



Office of Early Childhood Programs Prekindergarten Curriculum Guide for Teachers & Paraprofessionals



Scholastic's Big Day for PreK

Miami-Dade County Public Schools Prekindergarten programs will implement Scholastic's *Big Day for PreK* Curriculum. *Big Day for PreK's* approach to learning is grounded in cognitive research and builds on young children's knowledge and curiosity about the world around them. This comprehensive curriculum is designed to ensure that children acquire new knowledge, skills, and understanding each day through hands-on experiences, purposeful play, and teacher-led instruction. *Big Day for PreK* learning experiences integrate all domains, including:

- I. Social-Emotional Development
- II. Oral Language
- III. Literacy
- IV. Mathematics
- V. Science
- VI. Social Studies
- VII. Art
- VIII. Physical Development

The central organizing features of the *Big Day for PreK* Curriculum are the **Big Experiences**- Circle Time and Story Time lessons-that occur three times each day. These Big Experiences integrate learning domains and provide an anchor for conversation, play, and learning. In addition to Big Experiences, time for **Small Group Instruction** and **Learning Centers** is built into each day of the program.

The *Big Day for PreK* Curriculum is divided into eight engaging themes, each about one month long. Early in the year, the themes focus on concepts in children's immediate world, and they broaden over the course of the year as children understand more and more about the world around them. The eight themes integrate learning across content areas:

- Theme 1: Ready for School!
- Theme 2: My Family
- Theme 3: Our Community
- Theme 4: Awesome Animals!
- Theme 5: Imagine It, Make It
- Theme 6: Growing Up Healthy
- Theme 7: Nature All Around Us
- Theme 8: Moving On

Process Learning

A high quality, developmentally appropriate learning environment provides children an opportunity to engage in process learning. Children construct their own knowledge of the world as they transform their ideas and interactions into logical and intuitive sequences of thought and action. They also work with diverse materials to create meaningful experiences and outcomes as they talk about their experiences in their own words. Process Learning includes:

Materials- There is a variety of materials that are age appropriate and may be used throughout the day.

Exploration- Children have opportunities to manipulate, incorporate, and create their own representations with the materials chosen.

Choice- Children have opportunities throughout the day to make choices that will empower their initiative and independence.

Expressive Language- Children are encouraged to describe and reflect about their actions.

Adult Interaction- Adults support and promote children’s reasoning, problem solving, and creativity.

Adult Interactions

Process learning requires positive adult-child interactions. Mindful of providing a psychologically safe climate for young learners, adults strive to be supportive as they converse and interact with children. Throughout the day, guided by an understanding of how preschool children think and reason, adults practice positive interaction strategies. These strategies include sharing control with children, empowering their independence, focusing on children’s strengths, forming authentic relationships with children, supporting children’s play, and engaging children in classroom routines and expectations (Scholastic’s *Be Big in the Classroom* poster).

Learning Environment

Planning the layout of a prekindergarten class and selecting appropriate materials have a strong impact on the behavior of children and adults. A developmentally appropriate learning environment provides children with ongoing opportunities to make choices and decisions. Adults organize play space into specific learning centers: Blocks & Building, Creativity, Math & Science, Dramatic Play, Technology, and Reading & Listening. Writing and Clifford’s Corner may be standalone centers if space permits or integrated within other learning centers. The learning centers contain a wide and plentiful assortment of easily accessible materials children may choose then carry out their intentions and ideas for play. Natural, found, commercial, and teacher-made materials provide many learning opportunities each day for children to engage in creative and purposeful ways. Adults arrange storage for materials using low shelves, clear boxes, and picture labels children can “read,” so all children can independently find, use, and return the items they need.

Daily Routine

The daily schedule in a prekindergarten classroom revolves around a variety of learning opportunities and experiences, which are provided through various contexts that include small-group time, large-group time, and learning centers. These learning groupings provide opportunities for process learning, purposeful play, and teacher-led activities. The M-DCPS daily schedule provides consistent routines and a framework with a flexible structure that supports the curriculum and children’s interests. The daily routine enables young children to anticipate what happens next and gives them a great deal of control over what they do during each part of the day. We incorporate the **Think-Learn-Share** process, which enables children to express their intentions, carry them out, and reflect on what they have done in the learning centers. **Small Group Instruction 1: Scholastic** consists of literacy and math lessons that are generated from the *Big Day for PreK*. **Small Group Instruction 2: Focused Instruction** may consist of Scholastic’s *Make Learning Bigger* or children’s interests, observations of the children, introduction of new materials, basic skills, projects, themes and/or holiday related activities. During large group activities (**Big Experiences**), which occur three times per day, children are engaged in playful, intentional learning that integrates social-emotional, academic, and physical development to anchor, build, and expand learning.

Partnering With Families

Parents are children’s first teachers. Before children enter school, they have already learned many things from their families. *Big Day for PreK* helps build a partnership between home and school to make sure that both are working together in the best interests of the child. It helps with communication throughout the year with theme-specific Home to School and School to Home suggestions. An integral component which helps facilitate that Home-School Connection is Big Day Family Space. Families and students are given theme related stories, online resources such as BookFlix and Downloadable Take Home Books as well as Clifford Literacy and Math Activities and ABC Take-Home Books. Family letters are, available in 11 languages on Teacher Space.

Prekindergarten Scholastic Implementation

2013-2014 YEAR-AT-A-GLANCE
THEME PACING GUIDE



Office of Early Childhood Programs
 Prekindergarten Scholastic Implementation
 2013 - 2014 Year-at-a-Glance
 Theme Pacing Guide

Week	Days	Date	Theme Number & Title	Adaptations	T. Guide
1	5	Nov. 18 - 22, 2013	Theme 3: Our Community		
1	3	Nov. 25 - 27, 2013	Theme 3: Our Community		
2	5	Dec. 2 - 6, 2013	Theme 3: Our Community		
3	5	Dec. 9 - 13, 2013	Theme 3: Our Community		
4	5	Dec. 16 - 20, 2013	Theme 3: Our Community		

1	5	Jan. 6 - 10, 2014	Theme 4: Awesome Animals!	Letter Aa: T1 Wk. 3 *	p. 166 **
2	4	Jan. 13 - 16, 2014	Theme 4: Awesome Animals!		
3	4	Jan. 21 - 24, 2014	Theme 4: Awesome Animals!	Letter Bb: T1 Wk. 4 *	p. 232 **
4	5	Jan. 27 - 31, 2014	Theme 4: Awesome Animals!		

1	4	Feb. 3 - 6, 2014	Theme 5: Imagine It, Make It	Letter Cc: T2 Wk.1 *	p. 34 **
2	5	Feb. 10 - 14, 2014	Theme 5: Imagine It, Make It		
3	4	Feb. 18 - 21, 2014	Theme 5: Imagine It, Make It	Letter Dd: T2 Wk.2 *	p. 100 **
4	5	Feb. 24 - 28, 2014	Theme 5: Imagine It, Make It		

1	5	Mar. 3 - 7, 2014	Theme 6: Growing Up Healthy	Letter Ee: T2 Wk. 3 *	p. 166 **
2	5	Mar. 10 - 14, 2014	Theme 6: Growing Up Healthy		
3	4	Mar. 17 - 20, 2014	Theme 6: Growing Up Healthy	Review Aa-Ee	T2, Wk. 4**
4	5	Mar. 31 - Apr. 4, 2014	Theme 6: Growing Up Healthy		

1	5	Apr. 7 - 11, 2014	Theme 7: Nature All Around Us		
2	4	Apr. 14 - 17, 2014	Theme 7: Nature All Around Us		
3	5	Apr. 21 - 25, 2014	Theme 7: Nature All Around Us		
4	5	Apr. 28 - May 2, 2014	Theme 7: Nature All Around Us		

1	5	May 5 - 9, 2014	Theme 8: Moving On		
2	5	May 12 - 16, 2014	Theme 8: Moving On		
3	5	May 19 - 23, 2014	Theme 8: Moving On		
4	4	May 27 - May 30, 2014	Theme 8: Moving On		

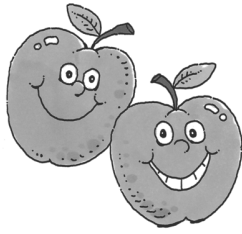
NOTES

THEME PACING GUIDE provides a suggested timeline for instruction. There may be a discrepancy of 1-2 weeks depending on pacing of curriculum implementation based on childrens' developmental needs.

*For attached Alphabet Lessons Aa-Ee, refer to Teacher Space on Scholastic's Portal

**Refer to pages in corresponding Scholastic's *Big Day for PreK* Theme Teaching Guide

Aa



1 Introduce Aa

Alphabet Frieze

Together say the ABC's. Point to the letter **A** on the frieze and name it.

Read the Rhyme

Read aloud the rhyme for **Aa**.

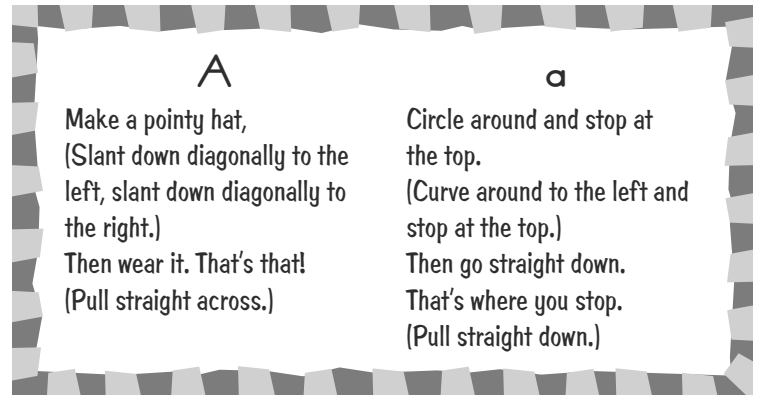
- As you read, emphasize the /a/ sound in the word *apple*. Read the rhyme again. Have children put their hands over their head and make their fingers touch each time they hear a word that begins with /a/.
- Invite children to join in as you read the poem again. Point to the big and little **Aa** on the Alphabet Frieze. Name the letter. Explain that the letter **Aa** can stand for the /a/ as in *apple*, *astronaut*, and *alligator*.

Way up in an apple tree
Two little apples smiled at me.
I shook the tree as hard as I could,
Down came those apples,
Ummm, they were good!

3 Write the Letter Aa

On the board write the word *ant*. Underline the letter *a*. Remind children that the letter *a* stands for /a/, the beginning sound in *apple*.

- Point out the big and little forms of the letter. Model how to write **Aa** using the rhyme provided. Have children practice writing the letter in sand trays, in the air, or on paper.



2 Listen for /a/

Alliteration

Read this alliterative sentence aloud stressing each initial /a/: *Anna asked an ant about applesauce*. Have children repeat the sentence with you stressing each /a/. Read the sentence again slowly and have children raise their hand each time they hear a word that begins with /a/.

An Apple a Day

Help children cut out red construction paper in the shape of an apple. Tell them that you are going to read some words aloud. When they hear the /a/ as in *apple*, children can hold their paper apple up. Use the following words: *alphabet*, *horn*, *acorn*, *basket*, *dress*, *alligator*, *apple*, *penny*, *cup*.

4 Follow-Up

Letter Sort (ABC)

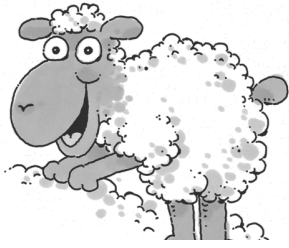
Place **Aa** and **Bb** Letter Cards in a visible spot. Provide alphabet manipulatives such as alphabet puzzle pieces, magnetic letters, sponge letters, or felt letter cutouts. Using the Letter cards as a reference, encourage children to sort the **Aa** and **Bb** manipulatives.

A Creation (Art)

Invite children to form **A** and **a** using pipe cleaners. Children can glue their letters onto paper and finger-trace the fuzzy letters while saying /a/.

For Additional Practice See *ABC Take Home Books*.

Bb



1 Introduce Bb

Alphabet Frieze

Together say the ABC's. Point to the letter **B** on the frieze and name it.

Read the Rhyme

Read aloud the rhyme for **Bb**.

- As you read, emphasize the /b/ sound in the words *baa, black, bags, and boy*. Read the rhyme again. Have children bang on a table or desk each time they hear a word that begins with /b/.

Baa, baa, black sheep,
Have you any wool?
Yes sir! Yes sir!
Three bags full.

One for my master,
One for my dame,
One for the little boy
Who lives down the lane.

- Invite children to join in as you read the poem again. Point to the big and little **Bb** on the Alphabet Frieze. Name the letter. Explain that the letter **Bb** can stand for the /b/ as in *bags* and *boy*.

3 Write the Letter Bb

On the board write the word *box*. Underline the letter *b*. Remind children that the letter *b* stands for /b/, the beginning sound in *box*.

- Point out the big and little forms of the letter. Model how to write **Bb** using the rhyme provided. Have children practice writing the letter in sand trays, in the air, or on paper.

