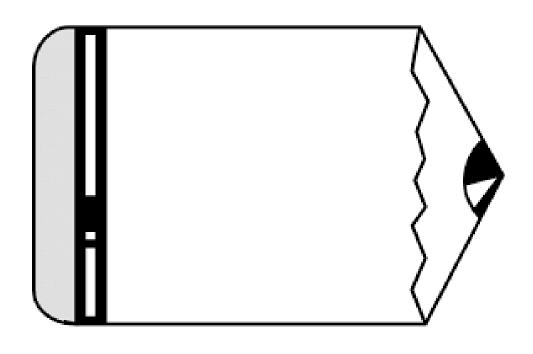
Section 1:

The HighScope Curriculum & Overview



HighScope Curriculum Overview

HighScope was established in 1970 as a result of the work of Dr. David Weikart. The curriculum is research based (Perry Preschool Study), and used worldwide. HighScope is a set of teaching practices based on child development theory, research and proven instructional practices. The HighScope "Wheel of Learning" illustrates the curriculum principles that guide HighScope preschool practitioners in their daily work.

At the center of the curriculum wheel is "Active Learning". Through active participatory learning children construct knowledge that helps them make sense of their world. There are five ingredients of active learning: Materials (abundant, diverse and age-appropriate), Manipulation (hands-on discovery), Choice (children choose materials and play partners), Child Language and Thought (describe what they are doing and understanding), and Adult Scaffolding (adults support current level of thinking and challenge them to advance).

As children move through the day they engage with the curriculum's content known as the KDI's (Key Development Indicators). HighScope teachers are actively involved with children throughout the day. They thoughtfully provide materials, plan activities and talk with children in ways that support and challenge the children's thinking. In the HighScope curriculum "Shared Control" is central to how adults and children interact.

The HighScope day is composed of the following: Greeting Time, Message Board, Large Group, Small Group, Planning Time, Work Time, Recall (Plan-do-review), Clean—up Time, Outside Time. A predictable sequence of events helps children feel secure and gives them a sense of control. Within this routine are built choices for the children.

The HighScope Classroom should have the following labeled areas: Toy Area, House Area, Music Area, Art Area, Sand Area, Water Area, Block Area and Science Area. Labeling of the shelves and materials supports the child as an independent learner in their classroom environment.

Elements of the HighScope Daily Routine

Planning Time: Children indicate what they plan to do during Work Time

Work Time: Children work with any of the materials in any of the interest areas. They explore, discover and solve problems. Work Time is the longest segment in the daily routine lasting 60 minutes. Adults look for opportunities to enter into the children's activities to encourage children's thinking and extend their play.

Cleanup Time: Children are expected to return materials to their appropriate place

Recall Time: Brings the plan-do-review cycle to a close. Children are encouraged to talk about what they played with and with whom.

Small Group Time: Each teacher meets with a consistent group of 6-9 children who work on a planned activity that supports the Scope and Sequence or children's interests.

Large Group Time: Adults and children gather in a group to play games, reenact stories, sing songs, do finger plays, dance, play instruments or exercise.

Outside Time: Work Time that happens outside with materials that encourage large muscle development and provide opportunities to solve problems.

The HighScope Daily Routine

The HighScope Daily routine includes a *variety of active learning periods* that provide children with a *range of experiences and interactions*. Active learning periods occur in a *reasonable, predictable sequence* to meet children's needs. Experiences take place within a *supportive climate* in an *appropriate physical setting*. The daily routine *flows smoothly* from one interesting experience to the next.

Component		Time (minutes)		Description	
		UPK 4 Yr	EPK 3Yr		
Arrival Breakfast, Book Time		20	20	Being fully greeted in a conscious, sincere way sets a positive tone for each child's day. Should be followed by a predictable routine, which is calming because children know exactly what they will do next.	
Message Board		10	10	Messages "written" using pictures, symbols and words so children of all literacy levels can "read" them. A time to share announcements and let children know about upcoming events, new materials, visitors, etc.	
Large Group Time		10	10	Adult initiated time for all to participate in singing, movement, re- enacting stories. Children take the lead and contribute ideas. Builds sense of community.	
Work Time Takes place	Planning	5	5	Planning by children encourages them to connect their interests with purposeful actions.	
twice a day, always in sequence ("Do") Clean-up		60	60	Work time encourages children to focus attentively on both play and problem solving.	
		10	10	Putting away materials creates transition from work time (do) to review (recall.) Time for problem-solving, playfulness and realistic expectations.	
	Review ("Recall")	10	5	Recall helps children reflect on, understand, and build on their actions.	
Small Group Time takes place twice a day 1: ELA focus 2: Math focus	Small Group Time	20	20 (5-10 at first part of year)	This 15- to 20-minute time period is when children experiment with materials and solve problems in an activity adults have chosen for a particular purpose. Adult introduces a common activity and associated set of materials, encourages child to make choices and decisions about how to use materials and describe in their own words what they are doing.	
Outside/Gross Motor		45	45	The time of day designed for vigorous, noisy, physical play.	
Instructional Meal time		30	30	Children and adults enjoy healthy food in a supportive social setting. Adult-child interaction, consideration, and learning elements are met during the entire mealtime, including set-up and cleanup, and are incorporated into each daily meal.	
Rest Time (EPK longer)		30	40	A time for sleeping, or quiet, solitary, on-your-own-cot play.	
Departure		5	5	Helps child bring closure to day with a sense of completion.	

Planning: A Summary

What It Is

- Establishing a problem or goal
- Imagining and anticipating actions
- Expressing personal intentions and interests
- Shaping intentions into purposes
- Deliberating
- Making ongoing modifications

Why It Is Important

- Encourages children to articulate their ideas, choices, and decisions
- Promotes children's self-confidence and sense of control
- Leads to involvement and concentration on play
- Supports the development of increasingly complex play

Where to Plan

- In a place where intimate conversations can occur
- In a stable pair or group
- Where people and materials are visible

What Children Do as They Plan

- Develop the capacity to express their intentions
- Indicate their intentions through gestures, actions, and words
- Make vague, routine, and detailed plans
- Make perfunctory and real plans
- Make a variety of plans over time
- Engage in the planning process at home

Planning Time Checklist: How Adults Support Children's Planning

Adults examine their beliefs about child planning and their personal interaction styles.

Adults p	lan with children in an intimate setting.
Adul	ts plan in a place where intimate conversations can occur.
	ts plan in a stable pair or group.
	ts plan where people and materials are visible.
Adults p	provide materials and experiences to maintain children's interest at planning
time.	
Visib	pility games
Grou	p games
Prop	s and partnerships
	esentations
Chile	dren take charge
Adults	converse with individual children about their plans.
Adul	Its elicit children's plans by asking "what" questions.
	Its converse about children's concerns that might be impeding planning.
Adul	Its elicit children's plans by "talking story."
Adu	Its listen attentively to children's responses.
Adu	Its converse in a conscious "turn-taking" manner with nonverbal and vague
plan	ners.
I	nterpret gestures and actions.
	Ask an initial open-ended question.
	Narrate what you see and comment on what the child says.
_ (Offer alternatives when the child does not respond.
Adu	Its converse with routine and elaborate planners.
(Converse about space and materials.
4	Talk about details.
	Talk about sequence.
]	Remind children of related prior work.
Adu	lts encourage playmates to plan together.
Adu	lts value children's plans.
	Encourage rather than praise children's ideas.
	Write down children's plans.
Adu	ilts note the connection between children's plans and actions.

August 2019

Adults anticipate changes in children's planning over time.

Work Time: A Summary

What It Is

- Carrying out intentions
- Playing with purpose
- Participating in a social setting
- Solving problems

Why It Is Important

- · Encourages children's playfulness
- Enables children to construct knowledge as they engage in the High/Scope key experiences
- · Enables adults to observe, learn from, and support children's play

Where Children Work

- In the interest areas
- In cozy and open spaces

What Children Do at Work Time

- · Initiate, work on, modify, complete, and change their plans
- Play in a variety of social contexts
- Engage in different types of play
- Carry on conversations

Work Time Checklist: How Adults Support Children at Work Time

Adults examine their own beliefs about how children learn at work time.

Adults provide work spaces for children.	
_ Children work in the interest areas.	
Children work in cozy and open spaces.	
Adults find out what children are doing.	
Look for children's plan status.	
Look for children's individual and social interactions.	
Look for specific types of play.	
Look for curriculum content areas.	
Adults choose children to observe, gain children's perspec	tives, and form on-the-
spot interaction plans.	
Adults offer children comfort and contact.	
Look for children in need of comfort and contact,	
Offer reassuring physical contact.	
Offer simple acknowledgment.	
Adults participate in children's play.	
Look for natural play openings.	
Play in parallel with children.	
Play as a partner with children.	
Refer one player to another. Suggest new ideas within ongoing play situations.	
Suggest new ideas within ongoing play situations.	
Offer suggestions within the play theme.	
Address the role person rather than the child.	
Respect the child's reaction to your idea.	
Adults converse with children.	
Look for natural opportunities for conversation.	
Join children at their level for conversation.	
Respond to children's conversational leads.	
Converse as a partner with children.	
Ask questions responsively.	
Ask questions sparingly.	
Relate questions directly to what the child is doing.	
Ask questions about the child's thought process.	

Recalling: A Summary

What It Is

- Remembering and reflecting on actions and experiences
- Associating plans, actions, and outcomes
- Talking with others about personally meaningful experiences

Why It Is Important

- Exercises children's capacities to form and talk about mental images
- Expands children's consciousness beyond the present

Where to Recall

- In intimate groups and places
- · With those who shared the experiences children are recalling

What Children Do as They Recall

- Grow in their capacity to recount past events
- Select experiences to recall
- Construct their own understanding of what they have just done
- · Recall experiences in a variety of ways

Recall Time Checklist: How Adults Support Children at Recall Time

Adults examine their beliefs about how children learn at recall time.

Adults recall with children in a calm, cozy setting.	
Recall in intimate groups and places.	
Recall with those who shared the experiences children are recalling.	
Adults provide materials and experiences to maintain children's interest at reca	ı
time.	
Tours	
Group games	
Props and partnerships	
Representations	
Adults converse with children about their work-time experiences.	
Adults take an unhurried approach to recall.	
Adults invite children to talk about what they have done:	
Pick up on children's opening comments.	
Comment on a child's play.	
Ask an open-ended question.	
Adults watch children and listen attentively.	
Adults contribute observations and comments to keep recall narratives going.	
Adults use questions thoughtfully and sparingly.	
Adults support children's co-narratives and conflicting viewpoints.	
Adults acknowledge (rather than praise) children's work-time experiences.	
Adults note connections between children's recall narratives and plans.	

Adults anticipate changes in the way children recall over time.

Large-Group Time: A Summary

What It Is

- All children and adults together
- Active learning in a communal setting
- · Enjoyable shared experiences

Why It Is important

- Gives children a repertoire of common experiences
- · Builds a sense of community
- Encourages group membership and leadership
- Provides children with group problem-solving experiences

Where to Meet

- ♦ In a spacious location
- Let the experience determine the formation of the group

What Children Do at Large-Group Time

- Actively participate
- Initiate ideas, offer suggestions, and generate solutions
- * Make choices
- · opportunity to provide leaders

what do adults do:

Intiate the group activity Ask children for suggesting

Large-Group Time Checklist: How Adults Support Children at Large-Group Time

Adults examine their beliefs about how children learn at large-group time.

Adults plan large-group experiences ahead of time.	
Plan around children's interests.	*
Plan around key developmental indicators in music and physical dev	velopment.
health, and well being.	3
Plan around cooperative play and projects.	
Plan around events currently meaningful to the children.	
Adults prepare for large-group time before children arrive.	
Modify songs and games to fit children's development and specific e	vents.
Practice ahead of time.	
Have materials ready.	
Adults set large-group time in motion: the beginning.	
Draw children to the group with an easy-to-join activity.	
Start right away with the children who have gathered.	
Adults support children's ideas and initiatives: the middle.	
Briefly introduce the next experience.	
Participate on children's physical level.	
Turn props and materials over to children.	
Watch and listen to children.	
Follow up on children's suggestions and modifications.	
Let children be the leaders.	
Adults bring large-group time to a close: the end.	
Make the final large-group experience a transition to the next part of	the daily
routine.	the dairy
Put materials away as part of the transition activity.	

Small-Group Time: A Summary

What It Is

- An adult-initiated learning experience based on children's interests and development
- · The same group of children with the same adult
- Active learning in a supportive setting

Why It Is Important

- · Builds on children's strengths
- Introduces children to materials and experiences they might otherwise miss
- Provides children with regular peer contacts and interactions
- Lets adults observe and interact daily with the same group of children
- Enables adults to practice support strategies in a stable setting

Where to Meet

- In a consistent place
- In a special location near the relevant materials

What Children Do at Small-Group Time

- · Explore, play, work with materials, and talk about what they are doing
- Solve problems they encounter

Small-Group Time Checklist: How Adults Support Children at Small-Group Time

Adults examine their beliefs about how children learn at small-group time.

Adults form well-balanced small groups.

Adults plan small-group experiences ahead of time.	
Plan around the interests of individual children.	
Plan around new and unexplored materials.	
Plan around curriculum content areas.	
Plan around local traditions.	
Adults prepare for small groups before children arrive.	
Gather materials for each child.	
Have materials ready.	
Adults set small groups in motion: the beginning.	
Give children materials as they arrive.	
Make a brief introductory statement.	
Adults support each child's ideas and use of materials: the middle	ú
Move to children's physical level.	
Watch what children do with materials.	
Listen to what children say.	
Move from child to child so all children receive attention.	
Imitate children's actions. Converse with children, following their leads. Encourage children to do things for themselves.	
Converse with children, following their leads.	
Encourage children to do things for themselves.	
Refer children to each other for ideas and assistance.	
Ask questions sparingly.	
Adults bring small-group time to a close: the end.	
Realize that children finish at different times.	
Give children a warning near the session's end.	
Support children's concluding observations.	
Tell children that materials will be available at work time.	
Ask children to put away materials.	

in many communities who <u>typically leave the field after a few years</u>, these educators stay on the job, continuing to hone their craft. The classes are small — Oklahoma mandates that there be no more than 20 children, with two teachers, a ratio that early-education experts recommend — and well stocked with everything from Legos and microscopes to puzzles and dress-up clothes. The researchers also found that Tulsa's preschool teachers devoted more time to academics and were likelier to talk *with*, not *at*, their students, than their counterparts in 11 other states.

When the Georgetown researchers began their study, Tulsa spent about \$10,000, in 2017 dollars, for a full-day pre-K slot for a child (and roughly half that amount for a half-day slot). That's comparable to preschool spending in other states that make strong investments in quality pre-K, but that amount per year is considerably less than what the average school district spends on a grade-school student.

The level of quality is crucial to the effectiveness of preschool. Two years ago, a study of Tennessee's prekindergarten program made headlines when researchers found that by the third grade, the state's preschoolers were no better off cognitively than their classmates. Russ Whitehurst, then the director of the Brown Center on Education Policy at the Brookings Institution and a prominent pre-K critic, called an earlier version of the study, which had similar results, "devastating for advocates of the expansion of state pre-K programs." But a closer look reveals an explanation. In Tennessee, the quality of pre-K was lacking. "Tennessee doesn't have a coherent vision," Dale Farran, a Vanderbilt professor and a co-author of the Tennessee study, acknowledged at the time. Classroom observers reported that left to their own devices, each teacher was inventing pre-K on his or her own.

The Georgetown researchers' findings mirror the results of a similarly rigorous 2016 evaluation of the Head Start program in Tulsa, which was largely patterned after the Tulsa preschool program, as well as a study of New Jersey's preschool program that targets children in the state's poorest districts. Perhaps not surprisingly, children from low-income families were the biggest gainers in Tulsa, but middle-class youngsters benefited as well (a finding that should come as no surprise to well-off families who seek out the best preschool programs money can buy).

This is all to say, pre-K works. And it works over the long term. If only legislators would commit to it. In recent years, Oklahoma has slashed funding for public education, making deeper cuts than any other state. Tulsa, like many districts, has been hemorrhaging teachers, with the best and brightest migrating to other states. That doubtlessly affects the children's education.

That's bad news for the coming generation and a shortsighted move by the state. Preschool represents only a year or two in a child's education, but it can have powerful long-term effects. We should think of it not as a cure-all for our education ills but as a powerful vaccine — one that makes a solid K-12 education akin to a booster shot.

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Section 2:

Year "At A Glance" & Shared Classroom Responsibilities

June

- € Period 3 of COR Advantage closes
- € Print the Summary Reports from COR Advantage for the Portfolios, adding "Description of Individuality".
- € TCRS due on COMET
- € Send home monthly newsletter
- € Portfolios must be completed and turned in after the attendance has been added and the parent has signed the Summary Report.
- € Schedule Parent Conference
- € Inventory Building Blocks Instruments
- € Inventory HighScope Curriculum Books

Classroom Check List

Items may vary depending on your site

September

Classroom environment

- € Label shelves and cubbies
- € Clean cots and assign children their cot
- € Conflict poster in room
- € Daily Routine schedule with pictures for the children
- € Daily Schedule for adults
- € Room Set up and Closing List for paras
- € Create Name Tags using letter links
- € Area Signs posted
- € Make up Small Group lists and post

Professional Responsibility

- € Sub folder done
- € Put up Medical Alert sign
- € Have Emergency Contact Folder and a card for each child
- € Provide School Office with your daily Schedule
- € Process Drops
- € EPK: Use HighScope Lesson Plans for the Frist 30 Days as your Curriculum
- € UPK: Use Scope and Sequence Session 1 for ELA and Math as your Curriculum
- € Set up your Parent Contact Log

Family Outreach

- Send HighScope Daily Routine Book to Parents, page 18 of the Lesson Plans for the First 30 Days − if applicable, connect with your Adult Family Educator around this piece going home
- € Send home monthly newsletter

Assessments

- € Set up Portfolio Folders
- € Enter students into COR Advantage
- € Begin Brigance-Notify EC Director of any non-English speaking children for a translator
- € Register for RECAP trainings at Children's Institute

October

- € TCRS opens on COMET
- € RCSD District Staff: Enter Professional goals on People Soft
- € Schedule Parent Conference (if applicable)
- € UPK: Begin Session 2 ELA and Math Scope and Sequence
- € UPK- Portfolio Piece: Draw-a-Person and Writing Sample
- € Send home monthly newsletter

November

- € Period 1 for COR advantage closes, Period 2 begins
- € TCRS must be completed on COMET
- € Print Developmental Range Reports
- € Send home monthly newsletter

December

- € UPK: Session 3 for ELA and Math Scope and Sequence Begins
- Brigance Screening for students who started in September must be completed and entered on COMET. Throughout the school year, continue to screen all new students and enter their scores on COMET
- € Send home monthly newsletter
- € Create/Update your RCSD website classroom page

January

- € Send home monthly newsletter
- € Do the Brigance screening on any new student

February

- € Send home monthly newsletter
- € UPK: Begin Session 4 of the ELA Scope and Sequence
- € Do the Brigance screening on any new student

March

- € Period 2 of COR Advantage Closes and Period 3 opens
- € RCSD staff-complete your instructional supply orders and submit spring field trips
- € Send home monthly newsletter
- € UPK-Portfolio Piece: Response to Literature
- € Do the Brigance screening on any new student

April

- € Send home monthly newsletter
- € Do the Brigance screening on any new student

May

- € TCRS opens on COMET
 - € Send home monthly newsletter
- € UPK and EPK-Portfolio Piece: Draw a Person and Writing Sample
- € Do the Brigance screening on any new student

Pre-K Classroom Shared Responsibilities

Before School

- Wipe down tables with sanitizer
- Get breakfast
- Set up breakfast
- Review the small group, large group, planning and recall lesson objectives with the teacher
- Prepare materials for your small group, large group, planning and recall time
- As a team check to make sure all the areas have materials and are ready for children, example are their paints at the easel, are there collage materials, are pencils in the writing area sharpened, is the water table clean and ready for the children to fill

Breakfast/ Lunch time

- Sit at table with children
- Help children with breakfast
- Encourage self-independence but give help when needed
- Engage in conversation with children

After breakfast/Lunch

- Wipe down tables with sanitizer
- Sweep floor
- Join the next part of the day

Book Time

- Read with children on the carpet (puzzle)
- Sit on floor

Greeting Time

- Greet children and parents by names as they arrive
- Support the group if the teacher needs to speak with a parent
- Move to child/children who need some assistance

Large Group

- Actively Participate in large group/ singing-dancing
- Continue large group if teacher is called away or needed in any situation
- Move to child/children who needs assistance

Small Group

- Introduce activity
- Move from child to child observing their work. Be ready to share what you
 notice with the teacher in support of COR Note taking
- Ask questions to help children see new possibilities
- Encourage peer-to-peer interaction

Planning/Recall Time

- Adult positioned their body at children physical level
- Have strategy for that day's planning and recall
- Talk individually with each child, asking open ended questions or supporting children with a non-verbal means of communication
- Watch to see which children need assistance

Outside Time/Work Time

- Observe children
- Adults offer children comfort and contact
- Work with children at their physical level

- Assist children who needs help
- Support children's play by being a partner in play
- Help children extend their play, using higher level vocabulary, asking questions or suggesting adding a new material to play
- Refer children to each other if problems with materials arise
- Adults participates in children play
- Adults encourage children problem solving
- Talk with children about what they are doing

Rest Time

- Get cots
- Get blankets
- Support children who may have difficulty resting. Rubbing backs etc.

End of Day

- Wipe down tables
- Tidy the centers, Check the block shelves to make sure things are neatly stacked for next day
- Sweep/ vacuum
- Set up for next day
- Reflect on the day with team

Life Skill

Toileting, hand washing, tying shoes, blowing/wiping noses

MW/2019

House Area

What will children do?

- Have opportunities for creative work using language, trying out different roles and solving problems.
- Use math to count and match sets of plates, spoons, and cups.
- Develop small muscles of hands as they button doll clothes and fold blankets.
- Learn about families, helping and sharing

What will I do?

- > Be a guest in the "House Area"
- Show children how to bathe a baby or set the table.
- Offer to be a store keeper.
- ➤ Help children count, talk, and "make" and serve food
- Encourage children to solve problems

Block Area

What will children do?

- Learn about shapes, sizes, and weights.
- Create structures that reenact their experiences.
- Learn the importance of cooperation by sharing and working together as a team.
- ➤ Practice counting, sorting, and other math concepts.
- ➤ Match shapes at clean-up.

What will I do?

- ➤ Ask children to help you build a structure.
- ▶ Talk about the building. How many blocks do we need? Which block is best? What would happen if...?
- ➤ Help the children to respect others buildings. Ask before adding to the structure or knocking it one down.

Water Table

What will children do?

- Develop eye-hand coordination as they pour and measure.
- Develop small muscles.
- Cooperate by taking turns with their peers.
- Learn about the properties of water.

What will I do?

- Help children build vocabulary with such words as wash, pour, half-full, overflowing, empty, more than, and less than.
- Ask questions to help children discover such concepts as floating/sinking, bubbles, color, hot/cold.

Art Area

What will children do?

- > Learn to express themselves.
- Strengthen their ability to imagine, to observe, to plan and to explore.
- Learn that mistakes are part of learning.
- Develop muscle control needed for writing.
- Explore shapes, colors, and textures.
- > Add words to their vocabulary.

What will I do?

- Ask the children, "Tell me about your picture."
- Ask the child if you record their words on their picture or a different piece of paper. Read it back to them.
- Encourage the child to sign his/her name on their pictures at their current stage of writing development.
- Ask children to talk about the colors/shapes they used and/or how the materials felt.

Book Area

What will children do?

- Grow in their love of books and reading.
- Learn new words and meanings.
- Be exposed to new ideas and events.
- Learn that they too can be authors and illustrators.
- Understand that print carries meaning.

What will I do?

- Ask the children to tell you about the pictures.
- ➤ Ask if they would like you to read to them and let them select the book.
- ➤ Ask the child "What happen next?"
- Make reading a warm and sharing time.
- Let the children interrupt with questions.
- > Let the child guess the ending.

