

# Supporting Special Populations Guidance

# **The Curriculum**

Blueprint for Early Learning: a comprehensive pre-K curriculum, copyrighted 2020, is a full school year, full day comprehensive pre-kindergarten curriculum. The curriculum comprehensively covers all content and developmental domains through activities suggested for Teachers to implement in their Pre-K classrooms. All materials except for the children's book collection are available digitally for immediate classroom use.

The engaging, fun and relevant activities are organized into 10 thematic units. Each unit contains a detailed teaching guide along with additional digital resources available for viewing and download.

## **Multilingual Support**

Currently, Blueprint for Early Learning is only available in English, however an authentically "translated / created" Spanish version will be available July 2021. The current English version contains many supports for multilanguage learners such as call out 'tips and suggestions', and scaffolded approach to instructional practices. Family letters, including the songs and chants are available in both English and Spanish. When applicable families are encouraged to share their home language by re-telling of classroom story books in home language, sharing of songs and cultural of home and tribal languages.

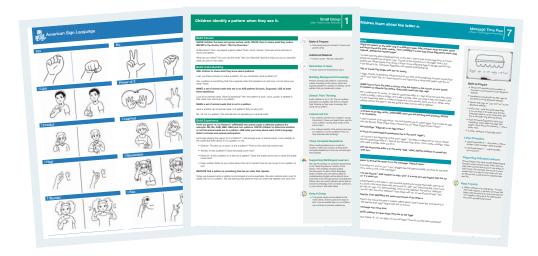
**Blueprint for Early Learning – Española** is currently in development. Please check back for more information.



			Geneting Time Children lears a new greeting: "Hela, Neishbox."	Movement Time Children walk along a straight line.	Talk Time Children discuss their local community.		
				Physical Development: Gross Mator Skills	Social Studies: Geography		
Words We Are Learning			Social Emotional Social Awareness and Petationships CALL children "weighdows." INTRODUCE The beginning of a new deeting. "Helio.	37575 that we will read books about neighbors who take walks. SHOW two to four paths of ethaight lines.	CONNECT to classroom community and Power of 3. ACTINN'E children's knowledge around the word "community."		
aloud bo unit and Chart 1 frequent words in and mer the word (which to already)	Costs. These words a support children's o mords. We Are Learn thy in the day life of p in mane contends, they aningful way. Invite in St They use at home hey may or may not.	man for both convenience and en- entropy of the second with the content ing as they assisted and the content ing as they assisted content. Use the grow they assisted content is and the grow they assisted and the content of content on a content with the grow they assisted the the grow they assisted and the south of the content of the to the second of the content to its mens will support tanguage acquire its outer, will support tanguage acquire its mens and support tanguage acquire its mens and support tanguage acquire to south with support tanguage acquire to south with support tanguage acquire	The Exploring of a new generity, "Helds, Neighbor: Model: anyong the works and desing the incommends with another adult. Helds, regression with another adult. Helds, regression with another adult. Explored to a car religiblics. Here are iny religiblication of the theory theory and the sector religiblication of the theory theory and "Soday we will gete one of our religiblics and back with them. Here all back about the theory religiblication of the adult back and the will be added and the adult back about the will religibly and adult adult adult.	We just generation angetoxis with an expense in each obeak and imaginosis with a weak and taken anound their communities (phon- phono) and their can be any weak and the addition of their can of our tooles. Do you has to see weak of our tooles. Do you have to see weak of our tooles. Do you have to see weak of our tooles. Do you have to see weak of our tooles. Do you among their tool of the set of the back of the set of our tooles. Do you have to see weak on the tool aff the phane ing wink but is hout at the affect. Note we with control affect the set on the tool.	We enjoy stating paymer to nor classroom commending we take and or classroom community we take and or of the state of the state of the state of the state and the state of the state of the state community. State of the state of the state community. State State of the state of the community states the state of the state community. States the state we state bey include the state of the state were bey include the state state thing. We name an estimation community, and we want to the states the		
	1	Defenses	midline to shake hands.]	As we walk on this straight line, pace one tool in trans of the attex. Try to keep your field on the outhit Stretching my arms out helps me balance.	what "board" instance? If a covering in a store we have and a store as an inargeneous to be to an an exploration star in all executively proves photolog. Let's such "cover- hance and a store and the store of the store of the backware any vessel for events of the store theory. The a coversitieity one work, place and these temps? The a coversitieity one work, place and these temps? The a coversitieity one work, place and the store of the store of the store of the store of the store of the enders of the store to be the induced background the community, place and parts to be conversion.		
Week	Key Word	Definition	Til going to be a wonderful day (Nave both hands.)	GLEDE small groups of children to take			
	Specifi	another word for neighborhood	GUIDE children to practice each step in their partnerships.	can also by walking on their heels or on their totoes.			
1	cinema	a move theory	Now It's your twin to great, or say help to, your neighbor. Stand up mint to your neighbor. First, we shale hands like this (demonstrate) and say	When it is your turn, try your best to walk on the straight line. Place one toot in front of the			
	Dakery	a shop that sells bread, cake, an bread,		other. You can open your arms out to help you focus and balance.			
	map	a special drawing of an area	Let's do the whole thing together now!	ABK children to reflect on the experience.			
2	Duty	a list going on		How did it feel to walk on the path? Was it easy or blog? Why?	the special parts of our local community.		
	м	when there is no more noom insi acreating					
	angty	when there is nothing inside oon	Make & Prepare	Make & Prepare	Make & Precare		
	vehicle	something that you drive	Tendiacier ywenth eith the greating 'rinks, Negritar' on the XLayord setsate.      Additional Material     Stopperd Zerginat.	Che manhéra later la cende has la faur	Bart Unit Drart "Winds We Are Learning"		
	Sow	to pull a vehicle		paths of sharpfullines. They will be used in Maximum Time Days lass Broacyh	Protect of places and signs from your local community. Laminute Pyromible. Remember to Save		
3	spin	to go around in a circle		Page 1			
	pedal	to push or press away with your		Additional Materials			
	40	to divik a little bit at a time		The look ifter aloud lines	<ul> <li>Photos sell in referenced impartity.</li> </ul>		
	pounce	to jump or push your whole body forward	Crossing the Midline Crossing the midlers is the data by to mach your reprinter allowed among your lawly to the appointer allo. Onlines are secondly the midlers after they statistication and the The	The lock The Place Where You Live	Wards We Are Learning		
	AGM/	to fly wery high			load made		
1	imap	to stretch and jump through the		Wide the company of Callering Taxe			
	45019	to and away for later	partner in the Develop and others they walk on the shaight line in Molement Time. Occurry	can be longed one right after the silver, each can be longed one right after the silver, each	Supporting Multilingual Learners  🧔		
• Take for e	e a picture and post mample, at the writin	ome suggestions for how to "refer" for the photograph in your score for ente g center.	Per visiline is an important dentispeneratio dell' remediati in receptale i adati, such asse materiali to ineres, palityp per scales and chicas, ar hilling adaental with a lost. It is also ar remarked for excales all body gets obligant remarks for the physical and of weight	per ser an den begrandene ven, maj ven ver an a paraditer pailelig, er venpel i breserig er manmenet al availer tere of day. Fellendan Term, fraugh is visionaler tere erd day day te gise utsideer danaer er ber eidely expensive.	Treach the word 'place' is shidner who are now English basenes. Use pendares, pitchers, a solitor density breached it into the ubblers's horse language by using an other languador last. Two will support Part competension of the Demails context.		
chik	pren can veterence it	and make a big book out of it have	Reflection Time   What is your favo	Its place to go in our community?			
- Atta	ich E to poster board r library center.	and many and under all drift holes					
100 154 44	in that these words in to use the words in not expected to be a robust however, exp	et and send it home to terrilies. Let t ere introduced during the unit. Encours r conversation. Remaind them that childle die to read the works or explain their osure through conversation will build the . A second to reading.	ñ				

