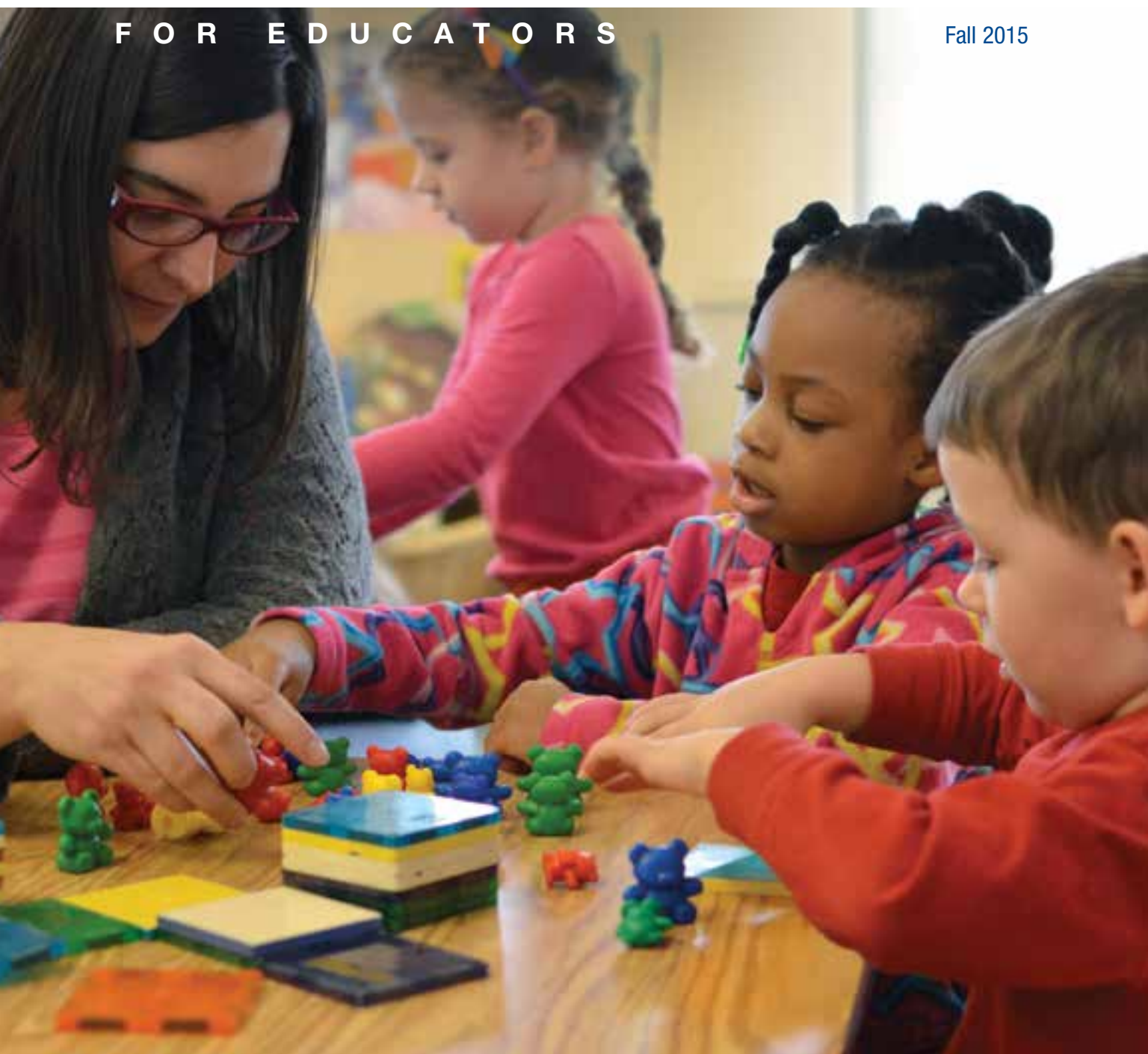


HIGHSCOPE[®] ReSource

F O R E D U C A T O R S

Fall 2015



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A Nurturing
Environment

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Opportunities in
Math and Science

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Our knowledge of how the human brain works continues to evolve. Particularly fascinating are recent findings on the differences in brain development between the sexes. But beneath the complex data in this emerging field lies an irony: The more we learn about the sex-based differences in children's development, the more we must conclude that the goal of education for both boys and girls is the same — to recognize and support the emerging capacities of *all* children. So it's important that we allow the research to enhance, rather than inhibit, the connection we have with the children in our care.

As Sandy Slack says in her article, *It's Up to Us*, "Nature takes its own course," but it is the nurturing environment we provide that allows us to be responsive to individual strengths and needs. It may be true that boys, on the whole, develop fine-motor skills later than girls — but rather than attributing some boys' reluctance to write or draw

to "boys being boys," this is all the *more* reason to provide the extra support these boys (and some girls!) need to progress. The *goodness of fit* model that Sandy provides for overcoming bias and stereotypical thinking is a solid foundation from which to convert research into practice — practice that works for all children, boys and girls, as individuals.

In the sphere of education, perhaps no cultural stereotype is more pervasive than the idea that "girls don't do math." Once again, the research provides a map: It's widely held that boys develop visuospatial skills like mental rotation and spatial perception earlier than girls do. And it's true that these skills are useful in the fields of math and science. A decidedly false conclusion from this research — and one that is unfortunately deeply entrenched in our educational system — is that girls are "no good" at math. Even if some boys are predisposed to excel at certain mathematical tasks, girls are equally capable of matching their achievements. The differences in ability within each sex are always greater than the differences between sexes. What girls need is what all children need — opportunities to explore and develop individual talents through active learning.

In her article, *STEM and Girls*, Emily Thompson provides a whole host of strategies she uses to incorporate science and math education in her third grade classroom. The result of her efforts has been the affirmation that the girls in her class are every bit as curious and capable of engineering feats as the boys — a fact she has worked hard to pass on to all of the children in her care.

The human brain is indeed fascinating in its complexity, but the simple fact remains: All children benefit from the encouragement of adults in a caring classroom community who support and gently extend a child's learning in the context of his or her unique characteristics and abilities.

I hope this edition of *ReSource* will contribute to your development as an educator. As another school year begins, I'd like to thank you for your ongoing efforts in providing high-quality early childhood education for all!

Sincerely,

Cheryl Polk, PhD
President

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THE HIGHSOPE FOUNDATION is an independent, nonprofit organization founded by the late David Weikart in Ypsilanti, Michigan. HighScope's mission is to lift lives through education by engaging in curriculum development; research; training; and publishing and communication.



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 The opportunity gap between boys and girls in the sciences is well-documented. But in one third grade classroom, students are introduced to science, technology, engineering, and math (STEM) concepts with an active learning model and cooperative environment that encourage girls as well as boys to flex a little muscle. *Emily Thompson*

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Cathy Albro

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What's New

News on the Foundation's latest projects and products

@HighScope?

Dr. Epstein Retires From HighScope

HighScope announced the retirement of Dr. Ann S. Epstein on June 30, 2015. In her 40 years at the Foundation, Dr. Epstein has served as a Senior Research Associate, Early Childhood Director, and Senior Director of Curriculum Development.

Her commitment to early education began with the promise of Head Start, created when she was an undergraduate, and extends to today's public awareness about the life-changing potential of high-quality programs for young children. Dr. Epstein has written numerous books and articles on early childhood curriculum, professional learning, program evaluation, and assessment, most notably *The Intentional Teacher* published in conjunction with the National Association for the Education of Young Children.

In honor of Dr. Epstein's dedicated career, she was presented a Lifetime Achievement Award at the 2015 HighScope International Conference. HighScope staff paid tribute to Dr. Epstein by completing a service project on the HighScope Demonstration Preschool playground, including the addition of a sound wall, loose parts area, and balancing logs.

Dr. Epstein retires with optimism that today's leaders will continue to advocate for active and meaningful learning experiences for young children of all backgrounds, and for the loving family members and dedicated educators who care for them.



COR for Kindergarten

COR for Kindergarten is designed as a simple way to assess the development and monitor the progress of kindergartners throughout the school year. For an overview of the development of COR for Kindergarten, please join our mailing list at

<https://highscope.formstack.com/forms/corkindergarten>.

CEEE Annual Conference — Register Now

The 4th Annual Conference for Early Childhood Research and Evaluation will be held on October 16, 2015, in Ypsilanti, MI. This year's theme is Assessing Children's Progress in Early Education and Intervention:



Challenges and Innovations in Diverse Contexts. Linda Espinosa, PhD, will give the opening address. Invited speakers are Rachel Brady, PT, DPT, MS; Hiram Fitzgerald, PhD; Michael Lopez, PhD; Richard Lower, MA; Sherri Oden, PhD; Kyle Snow, PhD; Christina Weiland, EdD; Christine Maier, PhD; Beth Marshall, MA; and Lisa Wasacz, MEd. Approval for Michigan State Continuing Education Clock Hours (SCECHs) is pending.

The conference is sponsored by the Michigan Department of Education and the M&M Fisher Foundation. Register now at highscope.org/2015CEEEconf.

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HighScope Press Offers More Spanish Titles

See pages 23–25 or highscope.org for details on these new offerings!

- *Let's Play and Learn Together: 30 At-Home Activities to Share With Families*, available in English or Spanish
- *Infant-Toddler Preschool Quality Assessment (PQA), Form A: Observation Items*, now available in Spanish
- DVDs now with English and Spanish subtitles: *The Daily Routine*, *Plan-Do-Review in Action*, and *Small-Group Times for Active Learners*
- Classroom Area Signs now available in medium-size, 8½" x 11", English or English-Spanish
- Conflict Resolution or Adult-Child Interaction Wallet Cards, English-Spanish



It's Up to Us

A GOODNESS OF FIT FOR BOYS IN THE PRESCHOOL CLASSROOM

by Sandy Slack

By many measures, our boys are languishing in the public school system. Boys account for 70 percent of all school suspensions and comprise 67 percent of all special education students. They are three times more likely than girls to be classified as learning disabled or hyperactive and 22 percent more likely to fail a grade or drop out of school (US Dept. of Education).

The recognition that boys need positive male role models, accompanied by efforts to get more men involved in early education, is a good start — though we won't see the results of those efforts for some time. For now, the fact remains: The vast majority (97%) of the 712,000 preschool and kindergarten teachers in the US are women (US Dept. of Labor).

So the question for me is what we as women teachers can do right now to give young boys a better start in life, while still supporting the development of young girls. As I began to research the issue, especially as I read about brain development, I discovered the concept of “goodness of fit.” It became



Goodness of fit means being a responsive teacher — understanding and respecting the temperament of each individual in order to meet the needs of all children.

clear that making sense of the troubling developments in my preschool classroom was about more than applying the evolving research and literature about boys — it was about personal change, as well.

Let me introduce you to our team

I want to share with you the insights that our teaching team gained in the hope that finding the most effective strategies to support the boys (and girls) in your classroom will be easier for you than it was for us. In 2005, I was the early childhood special education teacher supporting the inclusion of preschoolers with significant disabilities in a private child care center. The two teachers, Gerin Martin and Kathy Brown, shared

my commitment to active learning and the HighScope Curriculum. We had a team bound together in trust and a common educational philosophy.

We were also experiencing far more noise, more conflicts, and way more running around than any of us were comfortable with — a problem we attributed to the disproportionate number of boys in our classroom.

Gerin first mentioned the elephant in the block area at a team planning meeting, but clearly it wasn't the first time we had considered it. In fact, I had recently been reading about the challenges of boys in schools and began to share some of the information on the failure rates of boys and the unmet needs that might lead to those failures (Wardle, 2004). But most of that data was on middle and high school boys. There was precious little written about three- and four-year-olds, so it was clear that we needed to observe the children in our own classroom, especially the boys, talk about their interests and behaviors, and develop strategies to better address their specific needs.

What Is Goodness of Fit?

The idea of *goodness of fit* was proposed by child psychiatrists Alexander Thomas and Stella Chess in their book *Temperament and Development* (1977), positing a *goodness of fit* between a child's temperament and parents' expectations. In terms of the classroom experience, this means that "healthy social and personality development occurs in young children when there is compatibility between the child and the demands and expectations of the teacher and center environment. A teacher's understanding and respect for children's temperaments are vital if her students are to thrive and develop" (Culpepper, 2008, "Conclusion," para. 1). It is the way we structure our environment and adjust our interactions to create a *goodness of fit* — meeting each individual child's needs — that will define success or failure.

The goal is not to change who and what children are (an impossible task), or make them conform to a standard model of "good behavior." Rather, the goal is to accept that children have different temperaments or personalities. We can then look at each child's individual attributes in a positive light and modify our environments and our interactions to "fit" the children. This is a basic HighScope tenet: Be a *responsive* teacher, meeting the children at the door ready for them, rather than expecting the children to come to the door ready for us.

New research, while preliminary, suggests that boys and girls have a different sequence of brain development with related differences in physical, language, and emotional development. Think about *your* boys, *their* interests, *their* energy level, *their* attention spans, *their* loudness, *their* spunk, and *your* reactions to them — and how this might change your approach in the classroom to better meet *all* children's needs. This is your *goodness of fit* challenge!

As we began to focus on the boys in our classroom, it occurred to us that maybe, just maybe, some of the problems we were observing were a result

Making sense of the troubling developments in my preschool classroom was about more than applying the evolving research and literature about boys — it was about personal change, as well.

of misunderstanding boys, their needs, their brains.

A brain is a brain, though, right? Regardless of whether it's male or female? Isn't it true, we asked ourselves, that all children's brains are basically wired the same?

As it turns out, no.

Boy brains and girl brains

There is a different sequence of brain development based on the sex of a child, and it starts before the baby is even born. This difference is the result of the relatively high level of testosterone the male fetus is exposed to in utero. Researchers believe that, as a result of these hormonal differences in the gestational environment of boys and girls, language and fine-motor networks in the female fetus's brain begin to develop earlier than in the male, while the visual-motor cortex networks are earlier developing in the male fetus's brain. There are lots of other small but significant differences in brain development that potentially impact perception and behavior. The important takeaway is that these small, innate differences can become much larger, depending on how the environment responds to — and is structured for — children.

Accommodating the specific needs of boys, especially the need for movement and space, is one step you can take to make your classroom welcoming to all children.





