DAY 5

Curriculum Content — Key Developmental Indicators (KDIs)

<table>
<thead>
<tr>
<th>2. Planning</th>
<th>24. Phonological awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Reflection</td>
<td>25. Alphabetic knowledge</td>
</tr>
<tr>
<td>9. Emotions</td>
<td>26. Reading</td>
</tr>
<tr>
<td>11. Community</td>
<td>29. Writing</td>
</tr>
<tr>
<td>12. Building relationships</td>
<td>35. Spatial Awareness</td>
</tr>
<tr>
<td>13. Cooperative play</td>
<td>40. Art</td>
</tr>
<tr>
<td>41. Music</td>
<td>42. Movement</td>
</tr>
<tr>
<td>43. Pretend play</td>
<td>57. History</td>
</tr>
</tbody>
</table>

Greeting Time

**Adult 1:** Greet the children. Remind them to sign in over where the books are. After all children have arrived, assist children in finding their group’s clipboard and finding the space for their name if necessary.

**Adult 2:** Have about 10 books spread out on the floor. Read books with children. (Note: This should last no more than 15 minutes.)

**Message Board**

Place a carpet square on the floor below the message board and draw an arrow on the message board pointing down. Help the children read the message reminding them about the carpet squares that they used at large-group time yesterday. Tell the children that they may want to use these carpet squares for work time. Ask children for ideas on how they might want to use them.

Draw two simple images of the school, with a red circle and diagonal slash over them — the universal “no” symbol. See page 22 for a sample of what this might look like. Write 2 no-school days and help the children interpret the drawings. Remind them that they will stay home for two days and then come back to school.

Planning Time

Ask a child to move the clip or marker on the daily routine chart to the next part of the routine. State that it’s planning time.

**Group 1: Area Cards and Objects From Areas**

Before planning time, gather one representative object from each area (e.g., a pan to represent the house area, a block to represent the block area, a paintbrush to represent the art area). At planning time, lay the area cards out on the table and ask children to match the objects to the correct area card. Then ask each child to point to the area where they would like to work and ask the child to share their plan. After responding, the child is free to go and begin their plan.

**Group 2: Look Through a Tube**

Pull a child’s name and letter link symbol out of a bag. That child can look through a tube (e.g., a paper towel tube) to see what they would like to work with. Ask the child what they will be doing with those materials. After sharing, that child can get started on their plan. Repeat for all the children in your group.
Work Time

Ask a child to move the clip or marker on the daily routine chart to the next part of the routine. State that it’s work time.

Continue to play in parallel with children and look for children who need extra support. Especially look for children who may be having trouble becoming engaged in their play and give them support. For example, you might say, “I remember you planned to make dinner in the house area. Is that still your plan? Would you like to walk with me and see if there is something else you’d rather do?”

Cleanup Time

Give a verbal warning 10 minutes and then 5 minutes before the end of work time. Move the clip or marker to the next part of the daily routine chart and signal that cleanup is starting by shaking some jingle bells or playing some instrumental music. Work with the children in cleaning up, pointing out that the labels help remind everyone where the materials belong in the classroom.

Recall Time

Ask a child to move the clip or marker on the daily routine chart to the next part of the routine. State that it’s recall time.

Group 1: Area Cards

Show the children the area cards. Together with the children, discuss who played in each area and what those children did.

Group 2: Bring Back Something You Played With

Ask each child, one at a time, to bring to recall time one thing they played with and show it to the group, sharing what they did with the material. After sharing, the first child can return the item as the next child goes and gets something. You can also identify the area where the child gets the item (e.g., “I see Allie going to the block area. I wonder what she’ll bring back”).

Small-Group Time

Ask a child to move the clip or marker on the daily routine chart to the next part of the routine. State that it’s small-group time.

Group 1: Exploring the Block Area

Gather in your usual meeting place. Put a few different blocks on the table. Ask the children where they think they might find these materials in the classroom. (Children might point or say “over there,” indicating the block area.) Affirm that these materials all do belong in the block area and show children the area card for the block area. Say something like “Today we’re going to slide over to the block area for our small-group time.” Once there, reassure children that they can use any of the materials they find there. During this time, watch what children do with the materials and imitate their actions. After 10 minutes, give a 3-minute warning. After 3 minutes, help the children clean up the materials, reminding children that they might want to make a plan to use these things at work time.

Group 2: Exploring the House Area

Gather in your usual meeting place. Put a few cooking items and dress-up clothes on the table. Ask the children where they think they might find these materials in the classroom. (Children might point or say “over there,” indicating the house area.) Affirm that these materials all do belong in the house area and show children the area card for the house area. Say something like “Today we’re going to tiptoe over to the house area for our small-group time.” Once there, reassure children that they can use any of the materials they find there. During this time, watch what children do with the materials and imitate their actions. After 10 minutes, give a 3-minute warning. After 3 minutes, help the children clean up the materials, reminding children that they might want to make a plan to use these things at work time.
Day 5

**Large-Group Time**

Ask a child to move the clip or marker on the daily routine chart to the next part of the routine. State that it’s large-group time.

**Singing Songs**

Bring out the classroom song book.

**Step 1:** Sing the “We’re gonna shake, shake, shake” song. When all children have joined, sing one more verse and end by having everyone sit down on the floor.

**Step 2:** Show the children the new song card for “Wheels on the Bus.” (See p. 23 for an explanation of how to make a classroom song book.) Sing additional verses using the children's ideas.

