Getting Started with the *Preschool Sequence*

Instructor Guide

Core Knowledge Foundation
801 East High Street
Charlottesville, VA 22902
434.977.7550

Core Knowledge®

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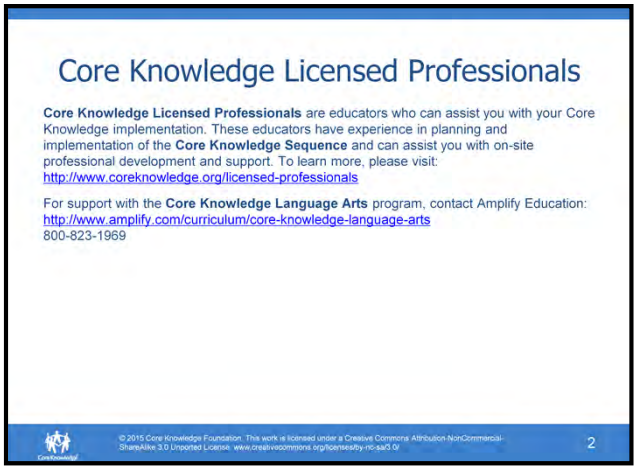

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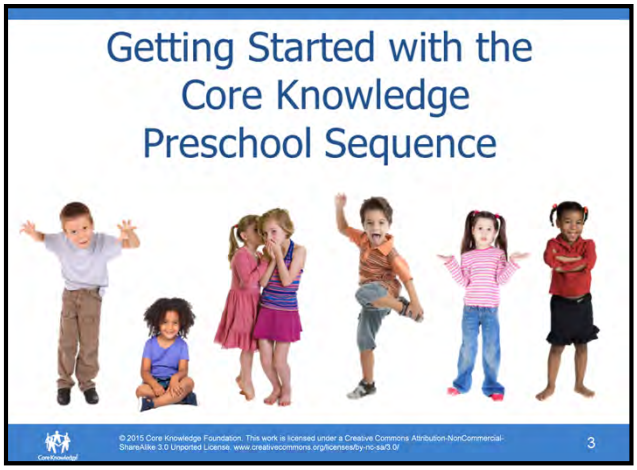

Preparation:

Before the start of the first training day, create:

- A flip chart labeled “Know” for the know column of the KWL chart.
- A flip chart labeled “Wonder” for the wonder column of the KWL chart.
- A flip chart labeled “Learn” for the learn column of the KWL chart.
- A flip chart labeled “Welcoming Environment”
- A flip chart labeled “ Social Environment”
- A flip chart labeled “ Child-Friendly Environment”
- A flip chart labeled “ Visitor-Friendly Environment”
- A flip chart labeled “ Print-Rich Environment”
- A flip chart labeled “ Mathematically-Rich Environment”

Place workbooks out for each participant.

Place a *Core Knowledge Preschool Sequence* and Teacher Handbook out for each teacher, or make sure teachers bring a copy with them.

https://www.coreknowledge.org/product/preschool-sequence-teacher-handbook/

Place a copy of the *Snapshot: Implementation and Observation Checklists* out for each teacher or make sure teachers bring a copy with them.

https://www.coreknowledge.org/product/preschool-snapshot-implementation-observation-checklists/

Place a “borrow bag” on each table with sticky notes, pens and markers.

Place a stack of DAP cards on each table (you can find the template for these cards in the DAPCards.doc file. They can be printed on 2”x4” labels and adhered to index cards)

Place a stack of Scavenger Hunt cards on each table (you can find the

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template for these cards in the ScavengerHuntCards.doc file. They can be printed on 2”x4” labels and adhered to index cards)

Place a copy of *Fish is Fish* by Leo Lionni with your instructor materials. You can find this book at your local library or bookstore.

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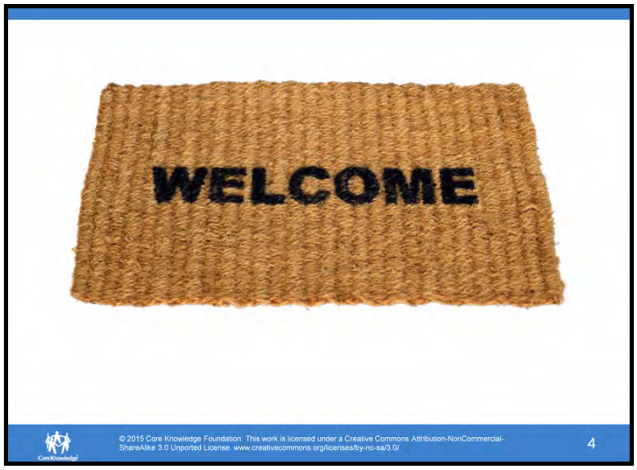

Housekeeping (5 minutes)

- Logistics—announce location of snacks, restrooms, etc.
- Each table should have a borrow bag
- Every participant should have a Getting Started workbook and a *Preschool Sequence*

1. Tell participants that their workbooks have two components—workbook pages and notes pages that include a copy of the presentation slides. The workbook is for use during the training and as a reference when the participant returns to the classroom.
2. Review agenda (5 minutes)
3. Also give participants an idea of how much time you'll be spending on each area and when you'll take a mid-morning and lunch break.
4. Allow participants a few minutes to complete the Ready, Set, Go Self Assessment**.** Ensure that participants know that the assessment won't be shared. It is merely to gauge what they know and what they have learned through the session.

Note: If the current training will not encompass the full twelve hours, be sure to indicate those parts of the agenda that will be omitted in this particular training due to time constraints.

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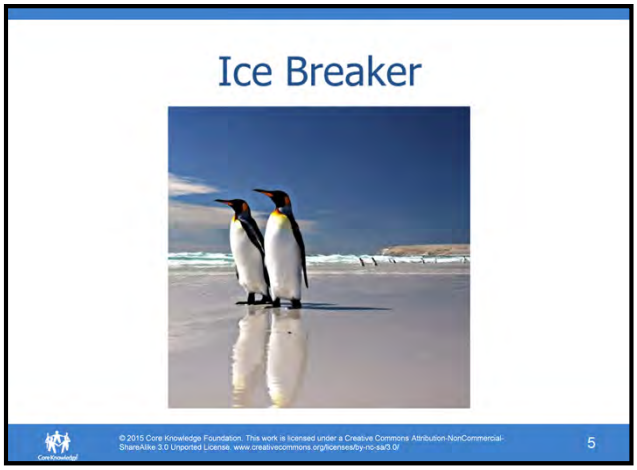

Use the opening activity of your choice to provide an opportunity for participants to introduce themselves and get to know one another.

Options include (but are not limited to):

•**Two Truths and a Lie** – participants think for a few minutes about two things that are true about themselves and one thing that is a lie. Each participant shares their two truths and a lie when they introduce themselves. This works well for groups that know one another because they learn surprising things about their colleagues!

•**The M&M Game** – you'll need to bring the M&Ms. Create a flip chart that says Blue – Movie; Green – Book; Red – Hobby; Brown – Outdoor Activity; Yellow – Classroom Activity; Orange – Food. Randomly provide each participant with 3 M&Ms. When it is their turn to introduce themselves, they need to share the favorites based on the colors of M&Ms they received. They can eat them after the activity!

•**Three in Common Game -** Break the group into 3's. Their objective is for each group to find 3 things they have in common. But not normal things like age, sex or hair color. It must be three uncommon things. After letting the groups converse for 10 - 15 minutes, they (as a group) must tell the rest of the groups the 3 things they have in common

•**The ABCs of Me -** Have participants take a piece of paper and write their name vertically down the left side. Next, have them choose a word that starts with each letter of their name. The word should describe something about them. Have them write those words horizontally across the paper, using the letters of their name as the first letter of each descriptive word. Each participant must use their page to describe themselves as they introduce themselves.

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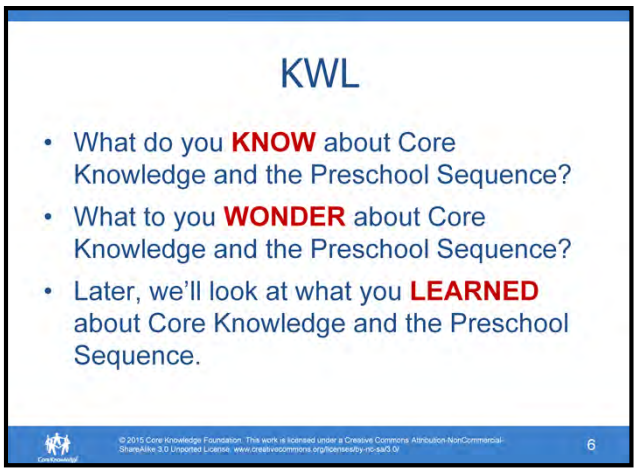

1. Explain to participants that you are going to use a KWL chart find out some of what they already know about Core Knowledge and the *Preschool Sequence* as well as what they want to know and that this will help you to guide the training in an effective manner.
2. Ask participants what they know about Core Knowledge and the *Preschool Sequence.*
3. Fill in the K column / "Know" flip chart.
4. Ask participants what they want to know about Core Knowledge and the *Preschool Sequence*.
5. Fill in the W column / "Wonder" flip chart.
6. Use the flip chart to highlight items under W and correct items under K as you teach the workshop.
7. Tell participants you'll review the L column/ "Learned" flip chart at the end of Day 2.

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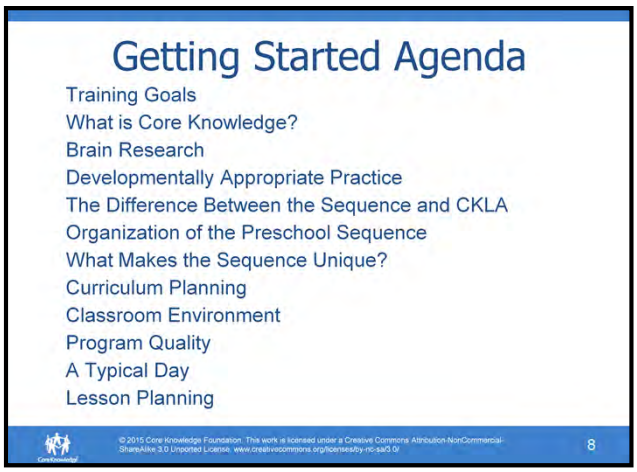

Review agenda with participants, adapting as necessary if you are only teaching a portion of the materials or have modified the presentation.

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Review training goals with participants:

1. <CLICK> Become thoroughly familiar with the *Core Knowledge Preschool Sequence* and the key features of a Core Knowledge Preschool classroom.
2. <CLICK> Understand how to organize the physical classroom environment, daily routine, and centers to integrate Core Knowledge into the preschool program..
3. <CLICK> Review considerations for developing a yearlong month-by-month planning guide based on the *Core Knowledge Preschool Sequence* and weekly lesson plans correlated to the month-by-month planning guide.
4. <CLICK> Review materials available from the Core Knowledge Foundation and other sources that will assist you in implementing the *Preschool Sequence*.

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Self Assessment: 5–10 minutes

Workbook pages 3–4

1. Explain that you want the participants to be able to see what they have learned at the end of this training. In order to do that, they will each answer a few questions to see what they already know. At the end of the training they will be asked to answer the same set of questions and compare the answers to see what they have learned. This is not a test but merely a tool to help the participants formulate a mindset for the information covered .
2. Allow 5–10 minutes for participants to complete the Pre-/Post-Self Assessment.

Note: Reassure participants that it is likely, and to be expected, that they may not be able to answer the questions prior to training.

Note: If time is close, remind participants to stop writing and read through the rest of the questions. Tell them that at the end of tomorrow's training you'll review the answers.

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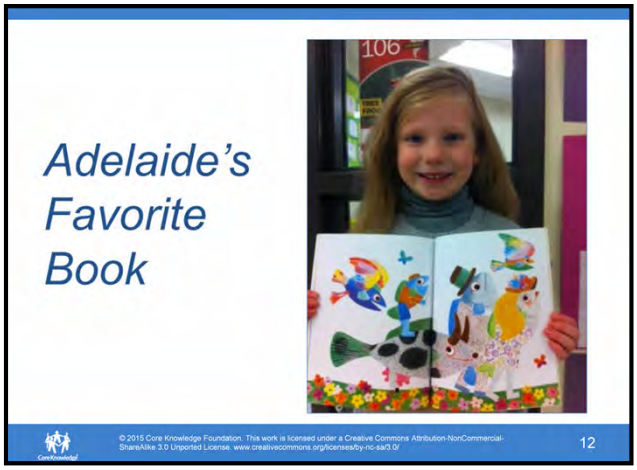

Experiences - 15 minutes

1. Tell participants this is Adelaide, and her favorite book is *Fish is Fish* by Leo Lionni. Tell participants that before you begin, you want to share the story with them.
2. Read or retell the story for participants.
3. Ask: How might this story relate to your work with preschoolers?
4. Core Knowledge as an approach addresses the importance of building knowledge and language for students to inform their understanding of the world around them and support their emerging literacy and later reading skills.
5. Let's learn a little more about Core Knowledge before we begin in earnest.

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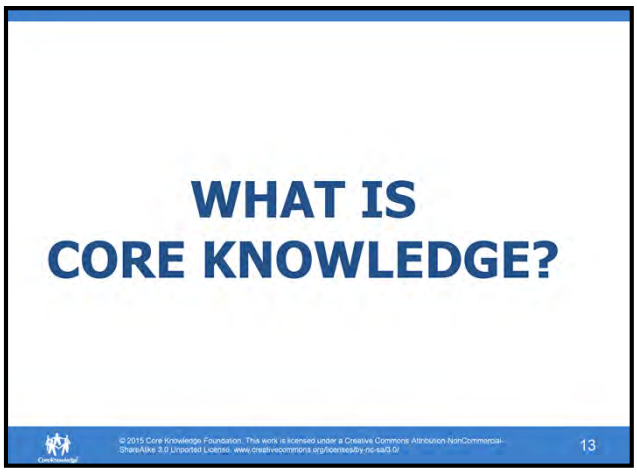

Provide a general introduction to Core Knowledge:

1. Core Knowledge is an educational reform based on the premise that a grade-by-grade core of common learnings is necessary to ensure a sound and fair preschool and elementary education
2. A core curriculum has been outlined in grade-by-grade guides that cover preschool–grade 8. If asked: If children have gone through the preschool–grade 8 CK program, they are ready for high school.
3. The Core Knowledge curriculum is explicitly designed to present a coherent, content-rich sequence of skills and knowledge that build cumulatively year by year.
4. Each grade level of Core Knowledge begins by extending and building on what has been learned at the previous grades.

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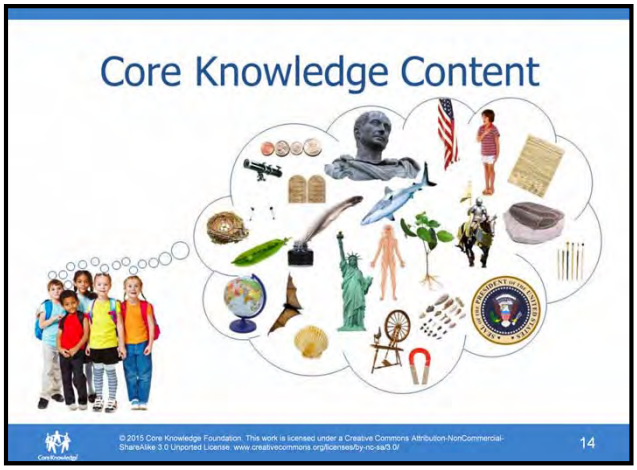

1. A shared body of background knowledge is critical to strengthening literacy–and boosting test scores. Research consistently shows that strong readers have a substantial store of background knowledge that helps them make connections as they read–and make correct inferences about the things they don't know. The more you know, the easier it is for you to understand what you read, and to learn new things.
2. The *Core Knowledge Sequence* helps build this knowledge in preschool to grade 8.

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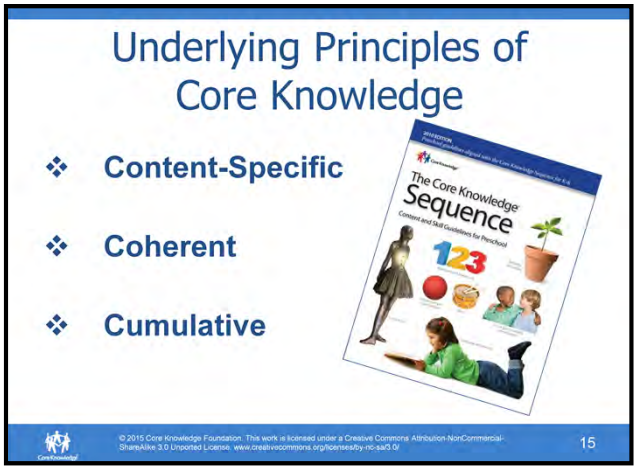

1. Explain that nearly every other country in the world have a national curriculum to ensure depth and breadth of background knowledge. America is the only country has doesn't have one. Core Knowledge provides what other countries get through their government.
2. The key feature of the *Core Knowledge Preschool Sequence*, in comparison with other preschool programs, can be summed as
3. **Content-Specific** - By clearly specifying important knowledge in each domain, the *Core Knowledge Sequence* presents a practical answer to the question, "What do our children need to know?" The Sequence specifies goals, skills, knowledge, and content – topics, stories, poems, art, songs, etc.
4. **Coherent** – What children are able to learn at any given moment depends on what they already. Explicit identification of what children should learn at each grade level ensures a coherent approach to building knowledge within and across all grade levels. In the *Sequence*, goals and content are presented coherently across each school year with new knowledge building on prior knowledge.
5. **Cumulative** – A sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current education. In the *Sequence*, knowledge is organized in a sequential, cumulative, and organized manner with each grade level building on the next.

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Say: Let's take a few minutes to look at research about how children's brains develop.

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Say:

A baby is first born with thousands of brain cells, called neurons. At birth, however, these brain cells have limited means of communicating with one another.

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Say:

1. The multiple branches of connections between the neurons of a developed, highly functioning brain are not yet present. These connections between brain cells are formed as the child has certain experiences, that stimulate the development of neural connections
2. Let's take a look at how experiences build brain architecture: https://www.youtube.com/watch?feature=player_detailpage&v=VNNsN9IJkws
4. Let's take a look at how adult-child interactions (called serve and return interactions) shape brain development: https://www.youtube.com/watch?feature=player_detailpage&v=m_5u8-QSh6A
5. In summary: If a child does not have particular experiences throughout infancy and early childhood, certain neurons are never stimulated or used. When brain cells are not stimulated, they are pruned away. The brain makes decisions on what is or isn't needed on the basis of simulation and experience. In essence, during these important early years, the brain follows a "use it or lose it" strategy.
6. Each child's physical brain structure is the reflection of his every day experiences; the presence or absence of experience in a very real sense sculpts the physical structure of the brain; no human brain is wired in exactly the same way. As early childhood educators, our role should be to provide as many quality experiences as possible for children.

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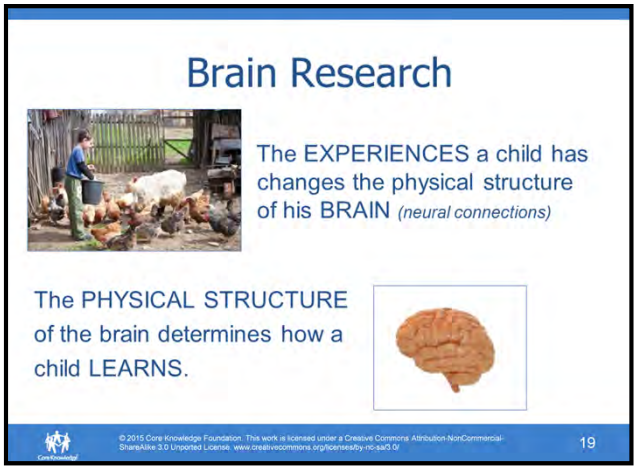

In conclusion, say:

1. What do we know from brain research?
2. The first finding is that the brain changes physiologically as a result of experience. The second finding is that IQ is not fixed at birth. The third finding is that there are "windows of opportunity" when learning comes easier. The fourth finding is that learning is strongly influenced by emotion. (Educational Leadership, Volume 56 Number 3 November 1998, *What Do We Know from Brain Research?* By Pat Wolfe and Ron Brandt
3. Another article, "Fertile Minds," reiterates the point that "from birth, a baby's brain cells proliferate wildly, making connections that may shape a lifetime of experience. The first three years are especially critical." (Time, February 1997, *Fertile Minds*by J. Madeleine Nash)
4. On a final note, educators must be careful how they talk about and interpret the brain research. For example, claims that a particular curriculum, toy or educational material "builds brain cells or boosts brain power" are strictly unscientific marketing techniques. The current state of research does not permit us to make these kinds of specific claims. What we can is that experience changes the brain – we do not yet have sufficient scientific data to extrapolate from these findings to indicate exactly what or how specific educational practices or materials literally change the brain.

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1. Whether intelligence is innate, that is something with which one is born, or influenced by one's experiences and the environment has been the subject of vigorous debate for several centuries.
2. **Twin Research**—One of the interesting aspects to this debate can be found in the "twin research" that has been conducted during the past 50 years. Researchers interested in trying to evaluate the influence of nature (in other words, what a child is born with genetically as a result of who his biological parents are) as compared to nurture (what a child experiences after he is born, i.e., his environment, who and how he is cared for and raised, etc.) have sought out instances in which genetically identical twins have been separated at birth and raised in different environments (adoption)—this represents an ideal setting to try to "separate out" the influence of environment/nurture.
3. **Documentation of heritability of intelligence—**To sum up these studies, the findings have seemed to bear out the important role of heredity/nature—what researchers frequently found was that in spite of the fact that they had been separated at birth and had been raised in different environments, genetically identical twins are often remarkably similar in terms of cognitive abilities (intelligence) and even likes and dislikes—these findings argue strongly in favor of the influence of nature and heredity.
4. In the early 2000s researcher Eric Turkheimer and his associates provided important insight regarding the complex interaction of "nature and nurture."
5. Turkheimer re-examined the findings of various twin studies—this time taking into account the level of socioeconomic status of the families.
6. Turkheimer found that in low income families, 60% of the difference that was seen in cognitive functioning of twins could be attributed to the

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influence of environment with very little influence attributed to heredity. In high income families, the finding was nearly the opposite with heredity playing a dominant role.

7. Thus, the experiences we provide may be additionally important for children from low SES families.
8. Ask: Are there any questions about brain development?

Reference:

Turkheimer, E., et. al., *"Socioeconomic status modifies heritability of IQ in young children" in* Psychological Science *(vol.14,#6), November, 2003*

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Tell participants that you will now take a look at early childhood theory including developmentally appropriate practice over the past ten years.

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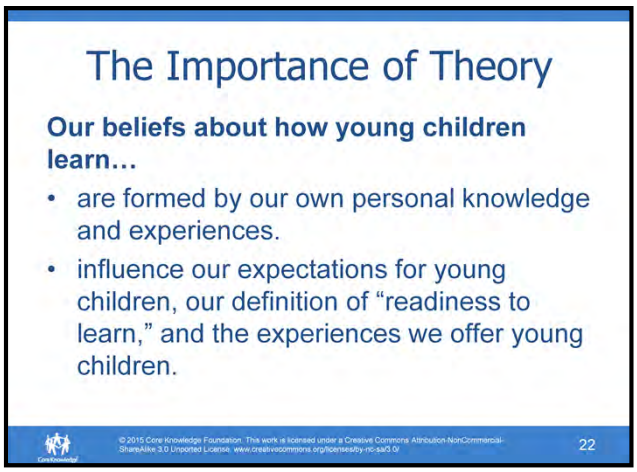

Set the stay with an overview of readiness:

1. Explain to participants that it is important to reflect upon their own personal definition of "readiness to learn" and why they hold that particular view. Remind participants that In *Fish is Fish,* the fish's thoughts about what birds and people looked like were influenced by what he knew.
2. One's definition of "readiness" certainly influences the kinds of experiences and curriculum one is likely to offer to young children in a preschool classroom.
3. Most often, one's definition of readiness has been influenced by college professors, other training one has received, and the professionals with whom one works.

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1. Tell participants that during the 1980s and 1990s, several views of readiness were dominant.
2. In 1987 the National Association for the Education of Young Children (NAEYC) published a position statement that presented many pages of explicit examples of what were described as “appropriate” or “inappropriate” practices. This position statement led to the development of “Developmentally Appropriate Practice” or DAP.
3. DAP has been revised several times since 1987. Most recently in November of 2008. This most recent version is based on expansion in research, like the research we discussed this morning. Over time, DAP has changed the way we think about educating preschoolers. Let’s consider what is considered developmentally appropriate, today.

ACTIVITY:

There is a stack of DAP cards on each table.

As a table:

Take a few minutes to review each card.

Discuss each card and sort them into two piles:

OLD (outdated) definitions of DAP, and

CURRENT definitions of DAP.

Give participants time to review and sort the cards.

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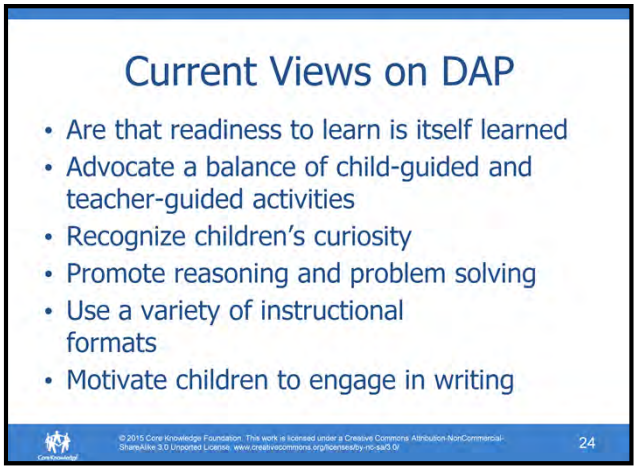

To debrief the activity, review the current definitions of DAP outlined on the next two slides.

Have participants award them selves a point for each card they placed correctly in the "current" pile.

Readiness to learn is itself learned

Teachers recognize that a child's readiness to learn something is based on the previous experiences he/she has had. Teachers begin instruction from where the child is.

Advocates a balance of child-guided and teacher-guided activities

Teachers find opportunities to enhance children's learning and thinking (even during child-guided) activities by asking questions, offering suggestions, adding complexity to tasks, and supporting peer-to-peer collaboration.

Recognize children's curiosity

Teachers plan experiences that children find interesting, engaging and comfortable to meet key goals in all areas of development. Teachers are knowledgeable about the sequence of development and learning in each area and plan experiences to build skills and understanding.

Promote reasoning and problem solving

Teachers engage children in thinking about solutions to problems and every day situations in interesting and pre-planned activities.

Use a variety of instructional formats

Teachers provide experiences in the form of large- and small-group activities, choice time (centers), and individual and group

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interactions.

Motivate children to engage in writing

Teachers plan activities to motivate children to engage in writing. They model writing for children and help children to understand

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Current position of developmentally appropriate practice also advocates:

1. **Pre-academic experiences**–since we now understand that skills and knowledge are acquired cumulatively based on what a child has already learned, we recognize the appropriateness and necessity of offering children the kinds of experiences that will serve as the foundation for future academic experiences and success.
2. **Concrete and more, abstract representational experiences offered** – children are capable of grasping abstract and representational concepts. Educators need to scaffold from concrete to abstract.
3. **Focus on the development of the individual child within the context of the group (social skills)** – Children's functioning as part of the group is an important aspect of early childhood education. While we want to meet each child where they are in terms of the experiences we offer them, we also need to support their responsibility and skills as members of a larger group.
4. **Summarize:** Old views of developmentally appropriate practice focused on the child's "readiness." Belief was that children had to be ready to learn. Early childhood environments were primarily play based and teachers served primarily as safety monitors. We now know that young children are capable of amazing things and that through responsive relationships and interactions with their care givers, they can achieve more!

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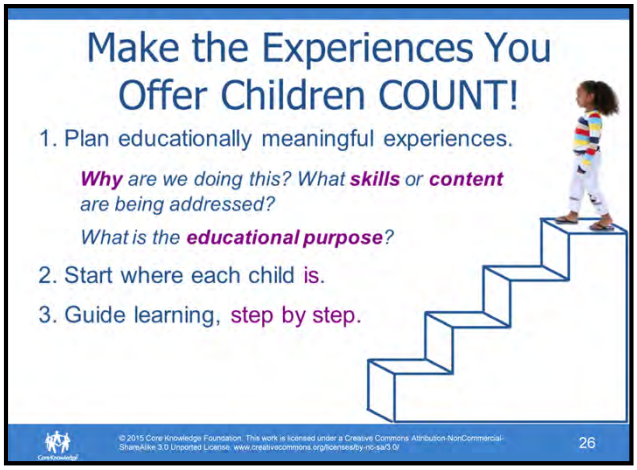

1. What are the implications, for the early childhood years, of DAP and brain research – specifically the notion that previous experiences influence what and how we learn?
2. Make the experiences that you offer children count!
3. Children's overall intelligence and how they will subsequently perform in school is not fixed or determined at birth.
4. Children are born with certain innate characteristics that they inherit from their parents. However, we now realize that it is the many different kinds of experiences that children do or do not have, that interact with whatever they have inherited, to ultimately make up "intelligence."
5. Children who are born with the potential for healthy, efficient brains, but who do not have certain important experiences during their childhood, will not live up to the potential with which they were born.
6. How can preschool teachers make experiences count for young children?
7. Review ways to make experiences count and explain that these are the underlying principles on which the Core Knowledge Preschool program is based.
   - Don't waste the opportunities.
   - Children are not cookie cutter pieces.
   - Adults do have a role to play in helping children along the learning curve.

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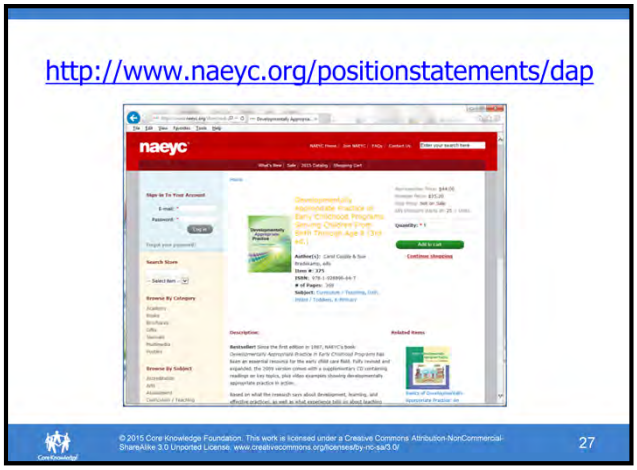

1. Let participants know that they can download a free summary of the NAEYC DAP position statement from: https://www.naeyc.org/positionstatements/dap.
2. Tell participants that the full DAP book is also a valuable tool for gaining insight into children's development and for providing ideas for classroom use.
3. It is available from NAEYC at http://www.naeyc.org/DAP/resources.