The sequence of brain development in the womb tends to favor the strengthening of visual-motor cortex networks in boys; the resulting tendency is for boys to prefer big body movement.

In our effort to get to the bottom of what we mistakenly identified as “the boy problem” in our classroom, we discovered the importance of the differing roles played by nature (a child’s genetic and biological influences) and nurture (all of the environmental influences, especially interactions with adults early in life). Nature takes its own course, but as preschool teachers, we have plenty of influence on how the children in our care are nurtured.

The nurturing environment

Most of us prefer classrooms that hum with activity, but aren’t “too noisy,” and definitely aren’t places for swinging arms and stomping feet. We have a model inside our heads of engaged little human beings *being* active but not being too loud and not running around in our classroom. And definitely not wrestling, rolling, and pushing each other. But what if many boys (and some girls) *need* to wrestle and roll around on the rug? What if they *need* to climb and spin and fall down and get up again? Or talk in REALLY LOUD voices?

Early in our investigation, we realized that we didn’t have a “boy problem.” Rather, the problem was not *boys*. We realized anew that, if we were going to optimize the nurturing environment for the children in our class, we needed to make some commitments to each other, and especially to the boys. From that point forward, we promised ourselves, we would try to be aware of stereotyped thinking: no more “boys do this” and “girls do that.” We would remember that all of the strategies we were developing actually would benefit *all* of the children.

And most importantly, we developed our own concept of *goodness of fit*. That meant that the boys (and girls) did not have to fit *our* classroom or *our* needs and preferences. Instead, we needed to use the information we were gleaming to

Nature takes its own course, but as preschool teachers, we have plenty of influence on how the children in our care are nurtured.

change ourselves (our comfort level with noise, etc.); our problem-solving skills when the energy level of a group of boys became “annoying”; and our willingness to meet boys where they are, biological-ly and culturally.

It’s up to us

We developed a slogan: “It’s up to us.” Changing ourselves was hard stuff, but what made it easier was the knowledge that those changes would make such a difference for our boys. In *Make Room for Boys!* you will find dozens of strategies that address the major needs of boys in the preschool classroom.

One of those needs is for **movement and space**. During the first few years of life, the development of the cerebellum, especially in boys, is rapid. The cerebellum is located in the lower back part of the brain and is responsible for, among other things, balance, coordination, posture, and gross-motor movement.

Gender: Nature and Nurture

Here’s what we know about the influence of nature on fetal development and sex-based neurological and physiological differences: Beginning at about six weeks after conception and continuing until about the twenty-fourth week of gestation, the male fetus secretes testosterone. We know that the presence of testosterone is responsible for the formation of the male genitalia. The part that is not clearly understood is how testosterone impacts the architecture of the fetal male brain. Most scientists agree, though, that testosterone has some role to play in a boy’s behavioral sexual differentiation in the womb, before he emerges into the world. Whatever the reason, the consensus is that male and female brains, regarding both timing and region, develop at a different pace.

That might be the extent of what we know — or at least what we can agree on — about nature’s role in sexual differentiation before birth. More important, though, and a premise on which *all* the current research agrees, is that the human brain, early in life, has a high degree of plasticity. That means the environment has a powerful impact on the wiring of each child’s brain, for better or worse.

So whether or not a girl’s brain development allows her to achieve mastery of fine-motor skills earlier than typically developing boys matters less than our attitude to that perceived difference and how we address it in the classroom. The needs of boys and girls can and often do differ. What *all* children need is the opportunity to grow and develop in a trusting relationship with caring adults who support and gently extend their learning.

As educators, parents, and caregivers — that is, those who provide the nurturing environment for children — we bear a significant responsibility in determining the course of a child’s development. That responsibility begins with an awareness of the process of child development and the influence that stereotyping can have. Dropping the labels of “boys do this” and “girls do that” helped us to focus on each of the boys and girls as individual children with individual needs to factor into a *goodness of fit* in our classroom.



Teachers often mistakenly interpret boys' reluctance to write, draw, and use scissors as "boys being boys"; although research suggests there is a gap between boys and girls in fine-motor development, this perceived gap is all the more reason to provide the extra support some boys need.

To accommodate the "growth spurt" of the cerebellum in boys, provide adequate space to move around — it will benefit *everyone*. We just moved the shelves containing the blocks and support toys off the rug and pulled the rug away from the wall. Now everyone had more room to expand their racetracks and block constructions, to spread out on the floor, to co-operate in the truest sense of the word. The toy and book areas got a few inches smaller, but the rewards were tremendous.

Visuospatial and auditory development are also quite different in boys and

girls. Boys are better than girls at processing information through their eyes and the orientation of their bodies, but less adept at listening and speaking skills. Lowering our voices (not bombarding boys with sounds) and leaving the lights on during cleanup time (to make maximum use of their keen ability to see) were two simple strategies that honored the difference in the boys' brains. Slowing our rate of speech was a third conscious change each of us made. With these and other strategies offered in our book, we found that knowledge of the innate differences in boys and girls

and a willingness to accommodate those differences to achieve *goodness of fit* are essential.

The same is true of **fine-motor skills**, which are less well developed in boys than girls. This perceived gap in natural development often causes boys to steer away from some fine-motor tasks. The boys in our class tended to avoid activities that involve writing, drawing, or using scissors. To address this problem, we incorporated paper-and-pencil skills into play themes, encouraging children to make their own STOP signs. Recall became an opportunity for boys to trace around something they worked with or to copy the letter link of someone they played with. With fine-motor skills, as with anything, we found the most success with intrinsically motivating activities.

Sympathizing with boys' **emotions and behavior** was perhaps hardest of all, if only because those behaviors are so different from the expectations in a traditional preschool classroom. We encour-

We found that knowledge of the innate differences in boys and girls and a willingness to accommodate those differences to achieve goodness of fit are essential.

age children to "talk out" rather than "act out" their feelings, but remember that boys' language development often lags behind that of girls, and physical action is more natural. This was a tough one for all three of us as women — soft words, hugs, and gentle touching come much easier to us! At the same time, we knew that boys' unmet emotional needs were at the root of many of the acts of aggression in our classroom. We came to understand the difference between *aggressive play* (a boy need) and *violence* (hurting people) and how supporting



Receive a Free Preview!

E-mail info@highscope.org with the subject line: **Boys** — and we'll send you an eight-page excerpt that describes strategies for supporting boys' interests and explains some of the sex-based differences between boys and girls.

aggressive karate kicks with gallon milk jugs helps to discourage violence.

And, yes, we realized we did have to address the issue of gun play, because it is a very strong interest of boys (and girls too, it turns out). Banning gun play (or any play) only makes it go underground. Gun play is almost always about power and control. As we would with any child's interest, we addressed these issues of power and control by channeling gun play into active learning opportunities.

We did this by inviting a police officer from the local precinct to visit the classroom. Besides being a fun and educational experience for the children, Officer Johnson's visit served as a reference for all of us, teachers and children, when confronted with power and control issues in the classroom. Due to his visit, the gun play in the classroom graduated from *imitative* to *representational play*, from chasing and shooting to the children's own approximation of "protecting and serving."

Finding a goodness of fit

Another way to channel aggressive play is through sports and games, and not just at outside time. I enjoy sports, so when Landon returned from a visit with relatives in Michigan and wanted to play hockey during work time, I wasn't out of my comfort zone. Gerin, however, let me know that she was (team honesty). But as is often the case, one of our students pushed us to achieve *goodness of fit*, and as the strategies we had read and talked so much about came together, we improved the classroom environment for *all* children.

"Now, where could we play hockey?" I asked him. Landon had already made hockey sticks with the long cardboard corner protectors from a dryer I had brought in, and a thick circle from the set of attribution blocks would serve as the puck. But the real problem was finding a safe place to play. The block area was full of busy children building and playing, but Landon thought we could move the cradle and dress-up clothes from the house area for enough space.

Next, I wondered aloud how many people could play at a time. Landon really wanted four because there were four cardboard "sticks," but when we tried that, two children were immedi-

As is often the case, one of our students pushed us to achieve *goodness of fit*, and as the strategies we had read and talked so much about came together, we improved the classroom environment for all children.

ately injured (only slightly). I stopped the action and announced that there was a safety problem. All four of the children decided only two people using the two shorter of the cardboard "sticks" should play at a time.

Landon talked about how hockey players sat in a box and chairs were immediately gathered by children for those waiting for their turn. All went well the two days I was in the room during work time. (Notice I did very little of the decision making. My role was to support and scaffold this boy's thinking.)

On the third day, I had a meeting with parents in another program and was absent. Gerin's immediate response was "Oh, no. Not me. I can't do hockey." But, remembering her commitment to *goodness of fit*, she stepped up to the challenge. She owned her misgivings about safety to Landon. More children wanted to play and together the solution that they generated was to move the game out to the great hall (our lunch space), use pool noodles that were cut in half for sticks, and find other round, three-dimensional objects like the tops of yogurt containers that were in the art area. Gerin reported a huge success with lots of big body movement, laughing, and problem-solving opportunities.

In the HighScope classroom, teachers are open to the interests and decision making of the children in the class. A teacher's role is to support and scaffold the children's thinking.



We create the climate

A shift happened within each of us as we brainstormed strategies, materials, and experiences that would increase the success of the boys in our classroom.

Whether you are a woman or a man reading this article, a loud person or a quiet person, an artist or an athlete, remember: We create the climate in our classroom.

The added benefit was that all of the children were more successful. Strategies that benefit boys introduce new opportunities to the girls as well, like the time we used oversized sheets of paper on the floor to accommodate boys' developing fine-motor skills and need for space. The girls loved it just

As you provide strategies and materials to enhance the success of the boys in your classroom, you will find that introducing these new opportunities benefits the girls as well.

as much as the boys, and may not have had the opportunity had we not stretched our own boundaries to achieve *goodness of fit*. Whether you are a woman or a man reading this article, a loud person or a quiet person, an artist or an athlete, remember: We create the climate in our classroom.

Welcome fellow pathfinder. I promise *Make Room for Boys!* will give you strategies that work immediately in your classroom. The strategies work at home, too. And you'll be inspired by your observations to create new strategies and modifications. Share your ideas! Be a change agent and an advocate for boys! *It is up to us — all of us!* ■

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STEM and Girls

DISCOVERY IN MY OWN CLASSROOM

by Emily Thompson

As I watched my two-year-old play with magnet blocks one afternoon, I was amazed by her determination and creativity. She had played with these blocks many times before, but never this same way. Her magnet block set includes small squares and both equilateral and isosceles triangles. I had seen her stack the squares on top of each other and call it a “tower”; I had seen her place the tiles flat on the ground and use play figures on top of them; and I had even seen her create cubes with triangle tops as “homes.”

This time, though, was something new: She made her flat surface, stacked cubes atop each other to make a “home tower,” and then placed the “home tower” right next to the flat surface. She then added small people and cars and announced that she had made a city. As the days went on, her city grew to be more complex with the addition of familiar locations like a school, library, and river.



In the early years, girls enjoy experimenting with the physical world every bit as much as boys; it is social constructs, rather than an innate distaste for science and math, which turn many girls away from STEM.

Rigor is what kids do

While I was at school one day, I was reading about applying *rigor* to the curriculum. I asked myself, how do I take this inflexible third grade curriculum provided by my school district and make it more *rigorous*? Suddenly, a lightbulb appeared over my head: Rigor is what my two-year-old is demonstrating at home! When she constructs anything, and builds on her own successes and mistakes, she is thinking critically and creatively; with my guidance and developmentally appropriate materials, she is surrounded by an environment that is stimulating, engaging, and supportive; and given the time and space to pursue her own interests, she is experiencing

activities that build skills and can be applied in a real world context. That’s what rigor is!

My next thought was, how do I apply this newfound connection in my third grade classroom? I started researching online and scouring social media outlets. Most of the discussions on “real world” skills seemed to focus on STEM. I had heard of STEM (Science, Technology, Engineering, and Math) before and even dabbled with it in previous years. But I’d never determined a way to fit it into our busy schedule. As I researched STEM, though, what stood out to me above all else were the statistics involving girls. According to *Generation STEM*, published by the Girl Scout Research Institute (Modi, Schoenberg, & Salmond, p. 19):

- More than half (57%) of all girls say that other girls their age don’t typically consider a career in STEM
- Nearly half (47%) of all girls say that they would feel uncomfortable being the only girl in a STEM group or class



One of the benefits of STEM activities is the opportunity to work together to solve problems. These girls have determined a solution to reduce friction in the marble run they've constructed.

corner of the world. The statistics led me to the conclusion that future opportunities to explore science and math might be scarce as these girls grow older. It became imperative to make an impression on them now.

To begin, I had to find out what my students knew about STEM and how they felt about it. I gave each of my 22 students a blank index card and asked them to draw a picture and/or write some words about what they thought an engineer was. When students were done with their pictures and words, I asked them to label their drawings (boy or girl, adult or kid, etc.).

After all the reading I was doing about STEM, the results were not surprising. Out of 24 students in my classroom, 10 are boys and 14 girls. Seventeen said that an engineer was someone who works on or fixes engines, four thought it was someone who drives a train, two said it was someone who fixes things, and one child said it was a fireman. Astoundingly, all but two of my students said an engineer was an adult male. (Out of all this information, I was most disappointed that 22 students said

Girls are really interested in STEM, but are uninformed about careers involving science, technology, engineering, and math.

an engineer was male — I have more girls in my class than boys!) Clearly, we had a lot to learn about STEM careers.

As a follow-up, I talked with my students about what each component of STEM means and what those different disciplines include. Together we brainstormed ideas and came up with the following on anchor charts:

- **Scientists:** observe; classify; experiment; make mistakes; solve problems; test things out
- **Technology:** use tools and electronic devices; research; share ideas

■ Further, 57% of all girls say that if they went into a STEM career, they'd have to work harder than a man just to be taken seriously

Why should my daughter, or anyone's, be discouraged from exploring her own interests and developing useful skills to help others and make a difference in the world? Children have that innate push to make a difference, and that's a value that STEM promotes. Girls are really interested in STEM, but are uninformed about careers involving science, technology, engineering, and/or math. We could be doing a lot more to promote the connection between thinking critically and creatively (a skill we encourage in both boys *and* girls) and careers in the sciences.

Why don't we?

