







Section 3

Session 3

Days 61-90



SESSION 3 (Days 61-90; Pause Days 89-90)

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Continue making daily observations and recording anecdotes into COR Advantage.
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Reference NYS Early Learning Guidelines, Domain V Language, Communication and Literacy pp.96-115.
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Reference KDI's: Infant/Toddler and Preschool.
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HighScope Resources Needed:
 - *Preschool Curriculum Language, Literacy, and Communication- Ann S. Epstein*
 - *Small-Group Times to Scaffold Early Learning (book or explore and learn cards)*
 - *Fee, Fie, Phonemic Awareness- Mary Hohman*
 - *Story Starters for Small Group Times- Ann S. Epstein*
 - *50 Large-Group Activities for Active Learners – Christstine Boisvert, Suzanne Gainsley*
 - *Letter Links: Alphabet Learning With Children's Names*
 - *Lesson Plans for the First 30 Days –Beth Marshall, Shannon Lockhart, Moya Fewson*

WEEK 1- COMPREHENSION (Days 61-65)

VOCABULARY/SPEAKING

- HighScope's *Language Literacy and Communication (LLC)*
 - How Vocabulary Develops/Teaching Strategies pp.50-58
 - How Speaking Develops/Teaching Strategies that Support Speaking pp. 40-47
 - Ideas for Scaffolding KDI 23 - Vocabulary p.59
 - Ideas for Scaffolding KDI 22 -- Speaking p. 48
- *NYS Early Learning Guidelines*
 - Item B-Receptive Vocabulary p.99
 - Item C-Expressive Vocabulary p.100
 - Item D -- Grammar and Syntax p. 101
 - Item G -- Listening Skills p.104
 - Item H -- Oral and Written Communication p. 105
 - Item I -- Conventions of Social Communication p. 106

DAILY SMALL GROUP ACTIVITIES for WEEK 1

- HighScope's *Small-Group Times to Scaffold Early Learning*
 - Activity 30 -- Ice Cubes and Trays p. 88-89
- HighScope's *Story Starters for Small Group Times*
 - Activity 50 -- Dinosaur Stew p. 120
 - Activity 55 -- Hiccupitis p. 126
 - Activity 41 -- Imprints in Clay p. 104
- 50 Large Group Activities for Active Learners
 - Activity 27 -- Little Miss Muffet p. 76

CONTENT THROUGHOUT THE DAILY ROUTINE

NYS Early Learning Guidelines - Sample Strategies to Promote Development and Learning:

- Use as diverse a range of vocabulary as possible when talking with children.
- Engage child in conversations that require more than a single word response.
- Use increasingly complex words in context and explain their meaning.
- Describe everyday objects using correct vocabulary.
- Take time daily to have conversations with child that are fun and engaging.
- Use props and role play to encourage child to participate in group conversations.

HighScope's Language, Literacy and Communication

- Describe and encourage children to describe their experiences and thoughts.
- Read books and tell stories with both basic and unusual words.
- Provide opportunities for children to experience new materials and ideas.
- Initiate a conversational turn with an open-ended question that requires more than a yes-no answer.
- Talk about children's experiences, connect past and present.
- Look for opportunities to encourage children to use their imaginations.

Session 3

Week 1

WEEK2 - PHONOLOGICAL AWARENESS (Days 66-70)

RHYMING

- **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
- **NYS Early Learning Guidelines**
 - Item J - Reading: Phonological Awareness p.107

DAILY SMALL GROUP ACTIVITIES for WEEK 2

- **HighScope's Fee Fie Phonemic Awareness**
 - Activity 29 and 30 pp. 19-21
- **50 Large Group Activities for Active Learners**
 - Activity 11 Itsy Bitsy Spider Revisited p. 40-41
- **Read: *Over In the Meadow* by Ezra Jack Keats**
 - Read book to children emphasizing rhyme, characters and movements.
- **Music Building Blocks www.rcsdk12.org/prek/blocks**
 - Song Card-Hickory Dickory Dock
(use additional animal photos or toy animals to extend the activity)
 - Song Card- The Senses

