**EXHIBIT B – SCOPE OF WORK**

Spanish Classroom Start-up Kit

|  |  |  |
| --- | --- | --- |
| **Items** | **Manufacturer** | **Item #** |
|  |  |  |
| * **Pocket Chart for Helpers:** blue polyester with five metal hanging rings evenly spaced at top (Approx. 33” X 41 ½ “) with ten transparent pockets (Approx. 2”X 33”)
 |  |  |
| * **Ayudantes del salón Label Card:** Words “Ayudantes del salón” on sentence strip (Approx. 12” X 2 ½ “)
 |  |  |
| * **Ayudantes del salón Task Cards:** Twenty five six cards (Approx. 2 ½ “ X 3 ½ “); **photo** depicting the job labeled with helper name in ABC print font; **size 28** font on bottom of card. **Los nombres de los ayudantes son**: Líder de la línea, Furgón de cola, Cuidador de la planta, Abanderado, Reportero del tiempo, Portero, Cuidador de la mascota, Ayudante de limpieza (2), Ayudante de merienda (2), Persona especial, Ayudante de la siesta, Científico del día, Ayudante de lectura, Anfitrión (2), El rey de los escritores, La reina de los escritores, Ayudante de iluminación, Substituto, Asistencia, Amigo Especial, Mediador de conflictos (2).
 |  |  |
| * **Extra Blank Helper Cards:** Twelve (12) cards (Approx. 2 ½ “ X 3 ½ “)
 |  |  |
| * **Ayudantes del salón Description Card with photo:** Cardstock, 8 ½ “ X 11”
* The following verbiage is on the Ayudantes del salón Card: The Ayudantes del salón Chart allows children to learn responsibility. They feel like a part of the classroom community as they are involved in helping with specific tasks. Introduce the chart and discuss two or three jobs at a time, giving explicit modeling and instructions about how each job will be completed. Display the Helper Chart in the circle time/large group meeting area at children’s eye level. Use the chart interactively with children and change jobs weekly. Every child should have a job. The children’s names are placed to the right of each job on the chart.
 |  |  |
| * **Plastic zip loc container**(Approx. 11” X 14 ½”) **holds:** Helper task cards, Ayudantes del salón Description Card and Extra Helper Cards
 |  |  |
| * **Pocket Chart for Daily Schedule:** blue polyester with two metal hanging rings at top left and right corners (Approx. 13 ½” X 32 ½”) with 14 transparent pockets (12 ½” X 1”)
 |  |  |
| * **Horario diario Description card with photo daily schedule:** laminated cardstock, 8 ½” X 11”

**-**The following verbiage is on the Horario diario Description Card: The children’s daily schedule is a visual plan of the day with words and pictures that help children understand and learn the routines of their classroom. It is a concrete way to represent time and allow flexibility across the day when special events occur. Display the Children’s Daily Schedule in the circle time/large group area at children’s eye level. Use the chart interactively with children and refer to it throughout the day as needed. |  |  |
| * **Horario diario Picture Cards:**  16 cards (Approx. 2 ½” X 11” but no larger than 2 ½ “X 12”) with pictures depicting the title. The cards are as follows: Meet and Greet, Circle Time (3), Centers (2), Lunch, Snack Time, Outside Time (2), Rest Time, Visitor, Celebration, Field Trip and Good Bye. ABC print or equivalent font, words to fit in the sentence strip lines (Approx. font size 100 but no larger than 120)
 |  |  |
| * **Daily Schedule Title Card:** One card with the words “Horario diario” in ABC print or equivalent font, font size 100 but no larger than 120 (Approx. 2 ½” X 11” but not larger than 2 ½” X 12”)
 |  |  |
| * **Daily Schedule Blank Cards: Five (**5) blank sentence strips (2 ½” X 11” but no larger than 2 ½” X 12”)
 |  |  |
| * **Pocket Chart for Read Aloud:** blue polyester with three metal hanging rings evenly spaced at top (Approx. 28”X 28”) with 6 transparent pockets (27”X 2”)
 |  |  |
| * **Title Card Cartulina de Lectura Chart:** The words “Read Aloud Chart” printed on a sentence strip card (Approx. 2 ½ “ X 12”; ABC print or equivalent font; font size approx. 100 to fit on the sentence strip)
 |  |  |
| * **5 Cards for Read Aloud Chart:** The following words go on sentence strips proportional to the length of each word:

**-Titulo** (approx. 2 ½” X 7” but no larger than 7 ½”) with photo of a book on the right side**- Autor** (approx. 2 ½” X 7” but no larger than 3” X 7 ½”) with photo of paper and pencil on the right side**-Ilustrador** (Approx. 2 ½” X 9” but no larger than 3” X 9 ½”) with a photo of an art easel and paint brush on the right side**-fotógrafo**(Approx. 2 ½” X 10” but no larger than 3”X 11”) with a photo of a camera on the right side**-Palabras para la Pared de Letras** (Approx. 2 ½” X 12 ¼” but no larger than 3” X 13”) without a photo |  |  |
| * **Package of white sentence strips:** 100 strips (Approx. 3” X 24”) for use to write on and display the specific Title, Author, etc. of the book being read. Also used for children’s name cards for Center Management; and children’s name cards for Home/School chart
 |  |  |
| * **Read Aloud Cartulina de Lectura of Read Aloud Chart:** 8 ½” X 11”

**-**The following verbiage is on the card: The Read Aloud Chart is a visual tool to use to draw children’s attention to the role of author and illustrator. The chart connects the concepts of authors and illustrators with what the children are doing as they write and draw. The chart also enhances the children’s ability to notice specific features of words and letters. The letter wall words are words from the story the children will place on the letter wall and then to use the words in conversations or writing. Optimally, the Read Aloud Chart is used as a mini lesson after a book has been read at least once or even after several readings. Adding an actual photo of the author next to the author’s name helps personalize the role of author. Photos of children’s authors are frequently available on the internet. Use photos of the children when making class books and use the Read Aloud Chart when re-reading a class book with the children. |  |  |
| * **Classroom Rules Chart:**  13” X 17” white poster with “Las Reglas de la clase”. Five classroom rules are outlined on the left in large, black text. Color photo that depicts each rule on the right.

