

# YEAR AT A GLANCE – ELA TIME LINE

## BEFORE THE FIRST DAY

- ✚ Gather and familiarize yourself with the following teaching books and resources:
  - *High Scope’s Lesson Plans for the First 30 Days* (Pay particular attention to pages 1-19)
  - *Language, Literacy and Communication* (from The HighScope Preschool Curriculum Kit)
  - *Growing Readers Kit* (Pay particular attention to Teaching Strategies Cards): **C3-C5** for Vocabulary Building; **C55-57** for Connection; **C107-108** for Retelling; **C157-158** for Prediction; **PA4-5** for Rhyming; **PA53-54** for Alliteration; **PA 63-65** for Segmentation; **A3-4** for Name Recognition; **A33-34** for Name Writing; **A43-44** for Letter Recognition; **A73-74** for Letter-Sound Correspondence; **CP23-24** for Orienting Books for Reading
  - *Growing Readers Teacher Guide*
  - *Fee Fi Phonemic Awareness*
  - *Letter Links Alphabet Learning with Children’s’ Names*
  - *Setting up the Preschool Classroom*
  
- ✚ Set up and organize your learning environment based on the High Scope Wheel (Helpful Resources: ECERS-R)
  - Label shelves and containers (**COR Advantage: Language, Literacy and Communication: Item P**)
  - Post High Scope Area Signs (**COR Advantage: Language, Literacy and Communication: Item P**)
  - Post High Scope Daily Routine (**COR Advantage: Language, Literacy and Communication: Item P**)
  - Prepare to make Letter Link name tags for each child and each team member (**COR Advantage: Language, Literacy and Communication: Items O, P**)
  
- ✚ Develop strategies to foster home-school connections (see section 10)

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## SESSION 1 (Days 1-30; Pause Days 28-30)

- ✚ Use *High Scope's Lesson Plans for the First 30 Days*
- ✚ Adjust activities as needed for your particular group of children. Reference Quick Look Teaching Strategies Cards: **QLV-TS1; QLP-TS1; QLRe-TS1; QLC-TS1; QLLR-TS1; QLLS-TS1; QLNR-TS1; QLST-S1; QLA-TS1; QLRh-TS1** (Quick Look Teaching Strategies Cards are located in section 3 of the ELA Scope and Sequence binder)
- ✚ Teaching Strategies for Orienting Books for Reading Card **CP23** (All Levels-Concepts about Print) (**COR Advantage: Language, Literacy and Communication: Item P,Q**)
- ✚ Extend content and topics into all parts of the day as well as Small Group Time
- ✚ Additional resources-refer to book lists
- ✚ Administer Brigance
  - All children must be screened per NYS Department of Education
  - Children must be screened within 90 days of school
  - Give them some time to settle into your classroom before you screen them
  - If the child is not fluent in English he/she should be screened in their home language
  - Establish support with the child before screening
- ✚ Begin writing and entering anecdotes – (see page 82, HighScope's Lesson Plans for the First 30 Days)

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 Collect Draw-a-Person (COR Advantage: Language, Literacy and Communication: Item R )

 Collect Writing Sample (COR Advantage: Language, Literacy and Communication: Item R )

 **Pause and Reflect** (Days 28-30)






- **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.**

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## Prepare for Session 2:

- Refer again to the *Growing Readers Teaching Guide*
- Pull out the cards you will use from the *Growing Readers Kit*: **C1, C3-5, C7, C55-57, C107-108, C129, C157-159, C179-180; PA1, PA3-5; A1, A3-5; (QLV-TS1, QLC-TS1, QLRe-TS1, QLP-TS1 - in section 3 of ELA binder)**
- Gather the books you will use in Small Group activities
- Pull out the vocabulary lists you need from the kit or create a list of your own: **V5, V23**

