

Section 4

Session 4

Days 91-120



SESSION 4 (Days 91-118; Pause Day 119-120)



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*
- *Fee, Fie, Phonemic Awareness*
- *Story Starters for Small Group Times*
- *50 Large-Group Activities for Active Learners*
- *Letter Links: Alphabet Learning With Children's Names*
- *Lesson Plans for the First 30 Days*
- *Movement Plus Rhymes, Songs, & Singing Games*
- *Movement in Steady Beat*

WEEK 1- COMPREHENSION (Days 91-95)

VOCABULARY/SPEAKING

- **HighScope's *Language Literacy and Communication (LLC)***
 - How Vocabulary Develops/Teaching Strategies pp.50-58
 - How Speaking Develops/Teaching Strategies that Support Speaking pp. 40-47
 - Ideas for Scaffolding KDI 23 - Vocabulary p.59
 - Ideas for Scaffolding KDI 22 – Speaking p. 48
- **NYS *Early Learning Guidelines***
 - Item B-Receptive Vocabulary p.99
 - Item C-Expressive Vocabulary p.100
 - Item D – Grammar and Syntax p. 101
 - Item G – Listening Skills p.104
 - Item H – Oral and Written Communication p. 105
 - Item I – Conventions of Social Communication p. 106

DAILY SMALL GROUP ACTIVITIES for WEEK 1

- **HighScope's *Fee Fie, Phonemic Awareness***
 - Activity 1- Everyday Materials p. 11 (explore different materials from Session 2)
- **HighScope's *Small-Group Times to Scaffold Early Learning***
 - Activity 13 – Scissors and Play Dough p.39-40
- **HighScope's *Story Starters for Small Group Times***
 - Activity 25 – Big Teeny p.80
- ***Snowballs*** by Lois Ehlert- follow HighScope Small Group Time Lesson Plan
 - **Day 1** –Picture Walk – Encourage children to describe and talk about the pictures in the book emphasizing.
 - **Day 2** – Read page by page emphasizing new vocabulary.

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 96-100)

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's Fee Fie Phonemic Awareness**
 - Activity 29 and 30 pp. 19-21
- **Movement Plus Rhymes, Songs, and Singing Games**
 - Jack and Jill p. 7
 - Sally Go Round the Sun p. 16-17
- **Read: *Seals on the Bus* by Lenny Hort**
 - Read book to children emphasizing rhyme, characters and movements.
- **Music Building Blocks** www.rcsdk12.org/prek/blocks
 - I Know an Old Lady Who Swallowed a Fly

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.

WEEK 3 – ALPHABETIC PRINCIPLE (Days 146-150)

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) Consider different materials than those used in Session 2.
- *HighScope Small Group Times to Scaffold Learning*
 - Activity 10 – Stirring Alphabet Soup p. 30-31 (modify activity by using cotton balls instead of rice and a spoon if you do not have magnet wands)
- *Music Building Blocks* (www.rcsdk12.org/prek/blocks)
 - Alphabet March
- *Story Starters for Group Times*
 - Activity 1 –Get Well Soon p.40
- *HighScope Lesson Plans for the First 30 Days*
 - Use Unseen Content Area lesson plan template (p.143) to focus on KDI 25

CONTENT THROUGHOUT THE DAILY ROUTINE

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

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| <ul style="list-style-type: none"> • 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 | <p style="text-align: center;"><i>HighScope's Language, Literacy and Communication</i></p> <ul style="list-style-type: none"> • 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 |
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WEEK 4 – COMPREHENSION (106-110)

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

- Read: *Lola Loves Stories* By Anna McQuinn (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.
- Movement in Steady Beat
 - If You're Happy (Variation) p. 55-56
- Refer to COR Advantage, Social Emotional Development Item D, KDI 23 - Select a book that supports this item.
 - Day 1. Picture Walk –follow format from Day 1
 - Day 2. Read page by page – follow format from Day 2

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 111-115)

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 Very Hungry Caterpillar* by Eric Carle

- Day 1 - Picture Walk (Encourage children to talk about what they see on the cover and pages of the book).

- Day 2 - Read the text with children. Invite children to find a picture of interest and retell that part of story.

- **Music Building Blocks** (www.rcsdk12.org/prek/blocks)

- Day 3 - Song card – Beautiful Butterfly

- **Select a book of interest** (Refer to High Scope's Language Literacy and Communication p.96, "Selecting Storybooks for Young Children")

- Day 1 - Picture Walk (Encourage children to talk about what they see on the cover and pages of the book).

- Day 2 - Read the text with children. Invite children to find a picture of interest and retell that part of story.

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 116-120)

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

- **Where, Oh Where, Is Rosie's Chick?** By 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 in Language Literacy and Communication as a reference)

- **Story Starters for Group Group Times**

- Activity 39 – Classroom Collage p.102

- **Pause Days: HighScope Lesson Plans for the First 30 Days**

- Unexplored Material Lesson Plan (p.151)
- Unseen Content Area Lesson Plan (p.147)

CONTENT THROUGHOUT THE DAILY ROUTINE

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

- 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 a story.
- Read a story often, including stories from diverse cultures, and engage children in conversations about it.

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.