B	b
Draw a line straight down and go back to the start. (Pull down straight, move pencil back to top.)	Go straight down then up halfway. (Pull down straight, retrace halfway up.)
Then curve around and around like a sideways heart. (Make two sideways loops.)	Circle around and back to stay. (Circle to the right and back to the line.)

2 Listen for /b/

Oddity Task

Mix Picture Cards with picture cards of words that begin with other letters. Together, say the words aloud. Ask children to identify the words that begin with /b/. Use the following picture cards.

bat kite dog box
frog leaf boat pig

What's in the Box?

Collect the following items and put them in a box: *beans, beads, barrettes, buttons, bandages, bows, balloons, book, ball, and belt*. Tell children that all of the things in the box begin with /b/. Invite them to take turns reaching in to the box and taking out and naming each item.

4 Follow-Up

Label It (ABC)

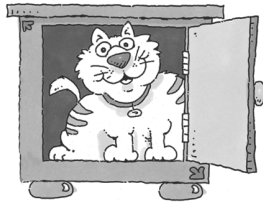
Help children form **Bb**'s out of clay or pipe cleaners. Together, look around the classroom for areas or items whose names begin with **Bb**. Guide children to label these areas such as *bulletin board, books, blocks, and bathroom* with the **Bb**'s.

Finger Paint Fun (Art)

Children can practice writing the letter **Bb** in finger paint. Provide Letter cards for children to use as a guide. Encourage children to explore using finger paint.

For Additional Practice See *ABC Take Home Books*.

Cc



1 Introduce /C/c

Alphabet Frieze

Together say the ABC's. Point to the letter **C** on the frieze and name it.

Read the Rhyme

Read aloud the rhyme for **Cc**.

The Cat's in the cupboard
Counting to three.
I'm in the backyard
Hiding in a tree.
The Cat's in the cupboard
And he can't find me!

- As you read, emphasize the /k/ sound in the words *cat*, *cupboard*, *counting*, and *can't*. Read the rhyme again. Have children clap each time they hear a word that begins with /k/.
- Invite children to join in as you read the poem again. Point to the big and little **Cc** on the Alphabet Frieze. Name the letters. Explain that the letters **Cc** can stand for the /k/ as in *cat* and *cupboard*.

2 Listen for /k/

Alliteration

Read this alliterative sentence aloud stressing each initial /k/: *Cat and cows play catch with a cup*. Have children repeat the sentence with you stressing each /k/. Read the sentence again slowly and have children "show cat's claws" each time they hear a word that begins with /k/.

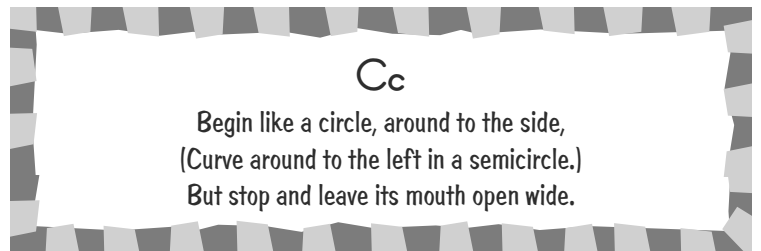
Carrots and Cabbage

Tell children that you want to make a salad but only want to use foods with names that begin with the /k/ sound. Say the following words: *corn*, *lettuce*, *cucumber*, *pepper*, *carrots*, *tomato*, *cabbage*. Have children tell you to "put it in the salad" if the beginning sound is /k/.

3 Write the Letter Cc

On the board write *cat*. Remind children that the letter **c** stands for /k/, the beginning sound in *cat*.

- Model how to write **Cc** using the rhyme provided. Have children practice writing the letters in sand trays, in the air, or on paper.



4 Follow-Up

Letter/Picture Match (ABC)

Display these Picture Cards: *coat*, *dog*, *cat*, *can*, *fox*, *hat*. Have children take turns selecting a **c** from the alphabet manipulatives and placing it next to a picture whose name begins with /k/.



Picture Cards

Coins in the Can (Math)

Display a can and a pile of coins. Point out that both the words *can* and *coin* begin with the letter **c** and the /k/ sound. Have children each take turns dropping a coin into a can. As they drop each coin in, have children say: "one coin in the can," "two coins in the can," and so on. Have them emphasize the beginning /k/ in *coin* and *can*.

For Additional Practice See *ABC Take Home Books*.

Dd



1 Introduce Dd

Alphabet Frieze

Together say the ABC's. Point to the letter **D** on the frieze and name it.

Read the Rhyme

Read aloud the rhyme for **Dd**.

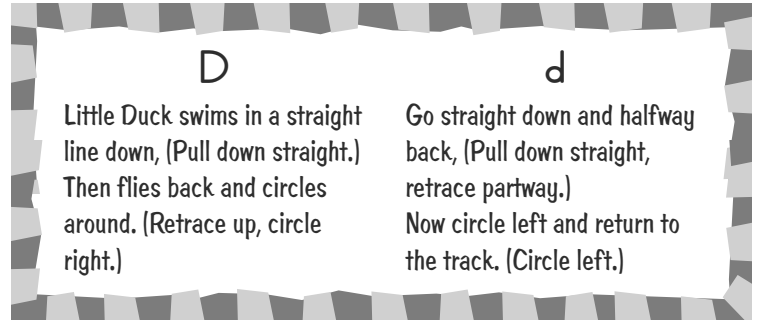
- As you read, emphasize the /d/ sound in the words *dickory*, *dock*, and *down*. Read the rhyme again. Have children sway back and forth like a clock when they hear /d/.

Hickory, Dickory, Dock
The mouse ran up the clock.
The clock struck one,
And down he run.
Hickory, Dickory, Dock.

- Invite children to join in as you read the poem again. Point to the big and little **Dd** on the Alphabet Frieze. Name the letter. Explain that the letter **Dd** can stand for the /d/ as in *down*.

3 Write the Letter Dd

Write **Dd** on the board slowly. Point out the big and little forms of the letter. Model how to write the letter using the rhyme provided. Have children practice writing the letter in sand trays, in the air, or on paper.



4 Follow-Up

Dd Animals (ABC)

The names of many animals begin with **Dd**. Children can draw pictures of deer, dogs, ducks, dolphins, and donkeys and label them for an animal bulletin board.

Do a **D** Dance (Music and Movement)

Play a game of musical **Dd**'s. Write **Dd** on paper and place the paper around the room like stepping stones. Guide children to move from stone to stone as the music is played. When the music stops, children can find a **Dd** stepping stone and say a word that begins with /d/. Remove a stone each time the music stops.

For Additional Practice See *ABC Take Home Books*.

2 Listen for /d/

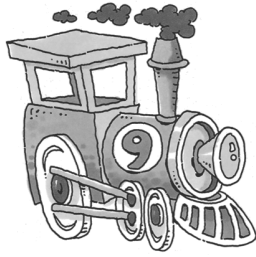
Alliteration

Read the alliterative sentence aloud stressing each initial /d/: *Do dogs dig down deep?* Have children repeat the sentence with you stressing each /d/. Read the sentence again slowly and have children "woof" like a dog after each word that begins with /d/.

Alphabet Hop

Write alphabet letters children know, or **d** on note cards. Then give each child a note card. Ask children to form a line and face you. Say a letter name or a word with a letter sound the children know. Then the children holding that letter may take one hop forward. Continue the game until all the children reach the front of the room.

Ee



1 Introduce Ee

Alphabet Frieze

Together say the ABC's. Point to the letter **E** on the frieze and name it.

Read the Rhyme

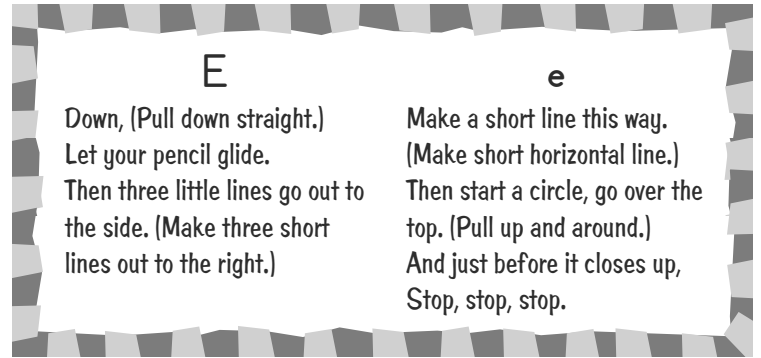
Read aloud the rhyme for **Ee**.

- As you read, emphasize the /e/ sound in the word *engine*. Read the rhyme again. Have children pantomime pulling the smoke signal on a train each time they hear a word that begins with /e/.
- Invite children to join in as you read the poem again. Name the letter. Explain that the letter **Ee** can stand for the /e/ as in *egg*.

Engine, Engine, Number Nine
Running on the Chicago line.
See it sparkle, see it shine
Engine, Engine, Number Nine.

3 Write the Letter Ee

Model how to write **Ee** using the rhyme provided. Point out the big and little forms of the letter. Have children practice writing the letter in sand trays, in the air, or on paper.



E
Down, (Pull down straight.)
Let your pencil glide.
Then three little lines go out to
the side. (Make three short
lines out to the right.)

e
Make a short line this way.
(Make short horizontal line.)
Then start a circle, go over the
top. (Pull up and around.)
And just before it closes up,
Stop, stop, stop.

2 Listen for /e/

Alliteration

Read the alliterative sentence aloud, emphasizing the /e/ sound: *Evan and Ed had eggs*. Ask children to repeat it. Say each word again slowly. Ask children to pretend they are breaking an egg every time they hear /e/ in the sentence.

Elephant Egg

Explain to children that they are going to listen for words that begin with /e/ as in *egg*. Say *egg* and another word. If the two words begin with /e/, children should tug at their ear. If the words begin with different sounds, they should sit still. Use these word pairs: *egg, elephant*; *egg, crocodile*; *egg, engine*; *egg, every*; *egg, dinosaur*; *egg, elf*.

4 Alphabet Activities

Picture Sound Match (ABC)

Make cards that show objects whose names begin with /e/. Some pictures to include may be *elephant, ear, egg, engine, elbow, elf, elevator*. Give each child a picture card. Hold up a letter card for **Ee** and ask volunteers to show their picture card and say the /e/ word for the class.

Act Out E's (Dramatic Play)

Help children make up a skit about an engineer who drives an engine with an elephant and elves riding in it. Invite them to make props to use in dramatic play. Then have children choose parts and act out the skit. Children may want to recite the rhyme on the Alphabet Frieze, "Engine, Engine, Number Nine."

For Additional Practice See *ABC Take Home Books*.

Miami-Dade County Public Schools Prekindergarten

CLASSROOM ENVIRONMENT
AND
FLOOR PLAN

CLASSROOM ENVIRONMENT

SETTING

Create a safe and inviting learning environment where all children can explore and engage with the world around them. The following recommendations lead to a high quality prekindergarten program:

- A large classroom setting that includes enough space for 20 children, learning centers, a bathroom and sink.

There must be evidence of:

• Children's daily sign-in	• Calendar(s)
• Children's authentic work displayed	• Visual aides
• Children's interactive pictorial daily routine cards posted	• Adult daily routine posted
• Big Wall Chart (Scholastic)	• Interactive word wall
• Be Big in the Classroom Poster (Scholastic)	• Children's assigned jobs chart

Learning Centers must be well-defined, labeled, safe and organized so children can move freely. Materials must be stored, organized, and labeled in their corresponding learning centers. The learning environment should include two areas for small group instruction to accommodate 10 children in each of the following: Creativity Center and Math & Science Center only.

LEARNING CENTERS (All Centers Accessible)

Well-defined and organized Learning Centers provide children with opportunities to explore their interests, make individual choices, and work cooperatively. Consistent and predictable routines and procedures will help children explore and navigate their way through Learning Centers independently. This will give children an opportunity to practice communicating and collaborating with peers. During this time, teachers should also focus on academic and social support by implementing one-to-one/small group instruction (Responsive Instruction) based on data collected from assessments and observations of the children. These intervention strategies may be used for SST Intervention Plans or IEP's. Each Prekindergarten classroom should have a minimum of five (5) Learning Centers which include: *Blocks & Building Center, Creativity Center, Dramatic Play Center, Math & Science Center, and Technology Center*. It is suggested that the Writing Center be incorporated into the Dramatic Play Center and that the Reading & Listening Center be a standalone area if space permits. However, books such as theme books, Spanish books for ELL children and writing tools should be made accessible to children in all centers.

BLOCKS & BUILDING CENTER (FORMALLY KNOWN AS BLOCK AREA)

***Where large group activities (Big Experiences) take place**

Children will design and build as they learn about various shapes, sizes, height, depth, symmetry, and patterns while improving their eye-hand coordination.

- Arrange enough floor space for children to build.
- Provide materials to build with such as large hollow blocks, unit blocks, small blocks, cardboard blocks and blocks made out of recyclables.
- Provide materials to represent with such as vehicles, multicultural figures, and toy animals.
- Display pictures and picture books as references that show buildings and people building things.

