TEACHTOWN°



Comprehensive, Inclusive Early Childhood Special Education Curriculum

Ignite young minds and pave the way for a lifetime of learning with Launch for PreK!

WHAT IS TEACHTOWN LAUNCH FOR PREK?

Launch for PreK is a comprehensive, inclusive early childhood special education curriculum for students ages 3–5. Designed to meet the needs of young learners with developmental delays and disabilities as well as the peers who learn alongside them, Launch for PreK uses a thematic approach to provide equitable access to early childhood content and instruction. Celebrate diversity and inclusivity while targeting key global learning domains, including language, literacy, and social development.

Launch for PreK is theme-based, play-focused, language-rich, and data-driven:



A **theme-based** curriculum allows teachers to address developmentallyappropriate skills for students with diverse learning needs and abilities. Instruction is fresh and engaging each week as students work toward

mastery of learning goals at their own pace. Examples of themes include This is My Family, Seasons, Emotions, Community Helpers, Farm, Around the House, Transportation, and many more.

There are **72 total themes designed to be covered over the course of 2 school years**, with each theme covering one week of preschool instruction. As a themebased curriculum that supports ALL LEARNERS, Launch for PreK ensures every student has an entry point to access age-appropriate learning, regardless of when they begin their early childhood program.



A **play-focused** curriculum allows teachers to create classrooms in which students have consistent opportunities to practice meaningful skills in their natural learning environment: through play!

Playful learning, or learning via play, is supported through activity-based lesson plans that include circle time, story time, fine motor/art skills, music, sensory exploration, physical materials that support hands-on learning, and much more! The rich illustrations in the children's books support text comprehension and foster imagination with extended use as visual supports, puppets, felt board cut-outs, and coloring pages.



A **language-rich** curriculum allows teachers to provide systematic instruction in communication and language development, the learning domain in which the most early childhood students need the

most support. Launch for PreK includes 144 children's books available in English & Spanish that cover diverse genres and content through folk tales, fables, classics, modern story books, and concept (nonfiction) books. From singing and drawing to reading and listening and watching, Launch for PreK prioritizes students' language development through any and all means available to them.



A **data-driven** curriculum allows teachers to use information on student progress to inform how they use the curriculum and other TeachTown PreK interventions (Social Skills, Basics, Language

Accelerator) to support student growth and address areas of specific need. Launch for PreK provides teachers with access to ongoing curriculum-based assessment data through technology lessons. **Observational and benchmark assessments tools** included to provide data on global developmental progress and early learning standards.

WHAT'S INCLUDED IN LAUNCH FOR PREK?

With Launch for PreK, teachers are equipped to target the most critical early learning domains, including language and communication, social skills and peer relationships, play, adaptive skills, and emerging academics.

Each theme of instruction includes 1 story book (fiction), 1 concept book (non-fiction), and 5 daily lesson plans. Lesson plans fold in both whole group and small group activities through:

- Circle time
- Story time
- Sensory exploration
- Emerging literacy
- Emerging math
- Fine motor/ art skills

Additionally, teachers are supported with student resources, targeted social skills, theme-specific songs and nursery rhymes, technology-facilitated lessons, centers materials guide, and parent communication supports.

ACTIVITY-BASED LESSON PLANS

Whole group and small group classroom-based activity lesson plans with leveled differentiation; teacher guides; parent communication supports lessons, centers materials guide, and parent communication support.

