THE HIGHSCOPE

preschool
curriculum

PREVIEW KIT

HIGHSCOPE®

Ready for school
since 1970

For 50 years we have helped children achieve school readiness in all areas of academic and social learning using the renowned HighScope approach and curriculum. We help early educators take the learning process beyond traditional academic subjects to foster child creativity, confidence, and independence to prepare children for success in school and in life. This approach to early education has been proven to achieve powerful, positive results.

Play based, child centered, and grounded in research: Take a closer look at how HighScope can help you make sure that every child enters school ready and eager to learn.

WHAT'S INSIDE?

THE HIGHSCOPE

Preschool Curriculum

A comprehensive, research-based curriculum carefully designed to provide a rich academic foundation and foster child creativity, confidence, and independence.

Preschool Curriculum includes:
1   **The Essentials**
2   **The Learning Environment**
3   **Intentional Planning**

Preschool | P4002SET | $995

Three steps to successful implementation

We realize that choosing the right curriculum for your program is an important decision. This is why we've made it easier than ever to get started using the HighScope Curriculum.

With a simplified step-by-step approach, this collection of curriculum resources has been thoughtfully created to support early childhood educators and ensure that the transition to the HighScope Curriculum is successful and effective.

The HighScope Curriculum is filled with everything teachers love.

1

THE ESSENTIALS
Research-based curriculum resources

2

THE LEARNING ENVIRONMENT
Engaging classroom materials and supports

3

INTENTIONAL PLANNING
Detailed activities with practical guidance

Now, your program can immediately begin creating a child-centered learning environment with a high level of engagement, exploration, and enthusiasm.

1 PRESCHOOL CURRICULUM
THE ESSENTIALS

Together, these curriculum resources provide the basis for understanding HighScope's foundational principles, including active participatory learning, Plan-Do-Review®, positive adult-child interactions, and intentional teaching to guide and extend children's individual learning throughout HighScope's eight curriculum content areas.

- *The HighScope Preschool Curriculum 9-book Set*
- *Key Developmental Indicator (KDI) Scaffolding Charts*
- *Lesson Plans for the First 30 Days, 2nd Ed.*

Curriculum contents also sold separately at HighScope.org

HighScope Preschool Curriculum

Product code: P1415SET

This set of nine books is a comprehensive curriculum resource that helps teachers, administrators, and early education students build effective programs around HighScope's foundational principles. Written in practical terms, it presents updated curriculum content in eight key areas, intentional teaching strategies for child development programs, and the latest research information on how young children develop and learn. It explores how to create supportive experiences for young children with signature aspects of the HighScope approach: active learning, plan-do-review, daily routines, and other key features of the HighScope curriculum.

Manual and eight key developmental indicator books
ISBN: 978-1-57379-659-0

The word *curriculum* comes from the Latin word for the course in a running or chariot race. The HighScope Preschool Curriculum advances students along a course of development as they gain essential knowledge and skills. The essence of this "course" is the dynamic interaction of an educational philosophy, a body of research, a series of teaching practices, and a set of meaningful learning goals for children. *The HighScope Preschool Curriculum* and the eight companion books in this set (Epstein, 2012a–h) represent the HighScope Educational Research Foundation's progress to date in the ongoing work of curriculum development. This introduction describes the curriculum's origins, its basic principles, and the evidence of its effectiveness for children, families, and society.

Learning in the HighScope Preschool Curriculum begins with children's direct and immediate experiences with people, materials, events, and ideas.

> "Families and communities shape the context in which children grow, framing children's most important early experiences and encounters with their environments."
>
> — National Education Goals Panel (Kagan, Moore, & Bredekamp, 1995, p. 6)

Origin of the HighScope Preschool Curriculum

Although the HighScope Curriculum is now used in settings serving the full range of preschool-age children, it was originally developed to serve children at risk of school failure from poor neighborhoods in Ypsilanti, Michigan. In 1962, David P. Weikart, director of special services for the city's public schools, initiated what later became known as the HighScope Perry Preschool Study. He designed this project in response to the persistent failure of high school students from the poorest neighborhoods. Over the years, these students consistently scored in the lower ranges on intelligence tests and academic achievement tests. Alarmed by these trends, Weikart searched for causes and cures. He concluded that the low IQ scores reflected inadequate learning opportunities in the schools these students attended rather than limited innate intelligence.

A series of committees including elementary school principals, social workers, and psychologists looked for practical programs that the Division of Special Services could implement to counteract this pattern of school failure. A review of child development research published in the landmark book *Intelligence and Experience* (Hunt, 1961) suggested that early intervention with three- and four-year-old children held the promise of reversing this negative trend. Influenced by this view, committee members eventually proposed a preschool education program for the at-risk children. Typical nursery schools of the day focused

on social and emotional growth. However, committee members believed that the curriculum in the proposed program should also address children's intellectual development to better prepare them to succeed in school.

Because this was an innovative proposition, there was some question as to whether and how such a program would work. To test the program's efficacy right from the start, Weikart and his team randomly assigned children from the target low-income neighborhood to two groups, one who would have the preschool experience and another who would have no preschool experience. In a subsequent project, the HighScope Preschool Curriculum Comparison Study, the program's effectiveness was also compared to two other models — the traditional nursery school approach and a direct instruction program. (See "Evidence of Effectiveness," on p. 7 for results from both studies.)

The team further agreed on three basic criteria for the development of an effective preschool curriculum:

- A coherent theory about teaching and learning must guide the curriculum development process.

- Curriculum theory and practice must support each child's capacity to develop individual talents and abilities through ongoing opportunities for active learning.

- The teachers, researchers, and administrators must work as partners in all aspects of curriculum development to ensure that theory and practice receive equal consideration.

For half a century, the HighScope Preschool Curriculum has held true to these founding criteria, even as it evolves to encompass the latest knowledge from theory, research, and practice. The curriculum was originally based on the writings of Jean Piaget and his colleagues (Piaget & Inhelder, 1966/1969), and the progressive educational philosophy of John Dewey (1938/1963).

Action plus reflection equals learning — HighScope teachers create opportunities in the daily routine for children to reflect on and talk about their play experiences.
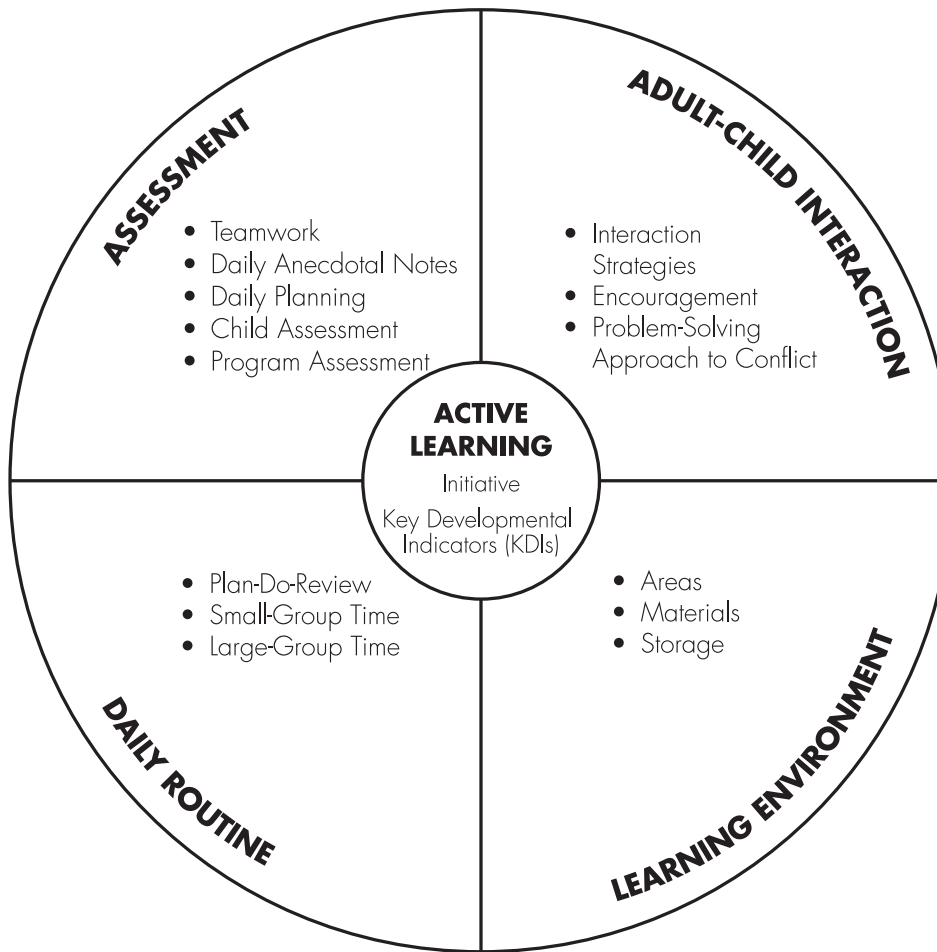
Since then, HighScope has drawn on the work of Lev Vygotsky (1934/1962) and other "constructivist" models, which maintain that children actively "construct" their understanding of the world based on their experiences and social interactions, rather than just passively receiving knowledge and skills from adults. The curriculum has also been updated using findings from contemporary cognitive-developmental research and recent brain research (see chapter 1).[1]

The Central Principles of the HighScope Preschool Curriculum

The diagram on the next page, "The HighScope Preschool Wheel of Learning," illustrates the curriculum principles that guide HighScope preschool teachers in their daily work with children. This section briefly introduces each component of the wheel; subsequent chapters discuss each of these principles in greater detail.

---

[1]For a complete description of the history and evolution of the HighScope Preschool Curriculum, see Hohmann, Weikart, and Epstein (2008, pp. 3–5).

The HighScope Preschool Wheel of Learning

ASSESSMENT

- Teamwork
- Daily Anecdotal Notes
- Daily Planning
- Child Assessment
- Program Assessment

ADULT-CHILD INTERACTION

- Interaction Strategies
- Encouragement
- Problem-Solving Approach to Conflict

ACTIVE LEARNING
Initiative
Key Developmental Indicators (KDIs)

- Plan-Do-Review
- Small-Group Time
- Large-Group Time

- Areas
- Materials
- Storage

DAILY ROUTINE

LEARNING ENVIRONMENT

Active participatory learning

Through **active participatory learning** — having *direct experiences* and deriving meaning from them through *reflection* — young children construct knowledge that helps them make sense of their world. The power of active learning comes from **initiative.** Young children act on their innate desire to explore; they ask and search for answers to questions about people, materials, events, and ideas that arouse their curiosity; they solve problems that stand in the way of their goals; and they generate new strategies to try.

As children follow their intentions, they engage with the curriculum's content as identified in the **key developmental indicators (KDIs)**. KDIs are child behaviors that reflect developing mental, emotional, social, and physical abilities.

(See pp. 28–29 for the full list of preschool KDIs.) KDIs occur during children's creative, ongoing interactions with people, materials, events, and ideas, for example, when they are *planning* (KDI 2), expressing *emotions* (KDI 9), using *gross-motor skills* (KDI 16)*, speaking* with adults and peers (KDI 22), *measuring* (KDI 36), involved in *pretend play* (KDI 43), exploring the *natural and physical world* (KDI 51), and participating in classroom *decision making* (KDI 55).

The extent to which adults support children's initiative and understand children's actions in terms of the KDIs determines the adults' success in implementing the HighScope Curriculum. Clearly, active learning experiences influence every aspect of our work with children and form the core of the preschool curriculum.

Adult-child interaction

Active learning depends on positive **adult-child interactions**. Mindful of the importance of providing a psychologically safe climate for young learners, adults using the HighScope preschool approach strive to be supportive as they converse and play with children. Throughout the day, guided by an understanding of how preschool children think and reason, they practice positive **interaction strategies** — sharing control with children, focusing on children's strengths, forming authentic relationships with children, supporting children's play, and adopting a problem-solving approach to social conflict. This interaction style enables the child to freely and confidently express thoughts and feelings, and to experience true partnerships with adults in play and conversation. Adults rely on **encouragement** and use a **problem-solving approach** to deal with everyday classroom situations rather than a child-management system based on praise, punishment, and reward.

Learning environment

Because the physical environment has a powerful impact on the behavior of children and adults, the HighScope Curriculum places a strong emphasis on planning the layout of the program setting and selecting appropriate materials. This **active learning environment** provides children with ongoing opportunities to make choices and decisions. Thus, adults organize the play space into specific **interest areas** to support preschool children's abiding interest in such activities as sand and water play, building, solving puzzles, pretend play, drawing and painting, reading and writing, counting, sorting, climbing, singing, and moving. The interest areas contain a wide and plentiful assortment of easily accessible **materials** children can use to carry out their play ideas. Natural, found, commercial, and homemade materials provide many opportunities each day for children to engage with curriculum content in creative and purposeful ways. Adults arrange **storage**

Rather than manage *children from a distance, adults in HighScope programs* interact *with them wherever they are and at their level.*

for materials using low shelves, clear boxes, and labels children can understand (using pictures and simple words), so they can independently find, use, and return the items they need.

Daily routine

In addition to arranging the setting, adults also plan a consistent **daily routine** that supports active learning. The routine enables young children to anticipate what happens next and gives them a great deal of control over what they do during each part of their preschool day. The HighScope preschool daily routine includes the **plan-do-review** process, which enables children to express their intentions, carry them out,

The layout of the classroom, and the materials in it, are carefully planned because of their strong impact on what children learn.

and reflect on what they have done. Adults set this process in motion by asking an appropriate question, such as "What would you like to do?" Children indicate their plans, then carry them out — for just a few minutes or for as long as an hour. Pretending, building block structures, and drawing are common child-initiated activities during the "do" period, after which adults encourage children to review their experiences. The children may talk about what they have done or express themselves by demonstrating, drawing, or writing. Opportunities for adult-guided group experiences are another consistent feature of the routine. At **small-group time** children explore and experiment with new or familiar materials adults have selected based on their daily observations of children's interests, the KDIs, and local events. During

large-group time both children and adults initiate movement and music activities, story reenactments, and cooperative play and projects. Through a common daily routine focused around opportunities for active learning, children and adults build a sense of community.