CREATIVITY CENTER (FORMALLY KNOWN AS ART AREA)

***There should be a table in this center to accommodate at least 10 children.**

Children are encouraged to express themselves creatively and use their imagination as they interact with various materials for drawing, painting, sculpting, and constructing. Focus should be on the process rather than the finished product.

- Use labeled bins and containers to store and organize materials.
- Display freestanding or wall-mounted easels.
- Provide materials for mixing, painting, two and three-dimensional representations, and holding things together and taking them apart.

DRAMATIC PLAY CENTER (FORMALLY KNOWN AS HOUSE AREA)

Children will develop their problem-solving, communication, and social-emotional skills through imaginative play while acting out real-life scenarios as they role-play different community workers, family members, and book characters with their peers.

- Provide authentic props such as empty food containers, eating utensils, magazines, newspapers and dress-up clothes that reflect the diversity of the children in class.
- Include child-size furnishings such as tables, chairs, sofa, stove, oven and refrigerator.
- Display pictures and picture books as references that show authentic representations of the learning center.

MATH & SCIENCE CENTER (FORMALLY KNOWN AS TOY AREA)

***There should be a table in this center to accommodate at least 10 children.**

Children are encouraged to use manipulatives and objects to investigate, observe, explore and experiment with quantity, size, shapes, numbers, and properties. They will develop an awareness of symmetry, recognize and create patterns, fit things together and take them apart and improve eye-hand coordination.

- Make available pattern blocks, attribute blocks, bear counters, snap cubes, magnifiers, rulers, clipboards and scales.
- Display pictures and picture books with numbers, geometric shapes, animals and plants.

TECHNOLOGY CENTER (FORMALLY KNOWN AS COMPUTER AREA)

Children are encouraged to use technology to enhance their learning and prepare for the technology-rich world of the 21st century.

- Implement available computer assisted instructional programs.
- A daily rotation schedule should be implemented to ensure that children engage in computer-assisted instruction.

READING & LISTENING CENTER (STANDALONE IF SPACE PERMITS)

Children will gather in a literacy-rich comfortable space to independently read and listen to audiobooks related to the themes.

- Include a soft rug, giant floor pillow, and beanbag chairs for reading and sharing books.
- Provide dry-erase boards, magnetic boards with storytelling figures, letters, chalk, an assortment of papers, and markers.
- Offer a variety of books from multiple genres such as informational, multicultural, wordless, and classroom-made books. Teachers may place the little book versions of the theme big books in this center.

WRITING CENTER (INTEGRATED OR STANDALONE IF SPACE PERMITS)

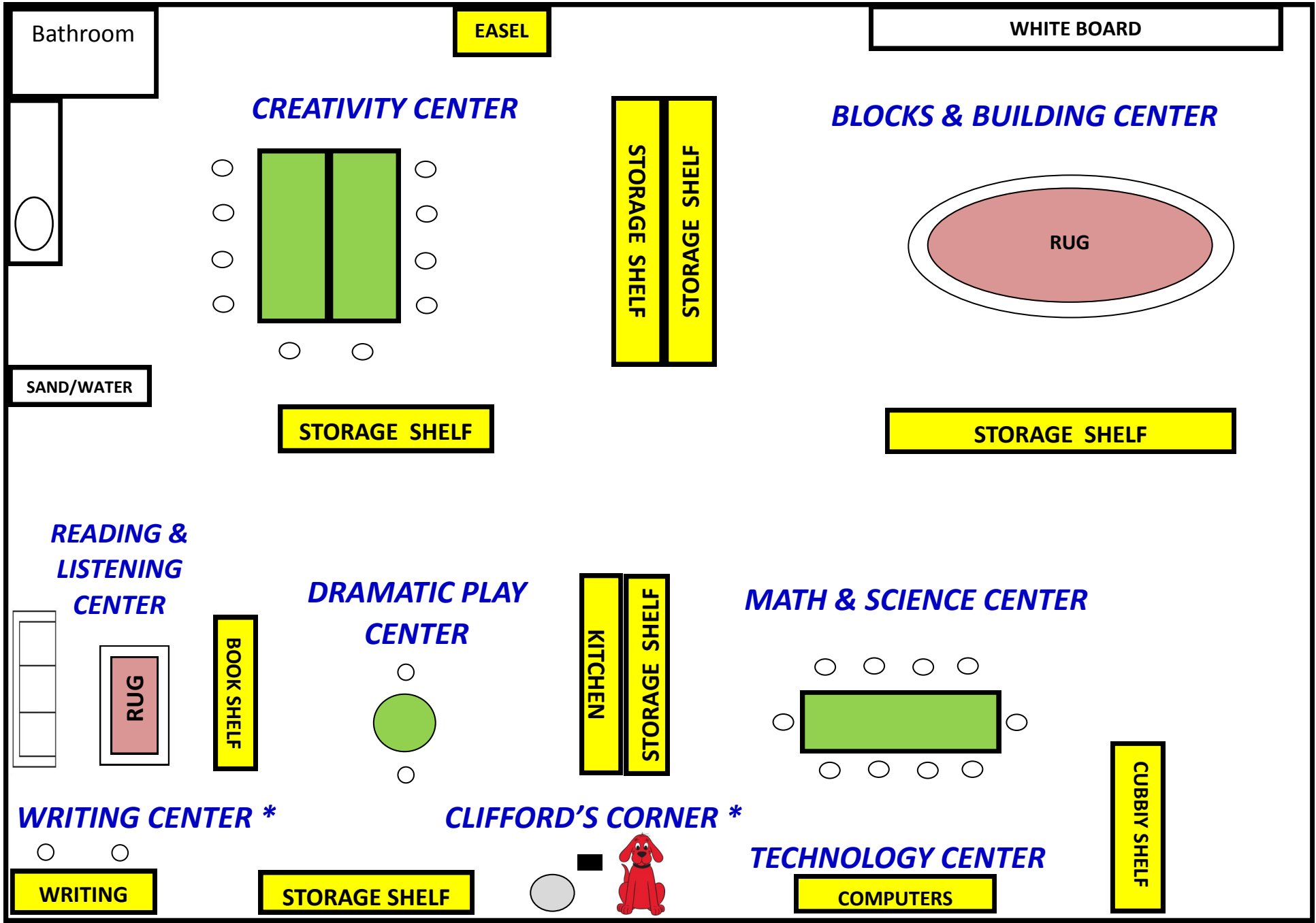
Children will be exposed to writing models that will inspire them to write for a variety of purposes. These materials should be included for children to use when writing and drawing.

- Include dry-erase boards, magnetic boards with storytelling figures, letters, chalk, an assortment of papers, envelopes, invitations, menus, notepads, and markers.

- Provide picture dictionaries, alphabet cards and children’s symbols with their name for them to reference.
- Include book-binding materials, such as tape, glue, hole punchers, twist ties, and staplers.

CLIFFORD’S CORNER (INTEGRATED OR STANDALONE IF SPACE PERMITS)

Clifford’s Corner is introduced at the beginning of each theme on page 3 of the Teacher’s Guide. The guide offers ideas to model and reinforce social-emotional focus with an emphasis on self-awareness, self-regulation, social awareness and social competence. Clifford’s Corner will be introduced during Meet and Greet at the beginning of each theme. The Clifford puppet and corresponding books should be added to the Reading & Listening Center or Clifford’s Corner, a cozy area in the classroom formerly known “Safe Place” (if space permits).



2013-2014 M-DCPS PREKINDERGARTEN SAMPLE FLOOR PLAN

* May be integrated within other centers



TITLE I CLASSROOMS

DAILY ROUTINE/SCHEDULE
AND
DAILY ROUTINE PROGRAM COMPONENT DESCRIPTIONS



OFFICE OF EARLY CHILDHOOD PROGRAMS

2013-2014 SCHOLASTIC PREKINDERGARTEN DAILY ROUTINE/SCHEDULE

TITLE I SCHOOLS

ARRIVAL	8:20 a.m. - 8:30 a.m.	10 MINS
MEET & GREET	8:30 a.m. - 8:45 a.m.	15 MINS
BIG EXPERIENCE 1	8:45 a.m. - 9:05 a.m.	20 MINS
SMALL GROUP INSTRUCTION 1: SCHOLASTIC	9:05 a.m. - 9:25 a.m.	20 MINS
SMALL GROUP INSTRUCTION 2: FOCUSED INSTRUCTION	9:25 a.m. - 9:45 a.m.	20 MINS
THINK	9:45 a.m. - 9:55 a.m.	10 MINS
LEARN (Learning Centers with Responsive Instruction)	9:55 a.m. - 10:45 a.m.	50 MINS
SHARE	10:45 a.m. - 10:55 a.m.	10 MINS
BIG EXPERIENCE 2	10:55 a.m. - 11:15 a.m.	20 MINS
SONGS AND FINGERPLAYS	11:15 a.m. - 11:30 a.m.	15 MINS
LUNCH	11:30 a.m. - 12:00 p.m.	30 MINS
BIG EXPERIENCE 3	12:00 p.m. - 12:20 p.m.	20 MINS
INTERACTIVE READING USING CHILDREN'S LITERATURE	12:20 p.m. - 12:40 p.m.	20 MINS
OUTDOOR TIME	12:40 p.m. - 1:10 p.m.	30 MINS
QUIET TIME	1:10 p.m. - 1:40 p.m.	30 MINS
CLOSING CIRCLE / DISMISSAL	1:40 p.m. - 1:50 p.m.	10 MINS

VPK INSTRUCTIONAL PERSONNEL LUNCH/BREAK TIMES

	LUNCH	A.M. BREAK	P.M. BREAK
TEACHER: (30 min. duty-free lunch) Work hours: 8:05 am.- 3:10 p.m.	During student's lunch time paraprofessionals will provide adult supervision **	NOT APPLICABLE	NOT APPLICABLE
FULL -TIME PARAPROFESSIONAL: (30 min. lunch + 2 -10 min. breaks) Work hours: 8:05 am.- 3:10 p.m.	12:00 p.m. - 12:30 p.m.	REFER TO IMPORTANT NOTES *	12:30 p.m.-12:40 p.m. AND after dismissal between 1:50 p.m.-3:05 p.m.
PART-TIME PARAPROFESSIONAL: (1- 15 min. break) Work hours: 8:20 am.- 1:20 p.m.	During student's lunch time paraprofessionals will provide adult supervision **	REFER TO IMPORTANT NOTES *	12:25 p.m.-12:40 p.m.

IMPORTANT NOTES

* TEACHER/STUDENT RATIO MUST BE MAINTAINED DURING VPK INSTRUCTIONAL TIME 8:20 am-11:20 am

**Paraprofessional must remain and supervise students during Lunch Time.

***Both adults must remain and supervise students during Outdoor Time and Quiet Time.

TITLE I DAILY ROUTINE PROGRAM COMPONENTS

VPK Portion of the Day: 8:20 a.m. – 11:20 a.m.

**ALL daily routine components must be covered and times are not flexible.
Paraprofessional must support the teacher during the entire 3 hours...NO BREAK TIMES**

Enrichment Portion of the Day: 11:20 a.m. – 1:50 p.m.

To accommodate differing lunch times...ALL daily routine program components must be covered, however, times are flexible. Please refer to VPK Instructional Personnel Lunch/Break Times before making changes.

VPK COMPONENTS

8:20 a.m. – 8:30 a.m. ARRIVAL TIME

Arrival time provides a smooth transition from home to school and gives children and adults a chance to communicate important information. Children store personal belongings such as book bags, lunch bags and communication folders as well as engage in the daily sign-in process. During this time, children may illustrate/write their message, engage in question of the day, and begin the implementation of the Technology Center (see Special Notes section). Refer to Scholastic's Professional Handbook Routines at a Glance section for Meet and Greet Routines (p. 23). **During this portion of the day, one adult should greet at the door while the other begins to engage the children in the Arrival Time activities.**

8:30 a.m. – 8:45 a.m. MEET & GREET: SCHOLASTIC/OTHER

Meet and Greet is a large group time activity that takes place in a consistent area of the classroom (large carpet). It is during this time that teachers are to promote oral language development by engaging children in conversations. Children will interact and partake in community building songs, attendance, calendar activities, job selection, message board, and question of the day. Clifford's Corner may be introduced during Meet and Greet to reinforce the social-emotional focus. Ideas may be found on p. 3 of the Teacher's Guide. Clifford books should be placed in the "Safe Place" or Reading & Listening Center. Refer to Scholastic's Professional Handbook Routines at a Glance section for Meet and Greet Routines (p. 23). **During this portion of the day, both adults must interact with the children at the large carpet.**