Welcome to School	PREPARING FOR THE LESSON 1. Gether materials, including printing and/or	cutting resources as needed. Keep the materials organized by resource. Consider laminating		
Whole group • All Activities	and adding Velcro to all Classroom Resou	rcas.		
ACTIVITY DESCRIPTION	 If using the teacher-led technology lesson, Transition down to the instructional grap. 	pull up the lesson on your interactive whiteboard.		
Scudents will sit in a whole group activity space and engage in interactive, routine-based helio activities to transition into the school day. Visuals and activities will differ to address this theme. Welcome to School. This lesson plan will be utilized for the entire week, but there is a separate		GREETING AND ATTENDANCE		
teacher-led technology lesson for each day. Throughout the lesson plan, there are differentiation suggestions included for each activity. Please	Use the Helio Song Trigl(s) from the Welcome to	School Hello Circle Activities 1-5 Teacher-Led Technology Lesson or show students the Visual		
refer to the differentiation sections throughout to meet the needs of individual students across different ability levels. Rease select as many activities as fit in the time you have available for Helio Circle. If you are using the Welcome to School Helio Circle Teach-	Choice Board (2, 4, or 6 Options) with song cho	izes from the Hello Sona Visuals and play the pudio file.		
er-Led Technology Lessons, simply skip the trists that you do not plan on completing. Keep in mind your students may be ready for fewer activities at the beginning of the school year and more as the year goes on.	Welcome to school today! I'm so hap song by soying, pointing to, or looking at a We are going to sing [Song Title] for			ALL ACTIVITIES
Learning Objective • Exhibits circuiting, inserant, and willingness to learn new things and have new experiences • Lises longuage to communicate with others in familiar social abustions for a variety of basic purposes, including describing, requesting, commention, and/molefular, arteristica and insection	student here todag! Encourage all issue their name aloud or with support. Sing the Repeat for all issuents who are present. Al	All About Me		PREPARING FOR THE LESSON
 Remains focused on engaging, teacher-led group activities for up to 20 minutes 	Hold up Student Picture Cords for each stu	Whole group • All Activities		 Gather materials, including printing and/or cutting resources as needed. Keep the materials organized by resources. Consider laminating and adding Velcro to all Classroom Resources.
 Discusses daily weather conditions and the impact of weather Expresses and engages using movement elements and skills (locomotor and non-locomotor) to a series of sensory stimuli 	DIFFEI	ACTIVITY DESCRIPTION		2. For Activities 1-5, place relevant items in the Mystery Box (e.g., theme, letter, color, number, and shape-specific).
ACCOMPANYING TEACHER-LED TECHNOLOGY LESSONS			e estivities to and the school day. Maunia and	 If using the teacher-led technology lesson, pull up the lesson on your interactive whiteboard. Transition class to the instructional area.
The following teacher-led technology lessons are designed to be used while you teach this activity-based lesson. They can be found in the Teach-	Hold up the Visual Choice Board with the	activities will differ to address this theme. All About Me. This lesson plan will be utilized for the e	ntire week, but there is a separate teacher-led	
Town Launch for PreK opp. Technology lessons are designed to enhance activity-based lessons and can supplement student learning. • Welcome to School Hello Circle Activity 1-3 (five individual lessons, one for each day of the theme)	Helio Sono Visuala, Do you want [Song	technology lesson for each day. Throughout the lesson plan, there are differentiation suggestion differentiation sections throughout to meet the needs of individual students across different ability		ACTIVITY 1: There
KEY LANGUAGE	Title] or [Song Title]? Point to each He Song Visual as you say the title.	Please select as many activities as fit in the time you have available for Goodbue Circle. If you as	e using the All About Me Goodbue Circle	ACTIVITY 1: Theme We are almost ready to go home, so it's time for Goodbye Circle. Let's start with our Mystery Box. Hold up the Mystery Box.
The following words are likely to be used by students to participate or respond. When		Teacher-Led Technology Lessons, simply skip the trials that you do not plan on completing. Keep activities at the beginning of the school year and more as the year goes on.	o in mind your students may be ready for fewer	Our theme is All About Me. Today, we are going to search in our Mystery Box for things we use when getting ready in the