Assessment

In HighScope settings, assessment includes a range of tasks to observe, document, evaluate, and continually strive to improve interactions with children, families, and coworkers. **Teamwork** built on supportive adult relationships forms a solid base for adults doing this work together. Each day the teaching team members gather accurate information by observing and interacting with children and taking **daily anecdotal notes** based on what they see and hear. Before the children arrive, after the children leave, or while the children are napping, teaching team members engage in daily **planning** sessions in which they share their observations of children, analyze the observations in terms of the KDIs, and make plans for the next day. Periodically, the team uses the observations recorded in their daily anecdotal notes to complete individual **child assessments** with COR Advantage (Epstein et al., 2014). Supervisors and teachers also periodically complete a **program assessment** using the Preschool Program Quality Assessment (PQA; HighScope, 2003a) to look at the effectiveness of their curriculum implementation, relationships with families, professional development, and overall program management.

These five basic principles — active learning, positive adult-child interactions, a child-friendly learning environment, a consistent daily routine, and team-based assessment — form the framework of the HighScope Curriculum. This book elaborates on each of these principles. The other eight books in this set, the KDI companion books, provide detailed information on how adults can use these principles as they support the development of the knowledge and skills identified by the KDIs in each of the eight curriculum content areas.

Assessment that is grounded in children's everyday experiences in the classroom is a key element of HighScope programs. This teacher observes carefully as the child ties another length of twine to his stick creation. Later she will add an anecdotal note and a photo of the finished project to his assessment portfolio.

Evidence of Effectiveness

Over the years, researchers have tested the validity of the HighScope approach to preschool education, gathering longitudinal data in both the HighScope Perry Preschool Study and the High-Scope Preschool Curriculum Comparison Study. Between 1989 and 1992, HighScope researchers also investigated the effectiveness and outcomes of the HighScope teacher-training model in the HighScope Training of Trainers Evaluation. In addition, independent studies have looked at the effectiveness of the HighScope Curriculum relative to other program models. This section reviews the results of these research initiatives and explains how the HighScope approach to preschool education produces lasting benefits for children, families, educators, and society.

Findings of the HighScope Perry Preschool Study

Data on the effects of the curriculum in the HighScope Perry Preschool Study come from interviewing and reviewing the records of the 123 students who participated in the preschool intervention project from 1962 to 1967 (Schwein-hart et al., 2005). In addition to information gathered directly from the students over the years (participants were age 40 at the time of their most recent interviews), research staff also examined their school, social services, and arrest records. They found major differences favoring the 40-year-olds who had been enrolled in the active learning preschool program (see graph, opposite page).

- **Social responsibility.** By age 40, 36 percent of preschool program group members had

been arrested five or more times as compared with 55 percent of the no-preschool program group, and fewer had been arrested for violent crimes (32 percent vs. 48 percent), property crimes (36 percent vs. 58 percent), and drug crimes (14 percent vs. 34 percent).

- **Earnings and economic status.** At age 40, more of the program group than the no-program group were employed (76 percent vs. 62 percent), and the program group had higher median annual earnings than the no-program group ($20,800 vs. $15,300). At age 40, more of the program group owned their own homes (37 percent vs. 28 percent), owned their own cars (82 percent vs. 60 percent), and had savings accounts (76 percent vs. 50 percent).

- **Educational performance.** Almost a third again as many preschool program group members as no-preschool program group members graduated from regular or adult high school or received General Education Development certification (77 percent vs. 60 percent). Earlier in the study, the preschool program group had significantly higher average achievement scores at age 14 and literacy scores at age 19 than the no-preschool program group.

- **Marriage and family life.** At age 40, more program males than no-preschool males took responsibility for raising their children (57 percent vs. 30 percent); more program males were married (71 percent vs. 54 percent); and more had second or third marriages (29 percent vs. 8 percent). At age 40, more of the program group than the no-program group said they were getting along very well with their families (75 percent vs. 64 percent).

These findings indicate that a high-quality preschool program such as the HighScope Curriculum can significantly increase children's future school and life success and their contributions to family and community life. A cost-benefit analysis shows that society saves more than $16 for every dollar invested in this high-quality program (Schweinhart et al., 2005).

A central tenet of HighScope's educational philosophy is that children "construct" an understanding of the world through their own initiatives.

Findings of the HighScope Preschool Curriculum Comparison Study

Data on the 68 students who were randomly assigned to attend one of three preschool curriculum models from 1967 to 1970 were also gathered over the years, most recently when they reached the age of 23 (Schweinhart & Weikart, 1997). Some had attended the *HighScope program,* in which children engaged in active participatory learning across all areas of development; a second group participated in a *traditional nursery school approach* (Sears & Dowley, 1963), where children engaged in child-initiated activities and teachers

focused on social and emotional development; and a third group was enrolled in a *direct instruction curriculum* (Bereiter & Engelmann, 1966), in which adults led small groups of children in learning academic subjects.
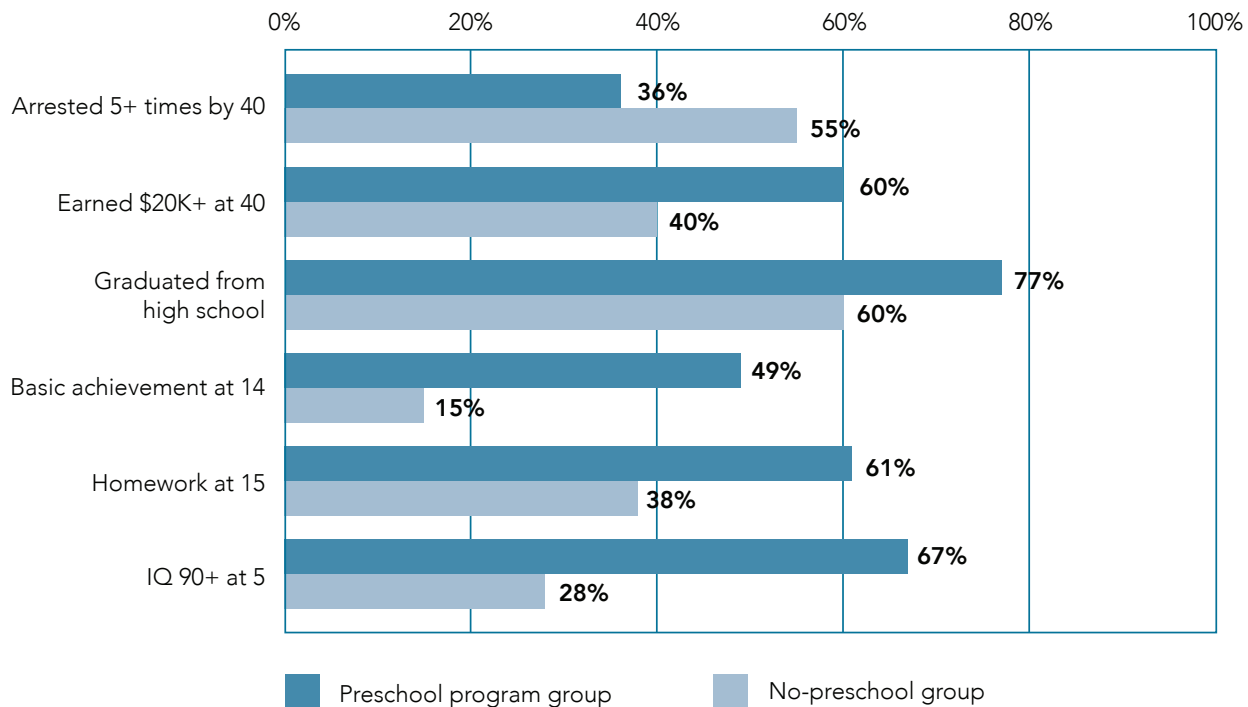
Both the initial evaluation and longitudinal follow-up found no significant group differences in academic achievement or measured intelligence. However, significant differences appeared in the area of *social responsibility*, favoring the two programs in which children took more initiative over the adult-directed curriculum. This included differences in acts of crime and misconduct; as shown in the graph of mean arrests, on the next page, the direct instruction group experienced over twice as many lifetime arrests, including over twice as many adult arrests, as either of the other two curriculum groups (Schweinhart & Weikart, 1997).

Findings of the HighScope Training of Trainers Evaluation

In the multipart national HighScope Training of Trainers evaluation (Epstein, 1993), researchers surveyed 203 HighScope trainers, observed and interviewed 366 teachers in HighScope and non-HighScope early childhood settings, and assessed 200 preschool children in HighScope and comparison classrooms operating under different auspices and serving diverse populations. In programs that had HighScope training, there were significantly better supervisory and teaching practices than in non-HighScope settings (Epstein, 1993). Independent observers rated the HighScope classrooms as higher on the following dimensions:

- Overall program quality

Major Findings: HighScope Perry Preschool Study at Age 40

Bar chart comparing Preschool program group and No-preschool group:
- Arrested 5+ times by 40: 36% / 55%
- Earned $20K+ at 40: 60% / 40%
- Graduated from high school: 77% / 60%
- Basic achievement at 14: 49% / 15%
- Homework at 15: 61% / 38%
- IQ 90+ at 5: 67% / 28%

- Organizing and labeling the room to promote children's independence
- Providing diverse materials that were easily accessible to children
- Encouraging children to plan activities based on their interests
- Encouraging children to review and reflect on their actions and experiences
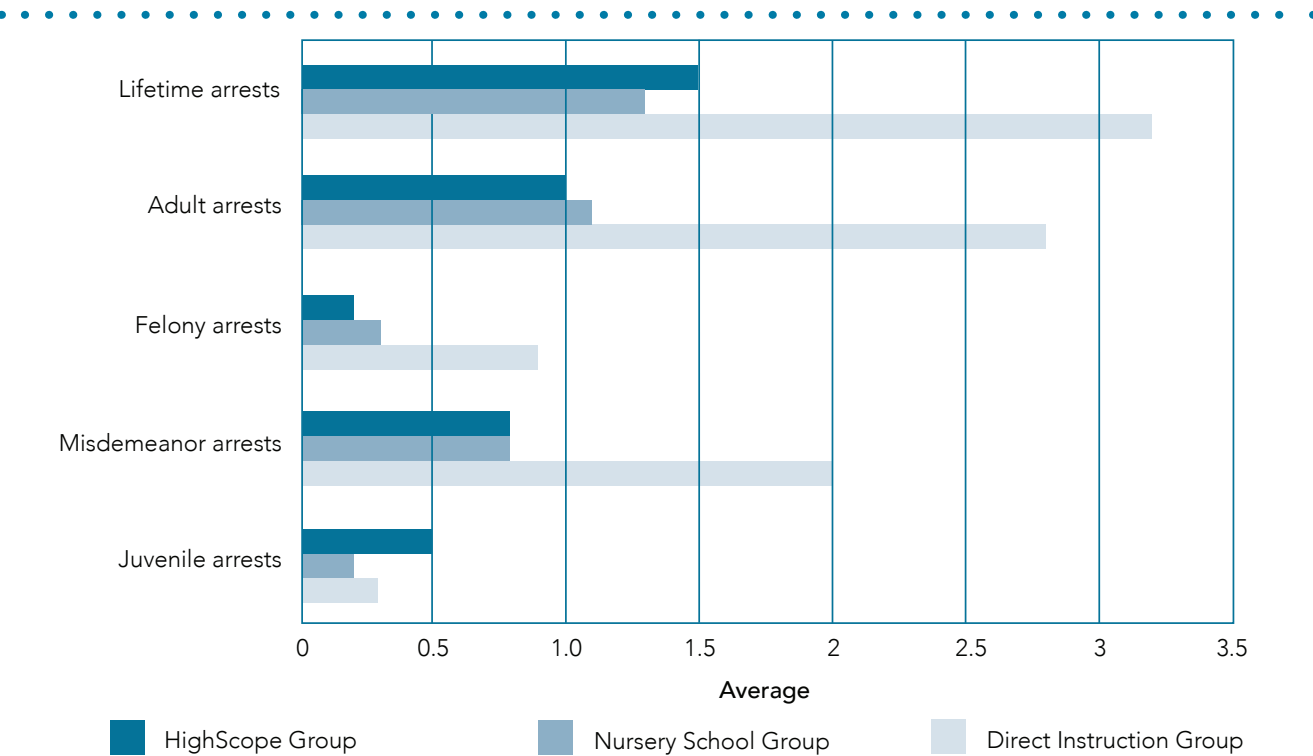- Using observations and open-ended questions to extend children's play

Children in HighScope programs also outscored their non-HighScope peers in initiative, social relations, cognitive development, motor development, and overall development (Epstein, 1993). The findings especially showcased the importance of the plan-do-review sequence in children's learning. The more teachers provided opportunities for children to plan and review activities of their own choice — a hallmark of the HighScope Curriculum — the higher children scored on measures of the academic and social skills needed for school success (Epstein, 1993).

Findings from independent investigators

Independent studies confirm that preschool children attending well-run HighScope programs do better than those in other program settings. Studies in the United Kingdom (Sylva, 1992) and the Netherlands (Veen, Roeleveld, & Leseman, 2000) found that when children plan, carry out, and review their own learning activities, they play with more purpose and perform better on measures of language and intellectual development. The Head Start Family and Child Experiences Survey (Zill, Resnick, Kim, O'Donnell, & Sorongon, 2003) found that those attending HighScope programs improved significantly more from fall to spring on measures of literacy and social development than

HighScope Preschool Curriculum Comparison Study: Mean Arrests Through Age 23 by Curriculum Groups

Legend: HighScope Group, Nursery School Group, Direct Instruction Group. X-axis: Average (0 to 3.5). Categories: Lifetime arrests, Adult arrests, Felony arrests, Misdemeanor arrests, Juvenile arrests.

Developmental Differences Between Children in HighScope and Comparison Programs

● ●

- Children in HighScope programs significantly out-performed children in comparison programs in the following areas:

  - **Initiative**, including complex play, joining in program activities

  - **Social relations**, including relating to peers, social problem solving

  - **Motor development**, including music and movement, focusing energies during physical activities

  - **Overall development**

- Children in HighScope programs tended to outscore children in comparison programs in **cognitive development**, including representation, classification, and language skills

- Comparison children showed no significant advantages over HighScope children on any of the assessments.

— Adapted from Epstein (1993, p. *xx*)

children attending classrooms using the Creative Curriculum or other curriculum models.

