Section 3:

Curriculum Resources, NYS Next Generation Standards, & Lesson Planning

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

A. Approaches to Learning

1. ***Initiative:*** Children express initiative.
2. ***Problem solving:*** Children solve problems encountered in exploration and play.
3. ***Self-help:*** Children do things for themselves.

B. Social and Emotional Development

4. ***Distinguishing self and others:*** Children distinguish themselves from others.
5. ***Attachment:*** Children form an attachment to a primary caregiver.
6. ***Relationships with adults:*** Children build relationships with other adults.
7. ***Relationships with peers:*** Children build relationships with peers.
8. ***Emotions:*** Children express emotions.
9. ***Empathy:*** Children show empathy toward the feelings and needs of others.
10. ***Playing with others:*** Children play with others.
11. ***Group participation:*** Children participate in group routines.

C. Physical Development and Health

12. ***Moving parts of the body:*** Children move parts of the body (turning head, grasping, kicking).
13. ***Moving the whole body:*** Children move the whole body (rolling, crawling, cruising, walking, running, balancing).
14. ***Moving with objects:*** Children move with objects.
15. ***Steady beat:*** Children feel and experience steady beat.

D. Communication, Language, and Literacy

16. ***Listening and responding:*** Children listen and respond.
17. ***Nonverbal communication:*** Children communicate nonverbally.
18. ***Two-way communication:*** Children participate in two-way communication.
19. ***Speaking:*** Children speak.
20. ***Exploring print:*** Children explore picture books and magazines.
21. ***Enjoying language:*** Children enjoy stories, rhymes, and songs.

E. Cognitive Development

22. ***Exploring objects:*** Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
23. ***Object permanence:*** Children discover object permanence.
24. ***Exploring same and different:*** Children explore and notice how things are the same or different.
25. ***Exploring more:*** Children experience "more."
26. ***One-to-one correspondence:*** Children experience one-to-one correspondence.
27. ***Number:*** Children experience the number of things.
28. ***Locating objects:*** Children explore and notice the location of objects.
29. ***Filling and emptying:*** Children fill and empty, put in and take out.
30. ***Taking apart and putting together:*** Children take things apart and fit them together.
31. ***Seeing from different viewpoints:*** Children observe people and things from various perspectives.
32. ***Anticipating events:*** Children anticipate familiar events.
33. ***Time intervals:*** Children notice the beginning and ending of time intervals.
34. ***Speed:*** Children experience "fast" and "slow."
35. ***Cause and effect:*** Children repeat an action to make something happen again, experience cause and effect.

F. Creative Arts

36. ***Imitating and pretending:*** Children imitate and pretend.
37. ***Exploring art materials:*** Children explore building and art materials.
38. ***Identifying visual images:*** Children respond to and identify pictures and photographs.
39. ***Listening to music:*** Children listen to music.
40. ***Responding to music:*** Children respond to music.
41. ***Sounds:*** Children explore and imitate sounds.
42. ***Vocal pitch:*** Children explore vocal pitch sounds.

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 read-aloud 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: <u>Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of Prekindergarten.</u> <u>Local curriculum choices will determine which specific skills are included in Prekindergarten.</u> 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 2nd grade.*** The → 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

In Pre-Kindergarten, instructional time should focus on two areas: (1) developing a good sense of numbers using concrete objects including concepts of correspondence, counting, cardinality, and comparison; (2) describing shapes in their everyday environment. More learning time in Pre-Kindergarten should be devoted to exploring* and 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 should be included in instruction.

1. 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).
2. 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

1. Make sense of problems and persevere in solving them.	5. Use appropriate tools strategically.
2. Reason abstractly and quantitatively.	6. Attend to precision.
3. Construct viable arguments and critique the reasoning of others.	7. Look for and make use of structure.
4. Model with mathematics.	8. Look for and express regularity in repeated reasoning.

NY-PK.CC	Counting and Cardinality	
Know number names and the count sequence.		
1. Count to 20.		Coherence: 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 no objects).		Coherence: NY-PK.CC.2 → NY-K.CC.3 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 Ɛ for 3).[8]

NY-PK.CC	Counting and Cardinality	
Count to tell the number of objects.		
3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality. 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) 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.		Coherence: NY-PK.CC.3 → NY-K.CC.4
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. 4b. Given a number from 1–10, count out that many objects.		Coherence: NY-PK.CC.4 → NY-K.CC.5 e.g., "How many _____ are there?"

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.[9]

NY-PK.CC	Counting and Cardinality	
Compare numbers.		
5. 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
6. Identify "first" and "last" related to order or position.		Coherence: NY-PK.CC.6 → NY-K.CC.4d

NY-PK.OA Operations and Algebraic Thinking

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

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

Coherence: NY-PK.OA.1 → NY-K.OA.1

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

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. Darker shading indicates the four difficult subtypes that students should work with in Grade 1 but need not master until Grade 2.

