

Section 2

Session 2

Days 31-60



SESSION 2 (Days 31-60; Pause Days 58-60)

🚧 Continue making daily observations and recording anecdotes into COR Advantage

🚧 Reference NYS Early Learning Guidelines, Domain V Language, Communication and Literacy pp.96-115

🚧 Reference KDI's: Infant/Toddler and Preschool

🚧 HighScope Resources Needed:

- *Preschool Curriculum Language, Literacy, and Communication*- Ann S. Epstein
- *Small-Group Times to Scaffold Early Learning (book or explore and learn cards)*
- *Story Starters for Small Group Times*- Ann S. Epstein
- *Fee, Fie, Phonemic Awareness*- Mary Hohman
- 50 Large-Group Activities for Active Learners – Christstine Boisvert, Suzanne Gainsley

WEEK 1- COMPREHENSION (Days 31-35)

VOCABULARY

- HighScope's *Language Literacy and Communication (LLC)*
 - How Vocabulary Develops/Teaching Strategies pp.50-58
 - Ideas for Scaffolding KDI 23 - Vocabulary p.59
- *NYS Early Learning Guidelines*
 - Item B-Receptive Vocabulary p.99
 - Item C-Expressive Vocabulary p.100
 - Item G. – Listening Skills p.104

DAILY SMALL GROUP ACTIVITIES for WEEK 1

- HighScope's *Fee Fie, Phonemic Awareness*
 - Activity 1- Everyday Materials p. 11
 - Activity 3 – Percussion Instruments p. 12
- HighScope's *Small-Group Times to Scaffold Early Learning*
 - Activity 14 – Squeezing at the Water Table p. 41-42
 - Activity 41 – Making Marks in Dough (be sure items used are not choking hazards) p.120-121
- HighScope's *Story Starters for Small Group Times*
 - Activity 70- Pat a Pizza p.150-151

CONTENT THROUGHOUT THE DAILY ROUTINE

NYS Early Learning Guidelines - Sample Strategies to Promote Development and Learning:

- Use as diverse a range of vocabulary as possible when talking with children.
- Read daily and explain the vocabulary.
- Use increasingly complex words in context and explain their meaning.
- Describe everyday objects using correct vocabulary.

HighScope's Language, Literacy and Communication

- Describe and encourage children to describe their experiences and thoughts
- Read books and tell stories with both basic and unusual words
- Use definitions and synonyms to introduce new words
- Provide opportunities for children to experience new materials and ideas

WEEK2 - PHONOLOGICAL AWARENESS (Days 36-40)

RHYMING

- *The HighScope Preschool Curriculum Language Literacy and Communication(LLC)*
 - How Phonological Awareness Develops/Teaching Strategies that Support Phonological Awareness pp.62-76
 - Ideas for Scaffolding KDI 24-Phonological Awareness p.77
- *NYS Early Learning Guidelines*
 - Item J - Reading: Phonological Awareness p.107

DAILY SMALL GROUP ACTIVITIES for WEEK 2

- *HighScope Small-Group Times to Scaffold Early Learning*
 - Activity 48 Making Sounds With Everyday Objects
 - Activity 46 Exploring Instruments
 - Activity 50 Our Group's Songs
 - Activity 51 Painting to Music
- *HighScope's Fee Fie Phonemic Awareness*
 - Activity 29 and 30 pp. 19-21

CONTENT THROUGHOUT THE DAILY ROUTINE

NYS Early Learning Guidelines - Sample Strategies to Promote Development and Learning:

- Engage in sound play with children
- Read books with rhymes, songs, and repetitive language
- Make up rhyming songs using child's and other familiar people's names
- Read books to children that focus on sounds

HighScope's Language, Literacy and Communication

- Explore sound making materials inside and outside of the classroom.
- Identify sounds with children.
- Share songs, poems, books, nursery rhyme and chants that feature rhyming.
- Play games and plan activities that involve rhyme.

Session 2

Week 2

WEEK 3 – ALPHABETIC PRINCIPLE (Days 41-45)

NAME RECOGNITION

- *The HighScope Preschool Curriculum Language Literacy and Communication (LLC)*
 - How Alphabetic Knowledge Develops/Strategies that Support Alphabetic Knowledge pp.80-88
 - Ideas for Scaffolding KDI 25 – Alphabetic Knowledge p. 89
 - Ideas for Scaffolding KDI 29 – Writing p.132
- *NYS Early Learning Guidelines*
 - Item K Reading: Alphabetic Principle p. 108
 - Item Q-Writing Conventions p. 114
 - Item R-Writing: Using Writing for a Variety of Purposes p. 115