Why the HighScope Preschool Curriculum works

Looking at the research findings, we can conclude that the reason the HighScope Preschool Curriculum works is this: Participating as active learners within a supportive classroom community, children develop a sense of initiative and prosocial dispositions that positively affect their subsequent learning and life decisions.

Since its beginnings, the HighScope preschool approach has encouraged children to develop initiative within a supportive social context. During the daily plan-do-review process, children express, carry out, and reflect on their intentions. Throughout the day, children pursue their own interests, generate ways to answer their own questions, and share ideas with others. Supported by adults who are genuinely interested in what they say and do, young children are able to construct their own understanding of the world around them and gain a sense of control and personal satisfaction. The curriculum works because its unflagging attention to children's strengths and abilities empowers them to follow through on their interests purposefully and creatively. In the process, children develop trust, initiative, curiosity, resourcefulness, independence, and responsibility — habits of mind that will serve them well throughout their lives.

Key Developmental Indicator (KDI) Scaffolding Charts

The HighScope Preschool Curriculum

Key Developmental Indicator (KDI) Scaffolding Charts

Ann S. Epstein, PhD,
Suzanne Gainsley, and Beth Marshall

Content areas: Approaches to Learning • Social and Emotional Development • Physical Development and Health • Language, Literacy, and Communication • Mathematics • Creative Arts • Science and Technology • Social Studies

---

Product code: P1422

These charts provide practical examples to help adults scaffold early learning as they implement the High-Scope Preschool Curriculum. The 58 charts in this set, one for each key developmental indicator (KDI), are organized by content area. Each chart contains examples of what young children at three developmental levels might do and say as they engage with each KDI. There are also corresponding examples of how adults can support and gently extend learning.

Author(s): 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.
ISBN: 978-1-57379-661-3

Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.

Description: Children use the fine-motor movements (e.g., molding, squeezing, poking, smoothing, positioning, writing, cutting) needed to manipulate materials and tools. They have hand-eye coordination (e.g., stacking blocks, assembling puzzles, stringing beads, pouring juice, pounding nails).

Scaffolding Ideas
Always support children at their current level and occasionally offer a gentle extension.

Earlier	Middle	Later
Children may	*Children may*	*Children may*
• Use their small muscles with some control to manipulate objects (e.g., tear paper, poke and squeeze play dough). • Do activities that require simple hand-eye coordination (e.g., put large pegs in a pegboard, stack wooden blocks, put on a hat).	• Use their small muscles with moderate control (e.g., cut with scissors, make lines and shapes with crayons). • Do activities that require moderate hand-eye coordination (e.g., string large beads, stack Duplo blocks, pour juice).	• Use their small muscles with strength, flexibility, and coordination (e.g., use scissors to cut around a heart they drew, write letterlike forms). • Use hand-eye coordination to carry out intricate activities (e.g., string small beads, build with Legos, zip a coat).
To support children's current level, adults can	*To support children's current level, adults can*	*To support children's current level, adults can*
• Provide materials that exercise children's small muscles (e.g., play dough, blocks in different sizes, sponges, squeeze bottles). • Imitate children's actions (e.g., put big pegs in the pegboard; put a hat on your head).	• Copy how children use their small muscles and describe the actions (e.g., while using the scissors, say, "I'm opening and closing my scissors just like you"). • Provide materials that require the use of hand-eye coordination (e.g., large wooden beads, plastic knives, small animal and people figures).	• Acknowledge children's abilities (e.g., "You wrote the first letter in your name"). • Ask children to demonstrate how they carried out intricate activities (e.g., "Show me how you got this part of your Lego spaceship to stick out").
To offer a gentle extension, adults can	*To offer a gentle extension, adults can*	*To offer a gentle extension, adults can*
• Label what children do with their small muscles (e.g., "You're squeezing the play dough"). • Call children's attention to what others are doing with the same materials (e.g., "Tommy put some pegs in the pegboard. He also stacked some pegs on top of each other").	• Provide materials to extend children's control of their small muscles (e.g., clay, tongs, colored pencils). • Encourage children to try one hand and then the other when they use materials.	• Pose a challenge (e.g., "I wonder what other shapes you can draw"). • Provide materials to extend children's skills (e.g., beads with smaller holes and narrower string).

KDI 24

Phonological awareness: Children identify distinct sounds in spoken language.

Description: Children recognize the beginning and ending sounds of words, including rhymes (same ending sounds) and alliteration (same initial sounds). They recognize separate syllables in words (segmentation).

Scaffolding Ideas
Always support children at their current level and occasionally offer a gentle extension.

Earlier	Middle	Later
Children may	*Children may*	*Children may*
• Say nonrhyming words when asked to rhyme (e.g., *orange* and *red* rhyme). • Say nonalliterative words when asked for a word starting with the same sound (e.g., say *dog* when asked what else begins with the /m/ sound); repeat alliterative words in a familiar rhyme without being aware that the initial sounds are the same. • Recognize a "yoo-hooed" name or a word when it is "yoo-hooed" (e.g., *Jim-my*; *bas-ket-ball* sung in syllables).	• Recognize or say real or nonsense rhyming words that are close together (adjoining words such as *red bed*). • Identify the initial sound in alliterative phrases ("Fee, fie, foe — they all have /f/"). • Yoo-hoo a name; sing a two-syllable word in a familiar song (e.g., "Rain, rain, go, a-way").	• Identify rhyming words that are farther apart (e.g., after saying "Hey diddle" rhyme, say "*Moon* and *spoon* rhyme"). • Identify initial sounds ("*Silly.* That's like *Sam*, my name!"); generate a word (real or nonsense) that starts with the same sound as another (e.g., *ball* and *bug*). • Identify three or more syllables in a name or a word in a song (e.g., "My name goes like Jon-a-than").
To support children's current level, adults can	*To support children's current level, adults can*	*To support children's current level, adults can*
• Read books that rhyme (e.g., nursery rhymes, poetry, story books); emphasize rhyming words. • Read books that feature alliteration; emphasize initial sounds. • Sing children's names and other familiar words in yoo-hoo syllables (e.g., "Man-dy, re-call").	• Use rhymes during different parts of the daily routine (e.g., at transition, say "*Megan stegan* get your coat"). • Use alliteration throughout the day (e.g., "Ready, Robby? Recall!" or "Ready, ready, recall!"). • Repeat when children yoo-hoo their name or a familiar word.	• Acknowledge when children identify far-apart rhymes (e.g., "You said 'My name is Sue. I like the zoo.' *Sue* and *zoo* rhymed"). • Ask children to come up with different alliterations in familiar phrases (e.g., "Fee, fie, ___") and to make up their own alliterations (e.g., for their names). • Draw children's attention to multisyllable words (e.g., "*All-i-ga-tor* has lots of parts").
To offer a gentle extension, adults can	*To offer a gentle extension, adults can*	*To offer a gentle extension, adults can*
• Point out when words rhyme (e.g., "You put a *rock* on the *block*. Hey! *Rock* and *block* rhyme"). • Point out when words are alliterative (e.g., "*Tina* and *toast* both start with the same /t/ sound"). • Encourage children to say or yoo-hoo the syllables in their own names or simple familiar words.	• Substitute a nonrhyming word to see if children spot the error; use and define the word *rhyme*. • Substitute nonalliterative words to see if children spot the error; use and define the word *alliteration*. • Emphasize the syllables in new or longer words (e.g., *el-e-va-tor*).	• Ask children for different rhymes in familiar songs and chants (e.g., "Hey, diddle, diddle. The cat and the ___"). • Ask children to change initial consonants in familiar alliterations (e.g., "*Bee, Billie, Binkie*"). • Encourage children to yoo-hoo syllables in longer words (e.g., *El-e-phant*. "How could we sing *dinosaur* like that?").

Lesson Plans for the First 30 Days:
Getting Started With HighScope
(3rd edition)

This book provides teachers with 30 days of ready-to-use HighScope lesson plans right at their fingertips! Even teachers experienced with HighScope will find this book a reliable source of new ideas for the classroom. *Lesson Plans for the First 30 Days* contains six weeks of user-friendly plans that build on children's developing skills and model the HighScope active learning approach. Each lesson plan includes activities for greeting time, small- and large-group times, as well as Plan-Do-Review®. A majority of these plans offer additional follow-up ideas, outside time suggestions, meal conversation tips, and ways to promote family engagement. Also included with this book is a specific selection of HighScope music complete with guidelines for using the music at large-group times, cleanup times, and other parts of the daily routine.

HighScope.org

Chapter 2
The Second Week

Getting Ready: Week 2 Overview

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

Things to Keep in Mind This Week

Be sure to read each activity plan ahead of time so you will know what materials you need to prepare.

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

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

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

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

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

DAY 6

Curriculum Content — Key Developmental Indicators (KDIs)

1. Initiative	16. Gross-motor skills	36. Measuring
2. Planning	23. Vocabulary	40. Art
6. Reflection	24. Phonological awareness	42. Movement
9. Emotions	25. Alphabetic knowledge	43. Pretend play
11. Community	26. Reading	57. History
12. Building relationships	29. Writing	
13. Cooperative play	34. Shapes	

Greeting Time   KDIs 12, 24, 25, 26, 29

Adult 2: Greet children as they enter. Remind them where to put their things and to sign in on their group's clipboard. Join Adult 1 and children reading books when everyone has arrived.

Adult 1: Have about 10 books spread out on the floor, including the daily routine book. Read books with children. (*Note:* This should last no more than 15 minutes.)

To the tune of "Mary Had a Little Lamb," sing made-up words, such as the following:

> *It's time to put the books away,*
> *the books away, the books away.*
> *It's time to put the books away*
> *and read the message board.*

Message Board
Tape the message board clip to the message board and write the words *Daily Routine* on the board. Help children figure out where the clip came from and what we use it for. (Use this message to remind children about moving the clip for the daily routine.)

On the message board, draw two tables with a question mark *(?)* on each. Ask children if they remember which group they are in. Ask them to choose a way to move to their planning groups.

Planning Time   Group 1 — KDIs 2, 24/Group 2 — KDI 2

Group 1: Name and Letter Link Symbol on a Sticky Note
One at a time, show the sticky notes with children's names and letter link symbols written on them. For each, ask the children whose name is on the note. When the children respond, give the sticky note to that child and ask the child to put it on something they would like to play with at work time. When the child returns to the table, ask them what they will do with that item. After the child responds, they are free to begin their plan. Repeat for all the children in your group.

Group 2: Camera
Using an old camera (or even a small box made to look like a camera), children can take a pretend "picture" of something they would like to use in their plan for work time. Once they've shared their idea about what they'd like to do, they can get started on their plan.

Work Time   KDIs 1, 9, 12, 13, 40, 43

Work Time
Use this time to reconnect with children after the weekend. Try to make sure at least one of the adults spends *some* time with each child. Begin by looking for children who may need

extra support getting started. Be sure to physically get down on children's level and listen to what they say. Repeat and restate children's comments and acknowledge their feelings.

Cleanup Time   KDI 11

Give children a verbal warning 10 minutes and then 5 minutes before the end of work time. Signal that cleanup is starting by shaking some jingle bells or playing some instrumental music. Help the children clean up, keeping a light and playful attitude throughout this transition.

Recall Time   *Group 1 — KDIs 6, 24, 26/Group 2 — KDIs 6, 36*

Group 1: Name and Letter Link Symbol Cards

Pull a child's name and letter link symbol out of a bag. Tell the children that when you hold up their name and symbol they can tell you what they did at work time. After each child shares, everyone can use the child's name and letter link symbol to chant; for example, "Hannah Heart, Hannah Heart played with the _____."
Or "Connie Coat, Connie Coat, Connie Coat played with the _____."

Group 2: Large and Small Bags

Have both a large and a small bag at your group's table. Addressing the children one at a time, tell them they can go to get something they used at work time and bring it back in one of the bags. Ask children if they think they'll need the big bag or the small bag to put their item in. While you are waiting for the recalling child to return, engage the other children in conversation about what they saw that child doing. You might say something like, "Did anyone see what Davie was doing today? What do you think he'll bring back?" Or you might say, "Did anyone work with Davie today? You did, Anna? What did you do together?" You can use this strategy for other recall times if there is any waiting involved. When a child comes back, they can show the object selected and share what they did (and you can send the next child to get a recall item).

Small-Group Time   *Group 1 — KDIs 23, 34/Group 2 — KDI 40*

Group 1: Where's My Lid?	**Group 2: Play Dough and Cookie Cutters**

Group 1: Where's My Lid?

Materials:

- Clean and empty plastic containers and bottles of various shapes and sizes with matching lids/tops
- Two large baskets or bins — one to hold the containers and one to hold the lids

Beginning: Tell the children you have a bunch of containers that got separated from their lids — that they're all jumbled up. Show the children the two baskets (one with containers and one with lids) and ask them to help you figure out which top/lid goes on which container. Pick out a container and start searching through the lids, asking the children if they think the one you chose will fit. Some will guess based on appearance; others will want or need to try the lid to see if it will fit. Encourage the children to pick out one or more containers themselves and begin searching for a match.

Middle: As children try matching containers and lids, **listen to the children's comments and extend their observations and vocabulary.** For example, you might say, "I see your bottle has a small hole at the top. Which lid do you think will fit on that little round opening?" Or you might comment, "Your container is blue so you're looking for a top with the same color." Use words like *top, lid, round, square, big, little, open, closed, screw, twist, squeeze, narrow,* and *wide.* If the containers have words on them, point out the letters and read the words together with the children.

End: Ask children to help you separate the containers and lids back into the two baskets/bins.

Group 2: Play Dough and Cookie Cutters

Materials:

For each child, provide

- A hunk of play dough
- Three cookie cutters

Beginning: Give each child a hunk of play dough and tell the children that today everyone in the group is going to play with the play dough. Be sure to have a hunk for yourself.

Middle: Move around the table from child to child, observing what they are doing with the play dough. Try using your play dough in the same ways as the children. Halfway through the small-group time, place the cookie cutters in the middle of the table. Observe how children may add these into their work. Use the same interaction strategies you've been using at work time. For a list of these, see page 61 at the end of this week's plans.

End: After 10 minutes, give children a 3-minute warning and ask them to put all their cookie cutters back in the cookie cutter container and the play dough in the play dough tub.