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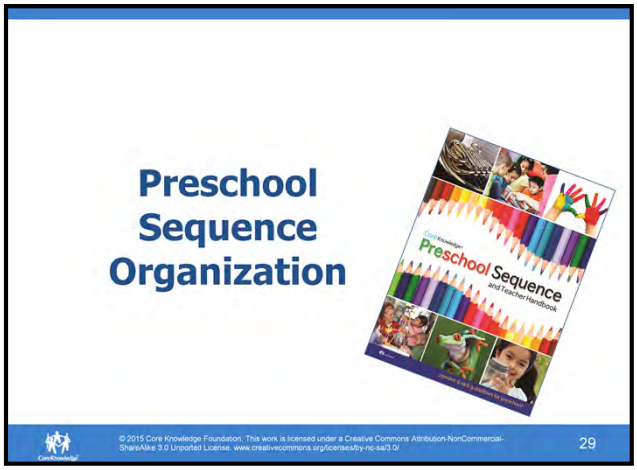

1. Before looking at the organization of the *Sequence*, ask participants if they have any questions about developmentally appropriate practice.
2. Tell participants that the *Preschool Sequence* is a developmentally appropriate curriculum. As we review components of the curriculum and the daily routine, we will be highlighting practices that are developmentally appropriate.

NOTE: The following 16 slides refer to the *Core Knowledge Preschool Sequence and Teacher Handbook* (pictured on this slide). The *Core Knowledge Preschool Sequence* document (pictured on slide 13) contains only the *Sequence* framework – or outline of skills and content for preschool.

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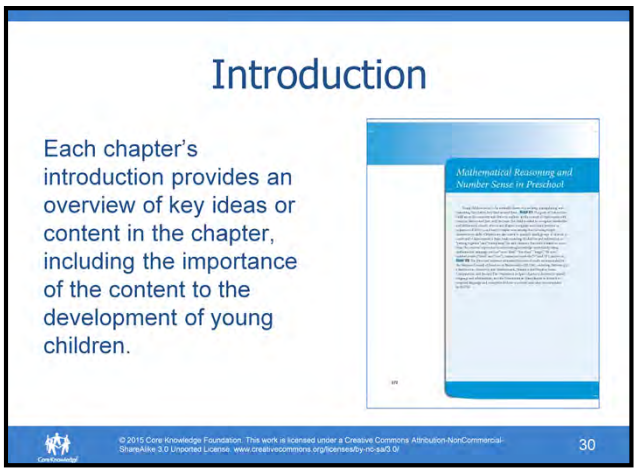

1. Have participants turn to page 172 as you review the organization of the sequence.
2. Tell participants that they can follow along in the Patterns and Classification section of the Math chapter, but that a consistent format and layout has been used for each chapter in the sequence. Let participants know that there is a separate chapter for each content area, we'll review all of the content areas at the end of this section.
3. Each chapter's introduction provides an overview of key ideas or content in the chapter including the importance of the content to the development of young children.

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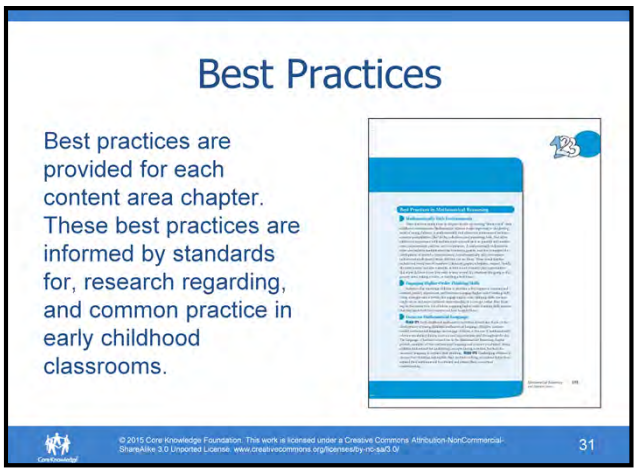

The introduction also includes best practices for each content area chapter. These best practices are informed by standards for, research regarding, and common practice in early childhood classrooms.

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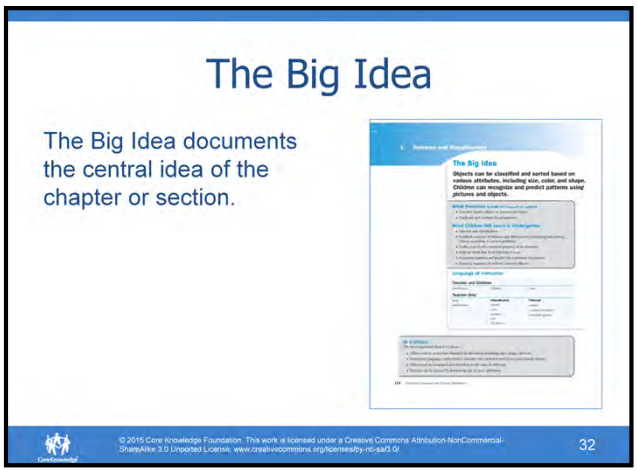

On the page after the introduction, the Big Idea documents the central idea of the topic.

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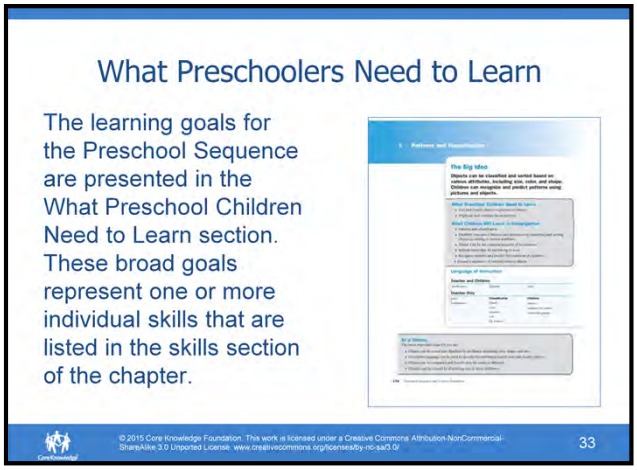

1. The Big Idea is followed by What Preschool Children Need to Know.
2. This section outlines broad goals that represent one or more individual skills that are listed in the skills section of the chapter.

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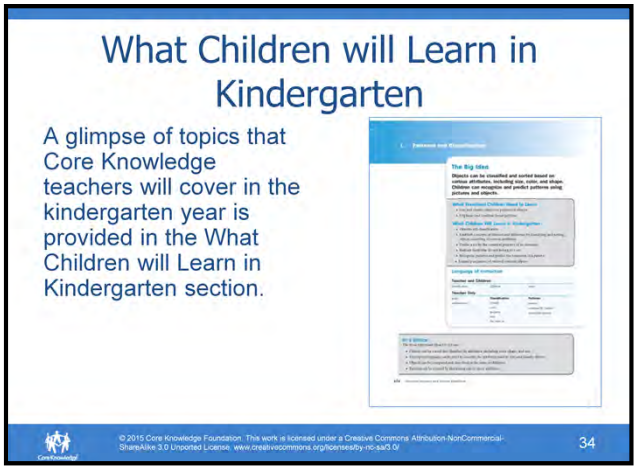

There's also a What Kindergarteners Will Learn section. Clear understanding of these kindergarten goals allows preschool teachers to support a smooth transition to kindergarten. Preschool teachers can clearly see, from this information, how knowledge and skills developed in preschool become the prior knowledge for continued learning in kindergarten. Careful consideration of the kindergarten goals also offers preschool and kindergarten teachers a unique opportunity to collaborate on joint projects with the older peers modeling skills and knowledge for younger children. Finally, understanding what children will learn in kindergarten will allow preschool educators maintain their focus.

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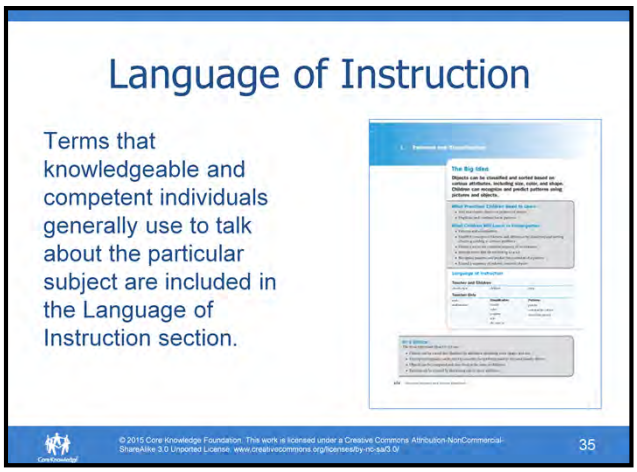

1. A strong oral language focus is a hallmark of the *Core Knowledge Preschool Sequence*...
2. Although not comprehensive or exhaustive, the Language of Instruction lists provide a starting point, a suggested sampling of the precise vocabulary to which young children should be exposed.

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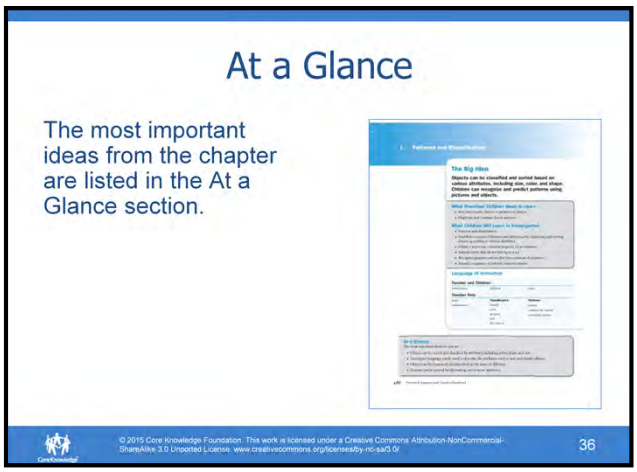

The most important ideas from the chapter are summarized in the At a Glance section.

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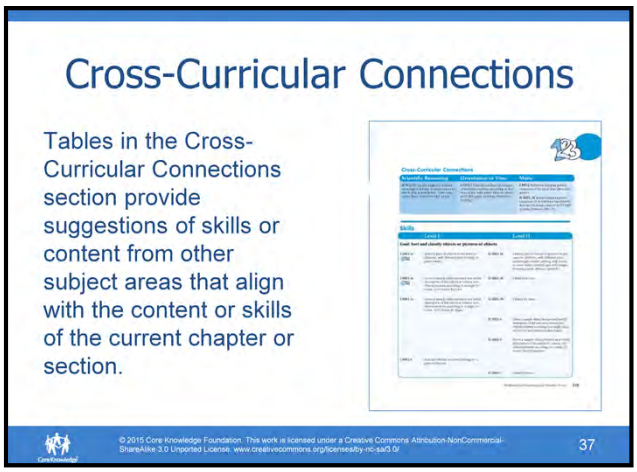

Reinforcing content where ever possible supports learning, provides for vocabulary building repetition and helps children to make connections between content and ideas. The cross-curricular connections tables provide suggestions of skills or content from other subject areas that align with the content or skills of the current chapter or section. This will help you to plan aligned and meaningful experiences across content areas.

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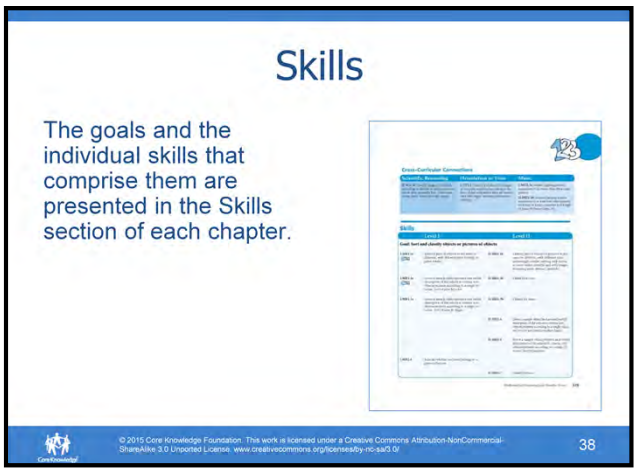

1. The goals and the individual skills that comprise them are presented in the Skills section of each chapter. These goals and skills make up the Preschool Sequence and are also available in the Sequence document that can be downloaded from http://coreknowledge.org/download-the-sequence or purchased as a bound edition with the K–8 Sequence from the Core Knowledge bookstore.
2. Notice the two columns of skills listed.
3. Level I skills outline targets for typically developing 3–4 year olds.
4. Level II skills outline targets for typically developing 4–5 year olds.

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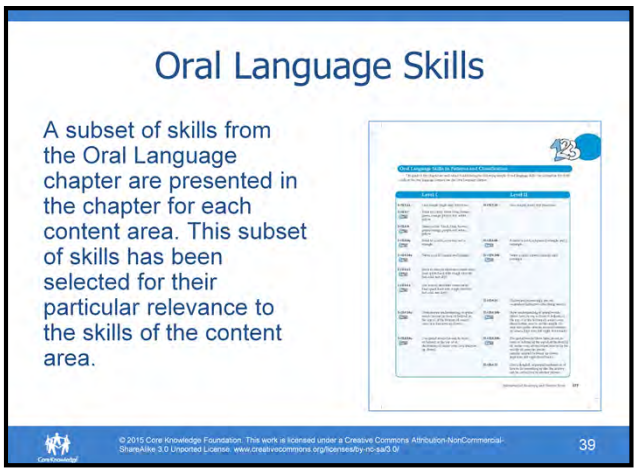

1. Because development of oral language skills is so critical in the early years, we have placed a subset of skills from the Oral Language chapter with the skills for each content area. This subset of skills has been selected for their particular relevance to the skills of the content area.
2. For instance, when addressing math skills related to patterning and classification, oral language skills such as naming colors, naming shapes, and using spatial words are also quite relevant.

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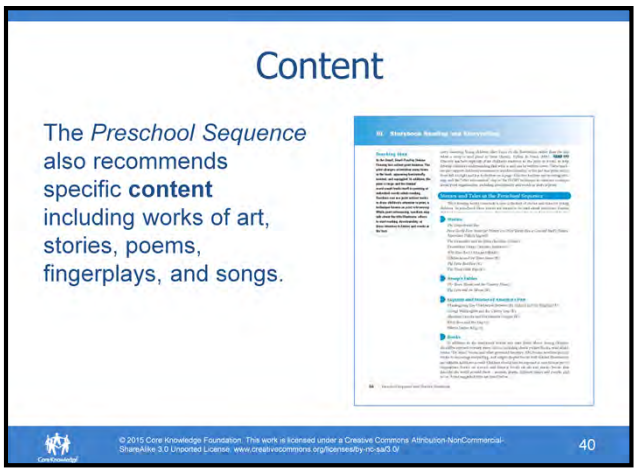

Although there is not specific “content” in the math chapter, other chapters, like Storybook Reading, Music and Visual Arts contain specific content titles recommended by the Core Knowledge Foundation. These resources have been selected to represent a wide array of topics, peoples, and opportunities to address literacy skills.

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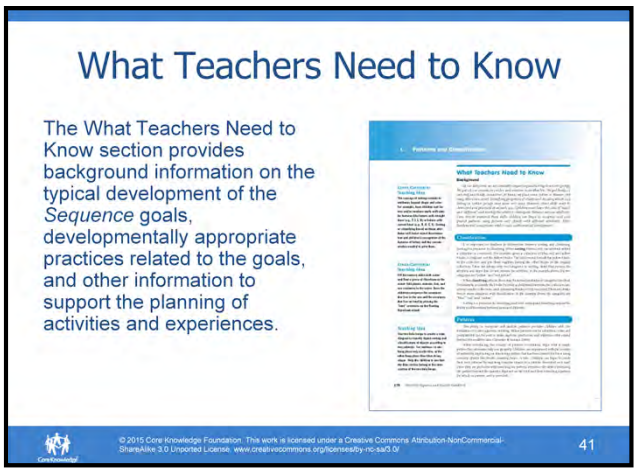

The What Teachers Need to Know section provides background information on the typical development of the Sequence goals, developmentally appropriate practices related to the goals, and other information to support the planning of activities and experiences.

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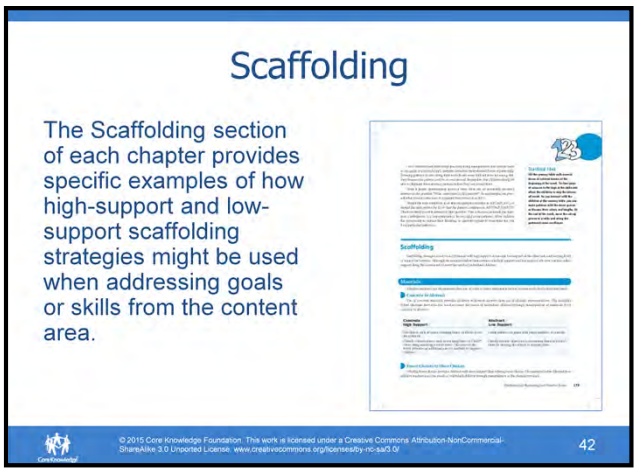

1. In the front of the handbook (pp. 29–42) there is a scaffolding and assessment chapter that defines a variety of scaffolding strategies. A subset of these strategies are included in each chapter to provide specific examples of how the techniques might be used in context.
2. For instance to scaffold patterning for children who need more support, we might provide blocks of two contrasting colors, like red and blue, for patterning. For children who need less support, we might provide blocks with similar colors, like blue and green. This will provide a bit more challenge for them.
3. We might also provide more colors for children who need less support and limit the pattern to only two colors for children who need more support.

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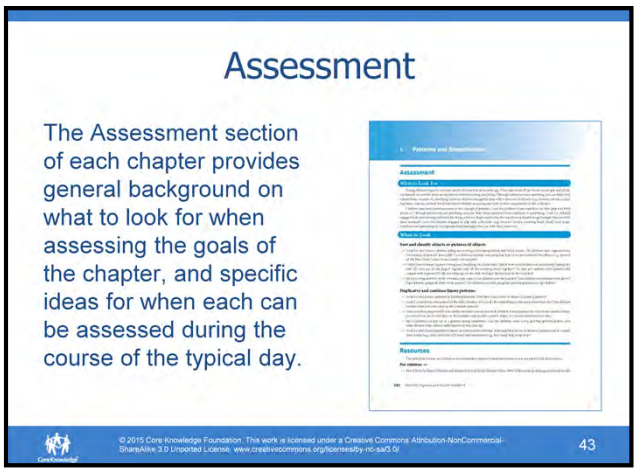

1. Likewise, the Assessment section of each chapter provides general background on what to look for when assessing the goals of the chapter, and specific ideas for when each can be assessed during the course of the typical day. Greater detail on assessment is provided in the Assessment and Planning pages (pp. 36–42).

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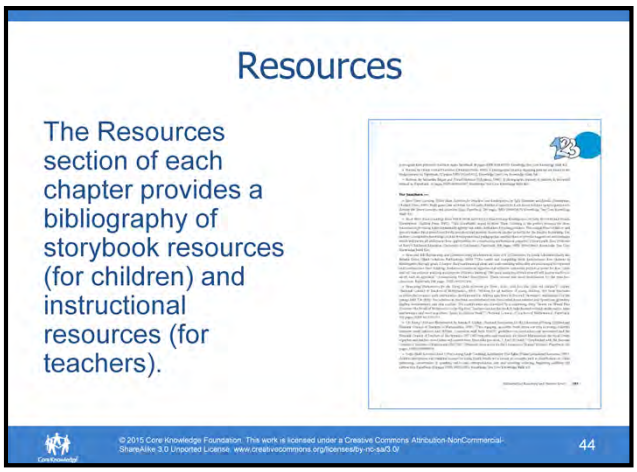

1. Finally, the Resources section of each chapter provides a bibliography of storybook resources (for children) and instructional resources (for teachers) that support the content covered in the handbook chapter.
2. For instance, with regard to math patterning and classification, a resource for children is Pair of Socks by Stuart J. Murphy. A teacher resource is Unifix Math Activities by Don Balka (Didax Educational Resources).

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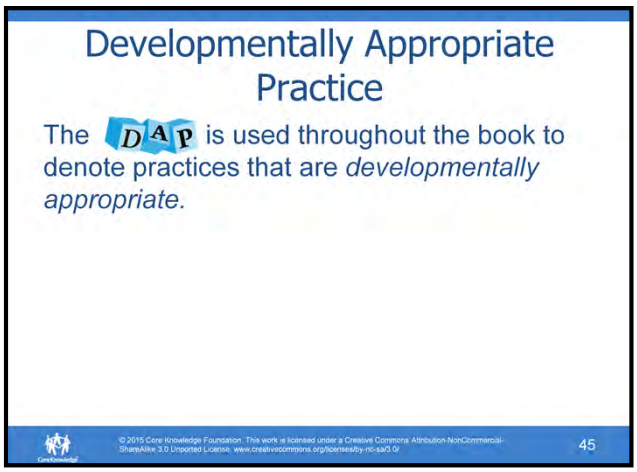

As you review and use the handbook, keep an eye out for the DAP icon. The DAP icon is used throughout the book to denote practices that are developmentally appropriate as defined by the National Association for the Education of Young Children's (NAEYC) publication, Developmentally Appropriate Practice (3rd Edition). You will also see a number next to the DAP icon. That number refers to the associated page number in the NAEYC book.

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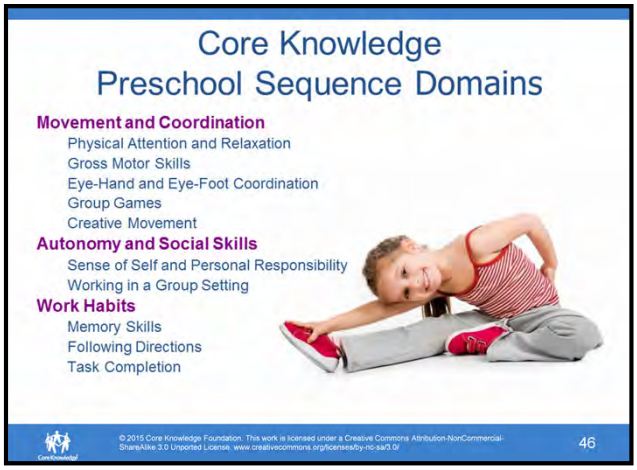

1. Say: Let's take a quick look at the domains or developmental areas of learning that are covered in the *Sequence*.
2. Remind participants that there are skills at two levels in each domain to address the differing needs and abilities of three to five year olds. These two levels often show the steps or sequence of learning that takes place.
3. For instance,

   The level I skill, match a pattern to a corresponding pattern card
4. Comes before

   The level I skill, Continue a pattern of 5 objects in which one property is alternated
5. Which comes before

   The level II skill, Create and verbally describe a pattern using concrete objects
6. We'll take a closer look at the sequence and the skills in a few minutes. First let's continue our look at the domains of the sequence.
7. Review this and the next two slides that outline the Domains of the *Sequence*.

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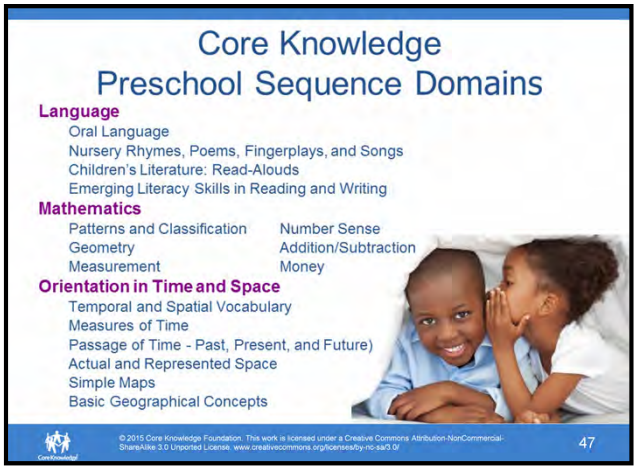

Review slide.

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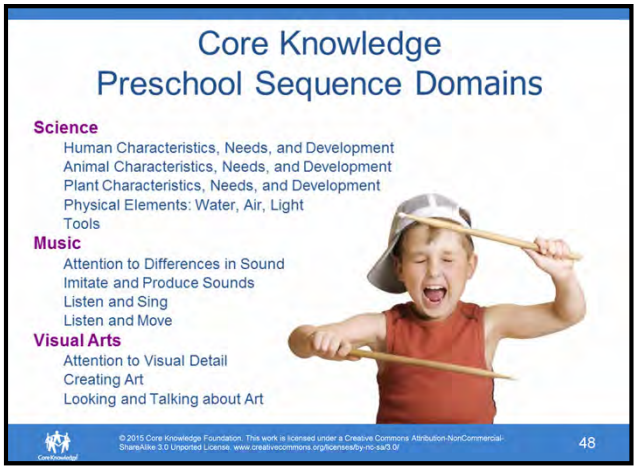

Review slide.

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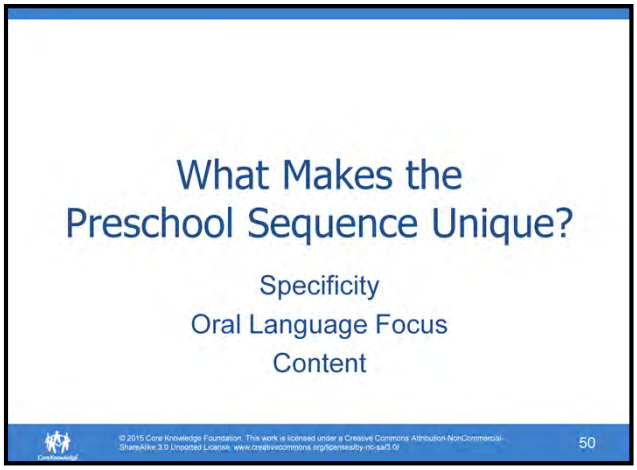

Let's take a few minutes to review 3 key facets that make the *Preschool Sequence* unique, as compared to other early childhood programs.

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First, the level of specificity exceeds what you might see in other programs.

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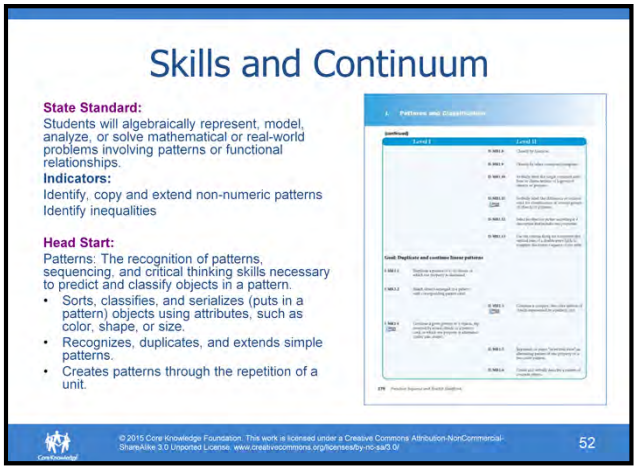

1. State, local, and organizational standards are often vague and broadly worded.
2. Some examples of fairly typical standards appear on this slide.
3. The *Core Knowledge Sequence* breaks each of these goals into it's distinct units of ability.
4. So rather than just articulating the broad goals for educating young children, the *Sequence* defines the discrete skills that are required to reach the goal.
5. Let's take a closer look.

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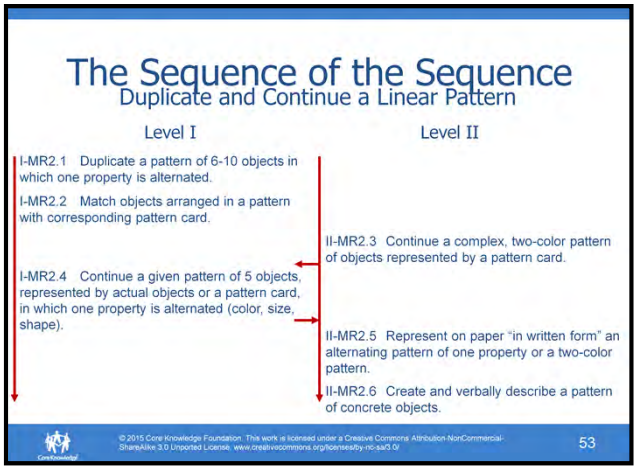

1. Direct participants to page 176 of the *Preschool Teacher Handbook*.
2. let's take a closer look at how the broad goals are represented by specific, sequenced skills.
3. If you look at the "duplicate and continue a linear pattern" goal at the bottom of the page, you will see that the goal is comprised of several skills.
4. <CLICK>The ultimate skill is that children will be able to "create a pattern on their own." This pattern can be created either in written form or with concrete objects.
5. <CLICK> Before a child can create their own pattern, they need to be able to continue a pattern that has been created. If they can't continue a pattern, they don't understand the concept of pattern and won't be able to create one independently.
6. <CLICK> continuing a pattern using a pattern card for guidance provides more support.
7. <CLICK> if a child can't match objects to the pattern card, they won't be able to continue the pattern.
8. <CLICK> Matching a pattern of concrete objects is easier than matching objects to a more abstract pattern card.
9. The skills of the sequence are sequenced in a typical developmental trajectory for each goal. This allows you to more easily meet the needs of each child and better assess how each child is progressing.
10. <CLICK> For typically developing 3–4 year olds, you would start with the level I skills for the goal.
11. <CLICK> For typically developing 4–5 year olds, you would start with the

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level II skills for the goal.

12. <CLICK> If a child masters the level I skills you can move on to level II.
13. <CLICK> If a child is struggling with a level II skill, you can move back to the closest level I skill.

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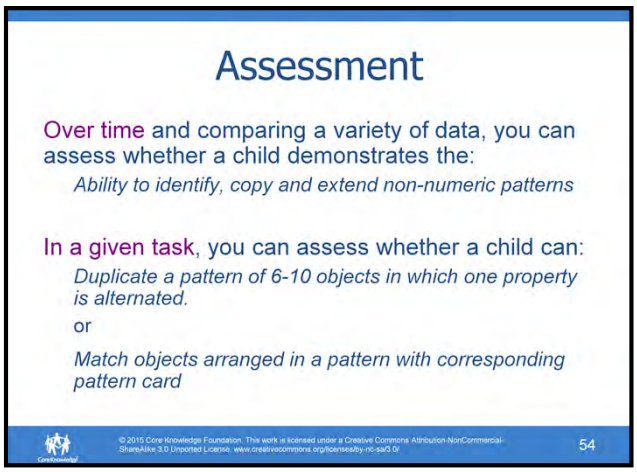

1. The value of this specificity is in the ability it provides to you for better assessing how a child is progressing.
2. A state standard may allow you to assess whether or not a child can "Identify, copy and extend non-numeric patterns." If a child cannot do these things, the distinct skills outlined in the sequence will allow you to better understand why not.
3. The sequence organizes the progression of skills that make up a particular goal and allows us to assess not only the end goal, but where a child might be on the path to that goal.