All Areas

What will children do?

- Learn to observe.
- Expand vocabulary.
- Learn to Problem Solve.
- Explore materials.
- ➤ Use their imagination.
- Learn new ways to express themselves.
- ➤ Learn to join other's play.

What will I do?

- Ask children about their ideas and what they plan to do.
- ➤ Help children solve problems.
- Encourage children by noticing their ideas and exploration.
- ➤ Support children's interactions with their peer

Science Area

Writing area

Music area

Sand table

Toy area

What will I do?

Ask the child "how many did they use?

Tell me about the pattern you made. (color,shape)

Show/tell me how you put those together

How could you change this so it doesn't fall over next time

What should we build

How can we build it

I wonder what would happen if...

New Teacher Substitute Folder

Items that belong in the folder

- Name tags with letter link
- Class list
- Names of children in each Small Group
- Generic Lesson Plan for small groups
- Daily Schedule, Including when staff takes their breaks
- School Emergency Evacuation Plans
- Any Classroom Health Alerts
- Instructions for daily classroom set up and clean-up
- Directions where to find the Children's Emergency Cards with release information
- Schedule of any children receiving IEP services
- Phone numbers for the School Office, Nurse, Custodian, School Security,
 Cafeteria and Peer Consultant
- Attendance Check list with instruction to take it to school office by required time
- Meal instructions (i.e. will it be delivered or does someone need to pick it up, how is trash handled)

Section 3: Curriculum Resources, NYS **Next Generation** Standards, & Lesson Planning



HighScope Infant and Toddler Curriculum Content — Key Developmental Indicators (KDIs)

A. Approaches to Learning

Initiative: Children express initiative.

Problem solving: Children solve problems encountered in exploration and play **Self-help:** Children do things for themselves.

B. Social and Emotional Development

Distinguishing self and others: Children distinguish themselves from others

Attachment: Children form an attachment to a primary caregiver

Relationships with adults: Children build relationships with other adults 6

Relationships with peers: Children build relationships with peers.

Emotions: Children express emotions

Empathy: Children show empathy toward the feelings and needs of others.

10 Playing with others: Children play with others

Group participation: Children participate in group routines. 11

C. Physical Development and Health

Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).

- Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, 13 balancing).
- Moving with objects: Children move with objects.
- 15 Steady beat: Children feel and experience steady beat.

D. Communication, Language, and Literacy

Listening and responding: Children listen and respond.

- Nonverbal communication: Children communicate nonverbally
- 18 Two-way communication: Children participate in two-way communication.

10 Speaking: Children speak.

- Exploring print: Children explore picture books and magazines.
- Enjoying language: Children enjoy stories, rhymes, and songs.

E. Cognitive Development

Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.

Object permanence: Children discover object permanence

Exploring same and different: Children explore and notice how things are the same or different.

Exploring more: Children experience "more."

One-to-one correspondence: Children experience one-to-one correspondence.

Number: Children experience the number of things

Locating objects: Children explore and notice the location of objects.

- Filling and emptying: Children fill and empty, put in and take out.

 Taking apart and putting together: Children take things apart and fit them together
- Seeing from different viewpoints: Children observe people and things from various perspectives

Anticipating events: Children anticipate familiar events.

Time intervals: Children notice the beginning and ending of time intervals.

Speed: Children experience "fast" and "slow

Cause and effect: Children repeat an action to make something happen again, experience cause and effect.

Imitating and pretending: Children imitate and pretend.

- Exploring art materials: Children explore building and art materials.
- Identifying visual images: Children respond to and identify pictures and photographs
- Listening to music: Children listen to music.
- Responding to music: Children respond to music.
- Sounds: Children explore and imitate sounds.
- Vocal pitch: Children explore vocal pitch sounds.

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New York State Prekindergarten English Language Arts Learning Standards

Please note: These Standards are intended for four-year-old prekindergarten students.

Prekindergarten Introduction

Guidance and Support

Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the standards in prekindergarten, some students may require support to demonstrate skills.

Range of Student Reading Experiences for Prekindergarten

Students in prekindergarten should experience a balance of literature and informational texts in the context of instruction designed to create opportunities for children to engage with a variety of topics, and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment for emergent readers can take a variety of formats, including read-alouds, shared readings, pretend readings, learning activities and play that incorporates literacy materials, talking, experimenting with written materials, and other literacy activities. We refer to these instructional events as 'reading or literacy experiences' because the focus is on using texts, printed and visual, to develop emergent readers' concepts of how meaning is conveyed through reading and writing while building their language and knowledge.

It is not enough to simply feature a variety of literary and informational text types in Prekindergarten environments and classroom instruction; these texts must be made accessible and meaningful to young readers as a component of fostering engagement with literacy to build language and knowledge. For example, educators should provide and engage developing readers with an assortment of fiction and non-fiction age-appropriate books in the library area that are displayed attractively and used regularly, rotated often; connected to instructional themes and feature cultural diversity; incorporate text materials into many different aspects of the classroom curriculum, including authentic informational text materials for use in play and to guide learning centers; and select a variety of text types that engage children's interests and support their learning about the themes under study.

The following are examples of literary and informational text types to be used in classroom instruction and to create the literacy-rich learning environments. Texts are not limited to these examples.

Literature: picture books, stories, drama, poetry, fiction, fairytales, nursery rhymes, folk tales, tall tales, and other literary texts.

Informational Text: picture books, nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

Text Complexity Expectations for Prekindergarten

Students in Prekindergarten are at the early emergent reader level and haven't developed the foundational word reading skills necessary to read texts independently. However, it is crucial that prekindergarten students actively engage in large and small group interactive readaloud discussions of texts that are content-rich and age-appropriate. These texts should be part of the curricular materials as well as those best sellers from a variety of publishers found in libraries across the state, and therefore serve as a platform for building listening comprehension processes, to promote deeper-level thinking.

English Language Learners/Multilingual Learners

English Language Learners (ELLs)/Multilingual Learners (MLLs) enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic competencies in their home or primary language. While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages, the eventual goal of English Language Arts (ELA) standards is to support the lifelong practices of reading, writing, speaking and listening in English. ELLs/MLLs can receive home language supports and be provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in the ELA standards. Throughout the Standards, the use of annotation marks this concept for ELLs/MLLs.

Students with Disabilities

Children with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Preschool children with disabilities need specially designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with nondisabled peers. Each preschool child with a disability has an individualized educational program (IEP) which documents his/her individual goals, supports, and services as determined by his/her needs, strengths, and abilities. These individual supports, accommodations, and services are designed to assist the child to meet the goals in his/her IEP as well as to achieve the learning Standards. With the appropriate services and supports, children with disabilities can participate in prekindergarten experiences with their nondisabled peers and be held to the same high standards and expectations as those without disabilities.

Prekindergarten Reading Standards (Literary and Informational Text)

Key Ideas and Details

PKR1: Participate in discussions about a text. (RI&RL)

PKR2: Retell stories or share information from a text. (RI&RL)

PKR3: Develop and answer questions about characters, major events, and pieces of information in a text. (RI&RL)

Craft and Structure

PKR4: Exhibit an interest in learning new vocabulary. (RI&RL)

PKR5: Interact with a variety of genres. (RI&RL)

PKR6: Describe the role of an author and illustrator. (RI&RL)

Integration of Knowledge and Ideas

PKR7: Describe the relationship between illustrations and the text. (RI&RL)

R8: Begins in kindergarten.

PKR9: Make connections between self, text, and the world. (RI&RL)

Prekindergarten Reading Standards: Foundational Skills

Print Concepts

PKRF1: Demonstrate understanding of the organization and basic features of print.

PKRF1a: Recognize that words are read from left to right, top to bottom, and page to page.

PKRF1b: Recognize that spoken words are represented in written language.

PKRF1c: Understand that words are separated by spaces in print.

PKRF1d: Recognize and name some upper/ lowercase letters of the alphabet, especially those in own name.

PKRF1e: Recognize that letters are grouped to form words.

PKRF1f: Differentiate letters from numerals.

PKRF1g: Identify front cover and back cover.

Phonological Awareness

PKRF2: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).

PKRF2a: Begin to recognize and match spoken words that rhyme (e.g. songs, chants, finger plays).

PKRF2b: Begin to recognize individual syllables within spoken words (e.g. cup cake, base ball).

PKRF2c: Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g. the /m/ in map).

Phonics and Word Recognition

PKRF3: Demonstrate emergent phonics and word analysis skills.

PKRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.

Fluency

PKRF4: Displays emergent reading behaviors with purpose and understanding.

Prekindergarten Writing Standards

Production and Range of Writing for Prekindergarten

To foster prekindergartners' emergent writing skills, they should actively engage in group and individual writing activities, where the focus is on helping them understand writing and drawing as a means for communication with others and as an important tool to support their own thinking and learning. Students should be exposed to and prompted to produce a range of text types as they dictate, draw to convey meaning, and make early attempts at producing letters, words, and letter strings. These text types include narratives (retellings of events they have experienced or fictional stories) as well as responses to narratives, pieces of expository writing (shopping lists and notes/letters/pictures to classmates or adults in the community), and informational texts (such as 'how-to' books, and diagrams and pictures that generate, represent, or express information).

Conceptualized broadly, these writing experiences for our youngest learners should include opportunities to narrate or dictate their stories and ideas to an adult who is writing it down, as well as draw and illustrate their ideas, especially making connections from read-alouds to writing. In these earliest years, we expect the use of letter like forms, the use of random letter strings, and invented spelling as part of the developmental progression. In addition to beginning to acquire alphabetic and orthographic skills—the letter-sound connections and the letter combinations— students in prekindergarten should also begin to learn about how technology and digital tools for writing can increase learning and communication (e.g., use technology to write, draw, and explore concepts; begin to explore keyboards). Please see the Lifelong Practices for Writers for examples of important lifelong writing habits that should begin in the early years and continue through life.

Text Types and Purposes

PKW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning.

PKW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning.

PKW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.

PKW4: Create a response to a text, author, or personal experience (e.g., dramatization, art work, or poem).

PKW5: Begins in Grade 4.

Research to Build and Present Knowledge

PKW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.

PKW7: Engage in a discussion using gathered information from experiences or provided resources.

Prekindergarten Speaking and Listening

Comprehension and Collaboration

PKSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

PKSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.

PKSL1b: Participate in conversations through multiple exchanges.

PKSL1c: Consider individual differences when communicating with others.

PKSL2: Interact with diverse formats and texts.

PKSL3: Identify the speaker.

Presentation of Knowledge and Ideas

PKSL4: Describe familiar people, places, things, and events.

PKSL5: Create a visual display.

PKSL6: Express thoughts, feelings, and ideas.

Prekindergarten Language Standards

Please note: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of Prekindergarten. Local curriculum choices will determine which specific skills are included in Prekindergarten. These banded skills can be found in Appendix A at the end of this document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use the skills by the end of 2^{nd} grade. The \rightarrow is included to indicate skills that connect and progress across the band. These particular skills are depicted on a continuum because research suggests that they develop along a progression.

Conventions of Academic English/Language for Learning (See Appendix A)

Knowledge of Language

KL3: Begins in grade 2

Vocabulary Acquisition and Use

PKL4: Explore and use new vocabulary in child-centered, authentic, play-based experiences.

PKL5: Explore and discuss word relationships and word meanings.

PKL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.

PKL5b: Demonstrate understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold).

PKL5c: Use words to identify and describe the world around them.

PKL6: Use words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences.

Pre-Kindergarten Overview

developing the sense of numbers than any other topic. Please note that while every standard/topic in the grade level has not been included in this overview, all standards counting, cardinality, and comparison; (2) describing shapes in their everyday environment. More learning time in Pre-Kindergarten should be devoted to exploring* and In Pre-Kindergarten, instructional time should focus on two areas: (1) developing a good sense of numbers using concrete objects including concepts of correspondence, should be included in instruction.

- Through their learning in the Counting and Cardinality domain, students:
- develop a sense of numbers and count to determine the number of objects;
- understand that number words refer to quantity;
- use 1:1 correspondence to solve problems by matching sets and comparing number amounts and in counting objects to 10 through a variety of experiences; and
- understand that the last number name said tells the number of objects counted (cardinality) and they count to determine number amounts and compare quantities using language such as more than, fewer than, or equal to (the same as) the number of objects in another group)
- Through their learning in the **Geometry** and **Measurement and Data** domains, students:
- describe the position of objects in space based on the relations of those objects (e.g., shape and special relations) using appropriate vocabulary;
- identify and name basic two-dimensional shapes, such as triangles, rectangles, squares, and circles; and
- use basic shapes and spatial reasoning to model objects in their everyday environment.

*Note: Explore indicates that the topic is an important concept that builds the foundation for progression toward mastery in later grades. Repeated experiences with these concepts, with immersion in the concrete, are vital

Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.

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- Construct viable arguments and critique the reasoning of others. е,
- Model with mathematics. 4.

- Use appropriate tools strategically. 5

Attend to precision.

6

- Look for and make use of structure. ۲.
- Look for and express regularity in repeated reasoning. ∞i

NY-PK.CC Counting and Cardinality		
Know number names and the count sequence.		
1. Count to 20.	<u>Coherence</u> :	NY-PK.CC.1 → NY-K.CC.1
2. Represent a number of objects (0 - 5), with a written numeral 0−5 (with 0 representing a count of Coherence: NY-PK.CC.2 → NY-K.CC.3	<u>Coherence:</u>	NY-PK.CC.2 → NY-K.CC.3
no objects).	Note: Students can select the co	Note: Students can select the corresponding number card and/or
	write the numeral.	

Note on Number Reversals:

• Learning to write numerals is generally more difficult than learning to read them. It is common for students to reverse numbers at this stage (e.g., writing E for 3).(8)

S			
s, N	NY-PK.CC Counting and Cardinality		
/S Nex	Count to tell the number of objects.		
l kt Gener	3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.	<u>Coherence</u> : NY-PK.CC.3 → NY-K.CC.4	
ation Standa	 a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence) 		
ards, & Less	 b. Explore and develop the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted. 		
 on Planni	4a. Answer counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 5 objects in a scattered configuration.	Coherence: NY-PK.CC.4 → NY-K.CC.5 e.g., "How many are there?"	
ng	4b. Given a number from 1–10, count out that many objects.		

Note on the Word Explore:

• Explore indicates that the topic is an important concept that builds the foundation for progression toward mastery in later grades. Repeated experiences with these concepts, with immersion in the concrete, are vital.

Within-Grade Connections:

• Much of the learning in prekindergarten—NY-PK.CC.5, all of NY-PK.OA.1, and NY-PK.MD.2—depends on the foundational ability to count to answer "how many?" (NY-PK.CC.4), which itself is grounded in NY-PK.CC.3. Therefore, work on NY-PK.CC.3 & 4 should likely begin at or near the beginning of the year. 19

N	NY-PK.CC Counting and Cardinality	
Com	Compare numbers.	
	Recognize whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group. Note: Include groups with up to five objects.	Coherence: NY-PK.CC.5 → NY-K.CC.6 e.g., using matching and counting strategies
9.	6. Identify "first" and "last" related to order or position.	<u>Coherence</u> : NY-PK.CC.6 → NY-K.CC.4d

Operations and Algebraic Thinking NY-PK.OA

Understand addition as adding to and understand subtraction as taking from.

 Explore addition and subtraction by using objects, fingers, and responding to real world situations.

e.g., If we have 3 apples and add two more, how many apples do we

NY-K.0A.1

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NY-PK.OA.1

<u>Coherence</u>:

hopped there. Then there wer C bunnies. How many bunnies

A bunnies were on the grass. Some more bunnies hopped

Change Unknown

bunnies. How many bunnies

there. Then there were C

Start Unknown

In the chart to the right, Pre-Kindergarten students explore the two unshaded (white) subtypes for Add To and Take From situations.

All four unshaded (white) subtypes are expectations in Kindergarten.

Grade 1 and 2 students work with all subtypes.

Bapples, How many apples are expectations in Kindergarten.

Grade 1 and 2 students work with all subtypes.

Grade 1 but need not master until Grade 2.

Capples are on the table. A are red and the rest are green. How Some apples were on the table. I ate B apples. Then there were many apples does Lucy have? Lucy has *B* fewer apples than Julie. Julie has *C* apples. How Version with "More": Julie has B more apples than Lucy, Julie has C apples. How many apples does Lucy have? A apples. How many apples were on the grass before? were on the table before? Addend Unknown Smaller Unknown many apples are green? Version with "Fewer": C-8= -□+B=C C-A= [Capples were on the table. I ate some apples. Then there were A apples. How many apples did vase and how many in her blue Lucy has B fewer apples than Julie. Lucy has A apples. How many apples does Julie have? Grandma has C flowers. How many can she put in her red many apples does Julie have? Lucy. Lucy has A apples. How **Both Addends Unknown** hopped over to the first A Bigger Unknown Version with "Fewer": □+□=) A+ == C A+B= [C- - - A l ate are A red apples and B green apples are on the table. How many apples. How many fewer apples apples. How many more apples has A apples. Julie has C "How many fewer?" version: Lucy has A apples. Julie has C "How many more?" version: Capples were on the table. Bapples. How many apples Difference Unknown does Julie have than Lucy? does Lucy have than Julie? apples are on the table? Total Unknown C-A= A+B= [C-B= -A+B= [A+0=C on the table now? A red Lucy Take Apart Compare Put Together/ Common Addition and Subtraction Situations

Note on the Word Explore:

Explore indicates that the topic is an important concept that builds the foundation for progression toward mastery in later grades. Repeated experiences with these concepts, with immersion in the concrete, are vital.

Connecting the Standards for Mathematical Practice to Mathematical Content:

- When students progress from drawing realistic (artistic) pictures of situations to diagramming addition and subtraction situations using circles or other symbols, and making connections between them, they are relating the concrete to the abstract (MP.2) and making their first mathematical models (MP.4). 19 •
- A student choosing to use objects, fingers, or a math drawing to represent and solve a word problem is an example of the student using an appropriate tool strategically (MP.5).-(9)

Operations and Algebraic Thinking	
imulo notterne	

Understand simple patterns.

Duplicate and extend simple patterns using concrete objects. 7

Coherence:

NY-K.OA.6

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NY-PK.OA.2

e.g., What comes next?

Connecting the Standards for Mathematical Practice to Mathematical Content:

• When students duplicate and extend patterns (NY-PK.OA.2), they are noticing regularity and repeated reasoning (MP.8).

NY-PK.MD	Measurement and Data		
Describe and compare measurable attributes.			
1. Identify measurable attributes of objects, such as length or weight, and describe them using	th or weight, and describe them using	<u>Coherence</u> : NY-PK.MD.1 → NY-K.MD.1	
appropriate vocabulary.		e.g., small, big, short, tall, empty, full, heavy, and light	
NY-PK.MD	Measurement and Data		
Sort objects and count the number of objects in each category.	gory.		
2. Sort objects and shapes into categories; count the objects in	ects in each category.	<u>Coherence</u> : NY-PK.MD.2 → NY-K.MD.3	

• Sorting objects into categories and counting them (NY-PK.MD.2) offers a context for cardinal counting (NY-PK.CC.4) and for comparing numbers (NY-PK.CC.5). [9] Within-Grade Connections:

Note: Limit category counts to be less than or equal to 10.

NY-PK.G Geometry		
Identify and describe shapes (squares, circles, triangles, and rectangles).		
 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, and next to. 	<u>Coherence:</u> NY-PK.G.1 → NY-K.G.1	1.
2. Name shapes regardless of size.	Coherence: NY-PK.G.2 → NY-K.G.2	.2
NY-PK.G Geometry		
Explore and create two- and three-dimensional objects.		
 Explore two- and three-dimensional objects and use informal language to describe their similarities, differences, and other attributes. 	<u>Coherence</u> : NY-PK.G.3 → NY-K.G.4	4:
4. Create and build shapes from components.	Coherence: NY-R.G.4 → NY-K.G.5 e.g., sticks and clay balls	ιί

Note on the Word Explore:

• Explore indicates that the topic is an important concept that builds the foundation for progression toward mastery in later grades. Repeated experiences with these concepts, with immersion in the concrete, are vital.

DRAFT - New York State P-12 Science Learning Standards — DRAFT

P. Physical Sciences

Students who demonstrate understanding can:

P-PS1-1. Ask questions and use observations to test the claim that different kinds of matter exist as either solid or liquid. [Clarification Statement: Emphasis should be on observing and describing similarities and differences between solids and liquids based on their physical properties.

Solids and liquids can be compared and categorized (sorted) based on those properties.]

P-PS2-1. Use tools and materials to design and build a device that causes an object to move faster with a push or a pull.* [Clarification Statement: Emphasis should be on developing an interest in investigating forces (pushes or pulls). Examples of forces could include a string attached to

an object being pulled or a ramp to increase the speed of an object.] [Assessment Boundary: Assessment is limited to relative measures of speed (slower, faster)] P-PS4-1. Plan and conduct investigations to provide evidence that sound is produced by vibrating materials. [Clarification Statement: Examples of vibrating materials could include percussion instruments (e.g. drum, triangle), string instruments (e.g. guitar, piano), wind instruments (e.g.

The performance expectations above were developed using the following elements from the NRC document A Framework for K-12 Science Education:

Science and Engineering Practices

recorder, whistle), and audio speakers.]

Asking Questions and Defining Problems

Asking questions and defining problems in grades PK-2 builds on prior experiences and progresses to simple descriptive questions that can be tested.

Ask questions based on observations to find more information about the designed world. (P-PS1-1)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in PK-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

With guidance, plan and conduct an investigation in collaboration with peers. (P-PS2-1),(P-PS4-1)

Analyzing and Interpreting Data

Analyzing data in PK-2 builds on prior experiences and

progresses to collecting, recording, and sharing observations.

- Record information (observations, thoughts, and ideas).
- Analyze data from tests of an object or tool to determine if it works as intended. (P-PS2-1)

Connections to Nature of Science

Scientific Investigations Use a Variety of Methods
- Scientists use different ways to study the world. (P-PS2-1),

Disciplinary Core Ideas

PS1.A: Structure and Properties of Matter

(NYSED) Different kinds of matter exist and many of them can be either solid or liquid. Matter can be described, categorized, and sorted by its observable properties, (P-PS1-1)

PS2.A: Forces and Motion

- Pushes and pulls can have different strengths and directions. (P-PS2-1)
- Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (P-PS2-1)

PS3.C: Relationship Between Energy and Forces

(NYSED) A push or a pull may cause stationary objects to move, and a stronger push or pull in the same or opposite direction makes an object in motion speed up or slow down more quickly. (secondary to P-PS2-1)

PS4.A: Wave Properties

Sound can make matter vibrate, and vibrating matter can make sound. (P-PS4-1)

ETS1.A: Defining Engineering Problems

A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (P-PS2-1)

Crosscutting Concepts

Patterns

Patterns in the natural and human designed world can be observed and used as evidence. (P-PS1-1), (P-PS4-

Cause and Effect

Simple tests can be designed to gather evidence to support or refute student Ideas about causes. (P-PS2-1),(P-PS4-1)

(P-PS4-1) Connections to other DCIs in prekindergarten: P.LS1.A (P-PS2-1); P.LS1.D (P-PS4-1)

Articulation of DCIs across grades K-1: K.PS1.A (P-PS1-1); K.PS2.A (P-PS2-1); K.PS2.B (P-PS2-1); K.PS3.C (P-PS2-1); 1.PS4.A (P-PS4-1)

New York State P-12 Common Core Learning Standards Connections:

ELA/Literacy --

SL.PK.3

PK.G.4

RI.PK.1 With prompting and support, ask and answer questions about details in a text. (P-PS1-1),(P-PS2-1),(P-PS4-1)

RI.PK.4 Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary). (P-PS1-1),(P-PS2-1),(P-PS4-1)

RI.PK.10 With prompting and support, actively engage in group reading activities with purpose and understanding. (P-PS1-1),(P-PS2-1),(P-PS2-1),(P-PS4-1) W.PK.1

With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like... because...) (P-

W.PK.2 With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are

writing about and supply some information about the topic. (P-PS1-1),(P-PS2-1),(P-PS4-1) **W.PK.3**

With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened. (P-PS1-1),(P-PS2-1),(P-PS4-1)

W.PK.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (P-PS1-1),(P-PS2-

PS4-1)

SL.PK.2 With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering

questions about key details and requesting clarification if something is not understood. (P-PS1-1),(P-PS2-1),(P-PS4-1) With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood. (P-PS1-1),(P-PS2-

Add drawings or other visual displays to descriptions as desired to provide additional detail. (P-PS1-1),(P-PS2-1),(P-PS4-1)

SL.PK.5

Mathematics -MP.4 Model with mathematics. (P-PS2-1)

MP.5 Use appropriate tools strategically. (P-PS1-1), (P-PS2-1), (P-PS4-1) Attend to precision. (P-PS2-1) MP.6

PK.MD.1 Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy,

and light). (P-PS2-1)

PK.MD.2 Sort objects into categories; count the numbers of objects in each category. 1 (limit category counts to be less than or equal to 10) (P-PS1-1) PK.G.3

Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities,

differences, and other attributes (e.g., color, size, and shape). (P-PS1-1) Create and build shapes from components (e.g., sticks and clay balls). (P-PS2-1)

^{*}The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The text in the "Disciplinary Core Ideas" section is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas unless it is preceded by (NYSED).