## **Children with Disabilities**

Blueprint for Early Learning follows a strengths based scaffolded approach with a detailed scope and sequence based on developmental learning trajectories for 4 year old children. Blueprint does not give specific guidance to specific disabilities, however the curriculum is deeply embedded with supports on how to scaffold and modify learning activities to meet the individual needs and interest of each child. The guidance includes specific teaching practices and ways of interacting with children, as well as adaptations to daily schedules, learning activities, and the learning environment.





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## **Blueprint Portal**

All Blueprint educators have universal, 24-7, access to the Blueprint portal. No additional purchase is necessary.

**Please note** – the digital tools within Blueprint are teacher facing. Our digital resources are not online games or activities for children.

#### Access

Blueprint educator's access: https://cliblueprint.org/resources-LA

From here teachers can view or download a Teaching Guide, and other digital teacher resource tools such as:

- Letter formation and pronunciation audio clips
- Family letters in English and Spanish
- Teaching Point Checklist

## **Professional Development and Virtual Coaching**

Updated digital implementation training and virtual coaching are currently under development. These resources will be found in the online Getting Started guide, and Additional Resources sections of the Blueprint Portal. Please check back often for updates or sign up on our website for updates.

### Assessment

Blueprint for Early Learning provides several assessment resources. Use these resources to learn what your children's strengths and needs are and to make instructional decisions.

#### Assessment Domains Include

- Comprehension
- Literacy
- Mathematics

## **More Information**

- Visit Cliblueprint.org
- Email blueprint@cli.org
- Call- 215-561-4676, extension 137

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	Blueprint for Early Learning
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Primary			
Standard	Teaching Point	Day	Observation notes
Approaches to Learning:	Children add on to a list of things they might see in the kitchen.		
Persistence and Attentiveness	Children add on to a list of things they might bring to a feast.		
Social Emotional Self Awareness and Self Concept	Children relate to the challenge of waiting.		
	Children discuss what it means to act kindly.		
locial Emotionat locial Awareness	Children discuss how the character acts kindly.		
	Children share ideas for how to act kindly.		
and Relationships	Children practice "Seeds of Kindness."		
	Children discuss working together as a way of acting kindly.		
	Children play "Make a Cake" with variations (change "cake to "pizza," change the name, etc.)		
Literacy: Literate Attitudes and	Children sing "Here's a Little Seed" with variations ("Ittle seed" voice, sing about food, etc.).		
Behaviors	Children chant about counting potatoes with variations (act out pulling, change to "turnip," etc.)		
	Children vote for their favorite book from the unit.		
Literacy: Listening	Children listen to the class book.		
and Speaking	Children discuss what they have learned about what makes food special.		
	Children learn about the word "the."		
	Children sort words that rhyme with cake.		
	Children drum with kitchen tools to signal words that begin with /k/.		
iteracy:	Children use kitchen tools to find the beats in words.		
	Children drum with kitchen tools to signal words that rhyme.		
	Children distinguish between words that begin with /t/ and /tv/.		
Awareness	Children sing the seed song and storp when they hear words that begin with the /s/ sound.		
	Children learn about the word "like."		
	Children sort pictures of rhyming words.		
	Children distinguish between words that begin with the sounds /s/ and /w/.		
	Children identify how many beats are in a word.		
	Children distinguish between words that begin with the sounds /t/ and /t/.		