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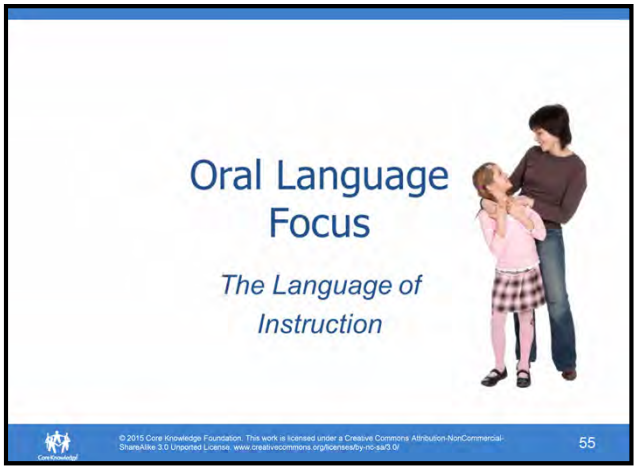

1. The *Sequence* also has a strong and explicit focus on the development of oral language.
2. One feature that supports this focus is the Language of Instruction included in each chapter / for each content area.
3. The Language of Instruction is a set of terms that knowledgeable and competent individuals generally use to talk about the particular subject.
4. Sometimes, for older children, this is called academic language.
5. Developing this vocabulary supports children's understanding of each content area.
6. Building this academic vocabulary is also of key importance to supporting the success of English Language Learners.
7. Tell participants that we will look in-depth at the use of the language of instruction as part of the lesson planning section near the end of Day 2, but for now, let's just take a quick look at some aspects of how oral language is supported with the *Sequence*.

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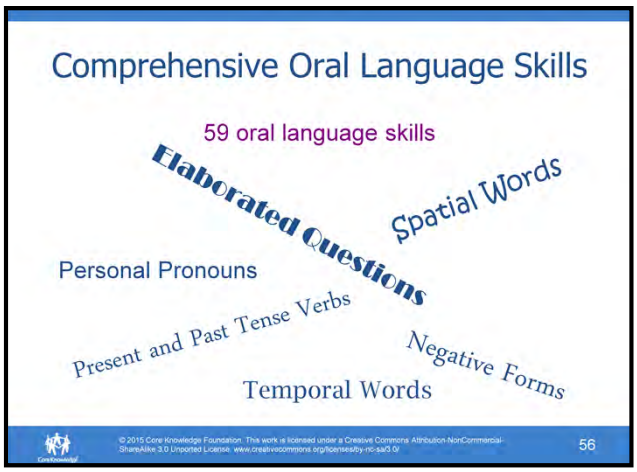

1. Here's another example of a vague state standard. It says that three- and four-year-old children should be able to "Use more conventions of speech as they speak."
2. <CLICK> The standard doesn't define what those conventions are speech are…the *Sequence* does. It includes 59 skills specific to oral language.

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Not only does the sequence define what the conventions of speech are, it provides examples of appropriate words/vocabulary for each convention of speech.

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1. We mentioned previously the importance of developing background knowledge. The *Sequence* recommends specific Books, Poems, Nursery Rhymes, Songs, Science Topics, Works of Art to support development of rich background knowledge. This attention to outlining specific, sequenced content is also unique to the *Sequence*.
2. Are there any questions about what makes the *Sequence* unique?
3. Let's dive into the handbook, and learn more about what it has to offer and how it can support the routines and activities of your early childhood program.

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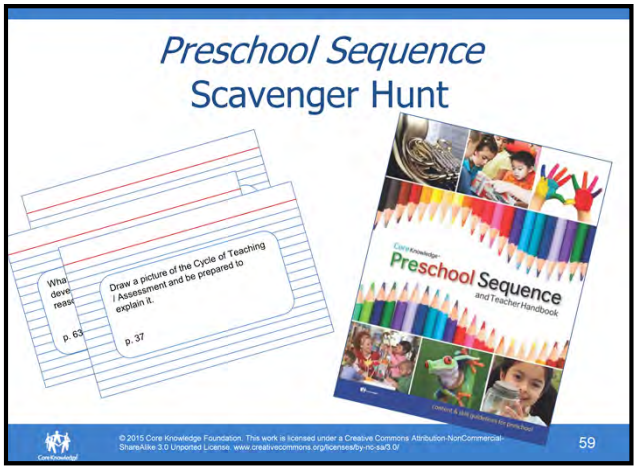

1. We're going to do a scavenger hunt through the handbook to tease out some of what it has to offer to you.
2. Distribute the scavenger hunt cards among the tables/groups. Depending on # of participants, you may have them work in pairs or small groups and may assign more than one card to each group.
3. Have each group answer their card on a separate flip chart paper.
4. Provide time (30 minutes) to complete.

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1. Once the scavenger hunt has been completed, debrief the activity by having participants “teach back” for each card.
2. That is, read a card and have the team that completed that card present and describe their flip chart response to the card.
3. Other participants should take notes.

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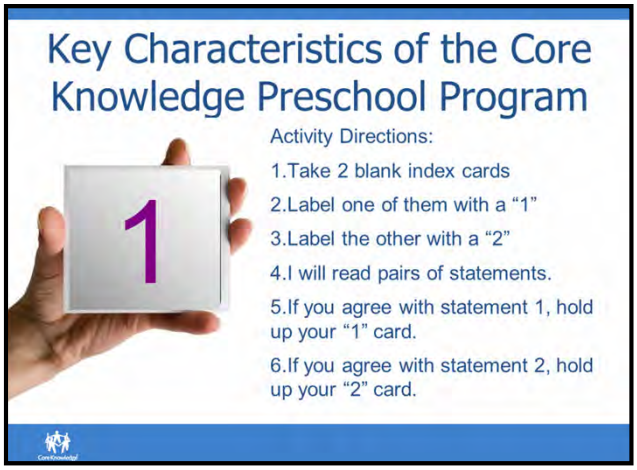

1. As a way to summarize and pull together the information that has been presented thus far instruct participants that you will examine some characteristics of preschool classes. You will present pairs of descriptions about preschool classes. Based on what they have learned thus far, participants are to indicate which description in each pair would best describe a Core Knowledge preschool class.
2. From your table's borrow bag, each person should:
    - Take 2 blank index cards
    - Label one of them with a "1"

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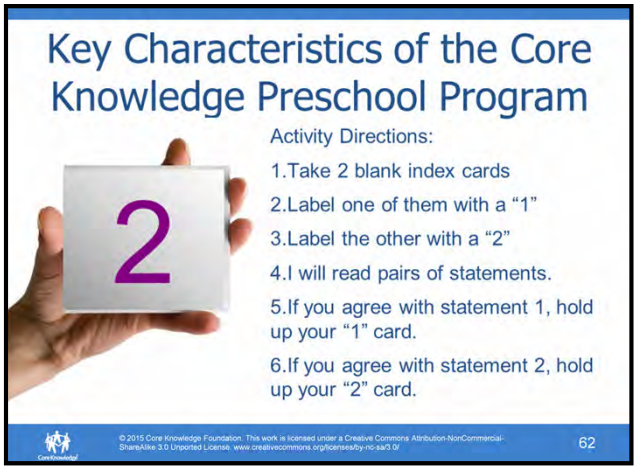

Label the other with a "2"

3. I will read two statements (or have participants read two statements on the slide)

4. If you agree with statement 1, hold up your "1" card.

5. If you agree with statement 2, hold up your "2" card.

6. The trainer will choose a participant holding up the correct answer (marked in the instructor notes) to read the description that best describes a Core Knowledge preschool class. If participants make an error in responding, be sure to clarify the correct response, providing examples from the video, *Preschool Sequence* and/or Scavenger Hunt.

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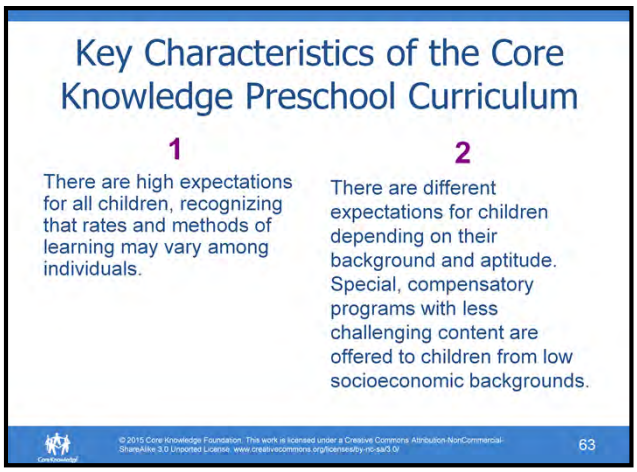

Activity: Characteristics of the Core Knowledge Preschool Curriculum - 15 minutes

Characteristics of the CK Preschool Curriculum

Answer: [1]

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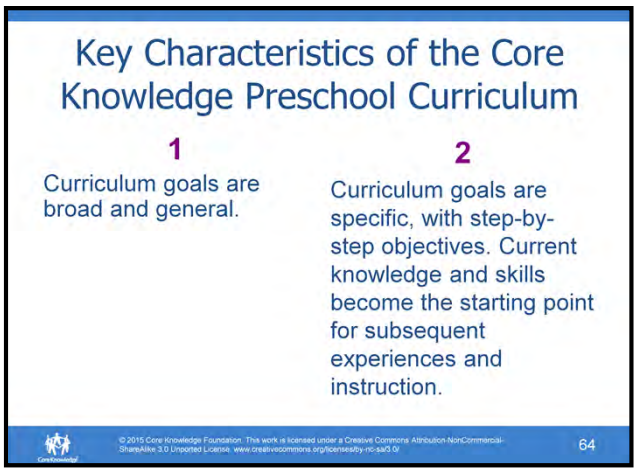

Characteristics of a Core Knowledge Preschool Class

Answer [2]

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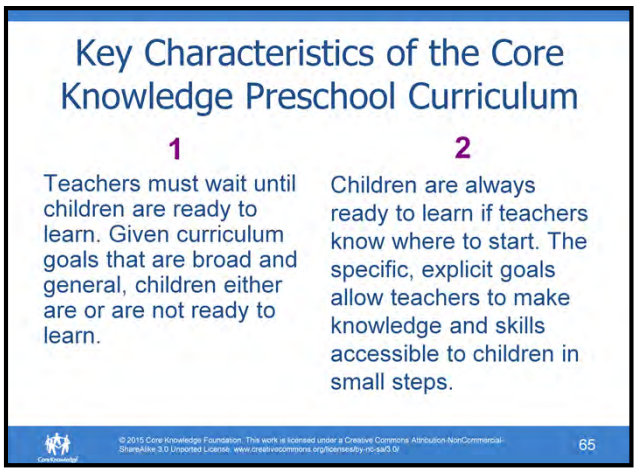

Characteristics of a Core Knowledge Preschool Class

Answer [2]

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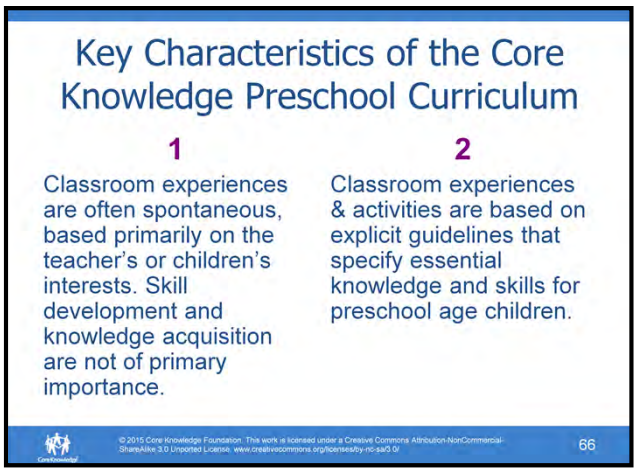

Characteristics of a Core Knowledge Preschool Class

Answer [2]

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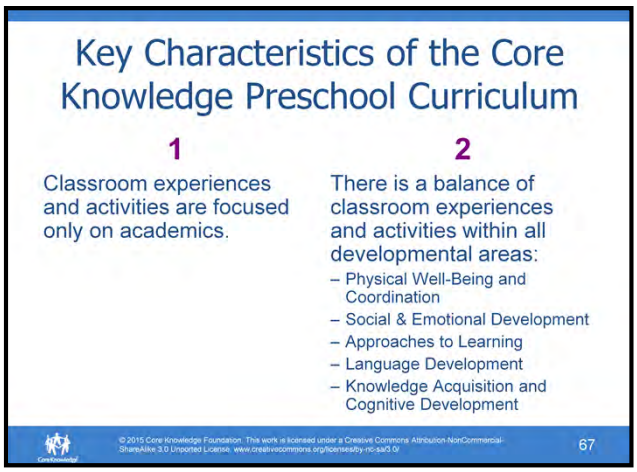

Characteristics of a Core Knowledge Preschool Class

Answer [2]

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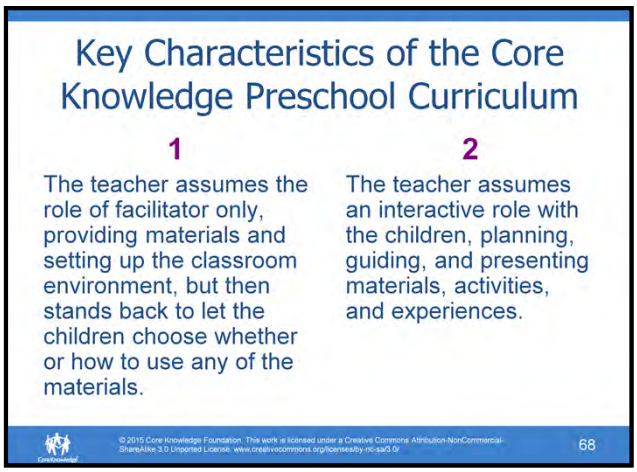

Characteristics of a Core Knowledge Preschool Class

Answer [2]

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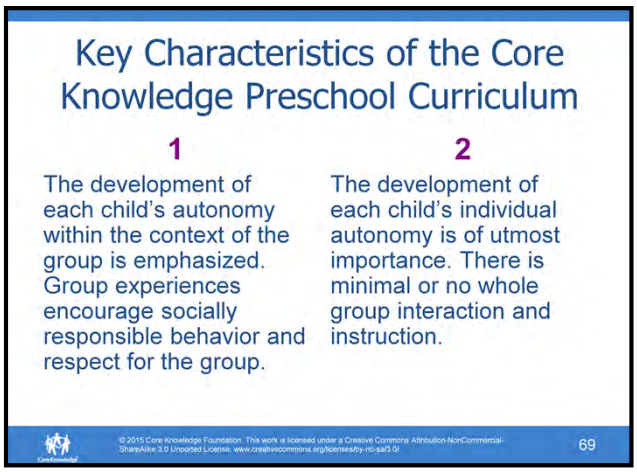

Characteristics of a Core Knowledge Preschool Class

Answer [1]

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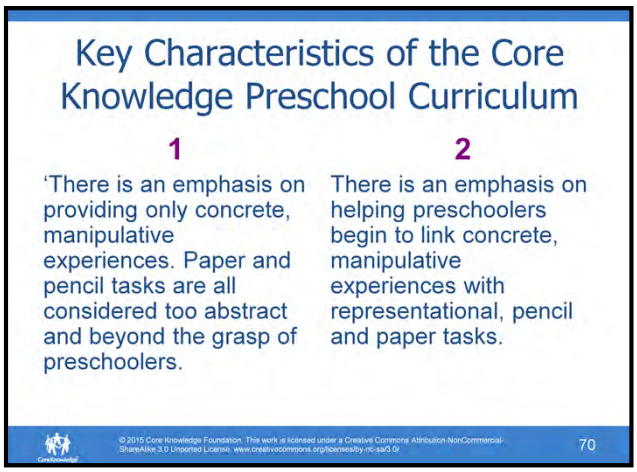

Characteristics of a Core Knowledge Preschool Class

Answer [2]

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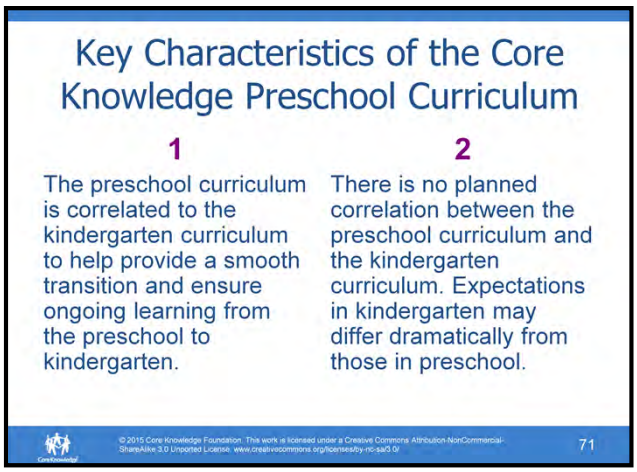

Characteristics of a Core Knowledge Preschool Class

Answer [1]

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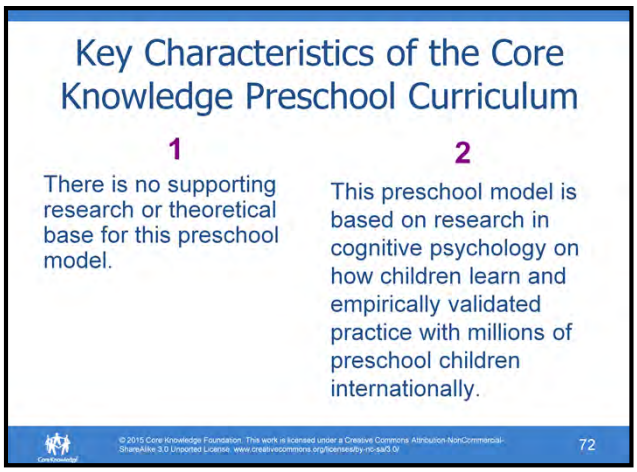

Characteristics of a Core Knowledge Preschool Class

Answer [2]

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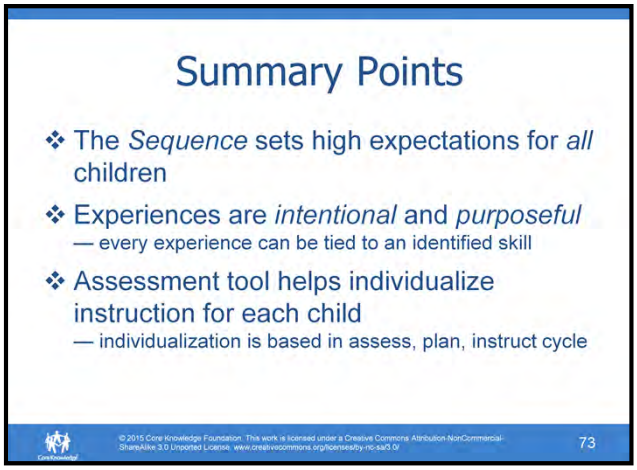

1. Explain to participants that they may in the future be asked what distinguishes Core Knowledge from other early childhood curricula. These slides are a good guide to our distinguishing characteristics.
2. Core Knowledge is NOT:
    - Emergent
    - Play based or child directed (Play in CK is purposeful)
    - Tell participants that in summary, when asked, these are the primary elements that set apart Core Knowledge from other curricula.

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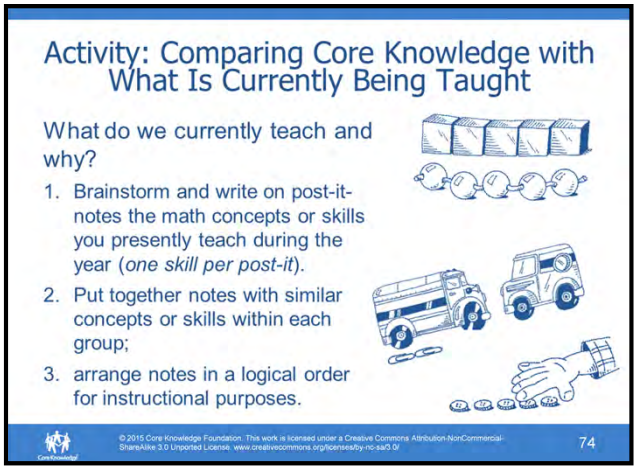

Note: Do this activity only if most of the participants are new to the core knowledge preschool sequence and have previously been using another curriculum.

1. The following activity will help participants to understand what will be taught in a *Core Knowledge Preschool Sequence* classroom.
2. Divide participants into small groups and distribute one sheet of chart paper and markers per group.
3. Review the directions for this activity: Brainstorm and write on post-it-notes the math concepts or skills the participants presently teach during the year (one skill per post-it). Group notes with similar concepts or skills within each group; arrange notes in a logical order for instructional purposes.

Time: Allow the groups 15 minutes to complete the first part of the activity, "What do we currently teach and why?"

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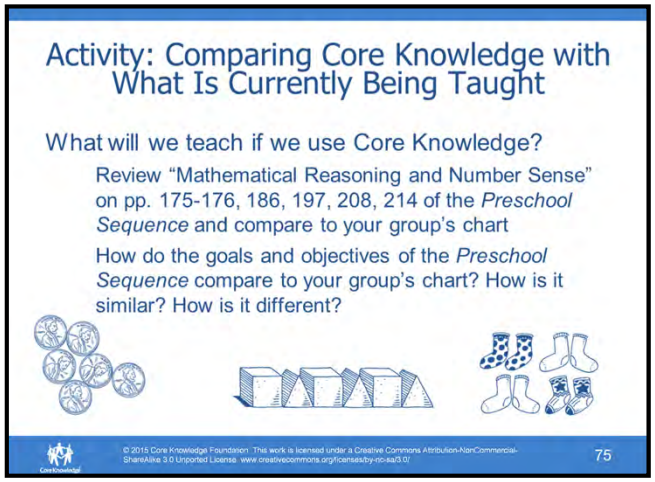

1. Then direct the groups to spend 5–10 minutes completing the second part of the activity, "What will we teach if we use Core Knowledge?"
2. Reconvene the large group and ask participants to share the observations and conclusions that they made in comparing Core Knowledge with what they currently teach. If applicable, point out the following findings:
   - Generally, there is some correlation between what they are currently teaching and Core Knowledge; that is, adopting Core Knowledge does not mean that they will be doing something totally new in their class.
   - Generally, there are, however, some differences between what they are currently teaching and Core Knowledge.
   - Often times, participants observe that Core Knowledge is more specific, more tightly organized and more systematic as compared to what they are currently teaching.

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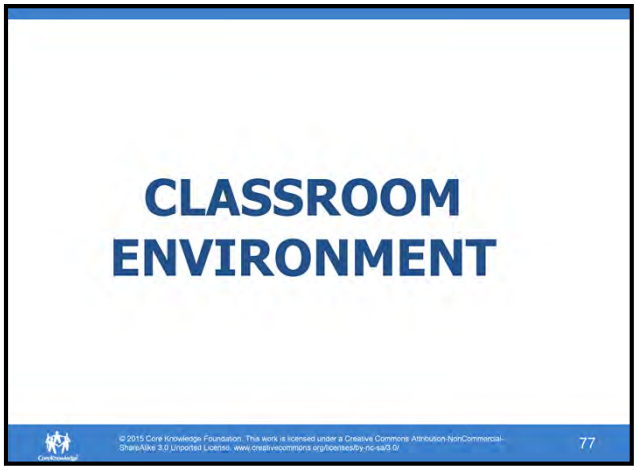

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Integrating Core Knowledge in the Classroom

Shopping Trip Activity

1. Ask participants to think about a store –where they hate to shop - it doesn't have to be a grocery store.
2. Ask why they dislike this store?
3. If participants hesitate, elicit comments about the floor plan, arrangement and availability of items, organization of items, lighting, etc.
4. Record the participants' comments on chart paper.
5. Ask participants to now think about their favorite store and why they enjoy shopping in this store? Again, record responses on chart paper.
6. Call participants' attention to the fact that many of their responses have to do with the physical environment of each store.
7. Conclude this activity by noting that adults and children are very much affected by their environment.
8. Explain that a classroom environment can either enhance or detract from the total preschool program.

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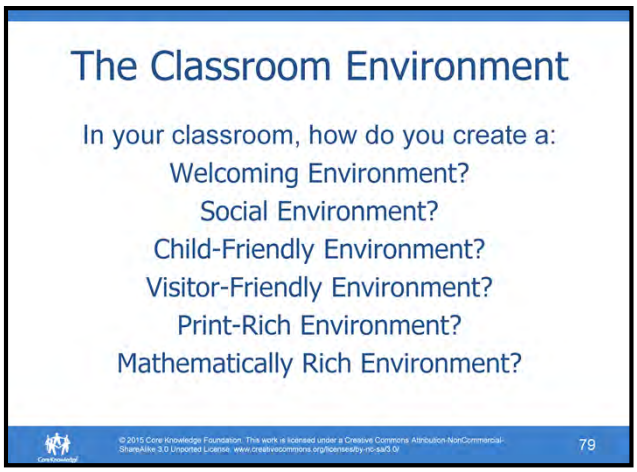

1. Place flip charts around the room with the following labels (1 per chart):

   Welcoming Environment

   Social Environment

   Child-Friendly Environment

   Visitor-Friendly Environment

   Print-Rich Environment

   Mathematically-Rich Environment

2. Have each person/pair visit each chart at least once to add to the list things that enhance the noted “environment” in their classroom.
3. Participants must add something new, rather than restating something already on the list.
4. Participants can pass one if they have nothing additional to contribute to the chart.
5. Continue the carousel until the group is out of ideas.

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1. As you review the flip charts, tell participants that they can take notes and jot down ideas in their workbooks.
2. After you review the flip chart for Welcoming Environment, show the pictures on the slide and discuss how they demonstrate a welcoming environment.
3. Review flip charts and photos that demonstrate a welcoming environment with participants. Be sure to mention:
   - Fabric, soft materials and furnishings
   - Children's names and pictures in the class
   - Personal space for each child's belongings
   - Live plants and animals
   - Bright colors
   - Verbal and print "welcome" messages
   - Calling children "friends"
   - Displays that relate to children and their lives

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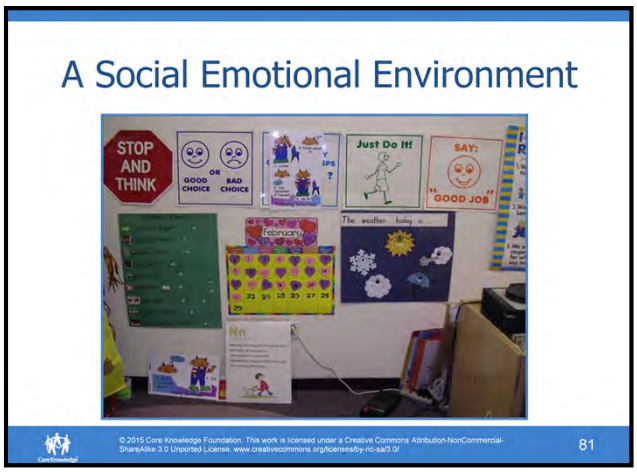

1. After you review the flip chart for Social Environment, show the pictures on the slide and discuss how they demonstrate a social environment.
2. Review flip charts and photos that demonstrate a social environment with participants. Be sure to mention:
    - Use of an explicit program to teach social skills (e.g., Stop & Think)
    - A place and some procedures for conflict management (e.g., like Peacemaking Skills for Little Kids)
    - Behavior management strategies
    - Focus on positive behavior reinforcement (green light)
    - Classroom rules
    - Moveable carpet squares – each child has their own space, but you can move them to proactively manage behavior
    - Fostering responsibility and sense of community with classroom jobs
    - Center Management System

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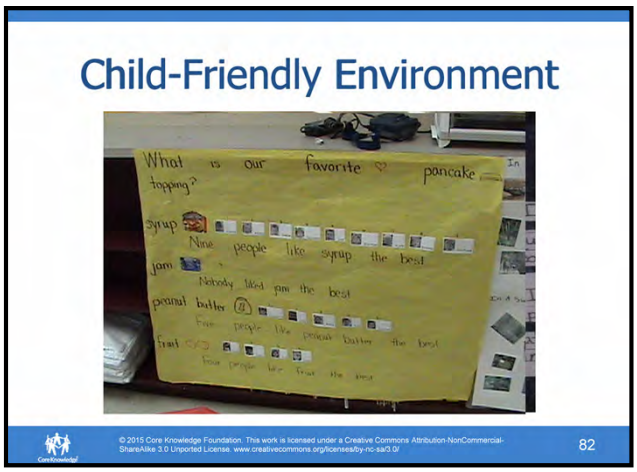

1. Review flip charts and photos that demonstrate a child-friendly environment with participants. Be sure to mention:
   - Display of children's work
   - Display of children's photos
   - Child sized furniture
   - Use of children's pictures in projects to help them remember (e.g., picture on graph will help children remember tomorrow what they selected as their favorite today…)
2. Also, use this pictures to make the following points:
3. There is overlap between what makes each "type" of environment. Something that makes a child friendly environment may also contribute to a welcoming environment…
4. Always include name & date on children's work so that you can use work products as a form of assessment that demonstrates growth.

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1. After you review the flip chart for visitor-friendly environment, show the pictures on the slide and discuss how they demonstrate a visitor-friendly environment. Be sure to mention:
   - Plans displayed so visitors can get up to speed on activities in classroom and interact to support the activities and topics
   - What children learn here signs. Tell participants that there is a sample sign on each table and copies of the signs on their participant CDs so they can print them for their classroom.
   - Display of rules is also helpful for visitors.