8:45 a.m. – 9:05 a.m. BIG EXPERIENCE 1: SCHOLASTIC

Big Experience is a large group time activity that begins in a consistent area and then may move to another area of the classroom. The central organizing features of the *Big Day for PreK Curriculum* are the **Big Experiences**-Circle Time and Story Time lessons-that occur three times each day. The learning domains are spiraled throughout the three **Big Experiences** and serve as springboards for learning across curriculum areas throughout the day and week. Both adults encourage children to engage in meaningful conversations with strategies that accelerate oral language development and vocabulary acquisition. Teachers will emphasize theme words through the use of the interactive Big Wall Chart (Professional Handbook p.121, 123) and utilize purple speech bubbles for vocabulary enhancement. The **Big Experiences** engage children in playful, intentional learning that integrates social-emotional, academic, and physical development to anchor, build, and extend learning. During read aloud, teachers use the dialogic reading approach that encourages conversational interactions and gives children opportunities to experiment with and explore language. BookStix, preprinted sticky notes, should be affixed

to the backs of read alouds and big books to provide dialogic reading prompts (P.E.E.R./C.R.O.W.D. questioning techniques). For every Big Experience there is a transition activity found in the third Make Learning Bigger idea. A valuable informal observation tool that should be used to monitor children's academic progress is the Clipboard Observation Guide (see Special Notes). **During this portion of the day, both adults must interact with the children.**

9:05 a.m. – 9:25 a.m. SMALL GROUP INSTRUCTION 1: SCHOLASTIC

During Small Group Instruction 1, the adults meet with their established groups of 9-10 children in a consistent location to ensure focused teacher/child interactions, child engagement, and guided practice. Groups may move to an alternate location based on the activity planned. Small group instruction targets essential literacy and mathematical skills allowing teachers to provide focused instruction, guidance, and feedback in key skills and reteach if necessary during Think, Learn, Share using alternative procedures or modalities (Responsive Instruction). **During this portion of the day, each adult works with a group of children and alternate groups.**

9:25 a.m. – 9:45 a.m. SMALL GROUP INSTRUCTION 2: FOCUSED INSTRUCTION

During Small Group Instruction 2, the adults meet with their established groups of 9-10 children in a consistent location to work on planned activities. Groups may move to an alternate location based on the activity planned. These activities are introduced by the teacher based on Make Learning Bigger (Scholastic), children's interests, observations of children, introduction of new materials, basic skills, themes and/or holiday related activities. The adult introduces the concept and materials then models targeted skills. The children will then construct their own knowledge of concepts as they interact and work with materials. The teacher will provide choices of materials when creating authentic work. The adult will interact with the children one-on-one and engage children in conversation. **During this portion of the day, each adult works with a group of children and alternate groups.**

9:45 a.m. – 9:55 a.m. THINK (Formerly Planning Time)

During Think, the adults meet with their groups of 9-10 children in a consistent location. They establish a routine with children to make their center-time activities productive and organized. Children indicate what they plan to do at the center of their choice (typically discussing what they intend to do first). The adult in each of the two planning groups will:

- Listen to children's plans.
- Clarify their intent by asking higher order questions that make children think.
- Extend children's plans by recommending other resources in the classroom.

Props should be used for interactive learning.

9:55 a.m. – 10:45 a.m. LEARN (Formerly Do/Work Time) (Learning Centers with Responsive Instruction) ALL CENTERS ACCESSIBLE (no rotations)

During Learn Time, the teacher and paraprofessional will assist children who need help getting started with their plans. Children will carry out their initial and subsequent plans while they are encouraged to work with any of the materials in the learning centers. Both adults will observe and look for opportunities to scaffold children's learning by encouraging thinking, clarifying concepts, extending play and investigations, and facilitating as they encounter problem-solving situations. During this time, both adults will join in children's play and engage in conversation and will also focus on academic and social support by providing Responsive Instruction. Responsive Instruction consists of adult-child interactions (one-to-one/small group) based on

data collected from assessments and/or observations throughout the day. Teachers may also use Small Group Interventions found under each Small Group Instruction for each corresponding theme in the Teaching Guide as an intervention strategy for their Responsive Instruction. These intervention strategies may be used for SST Intervention Plans or IEP's. By using these support strategies, teachers provide children with more intensive intervention to prevent academic failure and challenging behaviors.

10:45 a.m. – 10:55 a.m. SHARE (Formerly Recall/Review Time)

During Share, the adults meet with their groups of 9-10 children in a consistent location after children and adults return materials and equipment to their designated storage spaces. This segment brings closure to the Think-Learn-Share sequence. The same strategies used for Think may be used for Share. The adult in each of the two groups will engage all children in conversation regarding their center time experiences. For example, children should be encouraged to display and/or discuss what they did. They may also talk about the children they worked with and problems they encountered and how they solved them during Learn Time. If a child has work in progress, an appropriate space will be provided for the project and labeled "work in progress".

10:55 a.m. – 11:15 a.m. BIG EXPERIENCE 2: SCHOLASTIC

Big Experience is a large group time activity that begins in a consistent area and then may move to another area of the classroom. The central organizing features of the *Big Day for PreK Curriculum* are the **Big Experiences**-Circle Time and Story Time lessons-that occur three times each day. The learning domains are spiraled throughout the three **Big Experiences** and serve as springboards for learning across curriculum areas throughout the day and week. Both adults encourage children to engage in meaningful conversations with strategies that accelerate oral language development and vocabulary acquisition. Teachers will emphasize theme words through the use of the interactive Big Wall Chart (Professional Handbook p.121, 123) and utilize purple speech bubbles for vocabulary enhancement. The **Big Experiences** engage children in playful, intentional learning that integrates social-emotional, academic, and physical development to anchor, build, and extend learning. During read aloud, teachers use the dialogic reading approach that encourages conversational interactions and gives children opportunities to experiment with and explore language. BookStix, preprinted sticky notes, should be affixed to the backs of read alouds and big books to provide dialogic reading prompts (P.E.E.R./C.R.O.W.D. questioning techniques). For every Big Experience there is a transition activity found in the third Make Learning Bigger idea. A valuable informal observation tool that may be used to monitor children's academic progress is the Clipboard Observation Guide (see Special Notes). **During this portion of the day, both adults must interact with the children.**

11:15 a.m. – 11:30 a.m. SONGS AND FINGERPLAYS: SCHOLASTIC/OTHER

The teachers will implement and participate in activities that provide opportunities for children to construct an understanding of the physical and social world through the direct actions and experiences they have with their bodies and senses. The teachers will also encourage children to experiment with music concepts through the use of song and fingerplay selections which are theme-aligned. Children will express themselves through song, rhyme and movement while engaging in shared experiences that build learning, active participation, and enjoyment. They will move in locomotor and nonlocomotor ways, express creativity in movement, describe movement, act upon movement directions, feel and express steady beat, move with objects, sing songs, play simple musical instruments, develop melody, play games, interpret finger plays and role play, participate in story re-enactments, engage in group discussions, cooperative play, and projects. Teachers may refer to Songs and Fingerplays Teacher Resource book p. 7 for A

Five Day Plan of a day-to-day progression with a sequence of songs and fingerplays introduced. **During this portion of the day, both adults must interact with the children.**

Lunch SHOULD NOT be scheduled for VPK children prior to 11:30 a.m.

PREKINDERGARTEN ACADEMIC ENRICHMENT COMPONENTS

11:30 a.m. – 12:00 p.m. LUNCH

Children and adults engage in appropriate meal-time conversations. PARAPROFESSIONAL remains with children during lunch time and the TEACHER has a 30 minute duty-free lunch break.

12:00 p.m. – 12:20 p.m. BIG EXPERIENCE 3: SCHOLASTIC

Big Experience is a large group time activity that begins in a consistent area and then may move to another area of the classroom. The central organizing features of the *Big Day for PreK Curriculum* are the **Big Experiences**-Circle Time and Story Time lessons-that occur three times each day. The learning domains are spiraled throughout the three **Big Experiences** and serve as springboards for learning across curriculum areas throughout the day and week. Both adults encourage children to engage in meaningful conversations with strategies that accelerate oral language development and vocabulary acquisition. Teachers will emphasize theme words through the use of the interactive Big Wall Chart (Professional Handbook p.121, 123) and utilize purple speech bubbles for vocabulary enhancement. The **Big Experiences** engage children in playful, intentional learning that integrates social-emotional, academic, and physical development to anchor, build, and extend learning. During read aloud, teachers use the dialogic reading approach that encourages conversational interactions and gives children opportunities to experiment with and explore language. BookStix, preprinted sticky notes, should be affixed to the backs of read alouds and big books to provide dialogic reading prompts (P.E.E.R./C.R.O.W.D. questioning techniques). For every Big Experience there is a transition activity found in the third Make Learning Bigger idea. A valuable informal observation tool that may be used to monitor children's academic progress is the Clipboard Observation Guide (see Special Notes). **During this portion of the day, both adults must interact with the children.**

12:20 p.m. – 12:40 p.m. INTERACTIVE READING USING CHILDREN'S LITERATURE

Interactive Reading is a large group time activity that takes place in a consistent area of the classroom (large carpet). During this time the teacher will introduce children to developmentally appropriate literature with an emphasis on classics. The teacher may also choose from a variety of genres such as fantasy, folktale, poetry, nonfiction, and realistic fiction. Teachers will engage children in the following Interactive Reading activities:

Day One:

1. Teacher will initially introduce and discuss concepts of print and gradually have children identify and describe book concepts using appropriate vocabulary.
 - Identify and discuss parts of the book (front/cover, spine, back, title page)
 - Identify and discuss book's title
 - Identify and discuss role of Author and Illustrator
2. Build background/conceptual knowledge based on the theme
 - Create an interactive concept web with the children based on main idea using pictures and/or real objects and words. Use dry erase boards, chart paper, poster board or bulletin board paper to create concept webs. Post concept webs in the classroom and make them accessible for children

and teachers to use as a literacy tool.

- Before reading the story, engage children in a picture walk/talk by referring to illustrations on the pages in the book and encouraging children to engage in conversations and build vocabulary. Children use illustrations to gain information to create their own story.

Day Two:

1. Complete picture walk/talk.
2. Recall events and add new vocabulary to concept web acquired during picture walk/talk.

Day Three:

1. Teacher will read complete story for enjoyment and model appropriate concepts of print such as one word, sentences, directionality, top to bottom, and left to right sweep progression.
2. During the read aloud, teacher will use the dialogic reading approach that encourages conversational interactions and gives children opportunities to experiment with and explore language. Teacher should ask recall and higher order thinking questions.

Day Four:

1. Teacher will engage children orally in a story map activity identifying setting, characters, beginning, middle, end, problem/solution, and plot.
2. Teacher will reread the story encouraging the children to join in the read using different strategies.

Day Five:

1. Teacher will encourage the children to orally compare picture walk/talk to the actual story (Venn diagram).
2. Engage children in retelling activities:
 - Role Play
 - Illustrate favorite part of story
 - Make up different ending
 - Change characters
 - Watch iBook or movie and compare to the book read

*Teachers may add props related to the book/theme to learning centers. This book should also be placed in the Reading & Listening Center.

12:40 p.m. – 1:10 p.m. OUTDOOR TIME

Teachers provide safe opportunities for children to engage in rigorous outdoor play and to develop their large muscle skills and coordination. Adults participate in and support children's play. Provide opportunities for children to utilize a variety of outdoor materials fostering learning, growth, and development. Teachers may utilize SPARK activities and materials during outdoor play. **During this portion of the day, the teacher and paraprofessional will interact and supervise children.**

1:10 p.m. – 1:40 p.m. QUIET TIME

Children have a time for quiet and solitary resting, napping, or reading. The following procedures must be adhered to during quiet time:

- ALL children's activities must be monitored by BOTH adults in the classroom at ALL times during quiet time (i.e.; talking, touching, moving from designated area, restroom)

- Lighting must be sufficient for adults to visually observe and supervise children.
- Maintain quiet time for no more than 30 minutes daily.
- The designated area in the classroom must have ample space with a minimum distance of 18 inches around individual napping spaces except a maximum of two sides of a napping space may be against a solid barrier, such as a wall.
- Resting spaces must not be under furniture or against furniture that may cause a hazard.
- Resting spaces must not interfere with exit areas, which must remain clear in accordance with fire safety regulations.

1:40 p.m. – 1:50 p.m. CLOSING CIRCLE

Closing Circle is a large group time activity that takes place in a consistent area of the classroom (large carpet). Closing circle provides a smooth transition from school to home and gives children and adults a chance to review the day's activities and discuss plans for the next day. The teacher and children engage in community building songs and/or fingerplays. Refer to Scholastic's Professional Handbook Routines at a Glance section for Wrap-Up Routines (p. 23).

1:50 p.m. DISMISSAL
Planning Time for Teacher and Paraprofessional

A time for the teacher and paraprofessional to analyze data from assessments, discuss observations of children, plan, and prepare materials for activities and/or intervention strategies for the following day(s).

SPECIAL NOTES

LESSON PLANS

Teachers are required to develop written plans in accordance with the required indicators in IPEGS Professional Standard 3: Instructional Planning. It shall be the decision of the teacher to use a daily plan or a long range plan that shall include objectives and/or goals; learning activities; and assessment(s) of child learning. Principals or supervising administrators may suggest, but not require, specific content or particular format or organization; unless otherwise stipulated as agreed to by both contractual parties. A suggested Miami-Dade County Public Schools Prekindergarten Daily Lesson Plan is available for teachers use (attached). It may also be accessed as a Word document at <http://earlychildhood.dadeschools.net/>.

