

# HIGHSCOPE SUPPLEMENTAL SUPPORT RESOURCE

*Texas Proclamation 2021*

May 2021 Additional Submission  
Supplement to:  
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# KDI 11. Community

## Activities

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# Community

**KDI 11. Community:** *Children participate in the community of the classroom.*

**Description:** *Children act as members of the classroom community by participating in routines, cooperating with social expectations, and sharing responsibility for maintaining the classroom.*

## How Community Develops

The classroom is a community whose members are in the same age range and share activities, interests, time, and friendship. Preschoolers want to join this community, but balancing their own needs against those of others is a learning experience. The gratification of group membership helps children cross this bridge (Battistich, Solomon, & Watson, 1998).

As they transition from “me” to “we,” children develop a sense of responsibility for the group. For example, when they use classroom materials, children observe what happens when resources are not taken care of (e.g., markers dry up when the tops are left off). An emerging capacity to connect cause and effect helps children alter their behavior and become responsible community members.

## Teaching Strategies That Support Community

### ▲ Create an atmosphere that fosters mutual respect and responsibility

A positive community sets the stage for children to feel good about school and be successful learners (Randolph & Gee, 2007), and it is the adult’s behavior that sets the tone for the classroom. Thus, although it should go without saying, adults should never shame students, blame or humiliate them in front of others, or criticize their personal attributes. When children make mistakes, adults use social problem-solving techniques that allow children to learn by working through their problems (Zeiger, 2007). Establishing a regular cleanup time also helps promote the sense that the classroom belongs to the children, not just the teacher. Finally, remember that listening is critical in a supportive community — not only how adults listen to children, but also how children listen to one another.

### ▲ Call attention to activities in which the whole class participates

Daily whole-class activities include large-group time, greeting circle, transitions, cleanup, and outside time. Pointing out the togetherness of these periods increases children’s awareness that everyone is participating as a group. Take photos of these times, and use phrases such as *our class*, *all of us*, and *our group* when describing and recalling whole-group activities. While planning such whole-group activities is important in creating a community, peer interactions should not be forced, for example, by assigning rotating play partners (DeVries & Zan, 2012). While well intentioned, especially with children who rarely interact with others, such coercion can actually hinder their sense of belonging. Your role is to create inviting activities that children have the option to join.

### ▲ Involve children in the community outside the classroom

Preschoolers are becoming aware of the community beyond their homes and school such as the library, parks, shopping malls, or movie theaters. Validate these experiences by showing interest, by encouraging children to share them with classmates in conversations and role-playing, and by bringing materials from these places into the classroom. Visit local establishments, such as the farmers' market, and take part in activities such as street fairs and parades that feature local culture. Call attention to community landmarks and symbols (e.g., library, hospitals, courthouse, American flag, and state flags) to understand the importance of how the community works. Invite guests from your community into the classroom so the children can act as hosts, which lets them display pride in and knowledge about how their classroom functions as a community. Talk about being a good community member and types of things people do to show respect for the community (e.g., picking up litter; planting trees and plants to beautify the community; singing the national anthem at sports games; saying the pledge of allegiance; and observing moments of silence).

# Tallying Flags

**Description:** Children compare and discuss the similarities and differences between the Texas and United States flags and others while on a walk.

- **Examples of instructional strategies:** Display and identify the United States and Texas flags; discuss the features of the flag.
- **Examples of child behaviors:** Children compare the similarities and discuss the differences between the Texas and U.S. flags; identify (by pointing to) the Texas or U.S. flag when asked.

**Time of Day:** Small-Group Time

**Content Areas:** Social Studies

**Key Developmental Indicators (KDIs):** 11. Community

**COR Advantage Items:** BB. Observing and classifying

**Materials:** Digital or Polaroid camera, chart paper, and markers

**Intentional Vocabulary:** *Flag, United States, Texas, state, country, display, symbol, features*

## Activity Steps

1. Before going on a walk, point to the Texas and United States flags in the classroom, discuss their features, and say that you will be looking for more flags on your walk.
2. As you walk, ask children to point to any flags they see. Take a picture of each flag they notice. Suggestion: Take children on a walk in an area where you know flags will be on display (e.g., a residential neighborhood or an area with public buildings), preferably close to or on a holiday when flags are typically on display.
3. When you are back in the classroom, make a tally chart with three columns labeled (in this order) *U.S. flag*, *Texas flag*, and *Other flags*, and include a picture of the flags.
4. Discuss each picture, identify each flag and the column it belongs in, and discuss where to add a tally mark for each flag.
5. Count the marks with the children at the end.

## Strategies for Supporting Individualized Learning

### Earlier Development

- Child may identify (by pointing) the Texas and/or United States flags when asked.

### Middle Development

- Child may discuss the features of a flag.

### Later Development

- Child may compare and contrast the features and symbols of the Texas, U.S., and/or other flags.



# Identifying Flags

**Description:** Children compare and discuss the similarities and differences between the Texas and United States flags.

- **Examples of instructional strategies:** Display and identify the U.S. and Texas flags; discuss the features of the flag.
- **Examples of child behaviors:** Children compare and contrast the Texas and United States flags.