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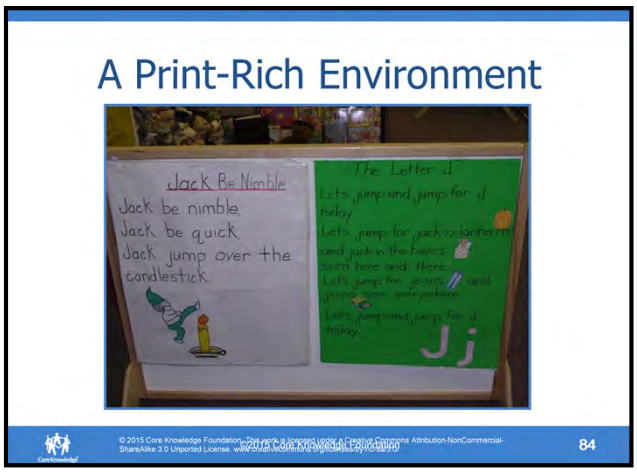

1. After you review the flip chart for print rich environment, show the pictures on the next slide and discuss how they demonstrate a print rich environment.
2. Be sure to mention:
   - Writing for real world purposes
     - Recipe
     - Morning Message
     - Venn Diagram for science activity
   - Frequent and Rotating display of writing
   - Opportunities for children to "write" and displays of children's writing
   - KWL charts to find out what participants know, like the one we did this morning.
3. Also note, teachers need to be careful to check their spelling and to write as we typically would (not all capital letters).
4. Share the idea with participants that sticky/adhesive hooks are helpful because they stick well to almost any surface and are easy to remove.
5. First, they allow you to store more writing in a smaller space.
6. Second, they allow you to keep writing accessible so that you can reference it in the future. Remember, we learn by relating new information to what we already know. Any time you can help children to connect new information to what they know, you foster their learning. You might something like, "Remember when we did a KWL about Frogs. The KWL says frogs lay eggs. Today we're going to talk about birds. Birds lay eggs, too."
7. Also, note print is used for a variety of real world purposes. Print rich is not just about labeling the classroom.

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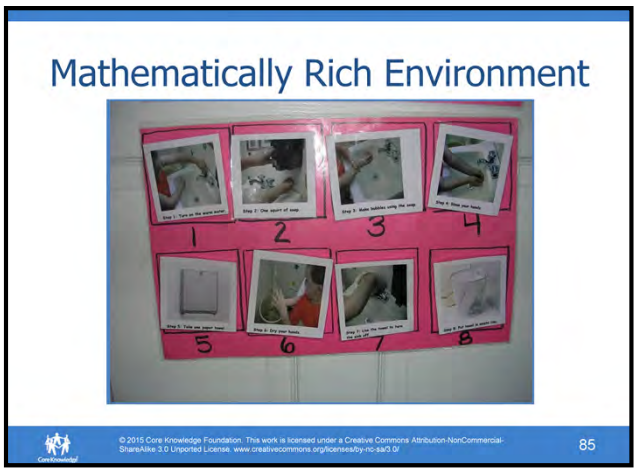

1. Review flip charts and photos that demonstrate a mathematically rich environment with participants. Be sure to mention:
    - We often hear the term “print-rich” environment, but aren’t always as intentional about creating a mathematically rich environment.
    - Manipulatives so that children can explore math concepts.
    - Math activities displayed that demonstrate the counting and math concepts are taking place in the classroom.
    - Real world uses of numbers and counting (e.g., calendar, telephone, cash register, recipes, etc.)
1. Remind participants that just as the classroom should clearly indicate that literacy activities are taking place (through a print rich environment), it should be equally clear that math activities are taking place through a mathematically rich environment.
2. Both print and math rich classrooms include not only evidence of teacher directed activities, but also opportunities for children to use and explore print and math on their own.

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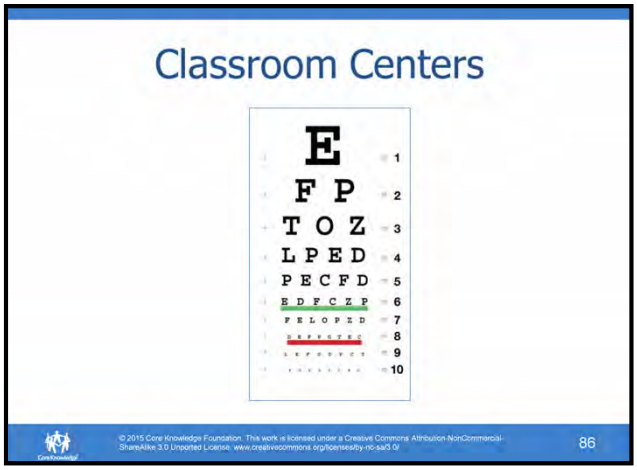

1. Now we're going to take a few minutes to look at classroom centers.
2. ASK: How many of you have been to the eye doctor and had the exam where they put different lenses in front of your face? They flip the lenses and say, "Which one is better? One? Or Two?"
3. Sometimes it is easy to tell which one is better and sometimes it is more difficult. Sometimes, there is not one that is better than the other.
4. Well, we're going to do a similar activity as we look at some classroom centers. As we look at each set of pictures, let's discuss which one might be better and what the pros and cons of each center are.

NOTE: Use the up/down arrow to toggle back and forth between the pairs of images if participants need to see them again.

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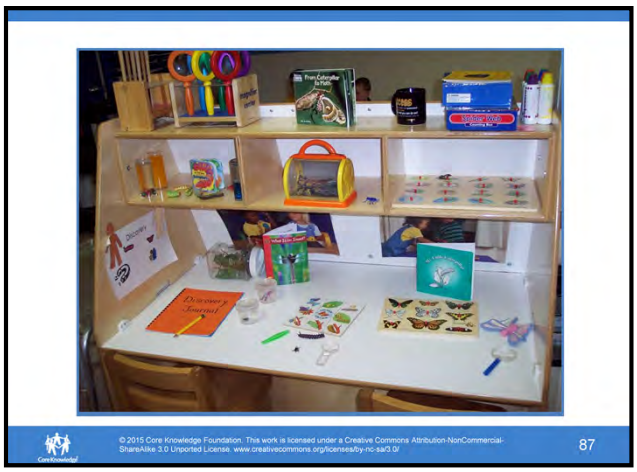

Make the following points:

+ Both centers have writing materials and books. These foster a print rich environment, and with some initial modeling from the teacher, children learn that they can document observations and look up related information in books

- While the first center has items that address several Core Knowledge science skills, there is no focus. There is no support for children to carry on an ongoing investigation or really extend a teacher guided science activity or use parts of the scientific reasoning cycle.

Note: let participants know that the scientific reasoning cycle is a preschool friendly version of the scientific process and that we'll discuss it more fully when we look at the daily routine.

+ The second photo has a clear focus that provides multiple means of furthering an investigation of butterflies and insects.

1. Intentionality is important. The science and discovery center should be addressing specific skills from the sequence. Open exploration is fine when it is focused, but putting too many unrelated items out encourages children to "flit" from one to another without making any connection between them.
2. A good way to support science centers is to prime children with a question before they got to the science center. Consider what questions can be asked about the materials available at the science center. It is helpful to keep the following verbs in mind:

   • Hypothesize • Classify • Describe • Predict • Measure

   • Communicate • Compare • Infer • Contrast • Create
3. These verbs provide the basis for the types of questions that can be asked at the science center. For example, "What do you think will happen if we mix the yellow water and the blue water?" "Which items will float?" and

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“Which container will hold the most water?”

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Make the following points:

1. Each center should have enough materials to support several children in engaging activities (number of children dependent on the size of the center.

+ The "dirt" table extends the use of dirt in real world ways by adding flowers, bugs, worms, and snakes. Each center can be altered to support ongoing classroom themes and provide opportunities for children to explore and extend skills that are being addressed through other activities.

2. The sensory table can be used for more than sand and water:
    - **Colored straws** can be added at the beginning of the week with some scissors to create a snipping table (working on fine motor / pincer skills). At the end of the week, the small pieces of colored straw can be strung on necklaces to work on patterning skills, colors, differentiation of length (long, short) and quantity (more red than green), etc.
    - **Colored bottle caps** if you ask parents to save plastic colored bottle caps from soda, juice, milk jugs, spices, etc. you will end up with hundreds very quickly. Children love to manipulate these as a sensory experience, and with some high-quality interaction, teachers can reinforce concepts related to color, size, patterns, etc.
    - **An island of Styrofoam and plastic animals** can be added to reinforce concepts about land and water animals. Children can classify the animals by placing the land animals on the Styrofoam island.
3. Opportunities to align with classroom topics or domains and skills are endless!

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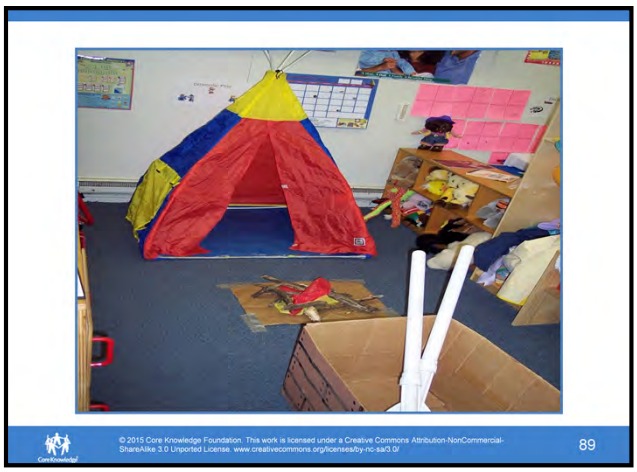

Make the following points:

1. Familiar dramatic play themes like housekeeping, doctor's office and grocery store are perfect for the beginning of the year, but one of the most often missed opportunities to support learning comes when teachers rarely change their "housekeeping" area to anything else.
2. Again, opportunities are endless to support ongoing classroom skills and themes.
3. Mention "Preschoolers at Play" ebook (available from books.coreknowledge.org) and talk about how any dramatic play scenario provides opportunities to incorporate real world uses of reading and writing through theme appropriate props like appointment books, maps, menus, and signs.
4. Also, make a note about supervision and the use of the tent, as we want to ensure that children are visible by adults in the classroom.
5. Make the point that placing dramatic play and block centers next to one another allows for combined imaginative play and sharing of props.

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Make the points that:

- The first center appears to have shag carpet at the block center. This will make it difficult for children to build tall structures.
+ The second center has clearly marked spaces for the blocks to support children's autonomy and responsibility at clean up time.
- Both centers could use more additional manipulatives like cars, animals, street signs, etc.

1. Remind participants that the block center should be setup so that it is surrounded on three sides to discourage children from cutting through the center to get somewhere else. This minimizes opportunities for children's structures to be accidentally knocked down.
2. Share the idea that teachers may want to use tape to mark a walkway around the outer edge of the center so children know where to walk when they are getting blocks and materials for their structures.
3. The block center is also a good place to include writing materials. Children can be encouraged to plan their structures first by drawing then building or to capture their structures by drawing them after they are build.

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Make the points that:

+ The first center includes books that support an apparent topic or domain (bugs, butterflies, insects) and that it includes props to reenact stories. This center also includes a journal (bottom center).

1. Tell participants that centers should have writing materials and teachers should model how and why children might write in the center. For instance in the library center, children may want to write, dictate, or draw about a favorite book.

   + The second library look inviting with soft materials, carpet, stool, stuffed animals.

   - Both libraries look a little short on books, but the photos may only display one of several shelves in the center.

2. Experts recommend 5 to 10 books per child in the classroom.

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Make the following points:

1. Writing center should provide opportunities for children to initiate their own writing projects, but should include support from the teacher in the form of writing stroke models, words to copy (later in the year), and teacher presence in the writing center to model and talk with children about writing activities.
2. The center should have a variety of writing materials and surfaces.
3. Make the point that quiet centers like the library and the writing center should be next to one another and if possible away from more lively / noisy centers like dramatic play.

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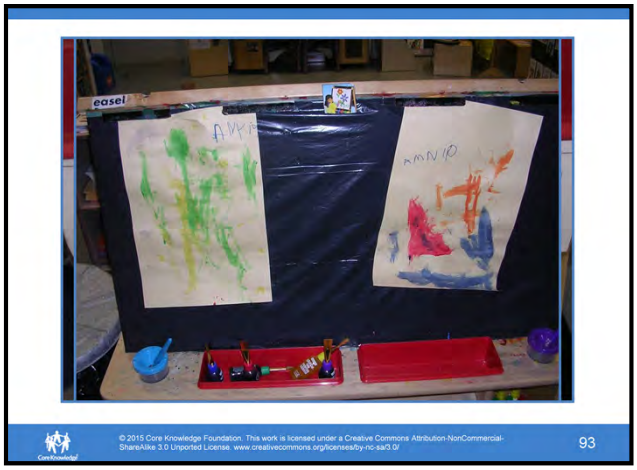

Make the point that:

+ In a clean and orderly center, children learn respect for classroom materials and other peoples belongings from what adult model.
- Children can't use dried up paint.
+ Point out the pictorial directions on the second easel.

1. Point out the idea of covering the easel with plastic bag for easy clean-up.
2. Make the point that art center should be placed next to a water source for easy setup and cleanup.
3. ASK participants if there are any questions about classroom centers.

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1. Quality comes both from what we HAVE in our classrooms <CLICK> , and also from what we DO in our classrooms <CLICK>.
2. Reiterate this point by dividing class into six groups and have each group revisit on of the “environment” flip charts to write a “H” for have or a “D” for do next to each item.
3. Tell participants that past attempts to define and measure quality in early childhood education focused on class size, teacher education, and credentialing and provided limited results in terms of figuring out how to implement the kind of quality that leads to improved child outcomes.
4. Curriculum alone also doesn’t appear to make the difference. Consistent evidence suggests that if we want to improve children’s academic achievement and social skill development, we need to focus on how teachers instruct and relate with children, or the interactions teachers have with students.
5. Effective teacher-student interactions provide emotional support in terms of positive relationships between teachers and children; they provide classroom organization through well-managed classrooms, with strong positive behavior management and engaging learning activities, and the interactions provide instructional support by providing feedback, language modeling, and facilitation that helps children to extend thinking through engaging higher-order thinking skills like predicting, comparing, and contrasting and by connecting new information to the children’s own lives and things that they already know.
6. Ask participants to consider how their “H” and “D” items support emotional support, classroom organization, and instructional support.

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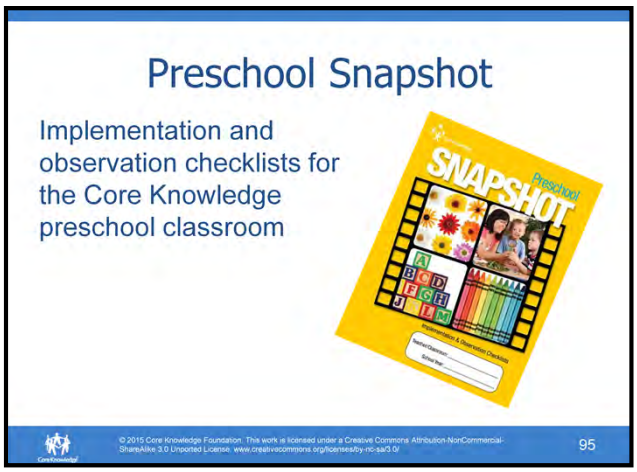

1. Tell participants that the Core Knowledge Preschool Snapshot includes implementation and observation checklists to help ensure that both the "haves" and the "dos" in their classroom foster quality.
2. Explain that The Core Knowledge Preschool Snapshot: Implementation & Observation Checklists are designed to assess how well the Core Knowledge Preschool Sequence is being implemented. The checklists can be used for a variety of purposes:
3. Teachers can use the tool to setup their classrooms and evaluate their implementation of the Preschool Sequence.
4. Administrators can use the tool to evaluate implementation and identify opportunities for further professional development and program improvement.
5. The Snapshot includes space and score sheets for three observations over the course of the year.
6. The Snapshot Set includes:
7. Core Knowledge Preschool Snapshot: Implementation & Observation Checklists: a 43-page spiral-bound set of observation forms including:
    - The classroom environment checklist
    - The classroom practices checklists (planning and assessment practices, language support practices, and classroom and behavior management practices)
    - The daily routine checklists (Individual checklists for arrival, meal time, circle time, small group, center time, music and movement, second circle, and read aloud).
    - Language of Instruction Lists
    - Three Comprehensive Score Sheets: Using the scoring sheet, performance percentages can be calculated for each checklist.
8. Allow participants a few minutes to review the Sample Snapshots.

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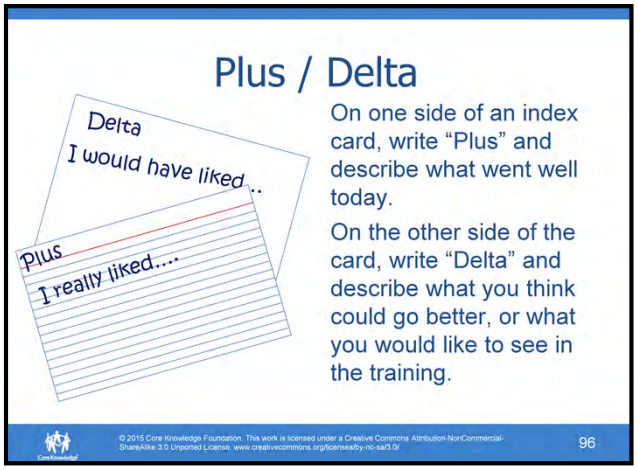

1. Before closing for the day, have each participant fill out a Plus/Delta card to inform remaining sessions and changes for future sessions.
2. On one side, participants should write "plus" and include anything they liked or what went well in today's session
3. On the other side, participants should write "delta" and indicate areas of opportunity for improvement.

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Preparation:

Place a “borrow bag” on each table with sticky notes, pens and markers.

Post the Preschool Classroom Pictorial Schedule Cards on the wall in the following order:

> Arrival, Circle Time, Planning, Center time, Review, Outside, Read-aloud, Snack/Lunch, Small Group, Nap, Rhythm & Music, Dismissal

Order the schedule cards here (or make your own!): https://www.coreknowledge.org/product/preschool-classroom-schedule-cards/

Place a center time card on each table. (Center time cards can be found in the CenterSigns.doc file. They should be printed on card stock for durability.)

Have Quiz-Quiz-Trade cards with you to hand out at the end of the day for the last activity. Do not leave these on the tables in advance. (Labels to create Quiz-Quiz-Trade cards can be found in QuizQuizTradeCards.docx. Print on Avery 8163 labels and adhere to index cards, questions on one side, answers on the other.)

1. Welcome participants.
2. Review yesterday’s session.
3. Address any plus / delta cards that need attention.

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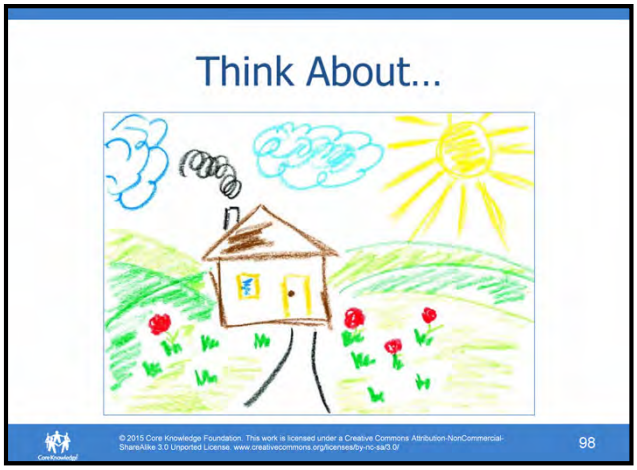

1. Before we get started, we're going to do another ice breaker activity. Take a few minutes to think about your favorite classroom activities and projects.
2. Have each participant pick one of their favorite activities to describe to the group. Have them write the activity and any notes they need on an index card.
3. Tell participants to make sure that they select an activity that has some sort of work product that might be included in a student's portfolio.
4. Allow participants 3–5 minutes to select and write down a favorite activity.
5. Reintroduce yourself and share your favorite activity.
6. Have each participant introduce themselves and their favorite activity.

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1. Think about what skills are addressed with the activity you mentioned.
2. We always want to be intentional about what we are doing and about addressing skills from the Sequence.
3. Often, teachers conduct an activity because it fits with the time of the year or a particular classroom theme, but they may give little regard to specific skills addressed by the activity, focusing rather on the end product.
4. In the Core Knowledge classroom, intentionality is a hallmark, and our goal is to ensure that we are addressing the skills of the Sequence and that we address them in an intentional and sequenced manner.
5. One of our programs posts a sign like the one pictured next to all work products that are displayed. <CLICK>

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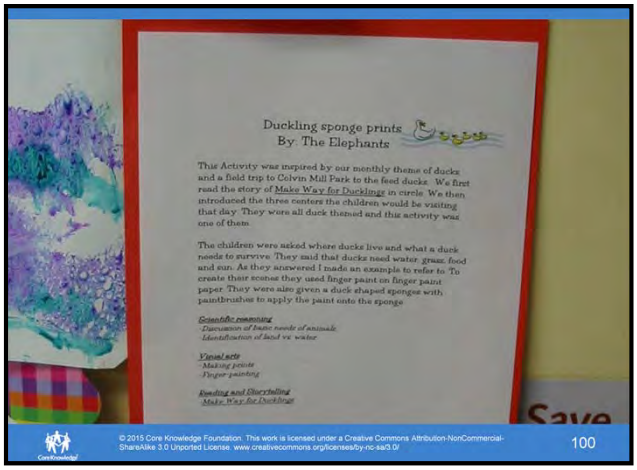

The sign provides information about the activity and specifically what skills were addressed. This helps the teachers remember to plan and be intentional, and it helps parents and visitors see the good work and learning that are taking place in the classroom.

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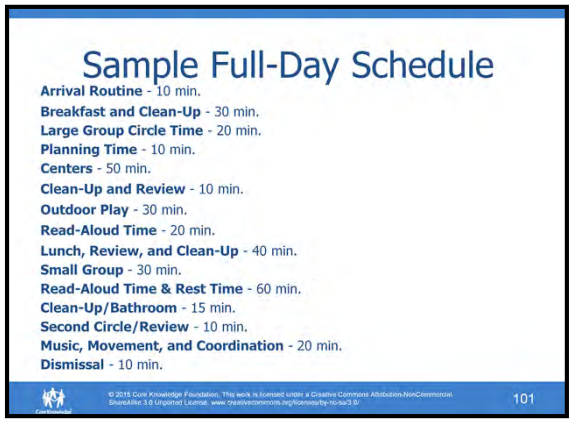

1. Before we look at how we plan for each day, let's look at what a typical daily schedule looks like.
2. There are many possibilities as far as a daily schedule, depending on whether the preschool program is a full or half-day program, state licensing requirements, and so on. The time recommendations are suggestions that may need to be modified given their own individual circumstances.
3. First, let's look at one possibility for a full day program.
4. <CLICK> through each element of the full day schedule providing a brief description of what happens during that time. Be sure to discuss the additional bullet points that will appear of Arrival, Large Group, Center Time, and Small Group.
5. Tell participants that we will discuss each of these portions of the daily routine in more detail when we look at a typical day in a Core Knowledge classroom.
6. Point out the pictorial schedule on the wall.
7. Explain that we use the pictorial schedule not only to help the children learn and follow the routine, but also to help the children build awareness of and orientation in time. We refer to the schedule throughout the day. We can use it to support skills related to oral language and concepts of before, after, and next.

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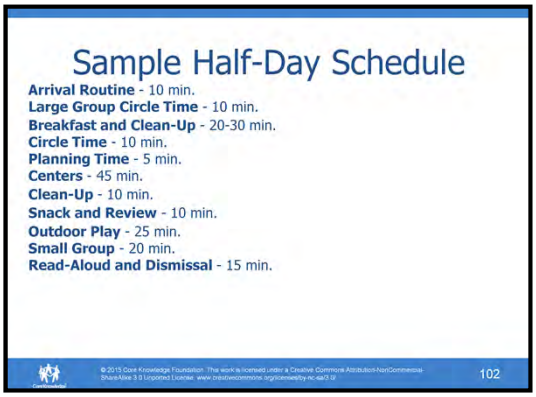

1. Half-day programs should include the same basic components, though the duration of each may be shorter and the order of the elements may shift.

2. For example, in the interest of time, the teacher may want to incorporate other activities during center time. Many teachers find it effective to pull small groups of children to work on teacher-guided activities, while the other children continue to play in centers. By the end of the week, they have had an opportunity to work with all children in a small group structure.

3. Another option is to consider using 15 minutes of the center time period each week for a teacher guided, large group music and/or movement activity.

4. Also, teachers can either do science activities once per week during center time or during circle time.

5. <CLICK> through each element of the full day schedule providing a brief description of what happens during that time. Be sure to discuss the additional bullet points that will appear of Arrival, Large Group, Center Time, and Small Group.

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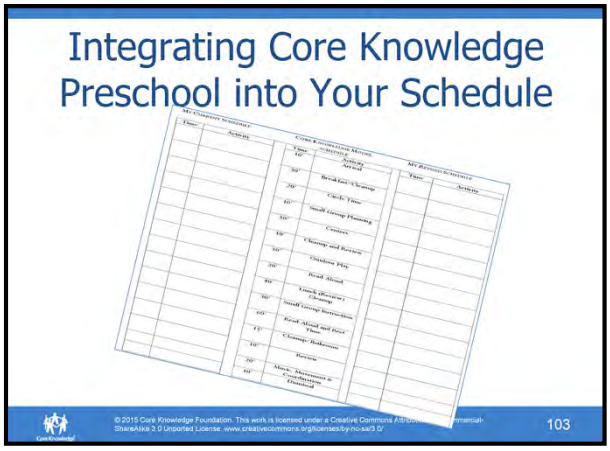

1. If running short on time or working with a group of participants from many schools, you may skip this activity, but direct participant to the forms so they can work on their own schedules.

Integrating Core Knowledge Preschool into the Daily Schedule

Activity: Core Knowledge Schedule Activity (10 minutes)

1. Workbook pages 5–6.
2. Suggest that participants take ten minutes to think about their current schedule in relation to their checklist and the sample schedules that were presented.
3. A blank copy of this form is on the next page of their workbook. In the left hand column, participants will record their current classroom schedule. Then using the middle column, the Core Knowledge model, as a guide, participants will revise their schedule and record in the right hand column. Remind participants that the Core Knowledge schedule is a model, so variation is to be expected.

Note: Be sure that participants use the correct workbook page, based on their needs.

Full-day programs—p. 5

Half-day programs—p. 6

4. Tell participants when they are finished, they can use the checklist on p. 7–10 to self-reflect on the current use of schedules in their classroom.
5. Let participants know that they can continue to refine their schedules on their own after today's workshop.

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1. Now let's look in more detail at a typical day in a Core Knowledge classroom.
2. You will notice as we go through the daily routine that there are many skills taught and reinforced within the daily routine. As we address each skill today, we will point out once again how the skills are sequenced from easy to difficult and from concrete to abstract.

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1. Before we look at a typical day, I'd like to tell you a little about the Core Knowledge Language Arts program, so that if you aren't using it, you can learn about it and if you are planning to use it, you can see where it fits into the Core Knowledge preschool day.
2. The Core Knowledge Language Arts program is a comprehensive ELA program for the Core Knowledge level II skills addressed in the Language and Literacy section of the Sequence.
3. The program includes lesson plans and or materials for read-alouds, small group literacy instruction, nursery rhymes, transitions, and more.
4. We will take a quick look at these components and how they fit into the typical day, but we will not spend time in this *Preschool Sequence* session on the nuts and bolts of CKLA.
5. If you want to learn more about CKLA, you can visit the Core Knowledge website.
6. CKLA is available for free download or can be purchased from Amplify Education.

   http://coreknowledge.org/ckla-files

   https://store.amplify.com/ckla-prek-kit-p698.aspx

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1. The Pictorial Schedule is an important feature of the early childhood classroom for building an understanding of the daily routine and building children's orientation in time.
2. Once the children are very familiar with the daily schedule (i.e., they have participated in the same, consistent daily routine of activities and have referred to the pictorial schedule frequently, the pictorial schedule can be used as a tool to teach and reinforce orientation in time skills, sequencing skills, social skills related to responsibility [if the “schedule keeper” is assigned as a job]).
3. Here’s a tip: Before displaying the pictorial schedule cards, frame morning activities with one color of construction paper and afternoon activities with another color of construction paper. Throughout the day, refer to the pictorial cards by color, for instance, the blue morning schedule and the red afternoon schedule. Later you can ask, “What are the first two things we do in the morning?” or “Do we eat our snack in the morning or afternoon?” The colored frame provides children with a visual cue to associate with morning or afternoon. You can use the color as a hint to scaffold children’s answers.
4. Tell participants there are directions for making and using a pictorial schedule on pp. 11–13 of their workbook.
5. The pictorial schedule cards seen here (and eight others) can be purchased from the Core Knowledge Foundation, but making your own is also fine!

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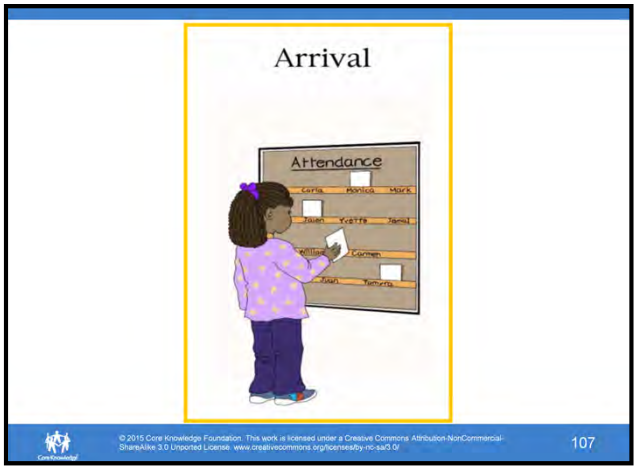

1. Explain to participants that during the next several hours, you are going to introduce them to a typical day in a Core Knowledge preschool classroom, following the pictorial schedule.
2. Point out on the pictorial schedule that the first activity each day takes place when each child arrives at school.

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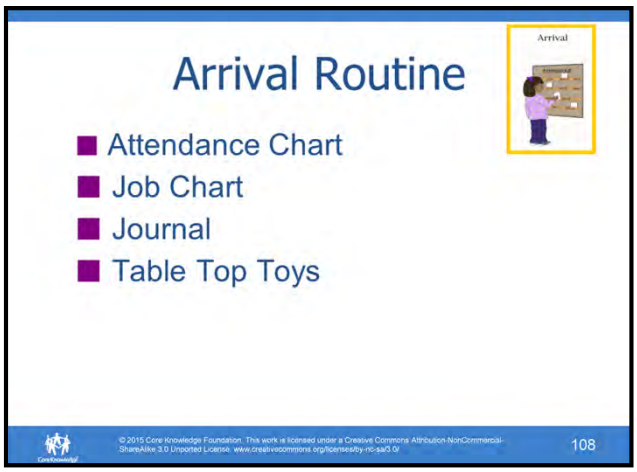

1. The length of the arrival time routine may vary from center to center, depending on whether children are transported to school by their parents or by bus.
2. Usually, a 10–15 minute period is designated for the arrival routine. During that time, each child performs certain tasks related to the attendance and job charts, writing in his journal, and referring to the pictorial schedule.