We do — just not so much for girls. We've come a long way, but gender bias is still very much alive in our society. There's no reason girls should shy away from technology and math; when rigorous scientific exploration becomes a standard in the classroom, girls, just like their male peers, will meet the expectation.

STEMming the tide

I knew STEM could be the answer I was looking for — a way to apply more rigorous curriculum in the classroom while keeping it open-ended and hands-on! More than that, though, it would be a chance to reverse the trend of biased STEM education, at least in my little

through pictures, social media, e-mail, web sites

- **Engineers:** build things; use materials; make plans; revise their plans; reflect and research; solve problems; make mistakes
- **Mathematicians:** use materials; use numbers and calculations; figure things out; use geometry; solve problems

These anchor charts really became a great reference throughout our curriculum. A student who spent time playing with the class crayfish might say, “I was observing the crayfish just like a scientist does!”

STEM and active learning: a natural fit

Planning STEM activities is similar to planning any HighScope activity. The most important things are including the ingredients of active learning and keeping children’s interests and development

in mind. After we had read an informational article about Inuits building igloos in the Arctic, I overheard three girls asking the librarian for “more

Planning STEM activities is similar to planning any HighScope activity. The most important things are including the ingredients of active learning and keeping children’s interests and development in mind.

books about igloos.” I thought this would be a great opportunity for a STEM activity. I took a look at my third grade standards and planned an activity for students to build their own

igloos. Here’s how HighScope’s five ingredients of active learning look within this STEM activity:

- 1 Materials:** Provide a variety of materials that all students have access to and enough for the entire group to use, reuse, and use more of! The materials should reflect the content in mind for the activity. For instance, to build an igloo, I provided sugar cubes, frosting, and cardboard bases. Of course, adding new ideas and problem-solving with the materials is always welcome, so students are allowed to use outside materials, with approval.
- 2 Manipulation:** Give students the freedom to use the materials in their own ways, try things out, and try again if needed. When students got started building igloos, they really had to reflect. Many of their initial designs were revised as their struc-



“Engineers are superheroes,” reflected one student. “They help to save the world.”

tures caved in. Most students solved the problem of collapsing igloos by “thinking outside the dome” and choosing to build cube structures (or some other form) instead.

3 Choice: Allow students to make choices about who they will work with, how they will solve the problem, or what to do with the materials. For this activity, students selected their own groups. There was no blueprint or rubric. The instructions were simple: Use the materials and your prior knowledge and work together to build an igloo.

When students were finished with the activity, they reflected in their notebooks about what was successful, what was not, and why. Then other students silently traveled around to each group’s igloo and put a tally mark in one of two columns — successful or not successful. We found that students were harder on themselves than each other. Natalie

Students get the most out of any STEM project when they use their own words and thoughts to make design plans, and when they describe their actions and explain their thinking and reasoning.

explained that she thought a group was successful because their structure did not fall over. Evan reasoned that a group was successful because they had a really hard time and their structure kept falling over, but they did not give up and kept trying! All these ideas really allowed students to make choices about how they were evaluating themselves and others.

4 Child language and thought: Students get the most out of any STEM project when they use their own words and thoughts to make design plans, and when they describe their

actions and explain their thinking and reasoning. In planning their igloos, some students really thought about their materials. They considered past experiences. (One student said, “My mom tried to stack two cakes together with frosting and the top slipped off.”) I heard another group referencing the informational article that we read and saying they had to “start with a bigger base and

then get smaller” as they built it up. Other students went straight to drawing sketches in their notebooks.

5 Adult scaffolding: Adults can support students’ actions and plans and help them to develop their thinking and reasoning by asking pertinent, genuine questions and by participating in their work. I am always available to the students when they are working on their projects, from the

STEM activities always include a planning stage. In the marble run activity, students first drew blueprints of their ideas to share with their group. This resulted in collaborative models that took the best ideas from each member of the group.



initial planning stages to the actual construction phase. The igloo activity started with the interest that the children had shown in the informational article we read. Knowledge of the developmental level of each of my students and how I could help them to use this project as a fulcrum for further learning was key in “meeting the students where they are at.”

Authentic assessment for boys and girls

In my classroom I have worked really hard to expose all my students, but especially the girls, to STEM opportunities, encouraging them in different STEM programs, providing them with materials and activities, and incorporating their interests. The best part of any STEM activity is seeing my students engage in such an intense way — when they work together, solve problems, explain their thoughts and processes, and really have fun! The culminating year-end project came during our state testing window, which was really a nice break from the long hours in the computer lab! Students created marble runs (like roller coasters for marbles!) using various tubes and tape. This activity really showcased their innovation, group work, problem solving, and planning skills.

For this activity students were asked to create their own grading rubric as a class. To do this, we looked at the classic marble run toys and their parts and functions. Students’ brainstorming was really interesting; they were making so many connections to their prior experiences and knowledge. For example, Andy started talking about a local amusement park, Cedar Point, and how the roller coasters all have at least one twist or loop. Gabe joined in by saying that roller coasters also all have “really cool” names! Kyli referenced the toy marble run at her house and added that there are bottom pieces to catch the marbles. From all of their ideas, students decided on the following criteria for a rubric:

- **Completeness:** All papers and completed projects are turned in on time, including a sketch and title

- **Quality:** Your marble run must be durable; it can be affixed to another object
- **Effectiveness:** Your marble run must work — the marble must start at the beginning and travel all the way through until the end

The best part of any STEM activity is seeing my students engage in such an intense way — when they work together, solve problems, explain their thoughts and processes, and really have fun!

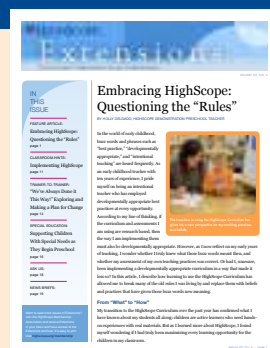
- **Engineering:** Your marble run must contain:
 - something to catch the marble at the end
 - at least two turns or twists
 - at least one split

Students started this activity by completing individual sketches of their ideas, then choosing their own groups and sharing their sketches. This was a great interaction to watch, with all students engaging and contributing ideas. Even those students who are more reserved and sometimes hold back in groups were comfortable enough to show their sketches and talk about their thinking.



Don't forget — in addition to being great opportunities for problem solving and working in teams, STEM activities are also a lot of fun!

Then the groups worked to put all of their ideas together into one group sketch. Once this was complete, they started working on their marble runs, problem-solving every bit of the way. Questions arose, like “How can we make a twist with tubes that are stiff?” and “Some of the tubes are bigger than others and the marble keeps falling out — how do we prevent that?” Students asked for paper to make more flexible twists and paper plates to cut into spirals. MacKenna said, “Mrs. Thompson, I figured it out! We need to cut up paper like a shield to stop the marble from falling out of the tube when it goes from big tube to small tube!”



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STEM: Approaches to Learning

Along with the ingredients of active learning, STEM activities also include:

1 Planning: For young children this might be a very simple and quick process of explaining what their intentions are. For older students, planning can include materials lists, sketches, and a list of intended actions.

2 Natural Problem Solving: STEM activities should include natural problem solving, as opposed to setting children up to fail. In some elementary settings, teachers hold back materials or set students up with challenges that can't be solved. Although their intentions are good, these "pre-determined failures" usually only frustrate and discourage students. We want students to feel empowered with these activities and know that they can be successful in solving problems.

Instead, I start with a problem that needs a solution, like when I assigned my students the task of inventing and fabricating a device that they or someone else would find useful. My students came up with some great ideas that fit their everyday lives. One inventor in my classroom, Jade, has a hamster at home and needed something to hold her hamster while she was cleaning its cage. She designed a wooden box that had sand in a section of the box. Apparently, some types of hamsters can't take baths with water because of an oil on their skin, so her invention would be a place for her hamster to take a "sand bath" while she was cleaning the cage!

Another example was invented by a girl named Nalani. She made a small wooden ring that fit over a tube of toothpaste. You could squeeze the ring down the tube to get all the paste out! Another invention that was truly thoughtful was from a girl named Autumn. She wanted to invent something to help her younger brother, who is scared of monsters in his room. She invented "Monster Spray: Guaranteed to scare monsters away (or so your children will think)!" She understood that monsters are pretend, but could not convince her brother, so creating something that gave him confidence was her solution.

3 Reflection and Revision: Revision should be an ongoing process for students during a STEM activity. Since these activities are so new to students, they may not be able to foresee all the obstacles they can encounter. For this reason, they should be reflecting on their outcomes and making revisions as needed.

I assigned my students the task of designing and building a marble run. Two groups found that their marble run designs looked great on paper, but were impractical in the classroom. They solved the problem by combining groups and using the workable elements from each group's design. This type of group problem solving, with students really working together to figure things out, is so magical in the classroom!

Reflection and revision relates directly to manipulation and choice. The finished projects for the marble run activity bore almost no resemblance to the students' original designs. But through careful reflection and cooperation, the students realized that everyone made mistakes, and that those mistakes led to better outcomes.

4 Science, Technology, Engineering and Math: Of course, our STEM activities must include these content areas. Planning with standards and KDIs in mind will help to keep the activity focused. Reflecting on the marble run project, students recalled that they had strengthened certain elements of their designs (engineering), measured materials (math), used tools (technology), and taken steps to reduce friction (science).

Another group that was having the same issue decided that they were going to build from the ground up (most other groups started at the top). Sam explained, "If we start at the bottom, then we know the marble won't fall out at any point."

STEM projects have provided [students] the opportunity to showcase their learning in authentic ways and to have fun doing it — girls every bit as much as boys.

We want to start with the larger tubes and use the smaller ones as we build up."

During our messy and loud building session, I had students take a break and travel around the room to check out other students' ideas. This was a great time for them to gain ideas from each other and really reflect on what they were doing. Some groups that were stuck found solutions by looking at other groups' work. When all the marble runs

STEM activities are great opportunities for natural problem solving. With the end goal of building a marble run, this student must survey her options and work with other group members to overcome obstacles they encounter.





Girls, just as much as boys, need the opportunity to show off their strengths. STEM activities allow children to develop and exhibit reasoning and problem solving — skills fundamental to all children at any stage in their education.

were completed and named, the groups had a chance to present them and show us how they worked. These structures stayed up in the classroom for some time and students really enjoyed trying out one another's marble runs!

Demonstrating active learning with STEM

After completing multiple STEM activities, I can see a clear change in my students. They are planning throughout our schedule, making connections throughout the day, and problem-solving in ways I hadn't seen before. Don't get me wrong — I don't think this is because the students have changed. Rather, STEM projects have provided them the opportunity to showcase their learning in authentic ways and have fun doing it — girls every bit as much as boys.

The most rewarding part of this STEM journey for me was completing a reflection writing where I had multiple girls and boys explain that STEM is not only fun but can also help solve problems in the world. Sophia wrote, "Engineers can be super heroes because they help save the world. This is what I want to do when I grow up!" ■

Reference:

Modi, K., Schoenberg, J., & Salmond, K. (2012). *Generation STEM: What girls say about science, technology, engineering, and math*. Retrieved from Girl Scouts website: https://www.girlscouts.org/research/pdf/generation_stem_full_report.pdf



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Preparing the Nest: The Story of the Eagle's Nest Academy

by Cathy Albro

“I remember Miss Curtis like it was yesterday,” says Dr. Reggie Flynn, pastor at Foss Avenue Baptist Church in Flint, MI. “I’m sure she did what she thought was in my best interest. She said, ‘Reggie has some serious emotional issues.’” He laughs. “You know what I’m glad about? At nearly 50 years of age, I still remember what my mother said like it was yesterday. She said, ‘He will not be placed on medicine.’”

By his own admission, Dr. Flynn was a “troubled child,” and he is grateful that his mother was there to advocate for him. Years later, as a pastor in a community that is struggling, with 68% of children living below the poverty line, he recognizes that he is in a position to help Flint’s failing schools. So, when asked by district officials to provide suggestions, he jumped at the chance to identify mentors for children in his congregation who were struggling in school.

First, he observed classrooms, and what he observed helped him to understand why these boys were not thriving

in school. “Rather than the child failing school,” he says, “the school was failing the child.”

He explains that students were expected to sit quietly for long periods, filling out worksheets and reading books about people who were not like them. The atmosphere was punitive and controlling. “Do you know what I saw? I saw security guards, bars on the windows, chains on the doors. At an elementary school!” he emphasizes. “I found a ‘zero-tolerance’ policy and a zero-tolerance attitude, especially toward the boys.”

This attitude, he says, leads to special ed referrals and kneejerk drug therapy. Worse, it results in children, especially boys, who dislike school from a very young age.

Pastor Flynn is not a teacher. But he remembers his own experiences in school, and they’re similar to the ones he witnessed in the classrooms he observed. So Dr. Flynn and his wife, Deloris, decided to start from a new foundation. “We felt like we could create

“We felt like we could create a culture in which, when every child walks through the halls, they really feel like the principal and every teacher loves and cares for them,” says Dr. Flynn.

a culture in which, when every child walks through the halls, they really feel like the principal and every teacher loves and cares for them,” he says.

Learning to teach, teaching to learn

All the research on what boys need to be successful learners confirmed what he had suspected all along: Boys learn differently. They need to have opportunities to move and tend to favor kinesthetic experiences. At the same time, they too benefit from strategies employed in more successful school districts, but seldom found in the classrooms he observed — like offering books that are of interest to students, building their self-regulation skills and independence,

Principal Carlita Earl and Dr. Reggie Flynn celebrate at an inaugural event marking the opening of the Eagle's Nest Academy in Flint, MI.



WATCH THESE CLIPS

1. Dr. Flynn discusses zero tolerance

2. Dr. Flynn discusses how to engage boys in the classroom



The mission of Eagle's Nest Academy is to provide students with access to quality education that nurtures and enables them to develop their fullest potential academically, physically, emotionally, artistically, and socially.

providing opportunities to learn with others, creating meaningful real-life connections to learning, and building respectful personal relationships.

Pastor Flynn was energized to find the education model that would lead to his boys' success in school. One day

After a week of learning about HighScope from presenters and attendees at the International Conference, Reggie and Deloris realized that HighScope was the program they were looking for.

in 2013, I received an e-mail from Reggie, expressing his interest in learning more about HighScope's elementary program. I invited Reggie to the HighScope International Conference and my pre-conference workshop, which introduced the major components of the HighScope Elementary approach. After a week of learning about HighScope from presenters and attendees, Reggie and Deloris realized that HighScope was the program they were looking for. Pastor Flynn pro-

posed that HighScope become a partner to develop a charter school. Within months, Eagle's Nest Academy (ENA) was authorized by Grand Valley State University and plans were made to open in Flint in September of 2015.

