

BEFORE THE FIRST DAY

- ✚ Gather and familiarize yourself with the following HighScope teaching books and resources:
 - *Lesson Plans for the First 30 Days* (**Pay particular attention to pages 1-19**)
 - *Language, Literacy and Communication content book* (from The HighScope Preschool Curriculum Kit)
 - *Setting up the Preschool Classroom*
 - *Letter Links Alphabet Learning with Children's' Names*
 - *Fee Fi Phonemic Awareness*

- ✚ 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)


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

- ✚ Use *High Scope's Lesson Plans for the First 30 Days*
- ✚ Adjust activities as needed considering children's developmental levels.
- ✚ 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 from Small Group into all parts of the HighScope daily routine.
- ✚ 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)
- ✚ 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?
- 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.

Prepare for Session 2:

 Familiarize yourself with the following HighScope resources:

- ***Growing Readers Teaching Guide***
- ***Growing Readers Kit*** (Pay particular attention to following Teaching Strategies Cards):
 - **C1, C3-C5** Vocabulary Building
 - **C55-57** Connection
 - **C107-108** Retelling
 - **C157-158** Prediction
 - **PA1, PA4-5** Rhyming
 - **PA53-54** Alliteration
 - **PA 63-65** Segmentation
 - **A1,A3-4** Name Recognition
 - **A33-34** Name Writing
 - **A43-44** Letter Recognition
 - **A73-74** Letter-Sound Correspondence
 - **CP23-24** for Orienting Books for Reading

- Gather **Quick Look Cards** you will use from the **Growing Readers Kit**:
 - **Comprehension (Vocabulary) Art Words C7**
 - **Phonological Awareness (Rhyming) Learn Nursery Rhymes PA5**
 - **Alphabetic Principle (Name Recognition) That's My Name A5**
 - **Comprehension (Connection) Connection to and Across a Narrative Story C79-80**
 - **Comprehension (Retelling) Retell a Narrative Story C129**
 - **Comprehension (Prediction) Describe, Predict Rosie's Walk C159**
 - **Comprehension (Prediction) Predict a Narrative Story C179-180**

- Gather the books you will use for Small Group activities

- Pull out the vocabulary lists you need from the kit or create a list of your own: **V5, V23**

SESSION 1: CONTENT AREAS AND TOPICS
(BASED ON FOLLOWING HIGH SCOPE'S STEP BY STEP LESSON PLANS FOR THE FIRST 30 DAYS)

COMPREHENSION

(KDI 21, 22, 23, 30) COR Advantage-L, M, II, JJ

VOCABULARY	CONNECTION	RETELLING	PREDICTION
SPEAKING AND LISTENING			
<ul style="list-style-type: none"> • Repeating and restating children’s conversational leads • Comment on what you see children doing/saying • Tell simple Area stories* • Mealtime Conversations • Utilize conversation pauses • Use Story Starters • Songs/Finger Plays • Planning/Recall • New Song Cards • Message Board • Bear Family Stories* • Tell-a-Story together* • Describing and Guessing games* • Recall Soup* • Reviewing and recalling stories* • Stopping /Starting with Music* • Robots* • Statues* • Fast/Slow Activity* • I Spy Games* • Tape Recorder for planning and recall* • Listening without visual cues* • Clean-up Bell* • Vocabulary lists from <i>Growing Readers</i> 	<ul style="list-style-type: none"> • Activities from <i>Goodnight Gorilla</i> • Daily Book reading at Greeting Time • Books available in interest areas • <i>Our Class Book</i>* 	<ul style="list-style-type: none"> • Activities from <i>Goodnight Gorilla</i> • Daily Book reading at Greeting Time • Books available in interest areas • <i>Our Class Book</i>* 	<ul style="list-style-type: none"> • Activities from <i>Goodnight Gorilla</i> • Daily Book reading at Greeting Time • Books available in interest area • <i>Our Class Book</i>*

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PHONOLOGICAL AWARENESS		
(KDI 24) COR Advantage-N		
RHYMING	ALLITERATION	SEGMENTATION
<ul style="list-style-type: none"> • Awareness of environmental sounds • Old MacDonald song card • Down by the Bay • Nursery Rhymes <ul style="list-style-type: none"> ○ Humpty Dumpty ○ Little Miss Muffett ○ Hickory Dickory Dock 	<ul style="list-style-type: none"> • Awareness of environmental sounds • Nursery Rhymes <ul style="list-style-type: none"> • Change initial letters of Hickory Dickory Dock (ex. Tickory, Tickory, Tock) 	<ul style="list-style-type: none"> • Clapping names

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ALPHABETIC PRINCIPLE

(KDI 25, 27, 29) COR Advantage-O

NAME RECOGNITION	NAME WRITING and WRITING FOR DIFFERENT PURPOSES	LETTER RECONITION	LETTER-SOUND CORRESPONDENCE
<ul style="list-style-type: none"> • Identify name and letter link 	<ul style="list-style-type: none"> • Daily signing in • Signing own work • Write and draw plans • Designate a Writing Area • Access to ranges of writing materials throughout the room 	<ul style="list-style-type: none"> • Identify a letter in own name • Identify straight and curved lines • Labels and Area Signs • Dancing Letters Activity • Names in a Bag Activity 	<ul style="list-style-type: none"> • Sound and letter play (ex. Extending the initial sound of name as you say it)

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CONCEPTS ABOUT PRINT

(KDI 26,27,28) COR Advantage-P, Q, R

IDENTIFYING BOOK PARTS	ORIENTING BOOKS FOR READING	DISTINGUISHING BETWEEN PICTURES AND WORDS	UNDERSTANDING DIRECTION OF TEXT
<ul style="list-style-type: none"> • Daily reading at Greeting ime • Books in Book Area and in other interest areas throughout the room • <i>Goodnight Gorilla</i> activities 	<ul style="list-style-type: none"> • Daily reading at Greeting Time • Books in Book Area and in other interest areas throughout the room • <i>Goodnight Gorilla</i> activities 	<ul style="list-style-type: none"> • Daily reading at Greeting Time • Books in Book Area and in other interest areas throughout the room • <i>Goodnight Gorilla</i> activities • Message Board • Labels and Area Signs • Letter Links • Sign in sheets • “?” symbol on message board • Song books • Lending Library • Environmental print • <i>Our Class Book</i> 	<ul style="list-style-type: none"> • Daily reading at Greeting Time • Books in Book Area and in other interest areas throughout the room • <i>Goodnight Gorilla</i> activities • Labels and Area signs • Message Board • Daily Routine poster • <i>Our Class Book</i>

* The lists above are a snapshot of some of the skills and activities from Lesson Plans for the First 30 Days. Opportunities to address any of these skills may occur at any part of the daily routine.

**Lesson Plans for the First 30 Days is a starting point for skill development. Scaffolding should be used to support the acquisition of these skills.