

**WEEK 1 – COMPREHENSION (Days 151-155)**

Select focus (VOCABULARY/SPEAKING, PREDICTION, CONNECTION or RETELLING)

- ***The HighScope Preschool Curriculum Language Literacy and Communication (LLC)***
  - How Comprehension Develops/Strategies That Support Comprehension pp.26-38
  - **READING-** How Reading Skills Develop/Teaching Strategies that Support Reading pp.92-101
  - **CONCEPTS ABOUT PRINT-** How Concepts About Print Develops/Teaching Strategies that Support Concepts About Print pp. 104-111
  
- ***High Scope's Growing Readers***
  - Vocabulary- Teaching Strategies for Vocabulary Building (**C3**)
  - Narrative Story Quick Look Cards- Connection (**C79**), Retelling (**C129**), Prediction (**C179**)

**DAILY SMALL GROUP ACTIVITIES for WEEK 1**

Day 1-

Day 2-

Day 3-

Day 4-

Day 5-

**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.

# UPK-Session 4 (Days 91-120) Session 5 (Days 121-150) Session 6 (Days 151-180)

## WEEK 2 – COMPREHENSION (Days 156-160)

Select focus (VOCABULARY/SPEAKING, PREDICTION, CONNECTION or RETELLING)

- ***The HighScope Preschool Curriculum Language Literacy and Communication (LLC)***
  - How Comprehension Develops/Strategies That Support Comprehension pp.26-38
  - **READING-** How Reading Skills Develop/Teaching Strategies that Support Reading pp.92-101
  - **CONCEPTS ABOUT PRINT-** How Concepts About Print Develops/Teaching Strategies that Support Concepts About Print pp. 104-111
- ***High Scope's Growing Readers***
  - Vocabulary- Teaching Strategies for Vocabulary Building (**C3**)
  - Narrative Story Quick Look Cards- Connection (**C79**), Retelling (**C129**), Prediction (**C179**)

### DAILY SMALL GROUP ACTIVITIES for WEEK 2

Day 1-

Day 2-

Day 3-

Day 4-

Day 5-

### 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**

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**WEEK 3 – COMPREHENSION (Days 161-165)**

Select focus (VOCABULARY/SPEAKING, PREDICTION, CONNECTION or RETELLING)

- ***The HighScope Preschool Curriculum Language Literacy and Communication (LLC)***
  - How Comprehension Develops/Strategies That Support Comprehension pp.26-38
  - **READING- How Reading Skills Develop/Teaching Strategies that Support Reading pp.92-101**
  - **CONCEPTS ABOUT PRINT- How Concepts About Print Develops/Teaching Strategies that Support Concepts About Print pp. 104-111**
  
- ***High Scope's Growing Readers***
  - Vocabulary- Teaching Strategies for Vocabulary Building (**C3**)
  - Narrative Story Quick Look Cards- Connection (**C79**), Retelling (**C129**), Prediction (**C179**)

**DAILY SMALL GROUP ACTIVITIES for WEEK 3**

Day 1-

Day 2-

Day 3-

Day 4-

Day 5-

**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.

## UPK-Session 4 (Days 91-120) Session 5 (Days 121-150) Session 6 (Days 151-180)

### WEEK 4 – COMPREHENSION (Days 166-170)

Select focus (VOCABULARY/SPEAKING, PREDICTION, CONNECTION or RETELLING)

- **The HighScope Preschool Curriculum Language Literacy and Communication (LLC)**
  - How Comprehension Develops/Strategies That Support Comprehension pp.26-38
  - **READING-** How Reading Skills Develop/Teaching Strategies that Support Reading pp.92-101
  - **CONCEPTS ABOUT PRINT-** How Concepts About Print Develops/Teaching Strategies that Support Concepts About Print p. 104-111
- **High Scope's Growing Readers**
  - Vocabulary- Teaching Strategies for Vocabulary Building (**C3**)
  - Narrative Story Quick Look Cards- Connection (**C79**), Retelling (**C129**), Prediction (**C179**)

### DAILY SMALL GROUP ACTIVITIES for WEEK 4

Day 1-

Day 2-

Day 3-

Day 4-

Day 5-

### 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.
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- \*Provide opportunities for children to talk about what they see on a page.

**WEEK 5 - PHONOLOGICAL AWARENESS(Days 171-175)**

**RHYMING**

- ***The HighScope Preschool Curriculum Language Literacy and Communication(LLC)***
  - How Phonological Awareness Develops/Teaching Strategies that Support Phonological Awareness pp.62-77
- ***High Scope's Growing Readers***
  - Teaching Strategies for Rhyming (**PA3-4**)
  - Phonological Awareness Quick Look- Identify and generate words that rhyme (**PA25**)

**DAILY SMALL GROUP ACTIVITIES FOR WEEK 5**

**Day 1-**

**Day 2-**

**Day 3-**

**Day 4-**

**Day 5-**

**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

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- 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 6 – ALPHABETIC PRINCIPLE (Days 176-180)**

**NAME RECOGNITION/LETTER RECOGNITION**

- ***The HighScope Preschool Curriculum Language Literacy and Communication (LLC)***
  - How Alphabetic Knowledge Develops/Strategies that Support Alphabetic Knowledge pp.80-89
  - How Writing Develops/Teaching Strategies that Support Writing 122-132
- ***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 6**

**Day 1-**

**Day 2-**

**Day 3-**

**Days 4 and 5- Pause and Reflect**

- Use Unseen Content Area lesson plan template (p. 143) ***HighScope's Lesson Plans for the First 30 Days***

**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

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- 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