed in each ELLC Learning Center, the reading center offers books for children to choose, flannel boards for story retells; create a book center offers opportunities for children to write, dictate or draw a story; dramatic play center offers use of puppets to play out a story, acting out characters in the shared story book reading. Circle Time provides experience with nursery rhymes, webbing a story, story recall, teacher writing to child dictation Daily shared story book reading is incorporated in each day's activities to encourage literacy interest and to promote attention to story book reading 	LC PA SSBR CT

LLD	Measure	ELLC Examples	ELLC Key Component
6	Comprehension of Age Appropriate Text	<ul style="list-style-type: none"> Daily shared story book reading provides a foundation for comprehension of a variety of texts Story book reading is conducted in a before, during, after structure in which the children predict events, compare characters, explain feelings and motives, and connect story events to their own lives After the reading children retell the text in story book walk through, respond to open-ended and distancing questions Following the story, children may act out the story Books readings are repeated at least 4 times during the 2-week unit and children enter into the reading as they learn the books Both narrative text and expository text are part of the curriculum 	SSBR CT LC
7	Concepts About Print	<ul style="list-style-type: none"> Reading Center, Circle Time, Storybook Readings offered each day Discussion of book handling at shared story book reading Circle Time activities include instruction on structure of print (letters, words, punctuation) and vocabulary of instruction about print (space, letter, spell, etc.) Names author and illustrator Points to print (print referencing) Points to where the print starts in the book Names front, back, spine of the book Common environmental print is around the room Each learning center has paper and writing implements Learning centers have a variety of print items to demonstrate function of print, e.g., cookbooks, phone books, magazines, maps, newspapers Distinguishes between pictures and print in variety of each unit's activities 	SSBR CT LC PA
8	Phonological Awareness	<ul style="list-style-type: none"> Small phonological groups meet at least 2 times a week (syllables, compound words, alliteration, onset-rime, segmenting and blending phonemes are included) Alliterative and rhyming books are read Rhyming games, stories, vocabulary games introduced Sounds are targeted in the phonological groups All levels of PA are cycled throughout the units Alphabetic principle is taught 	PA LC SSBR CT
9	Letter and Word Knowledge	<ul style="list-style-type: none"> Literacy Center contains magnetic alphabet letters and puzzles for children to manipulate Labels on furniture and objects in room In PA groups, sounds are connected to letters Opening circle introduces alphabet letters and names Upper and lower case letters are provided for manipulation in Learning Centers and are taught in CT, SSBR, and PA Groups 	LC CT PA SSBR
10	Emergent Writing	<ul style="list-style-type: none"> Writing center provides tools & materials Writing is modeled in the classroom (e.g., message boxes, teachers write to dictation, create a book)) A specific example, is children making 'tickets' for Unit 2, Circus performance and pretending to sell them to audience of parents/caretakers Staff draws and writes with children, especially in Art, Literacy, Writing, and Create-A-Book Learning Centers Writing materials in each learning center 	LC CT

DRDP Domain: English Language Development (ELD)

ELD	Measure	ELLC Examples The curriculum is designed to facilitate language development for all children	ELLC Key Component
1	Comprehension of English (receptive English)	Each unit contains: <ul style="list-style-type: none"> • Key concept • 20 English vocabulary targets • Prepositions (English) • Language forms (sentence patterns for English) • Storybooks are the base and language is the focus for many of the activities in the curriculum—materials and resources from children's cultures are woven into the units or themes 	SSBR CT LC
2	Self-expression in English (expressive English)	<ul style="list-style-type: none"> • Storytelling is a major emphasis of the curriculum—children's books are basis of the themes • Response to stories is encouraged and expected • Story retelling is incorporated into the units 	SSBR CT
3	Understanding and response to English literacy activities	<ul style="list-style-type: none"> • Several of the storybooks are available in Spanish • Response to stories is encouraged and expected • Story retelling is incorporated into the units 	LC SSBR CT
4	Symbol, letter, and print knowledge in English	<ul style="list-style-type: none"> • Print environment, alphabetic principle and phonemic awareness is a major component of the curriculum—moving these components into a number of languages will present the same challenge for this curriculum as for others 	SSBR LC CT

DRDP Domain: Cognition, Including Math and Science (COG)