**Time of Day:** Small-Group Time

**Content Areas:** Social Studies

**Key Developmental Indicators (KDIs):** 11. Community, 40. Art

**COR Advantage Items:** BB. Observing and classifying, X. Art

**Materials:** For each child and teacher: miniature Texas flag, miniature United States flag; paper and marker [It is assumed that larger versions of these flags are already part of the classroom.]

**Intentional Vocabulary:** *Flag, United States, Texas, state, country, display, symbol, features*

## Activity Steps

1. Show children pictures of the Texas state flag and the United States flag. Explain what each flag is and ask children to describe the attributes of each flag. Say *What are some of the things you notice on the U.S. flag?* and *Why do you think those things are on the U.S. flag?* Now look at the Texas state flag. Say *What are some of the things you notice on the Texas flag?* and *Why do you think those things are on the Texas flag?*
2. Now that the children have the language for the flags' attributes and are hearing and using the terms *U.S. flag* and *Texas flag*, say *I notice that they are both the same shape. They are both rectangles. What else is the same on both flags?* (e.g., both flags have red and white stripes; both have stars; both are made of cloth; and you can wave them in the air). Be conscious of referring by name to the Texas and United States flags, and encourage the children to do the same so they will learn which one is which.
3. Ask if anyone has seen bigger versions of either flag anywhere else (e.g., they may point out the flags displayed in the classroom, or they may have seen flags at a church, in front of houses or public buildings, at performances or sporting events, or on uniforms). If children do not share any ideas, you might bring up some examples of places where you have seen one or both of these flags.
4. Ask children if they have seen any other kinds of flags and if they can describe what they look like (e.g., a flag on a boat or flags outside a store or restaurant).

5. After comparing the flags and finding out how they are the same, begin to explore how they are different. You might say, *“I notice that the United States flag has lots of little stripes on it, but the Texas flag does not.* Model the language and sentence structure for finding similarities or differences between the two flags.
6. Give children a clue about one of the flags. Hold the Texas flag out of children’s sight and say, *I am holding the flag that has one star. Which flag is it?* Using their flags and their problem-solving skills, children identify the flag based on the attributes they hear. *OK, now, I am holding a flag that has lots of stars on it. Which flag is it?* Children may want to be the leader. Accept children’s responses, even if they repeat what others have said; they are problem-solving and using language to describe attributes. Encourage the students to bring in flags that they have at home and to find flags online and in books and other sources.
7. Give each child paper and a set of markers and say, *Now, here are a piece of paper and some markers for you to create your own flag. I wonder what features and symbols you will include on your flag.*

### Strategies for Supporting Individualized Learning

#### Earlier Development

- Child may identify (by pointing) the Texas and/or United States flags when asked.

#### Middle Development

- Child may talk about the features of a flag.

#### Later Development

- Compare and contrast the features and/or symbols of the Texas, U.S., and/or other flags.

# KDI 22. Speaking

## Activities

Going for a Walk 10

Creating a Counting Book 12

Noticing How Words Change 14

Who Is Here Today? 15

# Speaking

**KDI 22. Speaking:** *Children express themselves using language.*

**Description:** *Children share observations, experiences, ideas, explanations, feelings, preferences, and needs. They progress from making gestures to using sentences of increasing length and complexity.*

## How Speaking Develops

Children use speech to express needs, describe feelings, indicate preferences, ask questions, engage in pretend play, relay information, tell jokes, and establish relationships. During the preschool years, children’s speech changes noticeably; the length of their sentences grows, their words are more intelligible, and their narratives become more sequenced and coherent (Curenton & Justice, 2004). Children continue to add detail and complexity to their speech.

Preschoolers also pay increasing attention to grammar (e.g., verb tenses and pronouns; and regular and irregular plurals), which is the way phrases and sentences are structured to make meaning. Because of their desire to communicate effectively, children seem to have an innate propensity to learn the rules of grammar that govern their language(s) (Chapman, 2000), although the rate of acquisition varies and is significantly related to the complexity of the sentences they hear from adults (Huttenlocher, 2002). Preschoolers add adjectives (“*soft* blanket”) and position words (“*under* the chair”) to their speech, and use negatives more accurately (replacing the toddler’s “No want” with the preschooler’s “I don’t want any”) (Hoff, 2005). Compound sentences that use words such as *and* and *but* appear at age three, and conjoined sentences with *if* and *but* develop soon after. Use of the past tense is also common by age three, and common errors (“I sanged a song”) disappear by age five. Pronouns appear between 18 and 24 months and by age five, children readily use pronouns as subjects (*I, you, he, she*), objects (*me, her, them*), and possessives (*his, hers, mine, ours*) (Brown, 1973).

As their facility for speech grows, children are increasingly able to sustain a dialogue. Younger preschoolers can maintain a conversation for one or two turns. Older preschoolers talk for several turns and take more responsibility for keeping a conversation going. By age five, they understand how conversations work and master the social rules governing communication.

## Teaching Strategies That Support Speaking

### ▲ Model appropriate speech

When speaking with children, talk clearly and use standard vocabulary, pronunciation, grammar, and syntax. When describing sets of multiple and single objects, point out the plural use of words, such as *child* and *children*. Call attention to irregularities in grammar (e.g., irregular verbs, irregular plurals), such as *foot, feet* and *goose, geese*. Expand on children’s one- and two-word utterances. For example, if a child says “book,” you might say, “You want us to read this book.” When children make errors, do not correct them; this can discourage them from speaking. Instead, restate their ideas using conventional language. For example, if a child says, “I goed to the barbershop. He cutted my hair,” you might say, “That’s exciting! You went to the barbershop and the barber cut your hair.”