DAILY SMALL GROUP ACTIVITIES for WEEK 3

- *Letter Links Alphabet Learning With Children's Names*
 - Activity 7 Make a Name Book – p.21 (refer to HighScope Small Group Time lesson planning template)
- *Music Building Blocks*(www.rcsdk12.org/brek/blocks)
 - Willoby Walloby Song Card

○ **HighScope Lesson Plans for the First 30 Days**

- Use Unseen Content Area lesson plan template (p. 143) to focus on KDI 25 (2 days)
- Consider using sensory items such as shaving cream, play dough, and finger paint (**provide Letter Link nametag/plastic letters**)

CONTENT THROUGHOUT THE DAILY ROUTINE

NYS Early Learning Guidelines – Sample Strategies to Promote Development and Learning:

- Sing a variety of alphabet songs together, providing opportunities for children to participate
- Point to words while reading to children
- Provide opportunities for children to point out letters and words in the environment
- Read alphabet books

HighScope's Language, Literacy and Communication

- Provide letters in different materials that children can handle
- Provide alphabet puzzles and books
- Use letter links for children's names
- Label children's personal belongings with letter links
- Look at and talk about children's names with children

WEEK 4 – COMPREHENSION (Days 46-50)

CONNECTIONS

- *The HighScope Preschool Curriculum Language Literacy and Communication (LLC)*
 - How Comprehension Develops/Strategies That Support Comprehension pp.26-37
 - Support Components of Comprehension p.35
 - Ideas for Scaffolding KDI 21 Comprehension p.38
 - Ideas for Scaffolding KDI 23 Vocabulary p.59
- *NYS Early Learning Guidelines*
 - Item O-Reading: Appreciation and Enjoyment p.112
 - Item C- Expressive Vocabulary p. 100

DAILY SMALL GROUP ACTIVITIES for WEEK 4

- HighScope Language Literacy and Communication (LLC)
 - Focus: Making Connections in a Story p. 35
- *I Went Walking* by Sue Williams (or other book of interest to children) - follow HighScope Small Group Time Lesson Plan
 - Day 1. Picture Walk - provide opportunities for children to talk about the cover and pages of the book. Invite them to share similar experiences they have had.
 - Day 2. Read page by page emphasizing connections made by the students to the text. Invite them to share similar experiences they have had.
- Refer to COR Advantage, Social Emotional Development Item D, KDI 23
 - Select a book that supports this item.
 - Day 3. Picture Walk –follow format from Day 1
 - Day 4. Read page by page – follow format from Day 2
 - Day 5. Use Music Building Blocks “Feelings” Song Card (www.rcsdk12.org/prek/blocks) at small group. Have children add feelings to the song that are connected to the book.

CONTENT THROUGHOUT THE DAILY ROUTINE

NYS Early Learning Guidelines - Simple Strategies to Promote Development and

Learning:

- Engage in conversations with children about things seen or experienced in familiar environments
- Select books that are connected to child's life and help child make those connections.
- Use books to enhance other activities (ex. if child is making a castle find a book about making castles)

Session 2 Week 4

HighScope's Language Literacy and Communication

- Provide storybooks directly related to your children's interests, families and communities
- Encourage children to tell stories
- Converse with children about objects, actions and ideas in illustrations
- Provide materials that children can use to represent their ideas from stories and books

WEEK 5 – COMPREHENSION (Days 51-55)

RETELLING (remembering) a story

- *The HighScope Preschool Curriculum Language Literacy and Communication (LLC)*
 - How Comprehension Develops/Strategies That Support Comprehension pp.26-37
 - Focus: Retelling (remembering) a story p. 35
 - Ideas for Scaffolding KDI 21 Comprehension p.38
- *NYS Early Learning Guidelines*
 - Item E Comprehension p.102
 - Item F Expressive/Oral Language p.103

DAILY SMALL GROUP ACTIVITIES for WEEK 5

- *The Three Bears by Byron Barton*
 - Day 1 - Picture Walk (Encourage children to talk about what they see on the cover and pages of the book).
 - Day 2 - Have children find a picture of interest and retell that part of the story.
 - Day 3 - Read the text with children and discuss actions and setting. Have children retell their favorite part.
- **HighScope 50 Large-Group Activities for Active Learners**
 - Day 4 - Activity 20 (in small group) Goldilocks and the Rhythm Sticks
- *Brown Bear Brown Bear What Do You See- Eric Carle*
 - Day 5 - Read book page by page then go to Music Building Blocks www.rcsdk12.org/brek/blocks under the tab on the left titled "Music and Literature Connection". Select Brown Bear from the literature song cards. Directions to create the song card are listed.