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

-  CONTINUE MAKING DAILY OBSERVATIONS AND RECORDING ANECDOTES IN COR ADVANTAGE
-  PULL OUT THE GROWING READERS CARDS (IDENTIFIED IN PARENTHESES) PERTINENT TO THE WEEKLY CONTENT AND CHOOSE AT LEAST 3 ACTIVITIES YOU WILL DO FOR SMALL GROUPS- **C1, C3-5, C7, C55-57, C107-108, C129, C157-159, C179-180; PA1, PA3-5; A1, A3-5; (QLV-TS1, QLC-TS1, QLRe-TS1, QLP-TS1 – in section 3 of ELA binder)**
-  FOR THE REMAINING 2 SMALL GROUPS, CHOOSE ACTIVITIES THAT INTEGRATE THE OTHER HIGHSCOPE CURRICULUM CONTENT AREAS (CURRICULUM KIT CONTENT BOOKS)
-  INCORPORATE INFORMATIONAL TEXT AS WELL AS NARRATIVE TEXT WHEN DESIGNING SMALL GROUPS (For additional information, refer to the article titled “Why Read Informational Text” in section 8.)
-  REVIEW **USING THE VOCABULARY CARDS** IN THE GROWING READERS KIT (**V-1, V-23**)

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## WEEK 1- COMPREHENSION (Days 31-35)

### VOCABULARY

- Using the Comprehension Cards (C-1)
- Teaching Strategies for Vocabulary Building (C-3-5)
- Quick Look: Small Group Activities - Art Words (C-7)
- Vocabulary: Art Words (V-5)
- Quick Look: Teaching Strategies – Vocabulary Building (QLVTS1 – in section 3 of ELA binder; use with narrative and informational text)

CONTENT INFUSION – Support children’s growth in language and literacy throughout the daily routine. (See Daily Routine Activity Charts)

## WEEK 2 - PHONOLOGICAL AWARENESS (Days 36-40)

### RHYMING

- Using the Phonological Awareness Cards (PA-1)
- Teaching Strategies for Rhyming (PA-3-4)
- Quick Look: Small Group Activities - Learn Nursery Rhymes (PA-5)
- Quick Look: Teaching Strategies – Rhyming (QLRhTS1 – in section 3 of ELA binder)

CONTENT INFUSION - Support children’s growth in language and literacy throughout the daily routine. (See Daily Routine Activity Charts)

## WEEK 3 – ALPHABETIC PRINCIPLE (Days 41-45)

### NAME RECOGNITION

- Using the Alphabetic Principle Cards (A-1)
- Teaching Strategies for Name Recognition (A-3-4)
- Quick Look: Small Group Activities - That’s My Name! (A-5)
- Quick Look: Teaching Strategies - Name Recognition (QLNRTS1 – in section 3 of ELA binder)

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- ✚ CONTENT INFUSION - Support children’s growth in language and literacy throughout the daily routine. (See Daily Routine Activity Charts)

## WEEK 4 – COMPREHENSION (Days 46-50)

- ✚ CONNECTIONS
  - Teaching Strategies for Connection (C-55-57)
  - Select a book that connects with children’s interests and real lives (Refer to Activity Support Cards-AS5,9-15)
  - Quick Look-Connection: Small Group Activities – Connections to and Across a Narrative Story (C-79-80)
  - Quick Look: Teaching Strategies – Connection (QLCTS1 – in section 3 of ELA binder; use with narrative and informational text)
- ✚ CONTENT INFUSION - Support children’s growth in language and literacy throughout the daily routine. (See Daily Routine Activity Charts)

## WEEK 5 – COMPREHENSION (Days 51-55)

- ✚ RETELLING
  - Teaching Strategies for Retelling (C-107-108)
  - Select a book
  - Quick Look: Small Group Activities - Retell a Narrative Story (C-129)
  - Quick Look: Teaching Strategies – Retelling (QLReTS1 – in section 3 of ELA binder; use with narrative and informational text)
- ✚ CONTENT INFUSION - Support children’s growth in language and literacy throughout the daily routine. (See Daily Routine Activity Charts)