DRAFT - New York State P-12 Science Learning Standards - DRAFT

P. Life Sciences

Students who demonstrate understanding can:

- P-LS1-1. Observe familiar plants and animals (including humans) and describe what they need to survive. [Clarification Statement: Emphasis should be on determining what a variety of living organisms need to live and grow.]
- P-LS1-2. Plan and conduct an investigation to determine how familiar plants and/or animals use their external parts to help them survive in the environment. [Clarification Statement: Emphasis should be on the relationships between the physical and living environment. Examples of external parts could include roots, stems, leaves for plants and eyes, ears, mouth, arms, legs for animals.]
- P-LS3-1. Develop a model to describe that some young plants and animals are similar to, but not exactly like, their parents. [Clarification Statement: Emphasis is on observation and pictorial representations of familiar plants and animals.]

The performance expectations above were developed using the following elements from the NRC document A Framework for K-12 Science Education:

Science and Engineering Practices

Developing and Using Models

Modeling in PK-2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

- Compare models to identify common features and differences. (P-L\$3-1)
- Develop a simple model based on evidence to represent a proposed object or tool. (P-LS3-1)

 Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in PK-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

With guidance, plan and conduct an investigation in collaboration with peers. (P-LS1-2)
 Analyzing and Interpreting Data

Analyzing data in PK-2 builds on prior experiences and progresses to collecting, recording, and sharing observations

- Record information (observations, thoughts, and ideas). (P-LS1-
- Analyze data from tests of an object or tool to determine if it works as intended. (P-PS2-1)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in PK-2 builds on prior experiences and uses observations and texts to communicate new information.

Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (P-LS1-1)

Connections to Nature of Science

Scientific Investigations Use a Variety of Methods

Scientists use different ways to study the world. (P-LS1-2)

Connections to other DCIs in prekindergarten: P.ESS2.D (P-LS1-1); P.PS3.B (P-LS1-2)

New York State P-12 Common Core Learning Standards Connections:

RI.PK.1 With prompting and support, ask and answer questions about details in a text. (P-LS1-1),(P-LS1-2),(P-LS3-1) RI.PK.4 Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary). (P-LS1-1),(P-LS1-2),(P-LS3-1) With prompting and support, actively engage in group reading activities with purpose and understanding. (P-LS1-1),(P-LS1-2),(P-LS3-1)

Articulation of DCIs across grades K-1: K.LS1.C (P-LS1-1); K.ESS3.C (P-LS1-1); 1.LS1.A (P-LS1-1); 1.LS1.D (P-LS1-2); 1.LS3.A (P-LS3-1); 1.LS3.B (P-LS3-1)

RI.PK.10 W.PK.1 With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like... because...) (P-LS1-1),(P-LS1-2),(P-LS3-1)

With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are W.PK.2 writing about and supply some information about the topic. (P-LS1-1),(P-LS1-2),(P-LS3-1)

W.PK.3 With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened. (P-LS1-

1),(P-LS1-2),(P-LS3-1)

W.PK.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (P-LS1-1),(P-LS1-2),(P-LS1-

1.53-1)

ELA/Literacy -

SL.PK.2 With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering

questions about key details and requesting clarification if something is not understood. (P-LS1-1),(P-LS1-2),(P-LS1-2) SL.PK.3 With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood. (P-LS1-1), (P-LS1-

2),(P-LS3-1)

SL.PK.5

Add drawings or other visual displays to descriptions as desired to provide additional detail. (P-LS1-1),(P-LS1-2),(P-LS3-1) Mathematics -

MP.1 Make sense of problems and persevere in solving them. (P-LS1-1),(P-LS3-1) Use appropriate tools strategically. (P-LS1-1),(P-LS1-2),(P-LS3-1) MP.5

PK.OA.2 Duplicate and extend (eg., What comes next?) simple patterns using concrete objects. (P-LS1-2),(P-LS3-1)

PK.MD.1 Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy,

and light). (P-LS1-1),(P-LS1-2),(P-LS3-1)

PK.MD.2 Sort objects into categories; count the numbers of objects in each category. 1 (limit category counts to be less than or equal to 10) (P-LS3-1)

Disciplinary Core Ideas

LS1.A: Structure and Function

All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (P-LS1-2)

LS1.C: Organization for Matter and Energy Flow in Organisms

(NYSED) All animals need food, air, and water in order to live, grow, and thrive. Animals obtain food from plants or from other animals. Plants need water, air, and light to live, grow, and thrive. (P-LS1-1)

LS1.D: Information Processing

Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (P-LS1-2)

LS3.A: Inheritance of Traits

(NYSED) Some young animals are similar to, but not exactly, like their parents. Some young plants are also similar to, but not exactly, like their parents. (P-LS3-1)

LS3.B: Variation of Traits

 Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (P-LS3-1)

Crosscutting Concepts

Patterns in the natural and human designed world can be observed and used as evidence. (P-LS1-1),(P-LS3-1)

Cause and Effect

Events have causes that generate observable patterns. (P-LS1-2)

Systems and System Models

Systems in the natural and designed world have parts that work together. (P-L\$1-2)

Structure and Function

The shape and stability of structures of natural and designed objects are related to their function(s). (P-LS1-2)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The text in the "Disciplinary Core Ideas" section is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas unless it is preceded by (NYSED).

DRAFT - New York State P-12 Science Learning Standards — DRAFT

P. Earth and Space Sciences

Students who demonstrate understanding can:

P-ESS1-1. Observe and describe the apparent motions of the Sun, moon, and stars to recognize predictable patterns.

(Clarification Statement: Examples of patterns could include that the Sun and moon appear to move across the sky in a predictable pathway; day and night follow predictable patterns; seasons change in a cyclical pattern (e.g. summer follows spring, autumn follows summer); the moon's shape appears to change in a cyclical pattern; and stars other than our Sun can be visible at night depending on local weather conditions.]

P-ESS2-1. Ask questions, make observations, and collect and record data using simple instruments to recognize patterns

about how local weather conditions change daily and seasonally. [Clarification Statement: Emphasis is on daily weather conditions recorded over a period of time and how those conditions impact student activities and what clothes they wear. Examples of local weather conditions could include cloud cover (sunny, partly cloudy, cloudy, foggy), precipitation (no precipitation, snow, hall, rain), wind (no wind, some wind, strong wind), and temperature (cold, cool, warm, hot).] [Assessment Boundary: Assessment is limited to qualitative measures of local weather conditions.]

P-PS3-1. Plan and conduct an investigation to determine the effect of sunlight on Earth's surface. (Clarification Statement: Examples of effects could include illumination, shadows casted, and the warming effect on living organisms and nonliving things.] [Assessment Boundary: Assessment of effects is limited to relative measures: e.g. warm/cool, bright/dark.]

The performance expectations above were developed using the following elements from the NRC document A Framework for K-12 Science Education:

Science and Engineering Practices

Asking Questions and Defining Problems
Asking questions and defining problems in grades PK-2 builds on prior experiences and progresses to simple descriptive questions that can be tested.

Ask questions based on observations to find more information about the designed world. (P-ESS2-1)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in PK-2 builds on prior experiences and progresses to simple investigations, based on fair tests,

- which provide data to support explanations or design solutions.

 With guidance, plan and conduct an investigation in collaboration with peers. (P-PS3-1)

 Make observations (firsthand or from media) to collect.
- data that can be used to make comparisons. (P-ESS2-1)

Analyzing and Interpreting Data

Analyzing data in PK-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (P-ESS1-1)
- Analyze data from tests of an object or tool to determine if it works as intended. (P-PS3-1),(P-ESS2-1)

Connections to Nature of Science

Scientific Investigations Use a Variety of Methods

Scientists use different ways to study the world. (P-ESS1-

Disciplinary Core Ideas

PS3.B: Conservation of Energy and Energy Transfer

Sunlight warms Earth's surface. (P-PS3-1) PS4.B: Electromagnetic Radiation

Objects can be seen if light is available to illuminate them or if they give off their own light. (P-PS3-1)

ESS1.A: The Universe and its Stars

Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (P-ESS1-1)

ESS1.B: Earth and the Solar System

Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (P-ESS1-2) ESS2.D: Weather and Climate

Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (P-ESS2-1)

ESS3.B: Natural Hazards

Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (P-ESS2-1)

Crosscutting Concepts

Patterns

 Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (P-ESS1-1), (P-ESS2-1)

Cause and Effect

Simple tests can be designed to gather evidence to support or refute student ideas about causes. (P-ESS2-1),(P-PS3-1)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

People encounter questions about the natural world every day. (P-ESS2-1)

Influence of Engineering, Technology, and Science on Society and the Natural World

People depend on various technologies in their lives; human life would be very different

without technology. (P-ESS2-1) Scientific Knowledge Assumes an Order and Consistency in Natural Systems

- Science assumes natural events happen today as they happened in the past. (P-ESS1-1)
- Many events are repeated. (P-ESS1-1)

Connections to other DCIs in prekindergarten: P.PS2.A (P-ESS1-1)

Articulation of DCIs across grades K-1: K.PS3.B (P-ESS3-1); K.ESS2.D (P-ESS2-1); K.ESS3.B (P-ESS2-1); 1.ESS1.A (P-ESS1-1); 1.ESS1.B (P-

New York State P-12 Common Core Learning Standards Connections:

ELA/Literacy -RI.PK.1

With prompting and support, ask and answer questions about details in a text. (P-ESS1-1),(P-ESS2-1),(P-PS3-1)

RI.PK.4 Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary). (P-ESS1-1),(P-ESS2-1),(P-PS3-1)

RI.PK.10 With prompting and support, actively engage in group reading activities with purpose and understanding. (P-ESS1-1),(P-ESS2-1),(P-PS3-1)

W.PK.1 With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...) (P-ESS1-1),(P-ESS2-1),(P-PS3-1)

With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are W.PK.2 writing about and supply some information about the topic. (P-ESS1-1),(P-ESS2-1),(P-PS3-1)

W.PK.3 With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened. (P-ESS1-

W.PK.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (P-ESS1-1),(P-ESS2-1),(P-PS3-1)

With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering

questions about key details and requesting clarification if something is not understood. (P-ESS1-1),(P-ESS2-1),(P-PS3-1) SL.PK.3 With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood. (P-ESS1-1), (P-ESS2-

1),(P-PS3-1)

SL.PK.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. (P-ESS1-1), (P-ESS2-1), (P-PS3-1)

Mathematics -MP.1

SL.PK.2

Make sense of problems and persevere in solving them. (P-ESS1-1).(P-ESS2-1)

Use appropriate tools strategically. (P-ESS2-1)

Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. 1:1 (up to 5 objects) (*P-ESS2-1*) PK.CC.5

Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to. (P-ESS1-1) PK.G.1

PK.OA.2 Duplicate and extend (eg., What comes next?) simple patterns using concrete objects. (P-ESS1-1), (P-ESS2-1)

Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities,

differences, and other attributes (e.g., color, size, and shape). (P-PS3-1)

PK.G.4 Create and build shapes from components (e.g., sticks and clay balls). (P-ESS1-1), (P-PS3-1)

PK.G.3

^{*}The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The text in the "Disciplinary Core Ideas" section is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas unless it is preceded by (NYSED).



Look in the Book

HIGHSCOPE.	 Educating Young Children Essentials of Active Learning HighScope Content Books I know what's Next Lesson Plans for the First 30 Days Let's Talk Literacy Letter Links Alphabet Learning I Belong: Active Learning Multicultural Programs Preschool Readers and Writers Ready, Sign, Go! Using Sign Setting up the Preschool Classroom 	
Breaklasi Time	 Fee, Fie Phonemic Awareness Let's Talk Literacy Tasty Talk Cards 	
Greeling Time	From Message to Meaning	
Large Group Time	 50 Activities for Large Group 50 Large Group Activities for Active Learners Math in the Preschool Classroom Math Scope and Sequence Binder Movement in Steady, Bet, Learning on the Move 	

	 Movement Plus Rhymes, Songs
\$mail-Group Time	 80 Activities for Small Group ELA Scope and Sequence Binder Fee, Fie Phonemic Awareness Math in the Preschool Classroom Math Scope and Sequence Binder Real Science in the Preschool Classroom Small Group Times to Scaffold Story Starter for Group Times Story book Talk
Work Time	 Making the Most of Plan- do -Review Me, You, Us You Can't Come to My Birthday Party

HighScope Daily Lesson Plan: Explanation of Components

Adults:				Date:		
Greeting Time			Child Mess		· · · · · · · · · · · · · · · · · · ·	
Door: Books: Transition:	(coats/belangings/nan		2	-3 pre-written messages to shar bout events, materials, visitors, arting point for group problem	etc., as well as	
Planning Time: Planning Time:				-		
Meet in small consistent groups. Children determine/express plan (actions, gestures, words, activities, props) "Where will you go? What will you do in that area? What material will you use? How will you get started?"				Plan		
creatively, may move materials from one area to another; adults do not limit number of children who can work in each area — if there are too many, use as opportunity for problem-solving. Adults focus on children. Observe, listen and converse; encourage children's efforts and ideas. Involve children in resolving conflicts. Give verbal warning 10 and 5 minutes before clean-up.				D		
strate	t together to return mater gies to make time fun and	ials and equipment, displa engaging.	y creations. Encour	age 'find-use-return' principle.		굕
Recall Time:			Recall Time:			Review
Consist actions.	ent small groups meet; sti feelines, and plans in wa	udents reflect, talk about, a vs consistent with develon	ind show what they ment.	have done. Assist reflecting on		*
Snack:						
Large-Group	Гime					,
choice	s/input. Shared control. (ity that draws the group to Choose songs, fingerplays,	storytelling, mover	articipates in a shared experien nent, nursery rhymes, cooperati	ve games.	
Content: COR/KDIs Transition: how will students move to next activity?						
Small-Group Time: Same group, same place each day. Brief introduction (describe, connect, story starter, content focus statement) Observe how children respond and use, move from child to child to support, make materials available at work time						
Materials:						
Content/COR/k	(DI		Content/COR	/KDI:		
Match activities to children's current and emerging abilities. Includes interests, abilities, literary/math content, pretend play themes, art/building materials						
· · · · · · · · · · · · · · · · · · ·	Developmental Rang	e		Developmental Range		
Earlier	Middle	Later	Earlier	Middle	Later	
Scaffold: support children's current level of thinking and challenge them to advance to the next stage. Refer to KDIs and COR developmental ranges to develop activities. Always include 5 ingredients of active participatory learning: materials, manipulation, choice, child language and thought. Observe and record anecdotal information.						
	,					
Outside Time: Active physical, noisy, vigorous play, healthy and unconstrained, contact with nature. Join and supervise, scaffold learning and discoveries. To Remember: Notes to send home, meeting or special event reminders						
- a remember	. 110гез го зена поте, те	eung or special event rem	inuers			

Content → Interests → Planning Ideas → Developmental Range → Support Strategies

HighScope Preschool Daily Plan

Adults:					Date:
Meeting Time:	Meeting Time:				
Door: Books:					
Transition:					
Planning Time:			Planning Time:		
Work Time:	an an ann an				
Clean-up:		· · · · · · · · · · · · · · · · · · ·			
Recall Time:			Recall Time:	A.A.A.A.A.A.A.A.A.A.A.A.A.A.A.A.A.A.A.	
Snack:					
Large-Group Tin Songbook:	ne: Easy to Join				
Content:	The second secon		Transition:		
Small-Group Tin	1e:		Small-Group Tin	ie:	
Materials:			Materials:		
Content/COR/KDI:			Content/COR/KDI:		
Content/COR/KDI:					
	Developmental Range			Developmental Range	
Earlier	Mîddle	Later	Earlier	Middle	Later
Outside Time:					
To Remember:				4	-

Content → Interests → Planning Ideas → Developmental Range → Support Strategies

Prek

Date:				
Breakfast Family Style, Conversations KDI's:				
GREETING TIME - Sing good morning song (look at song card) KDl's: d21-25/27/30, e32h53-55 Message Board: 1. 2. Transition to small group:				
CMALL CDOUD #4	SMALL GROUP #1			
SMALL GROUP #1	ELA:			
KDI:	KDI:			
Materials:	Materials:			
Beginning –	Beginning –			
Middle —	Middle —			
End –	End			
Outside/Gross Motor time- If 26 Degrees or higher go outside on playground, if not go to the gy - Make sure all students go to the bathroom, coats, hats, et - Do a head count before leaving the classroom and return Exploring our space, safe choices, KDI'S:				
Planning (at their two tables/small group tables)–	Planning (at their two tables/small group tables)			
WORK TIME KDI's: a1-5, b7-15, c17-18, d21-30, f40/43, g45/50-52, h53-58 Block Area: wooden blocks, dinosaurs, people, farm animals, zoo animals Book Area: books, puzzles, caiming glitter bottles, bead mazes, shape sor Toy Area: bristle blocks, duplos, potato Heads, magnatiles, Velcro blocks Music Area: Newly introduced songcards, wrist ribbons, scarves, shakers, House Area: Food and Dishes, Baby Dolls and Clothes, Dress Up, Phones Art Area: Paint at Easel, Playdough and cookie cutters, stamps, scissors Writing Area: Crayons, Markers, Pencils, Paper, Cards/Envelopes Sensory Area: Water Tables (beakers and containers, sponges, basters);	rters bells, hand drums, stop/go card, sand blocks, floor toms s			
Clean Up - Sing clean up song and help students clean up.				
Clean up, clean up, everybody everywhere,				
Clean up, clean up, everybody do your share				
Recall KDI's:	Recall			

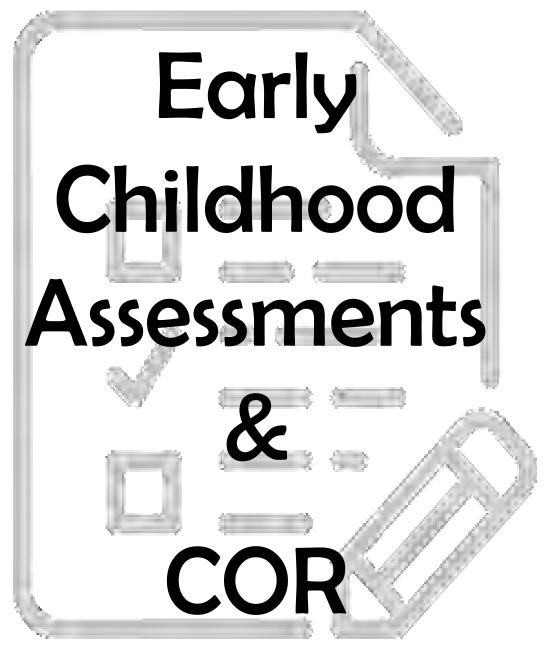
LARGE GROUP		
KDI'S: Beginning: easy to join activity Middle: Materials:,	End: Transition song (If your name is	Stand up quick and wash your hands)
Family Style, Conversations KDI's: b7-12/15, c17, d21-23/30, g52, h53/57-58		
Rest Time: All students on cots, play restful music. Students that the noise. IF they don't get up start waking them up		Other students will get up naturally from
WORK TIME KDI's: a1-5, b7-15, c17-18, d21-30, f40/43, g45/50-52, h5 Block Area: wooden blocks, dinosaurs, people, farm anim Book Area: books, puzzles, calming glitter bottles, bead n Toy Area: bristle blocks, duplos, potato Heads, magnatiles Music Area: Newly introduced songcards, wrist ribbons, s House Area: Food and Dishes, Baby Dolls and Clothes, D Art Area: Paint at Easel, Playdough and cookie cutters, st Writing Area: Crayons, Markers, Pencils, Paper, Cards/E Sensory Area: Water Tables (beakers and containers, spe Clean Up	nals, zoo animals, cars, vehicle rug nazes, shape sorters s, Velcro blocks carves, shakers, beils, hand drums, stop/go card, sand bl Dress Up, Phones tamps, scissors nvelopes onges, basters); Sand Table	ocks, floor toms
 Sing clean up song and help students of Clean up, clean up, everybody everywing Clean up, clean up, everybody do your 	here,	
Recall:		
SMALL GROUP KDI: E.	SMALL GROUP KDI: E.	
Math:	Math:	
Materials:	Materials:	
Beginning:	Beginning:	
Middle:	Middle:	
End:	End:	
Dismissal: - Students gather at the large group a - Parents will get children and sign th	rea and sing good bye (see song card) eem out.	
Teachers Breaks:		
Teacher:		

Teacher's Assistant:

Small Group Time Planning Form

NYS Foundations for th Domain(s) KDI: COR: Lesson Objective:	e Common CORE or Early Learning Guidelines:
Target	
Vocabulary	
Materials	
Opening	
Statement	
Beginning	
Middle Your ideas for scaffolding children at different developmental levels	
Questions	
End warning and transition to next part of routine	
Follow-Up	

Section 4:

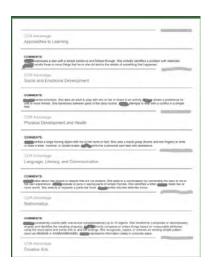


Information

Here is the preview of the report









Add or Remove Students in COR

If a student is new, not a transfer, please do the following:

 Go to the Roster page, bottom right hand corner, and click on the "plus" sign. The "Add Student" box will pop up. Complete all required fields. Be sure to use the RCSD ID # beginning with 890

If a student transfers in to your class please do the following:

- Contact Nancy O Heron (<u>Nancy.oheron@rcsdk12.org</u>) or Julie Engard
 (<u>Julie.engard@rcsdk12.org</u>) Send the student's name, district ID number, and, if possible, previous location.
- Please DO NOT add transfer students to your roster. This is important for us to be able to track students!

If a student leaves your class, please do the following:

- Go to the Roster page and select the student by clicking in the box to the left of his/her name. When you click in the box, a new banner appears with three dots on the upper right. Click on the dots and select "Archive" from the drop down menu
- After you have archived the student, please contact Nancy O Heron
 (Nancy.oheron@rcsdk12.org) or Julie Engard (Julie.engard@rcsdk12.org) Send the student's
 name, district ID number, and, if possible, new location.
- Please DO NOT move students. This is important for us to be able to track students!

COR End of Period Completion FYI

The goal for completing each COR period is 100%.

In situations that arise where 100% is not achievable, the minimum for completion at the end of each COR period is: 75% PER CHILD, PER DOMAIN!

It's important to look at each of the domains and not just the overall percentage, because if EACH DOMAIN is not at least 75% the data won't be counted in the overall report.

The breakdown by domain is as follows:

If a domain has 3 items, EACH item must be scored for EACH child.

The domains that have 3 items are:

- Approaches to Learning
- Physical Development and Health
- Social Studies

If a domain has 4 items, at least 3 of the items must be scored for EACH child.