CONTENT THROUGHOUT THE DAILY ROUTINE

NYS Early Learning Guidelines – Sample Strategies to Promote Development and Learning:

- Provide opportunities for children to talk about recent events by asking simple questions.
- Incorporate songs, rhymes into stories you tell so child can participate in storytelling.
- Provide opportunities for child to retell a story or event in own words.
- Engage child in conversations that lend themselves to expressing different ideas.

HighScope's Language, Literacy and Communication

- Engage in extended back-and-forth conversations with children.
- Encourage children to sequence events.
- Create stories with children.

WEEK 6 – COMPREHENSION (Days 56-60)

PREDICTION

- *The HighScope Preschool Curriculum Language Literacy and Communication (LLC)*
 - How Comprehension Develops/Strategies That Support Comprehension pp.26-37
 - Focus: Making Predictions in a Story p.35
 - Ideas for Scaffolding KDI 21 Comprehension p.38
- *NYS Early Learning Guidelines*
 - Item E. Comprehension p.102
 - Item F. Expressive/Oral Language p.103
 - Item M. Reading: Comprehension of Printed Material p.110

DAILY SMALL GROUP ACTIVITIES for WEEK 6

- *Rosie's Walk – Pat Hutchins*
 - Day 1 – Look at cover of book asking children what might happen in the story. Continue to look at illustrations to discuss what may happen next, focusing on one character.
 - Day 2- Read story focusing on children's new predictions. Ask children how the story's problem might be solved? (refer to HighScope's Scaffolding Card p. 38 as a reference)
 - Day 3- Use Music Building Blocks Song Card "Down on Grampa's Farm" (www.rcsdk12.org/prek/blocks)

- **Pause Days: HighScope Lesson Plans for the First 30 Days** (lesson plan template on p. 143)

OR

- *Small-Group Times to Scaffold Early Learning*
 - Activity 43 Molding with Shaving Cream and Glue p. 125-126
 - Activity 27 Cars and Ramps p. 80-81

CONTENT THROUGHOUT THE DAILY ROUTINE

NYS Early Learning Guidelines - Simple Strategies to Promote Development and Learning:

- Provides opportunities for child to retell a story or event in own words.
- Play games with child that involve following directions in sequence.
- Engage child in conversations that lend themselves to expressing different ideas.
- Show the cover of a book and ask child to predict what happens in the story.

HighScope's Language Literacy and Communication

- *Read and discuss books with children
- *Incorporate ideas from stories and books throughout the day.
- *Provide opportunities for children to talk about what they see on a page.

↓ PAUSE AND REFLECT

- What did you learn about your students and yourself?
- What worked for your group? What needs adjustments or tweaking?
- What action do you need to take to individualize for children's developmental levels?
- Have you identified any changes that need to be made in routine, environment or strategies?
- What items in COR Advantage have you missed? Fill in the gaps.
- Using COR Advantage determine where your children are, what should come next, and/or what should be repeated within the content and topics addressed in ELA.

Pause and Reflect

COMPREHENSION

KDI (21, 22, 23, 30) Early Learning Guidelines (Items B,C, D, E, F, G, H, I, M, O) COR Advantage – L, M, II, JJ

VOCABULARY SPEAKING AND LISTENING	CONNECTION		RETELLING	PREDICTION

* Indicate what skills and activities you will be doing with your students during this session. Opportunities to address any of the skills may occur throughout the daily routine.

PHONOLOGICAL AWARENESS

(KDI 24) Early Learning Guidelines (J) COR Advantage - N

RHYMING ACTIVITY

Resources

* Indicate what skills and activities you will be doing with your students during this session. Opportunities to address any of the skills may occur throughout the daily routine.

ALPHABETIC PRINCIPLE			
(KDI 25, 27, 29)		Early Learning Guidelines (K, Q, R)	COR Advantage – O, R
NAME RECOGNITION	NAME WRITING and WRITING FOR DIFFERENT PURPOSES	LETTER RECOGNITION	Resources

* Indicate what skills and activities you will be doing with your students during this session. Opportunities to address any of the skills may occur throughout the daily routine.

CONCEPTS ABOUT PRINT

(KDI 26, 27, 28)		Early Learning Guidelines (L, N, O)	COR Advantage – P, Q
READING: ENJOYMENT AND BOOK KNOWLEDGE	READING: AWARENESS THAT WRITTEN MATERIALS CAN BE USED FOR A VARIETY OF PURPOSES	Resource	

* Indicate what skills and activities you will be doing with your students during this session. Opportunities to address any of the skills may occur throughout the daily routine.