### ▲ Listen to children speak

Don't take over conversations with children. The more you talk, the fewer opportunities they have to voice their ideas. By being a patient listener, you not only encourage children to speak but also model how they can listen attentively and become better conversationalists themselves.

### ▲ Use questions sparingly

When children are bombarded with questions, they tend to stop speaking. By contrast, comments that reflect or gently expand what children say show you are interested in their ideas. "Where?" and "What?" questions often elicit a one-word reply (e.g., "Yes," "No," or "Blue"). An occasional open-ended question (e.g., "How did you do that?") is more likely to evoke a phrase or a sentence from the child.

### ▲ Encourage children to talk instead of using gestures

While nonverbal interactions are a basic form of communication, children who can speak may become overly dependent on them. For example, a child may hold out a cup to an adult instead of asking that adult for more milk. If you think children can use words instead of gestures, encourage speech by not immediately complying with a request communicated by gesture alone. Let children know when you don't understand a vague gesture, and ask for an explanation so you can better meet their needs.

### ▲ Encourage children to act as leaders in group activities involving verbal directions

Take advantage of opportunities (e.g., large-group time and transitions) when children can be leaders and communicate their ideas using speech. Encourage them to relate their ideas in words rather than simply demonstrating them. Restate their suggestions to make sure you and the others have it right, and if not, ask them to use more precise words. Examples of leader-describer games include

—*Simon says (variation)*: Instead of having Simon say, "Do this," have a child think of and describe the action (e.g., "Put your legs far, far apart" or "Slap your hands on the floor").

—*Little foxes*: Have a child think of and describe a place for all the foxes to run to (e.g., "Run to the stone steps" or "Hop to the log").

—*Let's be...*: Ask each child to take a turn describing something for everyone else to pretend to be (e.g., "Let's be...a man painting" or "Let's be...a dog licking his feet").

### ▲ Encourage children to talk to one another

Provide materials and plan activities that promote collaboration (e.g., props that support pretend play and big or heavy equipment that takes two children to use (e.g., boards or a wheeled bus). Or plan a small-group activity where children work in pairs (e.g., one hides an object and gives clues for the other to find it). To further support peer conversations, refer children to one another for ideas or help them in solving problems.

# Going for a Walk

**Description:** Child typically uses complete sentences with grammatical complexity, usually with subject, verb, and object order. Children participate in conversations using longer and more complex sentence structure.

- **Examples of instructional strategies:** Play a word substitution game that asks each child to repeat a sentence with a different ending, based on a common experience.
- **Examples of child behaviors:** Children tell about an experience using longer and more complex sentences; they illustrate the experience and share about their writing/drawing.

**Time of Day:** Small-Group Time

**Content Areas:** Language, Literacy, and Communication

**Key Developmental Indicators (KDIs):** 22. Speaking

**COR Advantage Items:** L. Speaking

**Materials:** For each child: markers, materials for illustrating, and a piece of paper with a sentence written on the bottom that says, *We went for a walk and I saw \_\_\_\_\_*; digital camera (optional); and book-binding materials

**Intentional Vocabulary:** *Neighborhood, community, safety, crosswalks*

## Activity Steps

1. Go for a walk around the neighborhood. Using a digital camera, take pictures of the things that the children comment on and find interesting.
2. After returning, lead a discussion about the things children saw on the walk. Invite them to participate in a conversation using longer and more complex sentences about what they liked about the walk.
3. Help English-language learners say a sentence about their favorite part of the walk by using the child's home language to support the development of their listening skills in English and by helping children turn single words and short phrases into complete sentences. Use pictures that children can point to and describe in their home language, and rephrase the child's words and sentences in English.
4. After the discussion, pass out the paper and markers to the children and ask them to start drawing things they saw on the walk. As children work, go around and talk with each child about what they saw and what they liked about the walk. Help children fill in the sentence at the bottom of their pages: *We went for a walk and I saw a \_\_\_\_\_*.
5. When all the children have finished working on their drawings, they play a word substitution game by reading the sentence at the bottom of their page (e.g., *We went for a walk and I saw a \_\_\_\_\_*) and filling in the blank with their own ending. They also show the picture they drew.
6. *Follow-up:* When the digital pictures are printed, children participate in a long conversation about the things they saw on their walk. As they tell about their experiences, they use longer and more complex sentences and the teacher writes down their words.

**Strategies for Supporting Individualized Learning****Earlier Development**

- Use “running commentary” about what children are doing (e.g., *You’re pointing to the nest in the tree*).
- Expand words or phrases into sentences (e.g., If the child says *bird tree*, you might say, *“There is a bird in the tree way up on top*).

**Middle Development**

- Acknowledge and comment on what children say (e.g., *You noticed the flowers in their yard are purple. That’s your favorite color*).
- Rephrase child comments to expand talk (e.g., say *You like purple* to prompt the child to describe other purple things or colors).