The domains that has 4 items are:

- Creative Arts
- Science and Technology

If a domain has 5 items, at least 4 of the items must be scored for EACH child:

The domains that have 5 items are:

- Social and Emotional Development
- Math

Language, Literacy and Communication has 7 items; at least 5 of the items must be scored for each child.

Section 5:

Music Throughout the HighScope Day



りりりりりりりりりりりり Section Contents pg. 2 Greeting The Case for Music and Movement <u>pg</u>. 3 A Note on Prerecorded Music pg. 4 pg. 5 **Transition Tile Cutouts** Sample Music Activities pg. 7 pg. 12 **Using Classroom Instruments** Music Building Blocks CDs pg. 13

Greetings!

My name is Ashley Moss Fox, and I am the PreK Music and Movement Specialist. It is my job to guide classroom teams in the application of the Music Building Block Curriculum, as well as provide additional resources and activities to support instruction throughout the Daily Routine. This section of the Educator Binder serves as a resource that will help teams infuse music into the classroom environment and support developmentally appropriate, standards aligned music making at the same time. In addition to the resources found here, each classroom should have the following:

- Rhythmically Moving CDs 1-3
- Music Building Blocks CDs 3 & 4
- Rest Time CD
- "Movement Plus Rhymes, Songs, and Singing Games" by Phyllis Weikart
- "Movement in Steady Beat" by Phyllis Weikart

There are many resources available electronically (www.rcsdk12.org/prek/blocks) to support music learning, content, rituals and routines throughout the daily routine.

- Song Cards: These resources were created to support adults as they introduce new songs in their classrooms. Each card has pictures and lyrics to help teach songs, and newer song cards include music notation, suggestions for use, and standards alignments. Once a song is familiar, it can be included in the classroom songbook for student use.
- <u>Transition Resources</u>: This is a collection of tried and true transition songs, games, or activities currently in use in EPK and UPK classrooms in the greater Rochester area.
- Activity Guides: This is a collection of individual activities designed by teachers, TSTs, and/or content specialists that you can modify for use in your classroom. All guides include standards alignment to help with planning.
- Movement Materials: This is a collection of resources designed in collaboration with an occupational therapist and a physical therapist to provide targeted, developmentally appropriate movement experiences as part of the daily routine.

Finally, there are several professional development opportunities available to educators throughout the school year. These opportunities target specific areas of instruction and/or the Daily Routine and are excellent opportunities to experience new songs, chants, and activities. Additionally, job imbedded training is available to all classroom teams who wish to have one-on-one support in their classroom environment.

If you have any questions or concerns about Music Building Blocks or the resources available to classroom teams, please do not hesitate to contact me!

Respectfully,

Ashley Moss Fox <u>ashley.moss@rcsdk12.org</u> 585-324-3100 x6106 <u>www.rcsdk12.org/prek/blocks</u>

The Case for Music and Movement

"Just as all children are born
with the potential to learn to
speak and understand their
native language, all children are
born with the potential to learn to
perform and understand their
culture's music."

From "The Importance of Music in Early Childhood" by Lili M. Levinowitz "...music is a vital part of every human culture, and therefore should be an integral part of young children's experiences."

"...connecting through music, whether listening, singing, playing instruments, moving, or creating, fosters important connections between individuals."

From "Communicating the Importance of Music in Early Childhood" by Lisa Huisman Koops

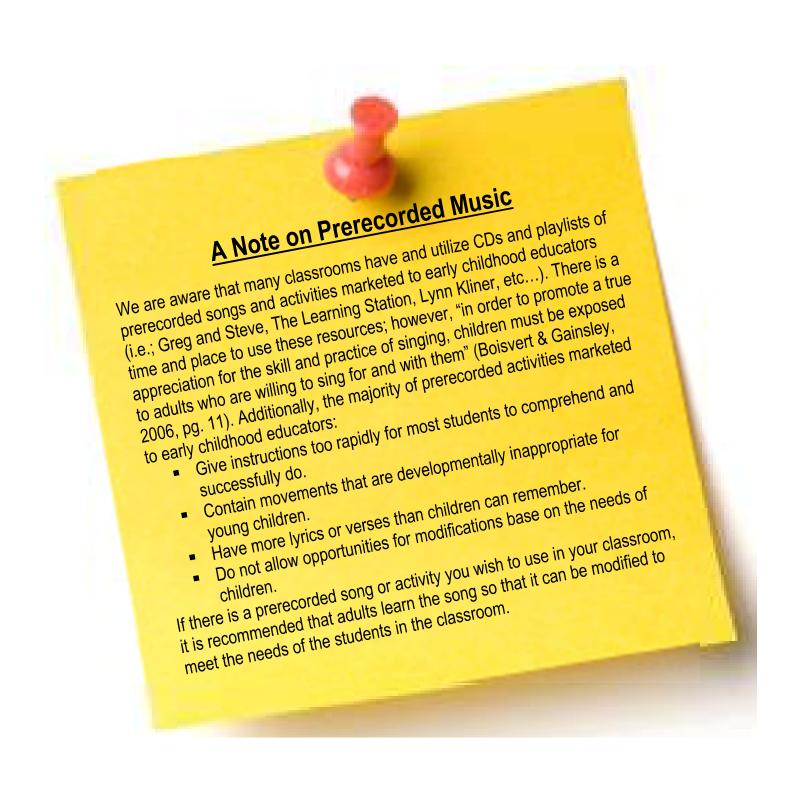
"A child's musical experiences from birth to age five have a particularly profound impact on the extent to which she will be able to understand, an adult. Children must be exposed to a rich variety of music during these necessary readiness for formal music learning when they are older."

From "The Gordon Institute for Music Learning" website: www.giml.org/mlt/earlychildhood/

"The value of a variety of music experiences during a child's early years is evident in the extensive research in this field. Key areas of benefit include social, cultural, cognitive, aesthetic, and linguistic domains."

linguistic domains.
High quality, developmentally
appropriate early childhood music
appropriate early childhood music
experiences promote well-being,
experiences promote well-being,
belonging, contribution, communication,
and exploration through play.

From "The 'Serious Business' of Musical Play
in the New Zealand Early Childhood
in the New Zealand Trinick and Lesley
Curriculum" by Robyn Trinick



Boisvert, C., & Gainsley, S. (2006). 50 large-group activities for active learners. Ypsilanti, MI: High/Scope Press.

Tried and True Transition Tiles

For many teaching teams, transitions are the most challenging part of the day. Engaging students in fun, focused transitions decreases undesirable behaviors as you move through the Daily Routine and provides additional opportunities for learning. The following pages contain miniature versions of some tried and true transition and wait time songs and activities that you can use in your classroom.

The cards that follow are designed to be cut out, hole-punched, and attached to a ring so that you can carry them on a lanyard, hang them in strategic places around the room, or share them with guests to help them participate in your classroom routine. It is recommended that you laminate the tiles or copy them onto cardstock to help keep them intact when they are on the ring. If you need additional copies, please feel free to reach out!

Clean Up, Clean Up Little Star

To the tune of "Twinkle, Twinkle Little Star"

Clean up, clean up, little star
Stop and clean up where you are
It's time to put the toys away
We'll get them out later today
Clean up, clean up, little star
Stop and clean up where you are

...It's time to put the toys away We'll get them out another day...

Heigh-ho, Heigh-ho

MBB CD #3—Track 4

Original Track

Heigh-ho, heigh-ho, it's cleanup time you know.

We'll do our best then help the rest Heigh-ho, heigh-ho!

Variation #1:

Heigh-ho, heigh-ho to Small Group time we go

We'll find our group, We'll sit right down Heigh-ho, heigh-ho!

It's Planning Time

To the tune of "The Farmer in the Dell"

It's planning time, it's planning time, It's time to make a plan for what you'll do a work time.

Adapted for Recall Time...

It's recall time, It's recall time, It's time to remember What you did at work time.

Everybody Have a Seat

MBB CD #3 - Track 12

Everybody have a seat,
have a seat, have a seat
Everybody have a seat on the rug
Not on a spider!
Not on a bug!
Everybody have a seat on the rug

Best Use: Transition to Greeting and/or Large Group Time

Heigh-ho, Heigh-ho

MBB CD #3—Track 4

Variation #2

Heigh-ho, heigh-ho, to large group time we

We'll meet our friends all on the rug Heigh-ho, heigh-ho!

Variation #3:

Heigh-ho, heigh-ho, it's work time now we know

We'll make a plan then play with friends Heigh-ho-heigh-ho!

It's So Good To See You

MBB CD #3 - Track 23

It's so good to see you I really couldn't wait Won't you <u>clap</u> your hands And count to eight!

1...2...3...4...5...6...7...8

Repeat. Invite children to choose the action (tap legs, stomp, etc...)

Best Use: Greeting Song

Sample Music Activities

Including music in the classroom can be intimidating for some teaching teams due to insecurities around personal musicianship skills. It is important to note; however, that it is absolutely critical for children to have singing and music making modeled for them by the most influential people in their lives: parents, caregivers, and teachers! Children learn about how to explore their singing voices and personal musicianship skills by watching others engage in music making. It does not matter the quality of the music making that happens. When children see people they love and trust engaging in any activity, they are more likely to feel comfortable and confident in experimenting with that activity as well.

On the pages that follow you will find some of the most popular song cards from our EPK and UPK classrooms. Feel free to remove these pages from this binder, teach them to your students, and then share them with your students in your classroom Song Book. It is recommended that pages are either laminated or placed in slip covers to prolong their lifespan. If you need additional copies, please feel free to reach out!

Using Classroom Instruments

Every classroom is outfitted with a vast collection of movement materials and high-quality, authentic instruments. From the beginning of the school year it is expected that the music area be open and accessible. To facilitate success for your students and ensure the safety of both students and materials it is recommended that instruments are only included in the music area if they have been introduced during large group or small group time. New instruments should be introduced throughout the school year, and it is perfectly acceptable to rotate instruments in and out of the music area as you would toys in the toy area.

The following is the suggested timetable for introducing new instruments. Song cards and audio recordings are available online to assist teachers in introducing each instruments. If this is not an area of comfort, additional support is available through job-imbedded training and professional development opportunities. Please feel free to reach out for assistance!

<u>September</u>

- Scarves (Large Group)
- Wrist Ribbons (Large Group)
- Rain Sticks (Small Group)

October

- Egg Shakers (Large Group)
- Hand Drums (Small Group)
- Crow Sounders (Small Group)

November

- Rhythm Sticks (Large OR Small Group)
- Tambourine (Small Group)
- Maracas (Small Group)

December

- Jingle Bells (Large Group)
- Triangle (Small Group)

<u>January</u>

- Review Familiar Instruments to ensure safe use.
- Reestablish routines and expectations.

February

- Floor Tom (Small Group)
- Sand Blocks (Small Group)

March

- Hand bells (Small Group)**
- Boomwhackers (Small Group)**

April

- Xylophone (Small Group)**
- Glockenspiel (Small Group)**
- Tone Bars (Small Group)**

^{**} Instruments are available if you attend "Tonal Instruments in PreK" Professional Development Opportunity.

Music Building Blocks CD #3

Clean-Up Songs

- 1. Barnev's Clean Up
- 2. Clean Up Little Star
- 3. Clean Up Girls, Clean Up Boys
- 4. Heigh Ho Clean Up
- 5. Observing Clean Up (example)
- 6. Observing Clean Up (accompaniment)
- 7. Put Your Books on the Shelf
- 8. We Will Use Our Helping Hands
- 9. Yankee Clean Up

Gathering Songs

- 10. Children, Children It's Time to Eat
- 11. Come On Over to Circle
- 12. Everybody Have a Seat
- 13. When You're Finished Cleaning Up
- 14. Who Has a Seat and is Ready to Listen? (example)
- 15. Who Has a Seat and is Ready to Listen? (accompaniment)

Hello Songs

- 16. Clap, Clap, Clap Hello
- 17. Friend, Oh Friend
- 18. Good Day Everybody
- 19. Hello and How Are You?
- 20. I Have a Friend (example)
- 21. I have a Friend (accompaniment)
- 22. I Like Bein' Me
- 23. It's So Good to See You
- 24. Let's Clap to Sav Hello
- 25. Little Red Box (example)
- 26. Little Red Box (accompaniment)
- 27. Make a Friend
- 28. We are Friends (Peacekeeping Skills—I Care Cat)
- 29. We're All Here Today (example)
- 30. We're All Here Today (accompaniment)

Stretching and Re-focusing Songs

- 31. Children, Children Turn Around
- 32. Clap Your Hands
- 33. Everybody Stand Up
- 34. I'm Looking for Someone
- 35. Open Shut Them
- 36. This is My Place
- 37. Time to Listen

Transition Songs

- 38. Brown Bear
- 39. Clock on the Wall
- 40. Jump Up and Down (example)
- 41. Jump Up and Down (accompaniment)
- 42. Let's Sit Down
- 43. Let's Stand Up
- 44. (A) Line Needs a Leader [used with permission]
- 45. Please Stand Up
- 46. Rainbow Fish
- 47. Someone's in the Middle (example)
- 48. Someone's in the Middle (accompaniment)
- 49. Sticky, Icky Bubblegum
- 50. Stop, Look and Listen/Hands Up, Hands Up, Way Up High
- 51. We're On Out Way to Wash Our Hands
- 52. What Do You Say? (example)
- 53. What Do You Say? (accompaniment)
- 54. When It's Time to Line Up
- 55. Willoby Walloby Woo

Waiting Songs

- 56. A-Ram-Sam-Sam
- 57. Do As I'm Doing
- 58. Down by the Roller Coaster
- 59. Finger Family (Tommy Thumb is Up)
- 60. Jingle Jive
- 61. My Fingers are Starting to Wiggle
- 62. Now It's Time to Go to Sleep
- 63. Whose Name is This? (example)
- 64. Whose Name is This? (accompaniment)
- 65. Who's Wearing Red?

Good-bye Songs

- 66. Let's Say Good-bye Now
- 67. Oh, It's Time to Say Good-bye
- 68. Good Night Ladies (accompaniment)
- 69. You Are My Family
- 70. Zippity Doo Da

Traditional Melodies

(instrumental accompaniment for

piggy-back songs)

- 71. Ants Go Marching
- 72. Chant/Jive Beat
- 73. Five Little Ducks
- 74. For He's a Jolly Good Fellow
- 75. Hokey Pokey
- 76. Hot Cross Buns
- 77. I've Been Working on the Railroad (w/ vocals)
- 78. I've Been Working on the Railroad (accomp)
- 79. London Bridge is Falling Down
- 80. Oh, Do You Know the Muffin Man
- 81. Old McDonald
- 82. Over in the Meadow
- 83. Polly Wolly Doodle
- 84. Shortnin' Bread
- 85. Ten Little Indians
- 86. This Old Man
- 87. Wheels on the Bus
- 88. 99 Bottles of Pop on the Wall

Literature

- 89. Down by the Bay
- 90. Gingerbread Man
- 91. Goldilocks and the Three Bears
- 92. Little Red Hen

Music Building Blocks CD #3 – Lyrics Sheet

Clean Up Songs

1. Barney's Clean Up

Clean up, clean up, everybody everywhere Clean up, clean up, everybody do your share

2. Clean Up Little Star

Clean up, clean up little star, stop and clean up where you are. Time to put the toys away, we'll get them out another day. Clean up, clean up little star, stop and clean up where you are.

3. Clean Up Girls, Clean Up Boys—from RCN Honeybee Room

Clean up girls, clean up boys, clean up all the blocks and toys. Don't forget the dishes and the cups. That's the way we all clean up!

4. Heigh Ho Clean Up

Heigh ho, heigh ho, it's clean up time we know. We'll do our best, then help the rest, heigh ho, heigh ho!

5. Observing Clean Up (Example)

I see Marianna cleaning up, I see Joseph cleaning up, I see Terrance cleaning up, they're cleaning up the blocks.

6. Observing Clean Up (Accompaniment)

(Teachers fill in names of students as they observe them and what they are cleaning up.)

7. Put Your Books on the Shelf

Put your books on the shelf, on the shelf. Put your books on the shelf, on the shelf, Put your books on the shelf, you can do it by yourself, Put your books on the shelf, on the shelf!

(Repeat above, changing it to the items that children are cleaning up.)

8. We Will Use Our Helping Hands

We will use our helping hands, helping hands, helping hands, We will use our helping hands to clean up the room. (Insert child's name) is using helping hands, (insert child's name) is using helping hands, (Insert child's name) is using helping hands, they're cleaning up the room.

9. Yankee Clean Up (*lyrics by Maxine Smith*, *ABC Head Start*)

Now it's time to clean the room, I know you're having fun, It only takes a little while to get the work all done.

Gathering Songs

10. Children, Children It's Time to Eat (M. Speranza)

Children, children it's time to eat, so find a chair and have a seat. Serve the food and eat it up, talk with your friends and then clean up!

11. Come on Over to Circle

Come on over to circle, com on over right now Come on over to circle, come on over, we'll have some fun. Find a spot on the rug, find a spot on the rug, Find a spot on the rug, give yourself a great big hug. (Repeat first two lines)

12. Everybody Have a Seat

Everybody have a seat, have a seat, have a seat, Everybody have a seat on the rug.

Not on a spider, not on a bug,

Everybody have a seat on the rug.

13. When You're Finished Cleaning Up, Come Over Here (M. Speranza)

When you're finished cleaning up, come over here.

When you're finished cleaning up, come over here.

When the room is nice and neat, come over here and have a seat.

When you're finished cleaning up, come over here.

14. Who Has a Seat and is Ready to Listen (Example)

Jameika has a seat and she's ready to listen, and Marcus has a seat, he's ready to listen. And Lydia has a seat, she's ready to listen, and Ronald has a seat, he's ready to listen.

15. Who Has a Seat and is Ready to Listen (Accompaniment)

Hello Songs

16. Clap, Clap, Clap Hello

Clap, clap, clap hello, clap hello together Clap, clap, clap hello, clap hello together (Continue with "pat," and then use other movements children can think of)

17. Friend, Oh Friend - Partner Song (M. Speranza)

<u>Note:</u> On the recording, there is not much time between verses. This encourages children to find a partner quickly rather than be very selective or omit certain children. Adults should model this partner dance slowly before using the CD

Friend, oh friend, how do you do? Both my hands I give to you. 'Round we go, 'round and then, off to find another friend. (*Spoken*) Find a new friend while I count to five. 1, 2, 3, 4, !

(Repeat several times, then change last line as follows...)
'Round we go, 'round and then, off to find just one more friend.
(Last time) 'Round we go, 'round and then, sit back down, this is the end.

18. Good Day Everybody

Good day everybody, good day everybody, good day, good day, good day, Let's smile everybody, let's smile everybody, and chase those blues away. Shake hands everybody, shake hands everybody, and make a friend today.

19. Hello, and How are You? - Multicultural

Hello, and how are you? Hello, and how are you? Well I'm OK, yes I'm OK, and how are you? Hello, and how are you? (Repeat using "Hola," "Bonjour," and other languages of choice.)

20. I Have a Friend (Example)

I have a friend whose name is Michael, stand up, wave hello, Michael, you're our friend.

21. I Have a Friend (Accompaniment)

22. I Like Bein' Me

Well, I like it bein' me. Well, I like it bein' me. Shake my hand 'cause I'm a special person, and I like it bein' me.

23. It's So Good to See You

It's so good to see you, I really couldn't wait. Won't you clap your hands and count to 8. 1, 2, 3, 4, 5, 6, 7, 8! (Repeat, changing words to "tap your legs" then action of your choice.)

24. Let's Clap to Say Hello (M. Speranza) Note: "Pat" means to pat on thighs.

Let's clap to say help, let's clap to say hello,

Let's clap (clap clap), Let's clap (clap clap), let's clap to say hello. (repeat, changing words to "tap your legs" then action of your choice)

25. Little Red Box (Examples)

Oh, I wish I had a little red box to put Darrin in,

I'd take him out and (insert action) and put him back again.

(Insert action: Pretend to take him out of a box, pucker lips and pretend to kiss him three times—or use words like "shake his hand," "give a high five," or "give him a hug.")

26. Little Red Box (Accompaniment)

27. Make a Friend (M.Speranza)

Make a friend at school today, smile and ask, "Do you want to play?" Make a friend at school today, smile and ask, "Do you want to play?"

28. We Are Friends (Peacekeeping Skills—I Care Cat) (D. Ondishko & M. Speranza)

(This is a fun, easy way to review your "I Care Cat" poster)
My ears are listening, listening, listening, my ears are listening, we are friends.
My hands are helping, helping, helping, my hands are helping, we are friends.
My words are caring, caring, caring, my words are caring, we are friends.
I care about your feelings, feelings, feelings, I care abut your feelings, we are friends.
I am responsible, responsible, responsible, I am responsible for what I say and do.

29. We're All Here Today (Example)

We're all here today, we're all here today, Clap your hands together 'cause we're all here today. John is here today, Maria's here today. Clap your hands together 'cause we're all here today. Alex is here today, and Julie's here today. Clap your hands together 'cause we're all here today.

30. We're All Here Today (Accompaniment)

We're all here today, we're all here today, Clap your hands together 'cause we're all here today. (Add children's names as in example above)

Stretching and Re-focusing Songs for Large Group Time:

Don't keep preschoolers sitting for too long!!

31. Children, Children Turn Around (M. Speranza)

Children, children turn around, children, children, touch the ground Children, children show your shoe, children, children, clap one, two! Children, children, touch your nose, children, children touch your toes, Children, children, look around, slowly, quietly sit right down.

32. Clap Your Hands

Clap your hands, touch your toes, turn around and put your finger on your nose. Flap your arms, jump up high, wiggle your fingers and reach for the sky!

33. Everybody Stand Up (M. Speranza)

Everybody stand up, stand up, stand up, everybody stand up on your feet. Stretch to the ceiling, stretch to the floor, stretch to the ceiling, now do it once more. (Repeat, changing last part to "now clap to four, 1, 2, 3, 4).

34. I'm Looking for Someone

I'm looking, looking, looking, I'm looking for someone Who's sitting very quietly and ready for some fun!

35. Open Shut Them—finger play

Open, shut them, open, shut them, give a little clap, clap, clap Open, shut them, open, shut them, fold them in your lap, lap, lap Creep them, creep them, creep them, right up to your chin Open up your little mouth but do not let them in! Open, shut them, open, shut them, give a little clap, clap, clap Open, shut them, open, shut them, fold them in your lap.

36. This Is My Place

This is my place, this is my space; My place, my space, nobody but me!

37. Time to Listen

Time to listen, now it's time to listen, open up your ears.

Transition Songs

20	Brown	Door
.18	Brown	Rear

Brown Bear, Brown Bear, what do you see? I see _____ looking at me. (Child fills in the blank)

39. Clock on the Wall

(The) clock on the wall says it's time to stop, time to stop, time to stop! The clock on the wall says it's time to stop. It's time _____. (Teacher fills in the blank with "for clean up," "for circle," etc...)

40. Jump Up and Down (example)

Mariah and Michael, jump up and down, turn all around, touch the ground! Mariah and Michael, jump up and down, now walk to wash your hands.

41. Jump Up and Down (accompaniment)

(Use children's names and change "now walk to wash your hands" to other activity as needed, i.e.; "now tell us your choice")

42. Let's Sit Down

Let's sit down, while we sing. Down, down,

43. Let's Stand Up

Let's stand up while we sing to 8. 1, 2, 3, 4, 5, 6, 7, 8.

44. (A) Line Needs a Leader [used by permission, BillyB Productions.com]

A line needs a leader, it needs a caboose. It needs to be straight and it needs to be loose! With our hands by our sides, we're walking in a line,

We're gonna walk, walk, walk in a line. We're gonna walk, walk walk, in a line.

45. Please Stand Up - formerly "Stand Up Quick"

(Teacher inserts children's names and where they should go or what they should do, i.e.; "go and wash your hands," or "and tell us your choice.")