**Step 3:** Add the song card to the classroom song book. Then show children a sticky note with a child’s name and letter link symbol written on it. Let the children know that this child can look through the book and choose a song to sing and place the sticky note on that song. When that child has chosen a song, sing that song (along with other verses if appropriate). Let the class know that other children will have a turn to choose a song on other days.

**Step 4:** Ask children to wiggle as they move to the next part of the daily routine.

**Meals Conversations — KDIs 12, 24, 25**

Describe several children’s letter link symbols and see if they can guess whose it is (e.g., “This child’s symbol is an animal.” Children guess. “The animal has sharp teeth.” Children guess. “The animal starts with a /b/”). Continue giving clues until children guess whose symbol it is. After children catch on to the game, they may want to give the clues.

**Home-School Connections**

Send parents a short note that summarizes your week. Also send home a page with the child’s first name and letter link symbol on the top center (e.g., Soraya’s Family). Invite the parent to work with their child over the weekend to select several photos of the child’s family, friends, etc., and put them on this page. Explain that this page will be added to a notebook titled “Our Class” and that the photos will be returned at the end of the program year.

**Observations**

Remember to record what you saw individual children say and do today.
This week you did the following in your classroom:

- Established a consistent HighScope daily routine
- Helped children become familiar with the HighScope routine in concrete ways
- Used transitions as a way of moving from one part of the routine to the next
- Introduced the message board as a means of communicating important classroom information to all the children

The children were particularly supported in the following areas:

- Forming relationships with the classroom adults
- Beginning to form relationships with other children
- Beginning to express their plans, choices, and intentions
- Beginning to talk with others about things that are important to them
- Beginning to develop phonemic awareness through the use of letter-linked symbols
- Beginning to write in various ways by using daily sign-in sheets

You developed your own adult-child interaction skills by using these HighScope interaction strategies:

- Offering children comfort and contact
- Looking for children in need of comfort and contact
- Offering reassuring physical contact
- Offering simple acknowledgments
- Acknowledging children’s feelings
- Participating in children's play
- Joining play on children's level
- Playing in parallel with children
- Using comments and observations to start conversations

Learn More About... Large-Group Times

HighScope’s large-group times are those parts of the daily routine when all children and adults participate in an activity together (traditionally referred to as “circle time”). Even at large-group time, adults plan to include the ingredients of active learning in children’s activities. You’ll notice the large-group plans in this book build in ways to give choices to children, allow children to share their ideas, and let adults and children share control by encouraging children to become leaders of activities. Following this simple format can help make your large-group times fun, engaging, and meaningful learning experiences for young children.

Opener:

- Draw children in with an easy-to-join activity.
- Start right away.

Activity:

- For each activity, provide a brief introduction.
- Join children on their level.
- If you are using props, give them to the children.
- Participate, observe, and listen.
- Ask for children’s ideas; use their language.
- Let children lead; imitate their actions.

Transition:

- Give children a warning that the activity is coming to an end.
- Make putting materials away part of the transition.
- Make the final activity a transition to the next part of your daily routine.
Chapter 2
The Second Week

Getting Ready: Week 2 Overview

Goals for the Second Week
- Continue to form relationships with your children.
- Continue to help the children feel comfortable in the classroom, with the routine, and with you.
- Begin implementing HighScope small-group times.

Things to Keep in Mind This Week
Be sure to read each activity plan ahead of time so you will know what materials you need to prepare.

Daily Routine
- Continue to ask a child to move the daily routine marker to the next part of the routine. Children may volunteer or spontaneously move the marker without your bringing attention to it. This is fine! It means they are starting to take ownership of the routine and are understanding what comes next.
- At greeting time, continue to have the clipboards available with a fresh sign-in sheet and books for browsing. You will do this for the rest of the year.
- This week, you will start singing a transition song during greeting time to signal the end of looking at books and the beginning of reading the message board. This will be a part of every greeting time.
- This week at planning and recall times, you will use the cards you made in Week 1, with each child’s name and letter link symbol on a card.
- Be sure to alternate adults when leading large-group time — Adult 1 can lead one day and Adult 2 the next day. When you aren’t leading large-group time, you will still be an active partici-

pant. Your modeling will help the children understand more about what’s expected of them and how to participate. You can also provide support to children who may need help participating.
- On Friday, draw on the message board: two simply drawn images of the school with a red circle and diagonal slash over them — the universal “no” symbol. Write 2 no-school days and help the children interpret the drawings. Remind them that they will stay home for two days and then come back to school.

Materials to Add to the Classroom
- Locate Good Night, Gorilla, by Peggy Rathmann, and an edition of Mother Goose and have them as book choices during the morning greeting time. (Note: you will also be using these books for small-group time in Week 3.)
- Continue to add song cards to the classroom song book (see Days 8 and 10).
- Create an Our Class book: Use a three-ring binder and plastic sleeves. As children bring in their photo pages (see “Home-School Connections” in Day 5), help the children add them to the book. Be sure to also include a page for the teachers. Always have this book available as a greeting-time choice.

After Children Leave for the Day
- Record your observations of children and jot down any ideas you want to follow up on.
- Read tomorrow’s lesson plans to see preparations you will need to make before the children arrive.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Day 6)</td>
<td>(Day 7)</td>
<td>(Day 8)</td>
<td>(Day 9)</td>
<td>(Day 10)</td>
</tr>
<tr>
<td>Group 1: Name and letter link symbols on sticky notes for planning time</td>
<td>Group 2: Name and letter link symbols on sticky notes for planning time</td>
<td>Family note home: Encourage children to help with laundry</td>
<td>Family note home: Read books with children; borrow from the classroom lending library</td>
<td></td>
</tr>
</tbody>
</table>