The planning process has been intense and very rewarding. In addition to Reggie, Deloris and me, our school planning team includes Shirley Henderson (a former Flint teacher and principal) and Jeff Beal (a senior research associate at HighScope). We have studied Reggie's concerns about the prospective ENA students and the environment and pedagogy that are needed for optimal learning and understanding to occur. Our plans for this prekindergarten-third grade school include:

- Active Learning
 - Engagement with materials, people, events, and ideas
 - Choice
 - Learner communication of thinking
 - Adult scaffolding of learning and understanding
- Positive relationship building and frequent communication with students and their families
- Ongoing assessment of learning and understanding
 - Evidence (data) used to plan for each student's learning needs and interests
- Timely feedback to support new learning and understanding and a growth mindset
- Focus on developing student self-regulation and independence
- A flexible physical environment that meets the needs for individual, small-group, and large-group activities; a variety of organized materials accessible to students; an aesthetically inviting environment
- A daily schedule that provides time for adults to meet with individual students and small groups, and hold short, interactive whole-group sessions
- An hour each day for Plan-Do-Review — a time for students to plan their own learning, carry out the plan, and reflect, all with adult support
- Shared control and a restorative practices approach to conflict resolution

continued on page 22



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NAEYC Annual Conference & Expo

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- Project-based learning and inclusion of the arts
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- Opportunities for students to learn from and communicate with others using digital technology and “the world as the classroom”

A commitment to excellence in elementary

HighScope worked with elementary schools during the 1980s through the early 2000s, but lost funding to continue. Now, HighScope's recommitment to continuing high quality early childhood education through third grade provides the opportunity for ENA to be our new pilot elementary program. This is an exciting time for education, as research about the brain and learning support the need to make major changes in the way educators think about their practice and its effectiveness. We're very excited to have this opportunity to develop the new HighScope Elementary program with Reggie and Eagle's Nest Academy.

By the time you read this article, the paint will be dry and ENA will be busy with almost 200 learners (children and adults) totally engaged and happy to be learning — together.

HighScope's recommitment to continuing high-quality early childhood education through third grade provides the opportunity for Eagle's Nest Academy to be our new pilot elementary program.

If you'd like to follow Eagle's Nest, check out the website at www.eagles-nestflint.org. For more information and updates about the ENA pilot project and HighScope Elementary, e-mail me with your request and some information about yourself and your interests (calbro@highscope.org). ■

Children explore outdoor activities on the grounds of Eagle's Nest Academy.



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- Myself and Others

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Make Room for Boys! Helping Boys Thrive in Preschool

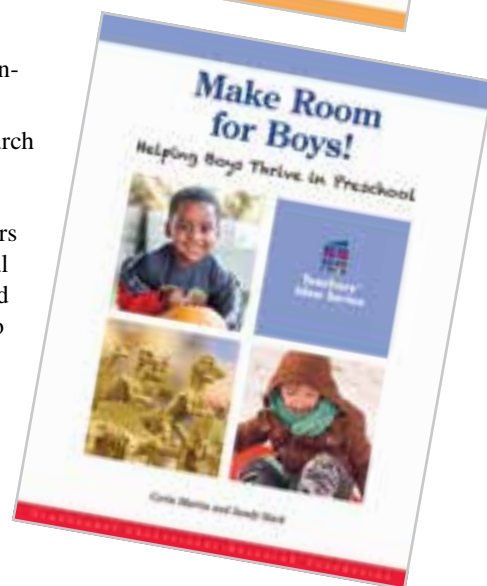
Let's face it: The needs of boys and girls often differ. Unfortunately, the environment in many preschool classrooms often puts boys at a disadvantage.

Make Room for Boys! offers teachers the opportunity to explore the latest research on the specific experiences of boys, beginning with an overview of some of the most common problems they face in preschool. What follows is a discussion of solutions to these problems — solutions that benefit all children — with chapters addressing movement, behavior and emotion, boys' interests, and developmental differences. HighScope veterans Gerin Martin and Sandy Slack provide a sound scientific basis, along with anecdotal evidence from decades in the classroom, to guide the reader toward solutions to the problems that most often vex teachers, such as aggressive play, boys' unique energy and interests, and so much more!

This addition to the Teachers' Idea Series is a must-have for any teacher seeking to bring out the best in boys!

P1427 \$30.00

G. Martin & S. Slack. Soft cover, photos, 120 pages. 978-1-57379-729-0



Request
a free
copy

Receive a **FREE** preview of *Make Room for Boys! Helping Boys Thrive in Preschool* — an eight page excerpt that describes strategies for supporting boys' interests and explains some of the sex-based and gender-based differences between boys and girls — when you e-mail info@highscope.org with the subject line: **Boys**.

New Resources



PQA para bebés y niños pequeños Formulario A: Elementos de observación

The Infant-Toddler Program Quality Assessment (PQA) is a research-validated tool that provides an accurate and authentic picture of a program's strengths and needs for improvement in a form that caregivers can understand and use. Now available in Spanish, Form A of the Infant-Toddler PQA measures quality in child care settings serving children from birth to 36 months. The form focuses on four key dimensions of quality:

- Learning environment
- Schedules and routines
- Adult-child interaction
- Curriculum planning and child observation

Users gather data to complete the form primarily through direct observation during everyday activities in infant and toddler rooms. Form A includes 25 assessment items, scored using objective 5-point rating scales. Each item includes specific, easy-to-understand quality indicators with detailed examples and explanations to guide scoring.

F1266 \$13.50

Soft cover, spiral binding, 88 pages. 978-1-57379-734-4

See p. 46 for more PQA options!



Conflict Resolution Wallet Cards

These sturdy cards fit easily in your back pocket, providing a handy reference to the six steps of conflict resolution. Always within reach and with Spanish on the reverse, wallet cards are a great resource for teachers and parents.

Z4001 \$15.00

Two-sided, laminated cards, 3" x 5", set of 25.

Adult-Child Interaction Wallet Cards

Be prepared with these four positive adult-child interaction strategies right in your back pocket. This handy resource for teachers and parents lists strength-based strategies for sharing control, problem solving, and conversing with your child. Spanish on the reverse.

Z4002 \$15.00

Two-sided, laminated cards, 3" x 5", set of 25.

New Resources

Classroom Area Signs

This popular set of 10 colorful signs is now available in 8½" x 11" size. The signs feature easy-to-see, simple pictures and area names that identify each part or interest area of the classroom. Organizing the classroom into clear work-and-play areas helps children to find materials they need and return them after use.

Medium-Size Sign Set

English PC1010 \$24.95 978-1-57379-738-2

English-Spanish PC1009 \$24.95 978-1-57379-737-5

Set of 10 cards, laminated, 8½" x 11".

See p. 42 for additional size options.



Preschool DVDs — Now With Spanish Subtitles

The Daily Routine DVD

The first part of this program is an overview of the components of the HighScope preschool daily routine, including greeting time, small- and large-group times, the plan-do-review sequence, transitions, and outside time. The second part of the program is an extended example of a single daily routine in a HighScope early childhood program. Spanish subtitles have been added to this popular DVD.

P1431 \$39.95

40 minutes (2 discs), English and Spanish subtitles, viewer guide included. 978-1-57379-733-7



Plan-Do-Review in Action DVD

In the plan-do-review process, children make plans, carry them out, and reflect on what they have done. In doing so, children learn to take initiative, solve problems, work with others, and accomplish their goals — their play becomes more purposeful and focused. You'll learn about the three components that make up plan-do-review and how to use them to encourage purposeful play. You'll see real examples of strategies and activities teachers use to support children during plan-do-review. Spanish subtitles have been added to this popular DVD.

P1432 \$39.95

40 minutes (2 discs), English and Spanish subtitles, viewer guide included. 978-1-57379-735-1



Small-Group Times for Active Learners DVD

While small-group time activities are teacher planned, they are based on children's interests and developmental levels. With sequences from a variety of HighScope settings, this program illustrates sources of ideas for small-group time, types of materials to use and how to organize them, and strategies teachers employ to support the individual ways in which children use materials throughout small-group time and in follow-up activities. Spanish subtitles have been added to this popular DVD.

P1433 \$39.95

42 minutes (2 discs), English and Spanish subtitles, viewer guide included. 978-1-57379-736-8



Infant-Toddler Curriculum



Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings, 2nd Ed.

This second edition of *Tender Care and Early Learning* describes HighScope's active learning approach for very young children who are in the sensory-motor stage of development — the stage when children learn with their whole body and all their senses, and when they rely on trusted adults to support their learning adventures. Incorporating the latest research on infant and toddler development, this manual provides both a rationale and specific strategies for each part of the Infant-Toddler Curriculum.

F1086 \$44.95

J. Post, M. Hohmann, & A. S. Epstein. Soft cover, photos, 428 pages. 978-1-57379-583-8



Infant-Toddler Key Developmental Indicators

Reflecting current infant-toddler research, these classroom resources will provide a handy reference to the HighScope infant-toddler key developmental indicators (KDIs). The 42 KDIs describing what infants and toddlers do and learn are organized into six content areas: Approaches to Learning; Social and Emotional Development; Physical Development and Health; Communication, Language, and Literacy; Cognitive Development; and Creative Arts.

Key Developmental Indicators Desk-Size Posters

Infant-Toddler F1089 \$14.95

Set of 6 full-color posters, each 8½" x 11". 978-1-57379-646-0



Wheel of Learning/Key Developmental Indicators Card

Infant-Toddler F1087 \$3.95

8½" x 11". 978-1-57379-547-0

Key Developmental Indicators Wall Chart

Infant-Toddler F1088 \$6.95

Two-color, glossy, 22" x 34". 978-1-57379-549-4

Infant-Toddler Program Quality Assessment (PQA): Starter Pak

The Infant-Toddler Program Quality Assessment (PQA) is a research-validated tool that provides an accurate and authentic picture of a program's strengths and needs for improvement, in a form that caregivers can understand and use.

F1260SET \$30.00

Includes Form A: Observation Items, Form B: Agency Items for Infant-Toddler Programs, and Administration Manual. 978-1-57379-625-5

Component items sold separately. See page 46 for details.

Building a HighScope Program: Infant-Toddler Programs

Visit our online store at highscope.org for detailed book description and see other titles in this series!

P1284 \$12.95

T. S. Kruse. Soft cover, illustrated, 84 pages. 978-1-57379-266-0



The HighScope Infant-Toddler Curriculum is a comprehensive approach to sensory-motor learning! Request a digital preview at highscope.org/itreview

Infant-Toddler Curriculum

Materials

HighScope Excellerations™ Soft Crocheted Balls

The soft, crocheted texture of these balls is welcoming to the touch. Children of all ages can play safely and with confidence! Machine washable. Set of 10 has two each of five vibrant colors. Cloth storage bag included.

P3010 \$24.95 Set of 10, each 3/4" D.

Infant Curriculum Supplement Kit

Lay a solid foundation for lifelong learning with this flexible curriculum kit. The products support the HighScope Curriculum for infants and can be used in conjunction with the HighScope book *Tender Care and Early Learning* and HighScope's active learning philosophy. Ages 18 months and up.

F2001SET \$299.99

Toddler Curriculum Supplement Kit

Build school readiness skills with these wide-ranging products that support the HighScope Curriculum for toddlers. These products support the HighScope book *Tender Care and Early Learning* and HighScope's active learning philosophy. Ages 24 months and up.

F2002SET \$279.99



The Tender Care Infant-Toddler Series DVDs

Active Learning

Infants and toddlers are naturally active learners who rely on caregivers to support their curiosity and need to explore with all their senses. In this DVD, learn about the ingredients that go into an active learning program and how to plan developmentally appropriate activities.

F1084 \$34.95

35 minutes, English and Spanish subtitles, viewer guide included. 978-1-57379-548-7

Supportive Adult-Child Interactions

Within the security of trusting relationships, infants and toddlers develop curiosity, initiative, a sense of self, and a desire to explore their world. Part 1 of this DVD shows you how to create a climate of trust for infants and toddlers, form partnerships with children, and support their intentions. Part 2 provides information on establishing program policies that promote continuity of care. Part 3 includes unnarrated scenes from HighScope programs illustrating strategies for developing supportive adult-child interactions.

F1082 \$44.95

53 minutes, English and Spanish subtitles, viewer guide included. 978-1-57379-546-3

Daily Schedules and Caregiving Routines

When caregivers provide consistent but flexible daily schedules and caregiving support, they let children know their needs will be met, freeing the children to investigate their world. This DVD provides you with an overview of an infant-toddler daily schedule, strategies for creating a schedule that is stable yet flexible enough to meet young children's needs, and a peek at typical infant-toddler routines.

F1080 \$44.95

90 minutes, English and Spanish subtitles, viewer guide included. 978-1-57379-544-9

It's Mine! Responding to Problems and Conflicts

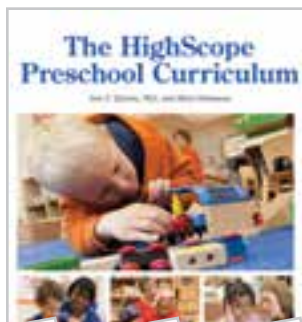
This DVD shows strategies caregivers can use to respond sensitively and positively to infants' and toddlers' social conflicts. Included are strategies for problem prevention, positive limit-setting, and conflict resolution.

F1078 \$36.95

40 minutes, viewer guide included. 978-1-57379-248-6



Preschool Curriculum



The HighScope Preschool Curriculum Set

Together, these nine books are an invaluable reference for early childhood professionals interested in creating a high-quality early childhood program that reflects the best practices of the early childhood field. *The HighScope Preschool Curriculum* is a detailed manual that explores how to create a supportive setting for young children built around the principles of active learning. Teachers learn how to choose interest areas and materials for the learning environment and to establish a consistent daily routine that includes HighScope's signature plan-do-review sequence and small- and large-group times.

Each of the eight content areas is represented in its own book covering the key developmental indicators (KDIs) book in that area. Each KDI includes a developmental scaffolding chart to help adults support children's learning at different levels.