If your name is _	, please stand up, If your name is	, please stand up.
If your name is	, please stand up and	

46. Rainbow Fish (G. Wetzel & M. Speranza)

Child sings as he/she holds us his/her plain fish.

Rainbow fish, won't you please share a shiny scale with me.

(Teacher answers while handling them a piece of foil to put on their plain fish)

Here's a shiny scale for your, now I'm feeling happy, too.

47. Someone's in the Middle (example)

Carrie's in the middle, middle, middle, Carrie's in the middle dancing like that.

48. Someone's in the Middle (accompaniment)

49. Sticky, Icky Bubblegum (pat/clap pattern)

Sticky icky bubblegum, chewing's not the only fun!

Sticky mess, sticky mess, stuck like glue

Sticky mess, sticky mess, stuck on you!

(Oooooooh, pop!)

50. Stop, Look, and Listen/Hands Up, Hands Up, Way Up High

Stop, look, and listen. Hands up, hands up, way up high. Listen and I'll tell you why.

51. We're On Our Way to Wash our Hands (M. Speranza)

We're on our way to wash our hands

We're on our way to wash our hands

We're going to use some soap and water

We're on our way to wash our hands.

52. What Do You Say? (Example)

Jerrod, Jerrod, what do you say? What will you do for choice time today?

53. What Do You Say? (Accompaniment)

54. When It's Time to Line Up (M. Speranza)

When it's time to line up, this is what you'll see

I'll use walking feet and take care of only me.

I'll move like a cloud that's way up in the sky,

Floating very gently as I'm passing by.

(Words on lines 3 and/or 4 can be changed every so often!)

55. Willoby Walloby Woo

Willoby wallaby woo, an elephant sat on you,

Willoby wallaby, wee, and elephant sat on me!

(Repeat, using rhyming words of each child's name, i.e.;

Willoby wallaby wustin, an elephant sat on Justin,

Willoby wallaby warryl, an elephant sat on Darryl!)

Waiting Songs

56. A-Ram-Sam-Sam

A-ram-sam, A-ram-sam, Goulie-goulie-goulie-goulie-goulie, ram-sam-sam. A-raffi! A-raffi! Goulie-goulie-goulie-goulie-goulie, ram-sam-sam.

57. Do As I'm Doing

Do as I'm doing, follow, follow up. Do as I'm doing, follow, follow me.

58. Down by the Roller Coaster

Down, down baby, down by the rollercoaster,

Sweet, sweet baby, I'll never let you go

Shimmy, shimmy cocoa pop, shimmy, shimmy pow.

Shimmy, shimmy cocoa pop, shimmy, shimmy pow.

Grandma, grandma, sick in bed, she called the doctor and the doctor said

"Let's get together with the clap" (clap clap)

"Let's get together with the stomp" (stomp stomp)

"Let's get together with the arms, hooray!"

59. Finger Family (Tommy Thumb is Up)

Tommy thumb is up and Tommy thumb is down

Tommy thumb is dancing all around the town.

Dance him on your shoulders, dance him on your head,

Dance him on your knees and tuck him into bed.

(Continue with "Peter Pointer," and "Polly Pinky," and the whole "Finger Family," letting children decide another body part to replace knees)

60. Jingle Jive

Jingle, jingle, jingle jive, clap your hands while I count to five!

Jingle, jingle, jingle jeight, clap your hands while I count to seven!

(Add other numbers to help children with rhyming words; you can also change "clap" to a different movement)

61. My Fingers are Starting to Wiggle

My fingers are starting to wiggle, my fingers are starting to wiggle,

My fingers are starting to wiggle, around and 'round, and 'round.

(Repeat, changing fingers to hands, feet, etc...)

62. Now It's Time to Go to Sleep

Now it's time to go to sleep, put the baby in the bed Cover the baby in the bed, and kiss the baby goodnight! (Ask children what they think the baby needs, and repeat)

- 63. Whose Name is This? (Example) Tone-matching and identifying their name.
- 64. Whose Name is This? (Accompaniment)

65. Who's Wearing Red? - Tone-matching and identifying colors

(Adult sings question and children respond, "I'm wearing _____" If they are wearing that color.)

Good-bye Songs

66. Let's Say Good-bye Now (adapted from "The Everyday Song Book")
Let's say good-bye now, it's time for us to go (repeat 3x)
Au revoir, adios, goodbye.

67. Oh, It's Time to Say Good-bye

Oh, it's time to say good-bye for today, oh, it's time to say good-bye for today. Can you wave your hand like this, can you blow a little kiss?
Oh, it's time to say good-bye for today.

68. Good Night, Ladies (Accompaniment)
Good-bye (insert children's names)

69. You Are My Family (C. Haymond-Hasketh, modified by M. Speranza)
You are my family, my Pre-K family, and I will miss you when we're apart.
But I will love you, and I'll think of you, and I will keep you here in my heart.

70. Zippity Doo Da

Zippity Doo Dah, Zippity A. My, oh my we had a wonderful day! Plenty of singing, plenty of play. Zippity Doo Dah, Zippity A!

<u>Traditional Melodies (instrumental accompaniment for piggy-back songs, except #77)</u>

- 71. Ants Go Marching
- 72. Chant/Jive Beat
- 73. Five Little Ducks
- 74. For He's a Jolly Good Fellow
- 75. Hokey Pokey
- 76. Hot Cross Buns
- 77. I've Been Working on the Railroad (w/ Vocals)

I've been working on the railroad all the live long day.

I've been working on the railroad just to pass the time away.

Can't you hear the whistle blowing, rise up so early in the morn.

Can't you hear the captain shouting, Dinah blow your horn.

Dinah won't you blow, Dinah won't you blow, Dinah won't you blow your horn?

Dinah won't you blow, Dinah won't you blow, Dinah won't you blow your horn?

Someone's in the kitchen with Dinah. Someone's in the kitchen I know.

Someone's in the kitchen with Dinah, strumming' on the old banjo.

They're singing fee fi fiddley I oh, fee fi fiddley I oh,

Fee fi fiddely I oh, strummin' on the old banjo.

- 78. I've Been Working on the Railroad
- 79. London Bridge is Falling Down
- 80. Oh, Do You Know the Muffin Man
- 81. Old McDonald
- 82. Over in the Meadow
- 83. Polly Wolly Doodle
- 84. Shortnin' Bread
- 85. Ten Little Indians
- 86. This Old Man
- 87. Wheels on the Bus
- 88. 99 Bottles of "Pop" on the Wall

Literature - see song cards for words

- 89. Down By the Bay (echo song)
- 90. Gingerbread Man, (M. Speranza) use hand drums to accompany
- 91. Goldilocks and the Three Bears exploring/identifying low, middle, and high vocal sounds
- 92. Little Red Hen summary of story, using some of the text
- 93. Napping House summary of story, using some of the text
- 94. Rainbow Fish (S. Longhouse, RPPP teacher)
- 95. Three Pigs summary of story, using some of the text as well as instruments and voice inflection)

Music Building Blocks CD #4

Concept/Theme Songs

- 1. (An) Apple is a Fruit
- 2. Apples Hang on a Tree
- 3. Autumn Leaves are Falling
- 4. Beautiful Butterfly
- 5. Biddy Biddy Bum Bum
- 6. Bubbles Pop
- 7. Clickety-Clack (Train Song)
- 8. Color Bear (accompaniment)
- 9. Color Song
- 10. Cooperation—One Little Ant
- 11. Days of the Week
- 12. Deantal Health—Flossing
- 13. Did You Ever See the Leaves? (3 verses)
- 14. Did You Ever See the Leaves? (4 verses)
- 15. Dinosaur Graphing Song
- 16. Down by the Station— Sequencing Song
- 17. Down on Grandpa's Farm
- 18. Fire Safety—Stop, Drop, Cover Your Face
- 19. Five Green and Speckled Frogs
- 20. Grocery Store
- 21. Here's a Baby Birdie
- 22. Hickety Pickety Bumblebee (example)
- 23. Hickety Pickety Bumblebee (accompaniment)
- 24. How Much Is That Doggie in the Window?
- 25. I Am a Fine Musician
- 26. I Know an Old Lady
- 27. I Shut the Door (used by permission, lyrics by Anonymous, Tune by Debbie Carroll © 2004 SOCAN)
- 28. I'm a Little Acorn Round
- 29. If You're Sad, Angry, Scared, Happy
- 30. John Brown's Baby
- 31. Leaves are Falling
- 32. Little Duck Egg
- 33. Little Red Caboose

- 34. Martin Luther King Had a Dream
- 35. Mouse in my Heart
- 36. One Little Bird
- 37. Owl in the Tree
- 38. Penguins Forward and Back
- 39. Pumpkin Vine
- 40. Rain, Rain Go Away
- 41. Seed in the Ground (used by permission, Connie Kaldor conniekaldor.com)
- 42. Star Light, Star Bright
- 43. Stomp, Stomp, Stomp (Dinosaur Song)
- 44. Voice—letter sounds
- 45. What's the Weather?
- 46. What Do You Hear?
- 47. Zippity Birthday

Instrument Songs

- 48. Cabasa
- 49. Finger Cymbals
- 50. Floor Tom
- 51 Guiro
- 52. Hand Drum
- 53. Maracas
- 54. Rain Stick
- 55. Rhythm Sticks
- 56. Sandblocks
- 57. Shaker Instruments
- 58. Tambourine
- 59. Tick Tock Block
- 60. Tick Tock Cuckoo Clock Counting
- 61. Triangle
- 62. Tubano
- 63. Xylophone

Movement Songs/Activities

- 64. Alphabet March
- 65. Bluebird, Bluebird In and Out My Window
- 66. Dog Chant—Duple/Triple
 Meter
- 67. Exercise Song
- 68. Head, Shoulders, Knees, and Toes

- 69. Hokey Pokey
- 70. I Can Make a Pattern
- 71. I Can Tap My Head—Patterns
- 72. I Can Use My
 - Walking/Running Feet
- 73. Jenny Works with One Hammer
- 74. Looby Loo
- 75. Mr. Rabbit/Bunny Hop
- 76. Music Signs (Go/Stop) w/ movement
- 77. Raindrops Jumping Up and Down
- 78. Rake, Rake, Rake the Leaves
- 79. Rig-A-Jig-Jig
- 80. Shake Those Simmons Down
- 81. Two Little Blackbirds
- 82. We're Floating in the Ocean/One in the Middle

Parent/Child Songbook

- 83. Itsy Bitsy Spider
- 84. Twinkle, Twinkle Little Star
- 85. Fuzzy Caterpillar
- 86. Brush Your Teeth
- 87. Way Up High in the Apple Tree
- 88. Wheels on the Bus
- 89. Five Little Monkeys Jumping on the Bed
- 90. Shawn Wore a Red Shirt
- 91. Feelings

Music Building Blocks CD #4 – Lyrics Sheet

Concept/Theme Songs—see song cards on website for further information

1. (An) Apple is a Fruit (M. Speranza)

An apple is a fruit that grows on a tree, and apple is a fruit that's good for me. There's red, green, golden, too. I eat apples, so should you!

Spoken—Let's hum while we pick some apples.

(Repeat song.)

2. Apples Hang on a Tree

Apples hang on a tree, apples hang on a tree.

Apples hang on a tree and they are good for you and me.

A bee, a bee, a bee flies 'round the tree. A bee, a bee, a bee flies 'round the tree. Repeat lines 1 and 2.

3. Autumn Leaves are Falling

Autumn leaves are falling, orange, red, and brown, See them swirling in the wind, falling to the ground.

4. Beautiful Butterfly

First comes a butterfly that lays an egg, out comes a caterpillar with many legs.

See the caterpillar spin and spin a little chrysalis to sleep in.

Oh, oh, oh, look and see. Oh, oh, oh, look and see.

Oh, out of the chrysalis, my oh my, out comes a beautiful butterfly!

5. Biddy Biddy Bum Bum—Letter sounds

Biddy biddy bum bum bum bum, Biddy biddy bum bum ba da ba da. Biddy biddy bum bum bum bum bum, Biddy biddy bum bum ba da ba ba. (Repeat with other letter and/or vowel sounds.)

6. Bubbles Pop

One little, two little, three little bubbles, four little, five little, six little bubbles, Seven little, eight little, nine little bubbles, pop, pop, pop.

7. Clickety-Clack (Train Song)

Hear that train go clickety clack, tootin' its whistle and blowin' its stack. Hear that train go clickety clack, goin' somewhere, not comin' back.

8. Color Bear (accompaniment—see song card for directions)

9. Color Song—COR—Three Pitch Song

Red, green, blue, red, green, blue. Yellow, yellow, yellow, yellow, red, green, blue.

10. Cooperation—One Little Ant

One little ant went off to work, building a home in the soft black dirt. He couldn't do it all alone, so he asked another ant, "Please help be build my home." (Continue with 2, 3, 4, and 5 ants)

11. Days of the Week

Days of the week, days of the week,

Days of the week, days of the week, days of the week,

There's Sunday and there's Monday, there's Tuesday and there's Wednesday,

There's Thursday and there's Friday and then there's Saturday.

(Repeat first two lines)

12. Dental Health—Flossing

Five little germs went out to play, right inside my mouth one day.

Five little germs went out to play, but wen I flossed, one went away.

(Repeat, subtracting germs)

13. Did You Ever See the Leaves? (3 verses)

Did you ever see the leaves, the leaves, the leaves,

Did you ever see the leaves on a tree in the fall?

The red ones are falling (children holding red leaves let them fall to the ground)

The yellow ones are falling (children holding yellow leaves let them fall to the ground)

The orange ones are falling (children holding orange leaves let them fall to the ground)

Did you ever see the leaves, the leaves, the leaves,

Did you ever see the leaves on a tree in the fall?

14. Did You Ever See the Leaves? (4 verses)

(Same as above, but add the fourth color—brown)

15. Dinosaur Graphing Song

Some dinosaurs were herbivores, herbivores, herbivores,

Some dinosaurs were herbivores, they likes to eat plants.

Some dinosaurs were carnivores, carnivores, carnivores,

Some dinosaurs were carnivores, they liked to eat meat.

Stegosaurus was an herbivore, herbivore, herbivore,

Stegosaurus was an herbivore, she liked to eat plants.

T-Rex was a carnivore, carnivore, carnivore,

T-Rex was a carnivore, she liked to eat meat.

16. Down By the Station

Down by the station, early in the morning, see the little puffer bellies all in a row.

See the engine driver pull the little handle, chug, chug, toot, toot, off we go!

17. Down on Grandpa's Farm

Down on Grandpa's farm there are some big brown cows. (2x)

The cows make a sound like this, moo. (2x)

They come on the run, they come on the run when the farmer gives them corn. (2x) (Repeat with: Big black horses...grain - Big pink pigs...slop. - Little white roosters - grain.)

18. Fire Safety—Stop, Drop, Cover Your Face

In my clothes should catch on fire, this is what I'll do.

Stop, drop, cover my face, then roll all around.

Stop, drop, cover my face, and then roll all around.

19. Five Green and Speckled Frogs

Five green and speckled frogs, sittin' on a speckled log, Eating some most delicious bugs, yum, yum.

One jumped into a pool, hwere it was nice and cool.

Now there are four speckled frogs, glub, glub.

20. Grocery Store

There were five good foods in the grocery store, And they made your tummy want some more. Along came (insert child's name) with a quarter to pay, S/he bough some (insert food name) and took it away. (Repeat, subtracting number of foods)

21. Here's a Baby Birdie

Here's a baby birdie, who's hatching from its shell, First comes its head, then comes its tail. Now its arms are stretching, its wings begin to flap. Higher, higher, higher, now what do you think of that? Down, down, down, down, down, down, down.

22. Hickety Pickety Bumblebee (example) - *Tone Matching Game*Hickety picket bumblebee, can you sing your name for me? Adrianna.

23. Hickety Pickety Bumblebee (accompaniment)

24. How Much is that Doggies in the Window?

How much is that doggie in the window? The one with the waggly tail? How much is that doggie in the window? I do home that doggie's for sale!

25. I Am a Fine Musician

I am a fine musician, I practice everyday.

And people come from miles around just to hear me play,

My shakers, my shakers, they love to hear me play my shakers.

(Repeat with tambourine, rhythm sticks, and sandblocks)

26. I Know an Old Lady

I know an old lady who swallowed a fly, She swallowed a fly, but I don't know why. Perhaps she'll die. I know an old lady who swallowed a spider

That wiggled and wriggled and tickled inside her

She swallowed the spider to catch the fly, but I don't know why she swallowed the fly.

Perhaps she'll die.

(Continue with bird [how absurd], dog [what a hog], cow [I don't know how], and horse)

27. I Shut the Door (used by permission, lyrics anonymous, tune Debbie Carroll © 2004 SOCAN)

I shut the door and I lock it tight, I put the key right out of sight.

I find the key to open the door, and I turn and I turn and I turn some more.

And then I open the door.

28. I'm a Little Acorn Round

I'm a little acorn round, lying on the cold, cold ground.

Everybody steps on me, that is why I'm cracked you see,

I'm a nut (click tongue 2x) I'm a nut (click tongue 2x)

I'm a nut (click tongue 2x) I'm a nut (click tongue 2x)

29. If You're Sad, Angry, Scared, Happy—exploring major and minor keys

If you're sad and you know it, cry a tear...etc.

If you're angry and you know it, stomp your feet...etc.

If you're scared and you know it, call a friend...etc.

If you're happy and you know it, clap your hands...etc.

30. John Brown's Baby

John Brown's baby had a cold upon his chest (3x)

So they rubbed it with camphorated oil (pinch nose on "camphorated oil")

(Continue leaving out various phrases and just doing the motions so that children internalize the words and rhythm)

31. Leaves are Falling (G. Wetzel)

Leaves are falling, leaves are falling, one fell on my nose,

Leaves are falling, leaves are falling, one fell on my toes,

Leaves are falling, leaves are falling, one fell on my head,

Leaves are falling, leaves are falling, yellow, orange, and red.

(Do sign language for each color)

32. Little Duck Egg—responding with correct rhythm word (phrase)

Adult chants: Little duck egg, so quiet, so set, won't you come out?

Children answer: No, not yet. (Repeat several times, then)

Adult chants: Little duck egg so guiet so still, won't you come out?

Children answer: Yes I will!

33. Little Red Caboose

Little red caboose, little red caboose, little red caboose behind the train.

Smokestack on his back, going down the track,

Little red caboose behind the train.

34. Martin Luther King Had a Dream

Martin Luther King, had a dream. Martin Luther King, had a dream.

Martin Luther King, had a dream. He had the whole world in his dream.

He had (insert child's name) and (insert child's name) in his dream,

He had (insert child's name) and (insert child's name) in his dream,

He had (insert child's name) and (insert child's name) in his dream,

He had the whole world in his dream.

(Repeat last 4 lines to include all children's names.)

35. Mouse in my Heart (arr. By Karen Medley, used with permission)

(Accompany with xylophone set up in C pentatonic)

Nibble, nibble, nibble goes the mouse in my heart. (3x)

And the mouse in my heart is you.

Hippity, hippty, hop goes the bunny in my heart (3x)

And the bunny in my heart is you.

Flippity, flippity flop goes the fish in my heart (3x)

And the fish in my heart is you.

Softly now goes the beating of my heart (3x)

All of the love of you.

36. One Little Bird (S. Auriemma, RPPP)

There was one little bird in one little tree. "I'm so alone, I need a friend," said he.

So he flew far away, over the sea and brought back a friend to live in the tree.

(Continue with 2, 3, 4, and 5 birds, ending with:)

We're not alone anymore, Oh, no.

37. Owl in the Tree (M. Speranza) - exploring meter change in a minor key

There's an owl in the tree and she's staring at me,

There's an owl in the tree and she's staring at me.

And she sings, "Ooooh, Ooooh. Ooooh."

38. Penguins Forward and Back—directionality, large motor

Three little penguins, white and black, waddle waddle forward and waddle waddle back."

39. Pumpkin Vine—arowth cycle of pumpkin

I looked out my window and what did I find, green leaves a-growing on my pumpkin vine.

Green leaves a-growing, green leaves a-growing on my pumpkin vine.

(Continue with: yellow blossoms, green pumpkins, orange pumpkins, and black spiders)

40. Rain, Rain Go Away—COR—Three-pitch song

Rain, rain go away, come again another day.

Little children want to play, rain, rain go away.

41. Seed in the Ground (used with permission, Connie Kaldor)

If you've got the sun and if you've got the rain.

You an plant a little seed in the old back lane.

You rake and you hoe and you keep the weeds down.

You might find, you might find

Some roots growin' out from the seed in the ground.

(Continue with: a stem growin' out from the seed with the roots in the ground, [then] a flower growin' out from the stem from the seed with the roots in the ground, [and finally] a seed growin' out from the flower from the stem from the seed with the roots in the ground.)

42. Star Light, Star Bright—COR—Three pitch song

Star light, star bright, first star I see tonight.

43. Stomp, Stomp, Stomp (Dinosaur Song)

Stomp, stomp, stomp and hear me roar, you can't catch me, I'm a dinosaur.

44. Voice—letter sounds

I have a voice and you do, too. Me, ma, me, ma, moo.

Sing with me, I'll sing with you. Me, ma, me, ma, moo.

(Continue with other letter sounds)

45. What's the Weather?

What's the weather, what's the weather, what's the weather like today? (2x) Is it sunny, is it cloudy, is it rainy out today? Is it windy, is it snowy, is it stormy out today? What's the weather, what's the weather like today? (2x)

46. What Do You Hear?

Nya, Nya, what do you hear? I hear the rhythm sticks playing in my ear. Joseph, Joseph, what do you hear? I hear an apple shaker shaking in my ear.

47. Zippity Birthday

Zippity doo da, zippity a, our friend (insert child's name) is (insert age) today. Plenty of sunshine comin' his/her way, zippity doo day, zippity a.

<u>Instrument Songs—by M. Speranza and D. Ondishko</u>

48. Cabasa

Cabasa, cabasa, I can play cabasa.

I rub the beads against my hand and I can play cabasa.

49. Finger Cymbals

Finger cymbals move up and down, touch them together and they make a sound.

50. Floor Tom

51. Guiro

Scrape it out, scrape it in, scrape the guiro now.
Use the little wooden stick, (insert child's name) knows just how.

52. Hand Drum - children echo each line below after the teacher sings it (two adults should model this activity first)

Use your hand to keep the beat.

Oh, the hand drum sounds so sweet.

You can rub it round and round.

Or tap, tap, tap to make a sound.

53. Maracas

Maraca, maraca, touches the air, only the air, only the air Maraca, maraca, touches the air, we must take care!

54. Rain Stick

A rain stick, a rain stick, I can play a rain stick, I turn it slow and tip it down and I can hear its guiet sound.

55. Rhythm Sticks

Tap, tap, tap the rhythm sticks, rhythm sticks, rhythm sticks, Tap, tap the rhythm sticks, rhythm sticks, rhythm sticks, and make the letter "T" (Repeat with scrape instead of rub)

56. Sandblocks

I know how to play the sandblocks, I know how to play the sandblocks, I know how to play the sandblocks, you scrape and you scrape, and you scrape.

57. Shaker Instruments.

Shake, shake, shake your instrument, keep it in your space, Shake it high and shake it low and put it in its place.

58. Tambourine

Watch me rub the tambourine, it's round with jingles in between. I can tap with my hand and shake it, too. I can play it, so can you!

59. Tick Tock Block

Yashine is tapping the tick tock block, Yashine is tapping the tick tock block, Yashine is tapping with the little wooden stick, she's tap, tap, tapping all day.

60. Tick Tock Cuckoo Clock Counting (Valerie Baratini, School #14)

Tick tock, tick tock, I'm a little cuckoo clock.

Tick tock, tick tock, now I'm striking one o'clock. Cuckoo!

61. Triangle

Hurry, hurry, drive the first truck, Hurry, hurry, drive the fire truck,

Hurry, hurry, drive the fire truck, ding ding ding ding ding.

(Repeat with: turn the corner, find the fire, climb the ladder, squirt the water, and let's go rest back at the station.)

62. Tubano

I use my hands on the big tall drum, tubano is its name-o.