Large-Group Time   *KDIs 16, 42*

Scarves or Streamers

Materials: A basket (or tub or box) containing a scarf or streamer for each child and adult, plus a few extra

Step 1: Sing the "We're gonna shake, shake, shake" song from last week (see "Large-Group Time" in Day 1). When all children have joined the group, sing one more verse and end by having everyone sit down on the floor. Pass out scarves to the children and allow for some exploration time. Explain to the children that they will be keeping their scarves in their hands and finding ways to move with them. As children continue exploring, they will probably be more comfortable standing up.

Step 2: As children discover ways to move with the scarves, comment on what you see them doing, as in the following example.

Teacher: "Oh, I see that Liam is moving his scarf by holding one corner with one hand, one corner with the other hand, and raising it up and down. Let's try it Liam's way."

Child (Ella): "I am doing it this way!" (Ella shows that she is holding the scarf with one hand and tapping it repeatedly on the floor.)

Teacher: "Now, let's try it Ella's way." (The teacher models what Ella has just shown.) "Let's try to remember Liam's way." (The group moves Liam's way.) "Now, let's do Ella's way." (The group tries it Ella's way again.)

Continue exploring the scarves, trying out different children's ideas.

Step 3: Tell the children that everyone will try one last way of moving their scarf — by floating them into the basket (demonstrate first). Then ask children if they can "float" themselves to the next part of your classroom's daily routine.

Other Ideas   *Outside Time — KDIs 12, 16/Meal Conversations — KDIs 12, 57*

Outside Time
Be sure to **play and interact** with the children outdoors. Look for children who may need extra support getting started with their outdoor play. Be sure to **get down on children's physical level, listen** to what they say, **repeat and restate children's comments, and acknowledge their feelings,** if appropriate. **Jot down observations** of what you see children doing.

Meal Conversations
Talk with the children about what they did over the weekend. Help them remember by saying

something like "What did you do when you were at home for the two no-school days?" **Listen** to what children say, and **repeat and restate** their words to acknowledge their comments (e.g., "You went to the laundromat and then saw your new baby cousin").

Home-School Connections
Remind children and parents to bring in their photo page of their family (see "Home-School Connections" in Day 5 for the original request).

Observations

Remember to record what you saw individual children say and do today.

Follow-Up Ideas

- Choose several classroom materials to take outdoors for outside time (balls, dolls, chalk, etc.).

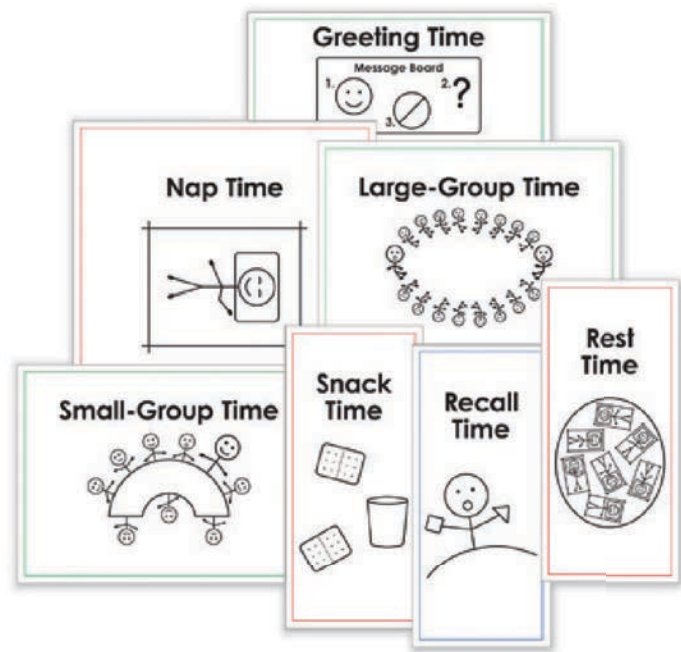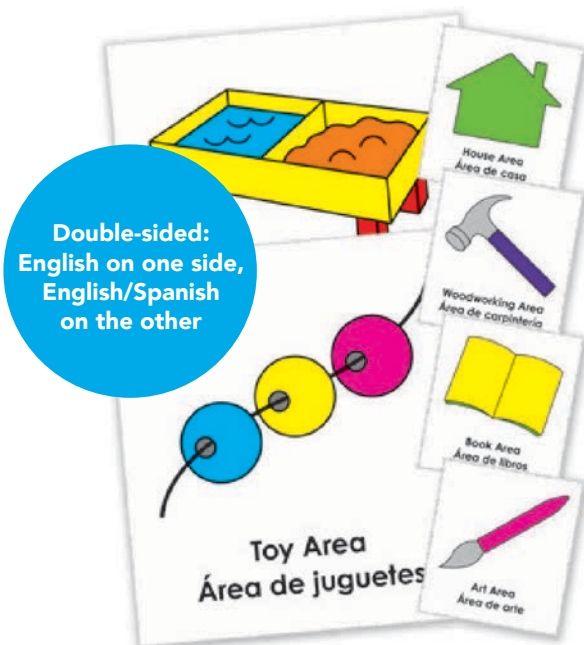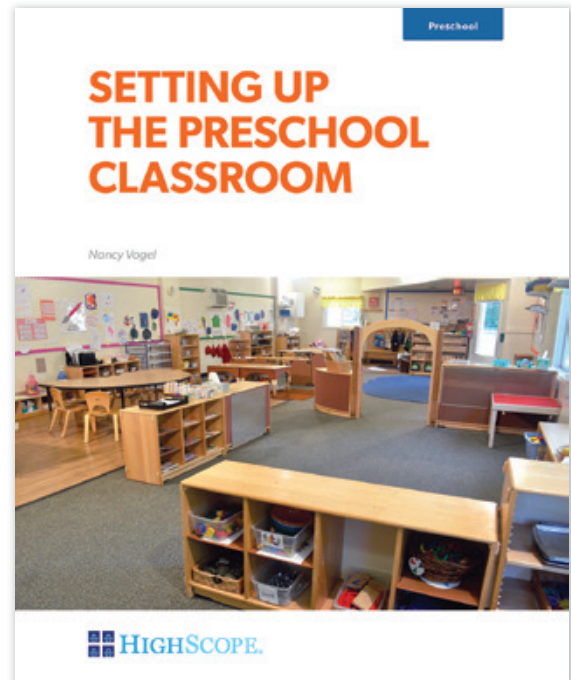- Add the container of scarves or streamers to the house area.
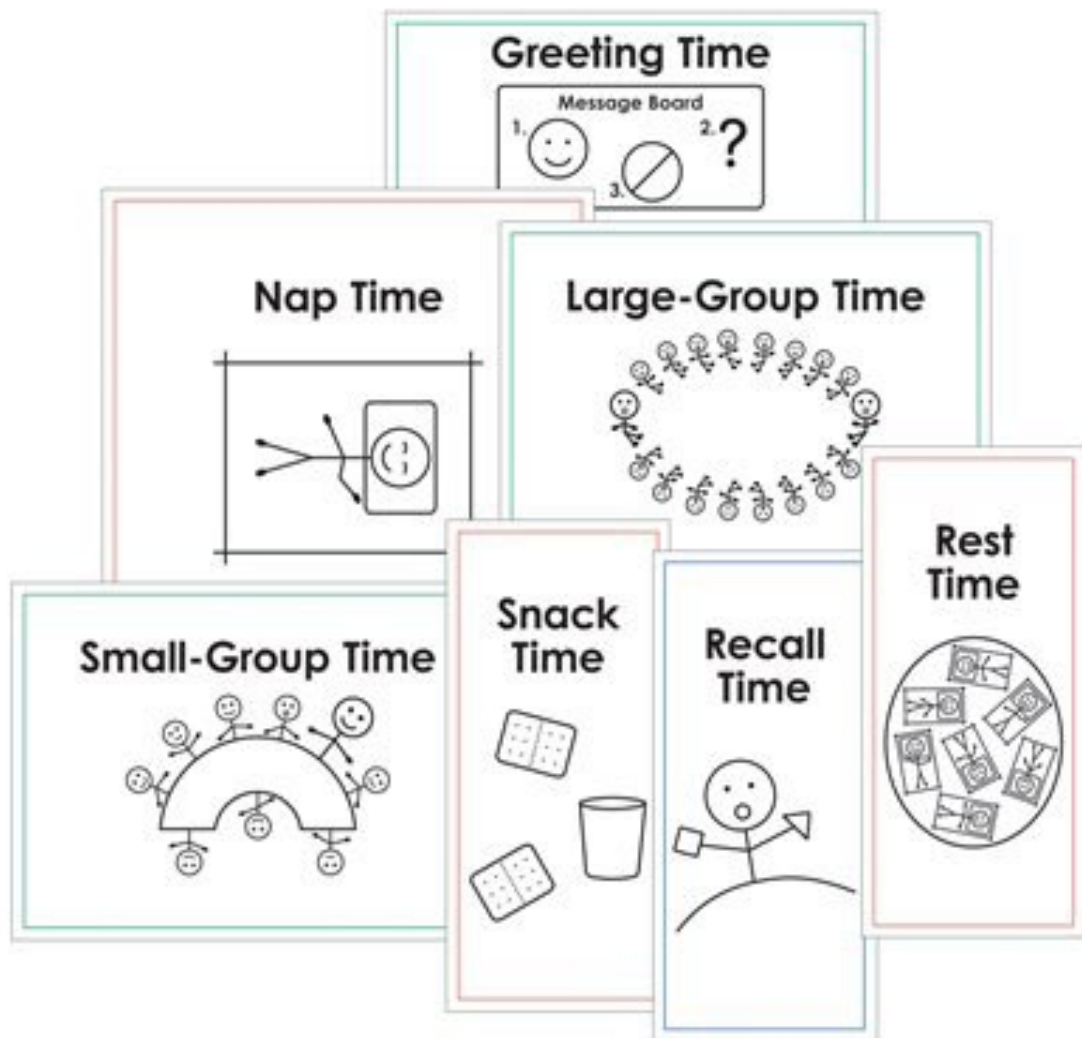
② PRESCHOOL CURRICULUM
THE LEARNING ENVIRONMENT

Create an engaging, rich, developmentally appropriate learning environment both indoors and outside. Visual supports throughout the classroom give children the tools they need to take initiative and exercise independence. These resources guide teachers in equipping the classroom with diverse, open-ended materials that support active learning and reflect children's interests, and home language and culture.

- *Setting Up the Preschool Classroom*
- *Daily Routine Cards*
- *Classroom Area Signs (also includes small area signs for children's planning)*

Preschool

SETTING UP THE PRESCHOOL CLASSROOM

Nancy Vogel

■■ HIGHSCOPE.

Double-sided: English on one side, English/Spanish on the other

House Area
Área de casa

Woodworking Area
Área de carpintería

Book Area
Área de libros

Toy Area
Área de juguetes

Art Area
Área de arte

Greeting Time
Message Board

Nap Time

Large-Group Time

Small-Group Time

Snack Time

Recall Time

Rest Time

Curriculum contents also sold separately at HighScope.org

Daily Routine Cards

Product code: PC1001

Each daily routine card clearly identifies parts of a typical preschool classroom day, allowing children to easily anticipate and plan for what happens next. Each of the cards has easy-to-read pictures with time-of-day names. They are sized in proportion to the amount of time devoted to that segment of the day and can be displayed vertically or horizontally.

Set of 21 cards
ISBN: 978-1-57379-303-2

Classroom Area Signs

English-Spanish, Large- and Small-Size Set

Toy Area
Área de juguetes

Block Area
Área de bloques

Book Area
Área de libros

Art Area
Área de arte

Woodworking Area
Área de carpintería

House Area
Área de casa

Computer Area
Área de computación

Writing Area
Área de escribir

Music Area
Área de música

Sand and Water Table
Mesa de agua y arena
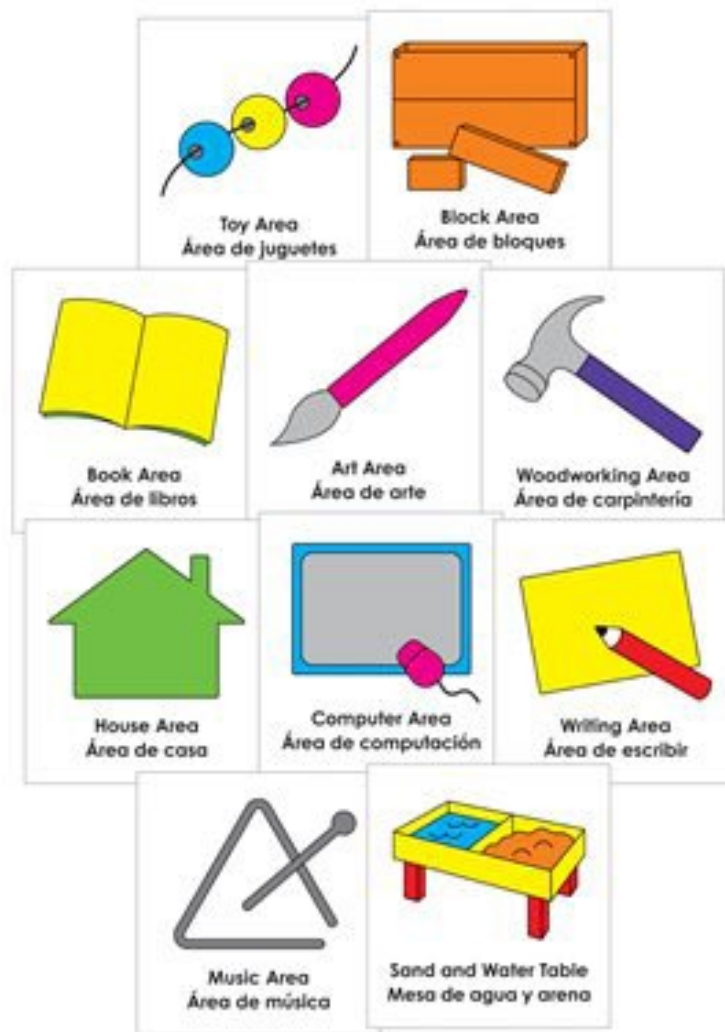
Area signs are a simple yet effective way to help your preschoolers develop essential organizational and social-emotional skills. These signs, double-sided with English on one side and English/Spanish on the other, can be used to identify specific areas of the classroom, helping children find materials they need and return them after use. It also gives them an easy reference to help identify which areas of the classroom they want to work in or already did. Each sign includes easy-to-understand pictorial symbols and written names.