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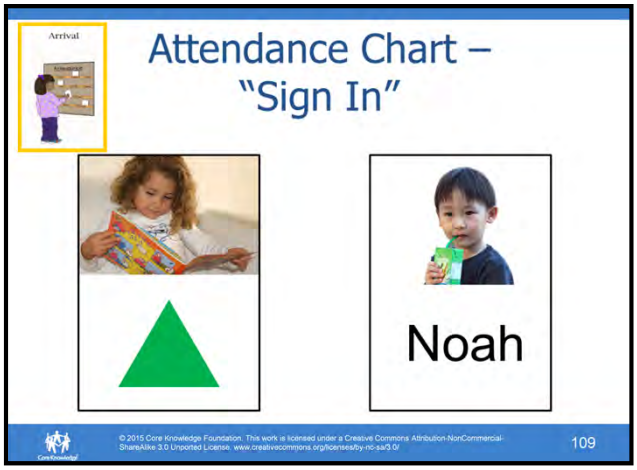

1. Explain and demonstrate the use of the pocket chart and various nametags as a means of taking attendance. Call particular attention to the sequencing and scaffolding of attendance taking activities over the course of the year and according to the child's age.
2. We start with a photo nametag with a colored symbol and picture of the child for a three-year-old or a picture and name for a four-year-old. As the school year progresses, the teacher removes the child's picture and has the child check in referring only to the symbol or name.
3. Point out that when removing pictures from symbols, not all children's pictures have to be removed at the same time. Move as child is ready.
4. It is also helpful to mix up the nametags periodically so students don't memorize their location on the chart. When doing this for the first few times, it is helpful to have the teacher or assistant close by, so the children don't get frustrated.

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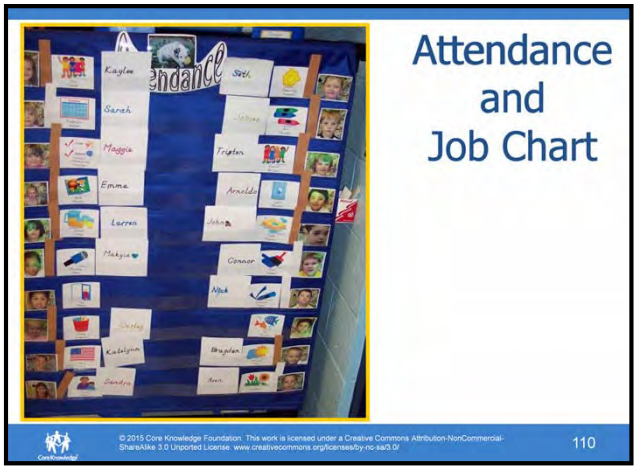

1. For four-year-olds, start with a photo nametag with the child's first name and picture. As the school year progresses, the teacher removes the photo of the child and asks the child to check in with the printed nametag. Once the child is competent in recognizing his name, the attendance activity changes and the child is asked to actually begin writing his own name.
2. Tell participants that their workbook contains a detailed description of how to make and use the attendance chart with both three- and four-year-olds.
3. One important thing to note is that you should write student names in title case (e.g., as a capitalized proper noun) and not in all capital letters. Children should begin to get used to seeing upper and lowercase letters used appropriately. It may also be helpful to find out what style of writing your kindergarten class uses. There are several different ways to make a, k, and g for example. You may want to use whatever the children will be taught in kindergarten.
4. If you look at this chart for a minute, you will see that in addition to attendance it is used to keep track of daily jobs for the children and to find out if the child wants white milk or chocolate milk at lunch time.
5. Point to the milk carton and tell participants that the carton contains white strips of paper and a chocolate milk carton on the other side of the chart contains brown strips of paper. The children have been taught to select and add a strip of paper when they sign in.

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1. Here's another way to check in once children recognize their names. <CLICK>
2. The attendance routine can be used to reinforce distinction between boys and girls as well as counting how many of each are present. <CLICK>
3. Later in the year, children can write their names to sign in.

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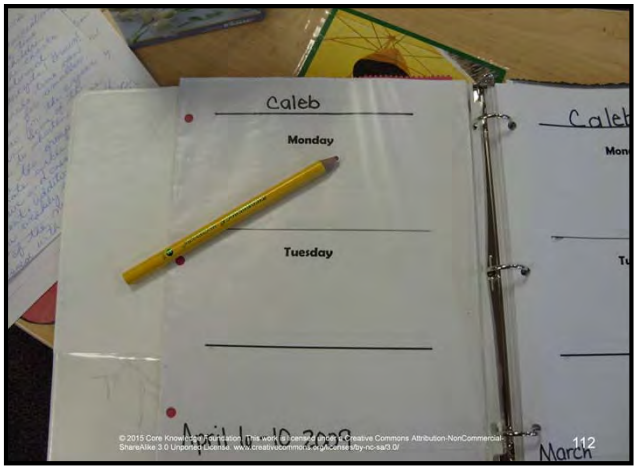

Note that by spring, many children will be able to sign their names to check in each day.

Image Credit: Core Knowledge Foundation (Alice Wiggins)

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1. On the last slide, we saw some teacher made job cards. There are also commercial products available to fill this need.
2. Tell participants that we will look at available resources in more detail after we go through the typical day.
3. At the beginning of the year, teachers will need to introduce only one or two jobs at a time, explaining and demonstrating the responsibilities associated with each job.
4. Some teachers change the jobs on a weekly basis, others think this is not enough time and change jobs with less frequency.
5. <CLICK> Tell participants that for future reference, directions for making and using attendance and job charts is in their workbook on pages 14–17.

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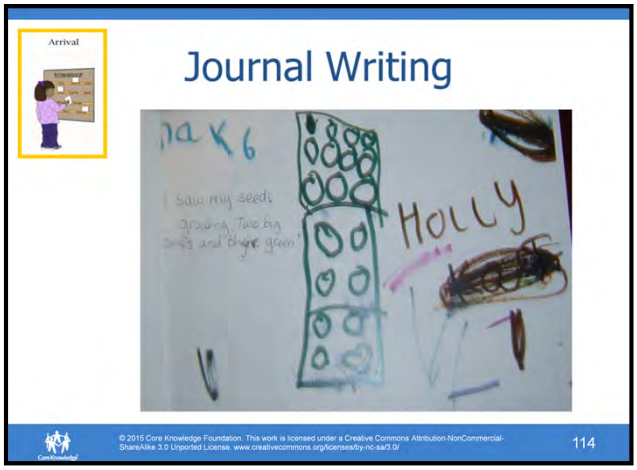

1. Once a child has signed in, it is helpful to provide an activity for them that can be done with minimal support from the teaching staff since staff are busy greeting children and their parents.
2. Teachers often use journal writing at this time. The children keep their journals in their cubbies and are taught that once they complete the attendance chart and any job they may have, they are to “draw” and “write” in their journal.
3. Teaching staff can take dictation from the child in the journal. This provides modeling and makes the connection with oral and written language. The teacher is demonstrating where on the page to begin writing, correct penmanship. Reread the entry after writing it down. Have child reread with teacher.

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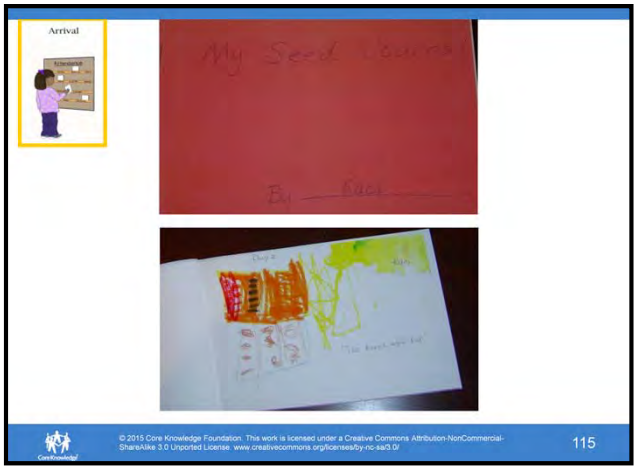

1. The teacher and assistant teacher circulate among the children, talking about their journal entries and taking dictation.
2. Teachers can start out focusing on 2–3 children each morning. By the end of the week, each child should have an opportunity to dictate a journal entry.
3. Tell participants that for future reference, guidelines for using journals in the classroom appear on page 18 of their workbooks.

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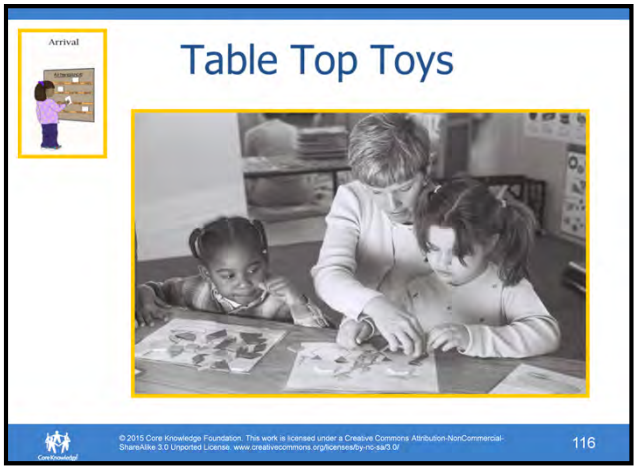

1. Another option for children who are waiting for their classmates to arrive are table top toys or manipulatives.
2. You can place several options on the tables for the children to use independently, or as your time permits, with teacher or assistant interaction.
3. From the middle to the end of the year, if you have children who are actually writing to sign in, you can use this time to work with them to support their developing writing skills.

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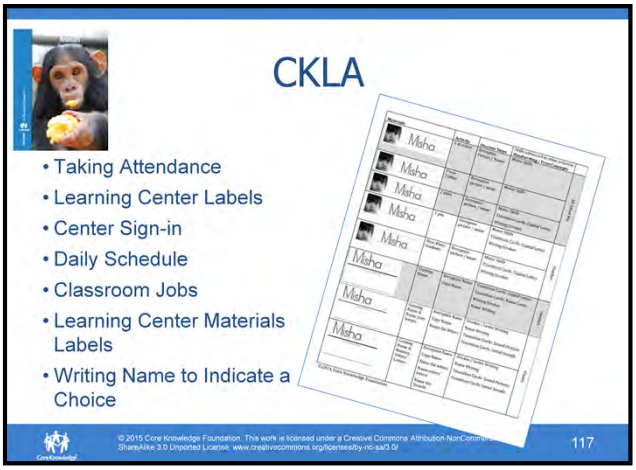

1. In CKLA attendance and jobs routines are included in Starting the Day or circle time, but they can certainly be done during an arrival time.
2. Lesson plans and templates for these activities are included in CKLA.
3. On page 19 of your workbook, you will see how name writing is scaffolded in CKLA through the attendance routine.

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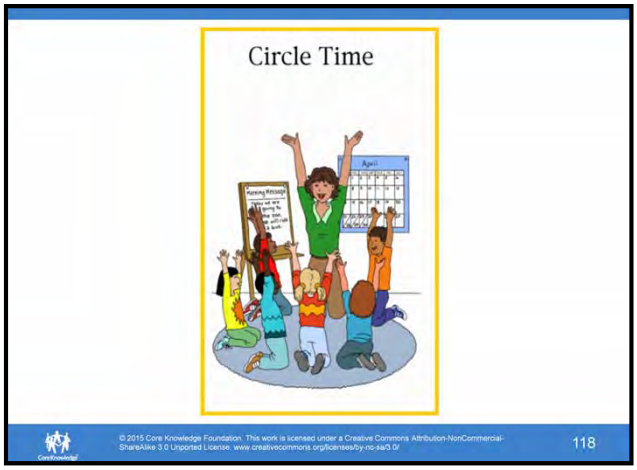

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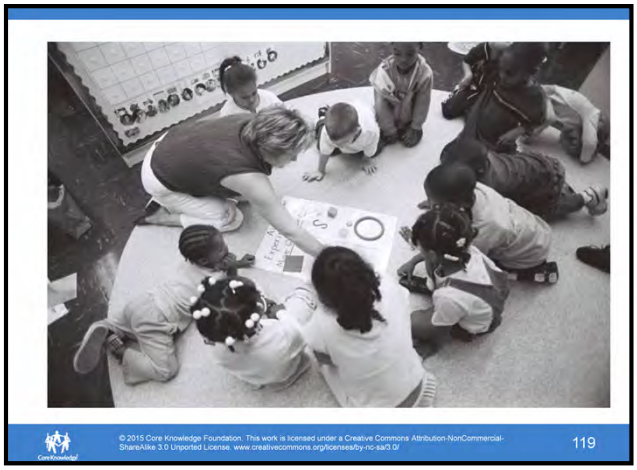

As we discussed when we reviewed the daily routine, there are a number of activities that we do during circle time that allow us to introduce and reinforce skills and competencies. Although some of the skills and competencies change, our morning circle time has a pretty static structure.

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1. At the start of the school year, we may have a very short circle time. We increase the length of the circle time as children get acclimated to sitting and listening. These are new skills for some preschoolers, particularly three-year-olds.
2. At circle time we may do the following activities (starting with one and working our way to most of them daily by the end of the school year):
    - Attendance Chart—reviewing who is absent and who is here
    - Pledge of Allegiance
    - Nursery Rhymes
    - Calendar
    - ABCs/Counting
    - Morning Message
    - Other Specific Skills related to our plan for the day
3. Let's look at these circle time components in more detail

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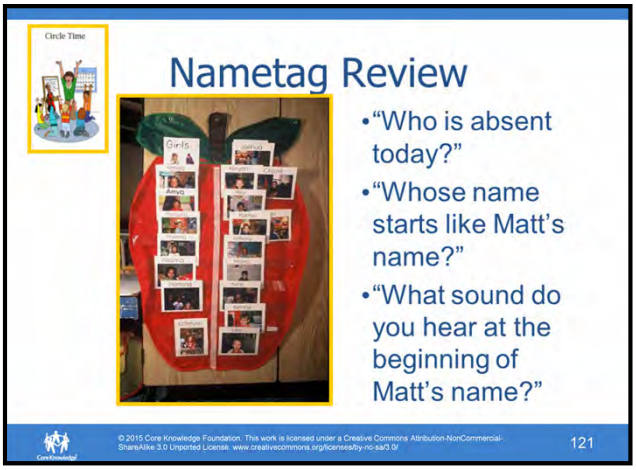

1. We review the nametags in the attendance chart each morning. This is an opportunity to practice social greeting as well as name recognition. Teachers should encourage children to participate in trying to recognize their classmates' names, as well as their own names.
2. We also may incorporate other simple activities with nametags, such as questions like:

   "Who has a name that starts with the /m/ sound?"

   "Who has a name that starts with the letter 'M'?"

   "Why do you think [name] is absent today?"

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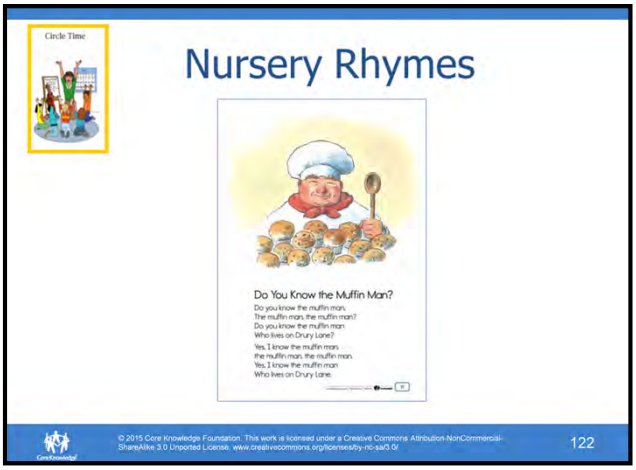

1. Another task that we do at circle time is a weekly nursery rhyme. Nursery Rhymes promote print awareness and phonological awareness.
2. This is a sample nursery rhyme from the CKLA collection. These nursery rhymes posters are available for free download as part of CKLA and can be used even if you are not using CKLA.
3. Teachers can use circle time as an opportunity to teach new nursery rhymes, as well as recite old favorites. Phonological awareness activities can also be part of nursery rhyme practice.

Image Credit: Core Knowledge Foundation (Lina Chesak-Liberace)

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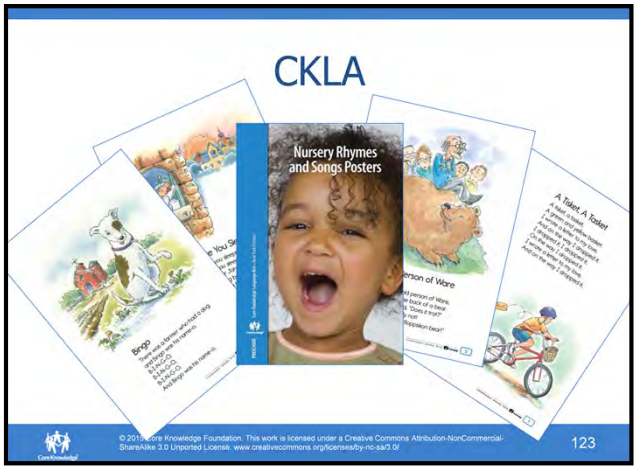

Again, these full color nursery rhyme posters can be downloaded from www.coreknowledge.org/ckla-files.

Image Credit: Core Knowledge Foundation (Amy Wummer, Lina Chesak-Liberace)

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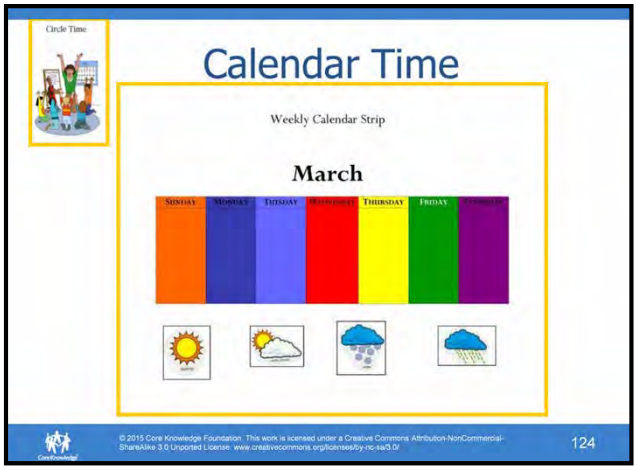

1. Calendar is on classroom activity that the *Core Knowledge Preschool Sequence* approaches in a unique way. The skills required to fully understand a calendar are sequential.
2. For three-year-olds, a weekly calendar is most appropriate. Before teaching a monthly calendar, we want to ensure that children know the days of the week – not just the names, but also the sequence.

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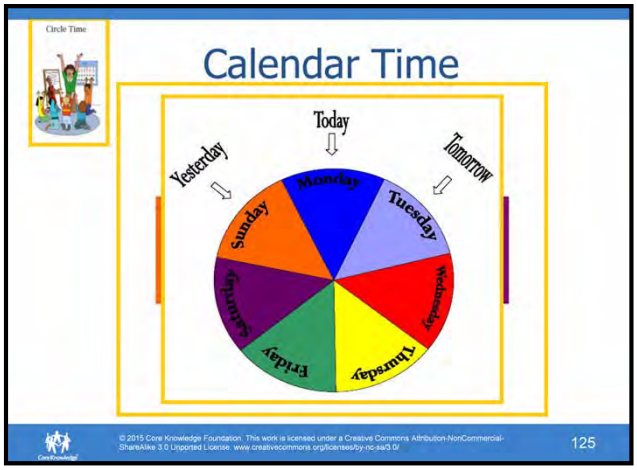

1. We also want to teach the concepts of “today,” “yesterday” and “tomorrow.”
2. Many teachers teach children the names of the days of the week by teaching them the names set to the tune of a familiar song.

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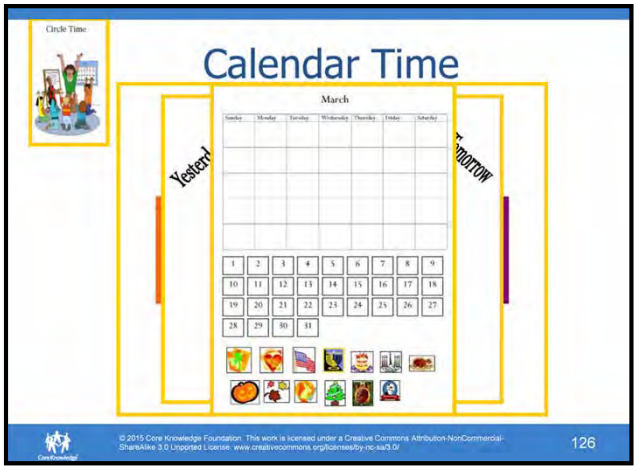

1. We begin incorporating the monthly calendar in the second or third month of circle time once the children have learned the days of the week and their sequence.
2. If we have only three-year-olds, we may use the weekly calendar for the entire year.

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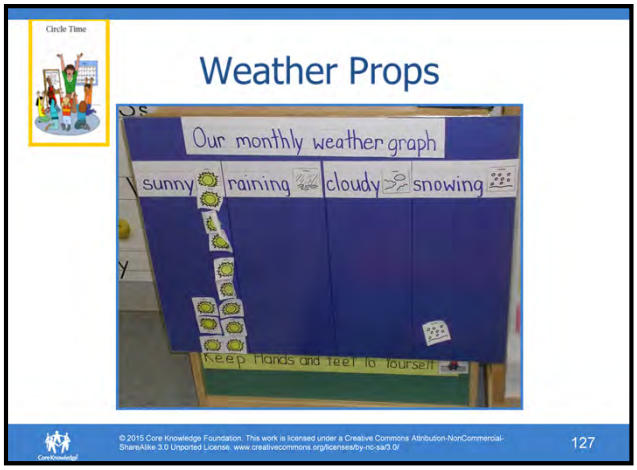

1. When discussing the weather during circle time, it's helpful to use weather props. The props in this slide were created by teachers to use in their classrooms to illustrate weather. <CLICK>
2. You can make your own or purchase some from an educational supply store.
3. Remember, young children need many concrete cues before they can grasp abstract or distant concepts. The weather is outside, not in the classroom. We need to give children cues about the weather. Let them look out the window. Remind them how they dressed for school. Did they wear a coat? Hats? Gloves? Rain boots?

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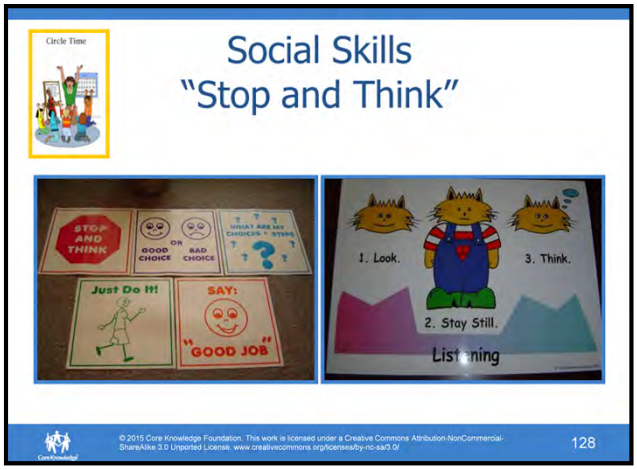

1. Core Knowledge recommends use of an explicit social skills program. Many Core Knowledge schools use a program called Stop and Think, by ProjectACHIEVE. Circle time is used to teach and review the steps for the social skills introduced through the program.
2. The Stop and Think program teaches children the steps for specific social skills. For instance, through the program, children learn that listening means:
   - Eyes forward.
   - Hands folded.
   - Mouth closed.
   - Ears open.
3. Once we have taught the children this skill, all we have to do is say, "show me listening."
4. For more information about the Stop and Think program, contact ProjectACHIEVE at http://projectachieve.info/stop-think/stop-and-think.html.

Image Credit: Core Knowledge Foundation

Products:
Stop and Think Social Skills Posters (http://store.voyagersopris.com/stop-think-social-skills-program/)

I Care Cat, Peacemaking Skills for Little Kids
(http://store.peaceeducation.org/peacemakingskillsforlittlekidscompleteclasssetwithcd.aspx)

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1. The Core Knowledge Stop and Think CD Songbook is aligned with the ProjectACHIEVE Stop and Think Social Skills program. Each song on the CD supports one of the social skills covered in the program. The posters have the steps for each social skill on the front, and the song lyrics on the back.
2. If you have the posters, refer to them as you discuss them. Also let participants know that there is a copy of one of the social skills songs, and one of the posters on the Core Knowledge website so that they can hear and see a sample.

Songbook CD:

http://books.coreknowledge.org/product.php?productid=16286&cat=&page=1

Posters:

http://books.coreknowledge.org/product.php?productid=16287&cat=&page=1

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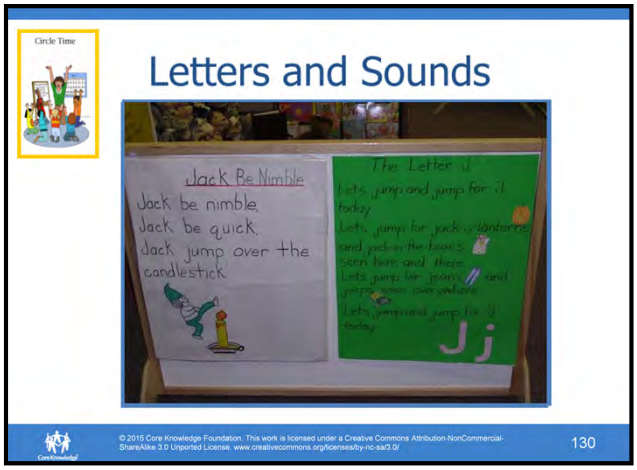

Another circle time activity includes attention to the letters of the alphabet, whether through singing the ABC song or other quick print related activities.

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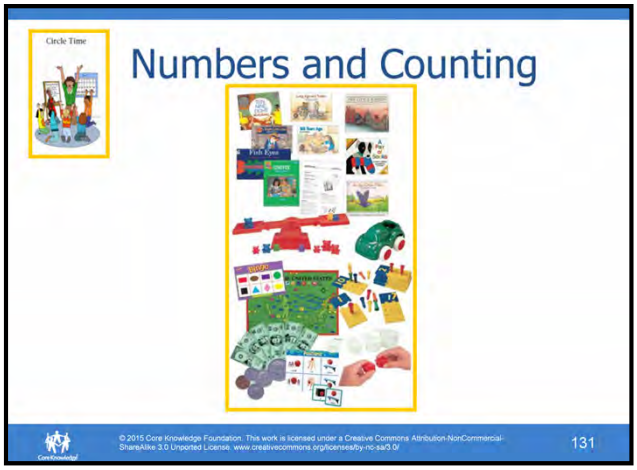

1. Core Knowledge recommends a comprehensive preschool math program. SRA Number Worlds is aligned with Core Knowledge and is used by many Core Knowledge preschools. It includes short math activities that are appropriate for circle time. For instance,
    - Count Up: in which the children count forward
    - Blast Off: in which the children start at the number ten and count backward
2. These activities lay the groundwork for more complex math skills, such as counting objects and simple addition and subtraction.
3. It is important to note that the games do not include the number zero. This concept is abstract and is left for kindergarten teachers to address.
4. Regardless of what math program you use, circle time provides an opportunity to reinforce math skills that have been taught during other parts of the day.

Image Credit: The Knowledge Tree

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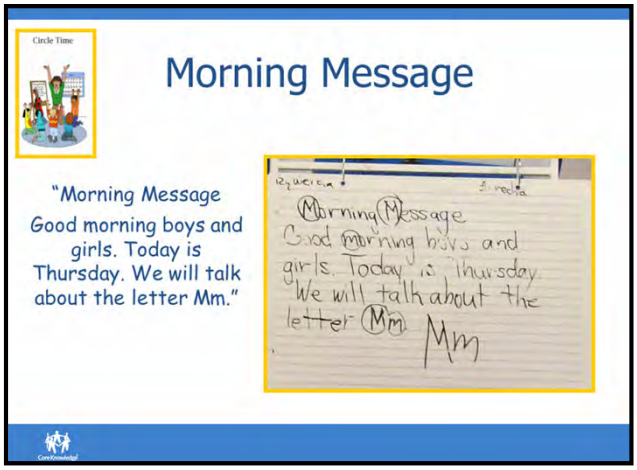

1. Another activity that can be incorporated into circle time is a shared writing activity called the "Morning Message."
2. In this activity, the teacher models writing a simple message on chart paper or white board every day.
3. The children "read" the message with the teacher's guidance. And then the teacher leads the children in a discussion about the message which may include talking about:
   - Conventions of print—where do we start writing or reading this message?
   - What kind of letter starts each new sentence?—to finding examples of specific letters and/or words. "Show me…"
   - Shared writing—Teacher goes back and asks the class questions based on the writing activity they just completed.
4. You can see in this example, the teacher has asked the children to find the letter *M*.
5. The morning message should always be written in the presence of the children.
6. It provides rich opportunities for both modeling and reinforcing literacy skills if the message writing is an interactive process.
7. Tell participants that for future reference, guidelines for morning message appear on pages 20–33 of their workbooks.

Image Credit: Core Knowledge Foundation

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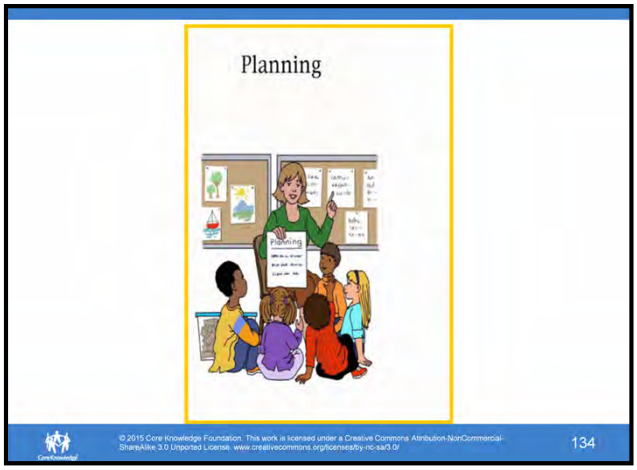

1. Thirty years ago the High/Scope curriculum model first introduced a process called “plan-do-review” to help children develop planning and review skills.
2. This process is extremely effective and has since been adopted by many different preschool classes.
3. Before center time, children are asked what they plan to do and which center or centers they plan to visit. The process supports oral language development as the children make a plan, carry it out, and then reflect on and discuss the results. It supports children’s use of language, turn taking, and planning skills.
4. At the beginning of the year, a child’s planning may be pointing to the center they wish to visit, or saying the name of the center. As the year progresses, the teacher models for children how to make plans in the form of complete and descriptive sentences. The teacher scaffolds the child’s plan by asking questions designed to elicit more information about the plan. For instance:
   - What are you going to do?
   - What are you going to use?
   - What materials do you need?
   - What tools do you need?
   - Where are you going to do it?