Tubano is its name-o.

(second verse is instrumental - if children are able, sing again but instead of saying "tap tap," etc. on the second line, spell out Tubano—"t-u-b-a-n-o," etc.)

63. Xylophone

Up on my knees to play the xylophone, I use the mallets to make a pretty tone. I tap very gently in the middle of the bar. I play the xylophone just like a star.

Movement Songs/Activities

64. Alphabet March (M. Speranza) - letter recognition using first letter of each child's name

We march around the alphabet, hurrah, hurrah

We march around the alphabet, hurrah, hurrah

We'll find the letter of our name 'cause that's the way we play the game.

And we'll march until the teacher says to stop!

65. Bluebird, Bluebird In and Out My Window - circle game

Bluebird, bluebird in and out my window (3x)

Oh, bluebird aren't you tired?

66. Dog Chant - Duple/Triple Meter - exploring changing meter (groups of beats)

Well I like to pet my dog like this, petting so gently and petting so gently

And I like to watch my dog wag his tail, wagging and wagging and wagging and wagging,

And I like to brush my dog like this, brushing and brushing, and brushing, and brushing,

And I like to watch my dog take a drink splashing, and splashing, and splashing, and splashing.

67. Exercise Song

I'm stretching my legs, I'm stretching my legs,

I'm getting lots of exercise, I'm stretching my legs.

(Repeat with touching my toes, stretching my arms, jogging in place)

68. Head, Shoulders, Knees, and Toes

Head, shoulders, knees, and toes, knees and toes (2x)

Eyes and ears and mouth and nose. Head, shoulders, knees and toes, knees and toes.

69. Hokey Pokey

You put your foot in, you put your foot out, you put your foot in and you shake it all about.

You do the hokey pokey and you turn yourself around, that's what it's all about!

(Repeat with hand, elbows, hip, head, whole self)

70. I Can Make a Pattern (M. Speranza) Note: "pat" means to pat thighs

Pat, pat clap, pat, clap, I can make a pattern now. (Continue doing pattern without words) Jump, jump, clap, jump, clap, I can make a pattern now.

71. I Can Tap My Head (M. Speranza) - Patterns (tap 4x on head, 4x on chin)
I can tap my head and I can tap my chin (4x)
(Continue doing pattern during instrumental section)

72. I Can Use My Walking/Running Feet - *large motor/quarter notes/eighth notes*I can use my walking feet, I can keep a steady beat,
I can use my running feet, running, running on the beat.
(Repeat above)
And I can freeze!

73. Jenny Works With One Hammer - *large motor*

Jenny works with one hammer, one hammer, one hammer, Jenny works with one hammer, now she works with two. (Repeat, adding 1 hammer each time until ending with: "now she's done")

74. Looby Loo - circle dance

You put your foot in, you put your foot out You give your foot a shake, shake, shake and turn yourself about. Here we go looby loo, here we go looby light, Here we go looby loo, all on a Saturday night. (repeat with hand, elbows, shoulders, head)

75. Mr. Rabbit/Bunny Hop

Mr. Rabbit, Mr. Rabbit your ears are mighty long, yes, indeed they're put on wrong! Every little soul must shine, shine, shine, every little soul must shine, shine, shine. (Do simplified version of Bunny Hop and then repeat sections)

76. Music Signs (Go/Stop) w/ movement - recognizing treble clef (on green paper) and double bar line (on red paper)

I'm gonna move, move, move when the sign is green, I'm gonna stop when the sign is red.

77. Raindrops Jumping Up and Down - *jumping movement, adding children*One little raindrop jumping up and down, jumping up and down, jumping up and down (*Continue to add children - see song card*)

- 78. Rake, Rake, Rake the Leaves (practice see song card)
- 79. Rig-A-Jig-Jig responding with body movements (walking then skipping) to changes in meter As I was walking down the street, down the street, down the street,

A friend of mine I planned to meet, hi ho hi ho hi ho.

A rig-a-jig-jig and away we go, away we go, away we go.

A rig-a-jig-jig and away we go, hi ho hi ho hi ho.

80. Shake Those Simmons Down

Clap your hands, doo oh doo oh, clap your hands, doo oh doo oh, Clap your hands, doo oh doo oh, and shake those simmons down. (Continue with tap your foot, move your hips, shake your hands)

81. Two Little Blackbirds - rhyming/opposites (make up names and insert into last verse)

Two little blackbirds sitting on a hill, one named Jack and the other named Jill.

Fly away Jack, fly away Jill, come back Jack, come back Jill.

Two little blackbirds walking down the hall, one named big and the other named small,

Fly away big, fly away small, come back big, come back small.

Tow little blackbirds floating on a cloud, one named soft and the other named loud.

Fly away soft, fly away loud, come back soft, come back loud.

82. We're Floating in the Ocean/One in the Middle - responding with body movement to changes in meter

We're floating in the ocean, we're floating in the sea,

We're floating in the ocean in the deep blue sea.

One in the middle an you jump, fishy, one in the middle and you jump, fishy,

One in the middle and you jump, fishy, what a good swimmer you are.

Parent/Child Songbook - see song book

- 83. Itsy Bitsy Spider
- 84. Twinkle, Twinkle Little Star
- 85. Fuzzy Caterpillar
- 86. Brush Your Teeth
- 87. Way Up High in the Apple Tree
- 88. Wheels on the Bus
- 89. Five Little Monkeys Jumping on the Bed
- 90. Shawn Wore a Red Shirt
- 91. Feelings

Section 6:

PreK Safety Procedures



Prekindergarten Safety Procedures and Strategies

Prekindergarten Students rely on Adults to keep them Safe

- Some students entering prekindergarten classrooms this fall will be three years of age when they come to school. They are required to turn four years of age on or by Dec. 1st.
- The New York State Foundation for the Prekindergarten Common Core Learning Standards includes expectations that preschoolers will be taught social emotional skills, general self help skills to function independently and safety rules.

Safety Considerations...

- Three year olds will need car seats for fall field trips using buses.
- Prek students need to sit in chairs appropriate for their size so their feet touch the floor to maintain balance.
- Prek students should only use playground equipment designed for their age group to minimize injury.
- Prek students must be accompanied by an adult when they leave the classroom.
- Prek students should not use bathrooms with older students.
- Always send a prek student to the nurse if injured; particularly if there is a head injury or a human bite.

Provide high quality core instruction: Tier I

- HighScope Curriculum
- Intentional planning for on-going conflict resolution
- Effective classroom management strategies, rituals & routines
- Lesson plans using KDI's
- Antidotal notes collected for planning differentiated instruction and completing COR
- Classroom Climate: pressure free, positive/supportive responses, courteous/respectful adult interactions, parent involvement, opportunities for interaction/conversation amongst adults & peers

Tier 1 Continued: Social Emotional Support

- Review Implementation of the Pyramid Model:
- System of strategies to address social-emotional and behavior issues at the early childhood level
- PD will be provided for all 3 Levels of the Pyramid throughout the school year.
- It is the expectation that all staff will complete Levels 1,2, and 3
- Completion and Implementation the Essential Indicators Checklist

Tier II

- Begin ABC Log
- Review Essential Indicators Checklist with TST
- Classroom Observation by TST or Social Worker
- Parent Notification (documentation of communication)

Tier II Continued....

- Problem Solving Team Meeting
 - Team members must include Teacher, TST, Social Worker, Adult Family Educator (Administrator strongly recommended)
- Develop Behavior Support Plan (to be reviewed every 4 weeks)
- Parents are notified of Behavior Support Plan

Prekindergarten Safety Procedures focus on Safety

- Prek Safety Procedures are not disciplinary. They are not designed to punish students but to protect them and others from harm.
- Prek students are not suspended from the prek program.
- Prek students can be removed from the program for up to five days or be placed on a modified program after specific steps are taken to address their needs in the classroom and these actions and the results have been documented.
- The Executive Director of Early Childhood must be notified within 24 hours if the parent of a prek student is asked to remove their child from the classroom.

When challenging behaviors are observed for at least 5 consecutive school days......

- Teaching Team begins to document when behaviors are occurring and how often (ABC Log Checklist).
- Teacher requests assistance from TST.
- > TST completes Skills and Indicator Checklist for classroom.
- > TST and classroom team discusses the checklist, and develop recommendations to make sure all indicators are addressed.
- Member of the Problem Solving Team (paraprofessional, teacher, technical support teacher, social worker, adult family educator, parent liaison) seeks input from family about the child.
- ➤ Team reviews documentation and checklist to determine if they need to follow recommendations for a period of time or begin a Behavior Support Plan.
- ➤ If moving to develop a Behavior Support Plan:
 - o TST will request that a social worker complete a student observation
 - o Teaching Team continues to document behavior using the ABC Log
 - Member of the Problem Solving Team contacts the parent to inform them of the next steps (observation, behavior support)
- ➤ Problem Solving Team meeting is scheduled (classroom staff, TST, social worker, classroom paraprofessional and school administrator) to review documentation, problem solve, and decide on next steps.
- The team will meet to review and update the action plan or behavior support plan within 4 weeks.

ABC Log

Greeting/message board Greeting/message board Time of day/daily routine Gross motor/outside Time of day/daily routine Gross motor/outside Dismissal/Arrival Dismissal/Arrival Small group Large group Small group Large group Work time Work time Transition Transition Planning Clean up Planning Clean up Recall Recall Time: Time: ПП П П П \Box П П Redirection to calming activity/area Redirection to calming activity/area Obtains access to preferred activity Obtains access to preferred activity Denied access to item or activity Obtains access to preferred item Attention from a preferred adult Attention from a preferred adult Denied access to item or activity Obtains access to preferred item Physical discomfort relieved Physical discomfort relieved Physical guide to comply Removed from the room Physical guide to comply Removed from the room School: Date: Response from a peer Response from a peer Attention from a peer Attention from a peer Verbal redirection Verbal redirection Nothing/ignored Nothing/ignored **Problem solving** Problem solving Consequence Consequence Behavior (please write specific Behavior (please write specific behavior) behavior) Noisy/overstimulating environment Noisy/overstimulating environment Seems tired, hungry, sick, anxious Seems tired, hungry, sick, anxious Denied access to item or activity Denied access to item or activity Limited materials or activities Limited materials or activities Attention given to others Attention given to others Peer interaction Peer interaction Directive given Directive given 'eacher's Name: Peer conflict Peer conflict **Transition Transition** Child's Name: **Antecedent** Antecedent ПП :әшіТ Date: :әшіТ Date:

August 2019 PreK Safety Procedures Page 13

Name	Date	
Skills and Indicators Checklist: Research from Mo team reflect and make sure the following essential indi		
Skills and Indicators	Evidence	Time Frame
Positive relationship with children and families Greets children daily Gets down to children's level Speaks calmly Participates in child's play Respect families (knows their names and communicates positively)		
2. Works in a team to solve challenging behaviors and controlling anger and impulse. In a team, came up with at least 3 different problem solving Strategies Teaches strategies for controlling anger and impulse during small group, large group and throughout the day.		
3. Learning Environment — organized with clearly defined learning centers — Variety of materials, enough for all children minimize the amount of transitions and uses planned transition strategies (warning, visuals, music, movement) — Schedule reviewed visually and implemented consistently — Sensory activities are available daily (water, sand, playdough) Classroom expectations are visually present		

and reviewed daily

classroom rules

4. Student engagement

interest

5. Problem solving

6. Friendship skills

7. Emotional Literacy

Provide time for students to practice

activities deigned according to student

children's developmental level

be helpful, and sharing)

activities are scaffolded to accommodate all

uses extended materials during small group to accommodate children's individual needs.

____ Implements six steps for conflict Resolution ____ Teaches strategies throughout the day

Teaches throughout the day: Small group, large group and work time (cooperative play,

Teaches throughout the day: Small group, large group and work time (identifying the feelings of self and others, empathy)

August 2019 PreK Safety Procedures Page 15

Classroom	Setting Event	Antecedent/Preventative	Teaching Strategies	Adult Response	ponse
range	Strategies	Strategies	for Alternative		
2019			Behaviors		
How to consistently incorporate identified strategies from skills and indicator checklist	What are ways to change the context to make the problem behavior unnecessary?	What are ways to <u>prevent</u> the problem behavior?	What can be done to increase expected behaviors or to teach a replacement behavior?	What should happen when the alternative behavior occurs?	What should happen when the problem behavior occurs?
PreK Safety Procedures			ldentified alternative behavior:		
Date:	Modifications made:	ade:			
Page 18					

	Behavior Support Planning Chart	nning cnart	
Student:		Meeting Date:	
Conference Notes:			Ĭ
Strategy Used	Progress	Modifications	
Action Items		Person Responsible	

Behavior Support Planning Chart

41

Age:

Date:

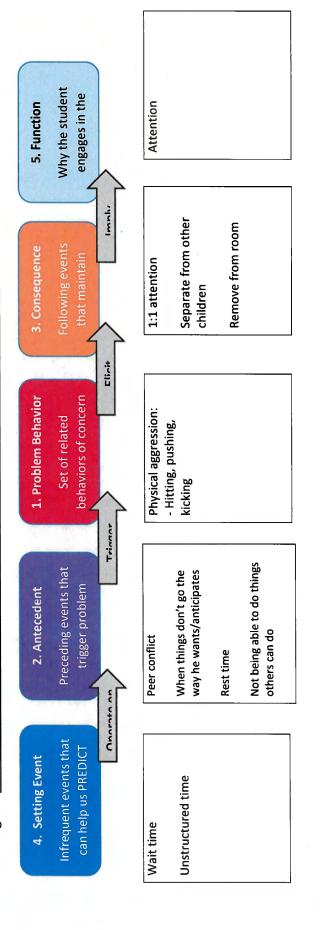
Student:

Example

Problem Solving Team Members: Mom, Teacher , Technical Support Teacher, Adult family Educator, Social Worker, Assistant Principal

Directions: Complete the chart describing specific behaviors while identifying who will be responsible for the various components of the plan. Reevaluate the plan in 4 weeks.

Student Strengths: Kashis enjoys doing puzzles, coloring, painting, listening to music and playing outside.



Person Responsible Social Worker Teacher Mom Pictures of student demonstrating positive social skills to use as visuals for home and school Creation of calming tools to be used at home and school Provide calming materials to parent **Action Items**

Teacher:

Consequence	Strategies	What should happen when the replacement behavior occurs?	Acknowledging when child is making positive choices	Positive communication home to mom	
Conse	Strat	What should happen when the problem behavior occurs?	Adult will stop the behavior and separate children	Adult will remain in close proximity	Child will be redirected to another activity or encouraged to use calming area Provide child with a job
Teaching	Strategies	What can be done to increase expected behaviors or to teach a replacement behavior?	Use of visual aids to teach, model and reinforce social skills	(how to enter play, hands to self, etc.).	Adults will introduce calming area (showing child the location and model how and when to use it) and teach child how and when to use calming strategies. All strategies will be taught to child when child is calm and engaged
Prevention	Strategies	What are ways to <u>prevent</u> the problem behavior from occurring?	Close proximity Encouragement and	positive adult attention throughout the day	Individualized visuals cues (Pictures of child demonstrating social skills to be used as visual aids) Calming area that contains multiple calming tools possible
Setting Event	Strategies	What are ways to change the environment/situation to make the problem behavior unnecessary?	Limit wait time Adult support during	unstructured times	

Rochester City School District

Prekindergarten Safety Procedures

Introduction:

The RCSD Prekindergarten Safety Procedures are not designed to be disciplinary procedures. The sole purpose of these procedures is to promote safety in the prekindergarten program and to support the development of prekindergarten students in all areas.

Crucial to the development of an understanding of safe and appropriate behavior for individual children in the Prekindergarten classrooms, is first and foremost the understanding of child development and the implications for teaching and learning. For social-emotional behaviors, adults need to observe each child's relationship with adults, relationships with other children, the engagement in social problem-solving, and the ability to express and understand feelings.

Overall climate of the classroom should support social-emotional growth:

- Is the atmosphere free from pressure?
- Do adults respond to children in positive and supportive ways?
- Do adults respond to one another courteously and respectfully?
- Do children interact and converse with other children and adults?
- Do adults listen to children attentively and encourage children to listen to others?
- Are parents invited and welcomed to participate when visiting the classroom?

Children's unsafe/non-compliant behavior is complex and influenced by many factors. Most unsafe/non-compliant behavior sends three consistent messages:

- There is an unmet need.
- There is a lack of skill.
- The environment is not suited to the individual.

It is up to the adults to identify which messages have led to the particular unsafe/non-compliant behavior and to discover the interventions that are appropriate for the individual child.

References: Preschool Planning Guide, State Education Department

Child Observation Record/COR Advantage, High Scope Foundation

Reframing Discipline Video Training, Educational Productions

Safety Procedures:

When severe unsafe/non-compliant behaviors occur, where the safety of the child's self, other children and/or adults is threatened, all avenues for support must first be explored. **Parents should be notified and updated regularly and notifications should be documented.**

A review of the child's behavior must be conducted by classroom staff and documented. The parent(s) should be sent a copy of the Prekindergarten Safety Procedures by mail as soon as the Behavior Review is initiated. A Behavior Review should include:

- The identification of the behavior
- The definition of the behavior in concrete terms
- The identification of the contextual factors that contribute to the behavior (including cognitive and affective factors)
- Recommendations for supports or interventions to address the unsafe, non-compliant behavior.

A Behavior Plan must be written, based on the Behavior Review, which includes a description of the behavior and intervention strategies designed to address the problem.

A child, who has previously been referred to Committee on Preschool Special Education, should be referred back to CPSE when the Behavior Review is complete. The Behavior Review should be shared with the parent and a recommendation for a Functional Behavior Assessment (FBA) should be provided to the parent. For children not previously referred to the Committee on Preschool Special Education, after the Behavior Plan has been given sufficient time for implementation, and the severe unsafe/non-compliant behavior continues to occur, a meeting with the parent to discuss a referral to the Committee on Preschool Special Education should be scheduled. The parent can sign the consent forms at the meeting if they agree.

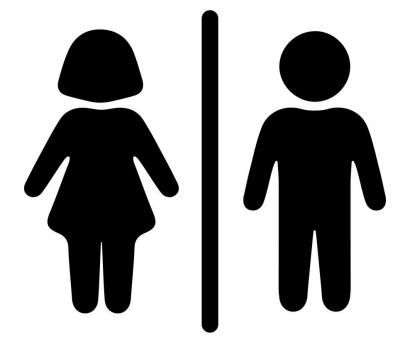
If, during the Behavior Review process or during the time the Behavior Plan is being conducted or during the referral process, behavior is so severe that child or staff safety is placed in jeopardy and the program administrator or school principal determines the only alternative is to remove the student from the classroom, these procedures are to be followed:

- The parent is notified in writing, with a description of the reason the student will be removed
 from the classroom for part of the day or days (up to a maximum of five days) with a request for
 a conference to discuss steps that need to be taken to ensure safety. The purpose of removing
 the student is solely to ensure safety while remedial steps are taken to ensure student success
 upon their return. The goal is to minimize the amount of time out of the classroom while
 supports and interventions are identified and implemented.
- 2. For students with a disability, the Committee on Preschool Special Education (CPSE) must be notified, by telephone to the Secretary of the CPSE, within twenty-four hours of the enactment of the classroom removal.
- 3. For students with a disability, the school must participate in a CPSE review wherein the CPSE must review the IEP to determine what changes, if any, must be made to the student's Individual Education Program (IEP) to ensure safety and success.
- 4. For students who are not identified as having a disability, both the line supervisor of the particular school/community-based organization in which the classroom removal occurred and the Executive Director of Early Childhood must be notified in writing, within twenty-four hours.

- 5. A confidential log of classroom removals of prekindergarten students must be kept by the supervisor of the particular prekindergarten site. Logs must include the name of the building, age of the students, disability of the student (if any), race of student, and any other cultural/language factors. The logs will be monitored annually by the Executive Director of Early Childhood for any disproportionate pattern and the rate of classroom removals by the above factors.
- 6. Even if a parent is not non-communicative it is the district's responsibility to pursue the supports needed to return the student to the classroom. Lack of contact with the parent can't be a barrier to providing an appropriate educational opportunity for the student.
- 7. All supervisors of prekindergarten programs will be trained in these prekindergarten safety procedures and will keep a copy of this safety policy on hand for future reference.
- 8. Safety procedures for preschoolers with disabilities will be similar to those for typical students.

Section 7:

Toilet Training



Toilet Training Program

Rationale: NYS maintains that children who are not toilet trained <u>cannot</u> be excluded from Pre K and it is a skill that must be taught to the children. NYS recommends: "School districts should include the family in development of a plan that supports the child using the toilet independently. Schools should work with families to establish vocabulary words and a routine that can be used consistently at both home and school." Therefor the Early Childhood Department is offering a program that will involve teaching teams, families, and Adult Family Educators to support children in developing this life skill.

<u>Goal:</u> Transition children from wearing a diaper at home to pull ups and come to school each day wearing a clean pull up. Upon completion of the program, children will choose 2 packs each of the training pants as they "graduate" to big kid underwear.

Program Implementation Steps:

- 1. Teacher completes the first part of the Toilet (Potty) Training Checklist for each student who is not potty trained. If 8 of the 11 items of the criteria are met, the child is developmentally ready / eligible for the program.
- 2. The adult with the best relationship with the family (teacher, para, adult family educator, parent liaison) will contact each family whose child is developmentally ready for this program and have them complete the second part of the Toilet Training Checklist. Please keep the signed completed copy of the checklist in the classroom. (If a parent wants a copy, please provide one)
- 3. The family and teaching team should develop a child's potty training plan based on the "Helpful Hints" from the Toilet Training Checklist. (A strategy option will be the potty watch, that should be set at different times per child so all 18 kids aren't trying to go to the toilet at one time.)
- 4. **The Para receiving the Toileting Differential** will provide the parents with the materials from the program.
- 5. **The Para receiving the Toileting Differential** will keep a log of the child's progress and will communicate with the parents their child's progress.

Supplies for Families:

- For the first month (4 weeks), each child will be sent home with 1 pack of pull ups (take home packs).
- After the first month, the children should choose 2 packs each of the training pants (7 underpants per pack should give parents enough for a week including accidents).
- 1 potty watch per child (extras are available for breakage or if they get wet)
- Student allocation: (1 child x 3 per day x 20 days) = 60/pull ups needed per child roughly 3.5 packs per child for their first month or as potty training continues.
- Resources provided using Pre K funds allocated to each school. Order supplies from School Health, or use the Wegmans Card in case of an emergency.

August 2019 Toilet Training Page 1

Toilet Training Program Agreement Memo

Pre-k Paraprofessionals in the regular classroom Pre-k para position (not break paras per MOU) are eligible for an 8 week-\$2.75/per hour differential; if they are toileting training one or more students in their classroom.

In order to receive this differential, a Paraprofessional needs to complete both the form below and the toilet training log. The Agreement form has to be signed by both their classroom teacher and principal. The Principal or his/her designee will email all completed forms to the Department of Early Childhood to the attention of Sue Menz (Suzanne.menz@rcsdk12.org).

If after the 8 week period a paraprofessional is continuing to provide toilet training to one or more students, the form will need to be complete again (check renewal box) with a new attached training log. If a new form is not submitted the differential will end at the end of the 8 week period.

A student is considered to need toilet training if they average two or more accidents per week. If you do not believe a student is making progress towards being toilet trained, please contact Michelle Richardson-Wilson and she can arrange a classroom meeting with your teacher and TST.

The goal of providing toilet-training assistance is to train the student so that they develop the independent life skill of bathroom independence, proper hygiene, and being school ready. A Paraprofessional receiving a differential is expected to complete or have completed the following:

- Attend the Toilet Training PD (contact lead paraprofessional)
- Work with classroom teacher to ensure adequate bathroom times and reminders are part of the Pre-k daily schedule (at least between all transitions)
- Work with the classroom teacher to ensure that toilet training themes, activities, books are built into the Pre-k curriculum schedule.
- Work with the teacher and the family to complete the Toilet Training Checklist
- Work with the classroom team to ensure materials were ordered and in the classroom in order to follow the Pre-k toilet training program.
- Support children in developing their Toileting Skills
- Keep a log of the child's progress and communicate with the parents their child's progress

We thank you in advance for your service to District students. Please contact Michelle Richardson Wilson or Rebecca Boyle with any questions.

