

**High Scope's Lesson Plans for the First 30 Days**  
**ELA Scope & Sequence Modifications for EPK Small Group Time**

**SESSION 1**

**Week 1:**

- Refer to the **New York State Early Learning Guidelines** (resource for EPK grant)
  - Read, *The Teacher's View: How to Use the Early Learning Guidelines Successfully* (pp 1-21) to use as a resource for information about how children develop and learn.
  - HighScope's **Letter Links Alphabetic Learning With Children's Names**
    - Follow Letter –Linked Learning Activities outlined in Chapter 3 (pp.17-19)for Name Recognition.
    - Sign-In Sheets – Use of these will depend of the developmental levels of children. Refer to HighScope's **Langugage, Literacy and Communication** content book KDI 29 and **New York State Early Learning Guidelines Writing: Alphabetic Knowledge, Writing Conventions, Writing: Use Writing for a Variety of Purposes** p.113-115 to determine use.
  
- **Day 1:** Refer to New York State Early Learning Guidelines, Domain III pp. 58-63.
  
- **Day 3:** Refer to HighScope's **Making the Most of Plan, Do, Review** for ideas of additional strategies for planning and recall to meet the developmental needs of the children.

**Week 2 :**

- **Day 9:** Looking at Pebbles - \*Select rocks that do not fit into choking tube. (content: **Vocabulary**)

### Week 3:

- **Day 11:** Replace “Sample Numbers Plus Activity” with review of the “Wheels on the Bus” song card. Go to Music Building Blocks site [www.rcsdk12.org/prek/blocks](http://www.rcsdk12.org/prek/blocks) under the tab for *Song Cards* and print Wheels on the Bus song card if you have not already done so. This card was presented at Large Group on Day 5. The ELA Scope and Sequence is designed to provide repeated exposure to content.  
(content: **Phonological awareness** )
  - Gather children in a location where all can see the card and engage in movements.
  - Make a simple opening statement describing what they will do.
  - Encourage children to engage in ways that match their development.
  - As Small Group ends let the children know where they will be able to find the song card so they can repeat the experience during Work Time.
- **Day 13:** Replace one “Sample Numbers Plus Activity” with “Old MacDonald Had a Farm” song card. Go to Music Building Blocks site [www.rcsdk12.org/prek/blocks](http://www.rcsdk12.org/prek/blocks) under the tab for song cards and print this card if you have not already done so. This card was presented at Large Group on Day 8. The ELA Scope and Sequence is designed to provide repeated exposure to content.  
(content: **Phonological awareness** )
  - Gather children in a location where all can see the card and engage in movements.
  - Make a simple opening statement describing what they will do.
  - Encourage children to engage in ways that match their development.
  - As Small Group ends let the children know where they will be able to find the song card so they can repeat the experience during Work Time.
- **Day 14:** Shades of Paint- This was presented on Day 12. Based on children’s interests consider sharing new colors of paint and different types of brushes.  
(content: **Vocabulary**)

- **Day 15:** Replace “Sample Numbers Plus Activity” with Music Building Blocks *Stop and Go Chant*. Go to Music Building Blocks site [www.rcsdk12.org/prek/blocks](http://www.rcsdk12.org/prek/blocks). This chant can be found under the tab “*Song Cards*” as well as the tab “*Classroom Instruments and Instrument Song Cards*.” Follow the directions on the site for the activity. Consider adding scarves or wrist ribbons as an extension. (content: **Vocabulary**)

#### **Week 4**

- **Day 19:**
  - Group 1 : Foil Sculptures (content: **Vocabulary**)
  - “Cutting With Scissors” activity may need to be modified based on the development of children in the group. Refer to the NYS Early Learning Guidelines , Domain 1 Physical Well Being, Health, and Motor Development, Item B Fine Motor Skills (p.27)and HighScope’s content book Physical Health and Development, KDI 17 Fine Motor Skills (p. 58). (content-**Vocabulary**)

#### **Week 5**

- **Day 21:** Replace one “Sample Numbers Plus Activity” with Little Miss Muffet Activity Large Group Time, Day 17, p.93. Exposure to this activity at Small Group allows children to engage in rhyming in unique ways in a quieter setting. (content: **Phonological awareness**)
- **Day 23:** Replace one “Sample Numbers Plus Activity” with “Shaker Instrument Activity”. Go to Music Building Blocks site [www.rcsdk12.org/prek/blocks](http://www.rcsdk12.org/prek/blocks) under the tab, “*Classroom Instruments and Instrument Song Cards*.” Follow the directions on the site for the activity. The ELA Scope and Sequence is designed to provide repeated exposure to content. (content: **Phonological awareness**)
- **Day 25:** Replace one “Sample Numbers Plus Activity” with “Shaker Instrument Activity”. Go to Music Building Blocks site [www.rcsdk12.org/prek/blocks](http://www.rcsdk12.org/prek/blocks) under the tab, “*Classroom Instruments and Instrument Song Cards*.” Follow the directions on the site for the activity. The ELA Scope and Sequence is designed to provide repeated exposure to content. (content: **Phonological awareness**)

## Week 6

- **Day 26:** Collage: Art Material and Glue (content: **Vocabulary**)
- **Day 27:** Collage: Art Materials and Glue (content: **Vocabulary**)
- **Day 28:** Unexplored Material **\*identify ELA content**
- **Day 29:** Unseen Content Area **\*identify ELA content**
- **Day 30:** Unexplored Material **\*identify ELA content**