**Later Development**

- Model using sentences with words such as *when, if, because, or since* (e.g., *The birds are out chirping because it is spring*).
- Encourage conversations between children; withdraw when children have their own conversations going).

# Creating a Counting Book

**Description:** Children create pages for a group counting book. Each child draws a specific number of the same object on their page and labels the page with the name of the object and the numeral corresponding to the number of objects represented. Teachers call attention to singular and plural forms of words.

**Time of Day:** Small-Group Time

**Content Areas:** Mathematics; Language, Literacy, and Communication

**Key Developmental Indicators (KDIs):** 31. Number words and symbols, 32. Counting, 22. Speaking, 29. Writing

**COR Advantage Items:** S. Number and counting, L. Speaking, R. Writing

**Materials:** Blank drawing paper, markers, numeral cards (index cards with numerals 1–10) or a large number line displayed for numeral reference; several sample counting books

**Intentional Vocabulary:** *Numerals, count, more, fewer*

## Activity Steps

1. Review the counting books with children. Talk about how counting books have numerals on their pages and items to count. Go through a few pages with the children.
2. Tell the children that they will be working together to create a class counting book. Give each child a piece of paper and ask them to choose a numeral from 1 to 10 to number their page in the book. [It is fine if children choose the same numeral.]
3. Talk with children about the types of objects they might draw on their page. Suggest simple objects and model a page (e.g., draw four apples and write *4 Apples*). As children draw one object and add objects for their number, bring attention to the use of plurals (e.g., *apples* or *blocks*) and irregular plurals (e.g., *mice* or *children*) when they have more than one object.
4. Encourage children to draw the numeral they chose and the corresponding number of objects on their page.
5. Bind the children's pages into a book and read it with the children.



**Strategies for Supporting Individualized Learning****Earlier Development**

- Count objects with children to model 1:1 correspondence (e.g., *one* apple, *two* apples, and *three* apples).
- Emphasize that the last number counted is the total (e.g., *One, two, three. There are three apples on this page*).
- Model using the numeral cards to write a numeral on a page.

**Middle Development**

- To encourage children to use plural nouns, ask *How many?*
- Encourage children to write numerals using the numeral cards as a model.

**Later Development**

- Encourage children to recount objects to make certain the number of objects drawn corresponds to the numeral.
- Help children write the names of their objects on their paper. Emphasize the plural ending *s* by saying both the singular and plural words (e.g., *There is one rainbow but five rainbows*). Help children recognize that some words have irregular plural endings, if necessary.

# Noticing How Words Change

**Description:** *While reading a book, notice how and why a word changes when spoken.*

**Time of Day:** Read-Aloud Time

**Content Areas:** Language, Literacy, and Communication

**Key Developmental Indicators (KDIs):** 22. Speaking

**COR Advantage Items:** L. Speaking

**Materials:** *One Foot, Two Feet* by Peter Maloney and Felicia Zekauskas (or other book that focuses on irregular plurals)

**Intentional Vocabulary:** *Plural, singular, more than one, multiple*

## Activity Steps

1. Tell children you are going to read a book about objects and how the words that describe them change when there is more than one. You might say, *We are going to read a new book about body parts, animals, and other things, but you will have to observe and listen for how the names change when there are more than one of those things.*
2. Read irregular plurals in the book, stopping at each one, and encourage children to notice how or why the word changed. Acknowledge children's responses; for example, they might say, *The letters are different* or *There was only one foot, but now there is another one.*
3. Emphasize that sometimes when a word is singular, meaning it describes one of something, the word is said one way. However, when the word is plural, meaning that there is more than one, the word has an extra letter, which changes how you say the word.
4. Continue with each irregular plural in the book and acknowledge children's ideas for how and why they think the word changed.
5. As you're reading the book, stop occasionally after reading a word and before turning the page to reveal the irregular plural. Encourage children to guess how to say the irregular plural.

# Who Is Here Today?

**Description:** Children make tally marks on a graph and then count the marks to determine the number of children in each group and the total number of children present.

**Time of Day:** Message Board

**Content Areas:** Mathematics; Language, Literacy, and Communication

**Key Developmental Indicators (KDIs):** 32. Counting, 39. Data analysis, 22. Speaking

**COR Advantage Items:** S. Number and counting, W. Data analysis, L. Speaking

**Materials:** Message board, dry-erase marker, eraser

**Vocabulary:** *Absent, present, analyze, tallying, graph, plural, singular, more than one, multiple*

## Activity Steps

1. The purpose of this activity is to allow children to tally the number of children who are present for the day and to demonstrate plural words that describe more than one of something. Before children arrive, draw the following message on the board as one of the messages of the day:

Chris's Group?	Jaylin's Group?
Total _____?	Total _____?

2. During message board time, reveal the message. Ask the children what they think the message means. Say *It is helpful to know who is present today so you know who is in your group and who you may want to play with during work time. We are going to tally who is here today. That means we will put a mark or write the first letter of our name in your group on this graph.* Show the children by placing a mark or writing the letter of your first name in your group box.
3. Ask each child to come up to the board and make a mark or write the letter of their first name in their group box. As children place a tally in their group, say *There was one child in each group. I notice there is more than one child in each group now. What would we say if we have more than one child in a group? We wouldn't say child, would we?* Talk about using *children* instead of *child* when there are multiple children. Use the words *multiple* and *singular* and/or *plural* (e.g., *When we have multiple children, that is plural so we say children.* *What about boy or girls? There is one girl in Chris's group but there is more than one girl in Jaylin's group. What would we say for more than one girl?* Encourage children to use the plural words for *girl* and *boy*.