Please list students who are Not Toilet Trained:

Para Signature:		
Teacher Signature:		_
Principal Signature:		_
Period Requested with	dates (see chart):	

Below please see the chart with deadlines and the time periods covered for the 2019/20 school year.

CII	mu s Name Parent s Name
	Toilet (Potty) Training Checklist
ls v	your child ready to be potty trained? Check those that apply to your child:
	Follows simple directions
	Remains dry for at least 2 hours at a time during the day
	Dry after nap time
	Regular and predictable bowel movements (some children may have bowel movements every day and some may have them less frequently)
	Willingness to walk to and enter the bathroom
	Pulls down own pants and pulls them up again
	Seems uncomfortable with soiled or wet diapers
	Gives verbal or nonverbal expressions when having a bowel movement or when needing to go to the bathroom
	Seems interested in the toilet or asks to use the toilet
	Is willing to sit on the toilet
	Has asked to wear grown-up underwear
	he child has most of the skills marked, you can assume the child is ready to start potty training. tty training may best be accomplished by starting at home first and then at school.
	he child does not have most of the skills marked then wait a few weeks or months and refer to the ecklist again. Toilet training is much easier if the child is truly ready to master this skill.
То	try to be consistent in the potty training process, please share with us some information about
	ur child's and family's preferences in this process:
,	
1.	What words or gestures does your family use for body parts used in potty training?
	What words or gestures does your family use for urine?
	What words or gestures does your family use for bowel movements?
2.	What strategies have been tried at home? (Example: reading books, aiming at Cheerios, trying on big kid underwear, sitting on the potty)
3.	Does your child have a special need or circumstance that needs to be taken into consideration?
	Parent Signature: Teacher Signature:

The following are some helpful hints in potty training your child:

- A calm easygoing approach works best.
- Toilet training involves many steps (discussing, undressing, going, wiping, dressing, flushing, hand washing). Reinforce the child's success at each step.
- Help children recognize when they are urinating or have a bowel movement. They must be aware of what they are doing before they can do anything about it.
- Children should be shown how to use the toilet by watching other children who are trained or by
 discussing each step and practicing each step without actually using the toilet. (Example: have
 child sit on toilet dressed, flushing toilet).
- Including toilet training into the daily routine such as reading books, songs and games that reinforce the skills needed to toilet train.
- Dress children in easy to remove clothing to help them to be successful in undressing and dressing.
- When a child is giving the signs of having to use the toilet or tells you they have to use the toilet, take the child in and help undress them and onto the toilet. Sit by the child for a few minutes. Try not to push for immediate results. After a few minutes, help the child with the rest of the routine and give praise for the effort or any successes they had.
- Try to encourage going to the potty after meals or snacks. This is a common time they may actually need to use the bathroom.
- Never force a child to sit on the toilet against their will or for long periods of time if they do not want to use it. This could set up a power struggle and can create a negative feeling toward the toilet training.
- Never punish for accidents. Occasional accidents are normal. Clean and change the child immediately. Be positive and reassuring that they will be successful. Punishment does not make the process go faster and may delay it.

Potty training is a big skill to learn. Be patient. Let your child decide when he/she is ready. If you do, the child will most likely be trained in a very short period of time. However, nighttime dryness may take an additional six months to a year. Set-backs are common and should be expected. This does not necessarily mean failure. The child may be taking a temporary step back to a more comfortable place, which helps support later progress.

Additional information can be found at www.nncc.org/quidance/toilet.train.html



Period	Dates Covered for Differential	Deadline to Submit New or
Number		Renewal
#1	9/9/2019 to 11/1/2019	9/13/2019
#2	11/4/2019 to 12/17/2019	10/25/2019
#3	1/6/2019 to 2/28/2019	12/20/2019
#4	3/02/2019 to 4/24/2019	02/14/2019
#5	04/27/2019 to End of Year	4/17/2019

Toileting Log						
School#:	Teacher:	Para:				
Student Name: _		Week/Period:				

Directions: Please check the box under each time period to describe toileting needs of the student.

Day of Week	Arrival	After Breakfast	Before lunch	Before Nap	After Nap
	Checked	Checked	Checked	Checked	Checked
Monday	Wet/Soiled	Wet/Soiled	Wet/Soiled	Wet/Soiled	Wet/Soiled
	Sat on toilet.	Sat on toilet.	Sat on toilet.	Sat on toilet.	Sat on toilet.
Tuesday	Checked	Checked	Checked	Checked	Checked
Tuesday	Wet/Soiled	Wet/Soiled	Wet/Soiled	Wet/Soiled	Wet/Soiled
	Sat on toilet.	Sat on toilet.	Sat on toilet.	Sat on toilet.	Sat on toilet.
	Checked	Checked	Checked	Checked	Checked
Wednesday	Wet/Soiled	Wet/Soiled	Wet/Soiled	Wet/Soiled	Wet/Soiled
	Sat on toilet.	Sat on toilet.	Sat on toilet.	Sat on toilet.	Sat on toilet.
	Checked	Checked	Checked	Checked	Checked
Thursday	Wet/Soiled	Wet/Soiled	Wet/Soiled	Wet/Soiled	Wet/Soiled
	Sat on toilet.	Sat on toilet.	Sat on toilet.	Sat on toilet.	Sat on toilet.
	Checked	Checked	Checked	Checked	Checked
Friday	Wet/Soiled	Wet/Soiled	Wet/Soiled	Wet/Soiled	Wet/Soiled
	Sat on toilet.	Sat on toilet.	Sat on toilet.	Sat on toilet.	Sat on toilet.

Notes:

Section 8:

Important References and Information



CBO Pre School Demonstration Classroom

Description:

The Demonstration Classroom teacher will provide authentic opportunities to specific preschool classrooms for colleagues to see best practices in the PreK classroom in action and have meaningful opportunities for reflection and discussion.. This in-house professional development model will take place in a host teacher's room during the normal school day, framed by a pre observation meeting and a debriefing session.

Scheduled guided observations will be available for Pre K and Kindergarten teachers and paraprofessionals.



Protocols

Pre-Observation: Your Tech Support Teacher will discuss your goals for the demonstration classroom and will help you determine where you'd like to focus. They will help you choose which of the Demonstration Classrooms is most likely to fit your learning request.

Your TST will work with you and the DC teacher to schedule the best date and time for your observation. Note: You will need to contact your director or principal regarding dates and times for a substitute teacher for your own classroom.

Please come into the DC classroom with a willingness to learn and a focus on the purpose of the observation.

Depending on the goals, the length of the observation may vary. Sometimes guests will just observe a brief lesson; at other times, they might stay for more than two hours to see the various transitions within an extended literacy block. In either case, the classroom operates as it normally would.

The debriefing will immediately follow the classroom observation or at a set time coordinated with your TST and the DC teacher. The debriefing will focus on what the demonstration classroom teacher did as it relates to your specific area of focus or educational goal.

You and your Tech Support Teacher will then come up with a plan of action to get you where you'd like to be and will follow up with you as needed to make sure your goals are being met and that you are on the track you'd like to be on.



True North Logic is Rochester City School District's online platform where all the pieces of professional development can connect with one another. It helps manage many tasks including tracking evaluations, course catalogs, and course enrollment and keeps everything in one place.

Accessing TNL for the first time:

Below is the link to access True North Logic:

https://rcsdk12.truenorthlogic.com/U/P/Channel/-/Guest/Login

Your new log in ID: your employee id number

The initial password: XYZrcsd201 (This is case sensitive!)

You will be requested to change it right after you log on. Please make sure you record it somewhere safe.

Try logging on four times before contacting the TNL staff and saying there is a problem with your log-in.

How To Register Yourself in TNL

- 1. Click on the Course Catalog tab at the top
- 2. Enter UPK or the course number into the search bar under Course Catalog
- 3. Browse through the listings until you see the course you want
- 4. Click Register
- 5. Click Next
- 6. You'll see a Congratulations screen.

How to See Credit for a Course

Make sure you sign in to your class when you arrive

After you have completed your class, a survey for the class will appear on your TNL homepage. Complete the survey and you will be given credit for the class.

True North Logic FAQ

https://rcsdk12.truenorthlogic.com/ True North Sign-in Page

https://portal.office.com District Email Link



The process for getting someone a TNL number:

Lead Teachers: Must complete a CPDF (the data form). It will take at least 2 business days from receipt of the CPDF to receive an active number and email account.

Not Lead Teachers: Send the person's name, location, title and email to Barbara Decker. This process also takes at least two business days to complete.

Password and Username Issues:

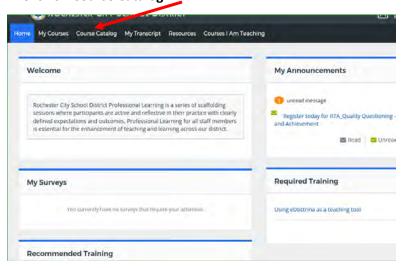
TNL: Make sure you are using the correct site (see above) and try to connect at least three times. If you are still experiencing difficulties, call or email Charity Towsley at 324-3100 or charity.towsley@rcsdk12.org.

Email: Call the helpdesk at 262-8151. They will help with all email issues but may tell the teacher the first sign-on must be done on RCSD property. This isn't always true but can help rege 4

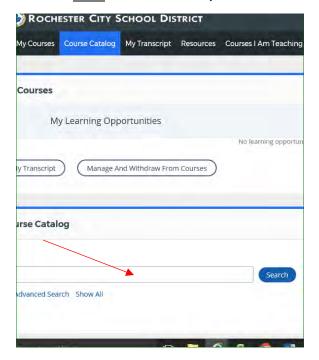
1: Log into TNL

https://rcsdk12.truenorthlogic.com/U/P/Channel/-/Guest/Login

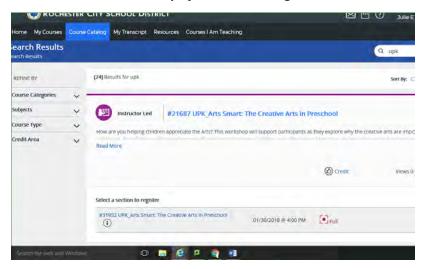
2. Click on Course Catalog



3. Enter "UPK" in the search bar, or the course number if you have it.



4. The courses will come up...just scroll through!



Rochester City School District: Community Based Organizations Email

Hello and welcome to the RCSD email system. Your RCSD email account will be available to you while you are with your Community Based Organization. Please note that all communication from RCSD and TrueNorthLogic will be sent to your RCSD email address.

To access your RCSD email account you will use your newly assigned account number and its temporary password.

For example:		

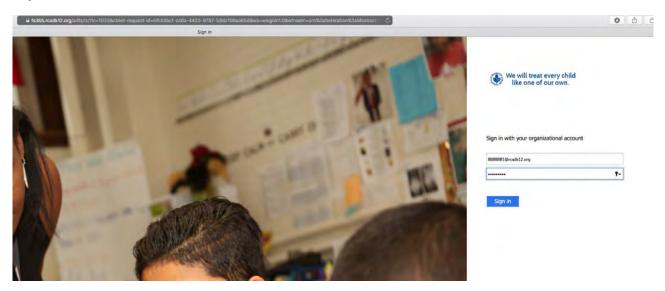
<u>USERID@rcsdk12.org</u> (USERID is your unique RCSD number)

204EC70

Your Temporary Password will be the uppercase first letter of your first name followed by the lowercase first letter of your last name followed by your date of birth in the format of MMDDYYYY.

ror example: Jane Doe B	sorn on t	01/01/19	ss, given the r	iumber 204	150/8
User ID: 2045678@rcsdl Temporary Password: Jo	Ŭ	85			
USER ID:Employee ID NUN		sdk12.o	rg		
Temporary Password:	:				
	Capital first letter of first name	Lower case first letter of last name	Date of birth in MMDDYYYY		
Your email address: _			•		@rcsdk12.org
	F	irst Name	La	st Name	

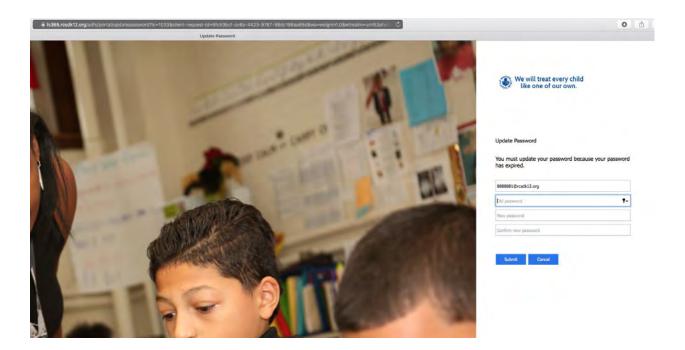
Using Internet Explorer (the blue "e"), open a browser window. In the address bar at the top, enter https://portal.office.com then press the enter key.



You will go to the Office 365 page. Enter your account information (<u>USERID@rcsdk12.org</u>). It will redirect you to a page similar to the picture below. Enter your information here then press "Sign in". Do NOT check the ox for keep me signed in if you are using a work computer or one at a public place.

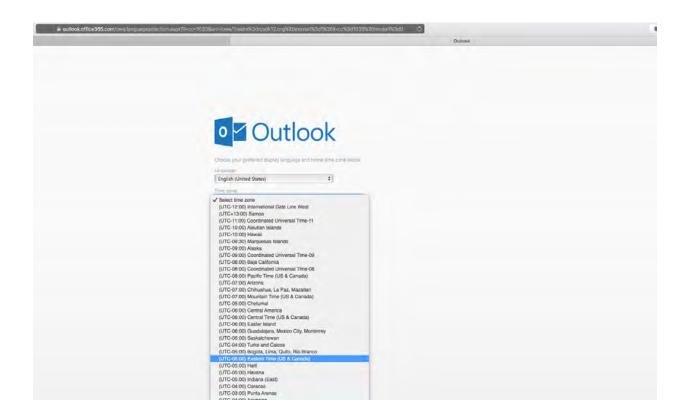
Enter and reenter your temporary password and a new password (please use at least 8 characters including a number and an uppercase character)

You will be asked to sign in again with your newly established credentials:



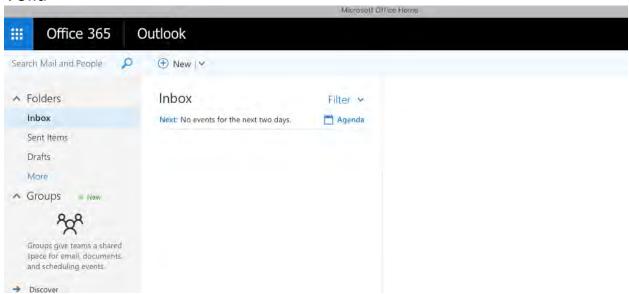
Once signed in, you will be asked for some basic settings.





Click Save

Voila

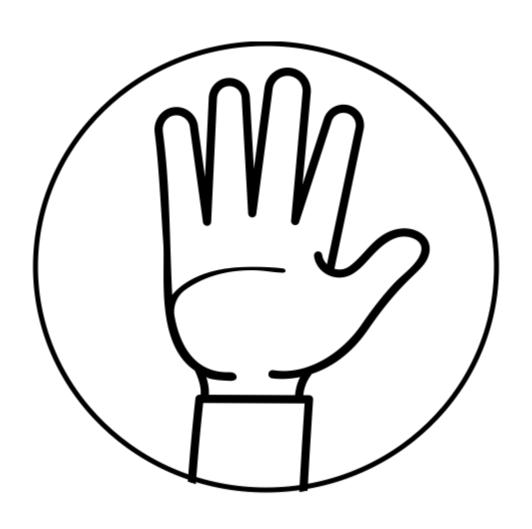


When you are done, remember to click your Name in the upper right corner and Sign out.

CONFIDENTIAL PERSONAL DATA FORM FOR CBO EMPLOYEES

	CONTAC	T INFO	RMATION	PERSONAL INFORMATION				
PHC	NE:			FULL NAME:				
DATE	OF BIRTH			ADDRESS:	LAST NAME	'	FIRST NAME	INITIAL
SOC	IAL SEC#			ADDRESS	NUMBER		STREET	APT. NO.
EMF	PL ID:				CITY		STATE	ZIP
		EMPLOYEE'S MAIDEN NAME:						
		GENDEF	₹	EMEDOENOV CONTACT				
	MALE		FEMALE	MARKE	EMERG	SENCY CONTACT		
	Cl	TIZENSI	HIP	NAME:				
	U.S.		NON U.S.	ADDRESS:				
PRE	VIOUSLY	EMPLO	YED BY RCSD					
	YES		NO	PHONE #:				
				RELATIONSHIP:	☐ Spouse ☐] Parent ☐ Child	d ☐ Other	
	ECE EDU	CATION	AL LEVEL					
	BAC	HELOR'	S DEGREE					
	VOC FO	NIIV TO	BACHELOR'S			ETHNICITY		
				HISPANIC / LATIN] NO		
Ш	MA	STER'S	DEGREE			L BACKGROUND		
	CERT.	BEYONI	D MASTER'S	This data is requeste requiring racial distrik form for research ar	oution information. I	Data is confidential.	It will be available	only in summary
		DOCTO	RATE	discriminatory use. F background.				
	CERTIF	ICATIO	N LEVEL	•	AN AMERICAN: A	person having origins	s in any of the bla	ck racial groups of
	FIVE YEA	AR PLAN	– ECE		n having origins in an	y of the original people	es of Europe, the M	ddle East, or North
	INITIAL -	- ECE		☐ NATIVE HAWAI		CIFIC ISLANDER: A		igins in any of the
	PERM/PI	ROFESS	IONAL - ECE	☐ ASIAN : A persor	n having origins in any	of the original peoples	of the Far East, Sou	
	OTHER:				ent including, for exa ppine Islands, Thailan	ample, Cambodia, Cl d, and Vietnam.	nina, india, Japan,	Korea, ivialaysia,
			de proof within fication or plan.	AMERICAN INDIAN / ALASKA NATIVE: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.				
Sig	nature:				<u> </u>	Today's Date:		
Loc	ation:					Start Date:		
Tec	h Suppor	t Teache	er:			Teaching Level:	UPK or EPK	(CIRCLE ONE)
	Augu	st 2019		Important Refe	rences and Information	on		Page 11

Section 9: Attendance



Attendance and Withdrawal Procedures for Prekindergarten Students

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SECTION 1

Overview

Attendance Matters! Class attendance is critical for the student to receive the full benefit of the educational program. Regular attendance is a positive factor that develops habits of punctuality, self-discipline, and responsibility in students. Pupils who attend class regularly generally achieve high grades, enjoy school more, and are more employable after leaving school.

The purpose of this preschool attendance manual is to provide information about the laws and regulations governing school attendance and the procedures followed by the District to maintain compliance with these mandated procedures. Through utilization of the guidelines and forms provided in this manual, the District reinforces consistent implementation of attendance procedures across all school and district programs in RCSD. These procedures help ensure that attendance is taken accurately, students attend school regularly, and strong academic achievement for all students is promoted throughout the district.

Rochester City School District Policy

The Board directs the Superintendent to establish standards and guidelines for attendance, absences, excuses and withdrawal from the District. The expectation is that all schools will continually strive toward 100% attendance with students coming to school every day.

The District will focus on maximizing student attendance by clearly identifying responsibilities of staff, students, parents, and community, dedicating appropriate resources, and ensuring that students are successful academically, economically, and socially.

Parents and guardians have the primary responsibility for ensuring that students arrive to school on time for each school day, that the school is informed that their child will be absent from school or classes, and are responsible for encouraging students to stay in school. The Board also acknowledges the role and responsibility of principals, teachers and School-Based Planning Teams in the improvement of student academic achievement.

Expectations of Schools and Community Based Programs

Taking accurate and timely attendance is a professional expectation for all teachers, as well as an educationally sound practice and an important student safety issue.

Attendance records are legal documents that must be accurate. Additionally, accurate attendance is important so that every child is accounted for every minute in the school building or Community Based Organizations (CBO). In the event of an emergency such as a fire, bomb threat, lockdown or any other dangerous situation, teachers must compare classroom attendance with the attendance of students in their immediate supervisory care. A discrepancy in attendance alerts administrative staff and building security that there is a missing student that needs to be found immediately.

Standardized Attendance Recording Procedures

It is a professional expectation that teachers complete attendance in an accurate and timely manner.

In accordance with Section 19:23 of New York State School Law, a teacher, supervisory staff or other suitable employee designated by the school board shall make entries into a register of attendance and verify the entries by oath or affirmation. See Official Attendance Oath in appendix.

§ 3024. Teachers responsible for record books. School lists and accounts of attendance shall be kept and prepared and entries shall be made in regards thereto, in such manner, as shall be prescribed by the commissioner of education by regulation or otherwise.

School attendance records must be kept for use in the enforcement of the Education Law 3024 and as the source for the average daily attendance used to help determine a district's state aid allocation. Therefore, student attendance must be recorded accurately and in a timely manner. Because attendance information is relayed to parents/legal guardians on a daily basis, attendance must be submitted online via Power School SMS for RCSD teachers and COMET for the CBOs:

- Preschool programs in elementary schools should enter attendance daily.
- Prekindergarten programs in Community Based Organizations should enter attendance by daily.

All registered students are required to attend classes as scheduled. Parents/legal guardians have the obligation to inform the school of his/her child's absence from school or from classes for the student's absence to be considered excused. The following reasons are considered to be excused absences:

- Child's illness
- Doctor's appointment
- Sickness or death of an out of town family member for up to three days within New York State or five days outside of the state.
- Court appearances
- Religious observance

In order for an absence to be excused, the parent/legal guardian must submit a verbal or written excuse to the appropriate school personnel within five days of a student's return to school from an absence. The written excuse or the transcribed verbal explanation from the parent/legal guardian shall be placed in the student's cumulative records.

The designated school staff will submit information in the comment field on the student's Attend Action page in Power School SMS. An anticipated student absence for two or more weeks due to health or medical problems must be documented by a physician's statement.

Records Retention

- In accordance with section 185.12, 8NYCRR and Board Policy 1120(A), all student records must be maintained as outlined by District Records Retention Procedures.
 - For students withdrawn from the prekindergarten program, the student's cumulative file will be sent to the Student Records Department as outlined in the RCSD Procedures for Purging and Transfer of Records Process. [Cross Reference: RCSD Board Policy 1120 (A)]
- Unless authorized by the Superintendent of Schools or his designee, and in accordance with
- §225 of the Education Law, no student record (electronic, hard copy, or any medium) or part thereof, shall be falsely altered, destroyed, or deleted for any reason.
- Any employee that falsely alters, destroys or deletes a student record (electronic, hard copy, or any medium) shall be subject to disciplinary action.

SECTION 2A

Attendance Procedures for RCSD Pre K Classrooms in Schools

Attendance Commitment Letter: Parents are required to sign an Attendance Commitment Letter at the beginning of the program to demonstrate their understanding and obligation that daily attendance matters to a child's success in school. Each family will agree to bring his/her child to the program to maintain a minimum attendance rate of 80%. %. Each household will receive a welcome packet on or before the 1st day of the academic year:

- The Attendance Commitment Letter, which must be signed and return to your child's school
- A Ready Freddy Calendar
- An Attendance Guide for Pre-K Parents

Daily attendance procedure: Teachers must record attendance in district's Student Management System by 10:00 am every day and *have until 4:00PM* that day to submit all attendance. For ½ day afternoon classes, attendance should be entered within an hour of the start of the program. Please be sure to accurately record if a child has a legal excuse for being absent (illness, doctor's appointment, death in the family...) by selecting "Excused". Attendance letters will be sent home to students who have **5, 10, and 15** Unexcused Absences, so it is critical that you record the type of absence correctly and in a timely manner. If an excuse is given to the teacher by a parent <u>after</u> attendance has already been entered, the office staff must be notified so the absence can be corrected to Excused.