P1415SET \$189.95

Manual and 8 KDI books. 978-1-57379-659-0

Individual books are available for purchase. Visit our online store at highscope.org for more information.

Key Developmental Indicator (KDI) Scaffolding Charts

These charts provide practical examples to help adults scaffold early learning as they implement the HighScope Preschool Curriculum.

Adapted from the scaffolding charts in *The HighScope Preschool Curriculum*, the 58 charts in this set, one for each KDI, are organized by eight content areas. Each chart contains examples of what young children at three developmental levels might do and say as they engage with each KDI, with corresponding examples of how adults can support and gently extend learning as they play and interact with children throughout the program day. This set also includes a short description of each content area.

P1422 \$64.95

A. S. Epstein, S. Gainsley, and B. Marshall. 68 (8½" x 11") cards, including 58 scaffolding charts and 8 content area cards (color-coded by content area), plus 9 (9" x 11") dividers, all three-hole drilled. 978-1-57379-661-3

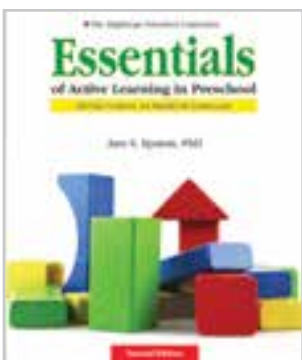
Essentials of Active Learning in Preschool: Getting to Know the HighScope Curriculum, 2nd Ed.

The second edition of this practical guide presents a comprehensive and user-friendly introduction to the HighScope Preschool Curriculum, covering the most up-to-date research on child development, effective teaching practices, the daily routine, professional learning, curriculum content areas, and completely revised information on HighScope's key developmental indicators (KDIs).

Also included is new information on how adults can scaffold children's learning throughout the program day, additional suggestions on how to promote learning for children with special needs, and expanded discussion on the benefits of parent involvement and connecting with families.

P1423 \$30.00

A. S. Epstein. Soft cover, photos, 260 pages. 978-1-57379-701-6



Request a digital preview

The HighScope Preschool Curriculum is a comprehensive approach to hands-on learning! Request a digital preview at highscope.org/psreview

Curriculum Resources

Numbers Plus Preschool Mathematics Curriculum

The *Numbers Plus® Preschool Mathematics Curriculum* is a comprehensive set of plans for small- and large-group activities, with ideas for extending mathematics learning throughout the program day.

Aligned with the standards of the National Council of Teachers of Mathematics, the 120 activities in *Numbers Plus* are divided into five content areas.

What's in *Numbers Plus*?

Each kit contains the following items:

- **120 Activity Cards** for small and large groups that include materials lists, step-by-step plans for carrying out the activities, developmental charts that show how teachers can scaffold learning for children at different developmental and ability levels, and follow-up suggestions
- **Teacher's Manual** that explains early mathematics development and provides strategies adults can use to help children build skills and construct mathematical knowledge
- **25 English-Spanish Parent Booklets** (also available separately) that support parents with ideas on how to extend math learning at home

P1377SET \$274.95 A. S. Epstein. 978-1-57379-412-1

Helping Your Young Child Learn About Mathematics

These English-Spanish parent booklets, sold in sets of 25, provide activities parents can use at home to give their children the math skills to succeed in school and in life.

P1379 \$39.95

A. S. Epstein. 5½" x 8½", self cover, 40 pages, 25 in a set. 978-1-57379-419-0



Materials

Numbers Plus Math Materials Kit

The items in this incredible kit are aligned with the *Numbers Plus Preschool Mathematics Curriculum* and include objects such as Cuisenaire® rods, Unifix® cubes, counters, measurement tools, felt shapes, beads, rhythm sticks, and so much more!

P3014 \$399.99



HighScope Excellerations™ Wooden Geometric Solids

Large geometric shapes to sort and compare! Children gain hands-on, concrete understanding of 3-D shapes with these manipulatives made from high-quality solid birch wood with a smooth finish. Four each of five shapes: cone, cube, cylinder, pyramid, and sphere. Activity guide and storage bag included.

P3016 \$28.99

Set of 20, 2" H each.



HighScope Excellerations™ Trace and Write Numbers

Get your hands on these numbers! Children can freely explore and trace the shapes of the wooden numbers while practicing forming them by writing directly on the dry-erase numbers. This set includes 10 each of wooden and dry-erase numbers, plus a canvas storage bag and activity guide.

P3011 \$9.99

Set of 20, 2" H.



Curriculum Resources

Preschool Curriculum DVDs

Visit highscope.org for program descriptions.

Watch Us Learn! Scenes From HighScope Preschools

P1404 \$59.95

5 hours and 15 minutes (3 discs), viewer guide included. 978-1-57379-642-2

Adult-Child Interaction: Communicating to Support Learning

P1381 \$39.95 48 minutes, viewer guide included. 978-1-57379-446-6

The Indoor and Outdoor Learning Environment

P1359 \$39.95 40 minutes, viewer guide included. 978-1-57379-358-2

Large-Group Times for Active Learners

P1308 \$39.95 53 minutes, viewer guide included. 978-1-57379-281-3

Moving Past Praise: Supporting Children With Encouragement

P1361 \$29.95 25 minutes, viewer guide included. 978-1-57379-360-5

Outside Time for Active Learners

P1363 \$24.95 18 minutes, viewer guide included. 978-1-57379-351-3



Preschool Curriculum DVDs — Now With Spanish Subtitles

Plan-Do-Review in Action

P1432 \$39.95

See p. 25 for description. 40 minutes (2 discs), English and Spanish subtitles, viewer guide included. 978-1-57379-735-1

Small-Group Times for Active Learners

P1433 \$39.95

See p. 25 for description. 42 minutes (2 discs), English and Spanish subtitles, viewer guide included. 978-1-57379-736-8

The Daily Routine

P1431 \$39.95

See p. 25 for description. 40 minutes (2 discs), English and Spanish subtitles, viewer guide included. 978-1-57379-733-7

Engaging Young Learners With Special Needs

P1424 \$95.00

See p. 31 for description. 98 minutes (2 discs), English and Spanish subtitles, viewer guide included. 978-1-57379-702-3

“I Want All the Turns!” Supporting Children in Resolving Problems and Conflicts

P1421 \$95.00

See p. 37 for description. 90 minutes (2 discs), English and Spanish subtitles, viewer guide included. 978-1-57379-679-8



Curriculum Resources

Adult-Child Interaction Wallet Cards

Be prepared with these four positive adult-child interaction strategies right in your back pocket. This handy resource for teachers and parents lists strength-based strategies for sharing control, problem solving, and conversing with your child. Spanish on the reverse.

Z4002 \$15.00

Two-sided, laminated cards, 3" x 5", set of 25.

Special Needs

Engaging Young Learners With Special Needs DVD

This two-part DVD describes how HighScope's active participatory learning model of early education provides inclusive experiences for children with and without disabilities, allowing children at all levels to succeed.

Part 1 demonstrates how active learning principles, the learning environment, the daily routine, and team planning with specialists help teachers individualize instruction for all young learners.

Part 2 shows examples of teachers using adaptations and supports to allow each child to develop skills in key curriculum content areas and actively participate in the daily routine.

P1424 \$95.00

98 minutes (2 discs), English and Spanish subtitles, viewer guide included. 978-1-57379-702-3

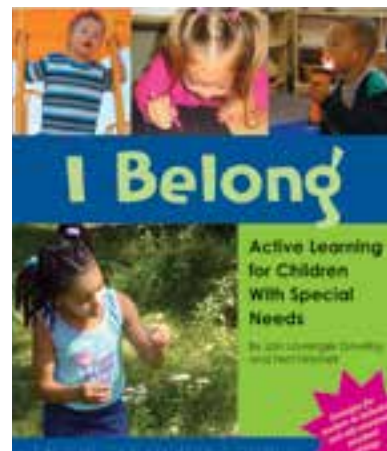
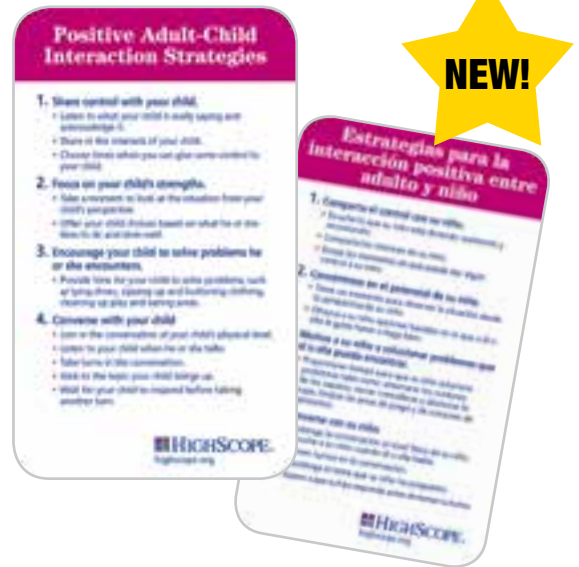
[Watch a preview in the online store!](#)

I Belong: Active Learning for Children With Special Needs

While current teaching practices in the field of special education are often based on correcting children's "deficits," the HighScope active learning model builds on and maximizes children's strengths and abilities. *I Belong* includes practical strategies and real-life examples of the authors' applications and adaptations of the HighScope Curriculum in a variety of preschool settings serving children with special needs.

P1348 \$25.95

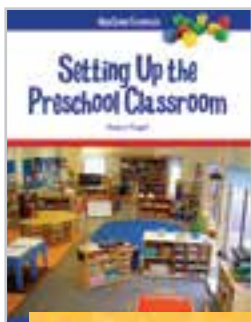
J. Dowling & T. Mitchell. Soft cover, photos, 152 pages. 978-1-57379-322-3



Request
a free
copy

Receive *Play as an Intervention* — a series of four articles written by HighScope Educational Consultants and Early Education Specialists — when you e-mail info@highscope.org with the subject line: **Special Needs.**

Curriculum Resources



Setting Up the Preschool Classroom

This book is designed to help preschool teachers arrange and equip their classroom or center, including the outdoor play space. It provides helpful strategies, detailed lists of equipment and materials, and sample classroom layouts to guide teachers in designing an entirely new learning environment or in making improvements to an existing space. The book includes chapters on art, block, house, toy, reading and writing, computer, music and movement, sand and water, woodworking, and outdoor areas. Also included in the interest-area chapters are suggestions for environments that include children with special needs or that serve seniors along with young children.

P1383 \$25.95 N. Vogel. Soft cover, photos, illustrations, 156 pages. 978-1-57379-447-3

From Message to Meaning: Using a Daily Message Board in the Preschool Classroom

This book describes the benefits of using a daily message board at greeting time, guides teachers through the process of creating messages, and offers strategies for making the message board an engaging and interactive experience for children. This book also includes strategies for incorporating a daily message board into your own early childhood program, guidelines for “writing” messages, and a DVD showing message board time in an actual classroom.

P1355 \$19.95 S. Gainsley. Soft cover, photos and illustrations, 56 pages, includes DVD. 978-1-57379-355-1

Lesson Plans for the First 30 Days, 2nd Ed.

This guide puts 30 days of ready-to-use HighScope lesson plans right at your fingertips! For teachers new to HighScope, this book will help you get started by providing six weeks of user-friendly plans. Teachers experienced with HighScope will find the book a ready source of new ideas. Each lesson plan lists related KDIs and includes activities for greeting time, plan-do-review, and small- and large-group times. The book also includes a music CD, adult-child interaction strategies, and reproducible lesson planning sheets.

P1418 \$34.95

B. Marshall with S. Lockhart & M. Fewson. Soft cover, 184 pages, includes music CD. 978-1-57379-323-0

Building a HighScope Program Series

The books in this series are designed to help you adapt the HighScope Curriculum to a variety of early childhood settings. Each book gives you tips to plan your program, answers frequently asked questions, and provides strategies and practical examples from actual providers to help you deal with the specific challenges that arise in each type of setting. Also included are a brief overview of the active learning approach, sample daily routines, and a guide for getting started with HighScope.

Visit our online store at highscope.org for detailed book descriptions.

Head Start Preschool Programs

P1352 \$15.95 K. Rush with T. S. Kruse. Soft cover, photos, 116 pages. 978-1-57379-268-4

Multicultural Programs

P1319 \$15.95 T. S. Kruse with P. Neill. Soft cover, photos, 100 pages. 978-1-57379-267-7

Full-Day Preschool Programs

P1282 \$12.95 T. S. Kruse. Soft cover, illustrated, 68 pages. 978-1-57379-264-6

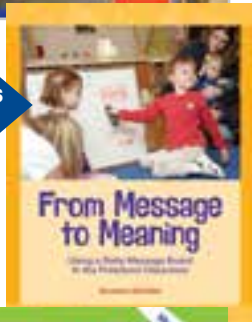
Family Child Care Programs

P1283 \$12.95 T. S. Kruse. Soft cover, illustrated, 76 pages. 978-1-57379-265-3

Infant-Toddler Programs

P1284 \$12.95 T. S. Kruse. Soft cover, illustrated, 84 pages. 978-1-57379-266-0

Includes DVD



With Music CD



Curriculum Resources

Explore and Learn Quick Cards Series

This series contains many of the ideas found in The Teachers' Idea Book Series in an easy-to-use format. These durable cards are conveniently sized to store in hanging files and three-hole drilled for those who prefer to store them in a binder.

Small-Group Times to Scaffold Early Learning

This set of colorful cards presents 52 small-group activities organized in five curriculum content areas: language, literacy, and communication; mathematics; science and technology; creative arts; and physical development and health. Each activity includes step-by-step instructions and a chart to help teachers recognize and support preschoolers' learning of specific concepts and skills at early, middle, and later developmental levels.

P1403 \$49.95

HighScope Early Childhood Staff. Photos, 61 cards, 6 dividers. 978-1-57379-362-9

80 Activities for Small Groups

These handy cards contain practical suggestions and detailed descriptions to help teachers create active learning small-group activities.