COG	Measure	ELLC Examples ELLC manual, pages 52-53 for Pre-academic skills goals	ELLC Key Component
1	Spatial Relationships	<ul style="list-style-type: none"> Themed art is available for children with special needs and provides practice to develop spatial relationships. Learning Centers such as Tactile, Construction, Language and Literacy provide numerous materials and activities to develop spatial relationships. Each ELLC Unit has a list of prepositions to target during SSBR, CT, LC Children create alliteration charts and collages during small PA groups. 	LC SSBR CT PA
2	Classification	<ul style="list-style-type: none"> Unit 4 key concept is shapes: sorting by shape; graphing Unit 1: attributes graph PA groups, comparative words, "Which is the longer word?" "Which is shorter?" Unit 9: sort warm and cold weather clothing 	PA LC CT
3	Number Sense of Quantity	<ul style="list-style-type: none"> Unit 3: "Five Little Apples Finger Play" , counting with <u>Ten Apples on Top</u>; Talking Tip: sequencing concepts; sort, compare, and graph; numbers matching; apple fractions Unit 10: "The Five Snowmen Finger Play"; snowball counting Unit 16: Math and Science Center: counting chicks; reading the number on the chick Unit 17: Circle Time: Zoo animal voting-children vote for their favorite animal and the number is charted. Children help count votes to compare. Unit 17: Math and Science Center: count stripes or spots on animals and match the counted number to the written numeral PA—clapping and counting syllables, phonemes, words, letters, spaces 	SSBR CT PA LC
4	Number Sense of Math Operations	<ul style="list-style-type: none"> Unit 13 key concept is "Size and Order": activities include several opportunities to use comparative terms Unit 4 key concept is "Apples"—how many pieces, "apple fractions" Circle Time often targets counting and operations 	LC SSBR CT
5	Measurement	<ul style="list-style-type: none"> Unit 3: weight measurement and counting Unit 13 key concept is "size and order": measuring of heights of children; measure papa bear, mama bear, and papa bear sizes using comparative language terms (e.g. taller, shorter, bigger, smaller, etc.) Unit 16: compare weights of sand and soil using a scale 	LC SSBR CT
6	Patterning	<ul style="list-style-type: none"> Unit 4 key concept is "shapes": Examples: sorting by shape, patterning by shape Unit 10: snowball patterning Unit 7: cookie patterns Small Phonological Groups: sound patterning is a regular activity 	PA LC CT

COG	Measure	ELLC Examples	ELLC Key Component
7	Shapes	<ul style="list-style-type: none"> Unit 4 key concept is shapes. Examples of activities: food shape chart; shape discussion; shape game; shape-walk musical chairs Unit 4: Construction Center-building with food containers Unit 10: making a snowman using small, medium, and large circles Unit 14: Art Center: making a train, sailboat, and school bus-available materials include shapes for construction Unit 14: target prepositions: up, down, around and out (unit literature & activities) Unit 15: target prepositions: under, over, on, off (unit literature & activities) 	SSBR CT LC
8	Cause and effect	<ul style="list-style-type: none"> See Units: Insects, Ocean, Gardening, Farms, Snow and Snowmen, Size and Order, Apples for examples of activities that demonstrate cause and effect. See Learning Outcomes Charts at the end of each Unit for activities that directly or indirectly relate to prediction, estimation, constructing a model, sequential order, sorting, and classifying 	SSBR LC CT
9	Inquiry Through Observation and Investigation	<ul style="list-style-type: none"> Circle Time provides numerous opportunities for observation and investigation. A specific example is in Unit 10, comparing time for ice to melt; Unit 21 to investigate, comparing, and contrasting growing time for plants Math and Science Center provides children with observation activities 	LC CT
10	Documentation and Communication of Inquiry	<ul style="list-style-type: none"> Specific examples are Unit 19 in which children magnify and catalog insect characteristics; Unit 21 in which seeds are compared and catalogued Sorting, charting, and webbing types of animals occur in Farm, Zoo, and Ocean Units, for example. After SSBR, children may complete art projects and drawings or sort flannel board animals into groups In Small PA groups, children sort words that start with same/different sounds and words that rhyme and do not rhyme 	LC CT SSBR PA
11	Knowledge of the Natural World	<ul style="list-style-type: none"> Unit examples for the natural world include Ocean, Insects, Zoo, Farms, Nature Walks and Families, Apples, Pumpkins and Sounds, Snow and Snowmen, and Insects. 	SBRR, CT, PA, LC

