



Section 6

Session 6

Days 151-180



Session 6 (Days 151-180)

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. **KDIs:** What KDIs are addressed by this focus?
What KDI scaffolding strategies will be used to support children’s current levels? (Language, Literacy, and Communication by Epstein)
3. **Early Learning Guidelines:** What Early Learning Guidelines strategies could be used to promote development and learning?
4. **COR:** What COR items are addressed by this focus?
5. **HighScope Resource Books:** What resources will I access to design small group activities?
6. **Content throughout the Daily Routine:** What strategies will I implement for carryover of content into the daily routine? What materials will I use to support this?

Session 6 (Days 151-180)

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.26-37
 - Ideas for Scaffolding KDI 21 Comprehension p.38
- *NYS Early Learning Guidelines*

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.

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.26-37
 - Ideas for Scaffolding KDI 21 Comprehension p.38
- *NYS Early Learning Guidelines*

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

- *Read and discuss books with children.
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Session 6

Session 6 (Days 151-180)

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.26-37
 - Ideas for Scaffolding KDI 21 Comprehension p.38
- *NYS Early Learning Guidelines*

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.

Session 6

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.26-37
 - Ideas for Scaffolding KDI 21 Comprehension p.38
- *NYS Early Learning Guidelines*

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.
- *Incorporate ideas from stories and books throughout the day.
- *Provide opportunities for children to talk about what they see on a page.

Session 6

WEEK 5 - PHONOLOGICAL AWARENESS (Days 171-175)

RHYMING

- o **The HighScope Preschool Curriculum Language Literacy and Communication(LLC)**
 - How Phonological Awareness Develops/Teaching Strategies that Support Phonological Awareness pp.62-76
 - Ideas for Scaffolding KDI 24-Phonological Awareness p.77
- o **NYS Early Learning Guidelines**
 - Item J - Reading: Phonological Awareness p.107

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

HighScope’s Language, Literacy and Communication

- 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.

Session 6

Week 5

WEEK 6 – ALPHABETIC PRINCIPLE (Days 176-180)

NAME RECOGNITION

- *The HighScope Preschool Curriculum Language Literacy and Communication (LLC)*
 - How Alphabetic Knowledge Develops/Strategies that Support Alphabetic Knowledge pp.80-88
 - Ideas for Scaffolding KDI 25 – Alphabetic Knowledge p. 89
 - Ideas for Scaffolding KDI 29 – Writing p.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
- HighScope’s Language, Literacy and Communication*
- 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

Session 6

Week 6