PACING GUIDES

The Prekindergarten Scholastic Implementation 2013-2014 Year-at-a-Glance Theme Pacing Guide provides a suggested timeline for instruction. There may be a discrepancy of one to two weeks depending on pacing of curriculum implementation based on the children's developmental needs.

VPK ASSESSMENT (MANDATORY)

The VPK Assessment is mandatory and is to be administered at the beginning, middle, and end of the school year as follows:

- Assessment Period 1 (AP1): September 3-30, 2013
- Assessment Period 2 (AP2): January 7-February 4, 2014
- Assessment Period 3 (AP3): April 22-May 16, 2014

FORMAL ASSESSMENT (AS NEEDED for the 2013-2014 school year)

- **SCHOLASTIC EARLY CHILDHOOD INVENTORY (SECI):** A formal one to one assessment that measures children's progress and growth. The SECI consists of four modules in key domains (Oral Language Development, Phonological Awareness, Alphabet Awareness, and Mathematics) that have been shown to be most predictive of *kindergarten readiness*.

INFORMAL ASSESSMENTS

➤ **CLASSROOM OBSERVATION GUIDES**

- **Circle Time/Story Time:** (AS NEEDED) It is a quick, weekly observation record used to note children's proficiency and also keep track of children who may need follow-up intervention (found on p. 97 in the Professional Handbook and on Teacher Space).
- **Small Group:** (AS NEEDED) A form used during Small Group Instruction to quickly note which children demonstrate the skill or concept and which need additional support (found on p. 97 in the Professional Handbook and on Teacher Space).

➤ **INDIVIDUAL OBSERVATION**

- **PreK 360 Record:** (AS NEEDED) A tool to organize ongoing observations and to summarize children's strengths and areas of need within each domain (found on p. 99 in the Professional Handbook and on Teacher Space).
- **Clipboard Observation: (MANDATORY FOR ETO TIER 3 SCHOOLS, HIGHLY RECOMMENDED FOR ALL OTHER SCHOOLS)** A guide that monitors children's academic progress and tracks their performance of important skills. The nine key domains that are monitored throughout the themes are Oral Language Development, Emergent Reading and Writing, Mathematics, Science and Health, Social Studies, Fine Arts, Social-Emotional Development, Physical Development and Technology and Media. This monitoring tool is found on p. 98 of the Professional Handbook and on Teacher Space).

➤ **ANECDOTAL RECORDS (AS NEEDED)**

Anecdotal Records are daily documentations of children's behavior to help monitor growth and change over time (found on p. 100 in the Professional Handbook and on Teacher Space).

➤ **SHOW AND GROW PORTFOLIOS (AS NEEDED)**

A purposeful collection of children's work samples as well as informal and formal assessment data (found on pgs. 102-104 in the Professional Handbook and on Teacher Space).

DATA BINDERS

In every M-DCPS Prekindergarten classroom, children are assessed both formally and informally. Developmentally appropriate assessments at the classroom level are crucial to the implementation process of a high quality early childhood program. The data collected is utilized to monitor children's learning and development, individualize instruction and to communicate with families throughout the year during the three yearly parent conferences.

Each classroom teacher must maintain a data binder containing the results of all assessments specifically:

- VPK Assessment Reports for AP1, AP2 and AP3 (mandatory)
- Scholastic's Clipboard Observation Guide **(MANDATORY FOR ETO TIER 3 SCHOOLS, HIGHLY RECOMMENDED FOR ALL OTHER SCHOOLS)**

- Computer-assisted instructional programs
- All other informal assessment results as needed by the classroom teacher

PICTORIAL DAILY ROUTINE CARDS

Daily Routine Cards are to be utilized in ALL classrooms and are to be placed in your large group meeting area. They should be placed in progression from left to right in a straight line at the child's eye level. Daily Routine Cards are to be used interactively throughout the day to help children transition to the next component of the daily routine.

LUNCH TIME

VPK requires uninterrupted instruction during the instructional portion of the day. Therefore, lunch must always be scheduled after 11:30 a.m. The recommended lunch time of 11:30 a.m. will ensure full implementation of the instructional components including VPK Instructional Personnel Lunch/Break Times.

MEET AND GREET, ENGAGEMENT, AND WRAP UP ROUTINES

Refer to Scholastic's Professional Handbook Routines at a Glance section p. 23-32 for Meet and Greet, Engagement, and Wrap-Up Routines to be implemented throughout the day.

Engagement Routines give children opportunities to share their thoughts and ideas with others. They teach routines that engage ALL children in lessons by providing opportunities for them to respond and participate. Even those children, who need extra encouragement and support, are empowered with a structured routine so they also participate in the learning process. These strategies should be introduced immediately and practiced consistently throughout the day so that they become an integral part of the curriculum. This will help facilitate and increase child engagement on a regular basis.

BIG WALL CHARTS/INTERACTIVE WORD WALL

Big Wall Charts are an integral tool for Big Experiences 1, 2, and 3. They are to be used to spark discussion and create opportunities for children to use theme words and concepts in context. They should be used as a literacy tool and referred to for vocabulary enhancement. In addition, an Interactive Word Wall is to be included at the child's eye-level and should include pictorials as well as words including children's names, environmental print and vocabulary of interest.

ALPHABET LESSONS

Due to the implementation of the Scholastic Curriculum in mid-November, the letters Aa-Ee which are part of Scholastic Themes 1 and 2 will be integrated gradually during Small Group Instruction 2: Focused Instruction using lessons found on Teacher Space under Activity Materials (4 part mini alphabet lessons). Teachers should refer to the Prekindergarten Scholastic Implementation 2013-2014 Year-at-a-Glance Theme Pacing Guide for dates of implementation.

TECHNOLOGY CENTER (Computer Time)

Every child should work on a computer-assisted instructional program throughout the day for a maximum of 15 minutes daily. A rotation schedule should be implemented to ensure that children engage in computer-assisted instruction.

TEACHER SPACE

Scholastic offers Teacher Space (<http://bigday.scholastic.com>), a learning management system for *Big Day for PreK*. It allows teachers to create and manage their class roster, plan and customize lessons, download and print resources/assessments, enter assessment results, print generated reports, and communicate with families on Family Space. Teachers will create a username/password which will allow them to access Teacher Space for resources to support children's growth and learning.

FAMILY SPACE

Scholastic offers Family Space (<http://bigdayfamily.scholastic.com>), a place for children and families to access Scholastic resources at home in both English and Spanish. Parents and caregivers can learn about what is going on in the classroom, access Big Day BookFlix (online literacy resource), download books to read at home and engage in literacy-building activities with their children. Teachers will create a username/password which will be given to parents on the Scholastic Parent Letter to allow access to Family Space. Family letters are available in 11 languages on Teacher Space.

INCIDENT/ACCIDENT REPORTS

All accidents and incidents which occur at school or while the child is in the care of staff must be documented on the day they occur. The documentation must be shared with the school administration and parent/guardian on the date of occurrence. Documentation must include the name(s) of the affected party, date and time of occurrence, description of occurrence, actions taken and by whom, and appropriate signatures of school staff and parent/guardian. If the parent/guardian does not pick up the child on the date of occurrence of the accident/incident, the individual authorized to pick up the child must sign and be provided a copy of the accident/incident form.

CLIFFORD'S CORNER

Clifford's Corner is introduced at the beginning of each theme on p. 3 of the Teaching Guide. It offers ideas to model and reinforce social-emotional focus with an emphasis on self-awareness, self-regulation, social awareness and social competence. Clifford's Corner will be introduced during Meet & Greet at the beginning of the each theme. Clifford puppet and books should be added to the Reading & Listening Center or Clifford's Corner, a cozy area in the classroom formerly known "Safe Place" (if space permits).

BE BIG IN THE CLASSROOM (poster)

Be Big in the Classroom helps teachers set expectations to ensure consistent routines and rules to ensure a high quality program. The poster should be displayed at children's eye level near the large carpet so that it may be referenced when needed. Through the use of the *Be Big in the Classroom* poster, teachers:

1. Introduce Routines
 - Ready, Set Listen!
 - Keep Trying!
 - How to Solve a Problem
 - Ways to Calm Down
 - Ways to Share
2. Revisit in context by using a specific routine to resolve a problem or disruptive behavior when it arises.
3. Encourage independent problem-solving by helping children identify ways to resolve their own conflicts or frustrations by referring to the poster.

TITLE I CLASSROOMS

MIAMI-DADE COUNTY PUBLIC SCHOOLS SUGGESTED PREKINDERGARTEN LESSON PLAN

Teachers are required to develop written plans in accordance with the required indicators in IPEGS Professional Standard 3: Instructional Planning. It shall be the decision of the teacher to use a daily plan or a long range plan that shall include objectives and/or goals; learning activities; and assessment(s) of child learning. Principals or supervising administrators may suggest, but not require, specific content or particular format or organization; unless otherwise stipulated as agreed to by both contractual parties. A suggested Miami-Dade County Public Schools Prekindergarten Daily Lesson Plan is available for teachers use (attached). It may also be accessed as a Word document at <http://earlychildhood.dadeschools.net/>.

Voluntary Prekindergarten Daily Lesson Plan (Title I Programs)

Date: _____

Adults: _____

8:20 am – 8:30 am ARRIVAL TIME

A time to provide a smooth transition from home to school and give children and adults a chance to communicate important information.

Objective: The children will learn strategies that promote approaches to learning and engage in Language, Communication and Literacy skills.**Activity:** Store personal belongings, daily sign-in, create message for the day, participate in Question of the Day**Materials:** Sign-in sheet, message board, question of the day**Evaluation:** Teacher Observation***FELDS:** _____**8:30 am – 8:45 am MEET AND GREET: SCHOLASTIC/OTHER**

A time to build a sense of classroom community and develop oral language and literacy skills.

Objective: The children will gain skills in Social and Emotional Development and engage in Language, Communication and Literacy skills.**Activity:** Sing community building songs, engage in attendance and calendar activities, job selection, message board and question of the day.**Materials:** calendar, assigned jobs chart, message board, question of the day**Evaluation:** Teacher Observation*** FELDS:** _____**8:45 am – 9:05 am BIG EXPERIENCE 1: SCHOLASTIC**

A time for playful, intentional learning, that integrates social-emotional, academic, and physical development to anchor, build, and expand learning.

Objective: The children will practice skills that promote Physical Development, Social Emotional Development, Language Communication, Emergent Literacy, Cognitive Development and General Knowledge.**Activity:****Materials:****Evaluation:** Teacher Observation***FELDS:** _____**9:05 am – 9:25 am SMALL GROUP INSTRUCTION 1: SCHOLASTIC (2 Groups-Teacher/Paraprofessional)**

A time for teachers to target essential literacy and mathematical skills.

Objective: The children will develop Emergent Literacy and Cognitive Skills.**Activity Group 1:****Materials:****Evaluation:** Teacher Observation***FELDS:** _____***9:25 am Groups switch.****9:25 am - 9:45 am SMALL GROUP INSTRUCTION 2: FOCUSED INSTRUCTION (2 Groups-Teacher/Paraprofessional)**

A time for teachers to plan activities based on child's interests, observations of children, introduction to new materials, basic skills, themes/holidays and Scholastic Make Learning Bigger.

Objective: The children will develop skills that promote Language Communication, Emergent Literacy, Cognitive Development and General Knowledge.**Activity Group 2:****Materials:****Evaluation:** Teacher Observation***FELDS:** _____***9:25 am Groups switch.****9:45 am – 9:55 am THINK (2 Groups-Teacher/Paraprofessional)**

A time for children to think about what they plan to do in their learning centers.

Group Objective: The children will develop Language and Communication skills as well as Approaches to Learning.**Activity:****Materials:****Evaluation:** Teacher Observation***FELDS:** _____**9:45 am – 9:55 am THINK (2 Groups-Teacher/Paraprofessional)**

A time for children to think about what they plan to do in their learning centers.

Group Objective: The children will develop Language and Communication skills as well as Approaches to Learning.**Activity:****Materials:****Evaluation:** Teacher Observation***FELDS:** _____**9:55 am – 10:45 am LEARN (Learning Centers with Responsive Instruction) (All Centers Accessible)**

Children carry out their plans using materials from the classroom environment. They continue working until they complete or change their plans. Adults use specific interaction strategies to support and extend child's engagement and also focus on Responsive Instruction.

Objective: The children will practice skills that promote Physical Development, Social Emotional Development, Language Communication, Emergent Literacy, Cognitive Development and General Knowledge.**Responsive Instruction: Targeted Children/Skills:****Activity:****Materials:****Evaluation:** Teacher Observation***FELDS:** _____**10:45 am – 10:55 am SHARE (2 Groups-Teacher/Paraprofessional)**

A time for children to display and discuss what was done in their centers.

Objective: The children will develop Language and Communication skills as well as Approaches to Learning.**Activity:****Material:****Evaluation:** Teacher Observation***FELDS:** _____**10:45 am – 10:55 am SHARE (2 Groups-Teacher/Paraprofessional)**

A time for children to display and discuss what was done in their centers.

Objective: The children will develop Language and Communication skills as well as Approaches to Learning.**Activity:****Material:****Evaluation:** Teacher Observation***FELDS:** _____

10:55 am – 11:15 am BIG EXPERIENCE 2: SCHOLASTIC

A time for playful, intentional learning, that integrates social-emotional, academic, and physical development to anchor, build, and expand learning.