P1337 \$39.95

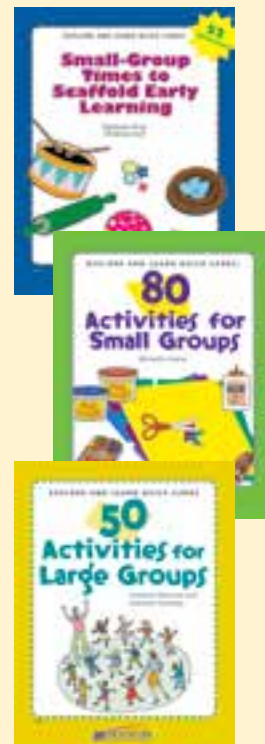
M. Graves. Photos, 80 cards, 6 dividers. 978-1-57379-311-7

50 Activities for Large Groups

Each of these cards contains a large-group activity plan that describes the originating idea; the materials needed; the curriculum content areas; and the process for conducting the activity, including an opener, the main part of the activity, the transition to the next activity, variations, follow-up suggestions, and accommodations for children with special needs.

P1353 \$37.95

C. Boisvert & S. Gainsley. Photos, 60 cards, 7 dividers. 978-1-57379-349-0



Materials

HighScope Excellerations™ Sand and Water Play Station

Expand the potential of your sand and water center!

- Incorporates tubes, funnels, and pipes into your existing table or tubs for exciting sand, sensory, and water exploration
- Use with sand, water, and sensory materials
- Inspires creative play and cooperation with space for many children
- Pipes and tubing can be assembled in a variety of configurations
- Play surface adjusts to 10 different heights, accommodating children of all sizes and needs
- Wheelchair accessible
- 3 predrilled holes in eave/trellis for pulley play (pulleys not included)
- Made of durable birch plywood with a water-resistant lacquer finish
- Simple adult assembly required
- Measures 69" L x 28½" W x 66¼" H overall

Adult supervision is recommended during sand and water activities.

P3008 \$349.99

HighScope Colorations® Heavy-Duty Activity Apron

This heavy-duty vinyl material won't rip or tear. Easy to clean with a damp cloth, it will stay looking like new for years to come! The apron easily slips over the head for fast transitions between activities and is designed to fit children of all sizes.

P3013 \$5.49

6" diameter neck opening. 16" W x 15¼" L from neck down.



Curriculum Resources

The Teachers' Idea Series

Make Room for Boys! Helping Boys Thrive in Preschool

This much-anticipated book offers teachers the opportunity to explore the latest research on the specific experiences of boys, and to find solutions to some of the most common problems boys face in preschool. Though focused on the needs of boys, the solutions suggested in chapters including movement and space, behavior and emotion, and more, benefit all children. See page 23 for full description.

P1427 \$30.00 G. Martin & S. Slack. Soft cover, photos, 120 pages. 978-1-57379-729-0

Let's Play and Learn Together! 30 At-Home Activities to Share With Families

Keep the active learning going at home! You can offer family members copies of the 30 preschool activities in this book, which can be photocopied or printed from the accompanying CD. Activities are grouped into categories of Art, Music, and Movement; Language, Literacy, and Communication; Physical Development and Healthy Habits; Math, Science, and Technology; and Myself and Others. Each activity lists the corresponding COR Advantage assessment item; materials and cost; the "mess" factor; key learning experiences; step-by-step instructions; and suggestions for special needs.

English P1429 \$30.00 T. S. Kruse. Soft cover, photos, CD, 96 pages. 978-1-57379-731-3

Spanish P1430 \$30.00 T. S. Kruse. Soft cover, photos, CD, 100 pages. 978-1-57379-732-0

Bringing Active Learning Home: Workshops for Preschool Parents

Parent workshops can help parents bring active learning home to their children! The 27 workshops contained in this book, a part of the Teachers' Idea Series, help family members learn about and appreciate the importance of active learning by experiencing it the way their children do. The workshops, designed for preschool parent meetings, give parents hands-on experiences in large- and small-group activities that are fun and easy to do, and which teach practical strategies for interacting with children in everyday situations outside the classroom. Each workshop includes objectives, an opening activity, central ideas for discussion, an application activity, and follow-up ideas for practicing strategies at home. This book is packaged with a CD containing PowerPoint slides and handouts for each workshop.

P1425 \$30.00 S. Gainsley. Soft cover, photos, CD, 124 pages. 978-1-57379-728-3

Meaningful Math in Preschool: Making Math Count Throughout the Day

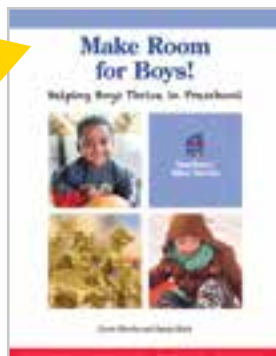
If you are looking for a way for your preschoolers — and you — to enjoy math, this book is for you! A part of the Teachers' Idea Series, *Meaningful Math in Preschool* shows you how to provide a learning environment that is rich with opportunities for children to explore, discover, and expand on various math concepts.

The book begins with an overview of the latest research in early mathematics and introduces you to HighScope's approach to math and its math key developmental indicators (KDIs). This is followed by sections on how to identify math in your daily routine, create a "math-rich" classroom, and support "math talk" among your preschoolers. The rest of the book, organized around the parts of the daily routine, offers demonstrations of how math occurs in the classroom (with anecdotes that illustrate the math KDIs), real examples of how teachers support these math experiences, and hands-on strategies you can use to encourage math learning. Also included is a bookmark that lists HighScope's math KDIs to use as a handy reference when reading the anecdotes and examples.

P1420 \$30.00

P. Neill with S. Gainsley. Soft cover, photos, 157 pages, includes bookmark. 978-1-57379-678-1

NEW!



NEW!

Includes CD

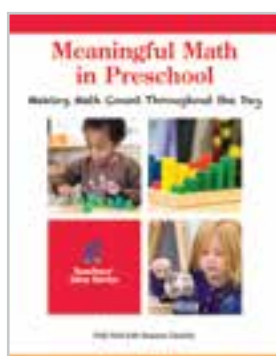


NEW!

Includes CD



Includes CD



Curriculum Resources

The Teachers' Idea Series (continued)

50 Large-Group Activities for Active Learners

This book presents 50 engaging large-group activities that stimulate children's creativity, help them learn skills and concepts, and introduce them to a wide range of new and thought-provoking experiences. This book contains valuable ideas for action songs, group storytelling, movement activities, and cooperative games and projects.

P1316 \$25.95

C. Boisvert & S. Gainsley. Soft cover, photos, 139 pages. 978-1-57379-282-0

"I Know What's Next!" Preschool Transitions Without Tears or Turmoil

This book provides guidelines that help teachers understand transitions from the child's point of view, along with strategies, songs, and games that are useful for particular transitions. Included are ideas for dropoff and pickup times, the times between parts of the daily routine, and the transition to kindergarten. Also offered are parent handouts, real-life transition scenarios, and illustrations with adult-child dialogues depicting contrasting approaches to transitions.

P1336 \$19.95

B. Evans. Soft cover, photos and illustrations, 116 pages. 978-1-57379-297-4

Small-Group Times to Scaffold Early Learning

This book presents 52 small-group activities based on five curriculum content areas: language, literacy, and communication; mathematics; science and technology; the creative arts; and physical development and health. It includes step-by-step instructions for each activity, suggestions for how to adapt the activity and materials for children with special needs, and content-area summaries describing how children master concepts and develop skills in each domain. Easy-to-read scaffolding charts outline examples of what children at different developmental levels may say and do during activities, with suggestions for how adults can support children at each of these levels.

P1370 \$25.95

HighScope Early Childhood Staff. Soft cover, photos, 162 pages. 978-1-57379-410-7

Making the Most of Plan-Do-Review

This book includes support strategies for the plan-do-review process, including practical tips and suggestions, answers to frequently asked questions, real-life examples, and planning and recall sheets to use with children.

P1152 \$25.95

N. Vogel. Soft cover, photos, 250 pages. 978-1-57379-086-4

Story Starters for Group Times

Story starters are brief narratives teachers use to introduce small- or large-group activities. Organized around seven content areas, the 84 story starters and accompanying activities in this book include materials lists, suggestions for scaffolding children's learning, vocabulary words, and follow-up ideas.

P1395 \$25.95

A. S. Epstein. Soft cover, photos, 188 pages. 978-1-57379-474-9

"I'm Older Than You. I'm Five!" Math in the Preschool Classroom, 2nd Ed.

This book presents 50 early math activities that meet the needs of preschoolers. Aligned with the early childhood standards of the National Council of Teachers of Mathematics (NCTM) and organized according to HighScope's *Numbers Plus* content areas, the activities will help children gain competence in number sense and operations, geometry, measurement, algebra, and data analysis.

P1391 \$25.95

A. S. Epstein & S. Gainsley. Soft cover, photos, 144 pages. 978-1-57379-462-6

Real Science in Preschool: Here, There, and Everywhere

Wondering how to "do science" with preschoolers? This book shows you how authentic, hands-on science learning takes place every day throughout the classroom as well as outdoors. You'll learn to recognize and support the six behaviors that make up the preschool scientific method that you'll see in all types of children's play.

P1366 \$25.95

P. Neill. Soft cover, photos, 166 pages. 978-1-57379-364-3



Curriculum Resources



Recommended for Leaders*

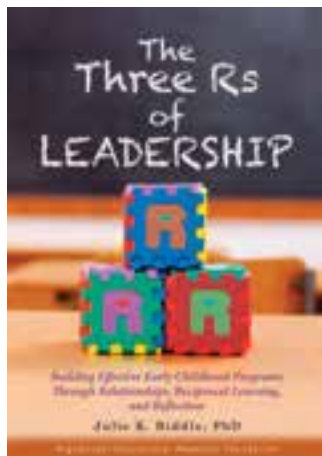
The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning, Revised Ed.

This revised edition of *The Intentional Teacher* explores strategies for balancing both child-guided and adult-guided learning experiences that build on children's interests and focus on what they need to learn to be successful in school and in life.

Co-published by HighScope Press and the National Association for the Education of Young Children (NAEYC), this edition offers new chapters on science, social studies, and approaches to learning. Also included is updated, expanded information on social and emotional development, physical development and health, language and literacy, mathematics, and the creative arts. In each chapter are many practical teaching strategies that are illustrated with classroom-based anecdotes.

P1426 \$30.00

A. S. Epstein. Soft cover, photos, 262 pages. 978-1-938113-06-2

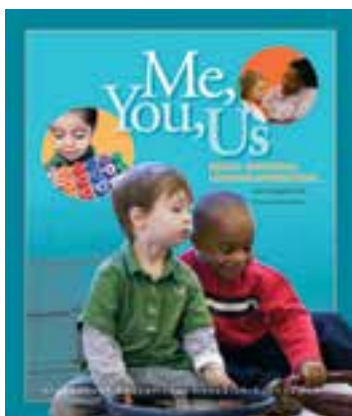


The Three Rs of Leadership

In *The Three Rs of Leadership*, Julie K. Biddle, PhD, redefines the concept of leadership in early childhood education, proposing a model of shared responsibility among school stakeholders. In this revised perspective, leadership is not tied to a single leader but is instead a quality of organizations that can be exerted by anyone. When educators enter into supportive *relationships* with each other; engage in *reciprocal learning* with students, parents, and colleagues; and *reflect* on their practice, they contribute to the evolution of leadership thinking and leadership action.

P1402 \$19.95

J. K. Biddle. Soft cover, 100 pages. 978-1-57379-361-2



Me, You, Us: Social-Emotional Learning in Preschool

Social-emotional learning is key to every child's ability to manage feelings and to interact successfully with others. Early childhood educators say this skill set is as essential to school readiness as the academic learning areas. This book covers 11 separate topics of social-emotional learning — from developing a positive self-identity to creating and participating in a democracy — and offers numerous teaching strategies and suggestions for professional development. Through a comprehensive approach that draws on extensive research and discussion from the early childhood field, this book helps the thoughtful educator chart a path for young children to develop the social-emotional skills they need to succeed in school and in life.

P1372 \$25.95

A. S. Epstein. Soft cover, photos, 190 pages. 978-1-57379-425-1

*The books on this page are co-published by HighScope Press and the National Association for the Education of Young Children (NAEYC).

New
shipping
special!



We listened to your feedback!

Free shipping for orders of \$500 or more.
Flat rate **\$9.99** for orders under \$500.

Restrictions apply. See p. 22 for details.

Curriculum Resources

Problem Solving

“I Want All the Turns!” Supporting Children in Resolving Problems and Conflicts DVD

In all early childhood programs, children have conflicts over space, materials, and friendships. Learning how to find solutions that work for everyone is an important educational opportunity for young children. This three-part DVD includes a special section on preventing bullying. Watch a preview in the online store!

P1421 \$95.00

90 minutes (2 discs), English and Spanish subtitles, viewer guide included. 978-1-57379-679-8

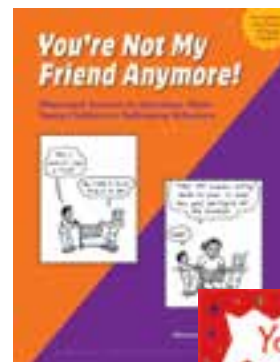


You're Not My Friend Anymore! Illustrated Answers to Questions About Young Children's Challenging Behaviors

In an accessible pictorial format, this book explores typical *What if...?* questions about children's challenging behaviors, each answered by two illustrated stories: one depicts a “typical” adult response to the problem situation; the other details a “problem-solving” approach to the same situation. Accompanying text explores the differences between the two approaches and offers strategies for effective problem solving.

P1389 \$15.95

B. Evans. Illustrated by J. Wilcox. Soft cover, 104 pages. 978-1-57379-455-8

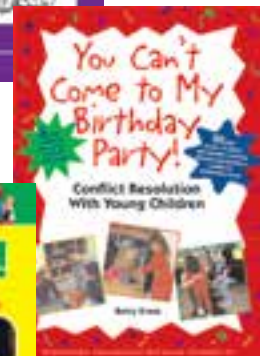


You Can't Come to My Birthday Party! Conflict Resolution With Young Children

This book presents a six-step mediation process adults can use to help young children resolve disputes. More than 50 scenarios of conflict resolution in action are included.

P1171 \$34.95

B. Evans. Soft cover, photos, 432 pages. 978-1-57379-159-5



It's Mine! Responding to Problems and Conflicts DVD

This DVD for adults working in infant and toddler settings shows many strategies caregivers can use to respond sensitively and positively to children's social conflicts. Included are strategies for problem prevention, positive limit setting, and resolving conflicts.