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## **WEEK 6 – COMPREHENSION AND PAUSE (Days 56-60)**

### **+** PREDICTION (Days 56-57)

- Teaching Strategies for Prediction **(C-157-158)**
- Quick Look: Small Group Activities - Describe, Predict Rosie's Walk **(C-159)**
- Vocabulary : Rosie's Walk **(V-23)**

**OR**

- Quick Look: Small Group Activities - Predict a Narrative Story **(C-179-180)**
- Select a book
- Create Vocabulary List relating to your selected book
- Quick Look: Teaching Strategies - Prediction **(QLPTS1 - in section 3 of ELA binder; use with narrative and informational text)**

### **+** CONTENT INFUSION - Support children's growth in language and literacy throughout the daily routine. **(See Daily Routine Activity Charts)**

## **PAUSE AND REFLECT (Days 58-60)**

- **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.**

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## **SESSION 3 (Days 61-90; Pause Days 88-90)**

- + CONTINUE MAKING DAILY OBSERVATIONS AND RECORDING ANECDOTES IN COR ADVANTAGE
- + PULL OUT THE GROWING READERS CARDS (IDENTIFIED IN PARENTHESES) PERTINENT TO THE WEEKLY CONTENT
- + CHOOSE AT LEAST 3 ACTIVITIES YOU WILL DO FOR SMALL GROUP
- + FOR THE REMAINING 2 SMALL GROUPS, CHOOSE ACTIVITIES THAT INTEGRATE THE OTHER HIGHSCOPE CURRICULUM CONTENT AREAS (CURRICULUM KIT CONTENT BOOKS)
- + INCORPORATE INFORMATIONAL TEXT AS WELL AS NARRATIVE TEXT WHEN DESIGNING SMALL GROUPS  
(For additional information, refer to the article titled “Why Read Informational Text” in section 8.)
- + REVIEW *USING THE VOCABULARY CARDS IN THE GROWING READERS KIT (V-1)*

## **WEEK 1 – COMPREHENSION (Days 61-65)**

- + VOCABULARY
  - Teaching Strategies for Vocabulary Building (C-3-5)
  - Quick Look: Small Group Activities-Construction Words (C-27)
  - Vocabulary: Construction Words (V-9)
  - OR**
  - **Create Your Own Activities** using the instructions on the bottom of the Quick Look Construction Word Card (C-27)
  - Quick Look: Teaching Strategies – Vocabulary Building (QLVTS1 - use with narrative and informational text)



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- ✚ CONTENT INFUSION - Support children’s growth in language and literacy throughout the daily routine. (See Daily Routine Activity Charts)

## WEEK 2 - PHONOLOGICAL AWARENESS (Days 66-70)

### ✚ ALLITERATION

- Teaching Strategies for Alliteration (PA-53)
- Quick Look: Short Activities - Build an Alliteration Repertoire; Identify and Use Alliterations (PA-55)  
Short Activities can be used at various points during the daily routine

### ✚ RHYMING

- Teaching Strategies for Rhyming (PA-3-4)
- Quick Look: Small Group Activities – Identify and Generate Words That Rhyme (PA-25)  
**Note: See bottom of Card (PA25)** “Do these activities with children who know nursery rhymes. To help them learn nursery rhymes, see Learn Nursery Rhymes (PA-5)”

**OR**

- **Create Your Own Activities** using the instructions on the bottom of the Quick Look Nursery Rhymes (PA-25)
- Quick Look: Teaching Strategies – Rhyming (QLRhTS1 – in section 3 of ELA binder)
- ✚ CONTENT INFUSION - Support children’s growth in language and literacy throughout the daily routine. (See Daily Routine Activity Charts)