Objective: The children will practice skills that promote Physical Development, Social Emotional Development, Language Communication, Emergent Literacy, Cognitive Development and General Knowledge.

Activity:

Materials:

Evaluation: Teacher Observation

***FELDS:** _____

11:15 am – 11:30 am SONGS AND FINGERPLAYS: SCHOLASTIC/OTHER

A time for children to express themselves through song, rhyme and movement while engaging in shared experiences that build learning, active participation and enjoyment.

Objective: The children will engage in activities that promote Physical Development as well as Social and Emotional Development.

Activity:

Materials:

Evaluation: Teacher Observation

***FELDS:** _____

11:30 am – 12:00 pm LUNCH

Children and adults enjoy eating and conversing in a supportive social setting.

Objective: The children will practice skills that promote their Physical Development as well as Language and Communication skills.

Activity: The children eat a healthy lunch while they converse with peers and adults.

Materials:

Evaluation: Teacher Observation

***FELDS:** _____

12:00 pm – 12:20 pm BIG EXPERIENCE 3: SCHOLASTIC

A time for playful, intentional learning that integrates social-emotional, academic, and physical development to anchor, build, and expand learning.

Objective: The children will practice skills that promote Physical Development, Social Emotional Development, Language Communication, Emergent Literacy, Cognitive Development and General Knowledge.

Activity:

Materials:

Evaluation: Teacher Observation

***FELDS:** _____

12:20 pm – 12:40 pm INTERACTIVE READING USING CHILDREN'S LITERATURE

A time to expose children to developmentally appropriate literature with an emphasis on the classics and model appropriate reading behaviors.

Objective: The children will engage in Language, Communication and Emergent Literacy skills through interactive reading activities.

Activity:

Materials:

Evaluation: Teacher Observation

***FELDS:** _____

12:40 pm – 1:10 pm OUTDOOR TIME

A time for children to engage in rigorous outdoor play and develop their large muscle skills and coordination while adults participate in and support their play.

Objective: The children will practice skills that promote their Physical Development.

Activity:

Materials:

Evaluation: Teacher Observation

***FELDS:** _____

1:10 pm – 1:40 pm QUIET TIME

A time for quiet, solitary on-your-own mat resting/sleeping as teacher reads authentic literature/story.

Objective: The children will practice skills that promote their Physical Development.

Activity: Children rest while they listen to stories and/or classical music.

Materials: cots or mats, covers, books, music

Evaluation: Teacher Observation

***FELDS:** _____

1:40 pm – 1:50 pm CLOSING CIRCLE

A time to provide a smooth transition from school to home and give children and adults a chance to review the day's activities and discuss plans for the next day.

Objective: The children will gain skills in Social and Emotional Development and engage in Language, Communication and Literacy skills.

Activity: Sing community building songs and/or fingerplays, recall day's events using daily routine cards.

Evaluation: Teacher Observation

***FELDS:** _____

1:50 pm CHILD DISMISSAL

This time is a daily opportunity for the teacher and paraprofessional to informally speak with family members when they pick up their children.

1:50 pm – 3:10 pm PLANNING TIME for Teacher and Paraprofessional

*** FELDS-Florida Early Learning and Developmental Standards for Four-Year-Olds**

FEE-SUPPORTED CLASSROOMS

DAILY ROUTINE/SCHEDULE
AND
DAILY ROUTINE PROGRAM COMPONENT DESCRIPTIONS



OFFICE OF EARLY CHILDHOOD PROGRAMS

2013-2014 SCHOLASTIC PREKINDERGARTEN DAILY ROUTINE/SCHEDULE

FEE-SUPPORTED SCHOOLS

ARRIVAL	8:20 a.m. - 8:30 a.m.	10 MINS
MEET & GREET	8:30 a.m. - 8:40 a.m.	10 MINS
BIG EXPERIENCE 1	8:40 a.m. - 9:00 a.m.	20 MINS
SMALL GROUP INSTRUCTION 1: SCHOLASTIC	9:00 a.m. - 9:20 a.m.	20 MINS
SMALL GROUP INSTRUCTION 2: FOCUSED INSTRUCTION	9:20 a.m. - 9:40 a.m.	20 MINS
THINK	9:40 a.m. - 9:50 a.m.	10 MINS
LEARN (Learning Centers with Responsive Instruction)	9:50 a.m. - 10:30 a.m.	40 MINS
SHARE	10:30 a.m. - 10:40 a.m.	10 MINS
BIG EXPERIENCE 2	10:40 a.m. - 11:00 a.m.	20 MINS
BIG EXPERIENCE 3	11:00 a.m. - 11:20 a.m.	20 MINS
CLOSING CIRCLE / A.M. DISMISSAL	11:20 a.m.	
LUNCH	11:30 a.m. - 12:00 p.m.	30 MINS
SONGS AND FINGERPLAYS	12:00 p.m. - 12:20 p.m.	20 MINS
INTERACTIVE READING USING CHILDREN'S LITERATURE	12:20 p.m. - 12:40 p.m.	20 MINS
OUTDOOR TIME	12:40 p.m. - 1:10 p.m.	30 MINS
QUIET TIME	1:10 p.m. - 1:40 p.m.	30 MINS
CLOSING CIRCLE / DISMISSAL	1:40 p.m. - 1:50 p.m.	10 MINS

VPK INSTRUCTIONAL PERSONNEL LUNCH/BREAK TIMES

	LUNCH	A.M. BREAK	P.M. BREAK
TEACHER: (30 min. duty-free lunch) Work hours: 8:05 am.- 3:10 p.m.	During student's lunch time paraprofessionals will provide adult supervision **	NOT APPLICABLE	NOT APPLICABLE
FULL -TIME PARAPROFESSIONAL: (30 min. lunch + 2 -10 min. breaks) Work hours: 8:05 am.- 3:10 p.m.	12:00 p.m. - 12:30 p.m.	REFER TO IMPORTANT NOTES *	12:30 p.m.-12:40 p.m. AND after dismissal between 1:50 p.m.-3:05 p.m.
PART-TIME PARAPROFESSIONAL: (1- 15 min. break) Work hours: 8:20 am.- 1:20 p.m.	During student's lunch time paraprofessionals will provide adult supervision **	REFER TO IMPORTANT NOTES *	Between 12:00 p.m.-12:40 p.m.

IMPORTANT NOTES

***TEACHER/STUDENT RATIO MUST BE MAINTAINED DURING VPK INSTRUCTIONAL TIME 8:20 am-11:20 am**

****Paraprofessional must remain and supervise students during Lunch Time.**

*****Both adults must remain and supervise students during Outdoor Time and Quiet Time.**

FEE-SUPPORTED DAILY ROUTINE PROGRAM COMPONENTS

VPK Portion of the Day: 8:20 a.m. – 11:20 a.m.

**ALL daily routine components must be covered and times are not flexible.
Paraprofessional must support the teacher during the entire 3 hours...NO BREAK TIMES**

Enrichment Portion of the Day: 11:20 a.m. – 1:50 p.m.

To accommodate differing lunch times...ALL daily routine program components must be covered, however, times are flexible. Please refer to VPK Instructional Personnel Lunch/Break Times before making changes.

VPK COMPONENTS

8:20 a.m. – 8:30 a.m. **ARRIVAL TIME**

Arrival time provides a smooth transition from home to school and gives children and adults a chance to communicate important information. Children store personal belongings such as book bags, lunch bags and communication folders as well as engage in the daily sign-in process. During this time, children may illustrate/write their message, engage in question of the day, and begin the implementation of the Technology Center (see Special Notes section). Refer to Scholastic's Professional Handbook Routines at a Glance section for Meet and Greet Routines (p. 23). **During this portion of the day, one adult should greet at the door while the other begins to engage the children in the Arrival Time activities.**

8:30 a.m. – 8:40 a.m. **MEET & GREET: SCHOLASTIC/OTHER**

Meet and Greet is a large group time activity that takes place in a consistent area of the classroom (large carpet). It is during this time that teachers are to promote oral language development by engaging children in conversations. Children will interact and partake in community building songs, attendance, calendar activities, job selection, message board, and question of the day. Clifford's Corner may be introduced during Meet and Greet to reinforce the social-emotional focus. Ideas may be found on p. 3 of the Teacher's Guide. Clifford books should be placed in the "Safe Place" or Reading & Listening Center. Refer to Scholastic's Professional Handbook Routines at a Glance section for Meet and Greet Routines (p. 23). **During this portion of the day, both adults must interact with the children at the large carpet.**

8:40 a.m. – 9:00 a.m. **BIG EXPERIENCE 1: SCHOLASTIC**

Big Experience is a large group time activity that begins in a consistent area and then may move to another area of the classroom. The central organizing features of the *Big Day for PreK Curriculum* are the **Big Experiences**-Circle Time and Story Time lessons-that occur three times each day. The learning domains are spiraled throughout the three **Big Experiences** and serve as springboards for learning across curriculum areas throughout the day and week. Both adults encourage children to engage in meaningful conversations with strategies that accelerate oral language development and vocabulary acquisition. Teachers will emphasize theme words through the use of the interactive Big Wall Chart (Professional Handbook p.121, 123) and utilize purple speech bubbles for vocabulary enhancement. The **Big Experiences** engage children in playful, intentional learning that integrates social-emotional, academic, and physical development to anchor, build, and extend learning. During read aloud, teachers use the dialogic reading approach that encourages conversational interactions and gives children opportunities to experiment with and explore language. BookStix, preprinted sticky notes, should be affixed

to the backs of read alouds and big books to provide dialogic reading prompts (P.E.E.R./C.R.O.W.D. questioning techniques). For every Big Experience there is a transition activity found in the third Make Learning Bigger idea. A valuable informal observation tool that may be used to monitor children's academic progress is the Clipboard Observation Guide (see Special Notes). **During this portion of the day, both adults must interact with the children.**

9:00 a.m. – 9:20 a.m. SMALL GROUP INSTRUCTION 1: SCHOLASTIC

During Small Group Instruction 1, the adults meet with their established groups of 9-10 children in a consistent location to ensure focused teacher/child interactions, child engagement, and guided practice. Groups may move to an alternate location based on the activity planned. Small group instruction targets essential literacy and mathematical skills allowing teachers to provide focused instruction, guidance, and feedback in key skills and reteach if necessary during Think, Learn, Share using alternative procedures or modalities (Responsive Instruction). **During this portion of the day, each adult works with a group of children and alternate groups.**

9:20 a.m. – 9:40 a.m. SMALL GROUP INSTRUCTION 2: FOCUSED INSTRUCTION

During Small Group Instruction 2, the adults meet with their established groups of 9-10 children in a consistent location to work on planned activities. Groups may move to an alternate location based on the activity planned. These activities are introduced by the teacher based on Make Learning Bigger (Scholastic), children's interests, observations of children, introduction of new materials, basic skills, themes and/or holiday related activities. The adult introduces the concept and materials then models targeted skills. The children will then construct their own knowledge of concepts as they interact and work with materials. The teacher will provide choices of materials when creating authentic work. The adult will interact with the children one-on-one and engage children in conversation. **During this portion of the day, each adult works with a group of children and alternate groups.**

9:40 a.m. – 9:50 a.m. THINK (Formerly Planning Time)

During Think, the adults meet with their groups of 9-10 children in a consistent location. They establish a routine with children to make their center-time activities productive and organized. Children indicate what they plan to do at the center of their choice (typically discussing what they intend to do first). The adult in each of the two planning groups will:

- Listen to children's plans.
- Clarify their intent by asking higher order questions that make children think.
- Extend children's plans by recommending other resources in the classroom.

Props should be used for interactive learning.

9:50 a.m. – 10:30 a.m. LEARN (Formerly Do/Work Time) (Learning Centers with Responsive Instruction) ALL CENTERS ACCESSIBLE (no rotations)

During Learn Time, the teacher and paraprofessional will assist children who need help getting started with their plans. Children will carry out their initial and subsequent plans while they are encouraged to work with any of the materials in the learning centers. Both adults will observe and look for opportunities to scaffold children's learning by encouraging thinking, clarifying concepts, extending play and investigations, and facilitating as they encounter problem-solving situations. During this time, both adults will join in children's play and engage in conversation and will also focus on academic and social support by providing Responsive Instruction. Responsive Instruction consists of adult-child interactions (one-to-one/small group) based on

data collected from assessments and/or observations throughout the day. Teachers may also use Small Group Interventions found under each Small Group Instruction for each corresponding theme in the Teaching Guide as an intervention strategy for their Responsive Instruction. These intervention strategies may be used for SST Intervention Plans or IEP's. By using these support strategies, teachers provide children with more intensive intervention to prevent academic failure and challenging behaviors.

During this portion of the day, both adults will engage in various adult-child interactions.