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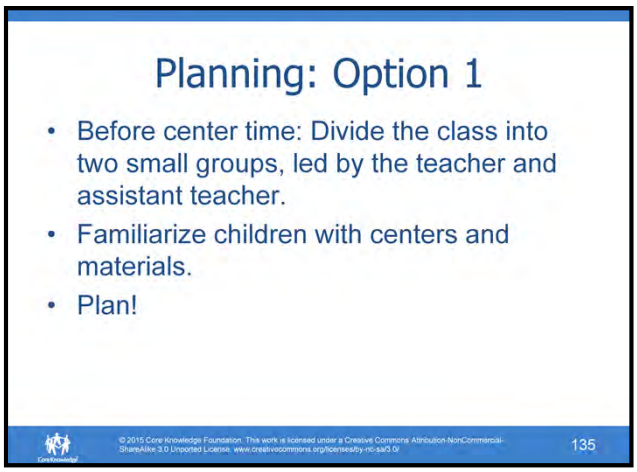

How to plan:

1. There are many ways to conduct planning time in the classroom. Here are a few options.
2. Review the options on the next three slides with participants. Give participants time to talk about the options as a group.

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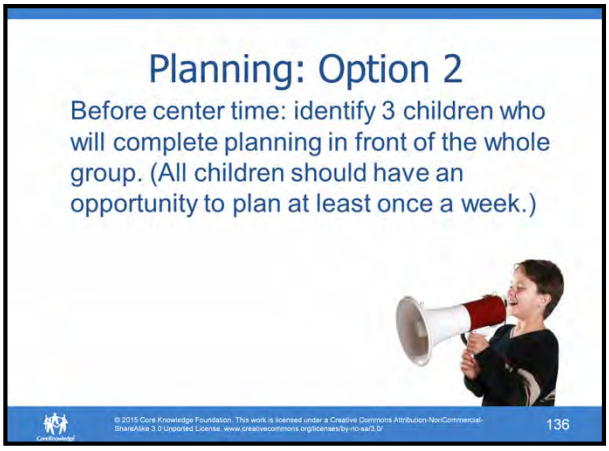

1. Option 2 Idea: create a “stage” (old crate, wooden box, etc.) and have the child use a “microphone” to announce the daily plan.
2. Likewise, props like a megaphone or telephone might encourage oral language use.

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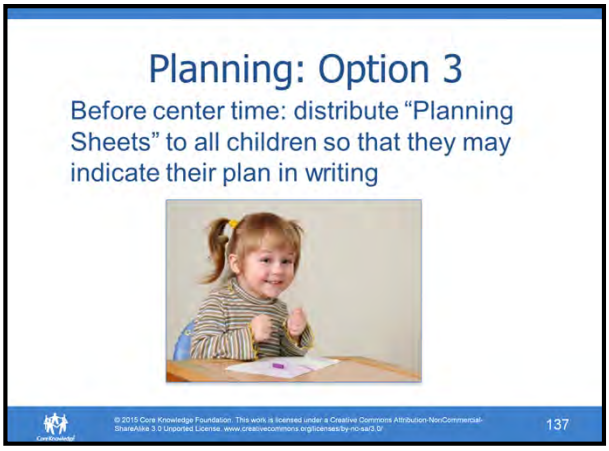

Option 3 Idea: create planning sheets that allow children to circle, and later write their name under their choice. Don’t forget oral language use is critical, so after children have made their selections, they should be encouraged to share orally.

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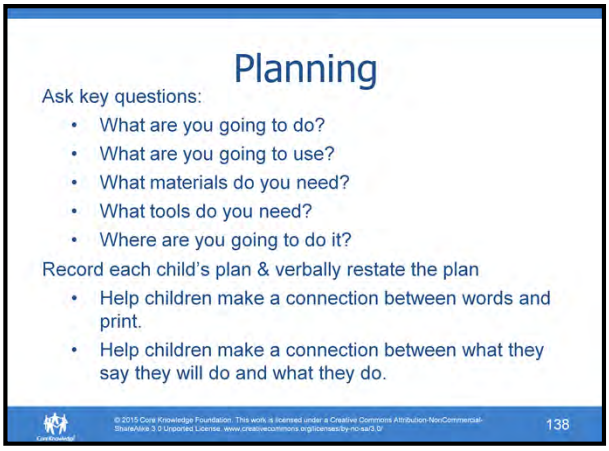

When a teacher first starts conducting planning sessions with children, they may not even know the name of the center. This is a good opportunity to build oral language through scaffolding.

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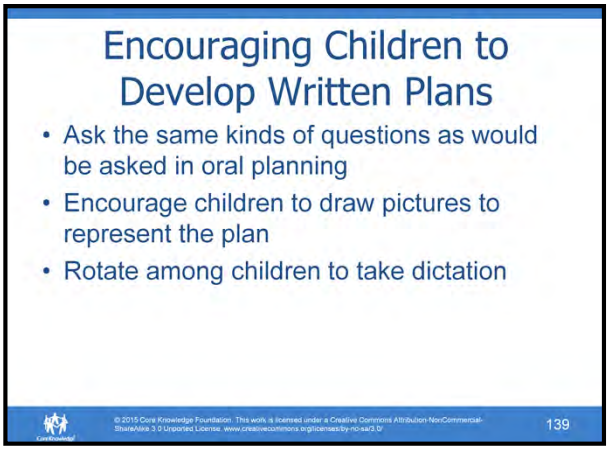

1. Explain that as mentioned earlier in describing different options or ways to plan, children can also be encouraged to develop written plans that combine drawing and dictation.
2. Review the bullet points with participants.
3. Mention that researcher Dr. Elena Bodrova has developed some very helpful guidelines in terms of using dictation with young children. Encourage participants to find her work on
4. Participants can read more about this in an article by Dr. Bodrova and her colleague Dr. Deborah Leong, titled, *Scaffolding Emergent Writing in the Zone of Proximal Development.* A PDF of the article is available at http://www.earlyliteracyinfo.org/documents/pdf/doc_122.pdf

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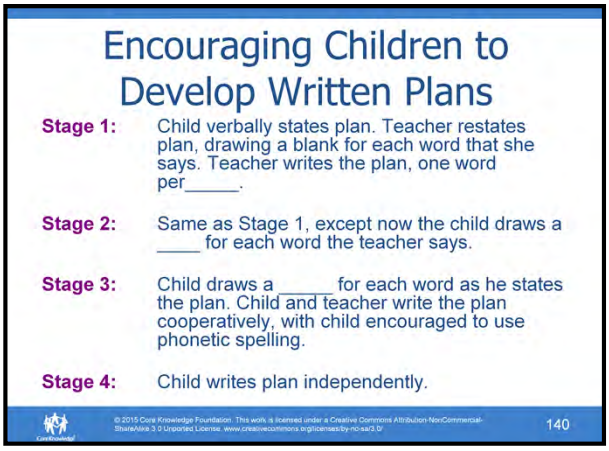

1. These are the steps that Dr. Bodrova suggests in terms of using dictation to scaffold children's own writing.
2. Review each stage with participants.

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1. Tell participants they will watch a brief video clip that illustrates the planning process. Instruct participants to take notes about the "planning process" while watching the video clip.
2. To demonstrate "planning," show one or both videos located at: http://www.highscope.org/Content.asp?ContentId=381
3. After the video(s), review, as a group, participants' responses to the video.
4. Note for participants that as the year progresses, children learn and remember what they do at each center, making it easier for them to articulate their plan.

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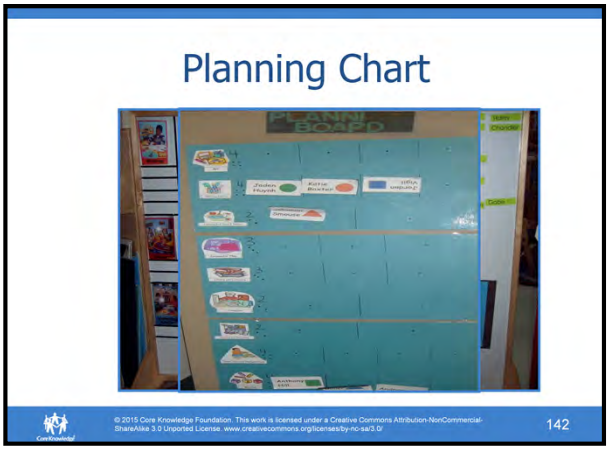

Show examples of some planning boards.

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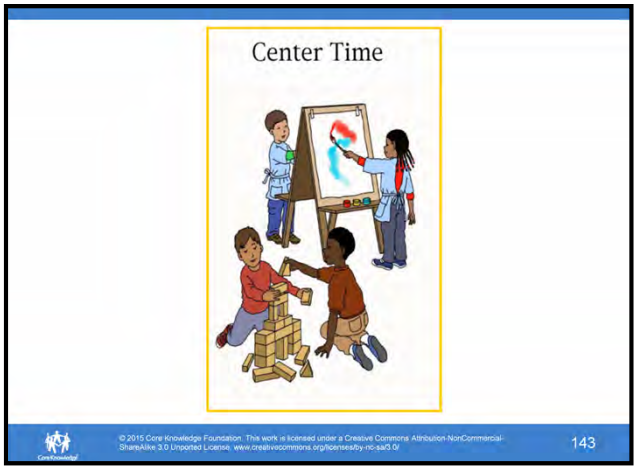

1. Research has consistently demonstrated the importance of play for young children, including the opportunity to choose their own activities.
2. In a preschool class, teacher planned and guided activities should be balanced with child initiated, play activities.
3. One of the most effective organizational strategies for offering young children a choice of play opportunities in a preschool setting is to set up learning centers.

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These photos illustrate some of the centers that may be available in a classroom. Once center may have puzzles or other table top manipulatives available.

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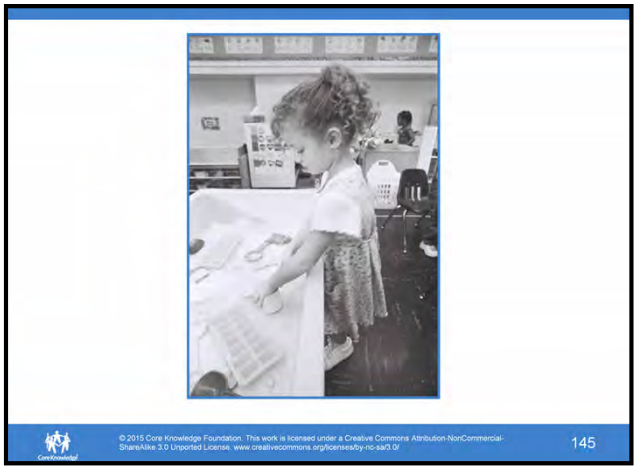

There may be a sensory table with sand, water, or some other sensory materials.

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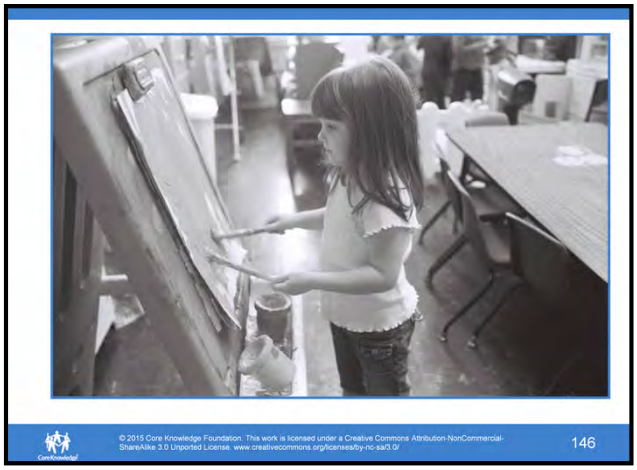

There may be an art center. Sometimes for free expression and sometimes setup for a particular art activity.

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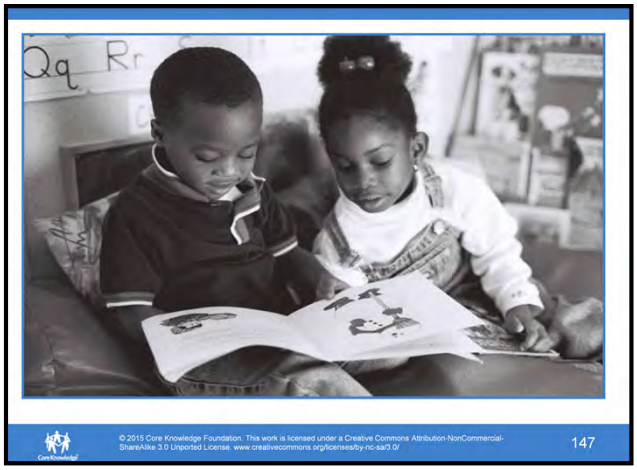

There will probably be a library center where children can choose and look at books.

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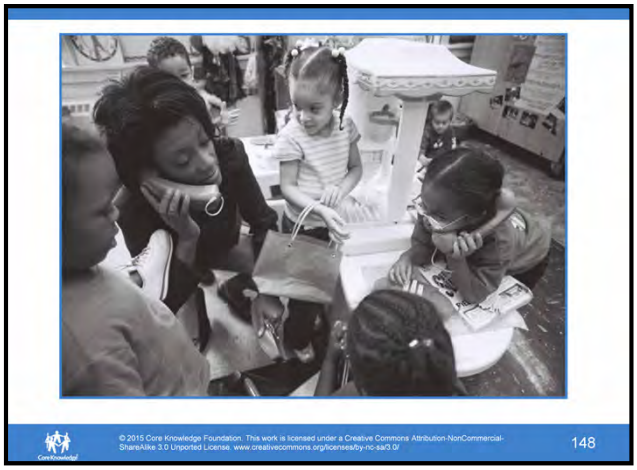

There may be a dramatic play center or housekeeping area.

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1. Other centers may include science and discovery, blocks and construction, a listening center with books on CD, and a writing center.
2. Center time is an especially opportune time to build oral language. Teachers should interact with the children as much as possible during center time to facilitate conversation.
3. The Core Knowledge Building Oral Language Skills Training Module covers in greater detail how to support and facilitate a child's language development.

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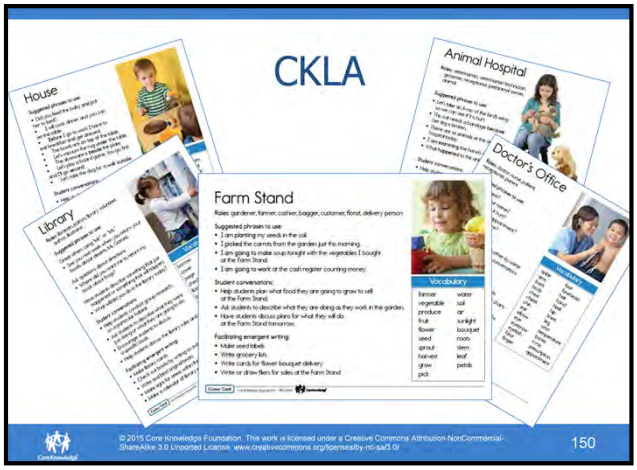

1. If you are using CKLA, the program comes with one dramatic play center card per domain.
2. Each card includes ideas for a domain related dramatic play center, literacy props, and ideas for language and vocabulary modeling.
3. The domain related dramatic play centers are as follows:
    - All About Me: doctor's office.
    - Families and Communities: library
    - Animals: animal hospital
    - Plants: farm stand
    - Habitats: house

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1. Refer to the pictorial schedule, noting that center time is followed by an opportunity for children to review what they did in center time.
2. The review process is very similar to the planning process. Each child indicates what he did during center time. The teacher supports children's growing language skill by asking questions to encourage sequential recall.
3. Planning and Review are important to help children:
   - build memory and orientation in time.
   - link actions with language
   - begin to connect the plan with the end result
4. A review sessions may sound something like:

   Maddie, what did you do at center time today?

   Played dolls.

   Yes, I saw you with your baby. Where did you tell me you were taking your baby?

   Dunno

   You told me you were taking your baby to the dentist.

   Yea. Her had a sore tooth. Then we got ice cream and a gave her a bottle.
5. It is not necessary for all children to articulate their plan and review every day. Allowing 3–5 children to plan and review for each day will ensure that each child participates at least once during a week.

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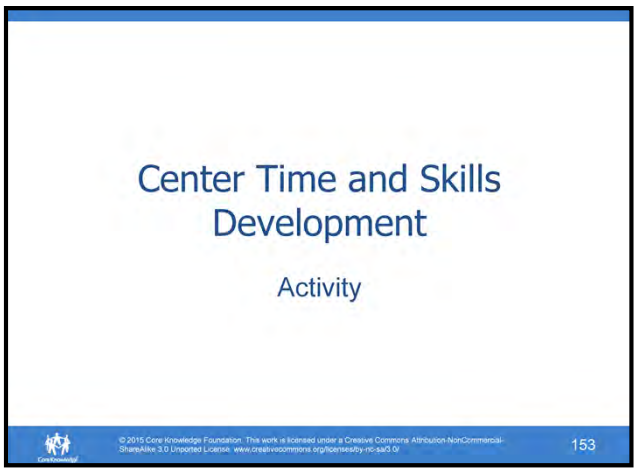

1. Tell participants that during center time there are many opportunities to reinforce and develop skills.
2. Tell teachers that you have placed on each table a center time sign. Each sign documents what children learn at the center and what adults can do to support learning.
3. Remind teachers that we want to be intentional and specific with skill development. Their job for this activity is to spend some time in the sequence and come up with 7–10 specific skills from at least three domains (e.g., literacy, math, social skills, movement and coordination, etc.) that can be addressed at the center that has been assigned to their group.
4. Give participants 10–15 minutes to complete this activity, then have each group share the skills for their center.
5. Let participants know that copies of these center signs are available in the CenterSigns.doc file with the training materials on the Core Knowledge website. The signs remind teachers and visitors how to interact with children at each center.

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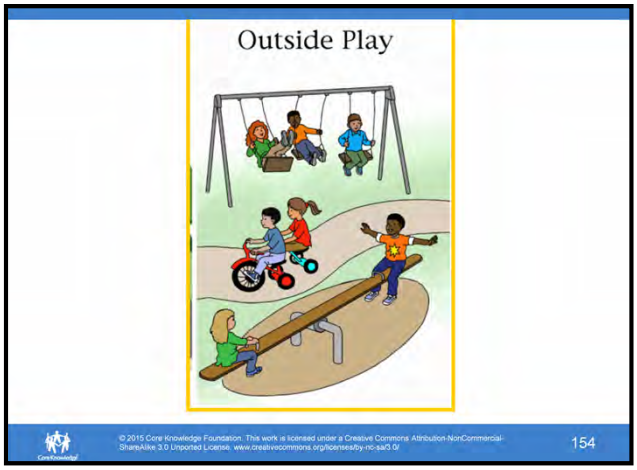

Outside time can also be used for learning activities. The *Core Knowledge Preschool Sequence* advocates a more structured outdoor once per week. This may be a group game or activities that work on specific gross motor skills. The purpose is to ensure that the gross motor skills in the *Sequence* are explicitly included in activities for the children.

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1. Refer to the pictorial schedule and mention that a good time for read-alouds in a full day program is either before or after lunch.
2. If a school has a full day program, two read-alouds per day are ideal. They can be distributed in small group and circle time. Half-day programs should aim for one read-aloud per day.

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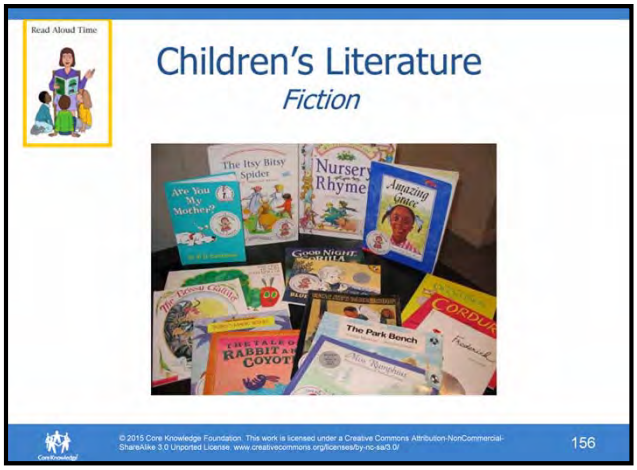

1. The books that are listed in the *Sequence* are intended to be a core collection of books that preschoolers are exposed to. The books on the list were included for many different reasons.
   - The collection includes tried and true classics, some first published over 50 years ago, like the *Little Engine That Could, Make Way for Ducklings*, and *Madeline.*
   - The collection also includes newer books, many of which represent stories and people from different cultures like *Amazing Grace, Bobo's Magic Wishes*, and *Uncle Jed's Barbershop.*
   - There are also Predictable text books that repeat a refrain over and over, such as Brown Bear, *Brown Bear* and the *Gingerbread Man*.
   - There are Wordless Picture Books with minimal or no written text like, *Good Dog Carl* and *Goodnight Gorilla*. Wordless picture books offer yet another opportunity to support children's oral language skills by allowing the children to tell the story based on the illustrations.
   - The collection also includes some Chapter Books that are read over several sittings
2. The books have also been selected to provide young children with background knowledge about many different things. Remember, we discussed earlier the importance of background knowledge to comprehension.

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1. In addition to fiction storybooks, preschoolers should be exposed to nonfiction children's literature. These may include ABC books, reference books, as well as many topic specific books.
2. Show examples of nonfiction books, such as *A Child's Book of Art, Great Pictures, Great Words, Children Just Like Me*, as well as examples of any science topic books.

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1. Core Knowledge has partnered with Scholastic to create classroom libraries aligned with each level of the *Sequence*.
2. The Scholastic Core Knowledge Preschool Library contains two copies of 40 different titles and a teacher guide that gives a brief activity that can be used with the book to support skills from the *Sequence*.
3. Additionally, the library was designed to contain a balance of fiction and non-fiction books, a balance of mail and female characters, and to include characters with a variety of ethnic and cultural backgrounds.
4. Tell participants this library can be ordered directly from Scholastic. http://teacher.scholastic.com/products/classroombooks/coreknowledge.htm
5. There is also a library of books aligned with the CKLA preschool domains available from the American Reading Company. http://www.americanreading.com/core-knowledge/
6. Finally, you may be able to buy sets that include the books listed in the *Preschool Sequence* from: http://www.theknowledgetree.com

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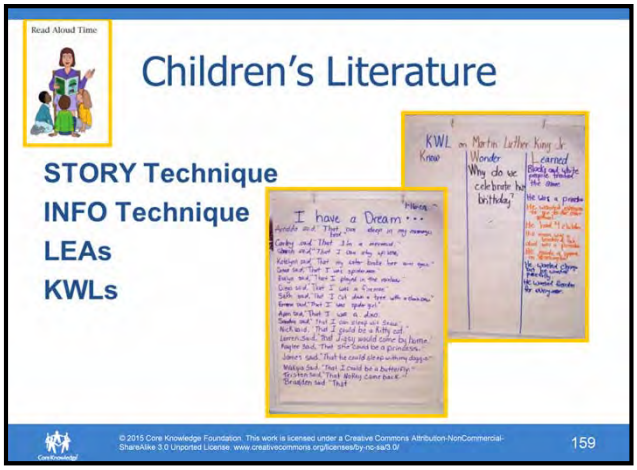

1. The manner in which books are used with children can help build preschoolers' language and literacy skills. The Core Knowledge Preschool Teacher Handbook outlines strategies for using books with young children
   - The STORY technique is a way to read fiction storybooks aloud to young children and the INFO technique is used for nonfiction books.
   - Explain each of these techniques to participants (see handouts on next page)
2. The handbook also introduces teachers to "shared writing activities."
3. This (pointing to I "I Have a Dream…" LEA on the slide) is an example of a "Language Experience Activity" chart that children wrote as a group with their teacher after talking about Martin Luther King.
4. Here's an example of another "shared writing" activity known as a "Know-Wonder-Learn" chart (pointing to the KWL image on the slide). The children and teacher respond to the question in each column as they explore a particular topic, in this case Martin Luther King
5. Explain the KWL and LEA techniques. Participants can read more about them on pp. 159–163 of the Teacher Handbook.
6. Tell participants handouts for STORY, INFO, and LEA appear on pages 34–37 of their workbooks.

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1. In CKLA, read-alouds are provided as part of the Listening & Learning portion of the program. In this part of the program, instruction is designed to provide students the experiences needed to develop domain-specific language and content knowledge.
2. These experiences include participating in interactive Read- alouds, and read-aloud reviews (i.e. Picture Talks).
3. Each Teacher Guide contains support for conducting interactive, whole-group read-alouds using both original texts and tradebooks.

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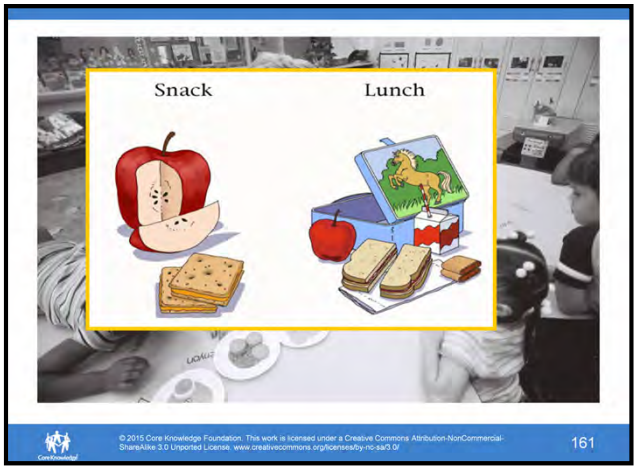

1. Next on the pictorial schedule is snack or lunch. In a half-day program this might be either snack or lunch, in a full day program, you are likely to have both.
2. Lunch and snack are perfect opportunities to support children's language skills with child initiated and driven conversation. In a Core Knowledge classroom we like to see the teachers have a process for getting food on the table, that allows them to then sit down with the children and support conversations.

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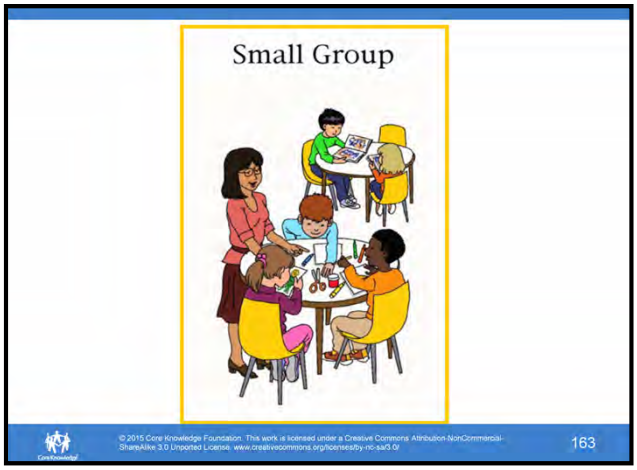

1. Core Knowledge views the teacher and the assistant as a team who share responsibilities for supporting children's growth and development. To that end, we try to schedule some small or split group time each day.
2. In a full day classroom, it may be a separate element of the pictorial schedule, as it is here. This would most likely be a split group where the teacher works with some of the children and the assistant works with some of the children. The groups may change based on children's level with the topic for the day.
3. We use this time to introduce new topics through small group games and activities. We may also use this time to assess where children are on particular skills.
4. In a half-day classroom, small group time may take place as a teacher table center during center time. Children rotate to the teacher table during center time to get a short small group lesson.

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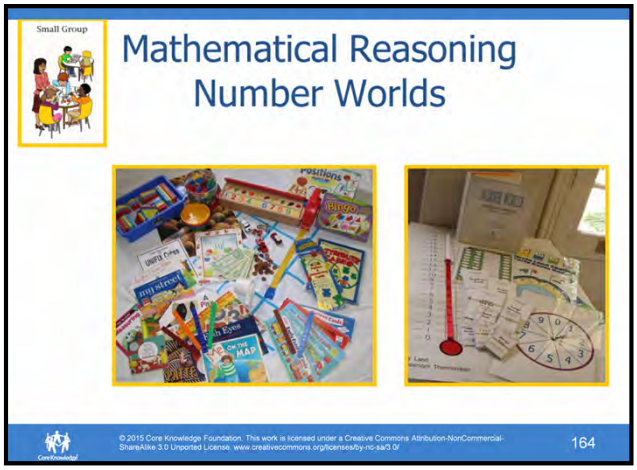

1. One example of what we might teach during small group time are Math skills using activities from the SRA Number Worlds math kit. You will also use a variety of other math manipulatives to teach math skills.
2. Although the *Core Knowledge Preschool Sequence* outlines math skills, we recommend a comprehensive math program to ensure that adequate lessons are provided. SRA Number Worlds is particularly well aligned with the *Core Knowledge Sequence* skills.

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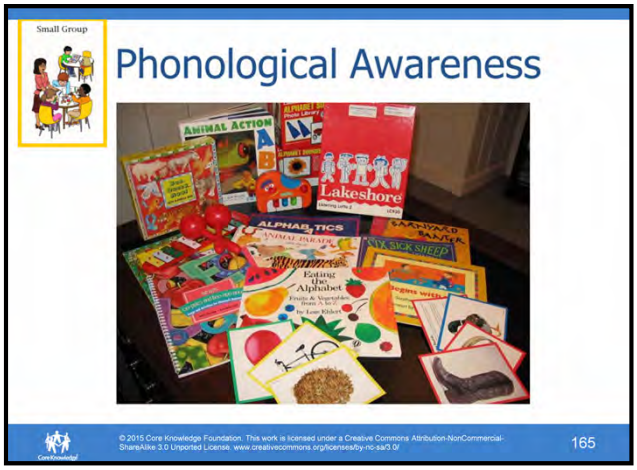

Small group time can also be used to address skills related to phonological awareness. A variety of books, games, cards, and activities that support the development of phonological awareness can be used during small group time.

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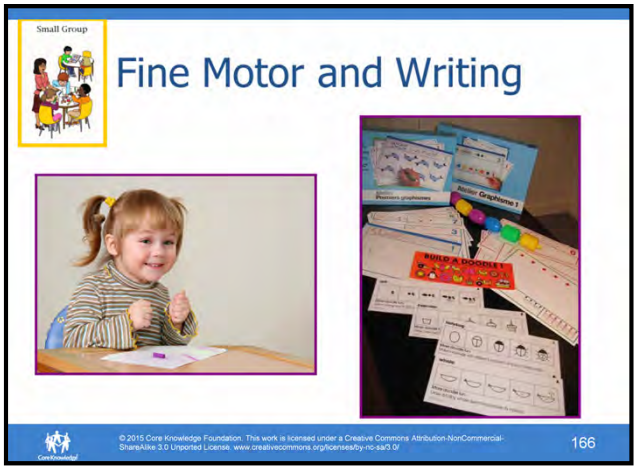

1. Another topic that might be covered during small group time is fine motor and writing skills. Core Knowledge focuses on writing strokes. These are the different strokes we use when we write. We don't expect children to write letters until they can make the marks that are used to create the letters.
2. Ask participants to consider what strokes are required to write an uppercase "A."