oppropriate, these words can be built into your students' communication supports. Visual supports are available for these words in the Visual	Wave to your friends!	LEARNING OBJECTIVES		marning. Choose a student to pick an item from the box. Have the student say what the item is or let them pick a peer to say what the item is. For students who need receptive response options, ask them yeaho questions to identify the item. If the item is a (toothbruit), is it a [spoon]?
Supports Library on the TeachTown Launch for PreK app. Common classroom language (e.g., yes, no, your turn, my turn) is not included in this list.		 Describes how each person is unique and important Engages easily in routine activities 		Is it a [sock]? Is it a [toothbrush]?
Key Longuage		 Remains focused on engaging, teacher-led group activities for up to 20 minutes 		Once students have pulled each item out of the box, choose a student to count how many items were in the box or count them as a group. Great job counting? We found [sumber] things in our Mystery Box today. Report the name of each item and point to it.
• Hello/ • wove • calendar • friend • seacher • wheels	Acknowledge students' efforts to do the	 Participates in discussions about a text Expresses and engages using movement elements and skills (locomotor and non-locomotor) 	1 to a series of sensory stimuli	If needed, this activity can be replaced with the Mystery Box Trial(i) from the All Abox: Me Goodbye Circle Activity 1 Teacher-Led Technology
 H2 · choose · month · student · backpack · wipers 	song's hand motions, even when they care complete them as modeled. Great job	ACCOMPANYING TEACHER-LED TECHNOLOGY LESSONS		Lesson.
Good morning! • song • season • classroom • playground • driver Good atternoon! • weather • schedule • school • bus • horn	moving your hand to wave at your friend	The following teacher-led technology lessons are designed to be used while you teach this activity	sy-based lesson. They can be found in the Teach-	ACTIVITY 2: Letter We are almost ready to go home, so it's time for Goodbye Circle. Let's start with our Mystery Box. Hold up the Mystery Box.
	mend.	Town Lounch for PreK app. Technology Jessons are designed to enhance activity-based lessons a All About Me Goodbue Circle Activity 1-5 (five individual lessons, one for each day of the t	nd con supplement student learning. heme)	We are atmost reday to go nome, so it it time for Goodbye Circle. Let it start with our Prystery Box. Host up the Hystery Box. Our letter of the week is 5. Today, we are going to search in our Mystery Bax for things that start with the letter 5. Choose a
Materials		KEY LANGUAGE		student to pick on item from the box. Have the student say what the item is or let them pick a peer to say what the item is. For students who
BOOKS AND RESOURCES MANIPULATIVES KIT		ACTIVITY 1: Counting The following words are likely to be used by students to participate or respond. When		need receptive response options, ask them yealso questions to identify the item. If the item is a [sticker], is it a [marker]? Is it an [apple]? Is it a [sticker]?
Welcome to School Hello Circle Visual Classroom Resources Position Words Cards Magnetic Whiteboard	Use the Counting Trial(s) from the Welcom one magnet for each student in the classro	appropriate, these words can be built into your students' communication supports. Visual support Supports Library on the TeachTown Launch for PreK app. Common classroom language (e.g., ye	ts are available for these words in the Visual s. no. your turn, my turn) is not included in this	Once students have pulled each itsen out of the box, choose a student to court how many items were in the box or court them as a group.
Supports Activities 1-5 - Classroom Resources Latter L Card - Art Tray • Welcome to School Hello Circle - Classroom Resources ASL Latter L Card - Mystery Box	rick you are using. Let's find out how many friends are by	ler.		Great job counting! We found [number] things in our Mystery Box today. Report the name of each item and point to it. If needed, this activity can be replaced with the Mystery Box Trial(i) from the All About Ne Goodbye Circle Activity 2 Teacher-Led Technology
Measurement and Data Sorting Activity 3 Classroom Resources Weather Types Cards Fine Motor Tweater Tangs	Let's find out how many friends are hi the corpet in the image. There is a carpe	Key Language		Lence. 201
Welcome to School Hello Circle (Real Images) Vocabelary 1 Activity 2 Classroom Resources Weather Types Cards Turker BOXES	Demonstrate dragging a backpack to the c	Goodbyel shape Hiked id	 walk/wheel 	ACTIVITY 3: Color
Welcome to School Hello Circle Rhyme (Icons) Time Activitiu 3 Classroom Resources Temperature Conts School Bus Set (School Bus only)	Roise your hand if you want to go fire Now, we have a backpack for every fr	See you soon! choose I ddn't like it. See you somorrow! book fovorise	ofterschool core	We are almost ready to go home, so it's time for Goodbye Circle. Let's start with our Mystery Box. Hold up the Mystery Box and the "orange" Color Card.