10:30 a.m. – 10:40 a.m. SHARE (Formerly Recall/Review Time)

During Share, the adults meet with their groups of 9-10 children in a consistent location after children and adults return materials and equipment to their designated storage spaces. This segment brings closure to the Think-Learn-Share sequence. The same strategies used for Think may be used for Share. The adult in each of the two groups will engage all children in conversation regarding their center time experiences. For example, children should be encouraged to display and/or discuss what they did. They may also talk about the children they worked with and problems they encountered and how they solved them during Learn Time. If a child has work in progress, an appropriate space will be provided for the project and labeled "work in progress".

10:40 a.m. – 11:00 a.m. BIG EXPERIENCE 2: SCHOLASTIC

Big Experience is a large group time activity that begins in a consistent area and then may move to another area of the classroom. The central organizing features of the *Big Day for PreK Curriculum* are the **Big Experiences**-Circle Time and Story Time lessons-that occur three times each day. The learning domains are spiraled throughout the three **Big Experiences** and serve as springboards for learning across curriculum areas throughout the day and week. Both adults encourage children to engage in meaningful conversations with strategies that accelerate oral language development and vocabulary acquisition. Teachers will emphasize theme words through the use of the interactive Big Wall Chart (Professional Handbook p.121, 123) and utilize purple speech bubbles for vocabulary enhancement. The **Big Experiences** engage children in playful, intentional learning that integrates social-emotional, academic, and physical development to anchor, build, and extend learning. During read aloud, teachers use the dialogic reading approach that encourages conversational interactions and gives children opportunities to experiment with and explore language. BookStix, preprinted sticky notes, should be affixed to the backs of read alouds and big books to provide dialogic reading prompts (P.E.E.R./C.R.O.W.D. questioning techniques). For every Big Experience there is a transition activity found in the third Make Learning Bigger idea. A valuable informal observation tool that may be used to monitor children's academic progress is the Clipboard Observation Guide (see Special Notes). **During this portion of the day, both adults must interact with the children.**

11:00 a.m. – 11:20 a.m. BIG EXPERIENCE 3: SCHOLASTIC

Big Experience is a large group time activity that begins in a consistent area and then may move to another area of the classroom. The central organizing features of the *Big Day for PreK Curriculum* are the **Big Experiences**-Circle Time and Story Time lessons-that occur three times each day. The learning domains are spiraled throughout the three **Big Experiences** and serve as springboards for learning across curriculum areas throughout the day and week. Both adults encourage children to engage in meaningful conversations with strategies that accelerate oral language development and vocabulary acquisition. Teachers will emphasize theme words through the use of the interactive Big Wall Chart (Professional Handbook p.121, 123) and utilize purple speech bubbles for vocabulary enhancement. The **Big Experiences** engage children in playful, intentional learning that integrates social-emotional, academic, and physical

development to anchor, build, and extend learning. During read aloud, teachers use the dialogic reading approach that encourages conversational interactions and gives children opportunities to experiment with and explore language. BookStix, preprinted sticky notes, should be affixed to the backs of read alouds and big books to provide dialogic reading prompts (P.E.E.R./C.R.O.W.D. questioning techniques). For every Big Experience there is a transition activity found in the third Make Learning Bigger idea. A valuable informal observation tool that may be used to monitor children's academic progress is the Clipboard Observation Guide (see Special Notes). **During this portion of the day, both adults must interact with the children.**

11:20 a.m. CLOSING CIRCLE / A.M. DISMISSAL

Closing Circle is a large group time activity that takes place in a consistent area of the classroom (large carpet). Closing circle provides a smooth transition from school to home and gives children and adults a chance to review the day's activities and discuss plans for the next day. The teacher and children engage in community building songs and/or fingerplays. Refer to Scholastic's Professional Handbook Routines at a Glance section for Wrap-Up Routines (Teacher Handbook p.23).

Lunch SHOULD NOT be scheduled for VPK children prior to 11:30 a.m.

PREKINDERGARTEN ACADEMIC ENRICHMENT COMPONENTS

11:30 a.m. – 12:00 p.m. LUNCH

Children and adults engage in appropriate meal-time conversations. PARAPROFESSIONAL remains with children during lunch time and the TEACHER has a 30 minute duty-free lunch break.

12:00 p.m. – 12:20 p.m. SONGS AND FINGERPLAYS: SCHOLASTIC/OTHER

The teachers will implement and participate in activities that provide opportunities for children to construct an understanding of the physical and social world through the direct actions and experiences they have with their bodies and senses. The teachers will also encourage children to experiment with music concepts through the use of song and fingerplay selections which are theme-aligned. Children will express themselves through song, rhyme and movement while engaging in shared experiences that build learning, active participation, and enjoyment. They will move in locomotor and nonlocomotor ways, express creativity in movement, describe movement, act upon movement directions, feel and express steady beat, move with objects, sing songs, play simple musical instruments, develop melody, play games, interpret finger plays and role play, participate in story re-enactments, engage in group discussions, cooperative play, and projects. Teachers may refer to Songs and Fingerplays Teacher Resource book p. 7 for *A Five Day Plan* of a day-to-day progression with a sequence of songs and fingerplays introduced.

12:20 p.m. – 12:40 p.m. INTERACTIVE READING USING CHILDREN'S LITERATURE

Interactive Reading is a large group time activity that takes place in a consistent area of the classroom (large carpet). During this time the teacher will introduce children to developmentally appropriate literature with an emphasis on classics. The teacher may also choose from a variety of genres such as fantasy, folktale, poetry, nonfiction, and realistic fiction. Teachers will engage children in the following Interactive Reading activities:

Day One:

1. Teacher will initially introduce and discuss concepts of print and gradually have children identify and describe book concepts using appropriate vocabulary.
 - Identify and discuss parts of the book (front/cover, spine, back, title page)
 - Identify and discuss book's title
 - Identify and discuss role of Author and Illustrator
2. Build background/conceptual knowledge based on the theme
 - Create an interactive concept web with the children based on main idea using pictures and/or real objects and words. Use dry erase boards, chart paper, poster board or bulletin board paper to create concept webs. Post concept webs in the classroom and make them accessible for children and teachers to use as a literacy tool.
 - Before reading the story, engage children in a picture walk/talk by referring to illustrations on the pages in the book and encouraging children to engage in conversations and build vocabulary. Children use illustrations to gain information to create their own story.

Day Two:

1. Complete picture walk/talk.
2. Recall events and add new vocabulary to concept web acquired during picture walk/talk.

Day Three:

1. Teacher will read complete story for enjoyment and model appropriate concepts of print such as one word, sentences, directionality, top to bottom, and left to right sweep progression.
2. During the read aloud, teacher will use the dialogic reading approach that encourages conversational interactions and gives children opportunities to experiment with and explore language. Teacher should ask recall and higher order thinking questions.

Day Four:

1. Teacher will engage children orally in a story map activity identifying setting, characters, beginning, middle, end, problem/solution, and plot.
2. Teacher will reread the story encouraging the children to join in the read using different strategies.

Day Five:

1. Teacher will encourage the children to orally compare picture walk/talk to the actual story (Venn diagram).
2. Engage children in retelling activities:
 - Role Play
 - Illustrate favorite part of story
 - Make up different ending
 - Change characters
 - Watch iBook or movie and compare to the book read

*Teachers may add props related to the book/theme to learning centers. This book should also be placed in the Reading & Listening Center.

12:40 p.m. – 1:10 p.m. OUTDOOR TIME

Teachers provide safe opportunities for children to engage in rigorous outdoor play and to develop their large muscle skills and coordination. Adults participate in and support children's

play. Provide opportunities for children to utilize a variety of outdoor materials fostering learning, growth, and development. Teachers may utilize SPARK activities and materials during outdoor play. **During this portion of the day, the teacher and paraprofessional will interact and supervise children.**

1:10 p.m. – 1:40 p.m. **QUIET TIME**

Children have a time for quiet and solitary resting, napping, or reading. The following procedures must be adhered to during quiet time:

- ALL children's activities must be monitored by BOTH adults in the classroom at ALL times during quiet time (i.e.; talking, touching, moving from designated area, restroom)
- Lighting must be sufficient for adults to visually observe and supervise children.
- Maintain quiet time for no more than 30 minutes daily.
- The designated area in the classroom must have ample space with a minimum distance of 18 inches around individual napping spaces except a maximum of two sides of a resting space may be against a solid barrier, such as a wall.
- Resting spaces must not be under furniture or against furniture that may cause a hazard.
- Resting spaces must not interfere with exit areas, which must remain clear in accordance with fire safety regulations.

1:40 p.m. – 1:50 p.m. **CLOSING CIRCLE**

Closing Circle is a large group time activity that takes place in a consistent area of the classroom (large carpet). Closing circle provides a smooth transition from school to home and gives children and adults a chance to review the day's activities and discuss plans for the next day. The teacher and children engage in community building songs and/or fingerplays. Refer to Scholastic's Professional Handbook Routine at a Glance section for Wrap-Up Routines (p. 23).

1:50 p.m. **DISMISSAL**

Planning Time for Teacher and Paraprofessional

A time for the teacher and paraprofessional to analyze data from assessments, discuss observations of children, plan, and prepare materials for activities and/or intervention strategies for the following day(s).

SPECIAL NOTES

LESSON PLANS

Teachers are required to develop written plans in accordance with the required indicators in IPEGS Professional Standard 3: Instructional Planning. It shall be the decision of the teacher to use a daily plan or a long range plan that shall include objectives and/or goals; learning activities; and assessment(s) of child learning. Principals or supervising administrators may suggest, but not require, specific content or particular format or organization; unless otherwise stipulated as agreed to by both contractual parties. A suggested Miami-Dade County Public Schools Prekindergarten Daily Lesson Plan is available for teachers use (attached). It may also be accessed as a Word document at <http://earlychildhood.dadeschools.net/>.

PACING GUIDES

The Prekindergarten Scholastic Implementation 2013-2014 Year-at-a-Glance Theme Pacing Guide provides a suggested timeline for instruction. There may be a discrepancy of one to two weeks depending on pacing of curriculum implementation based on the children's developmental needs.

VPK ASSESSMENT (MANDATORY)

The VPK Assessment is mandatory and is to be administered at the beginning, middle, and end of the school year as follows:

- Assessment Period 1 (AP1): September 3-30, 2013
- Assessment Period 2 (AP2): January 7-February 4, 2014
- Assessment Period 3 (AP3): April 22-May 16, 2014

FORMAL ASSESSMENT (AS NEEDED for the 2013-2014 school year)

- **SCHOLASTIC EARLY CHILDHOOD INVENTORY (SECI):** A formal one to one assessment that measures children's progress and growth. The SECI consists of four modules in key domains (Oral Language Development, Phonological Awareness, Alphabet Awareness, and Mathematics) that have been shown to be most predictive of kindergarten readiness.

INFORMAL ASSESSMENTS

➤ **CLASSROOM OBSERVATION GUIDES**

- **Circle Time/Story Time:** (AS NEEDED) It is a quick, weekly observation record used to note children's proficiency and also keep track of children who may need follow-up intervention (found on p. 97 in the Professional Handbook and on Teacher Space).
- **Small Group:** (AS NEEDED) A form used during Small Group Instruction to quickly note which children demonstrate the skill or concept and which need additional support (found on p. 97 in the Professional Handbook and on Teacher Space).

➤ **INDIVIDUAL OBSERVATION**

- **PreK 360 Record:** (AS NEEDED) A tool to organize ongoing observations and to summarize children's strengths and areas of need within each domain (found on p. 99 in the Professional Handbook and on Teacher Space).
- **Clipboard Observation:** (**MANDATORY FOR ETO TIER 3 SCHOOLS, HIGHLY RECOMMENDED FOR ALL OTHER SCHOOLS**) A guide that monitors children's academic progress and tracks their performance of important skills. The nine key domains that are monitored throughout the themes are Oral Language Development, Emergent Reading and Writing, Mathematics, Science and Health, Social Studies, Fine Arts, Social-Emotional Development, Physical Development and Technology and Media. This monitoring tool is found on p. 98 of the Professional Handbook and on Teacher Space).

➤ **ANECDOTAL RECORDS (AS NEEDED)**

Anecdotal Records are daily documentations of children's behavior to help monitor growth and change over time (found on p. 100 in the Professional Handbook).

➤ **SHOW AND GROW PORTFOLIOS (AS NEEDED)**

A purposeful collection of children's work samples as well as informal and formal assessment data (found on pgs. 102-104 in the Professional Handbook).

DATA BINDERS

In every M-DCPS Prekindergarten classroom, children are assessed both formally and informally. Developmentally appropriate assessments at the classroom level are crucial to the implementation process of a high quality early childhood program. The data collected is utilized to monitor children's learning and development, individualize instruction and to communicate with families throughout the year during the three yearly parent conferences.

Each classroom teacher must maintain a data binder containing the results of all assessments specifically:

- VPK Assessment Reports for AP1, AP2 and AP3 (mandatory)
- Scholastic's Clipboard Observation Guide **(MANDATORY FOR ETO TIER 3 SCHOOLS, HIGHLY RECOMMENDED FOR ALL OTHER SCHOOLS)**
- Computer-assisted instructional programs
- All other informal assessment results as needed by the classroom teacher

PICTORIAL DAILY ROUTINE CARDS

Daily Routine Cards are to be utilized in ALL classrooms and are to be placed in your large group meeting area. They should be placed in progression from left to right in a straight line at the child's eye level. Daily Routine Cards are to be used interactively throughout the day to help children transition to the next component of the daily routine.