Setting Up the Preschool Classroom
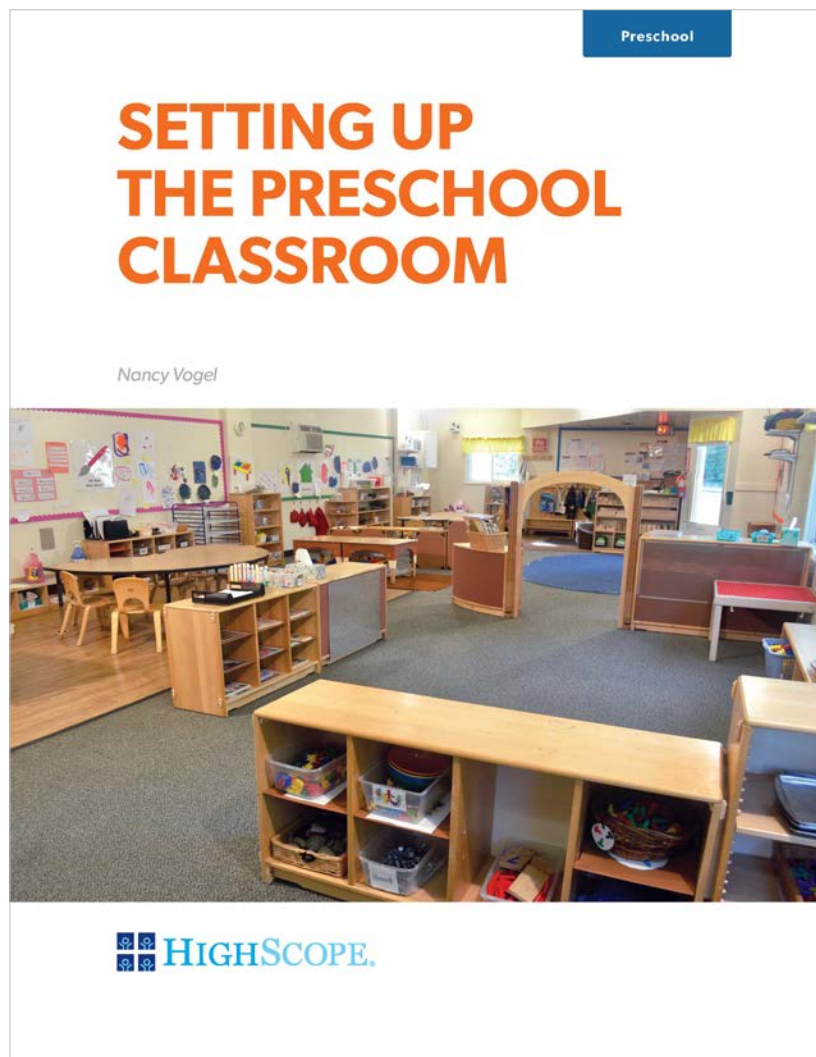
Product code: P1383

This is your map to setting up a learning environment (both indoor and out) that truly aligns with High-Scope standards, with helpful strategies, lists of equipment/materials, and sample classroom layouts to help create new spaces or improve existing ones.

Author: N. Vogel
Soft cover, photos, illustrations, 156 pages
ISBN: 978-1-57379-447-3

HighScope.org

3.
The Block Area

How Children Use the Block Area

The block area is a busy and popular place for children to play. Younger children and children who have had limited opportunities to play with blocks will take great enjoyment in exploring the blocks and props by taking them off of the shelves, making piles, lining them up, loading them into dump trucks, dumping them out, stacking them, knocking them down, and matching the blocks with their corresponding (shape and size) labels when they return them to the shelves. Adults understand this important stage of play development and support and encourage children's explorations with blocks. After children have had ample time to explore and play with the blocks and as the school year progresses, recognizable structures will begin to emerge. Children will use the materials in the block area to represent such things as roads, houses, castles, kitty houses, doctors' offices, beds for babies, cars, school buses, and boats. As their structures become more complex, children will have more opportunities to solve spatial and social problems as they build and create, work cooperatively with one another, and describe their ideas and plans to other children and adults. Children will enrich and extend their block play by adding props such as cars, small animals, baby dolls, large blankets, steering wheels, and play food. There will be many opportunities to develop language skills, explore mathematics

These boys gather large blocks and cardboard boxes and cylinders to build a large structure.

(such as geometric shapes, measurements, and sorting), engage in dramatic play, and develop the social-emotional skills involved in role playing and collaboration.

Considerations in Setting Up the Block Area

The play in the block area is typically active and social; however, there may be children in your class who prefer to play in a more quiet and solitary way. Both types of play are valuable and natural for preschoolers, and adults should plan ways to accommodate both preferences. You might try designating or enclosing a part of the block area for quiet block play, or encouraging children who prefer quieter block play to take their blocks to a different area of the room — for example, an unused toy area. Being sensitive to the individual interests and developmental levels of the children in your program through your observations

and interactions will give you cues and help you adapt your learning environment to the needs of the children you serve.

The block area must be large enough to accommodate active and busy children, as well as large structures, roads, and other creations the children make there. Often, the block area serves as the meeting place for large-group activities and gatherings, and thus should be large enough to accommodate the entire group of children and adults. To eliminate excess noise and create a comfortable place for children to play on the floor, a large area rug or carpet with a flat, tight weave is desirable. Ample storage space is also desirable for storing and displaying the building materials and props that are found in this area. Unit blocks can be placed directly on a clearly labeled, divided shelving unit. Large, hollow blocks may also be stored the same way; however, if shelving space is limited, the labels for the hollow blocks may be taped to the floor and positioned against a wall or the back of a shelving unit being used in another inter-

Having dress-up clothes right next to the block area encourages children's pretending with block structures.

Spacious enough to accommodate the play initiatives of many children at once, this block area is also large enough to be used for teacher-planned group activities.

est area. Props, such as cars, street signs, and dollhouse people, can be placed in labeled storage containers and stored on low shelves that are also clearly labeled.

In addition to using the props that are displayed and stored in the block area, it's natural for children to borrow props from other areas of the classroom. Typically, materials from the house area, such as dress-up clothes, baby dolls, stuffed animals, or kitchen items, tend to be used in the block area because of the nature of the pretend play that occurs there. Because the materials from these two interest areas tend to flow nicely with one another and the types of play that take place there complement each other, consider positioning the house and block areas next to one another when arranging your learning environment. By doing so, children may easily go back and forth between the two areas, without disturbing the play of children in other areas of the room.

Finishing touches: One boy adds a block to balance the structure while the other adds a decoration.

As with other interest areas in your learning environment, props that are added to the block area should reflect your children's home and community settings. Be sure to include dollhouse families that are multiracial, without gender or age stereotyping. Other considerations include adding

animal figu es that are similar to those found in the community where your program is located (for example, farm animals in a rural setting or house pets in a city setting), as well as toy vehicles that represent those found in your community (for example, logging equipment in areas where there is a forestry industry, farm machinery in agri-cultural areas, or garbage trucks and buses in the city).

When reviewing the list of block area materials below and browsing through cata-logs in order to compare prices, the suggest-ed unit blocks and large, hollow blocks may seem rather expensive to purchase. Howev-er, block play is so critical in early develop-ment that this is one of the few areas where the benefits to child en justify the costs, and purchasing a good set of blocks can be seen as a program "essential." Furthermore, while the initial block purchase will be expensive, keep in mind that unlike some of the con-sumable materials mentioned in other chap-ters of this book, a high-quality set of unit blocks and hollow blocks is an investment that will last for many years, even decades to come.

Accommodations for Children With Special Needs

Most of the block area materials listed next are appropriate for children within a wide range of developmental abilities. Depend-ing on the unique needs of the children you serve, it may be necessary to include additional materials, such as large, soft blocks that are easier to grasp and lift than the large, hollow blocks or small, textured foam blocks for children who are in the sensory-motor stage of development (care-ful, though — you may decide they present too much of a choking hazard, since chil-dren sometimes bite chunks from the foam). Large, interlocking blocks that snap together easily or large nesting boxes that can be stacked on top of each other or nested

inside one another would also be appro-priate for children with motor or cognitive delays.

Children in wheelchairs who cannot easily get down on the floor to build in the block area might need a large, flat su face (such as a low table or carpeted platform) that is placed at a comfortable level on which to build. For children whose physi-cal limitations inhibit their ability to carry blocks from one place in the block area to another, a wagon or wheeled pushcart may be just what they need to help them get the job done. You may have children who are in the beginning walking or cruising stages, in which case you may want to place sturdy, vinyl cubes in various locations in the block area to assist children with their balance in moving from one shelf to another. For children with visual impairments, consider cutting out the labels for the unit blocks in sandpaper or felt so children can feel the shapes of the labels when returning blocks to the shelves.

Considerations for Intergenerational Programs

Typical block area play with preschoolers generally occurs on the floo . Accommoda-tions need to be made for older adults who are not comfortable on the floo , in order to make the block area an inviting space for all participants and a place in which meaningful exchanges can occur. Consider adding a love seat, sofa, or comfortable chairs for older adults to sit near the block area and watch the activities going on there. Consider placing a low table with rounded corners or a raised platform near the seating area for block play to occur at a level that is comfortable for both children and older adults, alike. When including older adults in a setting in which it is natural to have ma-terials on the floo , such as the block area, take precautions to keep seniors from trip-ping on toys and children. You may want

to designate a large space of your block area as a "building area" by placing a wide piece of tape on the floo , explaining to the children that blocks and other toys should stay on that side of the line, leaving space on the other side for seniors to move in and around the block area safely.

Include older models of toy cars, trucks, or tractors that seniors would have driven when they were younger. If possible, display pictures of the older adults with their first ca , or doing their jobs from days gone by, whether on the farm, in the city, or at the railroad. Encourage seniors who enjoy woodworking as a hobby to make cars, trucks, trains, airplanes, and other vehicles out of wood for the children to use in the block area. If there is room for a wood-working area in your classroom, provide the necessary materials and opportunities for the seniors and children who are interested to build those items together. Always watch for opportunities to take and display pictures of seniors and children working and playing together in your classroom.

Equipment and Materials for the Block Area

Block Area Equipment

Essential block area equipment

Shelving units, at least 24" high and 36" wide (at least 2 or 3)

Large area rug, with a flat, tight weave (if space is not carpeted)

Additional block area equipment

Shelving units, as needed and as space allows

Block Area Materials

Quantities given below are suggestions for initial purchase. Additional pieces can be added as needed or desired.

Essential materials for building

Unit blocks. (Unit blocks may be ordered individually or in sets. Individual suppliers offer sets in various quantities that may not exactly match the quantities listed.)

Units (102)

Double units (76)

Quadruple units (22)

Half units (32)

Pillars (16)

Double pillars (8)

Triangles (8)

Small triangles (16)

Ramps (16)

Large cylinders (8)

Small cylinders (8)

Big building boards (8)

Roof boards (8)

Unit arches (4)

Elliptical curves (4)

Quarter circle arches (8)

Quarter circles (8)

Half roman arches (4)

Intersections (2)

Side roads (2)

Hollow blocks. (Similar to unit blocks, hollow blocks can also be ordered individually or in sets.)

Squares (16)

Double squares (8)

Half squares (8)

Ramps (4)

Short boards (8)

Long boards (8)

Small blocks, multicolored and/or plain (a set of around 150 pieces)

Additional materials for building

Geometric nesting shapes

Cardboard blocks (a set of around 50 blocks)

Blocks made from boxes, milk cartons, cereal boxes, or shoe boxes covered with contact paper or cloth

Large boxes, moving boxes, appliance boxes with large staples carefully removed

Tubes, cardboard, metal, or plastic, of various sizes (at least 1 per child and adult for group activities)

Wood scraps

Boards, sticks, logs, stumps, tree stump rounds

Towels, bedspreads, old sheets, blankets, nylon parachute, tarp, tent

Carpet pieces

Vinyl flooring pieces or tiles

Cardboard, Plexiglas, Styrofoam pieces

String

Rope

Rope and pulleys

Materials for taking apart and putting together

Interlocking blocks and boards (a set of around 50 blocks)

Wooden, plastic, or magnetic "take-apart" trucks and cars that snap or screw together (1 take-apart vehicle per child and adult for group activities)

Tinkertoys (a set of around 100 pieces)

Interlocking train tracks (a set of around 30 pieces)

Lincoln Logs (a set of around 150 pieces)

Plastic plumbing pipes and connectors

Materials for filling and emptying

Large dump trucks (at least 4)

Large loaders and bulldozers (at least 2 each)

Boxes, cartons, baskets, cans, buckets, crates

Child-sized wheelbarrow, wagon, or pushcart

Silos, grain bins (can be made out of oatmeal or cornmeal containers)

Stones, rocks, gravel

Dried field corn

Pine cones, sticks, acorns, or other nuts

Empty sewing spools

Essential materials for pretend play

Small cars and trucks, matchbox-size collection (at least 2 or 3 per child and adult for group activities)

Cars, scaled to blocks (at least 1 per child and adult for group activities)

Trucks, scaled to blocks (at least 1 per child and adult for group activities)

Large wooden vehicles, (at least 4)

Steering wheels (at least 2)

Dollhouse people in a variety of ethnicities (at least 3 sets)

Dollhouse people with various positively depicted special needs, such as a person with a seeing-eye dog, a child in a wheelchair (1 set)

Dollhouse people of different ages, from infants to the elderly (1 set)

Small, wooden traffic signs (at least 1 set)

Additional materials for pretend play

Steering wheels are an essential block area prop.

Plastic cars and trucks with different tire sizes and textures; can also be used for painting activities in the art area (at least 2 per child and adult for group activities)

Construction equipment that depicts equipment used in your community

Farming equipment that depicts equipment used in your community

Planes, helicopters, boats, buses, trains (wooden or strong plastic)

Trains and other accessories, scaled to train tracks listed above

Large wooden airplanes, scaled to blocks (at least 2)

Stuffed animals, cats, dogs, snakes, bears, etc.