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 3

Week 2

WEEK 3 – CONCEPTS ABOUT PRINT (Days 71-75)

Reading

- *The HighScope Preschool Curriculum Language Literacy and Communication (LLC)*
 - How Reading Skills Develop/Teaching Strategies that Support Reading pp. 92-100
 - How Concepts About Print Develops/Teaching Strategies that Support Concepts About Print pp. 104-111
 - Ideas for Scaffolding KDI 26 – Reading p. 101
 - Ideas for Scaffolding KDI 27 – Concepts About Print p.112
 - Ideas for Scaffolding KDI 28 – Book Knowledge p.119
- *NYS Early Learning Guidelines*
 - Item L Reading: Print Concepts p. 109
 - Item N Reading: Awareness that Written Materials Can Be Used for a Variety of Purposes p.111
 - Item O Reading: Appreciation and Enjoyment p. 112

DAILY SMALL GROUP ACTIVITIES for WEEK 3

- Read: *Lola Reads to Leo* by Anna McQuinn
 - **Day 1** - Picture Walk (Encourage children to talk about what they see on the cover and pages of the book, read the title and author's name.)
 - **Day 2** - Read book to children calling attention to the text. Ask children who they like to read with and record what they say on large piece of easel paper. Post responses in room near lending library. Remind children about lending library.
- Read: *Pete the Cat the Wheels on the Bus* by James Dean
 - Read the book differentiating **words** from **pictures**.
- Read: A favorite book of the children differentiating **words** from **pictures**. Have children share their favorite part.
- **HighScope's Small Group Time to Scaffold Learning**
 - Activity 8 – Making Books pp.26-27

CONTENT THROUGHOUT THE DAILY ROUTINE

NYS Early Learning Guidelines – Sample Strategies to Promote Development and

Learning:

- Read with children daily in a relaxed and fun manner.
- Select books connected to child’s life and help make those connections.
- When reading, incorporate looking at cover, reading the title and author’s name.
- Explore a variety of printed materials with children. (e.g. photo albums, magazines, song books, multicultural books, menus, invitations, cookbooks)
- Incorporate print found in child’s everyday life into dramatic play.
- Draw attention to signs and symbols in environment.
- Provide alphabet puzzles and magnetic letters for children to play with and manipulate.

HighScope’s Language, Literacy and Communication

- Encourage children to describe and talk about the pictures in books.
- Read and reread the books that children request, look at pictures with them.
- Ask children how they know what a picture or symbol says.
- Comment on the fact that children are using letters.
- Model and encourage children to use print in many ways.
- Make books plentiful and easily accessible including books in many areas.
- Provide environmental print throughout the room.
- Provide a wide variety of writing materials and tools throughout the classroom.

WEEK 4 – COMPREHENSION (Days 76-80)

CONNECTIONS

- *The HighScope Preschool Curriculum Language Literacy and Communication (LLC)*
 - How Comprehension Develops/Strategies That Support Comprehension pp.26-37
 - Support Components of Comprehension p.35
 - Ideas for Scaffolding KDI 21 Comprehension p.38
 - Ideas for Scaffolding KDI 23 Vocabulary p.59

- *NYS Early Learning Guidelines*
 - Item O-Reading: Appreciation and Enjoyment p.112
 - Item C- Expressive Vocabulary p. 100

DAILY SMALL GROUP ACTIVITIES for WEEK 4

- HighScope Language Literacy and Communication (LLC)
 - Focus: Making Connections in a Story p. 35

- Read: *Bear Wants More* by Karma Wilson (or other book of interest to children)
 - Day 1. Picture Walk - provide opportunities for children to talk about the cover and pages of the book. Invite them to share similar experiences they have had.
 - Day 2. Read page by page emphasizing connections made by the students to the text. Invite them to share similar experiences they have had.