4. Then say *Let's count to see how many children are here today and in your group*. Point to each mark or letter and count. Then ask a child to come up to the message board and write the total number for Chris's group and another child to write the total number for Jaylin's group.
5. Count all of the marks and letters and say the total number of children. If children want to count the number of boys and girls, follow their lead and do the same, pointing out the plural use of the words since there are multiple children.
6. Other options for tallying and using plural words include counting the number of absent children and/or counting the different types of clothing items children are wearing (e.g., sweaters, dresses, skirts, pants, shorts, flip-flops, and sneakers).

# KDI 24. Phonological Awareness

## Activities

Creating Compound Words at Planning 21

Compound Words Memory Game 22

What Sound Do You Hear? 23

# Phonological Awareness

**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); and they recognize separate syllables in word segmentation).*

## How Phonological Awareness Develops

Phonological awareness is recognizing the sounds that make up words. The ability to think about the sound of language separate from its meaning is crucial in learning to read; it helps children understand the alphabetic principle (KDI 25) and the association between a letter and its sound (Bishop, Yopp, & Yopp, 2000).

Spoken language is made up of sound units from greater to lesser complexity: words, syllables, sub-syllables (beginning and ending sounds), and phonemes (the smallest unit of sound). Phonological awareness refers to all speech sounds in general; phonemic awareness refers to the smallest sound unit in words.

Children become aware of the largest units of sound and then increasingly attend to the smaller ones (Anthony, 2002). They can detect initial phonemes (such as the sound of the first letter in their names), then final phonemes, and lastly the sounds in the middle of a word. Blended sounds in a phoneme cluster (e.g., /pl/ in *plop*) are especially difficult to distinguish.

Preschoolers need experience with three aspects of the word-sound connection to develop phonological awareness:

**Rhyming** refers to word endings that sound the same, such as the /at/ in *cat* and *bat*. Some of the earliest word parts that preschoolers can distinguish are rhymes, and they find rhyming fun.

**Alliteration** is two or more words with the same initial sound, such as the onset of *big* and *boy*. Children enjoy repeating alliterative words in stories, songs, chants, and nursery rhymes.

**Segmentation** involves breaking sounds of spoken words into distinct parts, such as the separate components of compound words (e.g., *base* and *ball* in *baseball*), onsets, rimes (*b-all*), and syllables (e.g., *A-lan-dra*).

## Teaching Strategies That Support Phonological Awareness

### ▲ Explore and identify sounds with children

Experiences with environmental sounds (e.g., voices, appliances, and vehicles) lay the groundwork for the ability to discriminate among the discrete sounds that make up words. To support and extend children's sound recognition, try the following ideas:

- Explore sound-making materials inside the classroom. Provide musical instruments, timers, wooden blocks, carpentry tools, and things that make noise during filling and emptying.
- Explore sound-making materials outside the classroom. Listen for sounds on the playground, in nature, throughout the school, and around the neighborhood.
- Identify sounds: Ask children to close their eyes and guess what is making a particular sound.
- Locate sounds: Record children's voices and those of familiar adults. Play them back, and have children guess who is speaking.
- Listen for a word or phrase: At transitions, give the children a word or phrase to listen for as a signal to move to the next activity.

### ▲ Build rhyming skills

Have fun — and build children's phonological awareness — using the following rhyming strategies:

- Share songs, poems, books, stories, nursery rhymes, and chants that feature rhyming. Emphasize the rhyming words as you say them (e.g., “down the *stream*,” and “but a *dream*”).
- Identify rhymes. Use the word *rhyme* when one occurs (e.g., Say “*Dock* and *clock* rhyme”). Encourage children to identify rhymes.
- Make up rhymes. Have children fill in the missing rhyme to a familiar verse (e.g., “Hickory, dickory, *dock*. The mouse ran up the \_\_\_\_\_”). Later, they can substitute a different word at the end (e.g., “Hickory, dickory, *door*. The mouse ran up the \_\_\_\_\_”).
- Substitute non-rhyming words. After children are familiar with a rhyme, substitute a non-rhyming word to prompt a reaction (e.g., “Jack and Jill went up the *road*”).
- Play games and plan activities using rhymes. Pair a child's name with a rhyme at transitions (e.g., “*Red Ted*, go to the snack table”) or to make cleanup fun (e.g., “I spy something that rhymes with *flock* that needs to be put away”).