Common Addition and Subtraction Situations

	Result Unknown	Change Unknown	Start Unknown
Add To	*A* bunnies sat on the grass. *B* more bunnies hopped there. How many bunnies are on the grass now? $A + B = \square$	*A* bunnies were on the grass. Some more bunnies hopped there. Then there were *C* bunnies. How many bunnies hopped over to the first *A* bunnies? $A + \square = C$	Some bunnies were sitting on the grass. *B* more bunnies hopped there. Then there were *C* bunnies. How many bunnies were on the grass before? $\square + B = C$
Take From	*C* apples were on the table. I ate *B* apples. How many apples are on the table now? $C - B = \square$	*C* apples were on the table. I ate some apples. Then there were *A* apples. How many apples did I eat? $C - \square = A$	Some apples were on the table. I ate *B* apples. Then there were *A* apples. How many apples were on the table before? $\square - B = A$
	Total Unknown	**Both Addends Unknown**	**Addend Unknown**
Put Together/ Take Apart	*A* red apples and *B* green apples are on the table. How many apples are on the table? $A + B = \square$	Grandma has *C* flowers. How many can she put in her red vase and how many in her blue vase? $C = \square + \square$	*C* apples are on the table. *A* are red and the rest are green. How many apples are green? $A + \square = C$ $C - A = \square$
	Difference Unknown	**Bigger Unknown**	**Smaller Unknown**
Compare	*"How many more?" version:* Lucy has *A* apples. Julie has *C* apples. How many more apples does Julie have than Lucy?	*Version with "More":* Julie has *B* more apples than Lucy. Lucy has *A* apples. How many apples does Julie have?	*Version with "More":* Julie has *B* more apples than Lucy. Julie has *C* apples. How many apples does Lucy have?
	"How many fewer?" version: Lucy has *A* apples. Julie has *C* apples. How many fewer apples does Lucy have than Julie? $A + \square = C$ $C - A = \square$	*Version with "Fewer":* Lucy has *B* fewer apples than Julie. Lucy has *A* apples. How many apples does Julie have? $A + B = \square$	*Version with "Fewer":* Lucy has *B* fewer apples than Julie. Julie has *C* apples. How many apples does Lucy have? $C - B = \square$ $\square + B = C$

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).[9]
- 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]

NY-PK.OA	Operations and Algebraic Thinking
Understand simple patterns. 2. Duplicate and extend simple patterns using concrete objects.	Coherence: NY-PK.OA.2 → NY-K.OA.6 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 appropriate vocabulary.		Coherence: NY-PK.MD.1 → NY-K.MD.1 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.		
2. Sort objects and shapes into categories; count the objects in each category. Note: Limit category counts to be less than or equal to 10.		Coherence: NY-PK.MD.2 → NY-K.MD.3

Within-Grade Connections:

- 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]

NY-PK.G	Geometry	
Identify and describe shapes (squares, circles, triangles, and rectangles).		
1. 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.		Coherence: NY-PK.G.1 → NY-K.G.1
2. Name shapes regardless of size.		Coherence: NY-PK.G.2 → NY-K.G.2

NY-PK.G	Geometry	
Explore and create two- and three-dimensional objects.		
3. Explore two- and three-dimensional objects and use informal language to describe their similarities, differences, and other attributes.		Coherence: NY-PK.G.3 → NY-K.G.4
4. Create and build shapes from components.		Coherence: NY-PK.G.4 → NY-K.G.5 e.g., sticks and clay balls

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.

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. recorder, whistle), and audio speakers.]

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-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). (P-PS1-1)
- 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),(P-PS4-1)

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-PS4-1)

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)

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 –

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-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-PS1-1),(P-PS2-1),(P-PS4-1)*
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-PS2-1),(P-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)*
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-PS1-1),(P-PS2-1),(P-PS4-1)*
SL.PK.5	Add drawings or other visual displays to descriptions as desired to provide additional detail. *(P-PS1-1),(P-PS2-1),(P-PS4-1)*

Mathematics –

MP.4	Model with mathematics. *(P-PS2-1)*
MP.5	Use appropriate tools strategically. *(P-PS1-1),(P-PS2-1),(P-PS4-1)*
MP.6	Attend to precision. *(P-PS2-1)*
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-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)*
PK.G.4	Create and build shapes from components (e.g., sticks and clay balls). *(P-PS2-1)*

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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-LS3-1)
- 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-LS1-1)
- 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)

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

- 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-LS1-2)

Structure and Function

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

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

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)

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-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)*
RI.PK.10	With prompting and support, actively engage in group reading activities with purpose and understanding. *(P-LS1-1),(P-LS1-2),(P-LS3-1)*
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-LS1-1),(P-LS1-2),(P-LS3-1)*
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-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-LS3-1)*
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-LS1-1),(P-LS1-2),(P-LS3-1)*
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-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)*
MP.5	Use appropriate tools strategically. *(P-LS1-1),(P-LS1-2),(P-LS3-1)*
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)*