DRDP Domain: Physical Development-Health (PD-HLTH)

PD-HLTH	Measure	ELLC Examples ELLC manual, pages 51-52 for motor skills goals	ELLC Key Component
1	Perceptual-Motor Skills and Movement Concepts	<ul style="list-style-type: none"> Many of the themes lend themselves to movement, e.g., Unit 2 on the circus provides excellent opportunities for children to walk like elephants, move like acrobats, swing like trapeze artists, etc. These activities improve body, spatial and temporal awareness; other units address movement and perception such as Farm Unit and Snow and Snowmen. 	LC CT
2	Gross Locomotor Movement Skills	<ul style="list-style-type: none"> Suggested room arrangement requires children to move about the classroom Periods of time are devoted to large movement as children play each day Children are encouraged to move on balance beams, jungle gyms, swings, riding toys, etc. during outside time Children engage in movement such as pretending to ice skate, walking a path, etc., in CT activities. 	CT LC
3	Gross Motor Manipulative Skills	<ul style="list-style-type: none"> Unit 10, children toss beanbags to land on snowball shapes and imitate movements such as the character in <i>The Snowy Day</i> 	CT
4	Fine Motor Manipulative Skills	<ul style="list-style-type: none"> Fine motor tasks are used during most learning centers (e.g., construction, art, literacy, book, math/science, writing) as small objects are manipulated and tools such as magnetic letters are used for learning As speaking is encouraged, facial muscles and muscles required for articulation are exercised Small phonological groups emphasize articulation of sounds resulting in large and small muscle movement During Circle Time, finger plays, marking on charts & graphs exercise fine motor skills In Unit 9, for example, children practice with clothes fasteners during CT 	CT LC PA
5	Safety	<ul style="list-style-type: none"> Unit 14 on transportation provides safety rules for vehicles and streets Physical arrangement of the classroom promotes safety when children adhere to the rules (no climbing, no running indoors, etc.) In Learning Centers, safety rules for use of scissors, staplers, etc., are taught and supervised by teachers in Centers such as Create-A-Book, Writing, Art In CT in Unit 20, Camping, children plan what to pack in a First Aid Kit 	CT, LC SSBR
6	Personal Care Routines: Hygiene	<ul style="list-style-type: none"> Children are routinely engaged in hand washing, toileting In Unit 10, children practice washing their feet after foot-printing with paint. In Unit 1, one of the Unit storybooks addresses taking care of one's self 	SBRR CT LC

PD-HLTH	Measure	ELLC Examples	ELLC Key Component
7	Personal Care Routines: Feeding	<ul style="list-style-type: none"> Learning Centers provide Dramatic Play activities such as the snack bar in the Zoo Unit, Cookies and Smells Unit, Grocery Stores and Shopping Unit which all pertain to food. Unit 21, Circle D has children taste and vote on their favorite vegetables Unit 2, Circle D, children taste and vote on their favorite type of apple. 	LC CT
8	Personal Care Routines: Dressing	<ul style="list-style-type: none"> Dressing for seasons, e.g., Unit 9 Dressing for Winter (zip, snap, and button) Dressing is also addressed in Units 10 and 13 in Unit Books, CT, and Dramatic Play LC 	SSBR, CT, LC
9	Active Physical Play	<ul style="list-style-type: none"> Play using gross motor skills may best be seen in outside time; however, some play in learning centers provides the opportunity to observe gross motor skills. 	
10	Nutrition	<ul style="list-style-type: none"> Healthy eating, e.g., Unit 4, Shapes and Grocery Stores Children taste and categorize fruits and vegetables in Units 21 and 2 Make collages of types of foods in Art Center Read and discuss Unit books on related to foods and where they are from (dairy, garden, etc.) 	SSBR LC, CT

DRDP Domain: History-Social Science (HSS)