Large dinosaurs, realistic looking (at least 2 per child and adult for group activities)

Large farm animals, realistic looking (at least 2 per child and adult for group activities)

Large wild animals, realistic looking (at least 2 per child and adult for group activities)

Large forest animals, realistic looking (at least 2 per child and adult for group activities)

Large ocean animals, realistic looking (at least 2 per child and adult for group activities)

Miniature animal collections, plastic frogs, bugs, lizards, fish, dinosaurs, etc. (at least 10 per child and adult for group activities)

Dollhouse: may be placed in the block area or toy area, depending on available space and children's interests

Barn or stable, with animals, tractors, and other accessories scaled to size

Garage, with vehicles and other accessories scaled to size

Service station, with vehicles and other accessories scaled to size

Village, with accessories scaled to size

Airport, with planes and other accessories scaled to size

Firehouse, with fire trucks, rescue equipment, and other accessories scaled to size

Reference materials and photographs

Photographs of children's homes, neighborhoods, farms

Photographs of machines at work

Photographs or drawings of children's block structures

3 INTENTIONAL PLANNING

Easily apply the HighScope Curriculum to everyday teaching practice with resources designed to support daily learning. Includes strategies to individualize learning throughout the preschool daily routine and detailed activities for curriculum content areas including science, math, literacy, and more!

- *Numbers Plus Preschool Mathematics Curriculum*
- *STEM Made Simple: 25 Activities by Preschool Teachers*
- *Let's Read It Again! Interactive Read-Alouds*
- *Small-Group Times to Scaffold Early Learning*
- *50 Large-Group Activities for Active Learners*
- *Big Beats for Young Peeps (CD)*
- *Rhythmically Moving (CD)*

Explore what's included on p.15

Curriculum contents also sold separately at HighScope.org
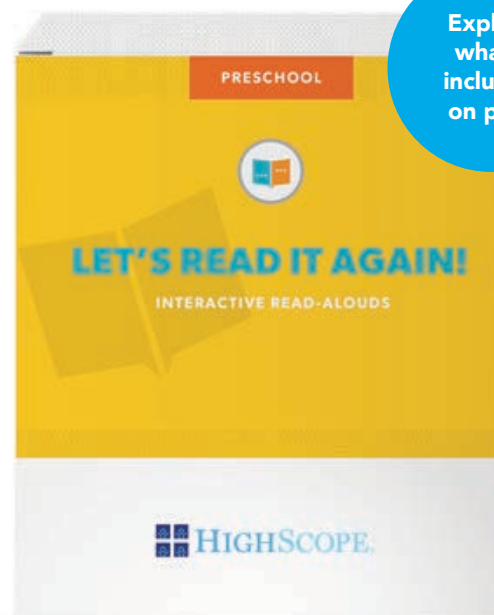
"Since implementing Numbers Plus, *my small groups look totally different. I learned a lot about scaffolding math learning and I got new activities to try in the classroom."*

Early Childhood Educator, TX

Let's Read It Again! Interactive Read-Alouds
and Set of 20 Children's Books

Product code: P1456SET

Let's Read It Again! includes lesson plans for multiple readings of 20 high-quality children's books — a carefully curated selection of fiction, nonfiction, and poetry texts — and a teacher's guide to support class-room practice. As part of a comprehensive language and literacy curriculum, these thoughtfully planned read-aloud experiences will increase young children's critical literacy skills and put your preschoolers on the path to become lifelong readers!

Each booklet in Let's Read It Again! comprises multiple read-aloud activities, with a specific literacy focus, for repeated readings of each book. In addition, each activity includes vocabulary words from the text with child-friendly definitions, suggested stopping points for teachers, and ideas for what they might say to engage children in the reading process to support children's comprehension skills.

Let's Read It Again! Interactive Read-Alouds and Set of 20 Children's Books
ISBN: 978-1-57379-800-6

First Reading

LITERACY FOCUS

COMPREHENSION
Predicting
Synthesizing
Inferring

VOCABULARY
Understanding what a
word means

CRAFT AND STRUCTURE
"Reading" illustrations
and making connections
between pictures and text

SUGGESTED VOCABULARY

herd: a group of animals that stays together

patchwork: something that's made up of different things
(e.g., different colors)

bunches: groups of the same things

ordinary: usual; not special

As you encounter these words and other unfamiliar words in
Elmer, you might use some of the following strategies to support
children's understanding:

- Use picture clues and words embedded in the story (e.g., point
  to the group of elephants on p. 2 to illustrate a **herd**).

- Show objects or visuals to support the use of new words (e.g.,
  show a photo or an example of a **patchwork** quilt, show a
  bunch of grapes).

- Revisit new vocabulary words at other times of the day when
  appropriate (e.g., at snacktime, show children a **bunch** of
  bananas or grapes; at work time, ask a child to hand you a
  bunch of a particular item such as beads, crayons, or connect-
  ing blocks).

TEACHER PLANNING

1. Read the book thoroughly for your own understanding and familiarity.

2. With a pencil, number the pages of the book starting with the numeral 1 on the
   first page of text in the book (the page that starts with "There was once a herd of
   elephants").

3. Select stopping points in the text. (Suggested stopping points are identified in the
   Reading the Book section of this read-aloud, but you may want to add your own.)
   You may also want to flag these stopping points with sticky notes or removable
   highlighter tape as reminders.

Getting Ready to Read

Introduce the book, its author, and your reason for choosing it. Here is an example of how you might introduce a book because its cover got your attention.

💬 YOU MIGHT SAY:
This book's colorful cover got my attention. When I looked at the cover more closely, I noticed something interesting. Look closely. What do you see? (Encourage children to look closely at the front cover to identify the elephant.)

Think aloud about the title and main character. Invite children to make predictions about the story.

💬 YOU MIGHT SAY:
The title of this book is Elmer *by David McKee. I wonder if the elephant's name is* Elmer. *I know authors often put important characters on the book's cover. What do you think this book might be about?*

Reading the Book

Position the book so children can easily see the text and illustrations and you can comfortably read the text.

As you read, gather information from the pictures by asking children what they notice.

SUGGESTED STOPPING POINTS

Page 1
Introduce the vocabulary word **herd**.

Pages 3–4
Turn back to the front cover to confirm that Elmer is the elephant on the book's cover. Introduce the vocabulary word **patchwork**.

💬 YOU MIGHT SAY:
We were right. The elephant on the front cover is Elmer. What do you think **patchwork** *means?* (Pause to allow children to answer.) *Elmer is made up of many different colors put together.*

Page 6
Think aloud about the relationship between Elmer and the other elephants.

💬 YOU MIGHT SAY:
It looks like the other elephants really like playing with Elmer.

Pages 11–12
Invite children to predict what Elmer might be planning to do with the berries.

💬 YOU MIGHT SAY:
What do you think Elmer is going to do with the berries?

Page 13
Introduce the vocabulary word **bunches**.

Page 16
Point to Elmer and note that the other animals don't seem to recognize him.

> YOU MIGHT SAY:
> *Hmm, this must be Elmer. I guess the other animals don't recognize him because they call him* elephant, *not* Elmer.

Pages 19–20
Ask children what is different about the interactions between Elmer and the other elephants now, in comparison to Elmer's interactions with the other elephants at the beginning of the story. Turn back to page 6 to compare the interactions.

> YOU MIGHT SAY:
> *Something is different between Elmer and the other elephants. What could it be?* (Acknowledge children's inferences, and point out the differences to children if necessary.)

Page 26
Think aloud that the elephants don't recognize Elmer.

> YOU MIGHT SAY:
> *The other elephants don't know that Elmer is gray. They think he isn't there.*

Page 27
Think aloud to clarify the elephants' responses to Elmer.

> YOU MIGHT SAY:
> *The elephants are laughing because they think Elmer played a joke on them. How do you think the elephants feel about Elmer?*

Page 29
Introduce the vocabulary word **ordinary**.

After Reading the Book

Talk with children and recall the story events, pointing out how Elmer's feelings about being different change from the beginning of the story to the end.

> YOU MIGHT SAY:
> *Let's remember how Elmer felt at the beginning of the story.* (Accept all answers but supply the following statement if the children don't address it in their discussion.) *Yes! Elmer was unhappy because he wanted to look like the other elephants. How do you think he was feeling at the end of the story? Why?*

Numbers Plus® Preschool Mathematics Curriculum
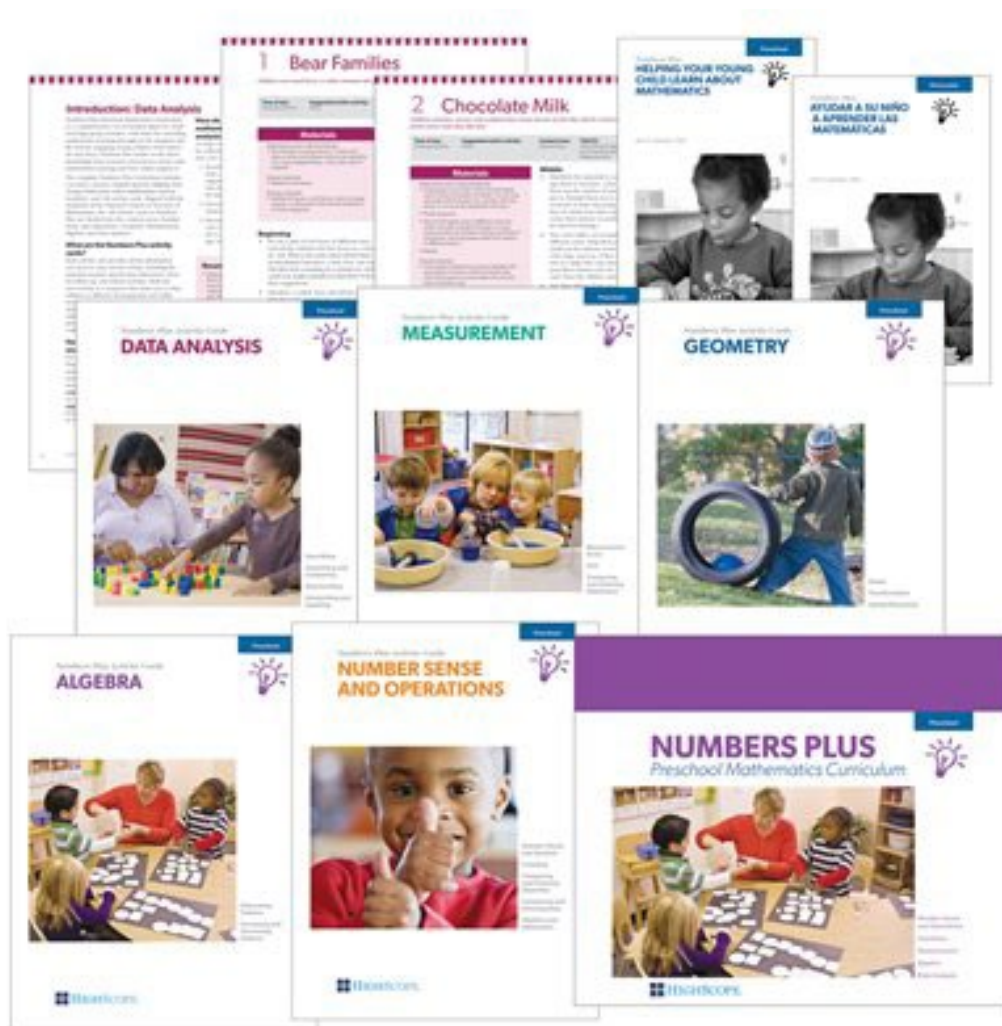
Product code: P1377SET

Aligned with the standards of the National Council of Teachers of Mathematics, and developed under a grant from the Institute of Education Sciences, US Department of Education, the 120 activities in Numbers Plus are divided into five content areas: Number Sense, Geometry, Algebra, Measurement, and Data Analysis. Numbers Plus includes detailed plans for small- and large-group activities, with ideas for extending learning throughout the program day. What's special about Numbers Plus is that all children, regardless of developmental or ability level, can participate and learn together, because each activity has built-in progression that engages young children's mathematical aptitude with appealing materials and ideas. edge through active participatory learning.

Author: A. S. Epstein
ISBN: 978-1-57379-412-1

2 Bears on a Boat

Children count the number of bears (or other small objects) they put on or take off a block for a "boat ride."

Time of day:	Suggested earlier activity:	Content Area:	Topic(s):
Small-group time	None	Number Sense & Operations	Addition & Subtraction, Counting

Materials

Materials for each child and teacher:
- 10 counting bears (or other small objects or animals)
- Rectangular block, long enough to accommodate 10 counting bears (you can also use washcloths or napkins that children can slide along the table)

Shared materials:
- None

Backup materials:
- Fabric pieces
- Extra blocks
- Story "props," such as a blue tablecloth or blue paper for the water

Beginning
- Introduce this activity by saying something like *This block is a boat, and four of these bears are going to take a boat ride.* Count each bear as you put four bears on the block. Pretend to give the bears a ride on the block.
- Take the bears off, and ask *How many bears should ride the boat this time?* Count the suggested number of bears and pretend to give them a ride.
- Give each child a set of materials, and suggest that they might like to tell their own stories using the bears and blocks.

Middle
- Observe the children as they are using the materials. Ask them how many bears they are putting on and taking off their boats. Extend children's stories about the bears and blocks by asking open-ended questions (e.g., *Where will the bears go after they visit Oma's house?*).

- Introduce more blocks, fabric pieces, or other props for the children to extend their stories.

End
- Give a warning, and bring the activity to a close.
- With the children, put the bears and blocks back where they belong. Remind the children where they can find these materials in the classroom if they want to play with them at work/choice time.
- Encourage the children to move like the bears on a boat to the next activity. Help them count off how many of them "line up" in a row or move together.

As a follow-up to this activity, encourage children to sort their bears into "families" (based on color or size) or arrange them in simple patterns.

Scaffolding Learning at Each Developmental Level

Earlier	Middle	Later

Children may

- Try to fit as many bears on the block as possible.
- Say non-numerically or with an unrealistic number how many bears to put on the block (e.g., *Make it a lot this time; A thousand bears*).
- Say number words but not in sequence (e.g., *1, 8, 3, 2, 10*).
- Count in correct order but over- or undercount the number of bears.

Adults can

- Comment on what children are doing and extend their work (e.g., *You put lots of bears on your boat. I wonder how many there are*). Count bears with children, using one-to-one correspondence.
- Describe how children are counting and model counting (e.g., *You're saying lots of numbers. This is how I say them in order: 1, 2, 3 …*).
- Put bears in a straight line on a block and encourage children to line up their bears to match. Touch each bear while counting the number on the block out loud.