F1078 \$36.95

40 minutes, viewer guide included. 978-1-57379-248-6



Steps in Resolving Conflicts Small-Size Poster, English-Spanish

Conflicts inevitably arise between children in the classroom, and these situations provide excellent learning opportunities. Hang these posters in your classroom to help you remember the six steps to conflict resolution.

P1365 \$11.95

Set of 2 posters, two-color, glossy, 8½" x 11". 978-1-57379-408-4



Steps in Resolving Conflicts Wall-Size Poster, English only

This large-size poster of the six conflict resolution steps helps you and others keep the steps in mind when working with children.

P1134 \$6.95

Two-color, glossy, 20" x 30". 978-1-57379-075-8

Conflict Resolution Wallet Cards

Z4001 \$15.00

Two-sided, laminated cards, 3" x 5", set of 25, includes Spanish. See p. 24 for full description.



Curriculum Resources



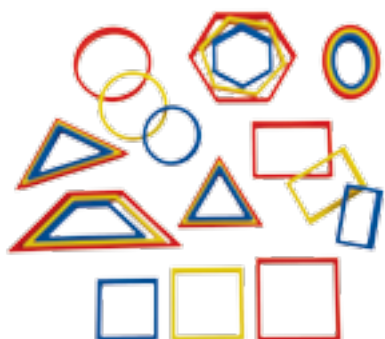
Materials

HighScope Excellerations™ Photo Unit Blocks

Personalize your block set using recognizable photos from the children's own community. These blocks can be filled with images of your community, as well as pictures of your students and their families. Set includes 20 blocks in three sizes.

P3015 \$54.99

Set of 20 includes 5 large squares, 1 1/3" W x 5 1/3" L x 5" H; 5 rectangles, 1 1/3" W x 5 1/3" L x 2" H; and 10 small squares, 1 1/3" W x 2" L x 2" H.



HighScope Colorations® Shape Makers

Children learn to identify eight basic geometric shapes in three sizes as they cut modeling dough or trace the shapes — a creative, hands-on way to explore attributes, shape combinations, and mathematical relationships. Made of durable, easy-to-wash plastic pieces.

P3018 \$16.99

Set of 24, 2 1/2" to 5 1/2".



HighScope Excellerations™ Wooden Steering Wheels

These wooden wheels have a giant 12" diameter, yet are lightweight enough for young children to rotate freely. Playing with the wheels gives children a chance to pretend to do "grown-up" things and expand their imaginations through role play. Set includes a boat steering wheel, a racecar steering wheel, and an airplane steering wheel.

P3009 \$39.99

Set of 3, 12" D.



Math Curriculum Supplement Kit

Teaching math has never been so easy or so much fun! This starter kit is based on and includes the HighScope book *"I'm Older Than You. I'm Five!" Math In the Preschool Classroom, 2nd Edition*. You'll find easy-to-follow activities that build on children's natural interests that you can use throughout the day. An amazing value with over 950 pieces, including counting bears, Unifix® cubes & stairs, wooden geometric size and stacking puzzles, pattern blocks, sand timers, over 6,000 sorting pieces with bowls and trays, measuring tools, blank journals, and chart tablets.

P3004SET \$299.99



Science Curriculum Supplement Kit

Like adult scientists, preschoolers wonder how things work and what makes things happen. We've made it easy and put this hands-on science kit together for you! The curriculum supplements support the included HighScope book *Real Science in Preschool*.

P3005SET \$219.99

Early Literacy

The HighScope Children's Storybook Collections

Early literacy and reading to children have always been important parts of the HighScope Curriculum. The following book sets have been selected by HighScope educational consultants for their high-quality content, illustrations, and suitability for use in any preschool or child care setting.

All books are subject to publisher availability. If a specific book in a set is not available from the publisher, we will substitute an appropriate title.

Please note: Since we are already offering discounted prices on our children's storybooks, no additional discounts will apply.

Preschool Classroom Library Set of 50 Hardcover Books

PHB55 List Price: ~~\$882.54~~ Our Price: **\$750.09**

Multicultural Hardcover Books Set of 8 Hardcover Books

PMHB13 List Price: ~~\$141.88~~ Our Price: **\$123.28**

Special Needs Set of 8 Hardcover Books

PHB07 List Price: ~~\$135.80~~ Our Price: **\$127.40**

Early Math Set of 8 Hardcover Books

PHB65 List Price: ~~\$141.92~~ Our Price: **\$120.62**

Our Families Set of 8 Hardcover Books

PHB90 List Price: ~~\$134.89~~ Our Price: **\$117.04**

Tender Topics Set of 8 Hardcover Books

PHB25 List Price: ~~\$131.86~~ Our Price: **\$119.42**

My Feelings Set of 8 Hardcover Books

PHB06 List Price: ~~\$132.92~~ Our Price: **\$117.77**

Infant-Toddler Board Book Library Set of 50 Board Books

FHSB50 List Price: ~~\$352.42~~ Our Price: **\$302.78**

Preschool Board Book Classroom/Take-Home Library — Set 1

Set of 40 Board Books

PBT60 List Price: ~~\$304.24~~ Our Price: **\$258.58**

Preschool Board Book Classroom/Take-Home Library — Set 2

Set of 50 Board Books

PBT70 List Price: ~~\$380.26~~ Our Price: **\$324.21**

Multicultural Board Books Set of 10 Board Books

PMB08 List Price: ~~\$72.78~~ Our Price: **\$63.05**

Paperback Classroom/Take-Home Library — Set 1

Set of 40 Paperback Books

PBL50 List Price: ~~\$292.55~~ Our Price: **\$249.67**

Paperback Classroom/Take-Home Library — Set 2

Set of 50 Paperback Books

PBL60 List Price: ~~\$362.50~~ Our Price: **\$309.27**

Big Books — Set 1 Set of 10 Big Books

LB03 List Price: ~~\$266.80~~ Our Price: **\$226.82**

Big Books — Set 2 Set of 10 Big Books

LB04 List Price: ~~\$268.70~~ Our Price: **\$228.40**

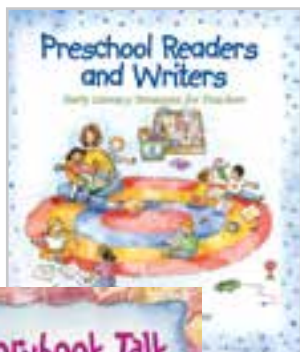
Bilingual Favorites Board Books Set of 16 Board Books

BBB10 List Price: ~~\$119.72~~ Our Price: **\$102.79**



A full list of titles in each set is available at our online store at highscope.org.

Early Literacy

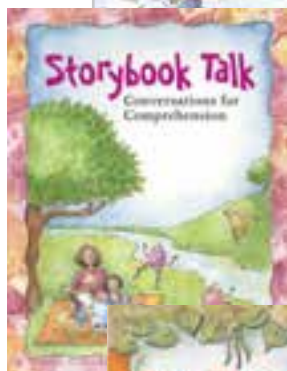


Preschool Readers and Writers: Early Literacy Strategies for Teachers

This book presents research-based, classroom-tested practices for bringing the magic and joy of reading to young children. It explains how children's reading and writing skills develop in the preschool years and what adults can do to encourage these processes. Topics include oral language, phonemic awareness, alphabet learning, concepts about print, and more.

P1224 \$34.95

L. W. Ranweiler. Soft cover, illustrated, 232 pages. 978-1-57379-186-1

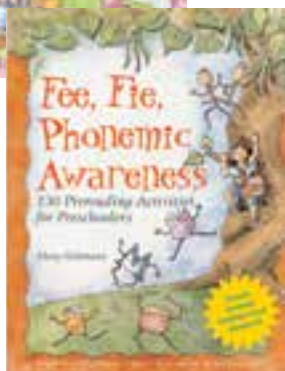


Storybook Talk: Conversations for Comprehension

Storybook Talk shows you how to make reading and rereading a beloved book enjoyable for both children and adults while improving children's comprehension. The book gives guidance on storybook selection and analysis and offers 63 strategies for inviting child talk during story reading. These strategies build children's vocabulary as well as their ability to connect with stories, retell them, and predict what happens next.

P1354 \$19.95

M. Hohmann & K. Adams. Soft cover, photos, 66 pages. 978-1-57379-353-7



Fee, Fie, Phonemic Awareness: 130 Prereading Activities for Preschoolers

This book focuses on phonemic awareness — the ability to recognize the smallest sound units that make up words — identified by reading experts as an essential skill that prepares children for reading. The 130 phonemic awareness activities are based on scientific evidence about what children need to become confident and successful readers and writers. The book offers more than enough activities to meet the standard of 20 hours of phonemic awareness practice recommended for all preschool children by the National Reading Panel and endorsed by the US Department of Education.

P1190 \$25.95

M. Hohmann. Soft cover, photos, 80 pages. 978-1-57379-128-1

Materials

HighScope Excellerations™ Trace and Write Letters

In partnership with Excellerations™, HighScope brings you these durable wooden letters to help children build experiences with the alphabetic principle. Preschool children will be able to feel, trace, and be creative with these solid, 4" letters. Set includes: 26 wooden letters (A–Z), 26 (A–Z) write and wipe letters, handy storage bag, and teacher's activity guide. Ages 3 years and up.

P3012 \$19.99

Set of 52, 4" H.



Language Curriculum Supplement Kit

Curriculum language items support and include HighScope's book *Fee, Fie, Phonemic Awareness*. Using the supplies in the kit, plus a small number of others typically found in the classroom, you'll be able to do 130 pre-reading activities. This kit is an amazing value with more than 750 pieces, including musical instruments, puppets, a stamp pad, alphabet stamping sticks, jumbo tracing letters, multiple alphabets, blank journals, dry-erase boards, markers, pencils, erasers, Scrabble and Brain Noodles™, plus seven classic classroom books.

P3006SET \$279.99



Early Literacy

Letter Links Online

This online program complements the English and Spanish *Letter Links* books, enabling you to create a nametag for each child in your group, select a letter-linked picture, and print these out in various sizes quickly and easily. Users may select letter-linked pictures for words in English or Spanish. The program also enables teachers to save, store, and print group lists of letter links. Each 2-year license subscription is for one classroom's use. Site administrators can now gain access to, transfer, delete, or update user accounts for sites with multiple licenses — e-mail letterlinksinfo@highscope.org to learn more.

License Subscription P1373 \$29.95 978-1-57379-442-8

License Renewal P1382 \$29.95 978-1-57379-578-4

License Subscription With *Letter Links* book (English) P1374SET \$44.95 978-1-57379-443-5

License Subscription With *Letter Links* book (Spanish) P1375SET \$44.95 978-1-57379-444-2

Letter Links: Alphabet Learning With Children's Names

Letter Links takes children's natural interest in learning to write their own name as an entryway to teaching them letter-recognition skills, letter-sound correspondence, and letter/word writing by using nametags and letter-linked images. It outlines the research behind this learning system and provides reproducible examples of letter-linked images for 64 initial letter sounds. Also included are 25 fun-filled activities that support children's development in the following categories: the alphabetic principle, phonological awareness, sense of word, and vocabulary.

English P1204 \$25.95

A. DeBruin-Parecki & M. Hohmann. Soft cover, illustrated, 112 pages. 978-1-57379-143-4

Spanish P1327 \$25.95 978-1-57379-296-7

Let's Talk Literacy: Practical Readings for Preschool Teachers

This book — a collection of articles by expert teachers and educators — gives practitioners the tools they need to enhance implementation of an effective early literacy curriculum in their preschool classrooms. With an overview of the four essential components of early literacy — comprehension, phonological awareness, alphabet knowledge, and concepts about print — this book addresses topics such as interactive story reading, storytelling, early vocabulary learning, the ways preschoolers read and write, and literacy for second language learners, among many others. Practical strategies for supporting children's language and literacy learning are included in every chapter.

P1344 \$24.95 M. Hohmann & J. Tangorra, Eds. Soft cover, photos, 152 pages. 978-1-57379-318-6

Making Connections: Movement, Music, & Literacy — Learning on the Move, Preschool–Grade 2

This book provides you with 60 activities planned around curriculum concepts in movement, music, and literacy. CD included. Materials kit is now available! See page 44 for more details.

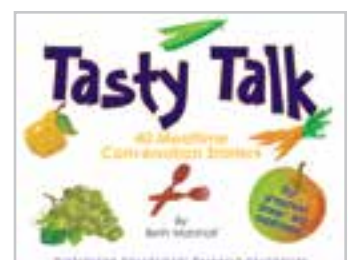
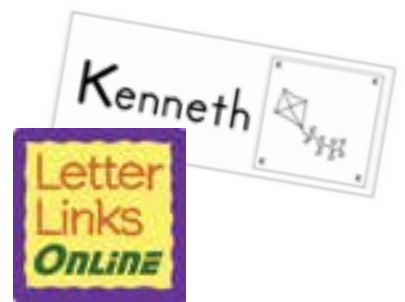
M1030 \$27.95

L. Haraksin-Probst, J. Hutson-Brandhagen, & P. S. Weikart. Soft cover, photos, 166 pages, includes music CD. 978-1-57379-319-3

Tasty Talk: 40 Mealtime Conversation Starters

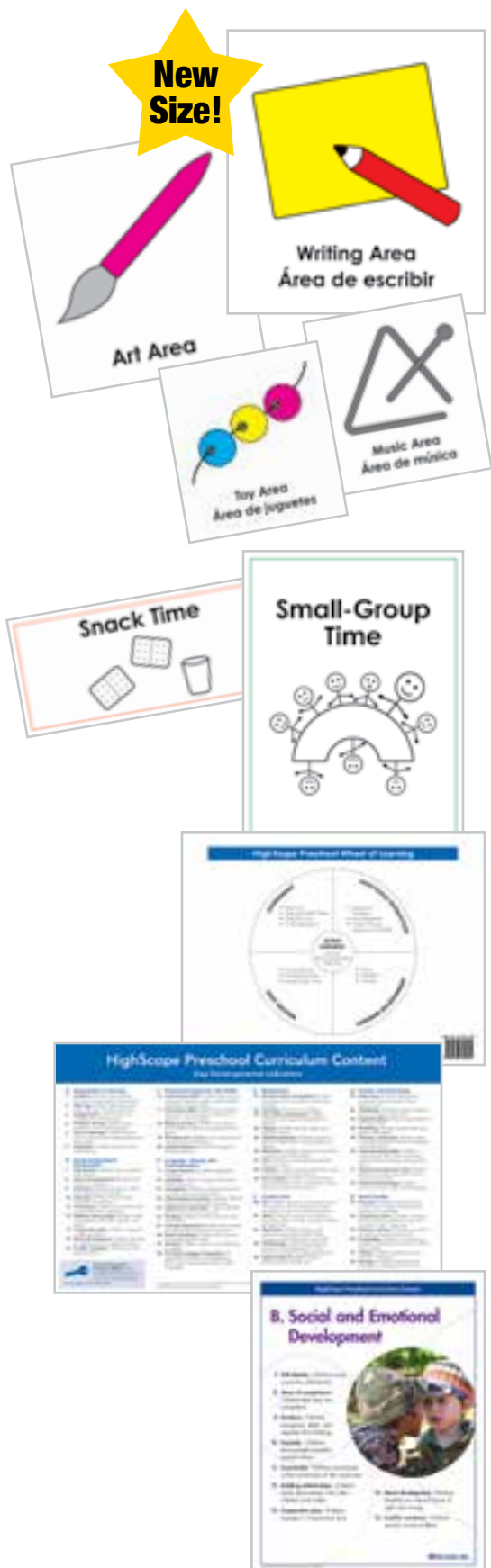
You can make snacktime and mealtimes important learning times for preschool children! *Tasty Talk* puts ideas for conversation and simple games on attractive 4" x 5" cards so you can get children thinking, talking, reflecting, and sharing on a variety of subjects while enjoying a snack or meal. In addition to helping boost children's literacy and social skills, these ideas can help children engage with other key curriculum content through playful talk with adults and other children.