LUNCH TIME

VPK requires uninterrupted instruction during the instructional portion of the day. Therefore, lunch must always be scheduled after 11:30 a.m. The recommended lunch time of 11:30 a.m. will ensure full implementation of the instructional components including VPK Instructional Personnel Lunch/Break Times.

MEET AND GREET, ENGAGEMENT, AND WRAP UP ROUTINES

Refer to Scholastic's Professional Handbook Routines at a Glance section p. 23-32 for Meet and Greet, Engagement, and Wrap-Up Routines to be implemented throughout the day.

Engagement Routines give children opportunities to share their thoughts and ideas with others. They teach routines that engage ALL children in lessons by providing opportunities for them to respond and participate. Even those children, who need extra encouragement and support, are empowered with a structured routine so they also participate in the learning process. These strategies should be introduced immediately and practiced consistently throughout the day so that they become an integral part of the curriculum. This will help facilitate and increase child engagement on a regular basis.

BIG WALL CHARTS/INTERACTIVE WORD WALL

Big Wall Charts are an integral tool for Big Experiences 1, 2, and 3. They are to be used to spark discussion and create opportunities for children to use theme words and concepts in context. They should be used as a literacy tool and referred to for vocabulary enhancement. In addition, an Interactive Word Wall is to be included at the child's eye-level and should include pictorials as well as words including children's names, environmental print and vocabulary of interest.

ALPHABET LESSONS

Due to the implementation of the Scholastic Curriculum in mid-November, the letters Aa-Ee which are part of Scholastic Themes 1 and 2 will be integrated gradually during Small Group

Instruction 2: Focused Instruction using lessons found on Teacher Space under Activity Materials (4 part mini alphabet lessons). Teachers should refer to the Prekindergarten Scholastic Implementation 2013-2014 Year-at-a-Glance Theme Pacing Guide for dates of implementation.

TECHNOLOGY CENTER (Computer Time)

Every child should work on a computer-assisted instructional program throughout the day for a maximum of 15 minutes daily. A rotation schedule should be implemented to ensure that children engage in computer-assisted instruction.

TEACHER SPACE

Scholastic offers Teacher Space (<http://bigday.scholastic.com>), a learning management system for *Big Day for PreK*. It allows teachers to create and manage their class roster, plan and customize lessons, download and print resources/assessments, enter assessment results, print generated reports and communicate with families on Family Space. Teachers will create a username/password which will allow them to access Teacher Space for resources to support children's growth and learning.

FAMILY SPACE

Scholastic offers Family Space (<http://bigdayfamily.scholastic.com>), a place for children and families to access Scholastic resources at home in both English and Spanish. Parents and caregivers can learn about what is going on in the classroom, access Big Day BookFlix (online literacy resource), download books to read at home and engage in literacy-building activities with their children. Teachers will create a username/password which will be given to parents on the Scholastic Parent Letter to allow access to Family Space. Family letters are available in 11 languages on Teacher Space.

INCIDENT/ACCIDENT REPORTS

All accidents and incidents which occur at school or while the child is in the care of staff must be documented on the day they occur. The documentation must be shared with the school administration and parent/guardian on the date of occurrence. Documentation must include the name(s) of the affected party, date and time of occurrence, description of occurrence, actions taken and by whom, and appropriate signatures of school staff and parent/guardian. If the parent/guardian does not pick up the child on the date of occurrence of the accident/incident, the individual authorized to pick up the child must sign and be provided a copy of the accident/incident form.

CLIFFORD'S CORNER

Clifford's Corner is introduced at the beginning of each theme on p. 3 of the Teaching Guide. It offers ideas to model and reinforce social-emotional focus with an emphasis on self-awareness, self-regulation, social awareness and social competence. Clifford's Corner will be introduced during Meet & Greet at the beginning of the each Theme. Clifford's puppet and books should be added to the Reading & Listening Center or Clifford's Corner, a cozy area in the classroom formerly known "Safe Place" (if space permits).

BE BIG IN THE CLASSROOM (poster)

Be Big in the Classroom helps teachers set expectations to ensure consistent routines and rules to ensure a high quality program. The poster should be displayed at children's eye level near the large carpet so that it may be referenced when needed. Through the use of the *Be Big in*

the Classroom poster, teachers:

1. Introduce Routines
 - Ready, Set Listen!
 - Keep Trying!
 - How to Solve a Problem
 - Ways to Calm Down
 - Ways to Share
2. Revisit in context by using a specific routine to resolve a problem or disruptive behavior when it arises.
3. Encourage independent problem-solving by helping children identify ways to resolve their own conflicts or frustrations by referring to the poster.

FEE-SUPPORTED CLASSROOMS

MIAMI-DADE COUNTY PUBLIC SCHOOLS SUGGESTED PREKINDERGARTEN LESSON PLAN

Teachers are required to develop written plans in accordance with the required indicators in IPEGS Professional Standard 3: Instructional Planning. It shall be the decision of the teacher to use a daily plan or a long range plan that shall include objectives and/or goals; learning activities; and assessment(s) of child learning. Principals or supervising administrators may suggest, but not require, specific content or particular format or organization; unless otherwise stipulated as agreed to by both contractual parties. A suggested Miami-Dade County Public Schools Prekindergarten Daily Lesson Plan is available for teachers use (attached). It may also be accessed as a Word document at <http://earlychildhood.dadeschools.net/>.

Miami-Dade County Public Schools
Voluntary Prekindergarten Daily Lesson Plan (Fee-Supported Programs)

Date: _____

Adults: _____

8:20 am – 8:30 am ARRIVAL TIME

A time to provide a smooth transition from home to school and give children and adults a chance to communicate important information.

Objective: The children will learn strategies that promote approaches to learning and engage in Language, Communication and Literacy skills.

Activity: Store personal belongings, daily sign-in, create message for the day, participate in Question of the Day

Materials: Sign-in sheet, message board, question of the day

Evaluation: Teacher Observation

*** FELDS:** _____

8:30 am – 8:40 am MEET AND GREET: SCHOLASTIC/OTHER

A time to build a sense of classroom community and develop oral language and literacy skills.

Objective: The children will gain skills in Social and Emotional Development and engage in Language, Communication and Literacy skills.

Activity: Sing community building songs, engage in attendance and calendar activities, job selection, message board and question of the day.

Materials: calendar, assigned jobs chart, message board, question of the day

Evaluation: Teacher Observation

***FELDS:** _____

8:40 am – 9:00 am BIG EXPERIENCE 1: SCHOLASTIC

A time for playful, intentional learning, that integrates social-emotional, academic, and physical development to anchor, build, and expand learning.

Objective: The children will practice skills that promote Physical Development, Social Emotional Development, Language Communication, Emergent Literacy, Cognitive Development and General Knowledge.

Activity:

Materials:

Evaluation: Teacher Observation

***FELDS:** _____

9:00 am – 9:20 am SMALL GROUP INSTRUCTION 1: SCHOLASTIC (2 Groups-Teacher/Paraprofessional)

A time for teachers to target essential literacy and mathematical skills.

Objective: The children will develop Emergent Literacy and Cognitive Skills.

Activity Group 1:

Materials:

Evaluation: Teacher Observation

***FELDS:** _____

***9:25 am Groups switch.**

9:20 am - 9:40 am SMALL GROUP INSTRUCTION 2: FOCUSED INSTRUCTION (2 Groups-Teacher/Paraprofessional)

A time for teachers to plan activities based on child's interests, observations of children, introduction to new materials, basic skills, themes/holidays and Scholastic Make Learning Bigger.

Objective: The children will develop skills that promote Language Communication, Emergent Literacy, Cognitive Development and General Knowledge.

Activity Group 2:

Materials:

Evaluation: Teacher Observation

***FELDS:** _____

***9:25 am Groups switch.**

9:40 am – 9:50 am THINK (2 Groups-Teacher/Paraprofessional)

A time for children to think about what they plan to do in their learning centers.

Group Objective: The children will develop Language and Communication skills as well as Approaches to Learning.

Activity:

Materials:

Evaluation: Teacher Observation

***FELDS:** _____

9:40 am – 9:50 am THINK (2 Groups-Teacher/Paraprofessional)

A time for children to think about what they plan to do in their learning centers.

Group Objective: The children will develop Language and Communication skills as well as Approaches to Learning.

Activity:

Materials:

Evaluation: Teacher Observation

***FELDS:** _____

9:50 am – 10:30 am LEARN (Learning Centers with Responsive Instruction) (All Centers Accessible)

Children carry out their plans using materials from the classroom environment. They continue working until they complete or change their plans. Adults use specific interaction strategies to support and extend child's engagement and also focus on Responsive Instruction.

Objective: The children will practice skills that promote Physical Development, Social Emotional Development, Language Communication, Emergent Literacy, Cognitive Development and General Knowledge.

Responsive Instruction: Targeted Children/Skills:

Activity:

Materials:

Evaluation: Teacher Observation

***FELDS:** _____

10:30 am – 10:40 am SHARE (2 Groups-Teacher/Paraprofessional)

A time for children to display and discuss what was done in their centers.

Objective: The children will develop Language and Communication skills as well as Approaches to Learning.

Activity:

Material:

Evaluation: Teacher Observation

***FELDS:** _____

10:30 am – 10:40 am SHARE (2 Groups-Teacher/Paraprofessional)

A time for children to display and discuss what was done in their centers.

Objective: The children will develop Language and Communication skills as well as Approaches to Learning.

Activity:

Material:

Evaluation: Teacher Observation

***FELDS:** _____

10:40 am – 11:00 am BIG EXPERIENCE 2: SCHOLASTIC

A time for playful, intentional learning, that integrates social-emotional, academic, and physical development to anchor, build, and expand learning.

Objective: The children will practice skills that promote Physical Development, Social Emotional Development, Language Communication, Emergent Literacy, Cognitive Development and General Knowledge.

Activity:

Materials:

Evaluation: Teacher Observation

* FELDS: _____

11:00 am – 11:20 am BIG EXPERIENCE 3: SCHOLASTIC

A time for playful, intentional learning that integrates social-emotional, academic, and physical development to anchor, build, and expand learning.

Objective: The children will practice skills that promote Physical Development, Social Emotional Development, Language Communication, Emergent Literacy, Cognitive Development and General Knowledge.

Activity:

Materials:

Evaluation: Teacher Observation

* FELDS: _____

11:20 am CLOSING CIRCLE/A.M. DISMISSAL

A time to provide a smooth transition from school to home and give children and adults a chance to review the day's activities and discuss plans for the next day.

11:30 am – 12:00 pm LUNCH

Children and adults enjoy eating and conversing in a supportive social setting.

Objective: The children will practice skills that promote their Physical Development as well as Language and Communication skills.

Activity: The children eat a healthy lunch while they converse with peers and adults.

Materials:

Evaluation: Teacher Observation

*FELDS: _____

12:00 pm – 12:20 pm SONGS AND FINGERPLAYS: SCHOLASTIC/OTHER

A time for children to express themselves through song, rhyme and movement while engaging in shared experiences that build learning, active participation and enjoyment.

Objective: The children will engage in activities that promote Physical Development as well as Social and Emotional Development.

Activity:

Materials:

Evaluation: Teacher Observation

* FELDS: _____

12:20 pm – 12:40 pm INTERACTIVE READING USING CHILDREN'S LITERATURE

A time to expose children to developmentally appropriate literature with an emphasis on the classics and model appropriate reading behaviors.

Objective: The children will engage in Language, Communication and Emergent Literacy skills through interactive reading activities.

Activity:

Materials:

Evaluation: Teacher Observation

* FELDS: _____

12:40 pm – 1:10 pm OUTDOOR TIME

A time for children to engage in rigorous outdoor play and develop their large muscle skills and coordination while adults participate in and support their play.

Objective: The children will practice skills that promote their Physical Development.

Activity:

Materials:

Evaluation: Teacher Observation

* FELDS: _____

1:10 pm – 1:40 pm QUIET TIME

A time for quiet, solitary on-your-own mat resting/sleeping as teacher reads authentic literature/story.

Objective: The children will practice skills that promote their Physical Development.

Activity: Children rest while they listen to stories and/or classical music.

Materials: cots or mats, covers, books, music

Evaluation: Teacher Observation

* FELDS: _____

1:40 pm – 1:50 pm CLOSING CIRCLE

A time to provide a smooth transition from school to home and give children and adults a chance to review the day's activities and discuss plans for the next day.

Objective: The children will gain skills in Social and Emotional Development and engage in Language, Communication and Literacy skills.

Activity: Sing community building songs and/or fingerplays, recall day's events using daily routine cards.

Evaluation: Teacher Observation

* FELDS: _____

1:50 pm CHILD DISMISSAL

This time is a daily opportunity for the teacher and paraprofessional to informally speak with family members when they pick up their children.

1:50 pm – 3:10 pm PLANNING TIME for Teacher and Paraprofessional