**Classroom rules are as follows:**  Caminando. Escuchamos Compartimos Limpiamos.Nosotros nos encargamos de nuestra escuela. |  |  |
| * **Classroom Rules Description Card with photo of the Rules Chart:** laminated cardstock 8 ½” X 11”. The following verbiage is on the card: The Rules Chart is a visual reminder of classroom rules. Visual rules and routines give children a sense of security. When children know the rules of the classroom they are more successful and independent. Display the rules chart at children’s eye level in the circle time/large group area. Use the chart to remind children of classroom rules throughout the day.
 |  |  |
| * **9 Center Management Charts:** laminated, heavy duty poster board (Each approx. 10” X 24”). On the top of each card is a photo or icon depicting that center’s activities with the title of the center goes below the photo in large font (with uppercase approx. 1 ½” high but no smaller than 1” high) printed with first letter uppercase and the remaining letters lowercase. The bottom part of the chart has rectangular outlines in black to show where five children could place their name cards. Center Management chart titles are: Construction Center; Creativity Station ABC Center; Math Center; Library/Listening Center; Writer’s Corner; and Pretend and Learn Center; Math and Science Center; Science Center
 |  |  |
| * **4 Center Management Charts with no photo:** laminated, heavy duty poster board (Approx. 10” X 24”) The bottom part of the chart has rectangular outlines in black to show where five children could place their name cards.
 |  |  |
| * **12 Stop Signs for Management charts:** laminated cardstock (Approx. 3” X 7” but no smaller than 2 ½” X 6 ½”) The word STOP is printed in uppercase letters using white letters on a red background. Letter in the word STOP are approx 1 ½” but not taller than 2”.
 |  |  |
| * **Hook and Loop Fasteners:** 100 sets (approx. 5/8” round dots) to use with management charts and children’s names
 |  |  |
| * **“Home – School” Charts:** Photo of a Home on cardstock (Approx. 4” X 7 ½ “) Photo of a School (Approx. 4” X 7 ½”) Velcro; long strip of cardstock under each photo (Approx. 32 inches X 2 ½ inches)
 |  |  |
| * **The Home and School Attendance Chart with photo** laminated cardstock 8 ½ “X 11” with photo on the bottom.

**-**The following verbiage is on the card: The Home and School Attendance Chart is a visual cue of children’s presence in the classroom and provides a quick check of attendance. The chart allows children to recognize and make comparisons between their name and their classmates’ names. The attendance should be placed at the children’s eye level close to the classroom entry.  |  |  |
| * **Sentence strips for children’s names:** Name cards approx. 3” X 7” using sentence strips in number 15
 |  |  |
| * **Cardstock strips to attach to Home and School photos:** laminated, durable cardstock (Approx. 2 ½ “ X 32” but no larger than 3”X 34”)
 |  |  |
| * **Hook and Loop Fasteners:** 100 sets (approx 5/8” round dots) used to attach children’s names to Home and School chart
 |  |  |
| * **Set of 26 photo Letter Wall Toppers; one for each letter (Spanish):** durable laminated cardstock, Letter in ABC print or equivalent font; font size 120 but no smaller than 100; each card (Approx. 2 ½” X 4 ½”) Each card has the upper and lower case letter on the left and a picture that begins with that letter on the right
 |  |  |
| * **Letter Wall description card with photo of the letter wall:** laminated cardstock 8 ½” X 11” with photo on the bottom.

**-**The following verbiage is on the Letter Wall description card: The letter wall is a visual display of the alphabet with a key word picture for each letter. It is used as an interactive tool to expose young children to a variety of concepts throughout the year. All the words on the letter wall are accompanied by a picture. Ideally the letter wall should be located in or near the circle time area. This space should be accessible to children and at their eye level. The letter wall should be arranged in sequential order from A to Z. Games and activities using the letter wall will make it meaningful to the children. |  |  |
| * **Transition Time Book** by Jean Feldman ISBN978-0876591734 in Spanish.
 |  |  |
| * **Corrugated Cardboard Box** large enough to fit all start up materials listed in numbers 1 through 25 above (Approx. 24”X 16 ½”)
 |  |  |
| **Setting Up Centers Charts Description Card**The following verbiage is on the card: The center management system is a concrete way to manage the number of children allowed in a center at any one time and provides a visual method to help children make choices. Prior to introducing the management system to children, determine the number of children each center accommodates with space and materials. Model the procedures for the children by making a center choice and placing their name tag on the appropriate chart, taking out and replacing materials, and using their name tag to choose a new available center.The Center Management System allows children to: * manage themselves in centers
* use print in meaningful ways
* use their name in purposeful ways

Setting up and using the Center Management System* Display in appropriate centers.
* Display at children’s eye level.
* Use center management system daily during center time.
* Include children’s name and picture on card.
* Consider space and materials to determine the maximum number of children in each center.
 |  |  |
| * Highlighter tape
 |  |  |

Comments/Questions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_