Welcome to School Hello Orcle Control Resource Dressing the Animal Children with Differing Abilities Set	here today. Court aloud as a group. Call	 letter page home 	· 500	Today, we are going to search in our Mystery Box for orange items. Choose a makers to pick an item from the box. How the student
Vecebulary 2 Activity 4 for the Weather Animals Clearaon Resource Visual Choice Board (2 Clearaon Resources Diresing the Animal Option) for the Weather Clothing	DIFFEF	• color • chiracter • bus • number • picture • cor	· best · mik	say what the karn is or list them pick a paer to say what the izem is if or sudences who need receptive response options, out them yes/no ques- tions to identify the izem. If the izem is a [courod], is it a [proper]! is it a [group!] to it a [group!] to it a [prope]! of the izem of the
Controom Resources Visual Choice Board (4 Clestroom Resources Visual Choice Board (4 Clestroom Resources Visual Choice Board (4 Contro Control Contro		Materials		Great job counting! We found [number] things in our Mystery Box today. Report the name of each item and point to it.
Clearcom Resources Visual Choice Board (6 Clearcom Resources Seasons of the Year students to work on patterns (e.g.,	Have students point to each backpack as you count aloud with 11 correspondence.	BOOKS AND RESOURCES	MANIPULATIVES KIT	If needed, this activity can be replaced with the Mystery Box Trial(i) from the All About Me Goodbye Circle Activity 3 Teacher-Led Technology Lesson.
Corporation - 2 different colored dry erase - 2 different colored dry erase	you count aloud with 11 correspondence. [Number] friends!	All About Me Goodbue Circle Visual Supports Activities 1-5	Mastery Box	ACTIVITY 4: Number
Classroom Resource Activity Plan Song Classroom Resource Schedule Review Markers Licer Dear Classroom Resource Schedule Review 4-5 items beginning with L		 Me, Myself, and I Children's Book (Teacher Copy) or e-Reader 	Fine Motor Tweezer Tongs Texenters	We are almost ready to go home, so it's time for Goodbye Circle. Let's start with our Mystery Box. Hold up the Mystery Box and
Checket Checket Checket Checket		Books from the Supposed Book List	Magnetic Whiteboard	the Number 2 Cont. Today, we are going to search in our Mustery Box for two of each item. Pipes two items in the Mustery Box. Choose a student to avii
Template		Cleannam Resourcest Color Cards Cleannam Resourcest Number Cards	THEME BOXES	the items from the box. Have the student count as each item is pulled our. For students who need receptive response options, ask them yes?
			Feelings Mirror	no questions to identify the number of items in the Mystery Box. Are there [four items]? Are there [six items]? Are there [two items]? Great job counting to the number two! Report with the remaining sets of two items.
LAUNCH	LAUNCH	Clearson Resources	CLASSROOM	If needed, this activity can be replaced with the Mystery Box Trial(i) from the All About Me Goodbye Circle Activity 4 Teacher-Led Technology
2 • Welcome to School: Hello Circle		Cleannam Resources Schedule Cards Cleannam Resources Cards	Interactive whiteboard	Lauon
		Classroom Resources Student Picture Cards Template	4-5 items related to getting ready 4-5 items beginning with 5	ACTIVITY 5: Shape We are almost ready to go home, so it's time for Goodbue Circle, Lat's start with our Mustery Box. Hold up the Mustery Box and
		Centrative Medical Choice Board (& Option)	4-5 items that are orange	the "stor" Shope Cord.
		Comment Research Constitute France Marcela	4-5 different items, in groups of 2 per item 4-5 items that are stars	Today, we are going to search in our Mystery Box for things that are stars. Choose a student to pick an item from the box. Have the student sou what the item is or let them pick a peer to sou what the item is. For students who need receptive response cotions, as them werks
		Common Annual and Annual An	Popsicle sticks (1 per page, if modifying the book for motor skills differentiation)	maters say what the item is or let them pick a peer to say what the item is. For maderns who need receptive response options, ask them yealno questions to identify the item. If the item is a [puzzle piece], is it a [functhbox]? Is it a [cost]? Is it a [puzzle piece]?
			over an index skin environmentation	Once students have pulled each item out of the box, choose a student to court how many items were in the box or court them as a group.
				Great job counting! We found [number] things in our Mystery Box today. Report the name of each item and point to it.
			LAUNCH	LAUNCH O
		2 • All About Me: Goodbye Circle		All About Me: Goodbye Circle • 3