   We need a top-right to bottom-left diagonal

   We need a top-left to bottom-right diagonal, and

   We need a horizontal line
3. None of us can make an "A" until we can make these strokes.
4. Think about what other strokes you might need to write the upper- and lower-case alphabet. Take a few minutes to scribble these marks on a piece of paper.
5. Give participants 3–4 minutes to come up with the strokes.
6. After participants have made their list,
7. Direct them to page 156 of the teacher handbook to see if they missed any of the strokes taught in a Core Knowledge classroom.

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1. As we said earlier, much of the oral language that children learn simply from hearing the language repeatedly.
2. We do however want to provide explicit opportunities for children to learn different forms and functions of speech as well as new vocabulary.
3. During small group time, we can play games and do activities that build these skills.
4. Just to reiterate the importance of these opportunities, I would like to tell you about a research study that was conducted in the 90s. Researchers Hart & Risley obtained permission at birth to follow a group of children as they developed through the preschool years. Researchers visited these families at home, once a month, from birth—the preschool years. They accumulated extensive data over several years. Researchers found significant differences among the children and families in a number of variables.

   The sheer number of words that different children heard

   The richness of the language heard

   The emotional tone (positive or negative) of the language heard
5. Their data showed clear differences along socio-economic lines. “In four years, an average child in a professional family would accumulate experience with almost 45 million words, an average child in working-class family 26 million words, and an average child in a welfare family, only 13 million words.”
6. We need to provide the oral language experiences these children may not get at home.

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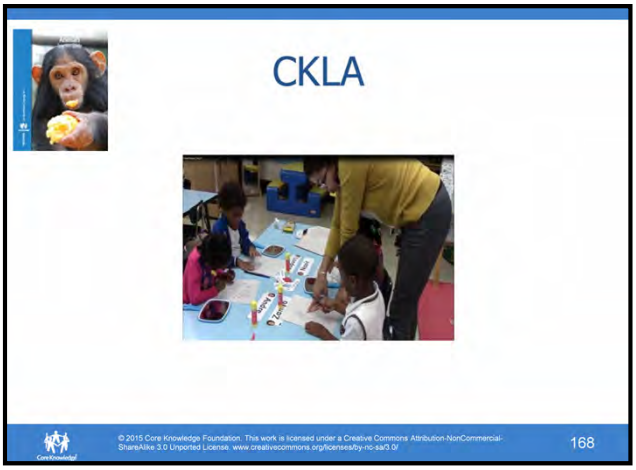

The Core Knowledge Language Arts program includes lesson plans for two ten-minute small group lessons each day. These lessons address language and literacy skills from the *Sequence*.

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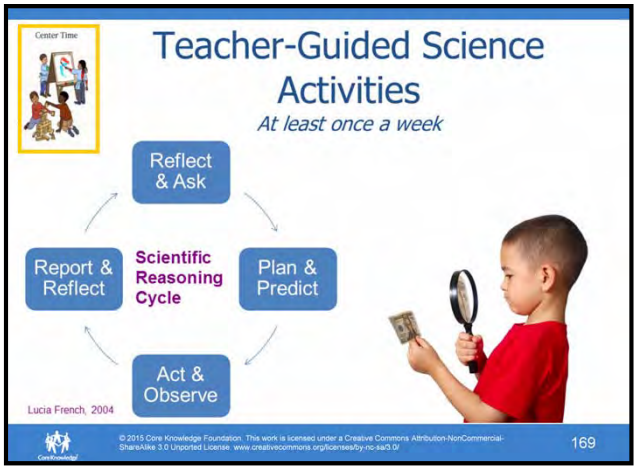

1. We're going to look at science and art activities here because we can address very specific skills during small group activities. However, please be aware that these can also be conducted as whole group activities.
2. I mentioned that you might have a science and discovery center. You may also want to offer a teacher-guided activity, rather than just child-initiated exploration in both the science and art centers once a week.
3. When the an adult is present at the science center conducting an activity, they can model and encourage children to use the steps of the scientific reasoning process.
4. This is an iterative process involve planning and predicting, observing & acting, reflecting & reporting, and reflecting & asking more questions which lead you to plan and predict and begin the cycle again. Participants can read more about the scientific reasoning cycle on pages 258–260 of the teacher handbook.

References:

Scientific Reasoning Cycle adapted from *Science as the Center of a Coherent, Integrated Early Childhood Curriculum* by Lucia French,

Early Childhood Research Quarterly, v19 n1 p138-149 2004

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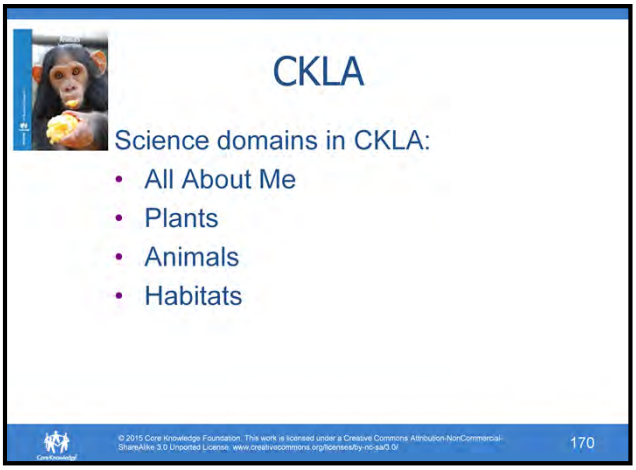

1. Several of the domains (units) in CKLA cover science topics.
2. In addition to Listening & Learning read-alouds about these topics, there are extension activities and center time activities that support the science content and vocabulary of the topics.

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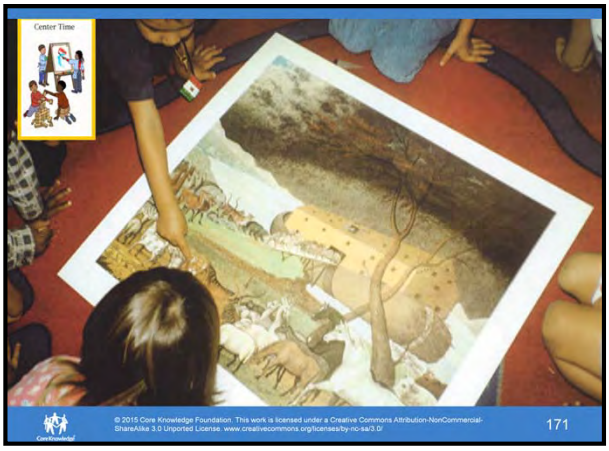

1. Earlier we saw a photo of a child working in the art center. The art center should be an area of:
   - Creative expression
   - Use of various techniques and media
   - Art appreciation of recognized works of art
2. While most art activities will be child-initiated explorations of creativity, a teacher-guided activity should be included on a weekly basis.
3. In addition to the typical focus in preschool art of encouraging children to explore and express themselves creatively, the Preschool Sequence begins to acquaint children with an appreciation of great works of art.
4. The art works selected were chosen because they clearly depict certain key elements of art—color, form or line (these tend to be the more abstract, modern works of art)—or because the art work tells a story.
5. Using the stories of art is another way in which the Preschool Sequence supports children's oral language skills. Children are engaged in the telling of the story and the describing of the art.

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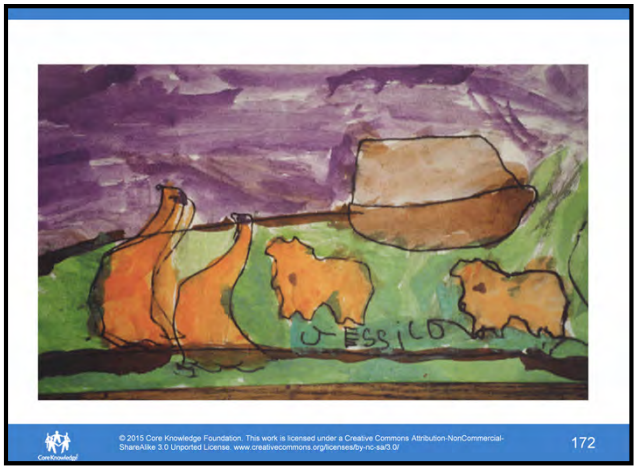

1. Children can also create their own representations of these works, although the realistic nature of the works may require some guidance. In this image, cookie cutters were traced to make the animal shapes.
2. See talking about works of art handout on pages 38–39 of the Participant Workbook.

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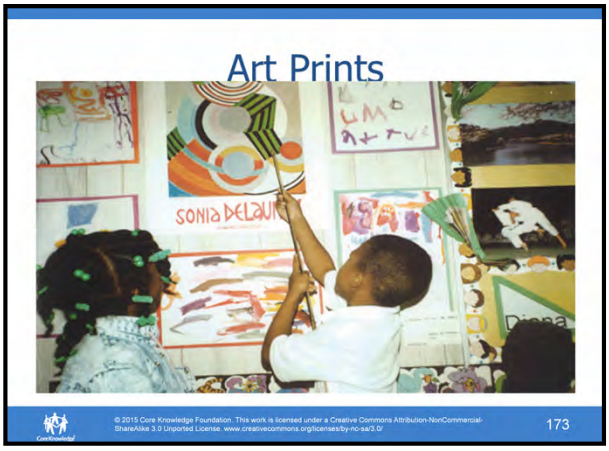

1. In addition to encouraging children to talk about various works of art, we also plan activities to encourage them to "create an art work in the style of" one of the great artworks.
2. Abstract or nonrepresentational (like *Rhythm* by Sonia Delaunay) are more easily represented by children. The "story" for these works isn't always apparent, but the techniques are easily replicated by children. They can be used to teach children about color, line, and shape.

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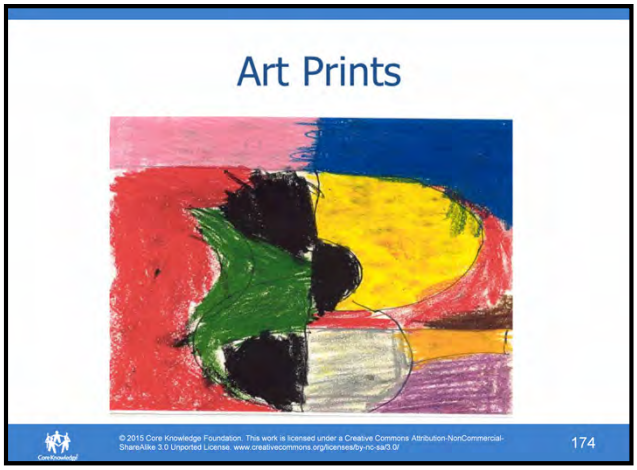

Here's a child's representation of Sonia Delaunay's *Rhythm*.

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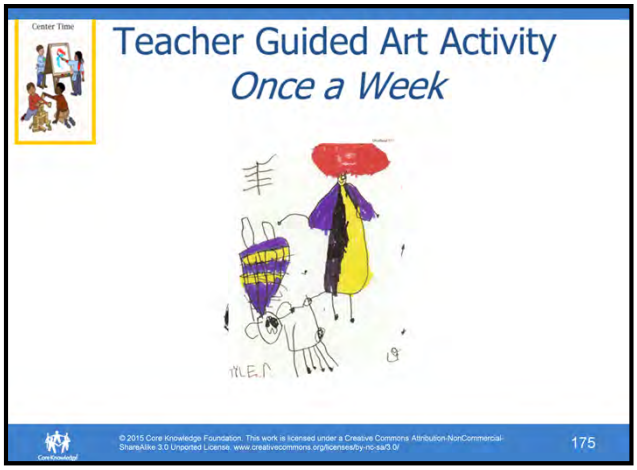

1. Point out to participants that it's interesting to note that one of the techniques that real artists use to hone their skills is to copy the works of great artists.
2. These are children's representations of a work of art called *Man and Dog in Sun* by Joan Miro.
3. The *Core Knowledge Sequence* uses classic works of art from Matisse, Degas, Klee, and others.

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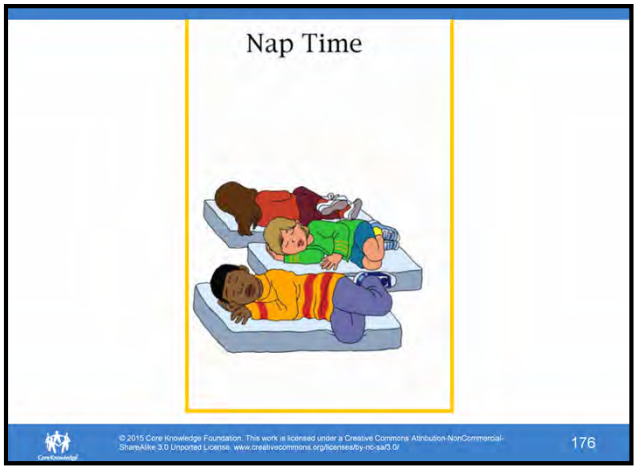

1. Point to the Pictorial Schedule card for naptime
2. During a full day program, you will likely have a nap time. In the Autonomy & Social Skills training module, we teach the Pillow Talk technique where the teacher uses naptime to talk to a select group of children each day.
3. It's an opportunity for one-on-one time that allows us to get to know the children better and become more closely aware of their needs.

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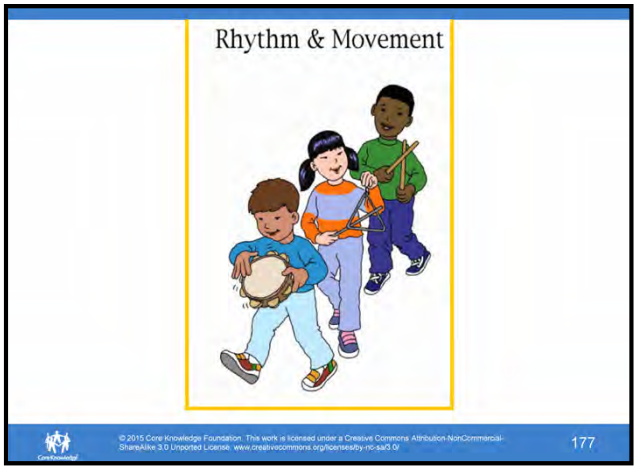

1. Refer to pictorial schedule
2. A music or movement activity is a great way to end the day.
3. In the Core Knowledge Preschool Movement, Coordination, and Music training, teachers learn many creative activities for moving to music, as well as many movement activities.
4. In addition to contemporary children's music, Core Knowledge Preschool Sequence has recommended core classical selections. These selections are available on CD and include:
   - "Overture from Carmen"
   - "Cradle Song"
   - "Cakewalk" from Children's Corner Suite
   - "March of the Toys" from Babes in Toyland
5. During the Movement, Coordination and Music training module, we introduce Now Playing activities that the teacher can use in the classroom which incorporate these musical selections and physical movement.

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1. Refer to the pictorial schedule
2. In a full day program, we often have a second read aloud in the afternoon.

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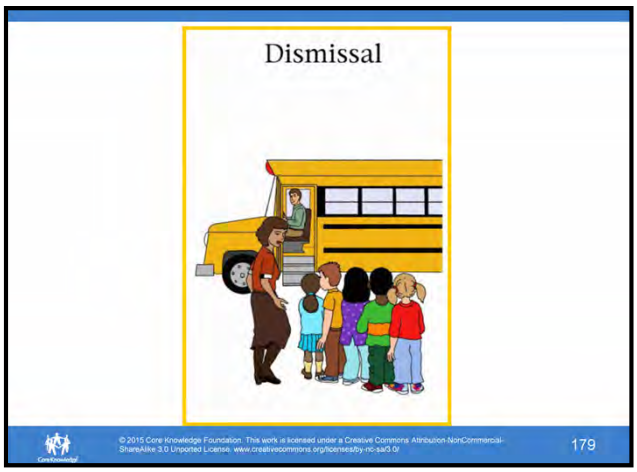

Are there any questions about the parts of the day that we have discussed?

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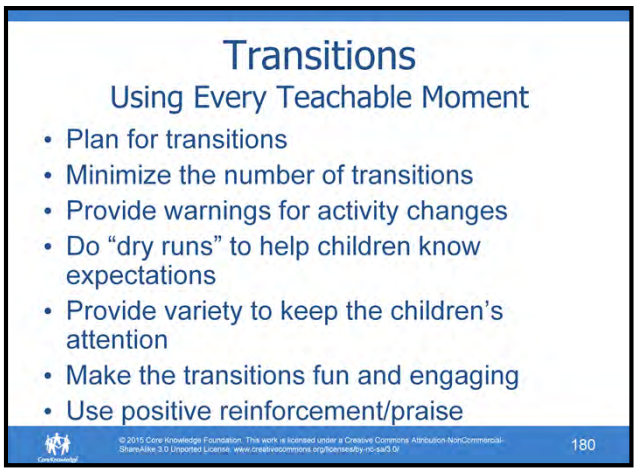

1. Refer to the pictorial schedule.
2. Explain that after the arrival time activities have been completed, it is time to change, or transition, to a new activity.
3. It is very important that to plan for transitions. Good transitions:
   - maintain the flow of the classroom schedule
   - eliminate or minimize wasted "waiting time,"
   - and reinforce important concepts and skills.
4. It is important to use every teachable moment and to minimize "unused" time. Many children have difficulty with transitions.
5. As children move from one transition to the next, they can lose control of themselves if they do not know what to expect and what is expected of them.
6. A multi-state pre-kindergarten study conducted by the National Center for Early Development and Learning www.ncedl.org examined hundreds of preschool centers and how preschoolers spent their day in the classroom. Using time sampling, the researchers targeted children every 45 seconds. They found out that 45% of the children's time was spent in non-engaged activity—waiting in line, waiting their turns, etc.
7. This is time that we can use productively!
8. Ask participants to take a minute to complete the checklist on pages 40–41 of their workbook to evaluate their own use of transitions.

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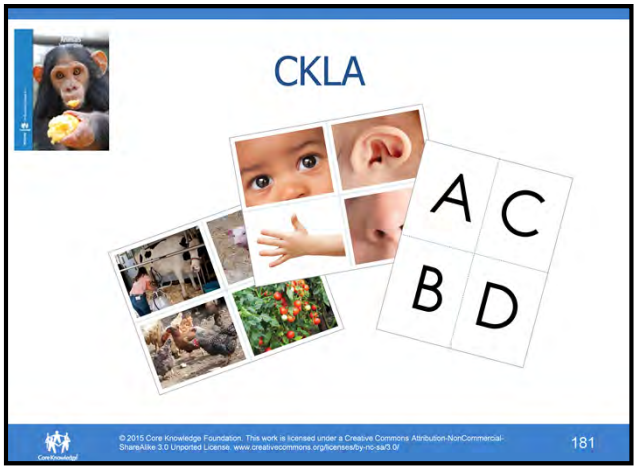

1. The CKLA program comes with several sets of transition cards for each domain. Sometimes, these are related to the domain topic – for instance animal cards or body parts cards. Other times, there are related to skills that are being taught in the domain, for instance, letters, colors, and shapes.
2. For each set of transition cards in CKLA, suggestions are provided as to how they may be used and what skills can be informally assessed through their use.

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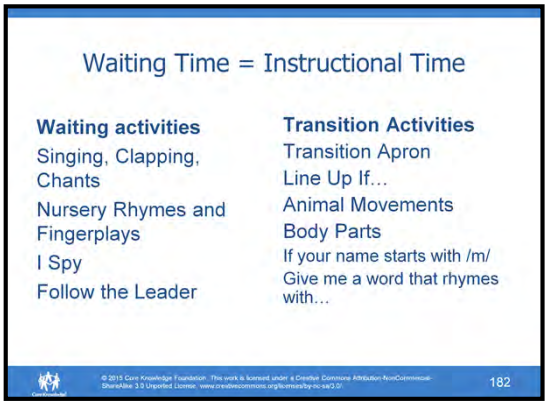

1. Review the transition activities listed on the slide.
2. Explain that wait times can be used to reinforce or songs, nursery rhyme, or fingerplays, or to reinforce problem solving, comprehension and listening with games like I Spy.
3. Transition times can be used to reinforce particular skills from the sequence. A transition apron is a small apron like you'd get at the home improvement store. It has three or four pockets on the front. You can keep cards with transition activities in the pocket. For instance, you may have a stack of cards with body parts on them. Children are transitioned to the next activity individually, when the name the body part on the card.
4. Emphasize that teachers must take advantage of these times during the day and transform them from simply "waiting times" to "instructional time opportunities."
5. Ask if participants have any other suggestions or strategies that they have tried with transitions.

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Action-Plan Activity - 10 minutes

1. Ask participants to remove page 42. Direct participants to circle the word "action". Then ask them to place their pencil on the number 1. Explain that, when you "go," you are going to give them 30 seconds to draw a line from one number to the next, in consecutive order (i.e., 1 to 2, 2 to 3, etc.). Tell them to keep working at connecting the numbers until you tell them to stop. At the end of 30 seconds, tell the participants to stop, record the highest number that they reached at the top of the page, and to then to turn over the sheet.
2. Now ask the participants to remove page 90 and circle the word *plan*.
3. Next, ask them to fold their sheets in half horizontally, creasing the fold. Again, ask them to fold the sheet in half so that it is now folded into quarters.
4. Tell the participants to unfold and open the sheet out flat, again placing their pencil on the number 1. Ask that they study the sheet with the folds for a minute or so.
5. Tell them that when you "go," they will again have 30 seconds to connect the numbers.
6. At the end of 30 seconds, ask the participants to stop and record the highest number that they reached this time.
7. Ask participants for a show of hands as to how many reached a lower number or the same number the second time as the first time. Then, ask how many reached a higher number the second time. (Most people will reach a significantly higher number the second time.) Then ask participants to suggest why (in addition to a practice effect) they did better the second time than the first time. Elicit the response or point out that the better performance the second time can be attributed to the organization and planning that was integrated as part of the activity strategy the second time.
8. Explain that the point of this activity is to emphasize the value of systematic planning—it can lead to a more efficient use of time and effective outcome. The same principle holds true in regards to planning preschool experiences for young children. There has been a tendency by some in the past to think that it was not possible (nor even desirable) to plan experiences for preschoolers since child initiated activities were seen as the only developmentally appropriate choice. We now know that children need time for child initiated, spontaneous play and opportunity to participate in activities and experiences planned by the teacher. Planning

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these activities allows the teacher to make the best use of the time available. During the next activity, participants will develop at least the first month of their own version of a month-by-month guide, breaking down the content goals and objectives of the *Preschool Sequence* into manageable monthly segments.

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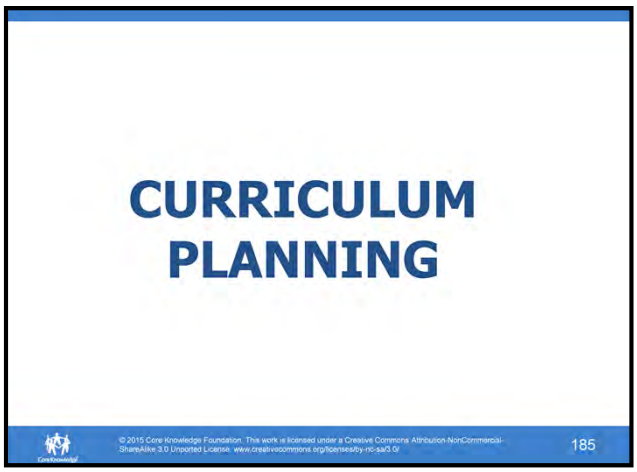

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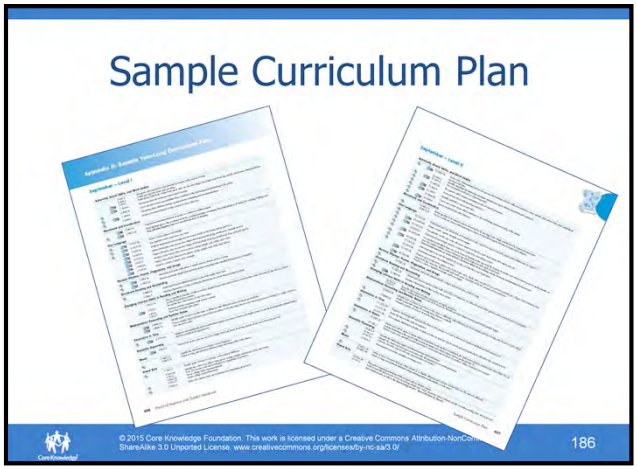

1. There are over 400 skills in the *Preschool Sequence*.
2. Depending on the children in your class, you may have to address nearly all of those skills either directly or incidentally.
3. How do you ensure that you don't miss any skills?
4. How do you pace your instruction?
5. One of the principle goals of this planning should be to take apart the *Preschool Sequence* and develop a month-by-month curriculum plan. If your setting offers only one year of preschool for four and five year olds, you should develop a one-year, month-by-month curriculum plan. If your setting also offers preschool for three year-olds and young four-year-olds, you should develop a two-year, month-by-month curriculum plan, documenting year one for three to four year olds and year two for four to five year olds.
6. Turn to pages 406 of the *Preschool Sequence and Teacher Handbook*.
7. On pages 406–407 you see a sample plan, for one month, of skills that could be addressed for both Level I and Level II.
8. This sample, month-by-month plan continues through page 423, thoughtfully sequencing the skills developmentally across the school year.
9. This sample is meant to guide your curriculum plan development, but your plan will need to include more considerations.

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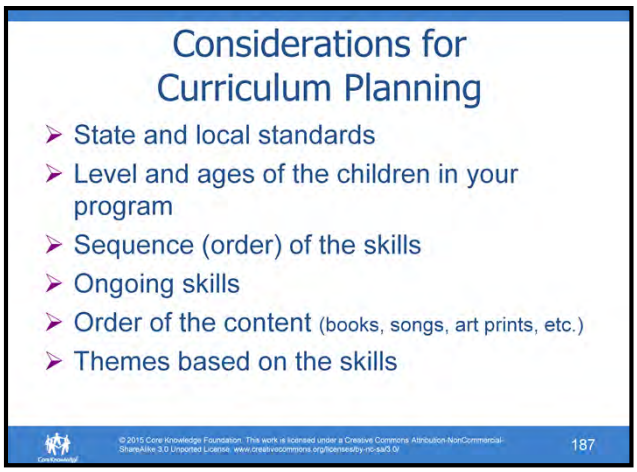

1. State and local standards – You will need to ensure alignment between the skills you teach and the standards provided by your state, district or program.
2. Level & ages of children – The three to four year old classroom(s) will plan using primarily Level I skills and content, while the four to five year old classroom(s) will plan using the Level II skills and content. Keep in mind that all children learn at different rates and it's important to assess your children to see where they are and build their knowledge from that point. Thus, some children may need to review some pre-requisite Level I material before they are ready to move on to the Level II skills. If your setting offers only one year of preschool for four- to five-year-old children, you will use the Level II material from the *Preschool Sequence* as you plan your month-by-month curriculum plan. However, you will also need to be very familiar with the Level I material, recognizing when it is important to incorporate some prerequisite Level I skills and competencies prior to introducing certain Level II material.
3. Sequence of Skills – The competencies and skills listed within each domain or subject area of the *Preschool Sequence* are generally listed sequentially, from less difficult to more difficult. The order in which these skills are presented, combined with your prior knowledge and experience in working with preschool children, should assist you in deciding what to teach when.
4. Ongoing Skills – As you begin to note skills and competencies on your month-by-month curriculum pan, you will realize that some skills will involve ongoing experiences that need to be practiced over several months before the skills are mastered. It is recommended that you note such skills in the given month that they will first be presented, recognizing that skills will not necessarily be mastered in the same month that they are first presented.
5. Content Order – Decisions about when to present certain content, such as particular rhymes, poems, fingerplays, fiction, non-fiction, artworks, and songs, can be made with great flexibility, keeping in mind that some rhymes

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and stories are shorter and less complex than others, and are perhaps put to better use in the earlier months of the year. As you select rhymes, stories, songs, science topics, music and artwork from the *Preschool Sequence* for certain months, you may want to consider holidays and traditions that are generally associated with particular months

6. Skills should drive themes – Skills addressed across time can be integrated into multiple subsequent themes or topics. Activities should be designed first and foremost to address the skills children are learning. Selecting activities based on theme or topic, without regard for skills will not always provide needed support to children.

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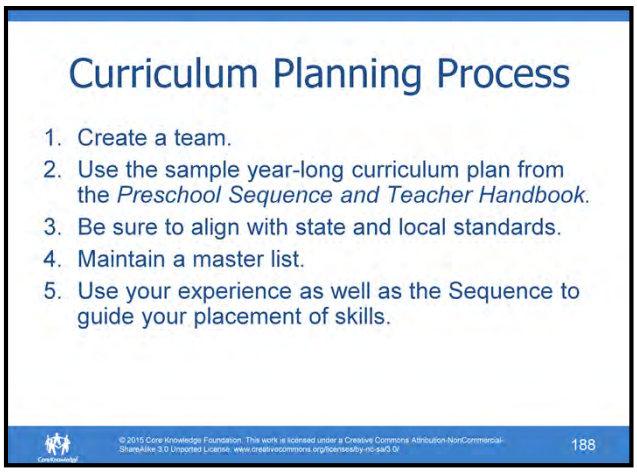

1. The process of creating a curriculum plan for your program should be collaborative.
2. Create a team that involves representation of preschool teachers and in the program.
3. Begin with Sample Month-by-month plan from the *Preschool Sequence and Teacher Handbook*.
4. Be sure to align with state and local standards.
5. Maintain a master checklist (perhaps in the *Sequence*) of which skills you have added to the plan. Alternately, some folks make a copy of the sample plan so they don't have to write in their handbook.
6. Use your experience as well as the *Sequence* to guide your placement of skills, but remember that they are sequenced developmentally in the *Preschool Sequence and Teacher Handbook*.