Children may

- Add bears to or take bears off their block and use comparison words, such as *more, fewer, less,* and *same.*
- Count bears up to 10.
- When asked, *How many do you have?* respond by counting again, rather than say the last number counted.

Adults can

- Ask children how they can tell how many bears are on their boat.
- Add some bears to a boat and comment, *I added some bears. Now there are more on my boat.* Count the number of bears before and after adding some to the boat. Repeat the last number as the total.
- Take some bears off a boat and comment, *I took some off. Now I have fewer bears on my boat.* Count the number of bears before and after taking some off the boat. Repeat the last number as the total.

Children may

- Respond with the last number counted when asked, *How many do you have?*
- Add or subtract bears on the boat and recount to find the new total.
- Add their blocks to those of other children so they can fit more bears on their boat.
- Count more than 10 bears.

Adults can

- Put more than 10 bears on a boat and count them with children.
- After children add or take away bears, ask, *How many bears are there now?*
- Ask if it is okay to add or take away bears on children's boats. If children say yes, ask, *How many should I add (take away)? How many are there now?*
- Ask, *Can you help me put three bears on my boat?* Count together with the children as they put bears on the boat.
- Encourage children to create longer boats (by combining blocks), count with children the total number of bears, and ask them how many more are on the longer boat.

Ideas for follow-up

- Build a boat out of hollow blocks at work/choice time. Find out how many children can fit on it.
- Encourage the children to arrange their counting bears (or other object they used in this activity) in a pattern, for example, by color or size.
- *Related activities:* 4. Bowling and Beanbags, 5. Bowling by Tens, 9. Counting Candles, 15. Dot Cards and Objects, 30. Roll of the Dice, 32. Spinning for Dollars

STEM Made Simple: 25 Activities by Preschool Teachers

Preschool

STEM MADE SIMPLE
25 Activities by Preschool Teachers

Marcella Fecteau Weiner, Editor

HIGHSCOPE.
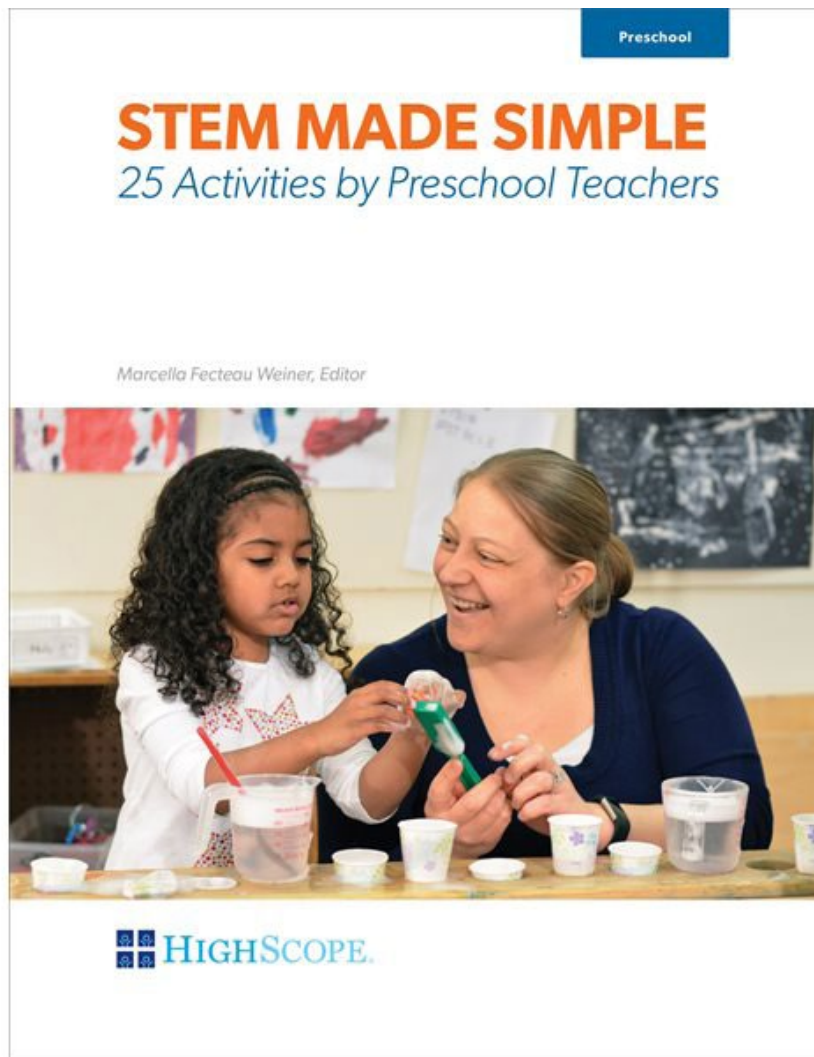
Product code: P1440

STEM Made Simple introduces early childhood educators to the exciting world of STEM. It includes 25 small-group activities developed by preschool teachers from diverse settings, ensuring that you too can learn how to build STEM topics — science, technology, engineering, and mathematics — into your curriculum. Each activity in this resource provides a scaffolding chart that supports children's learning at beginning, middle, and later stages of development as well as intentional vocabulary so your children's language, communication, and comprehension skills grow along with their emerging STEM knowledge.

Soft cover, photos, 128 pages
ISBN: 978-157379-778-8

8 Bubbles, Bubbles Everywhere!

What children do: Children experiment with airflow using straws and bubble solution and predict how adjusting airflow and force results in differences in bubbles.

Connections to STEM

⚛ **Science**	🚀 **Technology**	⚙ **Engineering**	🧮 **Mathematics**
How does the force with which you blow air through your straw affect the bubbles created?	What tools work to make bubbles? What changes when other tools are used?	What happens to the bubbles when you change the airflow?	How do you describe the changes in the bubbles?

Curriculum Content

Focused KDIs: 50. Communicating ideas, 51. Natural and physical world

Materials

Materials for each child and teacher

- Small bowl with bubble solution (see p. 48 for recipe or use store-bought solution)
- Straw with a small piece of masking tape on one end; add a small pinhole or slit midway up the straw to prevent accidental ingestion
- Small tray or newspaper to cover table
- Smock

Backup materials

- Funnels (blow through the small opening)
- Straws or tubular objects of various sizes (coffee stirrers, jumbo drinking straws, plastic tubing, paper towel tubes)

> **Intentional vocabulary**
> airflow, decrease, force, increase, surface

Beginning

- Begin with a short story: *Early one morning in Bubble Village, the boys and girls woke up to find all of their bubble wands were missing. In their place, they found these straws. Confused, they started to explore with them.* Give each child their own straw to explore.
- Encourage children to blow **out** through the straw and feel the air on their hand. Ask them to blow softer (using less force) and then harder (using more force) through the straw and talk about how they feel the air on their hand.
- After the children put on smocks, give each child a straw and small bowl with the bubble solution. Demonstrate which end of the straw to use to blow through (the masking tape on one end of the straw will help the children know which end to use again if they put the straw down into the bubble solution).
- Say *Today we are going to experiment with **airflow** and bubbles. I'm wondering what will happen as you blow* soft *and* hard. *How do you think the **force** of the **air** will affect the bubbles?* Listen to and acknowledge children's ideas and predictions.

Activity idea contributed by the Early Childhood Applied Practice Department, HighScope Educational Research Foundation, Ypsilanti, MI.

Middle

- Watch and listen to what children say and do. Copy the different ways children use their straw and experiment with airflow and force.
- Encourage children to talk about what they are doing, thinking, predicting, and observing.
- Find opportunities to use the intentional vocabulary listed on page 47 (e.g., *You noticed that when you blew **air** hard and used a lot of **force**, more bubbles were created; You are noticing what happens when you **decrease** [or **increase**] the **force** of the **airflow**).*
- As children engage with materials, move from child to child using the scaffolding strategies on page 50.

Recipe for Bubble Solution

To create your own bubble solution, mix together the following ingredients:

- 2/3 cup dishwashing soap
- 1 gallon water
- 2–3 tablespoons of glycerin (available in pharmacies)

End

- Give the children a warning that the activity will be ending soon.
- Ask the children to choose their favorite bubble-making tool to blow their last bubble.
- With the children, decide where to store the bubble solution for later use. If appropriate, discuss any classroom guidelines related to using the bubble solution at other times and in other areas.
- Support children as they assist in cleaning up the small-group materials and area. Have a container available on the table for children to dispose of excess bubble solution.
- Ask the children to move like a bubble to the next part of the daily routine.

Special considerations for this activity

- Children can practice blowing *out* as opposed to sucking *in* with nonliquid objects (e.g., feathers, tissue paper) if they need to work on these fine-motor skills before using the bubble solution.

Ideas for follow-up or related activities

- On another day, provide a small-group activity called Bubble Art. Add food coloring of the children's choice to various containers of bubble solution. Give each child a straw to blow the colored bubbles on paper to create a "bubble" painting.
- Find a book about bubbles and engage the children in a read-aloud focused on vocabulary and/or comprehension of the concepts in this activity. Remember to relate the text to this activity.
- Ask children to draw representations of their bubbles and/or their bubble tools to add to a class book titled *How to Make Bubbles*.
- Have another small-group time on another day where the children watch you make the bubble solution. Then make another variation of the solution without the glycerin or without the soap. Ask the children to experiment with both solutions to see what happens with each solution (compare and contrast). Add the words *evaporate* and *glycerin* to the vocabulary that you intentionally use during this small-group time.
- Experiment with other types of airflow and force (e.g., using a paper plate or fan to move objects).
- Add wind chimes outside a window and converse with children about the force in the outside air and its effect on the chimes.

Ways for families to extend this activity at home

• Encourage families to experiment with their children using other items that produce bubbles, such as shampoo, bubble bath, dishwashing liquid, car wash products, and so on.

• Provide families with a description of what the children did in the classroom and the vocabulary that you intentionally used. Include possible ways to repeat that vocabulary at home, for example:

– When drying your (or the child's) hair, talk about the *force* of the air and have your child feel the difference for varying settings of the hair dryer (*Caution:* Keep the hair dryer temperature on cool).

– When playing with a ball with your child, refer to how you throw the ball with more or less *force.*

– Provide a straw and have children blow bubbles. Compare bubbles created in various beverages (e.g., milk, water, juice), and refer to the concepts and vocabulary used in the classroom.
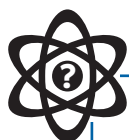
The Science Behind It: Bubbles

A bubble is simply air wrapped in soap film, which is made from soap and water (or another liquid).

When you blow very lightly through a straw into the bubble solution, you'll create a small indentation — a dimple — in the solution, but not a bubble. As you blow harder (and the speed of the airflow increases), the dimple becomes deeper until a bubble is formed. The harder (and faster) you blow into a straw in a small dish of bubble solution, the more bubbles you will create.

Bubbles pop because they hit something (or someone) or because the water in the soap film evaporates. Adding glycerin into the bubble solution helps keep the water from evaporating, so those bubbles will last a bit longer. When you blow a bubble in the cold air, it will rise higher because the warm air from your breath is lighter than the cold air.

If you use a square-shaped or heart-shaped bubble wand, the bubble will still be round. That's because the air and soap film that make up a bubble want to be in the smallest amount of surface area, and a sphere is the shape with the smallest amount of surface area.

Scaffolding Learning at Each Developmental Level		
Earlier	**Middle**	**Later**
Children may • Blow out of the straw on their skin and say *I feel it!* • Blow many bubbles in the small bowl, letting the mound of bubbles grow. • Comment on what they observe (e.g., *My bubbles are growing*; *I have more*).	*Children may* • Experiment with controlling the force and airflow they are using. • Talk about the connection between air force and amount of bubbles in their bowls (e.g., *When I blow fast, the bubble stack grows and the bubbles get bigger*). • Predict what will happen when they blow with a different tool (e.g., *If I use this [funnel], I'm going to get really big bubbles*).	*Children may* • Intentionally set out to blow with more or less force and connect their actions to the effect (e.g., *If I blow really hard, I get lots of bubbles*). • Make predictions about the bubbles (e.g., *I think that if I put my straw down far in the bowl and blow soft, there won't be any big bubbles*). • Experiment and make predictions about using backup materials to blow bubbles (e.g., *If I use this big tube, I think I'll get some huge bubbles!*).
Adults can • Describe what children are doing, adding on vocabulary and extending language (e.g., *You noticed that the bubbles are growing when you use more **force**; They are getting bigger — their size is **increasing***). • Ask the children to describe what they are doing and imitate their actions (e.g., *Tell me about how you are making your bubbles. What do you have to do to make them grow?*). • Comment that the air the children are blowing into the solution is forming bubbles (e.g., *You're using stronger **airflow**; more **force** is filling up more bubbles*). • Draw attention to actions of others (e.g., *When Sonja uses less **force**, she gets just a few bubbles*).	*Adults can* • Ask children to describe what happens when the airflow and force changes, and, as children respond, provide follow-up questions for extension (e.g., *Oh, so you are noticing that stronger **force** makes more bubbles…I'm wondering if doing anything else could also **increase** bubbles*). • Add in some intentional vocabulary words to focus on the process of making bubbles (e.g., ask children to suggest ways to **increase/decrease** bubbles). • Introduce a new tool from the backup materials (e.g., *We've been using these straws. What would happen if we used other tools to blow bubbles into the solution?*).	*Adults can* • Ask children why they think bubbles grow when they blow hard and use more force. • Acknowledge and describe unique ways of using the straws, airflow, and other tools (e.g., *When you put your straw only on the **surface** of the bubbles and blew, what did you see? I wonder what you think about that*). • Extend children's thinking and observations by inserting intentional vocabulary (e.g., *How is using the straw making the **airflow** different from using the funnel?*).