PREK LIBRARY

Immerse students in the rich diversity and storytelling of 144 children's books, categorized by folk stories & classic literature, modern storybooks, & concept books. With the Launch for PreK Children's Library, teachers can celebrate diversity and inclusivity through the characters, content, and genres that represent the students we serve and the world we live in! Books are available in English and Spanish, and accessible to families in both languages at home through the book read-aloud videos.

Library by the Numbers: 144 total books; 2 per theme: 72 fiction; 72 nonfiction.

Each week of instruction includes a fiction text and a nonfiction text.

Fiction texts: folk tales, classic literature, and modern storybooks; *Nonfiction texts:* concept books relating to common PreK standards

Folk Tales, Fables, & Classics	Modern Storybooks	Concept Books (Theme-Related)	Songs
 Anansi (Ghanaian fable) The Lion and the Mouse (Aesop) How the Raven Brought the Light (Tlingit Indigenous fable) The Stonecutter (Japanese folk tale) Stone Soup (Portuguese version of multicultural folk tale) 	 On the Bus Ride Back (A student's experience in their community on the ride back to school from a field trip) The Door Across the Hall (A child builds a friendship with a new peer who moves in across the hall) 	 Colors Numbers Emotions Weather Animals Plants The Five Senses Transportation 	 3 Categories: Original Theme Songs Original Classroom Songs Classic Nursery Rhymes and Songs Songs include accessible opportunities for participation and inclusive lyrics
• The Little Red Hen (American fable)			

The Launch for PreK Children's Library boasts 144 books!

Launch for PreK shares stories that include / focus on people of various cultural groups, racial and/or ethnic groups, ability groups, communication modalities, and visible support.

Cultural Groups:

Indigenous Peoples of the Americas (Alaska Tlingit, Mexican Aztec, Creek Nation, Algonquin Nation), Ghanaian, South African, Ethiopian, Japanese, Chinese, Vietnam, Korean, Hmong Indian, Iraqi Portuguese, Russian, Polish, Italian, Hawaiian, Trinidadian

Ability Groups:

People with: Autism, Blindness / Visual Impairments, Cerebral Palsy, Down Syndrome, Intellectual Disabilities, Language Delays / Impairments, Speech Impairments, Spina Bifida, Paralysis, Deaf People / People with Hearing Impairments, People without disabilities

Racial and/or Ethnic Groups:

Arab, Asian, Black, Indian / Southeast Asian, Indigenous Peoples of the Americas, Latino / Latina / Latinx, White

Communication Modalities:

People who use Spoken Language, ASL / Sign Language, AAC Devices (tablets), Visual Choice Boards, Switches

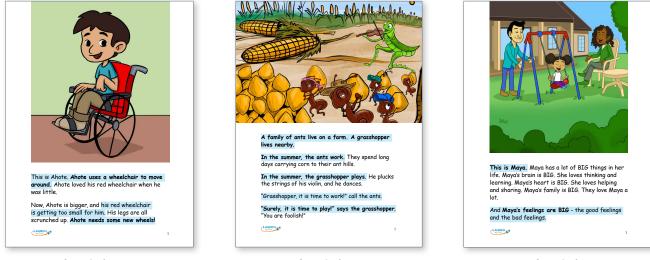
Adaptive Equipment:

People who use: Wheelchair, Prone stander, Upright stander, Pull-behind walker, Hearing aid, Cochlear implant, AFO / lower leg braces, Supportive / modified seating, Braille, Glasses, Foot braces

DIFFERENTIATION TO MEET NEEDS OF ALL LEARNERS

The Children's Library boasts innovative differentiation within each book that offers teachers the opportunity to adjust the text complexity and length according to their students' needs. On any given page of the book, the text that accompanies the picture will include important information highlighted in blue. Within this highlighted text, a few words or phrases will be **bolded**.

Check out the examples, below:



Sample from New Wheels

Sample from The Ant and the Grasshopper Sample from Maya's Big Feelings

- Teachers who read only the bold words will provide students with the most essential plot information.
- Sharing the sentence(s) highlighted in blue gives students a few more details and context about the story.
- Reading the entire text on the page provides the full context when the group of students are ready to sustain attention for longer periods of time.

Teachers may choose to differentiate up or down based on their students' readiness to learn. This may shift based on the time of day, number of students in the group, or time during the school year.



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MANIPULATIVES KIT & THEME KITS

Make learning come to life with age-appropriate and accessible hands-on materials to implement classroom activities. Launch for PreK includes a Manipulative Kit with items to be used across themes as well as a Theme Kit that includes items specific to individual themes (such as farm animals for the theme called 'On the Farm'). All 72 themes have designed manipulatives to support hands-on learning.

Examples of Theme-Specific Manipulatives



Theme: Transporation Manipulative: Lacing Keys



Theme(s): Five Senses, My Body, Family Manipulative: Potato Head Family



Theme(s): Camping, Food, Summer Manipulative: Camping Set

FAMILY ENGAGEMENT

Strengthen the home-to-school connection through the student login that provides access to student-led technology lessons, songs, and books. All books are available in PDF and video read-aloud format in both English and Spanish.

Weekly theme letters share the books, songs, vocabulary words, social skills, and other key learning for the week. These parent communication supports also offer fun activities to try at home!



Parents and caregivers are our students' first and forever teachers. Classroom-based educators can use Launch for PreK parent communication letters and progress monitoring tools to keep families informed of progress.