## WEEK 3 – ALPHABETIC PRINCIPLE (Days 71-75)

### ✚ NAME RECOGNITION

- Teaching Strategies for Name Recognition (A-3-4)
- Quick Look: Short Activities-Name Recognition Games (A-25)  
Short Activities can be used at various points during the daily routine.
- Quick Look: Teaching Strategies - Name Recognition (QLNRTS1 - in section 3 of ELA binder)

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## ✚ LETTER RECOGNITION

- Teaching Strategies for Letter Recognition (A-43-44)
- Quick Look: Small Group Activities - Letters in an Alphabet Story (A-45)
- Quick Look: Teaching Strategies - Letter Recognition (QLRTS1 – in section 3 of ELA binder)

✚ CONTENT INFUSION - Support children’s growth in language and literacy throughout the daily routine. (See Daily Routine Activity Charts)

## WEEK 4 – COMPREHENSION (Days 76-80)

### ✚ CONNECTIONS

- Teaching Strategies for Connections (C-55-57)
- Select a book that connects with children’s interests and real lives
- Quick Look: Small Group Activities - Connections to and Across a Narrative Story (C-79-80)
- **Create Your Own Activities** using the instructions on the bottom of the Quick Look Connection to and Across a Narrative Story card (C-79-80)
- Teaching Strategies Quick Look (QLCTS1 – in section 3 of ELA binder)

✚ CONTENT INFUSION - Support children’s growth in language and literacy throughout the daily routine. (See Daily Routine Activity Charts)

## WEEK 5 – COMPREHENSION (Days 81-85)

### ✚ RETELLING

- Teaching Strategies for Retelling (C-107-108)
- Select a book
- Quick Look: Small Group Activities - Retell a Narrative Story (C-129)
- **Create Your Own Activities** using the instructions on bottom of Quick Look: Small Group Activities - Retell Narrative Story (C-129)
- Quick Look: Teaching Strategies – Retelling (QLReTS1 – in section 3 of ELA binder)

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- ✚ CONTENT INFUSION - Support children’s growth in language and literacy throughout the daily routine. (See Daily Routine Activity Charts)

## WEEK 6 COMPREHENSION (Days 86-87)

- ✚ PREDICTION (Days 86-87)
  - Teaching Strategies for Prediction (C-157-158)
  - Quick Look: Small Group Activities - Predict a Narrative Story (C-179)
  - Select a book
  - **Create Your Own Activities** using the instructions on the bottom of the Quick Look: Small Group Activities - Predict a Narrative Story (C-179)
  - Quick Look: Teaching Strategies - Prediction (QLPTS1 – in section 3 of ELA binder)
- ✚ CONTENT INFUSION - Support children’s growth in language and literacy throughout the daily routine. (See Daily Routine Activity Charts)

## ✚ PAUSE AND REFLECT (Days 88-90)

- **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?**
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## **SESSIONS 4, 5 and 6**

*Session 4: Days 91-120*

*Session 5: Days 121-150*

*Session 6: Days 151-180*

*\*Determine time for instructional reflection and intentional planning (or pause days)*

### **WEEKS 1 – 6**

*As you pause, reflect, and intentionally plan for the children, consider these questions:*

1. Based on anecdotes what content area must I focus on?
2. COR: What COR items are addressed by this focus?
3. KDI: What KDI's are addressed by this focus?
4. FCC: Which benchmark and indicator will I address?
5. What resources will I access to design small group activities?
6. Content Infusion: What strategies will I implement for carryover of content into the daily routine? What materials will I use to support this?
7. Review "Using the Vocabulary Cards" in the Growing Readers Kit (V-1)
  - Based on the activities I have planned what key word list will I generate?
    - ✓ new words
    - ✓ objects (nouns: people, places, things)
    - ✓ design features (adjectives, nouns)
    - ✓ actions (verbs)
    - ✓ ideas
    - ✓ positional words (prepositions)
    - ✓ descriptive words (adjectives, adverbs)