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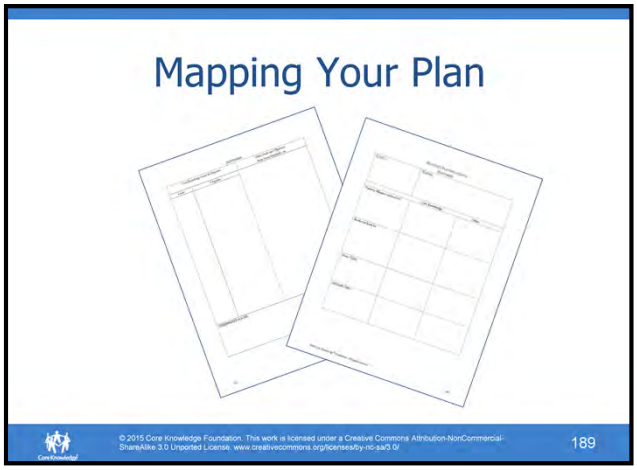

1. You can use whatever format works best for you, but some templates are included in your workbook.
2. These templates are available with the training materials in the MonthlyPlanningSheet.doc file.
3. There are also copies on pages 49–50.
4. On pages 51 and 52 are some suggested monthly themes.
5. On pages 53–61 are titles of some of the stories, nursery rhymes, poems and songs in the *Preschool Sequence*. These will help you with planning.
6. You can find complete lists of recommended works in the Language and Literacy chapter of the *Core Knowledge Preschool Sequence and Teacher Handbook.*

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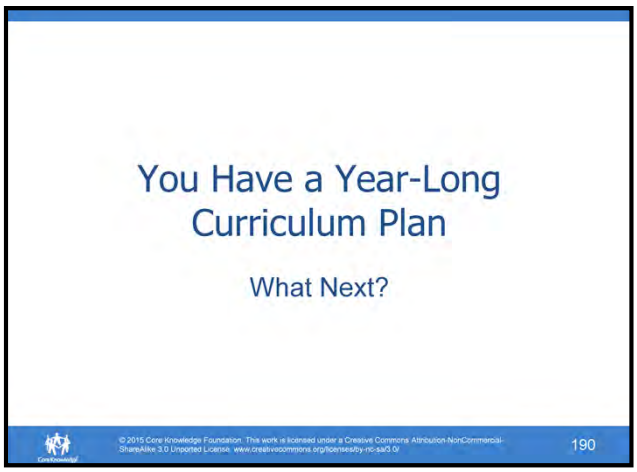

1. Once you have a year-long curriculum plan, the next step is to look at how the skills you've assigned to each month can be spread across the month week-by-week, then how individual weekly lesson plans can be created. These are the plans that will guide day to day activities in the classroom.
2. Before we look at lesson planning, let's take a few more minutes to debrief today's ice breaker activity
3. Participants previously shared their favorite activity. Now challenge them to consider what skills are or can be addressed using the activity.
4. Debrief the activity by allowing participants to share the skills, language of instruction, and transition activities that support their ice breaker activity.
5. After the debrief, tell participants that in lesson planning we want to consider the target skills *before* selecting or constructing activities. We get the best bang for our buck if we select activities and themes to build children's skills. We can still align with topic or themes, but we want to make sure that the activities build appropriate skills.

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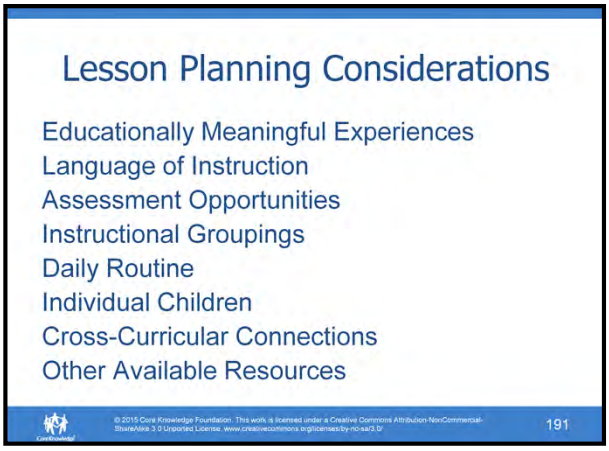

1. Let's look at some things we need to consider when creating weekly or daily lesson plans
2. Educationally Meaningful Experiences - What am I teaching here? What skills or content from the Sequence? What experience or context am I providing for the child that they might not otherwise get?
3. Language of Instruction - How can I incorporate use of the language of instruction for both adults and children in the classroom? What words are appropriate for the activities in this plan?
4. Assessment Opportunities - What can I assess during this lesson and or when can I assess skills taught during this lesson?
5. Instructional Groupings - Whole-, small-, individual
6. Daily Routine - How can I reinforce the skills of this lesson across the daily routine? How can I change my centers? What else can I do during the day to reinforce?
7. Individual Children - Who needs extra support or extended learning opportunity and how can I give it?
8. Cross-Curricular Connections - What skills from other content areas can be taught through this lesson?
9. Other Available Resources - Let's not reinvent the wheel!
10. Some of these require a closer look. Let's look first at the Language of instruction.

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1. Tell participants that we are going to spend a few minutes learning about the language of instruction.
2. Direct participants to page 46 of their workbook.
3. Talk them through the what, why, how and when of the language of instruction.
4. Choose one participant to play the role of child as you use the example interaction on page 47 of their workbook to illustrate what use of the language of instruction might look like in action.
5. Then, direct participants to pair off with a partner to complete the activity on page 48 of their workbook. The activity will provide participants with an opportunity to help children understand the language of instruction.
6. Give 6–8 minutes to complete the activity, then regroup to review responses together.
7. Conclude this section by mentioning strategies teachers use to make sure that they intentionally include the Language of Instruction in their day-to-day activities:
    - Write vocabulary in weekly lesson plan
    - Write vocabulary on the blackboard
    - Write vocabulary on chart paper, dry erase, bulletin board, etc.
    - Write vocabulary for a particular lesson on a post-it note or index card

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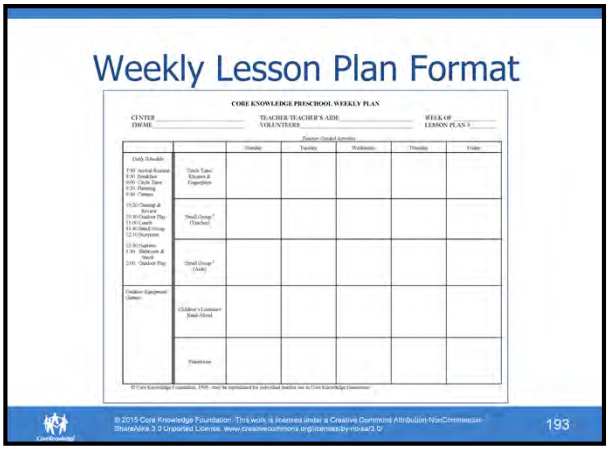

1. Let's look at how we might document our lesson plans:
2. Re-emphasize that planning is essential. The month-by-month curriculum plan addresses the content, goals, and objectives of the *Preschool Sequence.*
3. The weekly lesson plan is developed based on the month-by-month plan. Direct teachers to look at the blank copy of the Core Knowledge weekly lesson plan on pages 62–63 of their workbook. (A template of this can also be found in the training materials as WeeklyPlanningSheet.doc.)
4. Emphasize that this is just a sample lesson plan format; teachers may develop other formats that are more useful for their particular classroom, program or center. Review each feature of the lesson plan format. Note especially:
    - Organization of lesson plan: teacher guided activities and child initiated activities
    - Small Group 1 and Small Group 2: Small Group 1 is led by the lead teacher with half the class, while Small Group 2 is led by the assistant teacher with the remaining half of the class. Each group participates in a different activity that lasts 15 minutes; children switch groups at the end of the 15 minutes. (In half-day programs, remind participants that small group time may be incorporated as part of center time, instead of being conducted as a separate activity.)
    - In CKLA, there are two, 10-minute small group activities.
    - Storytime – everyday! –two times in full day programs, one time in half-day program.

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- Transitions – plan transitional activities in order to take full advantage of this time educationally; transitions should reinforce the skills currently being taught.

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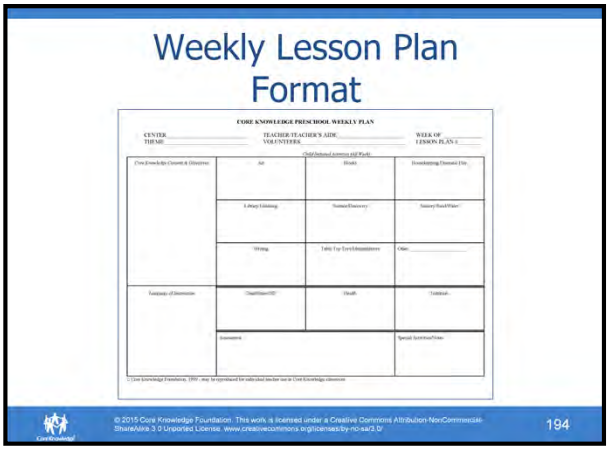

1. Page two of the plan includes elements of the day that apply to the week and won't change on a daily basis. This includes:
2. Centers – use space to indicate additional, unique materials & activities for the week, whether the teacher will lead a certain activity in a particular center, etc.
3. Core Knowledge content and skills – indicate the goals from the *Preschool Sequence*
4. Language of Instruction – precise vocabulary, "school talk."
5. Assessment – use space to indicate the names of students that you will target for assessment this week, which objectives, etc.

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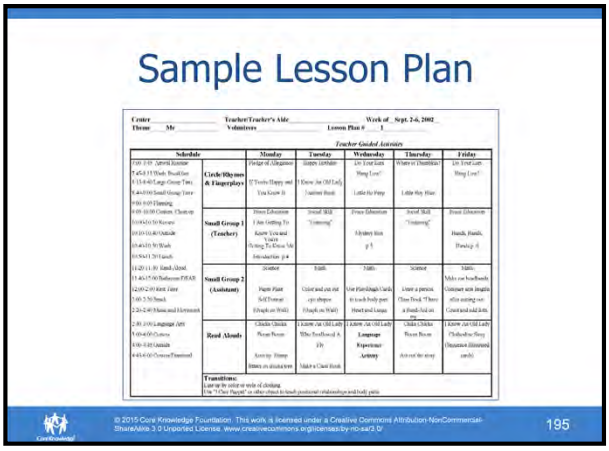

Weekly planning continued

Workbook pages 64–77

1. On pages 64–77 of your participant work books are some sample plans from several different programs.
2. Note that each varies with regard to included details.
3. Note also that none of these are meant to be a perfect, or the only, representation of a good plan. They are provided so that you can see what others have done.
4. As you review each, keep in mind and evaluate whether each includes some of the things we have discussed:
    - Correlation of the theme with aspects of the weekly plan during circle time, small group, storytime and center time
    - Incorporation of *Core Knowledge Preschool Sequence* content (rhyme and book titles)
    - Incorporation of *Core Knowledge Preschool Sequence* objectives from September monthly guide
5. Emphasize that teachers should evaluate the weekly plan in relation to the basic principles discussed at the beginning of training balanced with requirements of their unique programs.
6. Sum up this section by encouraging participants to ask questions about weekly planning or the weekly planning format.

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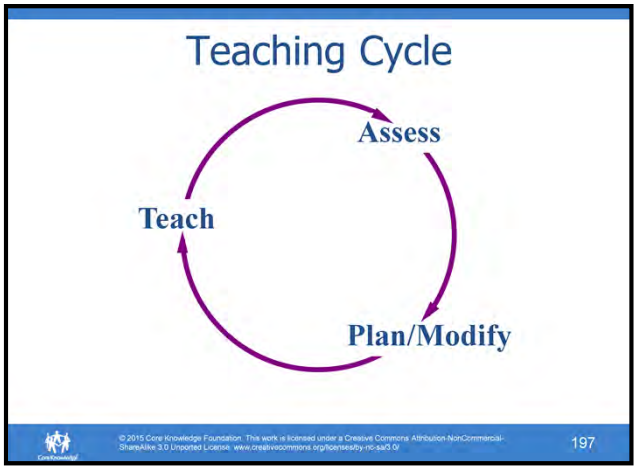

1. I have briefly mentioned how the specificity of skills makes it easier for us to assess a child's progress and that assessment is a consideration for lesson planning.
2. Assessment is a key component of the *Core Knowledge Sequence*. Assessment and instruction are integrated in a Core Knowledge classroom.
3. Assessment is instruction. Only when assessment is an integral part of a content-rich preschool education that we can truly ensure children are reaching their highest potential.
4. One teaches, assesses, makes modifications if needed, teaches, assesses in a continuous fashion.
5. When creating lesson plans, you need to consider what skills can be assessed during the activity or lesson.

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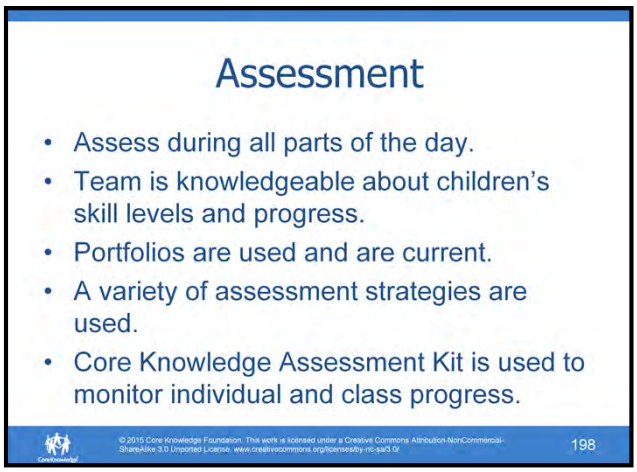

1. Let participants know that assessment can take place during all parts of the day. In the Core Knowledge classroom we use a variety of assessment means, many of which involve direct observation. We also use portfolios or collections of children's work to assess. It is important as we mentioned earlier that all work products have children's name and creation date on them.
2. The teaching team should be knowledgeable about children's skill levels and progress so that assessment information can be used to guide modifications to instruction or plans for new instruction. The purpose of assessment is not only to monitor progress, but also to guide instruction.

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1. The Core Knowledge Assessment Kit includes the same activities as well as materials needed to conduct them.
2. Tell participant that in the two-day Assessment and Planning training, we cover how to:
    - identify different purposes of assessment;
    - identify characteristics of effective assessment for instructional planning purposes;
    - describe the assessment-instruction cycle;
    - demonstrate the use of effective direct observation skills in completing anecdotal records;
    - describe and develop the following types of assessment tools for selected objectives from the Preschool Sequence: focus questions, checklists, webs, participation charts, activity probes, portfolio collection; and
    - use the CK-PAT to gather student data, generate various reports, and plan for individual students.

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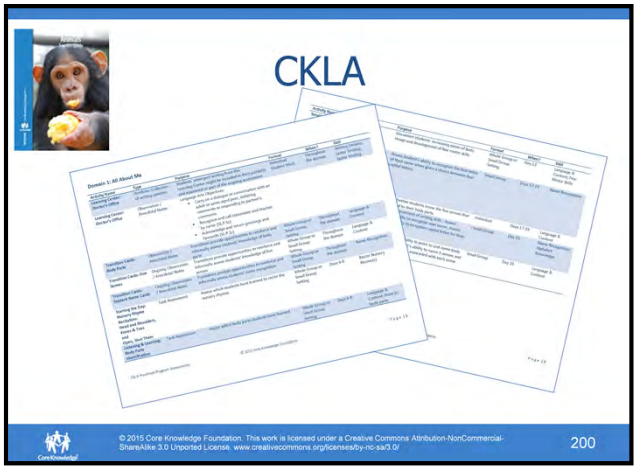

1. There are three types of assessments built in to CKLA:
2. Portfolio opportunities – work products created by students that are appropriate for portfolio collection.
3. Assessment opportunities – opportunities provided within tasks that allow for observation and or anecdotal note taking.
4. Task assessments – formal assessment activities included in the CKLA Lessons.
5. A downloadable chart outlining assessment opportunities within CKLA can be found at: http://www.coreknowledge.org/mimik/mimik_uploads/documents/1013/Preschool%20Program%20Assessment%20Chart.pdf

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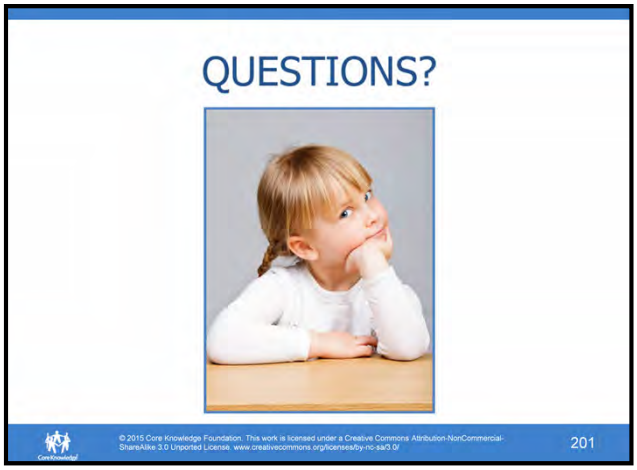

Ask and answer any questions.

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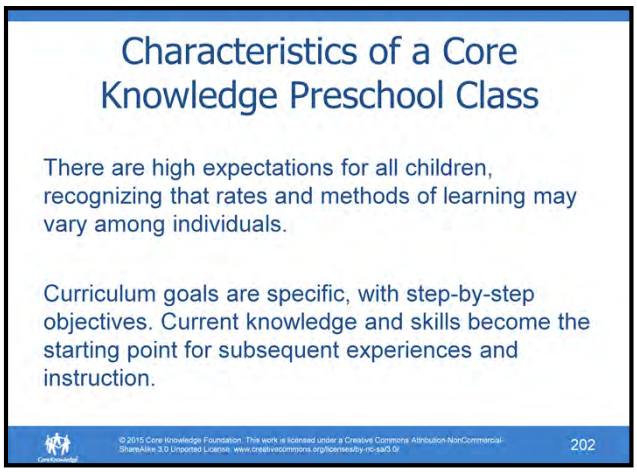

Review characteristics of a Core Knowledge preschool classroom:

1. I began by telling you that the success for children depends on having high expectations for all children, recognizing that rates & methods of learning may vary among individuals. After spending today with the preschool sequence, you can see that the skills included illustrate those high expectations, but allow for addressing different rates and methods of learning.
2. You should also be able to see that the curriculum goals are specific, with step-by-step objectives. This allows current knowledge and skills become the starting point for subsequent experiences and instruction.

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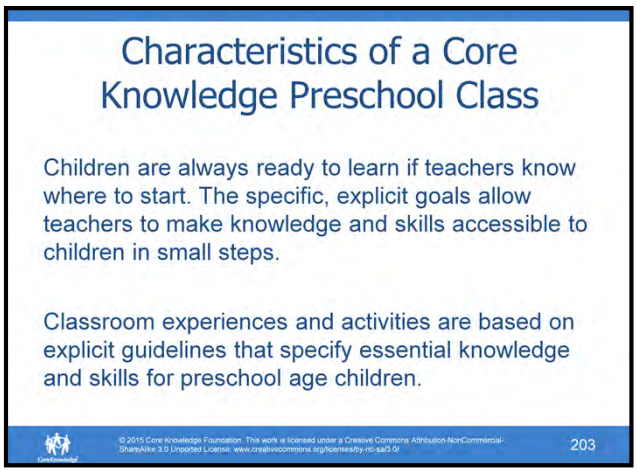

1. Children are always ready to learn if teachers know where to start. The specific, explicit goals of the Sequence allow teachers to make knowledge and skills accessible to children in small steps.
2. In the Core Knowledge classroom, experiences and activities are based on explicit guidelines that specify essential knowledge and skills for preschool age children. This specificity supports your ability to know what and when to teach skills as well as you ability to assess a child's progress on the skills that make up broader competencies.

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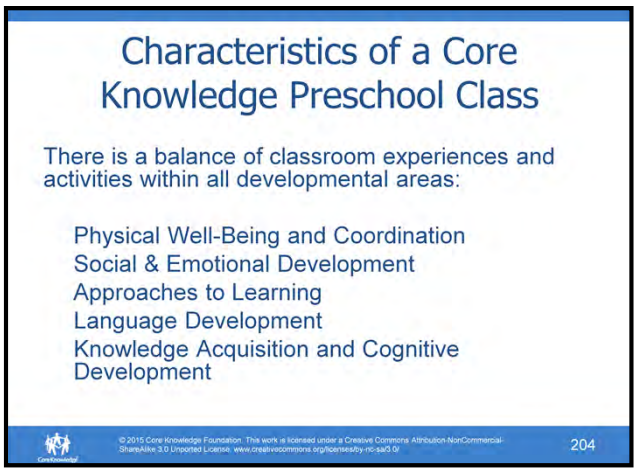

In a Core Knowledge classroom, there is a balance within classroom experiences & activities of all developmental areas:

- Physical Well-Being & Coordination
- Social & Emotional Development
- Approaches to Learning
- Language Development
- Knowledge Acquisition and Cognitive Development

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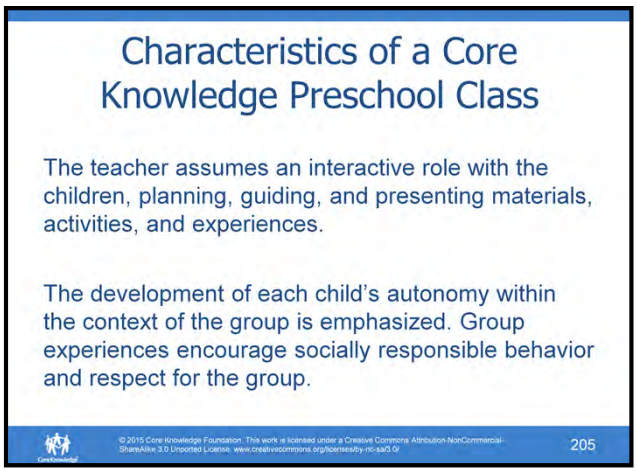

1. In the Core Knowledge classroom, the teacher assumes an interactive role with the children, planning, guiding, conversing, and presenting materials, activities, and experiences.
2. The development of each child's autonomy within the context of the group is emphasized. Group experiences encourage socially responsible behavior and respect for the group.

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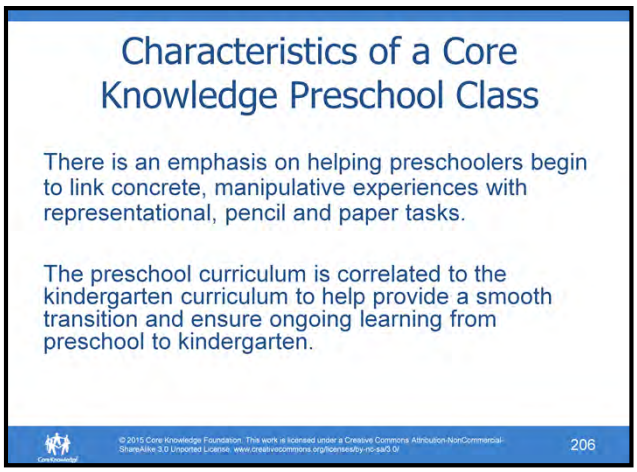

1. In a Core Knowledge classroom, there is an emphasis on helping preschoolers begin to link concrete, manipulative experiences with representational or abstract tasks, like those that they will encounter in later schooling that require pencil and paper.
2. The preschool curriculum is correlated to the kindergarten curriculum to help provide a smooth transition and ensure ongoing learning from preschool to kindergarten.

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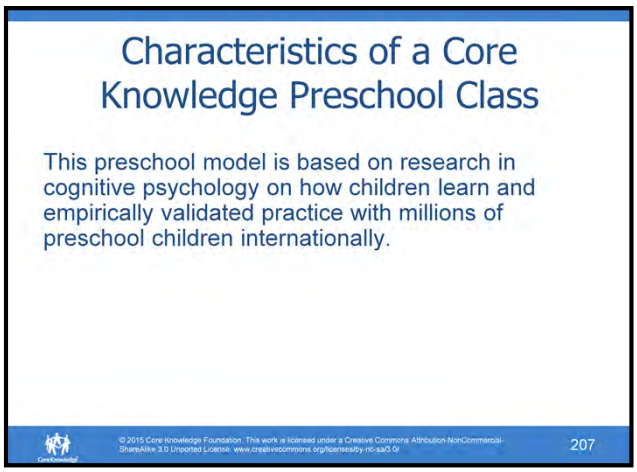

Finally, the Core Knowledge preschool model is based on research in cognitive psychology on how children learn and empirically validated practice with millions of preschool children internationally. It supports guidelines and standards advocated by early childhood organizations and researchers, and is aligned with the Maryland State Guidelines for three- and four-year-olds.

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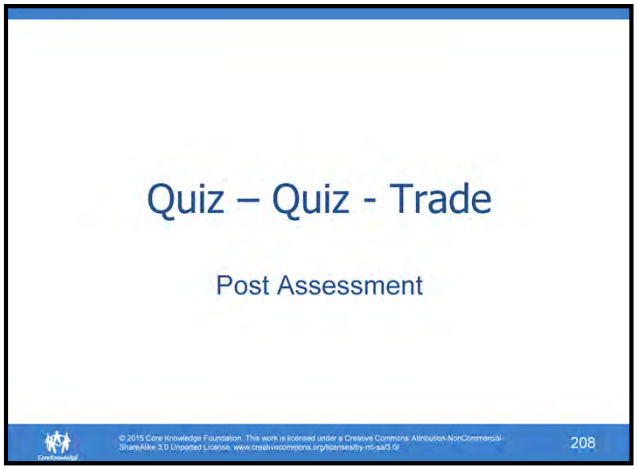

1. Tell participants that rather than taking a post assessment, they will play a game of Quiz–Quiz-Trade to review their learning.
2. Provide each participant with a card. Participants should find a partner, quiz each other with the cards' contents (answers on the back so be careful how you hold them!), then swap cards and find someone else to quiz.
3. Let the Quiz-Quiz-Trade go on for 15 minutes or so, or until you can tell that questions are starting to repeat.
4. Ask participants if there were any questions that didn't make sense, or that their partner had trouble answering. Review as necessary.

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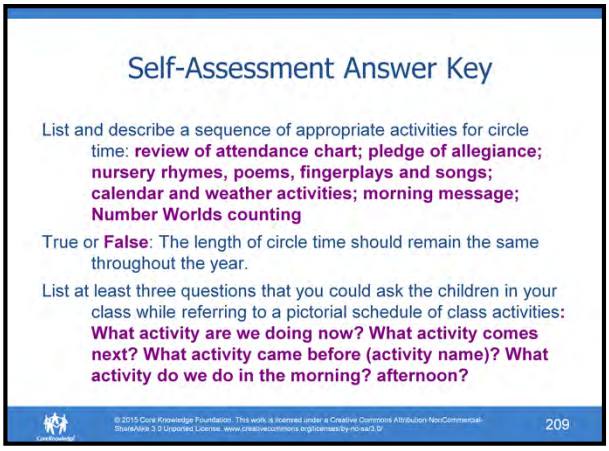

Organization Self-Assessment - 10 minutes

Review any quiz-quiz-trade items participants had questions about.

Note: If time is short, you may lead the entire group orally answering the self-assessment questions together.

Note: The answers will slide in one at a time.

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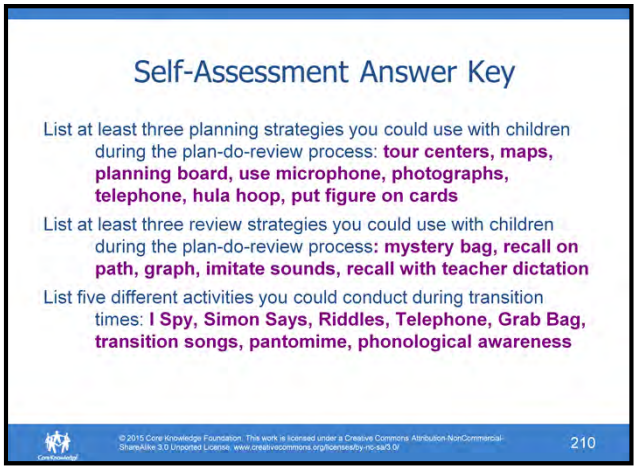

Organization Self-Assessment - 10 minutes

For each center, list three ways that adults can encourage play and learning:

- Housekeeping and Dramatic Play—Play with children; Expand and elaborate comments; Call attention to reading/writing props
- Library and Listening--read stories aloud; talk about the story; ask children to retell stories
- Writing--take dictation; ask children to read what they wrote; show how to write letters in name
- Sand & Water Table—Talk about what children are doing; Ask questions; Ask children to make predictions
- Manipulatives—talk about what children are doing; provide feedback; scaffold if children have difficulty
- Blocks—expand and elaborate comments; make comments about construction; play with children
- Science and Discovery—Model the scientific process; Ask questions; Show how to make a bar graph
- Art—model how to use tools and techniques; make supplies available; encourage children to talk about their art

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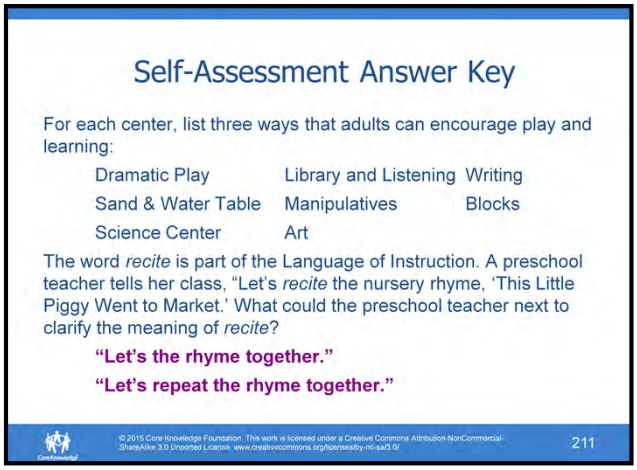

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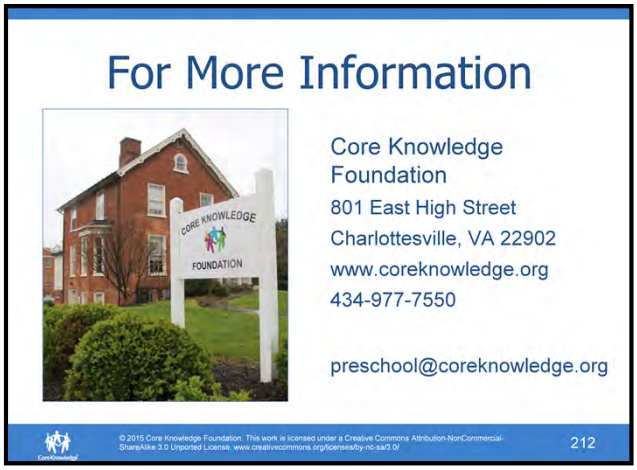

1. Ask: Do you have any questions about anything we covered today?
2. Answer questions as they are presented.
3. Before you leave please make sure to turn in:
    - Your Core Knowledge Assessment
    - Your Workshop Evaluation Form

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