DEVELOPMENTAL ASSESSMENTS

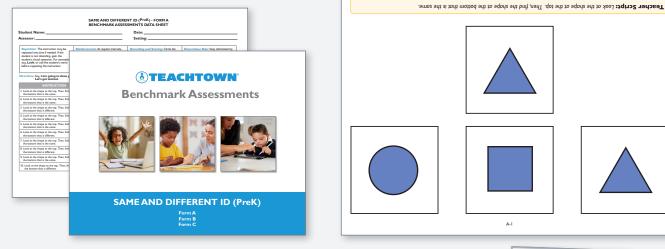
Launch for PreK includes observational assessments and benchmark assessments designed to monitor progress on key early learning standards and developmental milestones over time. These assessments may be used as the primary assessment tools for PreK students or they may be used alongside other common early childhood assessments, such as the ABLLS-R and Brigance, to inform instruction and guide education decisions.

Observational Assessments

OBSERV GROSS MOTOR	ATIONAL ASSESSMENT
OVERVEY Buth Tead Name Observ the Control of the Control of the Control detection of promotion of a sounder detection of the Control of the Control detection of a sounder of the detection of the Control of the Control detection of the Control of the Control detection of the Control of the Control profiles for an detection of the Control of the Control profiles for an detection of the Control of the Control profiles for an detection of the Control of the Control profiles for an detection of the Control of the Control profiles for an detection of the Control of the Control profiles for an detection of the Control of the Control profiles for an detection of the Control of the Control profiles for an detection of the Control of the Control profiles for an detection of the Control of the Control profiles for an detection of the Control of the Control profiles for an effective of the Control	TEACHTOWNObservational AssessmentsImage: Constraint of the systemImage: Constraint of the system
	Physical Development and Motor Skil Gross Motor

Observational Assessment							
		Date(s): Setting:					
RUNNING							
Recommended setting Additional resources r							
Student is not yet demonstrating the skills evaluated on this assessment	Cruises holding onto furniture	Runs well with little falling	Runs without falling	Runs and uses arms and legs in coordinated opposition	Runs without falling can stop quickly		
NOTES:							
HOPPING							
Recommended setting							
Additional resources r							
Additional resources r Student is not yet demonstrating the skills evaluated on this assessment	Stands without support	Stands on one foot with support	Stands on one foot without support; jumps up on one foot, landing with two feet	Hops on one foot with support or without support once or twice	Hops on one foot proficiently (able to play hopscotch)		
Student is not yet demonstrating the skills evaluated on this			foot without support; jumps up on one foot, landing with two	with support or without support	foot proficiently (able to play		

Benchmark Assessments



Same and Different ID (PreK) Form A - Item 1

LAUNCH AROUND THE WORLD

Give students meaningful access to age-appropriate current events through engaging newsletters, hands-on activities and technology-based lessons, and teacher supports.



As you read the first sentence of the Teacher Script, point to the shape at the top.

TECHNOLOGY ACTIVITIES

Launch for PreK is a **data-driven** curriculum that allows teachers to use information on student progress to support continued growth and address areas of need. Teachers have access to ongoing curriculum-based assessment data through technology lessons, which are leveled by student ability and available for group instruction as well as independent student use. * *Recommended technology use is consistent with typical State guidelines for early childhood screen time*.

Targeted Early Learning Domains

- Approaches to Play and Learning
- Social Relationships and Emotional Development
- Communication and Language
 Development
- Creative Development
- Physical Development and Motor Skills
- Adaptive Skills and Independent Functioning
- Emerging Academic Skills

Diversity, Equity, Inclusion, and Accessibility

Launch for PreK curriculum shares stories that include/ focus on people of various cultural groups, racial and/or ethnic groups, ability groups, communication modalities, and visible supports

Alignment to Standards and Best Practices

Aligned with state **early childhood standards**, nationally recognized early childhood **assessment tools**, curriculum recommendations of the National Association of the Education of Young Children (**NAEYC**), and the **Science of Reading for PreK**



SUPPORT THE WHOLE CHILD THE WHOLE WAY

TeachTown is proud to support the whole child the whole way. Ask us about our brand new PreK Whole Child Package, including our comprehensive early childhood special education curriculum, Launch for PreK, and supporting interventions: Social Skills, Basics, and Language Accelerator. **Scan the QR code to the right to learn more.**



SCAN ME