



Opening the World of Learning By [Judy Schickedanz](#) and [David Dickinson](#) in Collaboration with [Charlotte Mecklenburg Schools](#). Prepare Every Child for Success! *Opening the World of Learning* is a comprehensive curriculum that covers all domains of early learning. The content of each unit is built around a carefully crafted daily routine within an activity-center day. Themes, skills, and concepts are developed through quality children's fiction and nonfiction trade books. The [consistent format](#) and features in every unit makes it easy for teachers to use and children to learn.

Opening the World of Learning:

- provides guidance for teachers with a variety of materials to implement six thematically organized units, with Family, Friends, Wind and Water, The World of Color, Shadows and Reflections, and Things That Grow.
- develops language and literacy skills through rich, integrated content in [all domains of early learning](#).
- incorporates favorite [children's books](#), songs, and poems.
- provides a comprehensive curriculum for full- and half-day program format options.
- supports teachers to individualize instruction by providing an ongoing assessment tool.

Consistent Unit Format and Features The content of each unit is built around a carefully crafted daily routine familiar to all Pre-K teachers and caregivers. Themes, skills, and concepts are developed through quality children's fiction and nonfiction trade book classics. The consistent format and features in every unit makes it easy for teachers to use and children to learn.

The at-a-glance [Weekly Planner](#) breaks each full day into appropriate blocks of learning time, along with a half-day option.

[Center Time](#) provides plans for setting up and orienting children to self-selected activities in which they explore, experiment, deepen their understanding of new concepts, and practice budding skills. Conversation tips for developing language in the context of centers are included.

[Small Groups](#) provides three small group activities each day to address math, writing,

language and print manipulatives, science, and book browsing. A tab indicates the amount of teacher support required, and each activity includes suggestions for meeting the needs of ELL students, children needing additional challenge, or children requiring social or emotional support.

[Conversations With Children](#) helps teachers use opportunities for informational conversation with children to develop children's language, social skills, and concept knowledge. These pages include models for literacy-related conversations to use during mealtimes and times of transition. [Story Time](#) guides teachers as the class reads and discusses one or two trade books. (Each book is read four times over a period of time, advancing from an initial sense of story and vocabulary to active interaction with the text.) Teachers view useful notes on purpose and standards, strategies for reading aloud, key vocabulary with simple definitions, ELL and other adaptations, progress monitoring, and suggested conversations to model successful reading.

[Songs, Word Play, Letters](#) builds children's phonological awareness, alphabet letter knowledge, and vocabulary with fun literacy circle activities.

[Let's Find Out About It](#) builds students' background knowledge using information from nonfiction texts and hands-on experiences. Let's Talk About It, an alternating feature, addresses topics of social and emotional importance to children and teachers.

In addition, End-of-the-Day Centers promote conversation that develops language at the end of the day's learning, and **Connect With Families** suggests family activities that develop oral language and literacy.