### ▲ Build alliteration skills

The strategies that support alliteration awareness parallel those used with rhyming:

- Share songs, poems, books, stories, nursery rhymes, and chants that feature alliteration. Emphasize the initial sound as you say the alliterative words (e.g., *bouncing ball*).
- Identify alliteration. Point out common beginning sounds and use the word *alliteration* to describe them (even children who cannot say the word will begin to recognize what it means).
- Make up alliterative phrases with children. Ask them to substitute the initial sound in familiar phrases (e.g., change “Wee Willy Winkie” to “Mee Millie Minkie”). Ask children to form sets of alliterative words; for example, ask “What other /r/ words go with *red* and *riding*?” You can also use alliterative phrases during the daily routine (e.g., “We’re having *crunchy crackers* for snack”), and alliterate children’s names at transitions (e.g., “*Bouncy Becky*, get your coat”).
- Substitute non-alliterative words. Occasionally use a nonalliterative word in a phrase to see if children catch the error (e.g., “Miss Mary *Wack*”).
- Play games and plan activities that involve alliteration. At transitions, have children move to the next activity when they hear their name paired with a word that begins with the same sound. At large-group time, create stories that feature alliteration (e.g., a “*big boat with bells*”).

### ▲ Build segmentation skills

To help preschoolers segment words, try the following ideas:

- Call and sing name syllables: “Sing-song” or “yoo-hoo” the syllables in children’s names. For example, as you call Ibrahim on the playground, sing-song “Ib-ra-him,” singing each syllable on a different or alternating pitch.
- Call and sing word syllables: Use the same sing-song technique when saying familiar words in books and stories and during the daily routine (e.g., mark-er, re-call).
- Sing and chant pitch syllables: Sing songs and nursery rhymes in which the words are broken into syllables to fit the notes of the melody (e.g., “Ring Around the *Ros-ie*”).
- Play simple guessing games where you ask children to divide or combine parts of words (e.g., “What word do we get when we combine *dog* and *house*?” or “I spy a *bl- ock*”).
- Encourage children to generate compound words. For example, before telling a story, you might say something like “Let’s think of some words that have two parts, like *backpack*, and then make up a story using those words.”



# Creating Compound Words at Planning

**Description:** Children create compound words using cards with initial and ending word parts.

- **Examples of instructional strategies:** Encourage children to make a variety of compound words by adding different endings to the beginning parts of the words you give. Give examples of two words that, when put together, become a compound word.
- **Examples of child behaviors:** Children use picture cards to create compound words; make compound words by responding with a second part after the teacher has provided the first part; and say the two words that make up a compound word, when prompted by the teacher.

**Time of Day:** Planning Time

**Content Areas:** Language, Literacy, and Communication

**Key Developmental Indicators (KDIs):** 24. Phonological awareness

**COR Advantage Items:** N. Phonological awareness

**Materials:** Compound-word cards divided into initial and ending word parts. Create the cards by placing an image representing a compound word (e.g., *doghouse*) in the middle of a large index card. Cut the card in half to divide the image. Write the first part of the compound word (e.g., *dog*) on the first card and the second part of the word (e.g., *house*) on the other side.

## Activity Steps

1. Give each child a card with the second part of a compound word from the set of compound-word cards.
2. Tell children that it will be their turn to plan when they see you hold up a word card that can be combined with their word card to create a compound word.
3. Hold up one of the cards with an initial word (e.g., *butter*) and ask children who has a card with an ending word (e.g., *fly*) that would combine with the initial word to create a compound word. Put the cards together to create a picture of a butterfly.
4. Talk about children's work-time plan when they say the new compound word.

# Compound Words Memory Game

**Description:** Children put two words together to make a compound word as they play a memory game.

- **Examples of instructional strategies:** Demonstrate using compound-word puzzles and picture cards when practicing blending and taking apart compound words children say aloud. Provide compound-word puzzles and picture cards for children to use in independent play practice.
- **Examples of child behaviors:** Children create a new word by putting two words together to make a compound word; make compound words by responding with a second word part after the teacher has provided the first part; and say the two words that make up a compound word when prompted by the teacher.

**Time of Day:** Work time

**Content Areas:** Language, Literacy, and Communication

**Key Developmental Indicators (KDIs):** KDI 24. Phonological awareness

**COR Advantage Items:** N. Phonological awareness

**Materials:** Compound-word picture cards divided into initial and ending pieces. Create the cards by placing an image representing a compound word (e.g., *doghouse*) in the middle of a large index card. Cut the card in half to divide the image. Write the first part of the compound word (e.g., *dog*) on the first card and the second part of the word (e.g., *house*) on the other side.

## Activity Steps

1. Use the compound word cards for playing a memory game with the children at work time. Line up the compound-word picture cards face up so they form a square of touching rows, with the words in mixed-up order.
2. Have the children study the cards. Then turn the cards over so that the pictures and words are face down.
3. Turn over one card to reveal the picture; have children try to remember where they saw the word card they need to create a compound word.
4. Discuss how the two words together (e.g., *butter* and *fly*) create the new word *butterfly*.
5. Continue to play the memory game creating compound words and talking about how two words go together until all cards have been matched.