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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, hail, 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-ESS1-1),(P-ESS2-1),(P-PS3-1)

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-ESS1-1);

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

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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)*
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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-ESS1-1),(P-ESS2-1),(P-PS3-1)*
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)*
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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	Make sense of problems and persevere in solving them. *(P-ESS1-1).(P-ESS2-1)*
MP.5	Use appropriate tools strategically. *(P-ESS2-1)*
PK.CC.5	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.G.1	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.OA.2	Duplicate and extend (eg., What comes next?) simple patterns using concrete objects. *(P-ESS1-1), (P-ESS2-1)*
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-PS3-1)*
PK.G.4	Create and build shapes from components (e.g., sticks and clay balls). *(P-ESS1-1),(P-PS3-1)*

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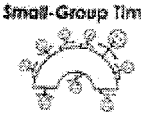
Look in the Book

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
Breakfast Time 	• Fee, Fie Phonemic Awareness • Let's Talk Literacy • Tasty Talk Cards
Greeting 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
Small-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:

Door:
Books:
Transition:

Children/parents greeted at door. Arrival routine (coats/belongings/name tags), hands washed, books available to read to children. Staff rotate this role so each has opportunity to greet parents and read to children

Child Messages

2-3 pre-written messages to share information about events, materials, visitors, etc., as well as starting point for group problem-solving

Planning Time: | **Planning Time:** — **Plan**

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?"

Work Time: *Children carry out their plans, work with any materials in any of the classroom interest areas. They use materials 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.* — **Do**

Clean-up: *Work together to return materials and equipment, display creations. Encourage 'find-use-return' principle. Consider strategies to make time fun and engaging.*

Recall Time: | **Recall Time:** — **Review**

Consistent small groups meet; students reflect, talk about, and show what they have done. Assist reflecting on actions, feelings, and plans in ways consistent with development.

Snack:

Large-Group Time

Begin with an easy-to-join activity that draws the group together. Everyone participates in a shared experience. Children have choices/input. Shared control. Choose songs, fingerplays, storytelling, movement, nursery rhymes, cooperative games.

Content: COR/KDIs **Transition**: *how will students move to next activity?*

Small-Group Time: | **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: *Each child gets set of materials*

Content/COR/KDI

Materials:

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 Range			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*

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

HighScope Preschool Daily Plan

Adults:					**Date:**
Meeting Time: **Door:** **Books:** **Transition:**			**Child Messages:**		
Planning Time:			**Planning Time:**		
Work Time:					
Clean-up:					
Recall Time:			**Recall Time:**		
Snack:					
Large-Group Time: Easy to Join **Songbook:** **Content:**			**Transition:**		
Small-Group Time: **Materials:** **Content/COR/KDI:**			**Small-Group Time:** **Materials:** **Content/COR/KDI:**		
Developmental Range			Developmental Range		
Earlier	Middle	Later	Earlier	Middle	Later
Outside Time:					
To Remember:					

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)**

KDI's: d21-25/27/30, e32h53-55
Message Board:
1. **2.**
Transition to small group :

SMALL GROUP #1 **ELA:** **KDI:** **Materials:** *Beginning –* *Middle –* *End –*	**SMALL GROUP #1** **ELA:** **KDI:** **Materials:** *Beginning –* *Middle –* *End –*

Outside/Gross Motor time-
If 26 Degrees or higher go outside on playground, if not go to the gym.
- Make sure all students go to the bathroom, coats, hats, etc.
- Do a head count before leaving the classroom and returning to the classroom to make sure you have all of your kiddos.

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, cars, vehicle rug
Book Area: books, puzzles, calming glitter bottles, bead mazes, shape sorters
Toy Area: bristle blocks, duplos, potato Heads, magnatiles, Velcro blocks
Music Area: Newly introduced songcards, wrist ribbons, scarves, shakers, bells, hand drums, stop/go card, sand blocks, floor toms
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); Sand Table

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** **KDI's:**

LARGE GROUP
KDI'S:
Beginning: easy to join activity **Middle:** **End:** Transition song (If your name is _____ Stand up quick and wash your hands)
Materials:,

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 are awake have them plan for work time at 1:30. Other students will get up naturally from the noise. IF they don't get up start waking them up at

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, cars, vehicle rug
Book Area: books, puzzles, calming glitter bottles, bead mazes, shape sorters
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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:

SMALL GROUP **KDI: E.** **Math:** **Materials:** **Beginning:** **Middle:** **End:**	**SMALL GROUP** **KDI: E.** **Math:** **Materials:** **Beginning:** **Middle:** **End:**

Dismissal:
- **Students gather at the large group area and sing good bye (see song card)**
- **Parents will get children and sign them out.**

Teachers Breaks:

Teacher:
Teacher's Assistant:

Small Group Time Planning Form

NYS Foundations for the Common CORE or Early Learning Guidelines: Domain(s) KDI: COR: Lesson Objective:	
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	