P1357 \$14.95 B. Marshall. 43 4" x 5" 2-color cards. 978-1-57379-356-8



Classroom Resources

New Size!



Classroom Area Signs

This set of 10 colorful signs features easy-to-see, simple pictures and area names that identify each part or interest area of the classroom. Organizing the classroom into clear work-and-play areas helps children to find materials they need and return them after use.

The large-size area signs are big enough for each area to be seen from all around the classroom, while the medium- and small-size area signs are laminated and great to use during plan-do-review to help the children identify which area they will (or did) work in.

Large-Size Sign Set

English PC1000 \$29.95 978-1-57379-302-5
Set of 10 cards, plus blank cards, 19½" x 21".

Medium-Size Sign Set

English PC1010 \$24.95 978-1-57379-738-2
English-Spanish PC1009 \$24.95 978-1-57379-737-5
Set of 10 cards, laminated, 8½" x 11".

Small-Size Sign Set

English PC1004 \$15.95 978-1-57379-306-3
English-Spanish PC1007 \$24.95 978-1-57379-704-7
Set of 10 cards, laminated, 8½" x 11".

Large- and Small-Size Sign Set Bundle

English-Spanish PC1006SET \$48.00 978-1-57379-705-4
Set of 10 large cards, plus blank cards, 19½" x 21", and 2 sets of 10 small cards per package, laminated, 5" x 5½".

Daily Routine Cards

The Daily Routine Cards are a set of 21 easy-to-read pictures with time-of-day names that identify the parts of a typical preschool classroom day. Use of these cards allows children to easily read the Daily Routine Card sequence and anticipate what happens next.

The cards in the set are sized in proportion to the amount of time devoted to that segment of the day and can be displayed vertically or horizontally.

PC1001 \$24.95 Set of 21 cards, plus blank cards. 978-1-57379-303-2

Wheel of Learning/Key Developmental Indicator Card

Handy laminated reference card containing the HighScope key developmental indicators (KDIs) on one side and the wheel of learning on the other.

Preschool P1397 \$3.95 8½" x 11". 978-1-57379-579-1

Key Developmental Indicators Wall Chart

Our popular wall chart contains HighScope's key developmental indicators (KDIs). Post this chart in your classroom or entry area to remind you and parents of the important abilities and concepts in each area of preschool learning or infant-toddler development.

Preschool P1401 \$6.95 Two-color, glossy, 22" x 34". 978-1-57379-545-6

Key Developmental Indicators Desk-Size Posters

A set of colorful posters showing the HighScope key developmental indicators (KDIs) in important content areas. Great for posting in your classroom or on your parent board.

Preschool P1398 \$15.95 Set of 8 full-color posters, each 8½" x 11". 978-1-57379-594-4

See p. 26 for infant-toddler key developmental indicator materials.

Classroom Resources

The Song Book

All children enjoy songs, and they all have their favorites. *The Song Book* gives children the opportunity to select from 25 well-known songs or nursery rhymes to be used at large-group time. This valuable resource provides a visual reminder of the children's favorites in pictures and words to help children make their selection. Each page of *The Song Book* includes a picture that relates to the song/rhyme title as well as the title itself spelled out (lyrics of the songs are not included).

PC1005 \$24.95 Set of 25 cards, laminated, 8½" x 11". 978-1-57379-352-0

Work in Progress Signs

These signs are bright-yellow laminated tent cards with a "do-not-touch" symbol and the words *Work in Progress*. Children can use one of these sign cards to indicate they are in the middle of a project and wish to continue it later.

PC1003 \$6.95 Set of 5 signs, laminated, 8½" x 5½". 978-1-57379-305-6

Something From Nothing: Using Everyday Materials With Preschoolers

This book focuses on open-ended materials that you can find in your everyday environment, materials that are often free or available at a very low cost. Each chapter contains information on where to find the materials, where to add them in your classroom, and how to use them. Includes pictorial step-by-step directions for the easy-to-make materials and 20 small- and large-group activities.

P1417 \$19.95 E. Thompson. Soft cover, photos, 8½" x 11", 200 pages. 978-1-57379-647-7

Activities for Home Visits: Partnering With Preschool Families

This book includes 40 fun learning activities that teachers and families with young children can do together during regularly scheduled home visits. Each activity focuses on one of HighScope's eight preschool curriculum content areas. Outlined with a beginning, middle, ending, materials list, and home extensions for parents, the activities are easy to follow and implement. Also included in this book are tips for communicating with parents during home visits and ideas on how to extend home visits into the classroom.

P1390 \$19.95 S. Gainsley & J. Hoelscher. Soft cover, photos, 80 pages. 978-1-57379-456-5

Preschool Activities for Family Child Care

See highscope.org for description.

P1396 \$19.95 S. Gainsley & J. Hoelscher. Soft cover, photos, 80 pages. 978-1-57379-565-4

Ready, Sign, Go!

Using Sign Language to Promote Preschool Learning

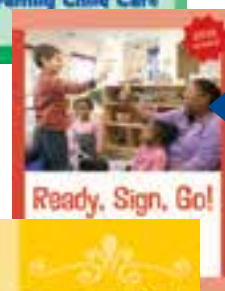
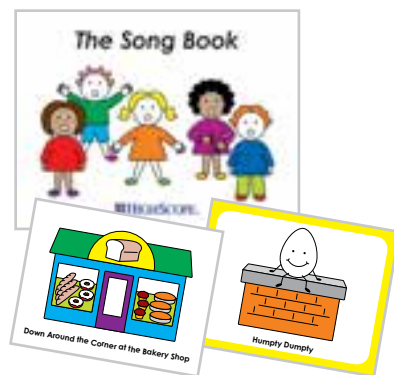
Ready, Sign, Go! gives preschool teachers and caregivers the information they need to support all their young learners with sign language throughout the daily routine. This book offers specific strategies and practical examples of how to incorporate ASL into small- and large-group activities, plan-do-review, and other parts of the preschool day.

P1399 \$19.95 K. Rush. Soft cover, photos, 70 pages, includes DVD. 978-1-57379-449-7

Discovering HighScope: A Teacher's Journal

Learning more about the HighScope Curriculum can be fun and exciting when learning along with someone else! HighScope teacher Becky James describes her first year of implementing the HighScope Preschool Curriculum in her daily teaching practice and reflects on topics such as praise versus encouragement, conflict resolution, and effective planning and recall times.

P1419 \$19.95 R. James. Soft cover, photos, 207 pages. 978-1-57379-677-4



Includes
DVD



Movement & Music

Teaching Movement & Dance: A Sequential Approach to Rhythmic Movement, 6th Ed.

This edition features 134 step-by-step dance notations. This book proves valuable to music and physical education teachers, elementary classroom teachers, curriculum coordinators and supervisors, and persons working with older adults.

M1029 \$54.95

P. S. Weikart. Soft cover, 489 pages. 978-1-57379-288-2

Rhythmically Moving CDs

This set of nine CDs features music for students of all ages and includes suggestions for use with *Teaching Movement & Dance: A Sequential Approach to Rhythmic Movement*.

Set of 9 CDs M1028SET \$125.00

P. S. Weikart, creative director; performed by Gemini. CDs. 978-1-57379-648-4

Individual CDs are available for \$15.95 each. Visit our online store at highscope.org for ordering information.

Movement in Steady Beat — Learning on the Move, Ages 3 to 7, 2nd Ed.

Infant-toddler caregivers, as well as preschool and early elementary teachers, will welcome the learning experiences in this book that develop children's basic timing, language, vocabulary, concentration, decision-making, and leadership abilities. CD included.

M1023 \$24.95

P. S. Weikart. Soft cover, 108 pages, includes music CD. 978-1-57379-130-4

Movement Plus Music: Activities for Children Ages 3 to 7, 3rd Ed.

This book of activities and accompanying CD will enable you to provide many opportunities for children to experience the fun and creativity of music. While enjoying these activities, children will develop key abilities that are foundations both for physical and academic learning. CD included.

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M1025 \$29.95

P. S. Weikart. Soft cover, 100 pages, includes music CD. 978-1-57379-066-6

Making Connections: Movement, Music, & Literacy Kit

This kit contains the materials you need to keep your preschoolers or early elementary children moving and singing as they develop literacy skills. Includes HighScope's book *Making Connections: Movement, Music, & Literacy*.

M2500SET \$299.99

Moving With Purpose: 54 Activities for Learning, Fitness, and Fun

This book shows how you can help children in grades K–5 be purposeful and creative in their movements throughout the daily schedule. Using the engaging activities found in this book, adults work as partners with children, encouraging them to think about, explore, and discuss movements that lead to specific skills. CD included.

M1032 \$29.95

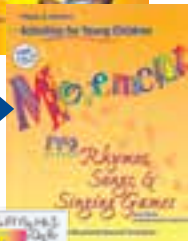
K. Sawyers with E. Colley and L. Icaza. Soft cover, photos, 196 pages, includes music CD. 978-1-57379-473-2

85 Engaging Movement Activities — Learning on the Move, K–6

Classroom teachers, as well as specialty teachers in physical education, music, and recreation, will find this book to be a source of ideas for movement experiences. The experiences are planned around key curriculum concepts in movement and music as well as in academic areas. An easy-to-follow plan is given for each activity. CD included.

E3040 \$34.95

P. S. Weikart & E. B. Carlton. Soft cover, illustrated, 216 pages, includes music CD. 978-1-57379-125-0



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Paquete de rótulos pequeños

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Program Assessment

PQA makes it easy to conduct a comprehensive program assessment.

HighScope's family of Program Quality Assessment (PQA) tools are validated rating instruments designed to measure the quality of early childhood programs and identify staff training needs. The Preschool PQA, the Infant-Toddler PQA, and the Family Child Care PQA are available in both online and print versions.






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The instruments may be used by teachers and caregivers as a self-assessment, or by administrators and outside agencies (such as a statewide Quality Rating and Improvement System) to evaluate individual classrooms or programs.

- PQA assessment is based on standards for best practices, rated on a five-point scale.
- All three tools assess factors of the classroom or family child care home that directly impact children, including:
 - learning environment
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 - adult-child interactions
 - safety considerations
- The Preschool and Infant-Toddler PQAs look at agency-wide factors that influence what happens in the care setting:
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 - staff qualifications and staff development
 - program management
- Each instrument has an administration manual that explains how the tool is used and provides results from the validation studies.

onlinepqa.net ■ Call or e-mail for pricing ■ 800.587.5639, Ext. 234 ■ onlinepqa@highscope.org

The PQA is available in Online or Print formats.

Item Name	Item Description	Catalog Number	Price
 OnlinePQA	Includes automated scoring and reporting features; licenses are available through an annual subscription and provide options to conduct multiple assessments during the program year		<i>Call for pricing</i>
 Infant-Toddler PQA Starter Pak	Includes Form A: Observation Items, Form B: Agency Items for Infant-Toddler and Preschool Programs, and Administration Manual	F1260SET	\$30.00
 Preschool PQA Starter Pak	Includes Form A: Classroom Items, Form B: Agency Items, and Administration Manual	P1203SET	\$27.95
 Family Child Care PQA Administration Manual	Soft cover, 11 pages	P1386	\$7.95
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Child Assessment

COR Advantage Online Plans

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The **Limited Plan** offers selected features of the Standard Plan and is available for programs serving fewer than 100 students.

The **College Setting Plan** offers reduced pricing for college lab settings and no charge to college instructors for use in teaching about child development/assessment.

coradvantage.org ■ Call or e-mail for pricing ■ 800.587.5639, Ext. 237 or 206
CORteam@highscope.org



COR Advantage Print Kit

This paper-and-pencil version of COR Advantage offers all the materials needed for one year's use of the assessment with 24 children. As in the online version, the instrument spans the birth-to-kindergarten age range and has eight distinct scoring levels for 36 items in nine child development content areas. The Print Kit is recommended for individual classrooms, centers with one to three classrooms, programs without Internet access, and family child care programs.

Kit includes

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- 2 COR Advantage Scoring Guides
- 2 COR Advantage Desk References
- 24 COR Advantage Anecdote Booklets
- 25 COR Advantage Family Booklets
- 1 each, reproducible COR Advantage Child Summary and Class Summary Forms
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P2015SET \$225.00 978-1-57379-719-1

Component items sold separately at the online store at highscope.org



Request an overview of COR for Kindergarten

and information about the development of this assessment at <https://highscope.formstack.com/forms/corkindergarten>.

COR for Kindergarten is designed as a simple way to assess the development and monitor the progress of kindergartners throughout the school year.



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