# What Sound Do You Hear?

**Description:** As children prepare to go outside, they explore sounds at the ends of plural and singular words.

**Time of Day:** Outside Time

**Content Areas:** Language, Literacy, and Communication; Mathematics

**Key Developmental Indicators (KDIs):** 24. Phonological awareness, 32. Counting

**COR Advantage Items:** N. Phonological awareness, S. Number and counting

**Materials:** Children's gear (e.g., snow pants, boots, gloves, hat, and coat) for outside time

**Intentional Vocabulary:** *Plural, singular, more than one, multiple*

## Activity Steps

1. As children put on their gear, encourage them to notice how many they have of each clothing item.
2. Acknowledge children's comments, such as *I have only one coat, I have two blue boots, or I have two mittens.*
3. Point out that you notice a similar sound at the end of words that describe more than one item. For example, you might say, *I notice that boots, gloves, and mittens all have the same sound at the end.* Emphasize the /s/ sound at the end of each word.
4. Ask children to guess the letter sound at the end of the words *boots, gloves, and mittens.*
5. Acknowledge that when there are more than one of an item, sometimes the /s/ sound is added to the end of that word. For example, say *We have two boots. The /s/ sound is added because there is more than one. That is called a plural ending. When we are talking about just one boot, notice how the /s/ sound is not there. That's because the word is singular.*
6. Encourage children to comment on whether they hear the /s/ sound or not as you say the words of other gear items. Ask, for example, *What about the word hat? Do you hear the /s/ sound at the end of hat? Why not?* When children comment that there is only one hat, you might respond, *Yes, there is only one hat so there is not an /s/ sound at the end of the word hat.*

# KDI 54. Community Roles

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# Community Roles

**KDI 54. Community roles:** *Children recognize that people have different roles and functions in the community.*

**Description:** *Children know about familiar roles in the communities they belong to (e.g., family, school, and neighborhood). They understand that people depend upon one another. Children know that people need money to buy goods and services.*

## How an Understanding of Community Roles Develops

Preschoolers first become aware of the roles within their families. They are initially preoccupied with actions that involve their well-being at home, but as they become less egocentric, children pay attention to the roles family members play in the community. Finally, young children take an interest in the services performed by people outside the family, such as doctors, firefighters, and bus drivers. This focus is apparent in their pretend play. Over time, they include more roles and expand the number of details they act out. Preschoolers also develop rudimentary ideas about reciprocity between roles, including the exchange of money between people for the goods or services they provide one another (Jantz & Seefeldt, 1999). While economics may seem an abstract term, preschoolers, in fact, know many things about this aspect of social studies. For example, they learn that food, shelter, and clothing are essential for their safety and well-being. They understand that people work to make money to buy food, medicine, and clothing and that money or its equivalent comes in various forms. Preschoolers are also able to make simple choices about how to spend money. They know certain goods and services are more valuable than others, although they are likely to judge something's worth by its importance to them rather than its actual market value.

## Teaching Strategies That Support an Understanding of Community Roles

### ▲ Provide opportunities for children to learn about and act out different community roles

To support children's interest in family roles, provide pretend-play materials (e.g., dress-up clothes, housewares, and shop and garden tools). Talk about what family members do at home and outside. For example, you might say, "Sean's daddy and Mattie's daddy both cooked dinner last night" or "Jerome's aunt is a teacher like me." Make a class book with photos of children's families engaged in different work or volunteer roles. Encourage children to write or dictate captions describing what their family members are doing (e.g., "That's my daddy. He sells plants" or "My mommy teaches grown-ups"). For parents who are able, encourage them to bring their children to work. Field trips and visitors also give children firsthand encounters with roles outside the family. Walk around the neighborhood so children can see people at work, and visit places of work that appear in children's pretend play (e.g., fire station and supermarket). Bring back materials (e.g., grocery bags and receipt pads) children can add to their pretend-play scenarios. You can also invite family and community members to share their experiences and work tools. (Be sure to talk with visitors ahead of time to make the visit hands-on and appropriate for the children.)

**▲ Provide opportunities for children to learn about and act out relationships that involve exchanging money for goods and services**

To help children connect basic economics to their own lives, build on their family experiences purchasing goods and services (e.g., groceries, appliances, and babysitting). Read books whose stories include people going to stores and markets as well as buying and selling things. Join as a partner when children play restaurant, barbershop, or doctor's office. Help them recognize the relationship between work and money. For example, you might ask, "Doctor, how much do I have to pay you to give my baby a shot?" Children enjoy using play money in these scenarios, but they also like to make their own, for example, with strips of paper or small items such as rocks and beads.

**▲ Look for opportunities to talk about the importance of food, clothing, and shelter (e.g., during mealtimes, role-play at work time, outside time, and when they participate in food and clothing drives)**

# People Need Clothes

**Description:** Children create an outfit for their baby, describe different types of clothing, and discuss why people need clothes.

**Time of Day:** Small-Group Time

**Content Areas:** Social Studies

**Key Developmental Indicators (KDIs):** 54. Community roles

**COR Advantage Items:** FF. Knowledge of self and others

**Materials:** Baby doll (e.g., miniature mannequin, Barbie doll, or similar item), fabric pieces, felt pieces, tissue paper, ribbon, pipe cleaners, tape, stapler and staples

**Intentional Vocabulary:** *Clothing, shirt, pants, skirt, shorts, jeans, blouse, slacks, outfit, outerwear, garments, cotton, wool, silk; protects skin*

## Activity Steps

1. Begin small-group time by saying *Today we are going to make an outfit for our baby. Why do you think people need clothes?*
2. Acknowledge children's responses.
3. Pass out materials to each child.
4. As children create their outfits, ask them why they think people need clothes, and other open-ended questions about clothing. For example, you might ask, *What types of clothes do people wear? Why do people need clothes? Where do clothes come from? How do people get clothes? And Why do we wear clothes?*
5. Give children a five-minute warning.
6. Transition children to the next part of the day by a clothing attribute (e.g, *If you are wearing jeans, go line up for outside time; if you are wearing shorts, go line up for outside time; and if you are wearing sweatpants, go line up for outside time.*

## Strategies for Supporting Individualized Learning

### Earlier Development

- Child may explore with materials.
- Child may identify the type of clothing they created or are wearing.