50 Large-Group Activities
for Active Learners
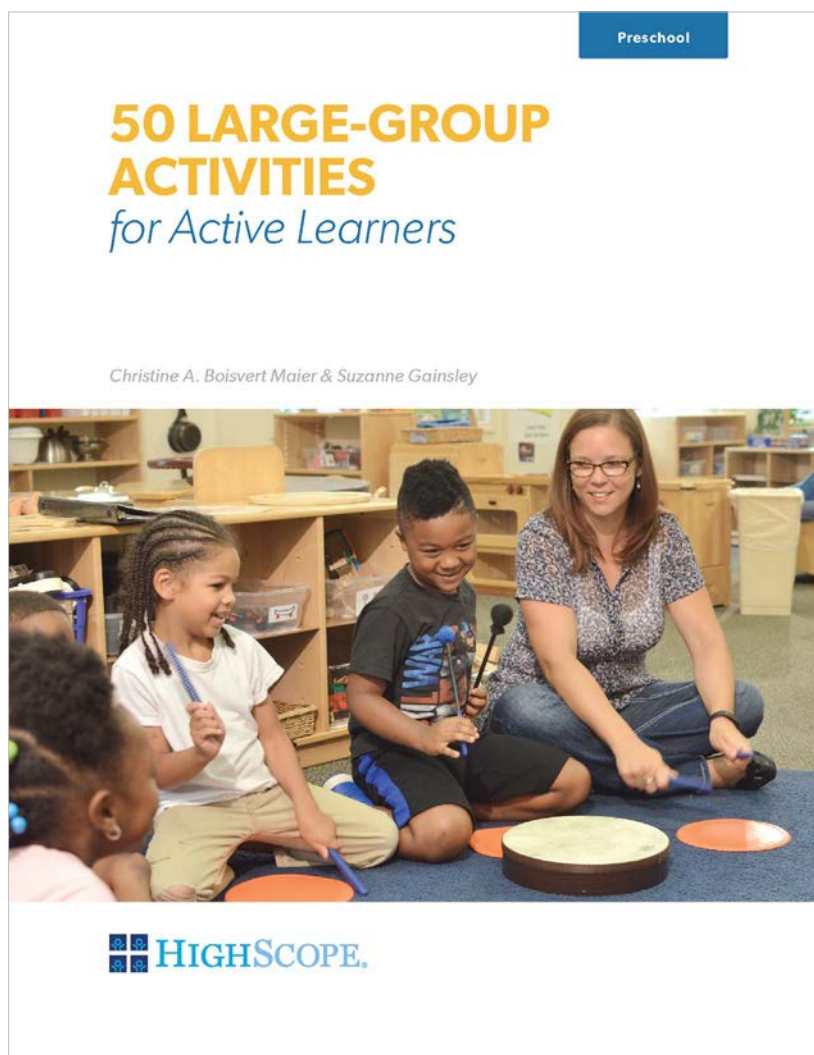
The large-group-time activities in this book stimulate children's creativity, develop communication skills, and introduce a wide range of thought-provoking experiences. *50 Large-Group Activities for Active Learners* contains ideas for action songs, group storytelling, movement activities, and cooperative games and projects.

10 Hickory Dickory Dock

Originating Idea

Children have been listing words that have the same beginning sound as their names (e.g., "Henry" and "heart"). The teachers wanted a fun way to capitalize on the children's interest in identifying the initial sounds of words.

Opener

Tell the children that you know a rhyme about a mouse. Ask them to pretend their hands are mice, and have them demonstrate how that would look. Read the rhyme "Hickory Dickory Dock" to the children. Have the children tap a steady beat on their knees as you recite the rhyme. When you say the line "The mouse ran up the clock," have the children wiggle their fingers toward the ceiling. When you say the line "The clock struck one," have children hold up one finger or make a chiming sound. When you say the line "The mouse ran down," have the children wiggle their fingers back down to their laps. Finish the last line of the rhyme while patting the beat.

Activity

After saying the rhyme and doing the fingerplays a few times, tell the children that you are going to change the title of "Hickory Dickory Dock" so the words all start with the /b/ sound. (Children can identify "B" as the letter that makes the /b/ sound.) Recite the new version of the rhyme, "Bickory Bickory Bock." You (or the children) can then suggest other letters and letter sounds. If you say, "The next sound we are going to use is the sound the letter 'L' makes," the rhyme would become "Lickory Lickory Lock." If you say, "Let's try the first sound in the word 'pumpkin,'" the rhyme would become "Pickory Pickory Pock."

Hickory dickory dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory dickory dock.

Transition

As you direct the group to the next activity, change the initial sound in the key words of your instructions and have children "correct" you. If you say, for example, "Now we are going to pick a gong from the gong gook," the children would reply, "Pick a song from the song book." You could also dismiss children from large-group time by saying their name using a different initial sound (e.g., "Benry" for "Henry").

Variations

- When you say, "The clock struck one," have the children play musical instruments like triangles or bells to represent the clock sound.
- Create a new rhyme for the line "The clock struck one" (e.g., "The clock struck three, he climbed a tree").

Follow-up

- Post the words to "Hickory Dickory Dock" in the classroom along with pictures of the children participating in this experience.
- Add "Hickory Dickory Dock" to the class song book.
- Put a clock or timer in the classroom.

Accommodations for Children With Special Needs

- Provide hands-on guidance during the fingerplay for children with motor skill difficulties.
- Provide picture cards illustrating each line of the rhyme for children who need support following verbal instructions.
- Hold up letter cards to help visual learners attend to and process the information.
- Gently tap the steady beat of the rhyme on the back of a child who is distractable or needs extra sensory input.

At the line "The clock struck one," children hold up one finger or make a chiming sound.

Small-Group Activities
to Scaffold Early Learning

Full of ideas for small-group time, this book contains 52 activities designed to fit perfectly with curriculum content areas. *Small-Group Times* includes step-by-step instructions and scaffolding charts with specific strategies for working with children at different developmental levels.

HighScope.org

4 Jack Be Nimble, Jack Be Quick

Children listen to the nursery rhyme "Jack Be Nimble," then "jump" a small doll figure over a candlestick and other items as they create their own rhymes for Jack.

Time of day: Small-Group Time

Content Area: Language, Literacy, and Communication

Materials

Materials for each child and teacher:
- Candle in a holder
- Small doll figure to represent Jack
- Other items for Jack to jump over, such as books, blocks, carpet squares, and pillows

Shared materials:
- None

Backup materials:
- Tape measures

Beginning

- Use the small doll to tell the children a story about a boy named Jack who loved to jump, especially over candlesticks.
- Say the nursery rhyme "Jack Be Nimble" as you demonstrate how Jack jumps over the candlestick.

    Jack be nimble, Jack be quick
    Jack jump over the candlestick.

- Repeat the rhyme and encourage the children to say it with you.
- Give each of the children a doll figure and a candlestick to practice jumping over.

Middle

- Give the children other items to jump over using their doll and say *Let's see if we can make up some other rhymes for Jack.* For example:

    Jack be nimble, Jack be hook
    Jack jump over the book.

- Listen to and encourage the rhymes children make up. Accept made-up words as well as real words (e.g., *drock* and *clock*). Encourage children to substitute their own names for Jack and/or other actions besides jumping.

End

- After children have cleaned up their materials, make up a rhyme and encourage them to "jump" to their next activity, for example, *Class be nimble, class be able, everybody jump to the snack table* or *Class be nimble, class be wide, now let's get ready to go outside.* You can use the word *rhyme* to rhyme with *time.* If you cannot think of a real rhyming word, use a made-up word.

Ideas for follow-up

- Act out other nursery rhymes at small-group time or large-group time.
- Say or sing nursery rhymes with children throughout the day (e.g., when they are swinging on the swings, at the snack table, making transitions).
- Include books with nursery rhymes and other rhymes in the reading/book area. When you read these with children and they become familiar with them, encourage them to think of other rhyming words at the ends of the lines.

Adaptations for children with special needs

- Encourage nonmobile children to think of upper body movements for Jack or movements they can perform with their assistive devices (e.g., rhyme words with *wheel, slide,* or *roll*). Encourage them to use doll figures to act out other rhymes.

Developmental range: Supporting children at different levels

Earlier ⟶ **Middle** ⟶ **Later** ⟶

Earlier

Children may
- Jump or move their doll over objects.
- Say part of the rhyme.

Adults can
- Acknowledge children's actions (e.g., *Your doll is jumping just like Jack*).
- Say the rhyme as children make jumping movements with their doll; ask children if they would like to say the rhyme together.

Middle

Children may
- Recite the rhyme.
- Say that two words rhyme (e.g., Quick *and* stick, *that rhymes*).

Adults can
- Point out the rhyming words (e.g., *Listen to these words* quick *and* stick. *They rhyme. They have the* ick *sound at the end*).
- Encourage children to think of other words that rhyme with *quick* and *stick,* (e.g., *What other words have the* ick *sound at the end?*).

Later

Children may
- Say other words that rhyme with *quick*, including made-up words (e.g., Brick *also rhymes with* quick! *or How about* drick? *That's a rhyme*).
- Make up other rhyming pairs (e.g., … *Jack be* clock, *Jack jump over the* block).

Adults can
- Ask children to pick out the rhyming words (e.g., *I hear a word that rhymes with* quick. *Can you hear it?*).
- Say, *You jumped over the book. Can you think of something that rhymes with* book — *with the* ook *sound at the end?*

Teachers can keep books that feature rhymes in the book area and encourage children to make up their own rhyming words when they get to the end of a line.

Rhythmically Moving 2 CD
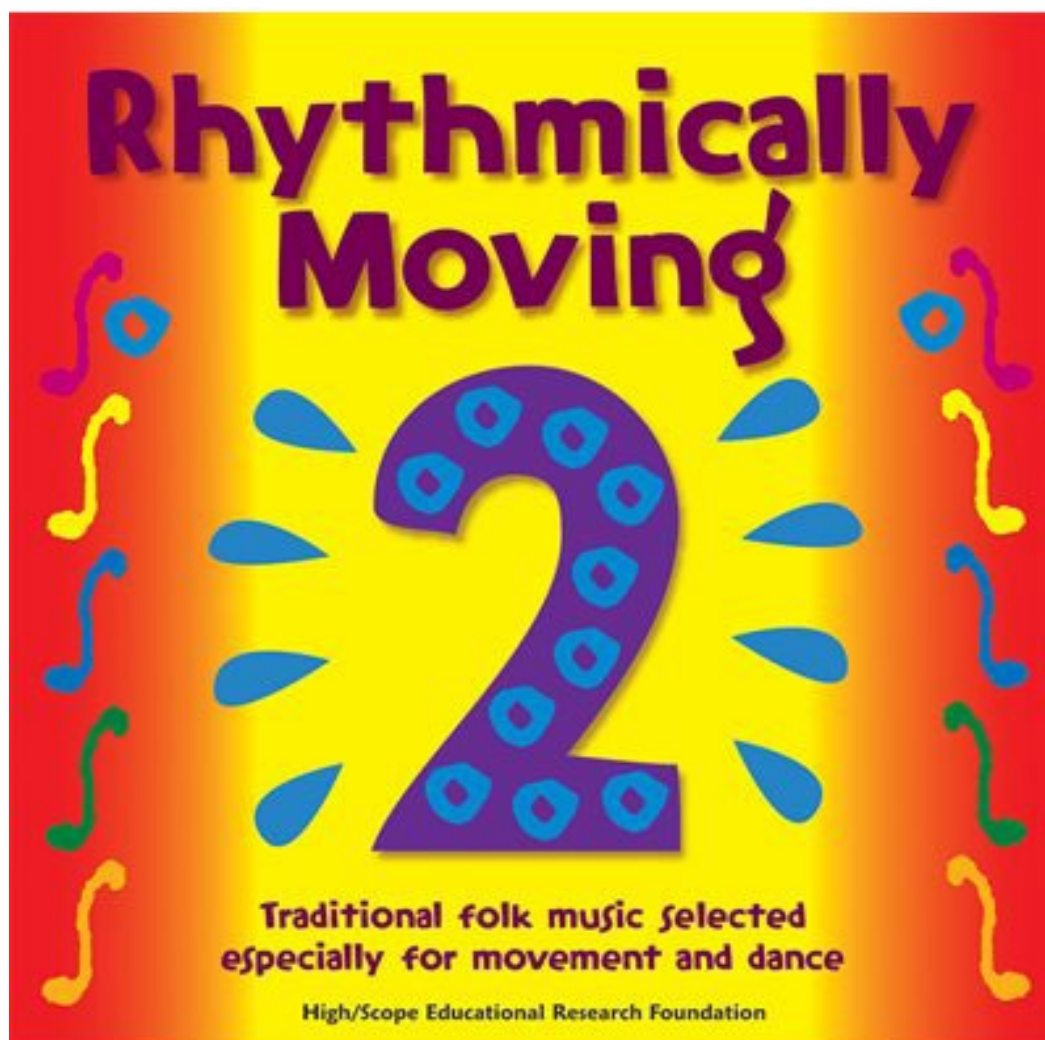
Product code: M2402

Help the children in your program develop physical and cognitive skills that benefit learning across the curriculum, such as physical coordination, concentration, and the ability to process information and act on it. These recordings also provide opportunities for steady beat competence, dance experiences, creative movement, exercise routines, listening skill development, and instrument identification. This CD includes high-quality, age-appropriate instrumental music selections that provide a rich musical background for movement activities.

P. S. Weikart, creative director; performed by Gemini
ISBN: 978-157379-138-0

Big Beats for Young Peeps CD

Product code: M2410

Looking for fresh and fun music to share with young children? Big Beats for Young Peeps offers teachers and parents of children from ages 0–8 high-quality, age-appropriate instrumental selections that provide rich musical beats and rhythms for movement activities. Produced by Chip Dixson, an accomplished music producer who's worked with P. Diddy (Sean Combs), Beyoncé, and Jay-Z, the 20 songs on Big Beats for Young Peeps reflect a variety of musical genres, including hip-hop, jazz, reggae, Latin pop, and techno. The CD comes with a user guide with details on how to use these songs to support children's movement, executive function, and self-regulation skills during group times. Listen to samples of the songs here: https://music.highscope.org/album/big-beats-for-young-peeps

Erica Hill, HighScope Early Childhood Consultant; produced, mixed, and mastered by Chip Dixson
ISBN: 978-1-57379-794-8

HighScope.org

HOW TO ORDER

Need an order form?
Visit HighScope.org

Call
800.407.7377

Email
Press@HighScope.org

Fax
800.442.4329

Mail
Mail orders and payments to:
HighScope Press
600 North River Street
Ypsilanti, MI 48198-2898

SHIPPING CHARGES
US orders within the 48 contiguous states:
$9.99 on orders $0–$400
$15.99 on orders $401–$999
Free shipping on orders over $1,000

Prices may be subject to change without notice.

SHOP AT
HIGHSCOPE.ORG