HSS	Measure	ELLC Examples	ELLC Key Component
1	Sense of Time	<ul style="list-style-type: none"> Time is a natural element in many units. Unit 3 touches on the seasons of the apple. Units 8, 9 and 10 focus on winter which contrasts with Units 20, 21, and 22 which occur in the summer. Following SSBR, children frequently do a sequenced book walk-through to order events During CT, children show and tell for past events in their lives During CT, children web and discuss field trips they have taken During CT, children participate in planning for field trips or pretend future events such as packing a suitcase for a trip to grandmas. 	SSBR, CT, LC
2	Sense of Place	<ul style="list-style-type: none"> Unit 4 on Shapes and Grocery Story, Unit 12 on Homes, Unit 11 Post Office, Unit 16 Farms, Unit 17 Zoo, give children experiences with different places and locations In ELLC, Dramatic Play Learning Center provides for children to pretend to be in these locations (e.g. collecting pretend eggs in the morning on the farm). 	SSBR, CT, LC
3	Ecology	<ul style="list-style-type: none"> Unit 6 (Families and Nature Walks) and Unit 21 (Gardening) give children opportunities to learn about the earth Units 16, 17, 18,(Farm, Zoo and Pets) focus on care and habitat of animals Learning Centers such as Construction, Dramatic Play, Math & Science, and Tactile give children opportunities for real and pretend play in earth and animal science. 	SSBR, CT, LC
4	Conflict Negotiation	<ul style="list-style-type: none"> The curriculum and its training component has a major focus on use of language in all activities including language to control behavior and manage conflict The activities of the day also give preschool teachers the opportunity to observe children for learning style, best learning mode, problem resolutions, ways a child copes with others and/or challenging environmental issues. Can be addressed in most Units as many storybooks have this skill as part of the story. Unit 5 Pumpkins and Sounds, Unit 7 Cookies and Smells, Unit 12 Homes Unit 21, Circle H 'Acting out Little Red Hen' 	LC, SSBR, CT
5	Responsible Conduct as a Group Member	<ul style="list-style-type: none"> Children learn and follow the routines for each key component and other activities of the day In small group PA, children follow group expectations In CT, children work cooperatively in groups to develop webs, graphs, charts, and tables as well as participate actively in finger plays and other activities In LC, children take turns waiting for a Center if a limited number of children can be in the center; in Construction, for example, children can work cooperatively on building projects; in all Learning Centers, children can work in a small group to pretend and to complete projects. 	SSBR, CT, LC, PA

DRDP Domain: Visual and Performing Arts (VPA)

VPA	Measure	ELLC Examples	ELLC Key Component
1	Visual Art	<ul style="list-style-type: none"> Children have opportunities in Free Art/Art Center to create with a variety of art products In ELLC, Themed Art was developed by an OT to address skills of children with disabilities in both two and three-dimensional art. Children can work in groups to create products (e.g. in Unit 5, Circle B a scarecrow is created; in Unit 3, Circle C children make an apple tree; in Unit 10, Circle E, children make a classroom snowman.) In small Phonological Groups, children create alliteration and rhyming charts with objects and pictures 	LC, CT, PA
2	Music	<ul style="list-style-type: none"> Most ELLC Units contain thematic finger plays and songs that match the key concept.(e.g. Unit 3, Circle E, Five Little Apples, Unit 5, Circle G, The Pumpkin Song; Unit 13, Circle H, Goldilocks Rhyme and Circle J "If You are Wearing Song.") Some storybooks such as <i>Hey Little Ant</i> have a song component. Listening Center provides music during Learning Centers 	SSBR, CT, LC
3	Drama	<ul style="list-style-type: none"> The ELLC Dramatic Play Center is designed for each theme (it is not always a housekeeping center). Costumes and props are available to encourage children to dramatize elements of the key concept. For example, during the Farm Unit, children might gather plastic eggs from "nests" of shredded paper; in the Transportation Unit, children may be a pilot, a conductor, a passenger, etc. CT in some units focus on dramatization of unit books (e.g. Unit 21, Circle H, 'Acting out Little Red Hen.' Unit 22, Circle F, acting out the Rainbow Fish) After reading activities may consist of a dramatization of all or part of the book 	SBRR, CT, LC
4	Dance	<ul style="list-style-type: none"> CT in several ELLC Units provides movement/dance (e.g. Unit 1, circle E, Hokey Pokey song and dance; Unit 10, hop, skip, jump down a "path.") 	CT