### Middle Development

- Child may identify the type of clothing they created.
- Child may identify where people can get or buy clothing.

### Later Development

- Child may create an outfit with many details and describe how and why they created their outfit.
- Child may discuss why people need clothing and identify the materials needed to create clothes.

# People Need Shelter

**Description:** Children create a place to live, describe different types of shelter, and discuss why people need shelter.

**Time of Day:** Small-Group Time

**Content Areas:** Social Studies

**Key Developmental Indicators (KDIs):** 54. Community roles

**COR Advantage Items:** FF. Knowledge of self and others

**Materials:** Play dough, sticks, rocks, and leaves

**Intentional Vocabulary:** Shelter, house, apartment, condo, mobile home, protection, covering

## Activity Steps

1. Begin small-group time by saying *Today we are going to make a place where someone lives. Why do you think people need a place to live?* Acknowledge children's responses.
2. Tell children that *shelter* is a word that means *a place to live*.
3. Pass out materials to each child.
4. As children create their shelters, ask them why they think people need shelter and pose other open-ended questions about types of shelters. For example, you might ask, *What types of shelter are there? Why do people need shelter? Where do you get the materials to build a shelter? How do people find shelter?*
5. Give children a five-minute warning.
6. Transition children to the next part of the day according to the type of shelter they have created (e.g., *If you live in an apartment, go and wash your hands for snack; If you live in a mobile home, go wash your hands for snack; and If you live in a house, go and wash your hands for snack*).

## Strategies for Supporting Individualized Learning

### Earlier Development

- Child may explore with materials.
- Child may identify the type of shelter they live in and/or who they live with.

### Middle Development

- Child may create a simple representation of a type of shelter.
- Child may describe their shelter and/or identify materials needed to build different types of shelters.

### Later Development

- Child may create a complex representation of a type of shelter with many details.
- Child may describe how and why they created their shelter with the details they added and/or discuss why people need shelter.



# Why Do People Need Food?

**Description:** Children respond to questions and discuss why they think people need food.

**Time of Day:** Mealtime

**Content Areas:** Social Studies

**Key Developmental Indicators (KDIs):** 54. Community roles, 20. Healthy behavior

**COR Advantage Items:** FF. Knowledge of self and others, K. Personal care and healthy behavior

**Materials:** None

**Intentional Vocabulary:** *Survive, nourish, healthy*

## Activity Steps

1. Talk with children about why they think people need food. As you carry on the conversation, ask the following questions one at a time and acknowledge children's responses:
  - *Why do people need food?*
  - *What happens if people do not have food?*
  - *What does food do for our bodies?*
  - *How do people get food?*
  - *Where does food come from?*
  - *Do all people eat the same types of food?*

# What Do People Need to Survive?

**Description:** Children demonstrate that all people need food, shelter, and clothing.

- **Examples of instructional strategies:** Ask children *What do people need to survive?* Discuss their responses.
- **Examples of child behaviors:** Children make a picture of the food, shelter, and clothing that relates to their life.

**Time of Day:** Small-Group Time

**Content Areas:** Social Studies

**Key Developmental Indicators (KDIs):** 54. Community roles

**COR Advantage Items:** FF. Knowledge of self and others

**Materials:** Paper, markers; backup materials: magazines, newspaper, scissors, glue

**Intentional Vocabulary:** *Food, shelter, clothing*

## Activity Steps

1. Ask children *What do people need to survive?* Write children's answers on a piece of paper. Talk with them about the kinds of food they like to eat, the shelters where they live, and the clothes they are wearing.
2. Next, tell children *I have some paper and markers here for you to draw the food you eat at home, the house you live in, and the clothing you are wearing.*
3. Offer children backup materials should they want to expand on their drawings; they can cut out pictures of food, buildings, and clothing from the magazines and newspapers and glue them to their drawings.
4. Once children are done, hang their artwork on the wall and do a "gallery walk" so that everyone can view it. Talk with children about how all people need food, shelter, and clothing even though they all might be different.

**Strategies for Supporting Individualized Learning****Earlier Development**

- Converse with children about their families, where they live, what kinds of clothing they wear, and what foods they like to eat.
- Talk with children about the people they see in their communities and where they think they might live, what kinds of food they eat, or the types of clothing they see them wearing.

**Middle Development**

- Read books that portray people in various roles (e.g., construction worker, nurse, police officer, and truck driver). Include books that feature roles that are not typically represented in children's books (e.g., grocery store worker, social worker).
- Ask open-ended questions about where people get their food and clothing (e.g., grocery stores, department stores, and resale shops) and the kinds of shelters they live in (e.g., houses, apartments, and mobile homes.).

**Later Development**

- Talk about the fact that people earn money for the work they do (e.g., parents go to work so they can earn money to buy groceries and clothes).
- Ask open-ended questions about what people can do if they don't have money to buy food, clothing, or a place to live.

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