Tardy Students: Children will be marked tardy if they are late.

Absent Students: Immediate communication should be made with the family by the teacher as soon as a student is absent from school. All communication and steps taken should be documented and dated in <u>Attend Actions</u> by an RCSD Teachers, Adult Family Educator (AFE) and/or Parent Liaison.

Monitoring & Tracking Attendance

Absence Letters: The Attendance Administrator will send letters to families of students with 5, 10 and 15 days unexcused absences daily.

- Day 5 Letter. This letter will include a pamphlet on the importance of good attendance.
- Day 10 Letter. This letter requires a home¹ visit to inquire about the child's whereabouts and implement strategies to improve with the child's attendance and prevent withdrawal from school. The home visit will be made by the AFE and/or the parent liaison.
- Day 15 Letter. This letter triggers another discussion with the family by the AFE / PreK Parent Liaison and/or Building Administrator.
 This is a threshold letter, signaling that the child is in danger of being dropped from the program.

¹ Home visits denote a face-to-face contact with the parent and could be at the home or another location.

If attendance does not improve, and the child reaches 20 cumulative unexcused absences, the AFE/Attendance Administrator will contact the family to determine if there are any extenuating circumstance contributing to the child's absence. If there aren't any special reasons, the child <u>will</u> be dropped from the program.

Voluntary Transfer / Withdrawal Process

A child leaves the program either from voluntarily transferring to another school or from being dropped. The AFE/ PreK Parent Liaison / Building Administrator will complete the Transfer or Drop Form and verify that all actions to support the family were recorded in PowerSchool's <u>Attend Actions</u>.

- Voluntary transfers occur via:
 - o intra-school: when a student changes from a ½ day pre-k program to full day or
 - o inter-school: when a student moves from one school to another
- Voluntary transfer process begins when:
 - o parents complete and sign the Voluntary Transfer Form
 - the School Administrator / AFE / PreK Parent Liaison signs off the form and sends to the Attendance Administrator for processing
 - the school sends the completed form to the School Selection Specialist with a copy to the Attendance Administrator
- A child <u>may</u> be *dropped* from the program after twenty (20) unexcused absences. The Attendance Administrator will:
 - o verify that all actions to support the family were recorded in PowerSchool's Attend Actions
 - o complete the Drop Form
 - o send the completed Drop Form to School Selection Specialist and PreK Registration Clerk
 - o notify the parent/family, the classroom teacher and the Adult Family Educator (AFE) and/or PreK Parent of the decision

SECTION 2B

Attendance Procedures for Community Based Organization (CBO) Pre-K Classrooms

Attendance Commitment Letter: Parents are required to sign an Attendance Commitment Letter at the beginning of the program to demonstrate their understanding and obligation that daily attendance matters to a child's success in school. Each family will agree to bring his/her child to the program to maintain a minimum attendance rate of 80%. Each household will receive a welcome packet on or before the 1st day of the academic year:

- The Attendance Commitment Letter, which must be signed and return to your child's preschool program or agency
- A Ready Freddy Calendar
- An Attendance Guide for Pre-K Parents

Daily attendance procedure: Teachers must record attendance in COMET online system by the end of each day. Data in COMET is uploaded to the district's SPA dashboard nightly, thus it's imperative for attendance to be in COMET no later than 4:00 PM. For ½ day afternoon classes, attendance should be entered within an hour of the start of the program. Please be sure to accurately record if a child has a legal excuse for being absent (illness, doctor's appointment, death in the family...) by selecting "Excused". If an excuse is given to the teacher by a parent <u>after</u> attendance has already been entered, the teacher or staff should go into the "Recording Child Attendance," click on the edit button and make the necessary adjustment. Please refer to the document in appendix.

Monitoring & Tracking Attendance at CBOs

Absence Letters: At the onset of a student being absent from school, immediate communication should be made with the family by the teacher. ALL communication and steps taken should be documented and copies of emails sent to the RCSD Attendance Administrator at nita.brown@rcsdk12.org.

The CBO Director will oversee the process to send absence letters home to families whose students have **5**, **10**, and **15** Unexcused Absences with a copy of the letter sent to the RCSD Attendance Administrator at nita.brown@rcsdk12.org.

- RCSD's Attendance Administrator will run weekly reports and share with the CBO Directors so it is critical that you record the type of absence correctly and in a timely manner.
- The first letter sent home will include a pamphlet on the importance of good attendance.
- The 10 day letter will require a home visit with the family. CBOs can use, if they prefer, the
- Child's Attendance Success Plan to guide their conversation with the family.
- The 15 day letter should trigger a discussion with the family and the CBO Director, that the child is endanger of being dropped from the program, unless a plan is put into place to improve attendance.

If attendance does not improve, and the child reaches 20 cumulative unexcused absences, the CBO director will contact the family to determine if there are any extenuating circumstance contributing to the child's absence. If there aren't any special reasons, the child <u>will</u> be dropped from the program.

Voluntary Transfer / Withdrawal Process

A child leaves the program either from voluntarily transferring to another school or from being dropped. The AFE/ PreK Parent Liaison /Building Administrator will complete the Transfer or Drop Form and verify that all actions to support the family were recorded in PowerSchool's <u>Attend Actions</u>.

- Voluntary transfers occur via:
 - o intra-agency: when a student changes from one facility to another within the same
 - o organization
 - o inter-agency: when a student moves from one agency (IBERO) to another (ABC Head Start)
- Voluntary transfer process begins when:
 - o parents complete and sign the Voluntary Transfer Form
 - o the CBO director signs off the form
 - the CBO coordinator sends the completed Voluntary Transfer Form to the School Selection
 Specialist with a copy to the Attendance Administrator
- A child <u>may</u> be *dropped* from the program after twenty (20) unexcused absences. The CBO Coordinator will:
 - verify that all actions to support the family were recorded in COMET (if possible)
 or send via email to the RCSD Attendance Administrator
 - o complete and sign the Drop Form and email to RCSD with "DROPPED or WITHDRAWAL" in the subject line
 - o notify the parent/family and the classroom teacher

Attendance Records: Oath of Accuracy

Section 3025 - Title IV, Article 65, Part I

- Each teacher, or other school district employee as may be designated by the commissioner of education under section three thousand twenty-four of this chapter, shall, by his oath or affirmation verify any information submitted by such person to the school district for the purposes of use as or in the preparation of school registers in such manner as may be prescribed by the commissioner of education under section three thousand twenty-four of this chapter, and such school records shall constitute the source from which the average daily attendance shall be determined. Such oath or affirmation may be taken by the district clerk or trustee, but without charge.
- A teacher or other school district employee as may be designated by the commissioner of education under section three thousand twenty-four of this chapter shall not be entitled to his salary for the last month of a term until he shall have made such verification and submitted such information as is required by subdivision one of this section, and the trustees shall not draw on the county treasurer, or collector or treasurer of the district, for any portion of his salary for such month until such verification shall have been made.

PreK Attendance Toolkit

RCSD Administrators and CBO Directors, please make sure you have electronic copies of each of these forms in your toolkit arsenal. All documents listed below are also in Spanish.

RCSD	Administrators & CBO Directors
	Attendance Commitment Letter
	Attendance Guide for Pre-K Parents
	Day 5, 10, & 15 Absence Letters
ш	Home Visits Documentation Form
=	
ш	PreK Attend Actions Report
	Ready Freddy Interactive Calendar with important RCSD dates
	December 1 Defermed 1 as (DCCD, Adult Fermille Education and)
_	Preschool Referral Log (RCSD, Adult Family Educators only)
	PreK Child Success Plan (talking point guide)
_	PTER CITIIU Success Plan (tulking point guide)
	Voluntary Transfer Forms
	Voluntary transfer Forms
	Withdrawal Forms
	Withdrawari offis
сво	Administrator (Forms)
	CBO Bi-weekly Attendance Monitoring Report

Attendance Commitment Letter





Date

Student Name Student Address Student Address, Zip Code

Attendance	e Commitment Letter (<i>L</i>	DRAFT)			
l,	_, parent of	agree to bring him/her			
to his/her PreK program starting Day & Dat	te for a minimum of <u>80</u>	<u>%</u> of the total days from <i>Month Day</i> –			
Month/Day. I agree to provide a phone cal	ll or a written excuse fo	or absence due to illness to <i>name of</i>			
RCSD School or teacher . I understand my c	child will be dropped fro	om the PreK program if these			
requirements are not met because Every M	<i>linute Matters</i> regardin	g regular school attendance. Further			
there is usually a large number of eligible st	tudents on the PreK wa	iting list, eager to start school.			
We do appreciate being partners in the education of our children.					
Name & signature of parent	name & s	ignature of administrator			
Date	Date				

Nita Brown Attendance Administrative Analyst Early Childhood Education

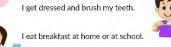
Attendance Guide for Pre-K Parents

Getting Ready for School

My name is , and I am a big kid in Pre-K!



Today is a school day. I wake up in the morning.



It is time to go to school!



I walk nicely down the street with my family



When I get to school, I give my family a hug goodbye.



I will have a great time at school today!

I will see my family when I get home from school!





School Success Begins with Attendance

We are excited that you are part of our family! A successful student and school year starts with good attendance because Every Minute Matters. RCSD's attendance policy states that all Pre-K students, including those with disabilities, must strive for 100% attendance. Good attendance makes the transition to kindergarten easier and helps to prepare your child to read on grade level by the third grade.

Below are some quick tips on how to ensure your child's success at PreK and beyond,

Excused Absences from School:

- Illness*
- Doctor appointments
- . Court appearance
- · Religious observances
- Death of a family member
- · Participation in a school sponsored event

*Excessive absences due to nealth or medical problems must be documented by a doctor's statement.

Did you know that...

- You can REGISTER your child for Pre-K or Kindergarten NOW! Beat the August heat and crowds by registering as soon as possible for your choice of school and program.
- COMING TO SCHOOL every day helps your child to be successful. If your child is absent 2 to 3 days of school per month, he or she will end up missing an entire month by the end of the school year!
- . You can HELP your child understand what to expect and be more independent in the morning by reading the "Getting Ready for School" story, (See sample story on back cover).
- We CARE when your child misses school! We will work with your family to see how we can help.
- . We are PARTNERS in your child's success. Please review sign and return the Attendance Commitment Letter TODAY!

My child was absent from school yesterday due to Illness

sincerely, Ms. Frog (Mother of Freddy)

If This Happens

My child cannot come to school today

What Should I Do?

- . Call and send a written note explaining your child's absence to his/ her teacher, agency or school's main office.

 Your child's absence will be considered unexcused if no verbal or
- written communication is received from a parent or guardian.
- Report to the school secretary or agency's administrator and get an admission slip for the teacher
 - · Your child's teacher will mark your child as tardy that day

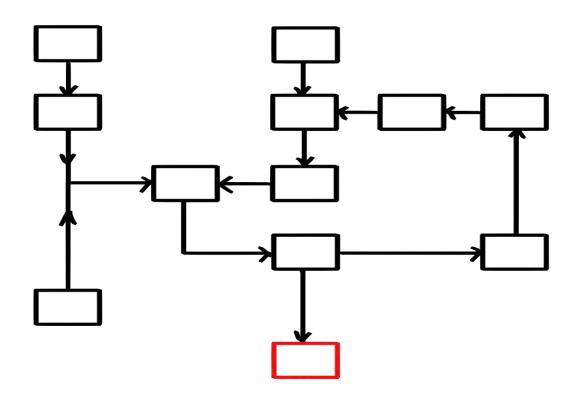
My child does not attend school regularly

My child is late to school

- You will receive a 5-day, 10-day or 15-day absence letter
- . If attendance doesn't improve after 20 cumulative unexcused absences, we will contact you to determine if there are any extenuating circumstances contributing to the child's absence. If there aren't any special reasons, your child will be dropped from the program.

Section 10:

Special Education



Section 11:

Forms







<Date>

Student Name Student Address Student Address, Zip Code

To the Parent/Guardian of: <Student Name>

Date of Birth: <DOB>

Student ID: <#>

You are receiving this letter because your child has <u>five (5)</u> unexcused absences from the prekindergarten program this academic year. Prekindergarten students benefit from attending the instructional program frequently and your support in ensuring your child attends every day is appreciated. Please contact your child's teacher if he/she will be absent from school because *Every Minute Matters* regarding regular school attendance.

If you have any questions regarding attendance expectations or procedures please contact Nita Brown at (585) 262-8407 or at nita.brown@rcsdk12.org. Thank you for enrolling your child in our prekindergarten program.

Sincerely,

Nita Brown

Attendance Administrative Analyst

Early Childhood Education

Rochester City School District

131 West Broad Street 14614 | (585) 262- 8407 | nita.brown@rcsdk12.org

CC: Executive Director, Early Childhood Department Classroom Teacher, PreK Program Adult Family Educator and/or Parent Liaison, PreK Program

Absence Letter: Day 10 Example





Date

Student Name Student Address Student Address, Zip Code

To the Parent/Guardian of: <Student Name>

Date of Birth: <DOB>
Student ID: <#>

You are receiving this letter because your child has <u>ten (10)</u> unexcused absences from the prekindergarten program this academic year. Prekindergarten students benefit from attending the instructional program frequently and your support in ensuring your child attends every day is appreciated. Please contact your child's teacher if he/she will be absent from school because *Every Minute Matters* regarding regular school attendance.

If you have any questions regarding attendance expectations or procedures please contact Nita Brown at (585) 262- 8407 or at nita.brown@rcsdk12.org. Thank you for enrolling your child in our prekindergarten program.

Sincerely,

Nita Brown

Attendance Administrative Analyst Early Childhood Education

CC: Executive Director, Early Childhood Department

Classroom Teacher, PreK Program Adult Family Educator, PreK Program ROCHESTER CITY SCHOOL DISTRICT

EARLY CHILDHOOD CBO STAFF

CONFIDENTIAL PERSONAL DATA FORM FOR CBO EMPLOYEES

CONTACT INFORMATION	PERSONAL INFORMATION				
PHONE:	FULL NAME:	LAST NAME	FIRST NAME	INITIAL	
DATE OF BIRTH	4000500	LAST NAME	FIRST NAME	INITIAL	
SOCIAL SEC #	ADDRESS:	NUMBER	STREET	APT. NO.	
EMPL ID:		CITY	STATE	ZIP	
	EMPLOYEE'S MAIDE	EN NAME:			
GENDER					
□ MALE □ FEMALE		EMERGENCY	CONTACT		
CITIZENSHIP	NAME:				
□ U.S. □ NON U.S.	ADDRESS:				
PREVIOUSLY EMPLOYED BY RCSD	_				
☐ YES ☐ NO	PHONE #:				
	RELATIONSHIP:	☐ Spouse ☐ Parent	t ☐ Child ☐ Other	•	
ECE EDUCATIONAL LEVEL					
BACHELOR'S DEGREE		ETHNIC	ITY		
□ VOC. EQUIV. TO BACHELOR'S HISPANIC / LATINO: □ YES □ NO					
☐ MASTER'S DEGREE	RACIAL BACKGROUND				
☐ CERT. BEYOND MASTER'S			nply with various Federal an		
□ DOCTORATE	form for research and	statistical purposes, and	only upon specific authorized ies to you based upon your	ation and for non-	
CERTIFICATION LEVEL	BLACK / AFRICA	IN AMERICAN: A person	having origins in any of the b	lack racial groups of	
☐ FIVE YEAR PLAN – ECE	Africa.	having origins in any of the c	original peoples of Europe, the	Middle East, or North	
☐ INITIAL – ECE	☐ NATIVE HAWAIIA		LANDER: A person having	origins in any of the	
☐ PERM/PROFESSIONAL - ECE	•	Hawaii, Guam, Samoa, or ot Daving origins in any of the ori	her Pacific Islands. ginal peoples of the Far East, S	Southeast Asia or the	
□ OTHER:	Indian subcontinen		Cambodia, China, India, Japa		
	☐ AMERICAN INDIA	N / ALASKA NATIVE: A pe	rson having origins in any of th		
Note: You must provide proof within 30 days of hire of certification or plan.	North and South community attachm	` 0	America), and who maintain	s tribal affiliation or	
Signature:		Today's	s Date:		
Location:		Start Da	ate:		
			ng Level: UPK or EF	K (CIRCLE ONE)	

		•			
•					
			•		
	-			•	



Preschool Parent Contact Log Year 20 -20

Student:	ID #:	DOB:
School:	AM or PM	

Date	Contact	Time	Outcome
	-		
	1		

FF = Face to Face
TC = Telephone Call
CM = Scheduled Conference/Meeting
LH = Letter Home
EM = E-Mail
FX = Fax

Teacher Name / Parent Group Leader's Name
.
Teacher Signature/ Parent Group Leader's Name

Date

CC: Early Childhood Office if student transfers or is dropped CC: CPSE if student has IEP and transfers or is dropped



ROCHESTER CITY SCHOOL DISTRICT EMERGENCY INFORMATION/STUDENT RELEASE FORM

Name of Student		DOB	
(Last)	(First)		
Home Address			
Mother/Guardian		Phone #'s(Home)	(Other)
Address if different from above		(Home)	(Ollier)
Father/Guardian		Phone #'s (Home)	(Other)
Address if different from above	·		(Other)
Other children in this school (first and last nar	nes):		
In the event of emergency, illness, or injury	•	ow will be contacted for car at	·
(Name)	(Relationship)	(P	hone #'s)
(Alternate Name)	(Relationship)	at(P	hone #'s)
Student's Physician		at	
	(Name)	(P	hone #'s)
Student's Dentist	(Name)	at	hone #'s)
TI '(1/01' ' D C		•	none # s)
Hospital/Clinic Preference (when possible)		at(P	hone #'s)
Student's Medical Insurance Carrier			
STUD In order to insure the safety of your child, personnel.	ENT RELEASE INI please list responsible a	adults your child may be re	· · · · · ·
Name	Relationship	Frione # 8	•
	<u> </u>		
,		,	
	<u>.</u>		
Parent/Guardian Signature		Da	ate 1/2/08

Rochester City School District PHOTO RELEASE FORM

Please complete and send a copy to the Department of Communications, Rochester City School District, 131 West Broad Street, Rochester, NY 14614. (Fax: 585-262-8318)

The district is implementing the HighScope Preschool Curriculum in our Universal Pre-K classrooms. We would appreciate your support in helping teachers learn best teaching practices in Pre-K. Any video containing your child will be viewed solely by RCSD staff or other community based organizations providing preschool programs as designated by the District, as part of training intended to improve instruction, and will not be released to the general public or the media.

Please check one:
☐ YES, I consent to the use of my child's name, photo, and/or video image for staff training purposes by the Rochester City School District or other community based organizations providing preschool programs as designated by the District.
□ NO, I do not want the use of my child's name, photo, and/or video image for staff training purposes by the Rochester City School District or other community based organizations providing preschool programs as designated by the District.
PLEASE PRINT
Date
Student Name
School
AgeGradeTeacher
Name of Parent/Guardian
Address
Phone Number
In case of emergency, please notify: Name
Phone Number

Parent/Guardian Signature

DISTRITO ESCOLAR DE LA CIUDAD DE ROCHESTER AUTORIZACION PARA USAR FOTO

Favor de completar y de devolver a Department of Communications,
Rochester City School District, 131 West Broad Street, Rochester, NY 14614. (Fax: 585-262-8318)

Fav	vor de marcar uno:
	SI, doy mi permiso para que usen el nombre, la foto y/o la imagen de vídeo de mi hijo(a) con el propósito de publicidad por el Distrito Escolar de la Ciudad de Rochester u otra organización según sea designada por el Distrito.
	NO, no quiero que usen el nombre, la foto y/o la imagen de vídeo de mi hijo(a) con el propósito de publicidad por el Distrito Escolar de la Ciudad de Rochester u otra organización según sea designada por el Distrito.
LET	RA DE IMPRENTA
Fed	cha
Nor	nbre de Estudiante
Esc	uela
Eda	d Grado Maestro
Nor	nbre del los Padres/Encargado
Dire	ección
Núr	mero de Teléfono
En	caso de emergencia, favor de notificar a:
Nor	nbre
	nero de Teléfono

Firma de los Padres/Encargado



COMMITTEE ON PRESCHOOL SPECIAL EDUCATION DEPARTMENT OF EARLY CHILDHOOD Rochester City School District 131 West Broad Street Rochester, New York 14614

PARENT REFERRAL

Please Print:	
Child's Name	Gender
Date of Birth	
Parents Name:	
Address	
Childcare/Preschool Location	
Parent Phone:	
Email address:	
I would like to refer my child for an evaluation to education services.	determine whether or not he/she needs special
I am concerned about my child having difficulty with	
My child has had the following educational experpast:	
	voluntary, and my consent will be required in writing or child is eligible for services and again to begin
	Date:
(Signature of Parent or legal guardian)	

Parent Referral



COMMITTEE ON PRESCHOOL SPECIAL EDUCATION DEPARTMENT OF EARLY CHILDHOOD Rochester City School District 131 West Broad Street Rochester, New York 14614

PARENT REFERRAL

(Caso referido por los Padres)

Escriba en Letra de Molde: Nombre del Niño	Género
Fecha de Nacimiento	
Nombre de los Padres	_
Dirección	
Guardería Infantil/Programa Preescolar:	
Teléfono de los Padres:	_
Correo Electrónico (e-mail):	
Me gustaría referir a mi hijo para que le hagan una evaluación y se determ servicios de educación especial.	ine si él/ella necesita
Temo que mi hijo tiene una dificultad para:	
En el pasado, mi hijo ha recibido o participado en los siguientes servicios e	
Tengo entendido que la educación especial preescolar es voluntaria y que escrito es requerido para que mi hijo sea evaluado y se determine si él/ella	
recibir servicios y para que puedan empezar de nuevo a proveerle cualquie	
F	echa:
(Firma de la Madre, Padre o Encargado)	

	Information Card		Information Card
Child's Name:	Nickname:	Child's Name:	Nickname:
Child's DoB:	Primary Phone Number:	Child's DoB:	Primary Phone Number:
Child's Address:	Zip Code:	Child's Address:	Zip Code:
Allergies/Special Needs:		Allergies/Special Needs:	
Guardian	Guardian	Guardian	Guardian
Name:	Name:	Name:	Name:
Work Phone:	Work Phone:	Work Phone:	Work Phone:
Cell Phone:	Cell Phone:	Cell Phone:	Cell Phone:
Email:	Email:	Email:	Email:
Id	Please turn card over		Please turn card over
	Information Card		Information Card
Child's Name:	Nickname:	Child's Name:	Nickname:
Child's DoB:	Primary Phone Number:	Child's DoB:	Primary Phone Number:
Child's Address:	Zip Code:	Child's Address:	Zip Code:
Allergies/Special Needs:		Allergies/Special Needs:	
Guardian	Guardian	Guardian	Guardian
Name:	Name:		Name:
Work Phone:	Work Phone:	Work Phone:	Work Phone:
Cell Phone:	Cell Phone:	Cell Phone:	Cell Phone:
Email:	Email:	Email:	Email:

Please turn card over

Please turn card over

PLEASE LIST ALL WHO ARE ALLOWED TO PICK UP YOUR CHILD

You do not need to relist anyone on the front of this card.

		Name
		Relationship to Child Phone Number
		Phone Number

PLEASE LIST ALL WHO ARE ALLOWED TO PICK UP YOUR CHILD

You do not need to relist anyone on the front of this card.

					Vumber		
					Name		
					Relationship to Child Phone Number		
					Phone Number		

PLEASE LIST ALL WHO ARE ALLOWED TO PICK UP YOUR CHILD

You do not need to relist anyone on the front of this card.

		Name
		Relationship to Child Phone Number
		Phone Number
		Name
		Rela

PLEASE LIST ALL WHO ARE ALLOWED TO PICK UP YOUR CHILD

You do not need to relist anyone on the front of this card.

		Name
		Relationship to Child
		Phone Number

Section 12: Notes