- Refer to COR Advantage, Social Emotional Development Item D, KDI 23
 - Select a book that supports this item.
 - Day 3. Picture Walk—follow format from Day 1
 - Day 4. Read page by page – follow format from Day 2
 - Day 5. Music Building Blocks Song Card: If You're Happy and You Know It (www.rcsdk12.org/prek/blocks)

CONTENT THROUGHOUT THE DAILY ROUTINE

NYS Early Learning Guidelines - Simple Strategies to Promote Development and

Learning:

- Engage in conversations with children about things seen or experienced in familiar environments
- Select books that are connected to child's life and help child make those connections.
- Use books to enhance other activities (ex. if child is making a castle find a book about making castles)

HighScope's Language Literacy and Communication

- Provide storybooks directly related to your children's interests, families and communities
- Encourage children to tell stories
- Converse with children about objects, actions and ideas in illustrations
- Provide materials that children can use to represent their ideas from stories and books

WEEK 5 – COMPREHENSION (Days 81-85)

RETELLING (remembering) a story

- *The HighScope Preschool Curriculum Language Literacy and Communication (LLC)*
 - How Comprehension Develops/Strategies That Support Comprehension pp.26-37
 - Focus: Retelling (remembering) a story p. 35
 - Ideas for Scaffolding KDI 21 Comprehension p.38
- *NYS Early Learning Guidelines*
 - Item E Comprehension p.102
 - Item F Expressive/Oral Language p.103

DAILY SMALL GROUP ACTIVITIES for WEEK 5

- *The Snowy Day* by Ezra Jack Keats
 - Day 1 - Picture Walk (Encourage children to talk about what they see on the cover and pages of the book).
 - Day 2 - HighScope Small Group Times to Scaffold Learning
 - Activity 1 Drawing the Story pp.12-13
- High Scope's 50 Large-Group Activities (Day 3) Five Little Monkeys pp.56-57
- *Here Comes Jack Frost* by Kazuno Kohara
 - Day 4 - Picture Walk (Encourage children to talk about what they see on the cover and pages of the book).
 - Day 5 - HighScope Small Group Times to Scaffold Learning
 - Activity 1 Drawing the Story pp.12-13 (use materials that reflect colors of the story to assist with retelling)

CONTENT THROUGHOUT THE DAILY ROUTINE

NYS Early Learning Guidelines – Sample Strategies to Promote Development and

Learning:

- Provide opportunities for children to talk about recent events by asking simple questions.
 - Incorporate songs, rhymes into stories you tell so child can participate in storytelling.
 - Provide opportunities for child to retell a story or event in own words.
 - Engage child in conversations that lend themselves to expressing different ideas.
- HighScope's Language, Literacy and Communication*
- Engage in extended back-and-forth conversations with children.
 - Encourage children to sequence events.
 - Create stories with children.

WEEK 6 – COMPREHENSION (Days 86-90)

PREDICTION

- **The HighScope Preschool Curriculum Language Literacy and Communication (LLC)**
 - How Comprehension Develops/Strategies That Support Comprehension pp.26-37
 - Focus: Making Predictions in a Story p.35
 - Ideas for Scaffolding KDI 21 Comprehension p.38
- **NYS Early Learning Guidelines**
 - Item E. Comprehension p.102
 - Item F. Expressive/Oral Language p.103
 - Item M. Reading: Comprehension of Printed Material p.110

DAILY SMALL GROUP ACTIVITIES for WEEK 6

- **The Gingerbread Man** (retold by Jim Aylesworth)
 - Day 1 – Look at cover of book asking children what might happen in the story. Continue to look at illustrations to discuss what may happen next, focusing on one character.
 - Day 2- Read story focusing on children’s new predictions. Ask children how the story’s problem might be solved? (refer to HighScope’s Scaffolding Card p. 38 in Language Literacy and Communication as a reference)
- **Small-Group Times to Scaffold Early Learning**
 - Activity 32 Pots, Pans, and Cans-Oh, My! pp.94-95
- **Pause Days: HighScope Lesson Plans for the First 30 Days** (lesson plan template on p.143)
 - Unexplored Material
 - Unseen Content Area

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.

PAUSE AND REFLECT

- 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.

Pause and Reflect