









Daily Routines and Schedules





With the assurance that their environment is predictable and familiar, children can settle into learning and function as part of a group.

Arrival

Children and parents both need time to say their hellos and goodbyes





- Arrival time is an opportunity for children to be welcomed and accepted as an integral part of the group.
- It is a time for them to share their feelings with the staff and gradually warm up to the demands of being a part of a group.

Domain 3-Social and Emotional Development

ADAPTABILITY p. 16

- 7. Adapts to change.
 - a) Easily separates himself/herself from parent or caregiver.
 - b) Transitions with minimal support between routine activities and new/unexpected occurrences.
 - Adjusts behavior as appropriate for different settings and /or events.
 - d) Uses multiple adaptive strategies to dope with change (e.g., seeking social support from and adult or peer, taking deep breaths, engaging in another activity).

The New York State Prekindergarten Foundation for the Common Core

Morning Meeting

reflects the class as a working, sharing, cooperative community.





- Morning meeting provides an opportunity for children to experience a sense of belonging to a group.
- Children express their thoughts, ideas, and feelings.
- Children learn about the new day in a safe and secure setting.
- Teacher may take the opportunity to discover if any child is ill or out of sorts.
- This is a good time to introduce thematic material/discussions, new toy
- During this time children sing songs/fingerplays, read a story/poem, learn about a new activity.

Domain 3 Social and Emotional Development Self Regulation p. 15

- 2. Regulates his/her responses to needs, feelings and events.
 - a) Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation.
 - b) Appropriately names types of emotions (e.g., frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors.
 - c) Demonstrates an ability to independently modify his/her behavior in different situations.

Relationships with Others p.16

- 3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).
 - a) Interacts with significant adults.
 - b) Seeks guidance from primary caregivers, teachers and other familiar adults.
 - c) Transitions into unfamiliar setting with the assistance of familiar adults.
 - 4. Develops positive relationships with their peers.
 - b) Interacts with other children (e.g., in play, conversation, etc.).
 - c) Shares materials and toys with other children.
 - d) Sustains interactions by cooperating, helping, and suggesting new ideas for play.
 - e) Develops close friendship with one or more peers.
 - f) Offers support to another child or shows concern when a peer seems distressed.

Literacy during Morning Meeting



Domain 4 Communication, Language, and Literacy PART A: APPROACHES TO COMMUNICATION

Motivation p. 17

- 1. Demonstrate that they are motivated to communicate.
 - a) Participates in small or large group activities for story telling, singing or finger plays.
 - b) Asks questions.
 - c) Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions).
 - d) Initiates conversations, both verbally and nonverbally, about things around them.
 - e) Nods or gives non verbal cues that he is understanding.
 - f) Maintains eye contact when trying to interact with a peer or adult.
 - g) Makes choices about how to communicate the ideas he wants to share (e.g., gestures, scribbles, sign language, speaking).

Background Knowledge p. 17

- 1. Demonstrates he/she is building background knowledge.
 - a) Asks questions related to a particular item, event or experience.
 - b) Correctly identifies meanings of words in read alouds, in conversation, and in the descriptions of everyday items in the world around them.
 - c) Uses new vocabulary correctly.
 - d) Makes comparisons to words and concepts already known.

Family Style Snack or Meal





 Mealtimes, served 'Family Style' are learning times when teachers sit with children and support interactive conversations.

DOMAIN 2 Physical Development and Health Health and Well Being p.13

- 8. Demonstrates awareness and understanding of healthy habits.
 - a) Recognizes the importance of good nutrition, water, rest and sleep in order to be healthy.
 - b) Talks about food choices in relationship to allergies and overall health.
 - c) Relates healthy behaviors to good personal health (milk for strong bones, spinach for strong muscles).
 - d) Describes the role of doctors, dentists and other health care workers in keeping him/herself healthy.

Rest Time

is a time for children to relax/regroup after morning activities.





It is important to prepare children for rest time, give them time to settle down, plan for non-sleepers, and allow them to wake up at their own pace.

DOMAIN 2 Physical Development and Health Health and Well Being p.13

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Outdoor Play



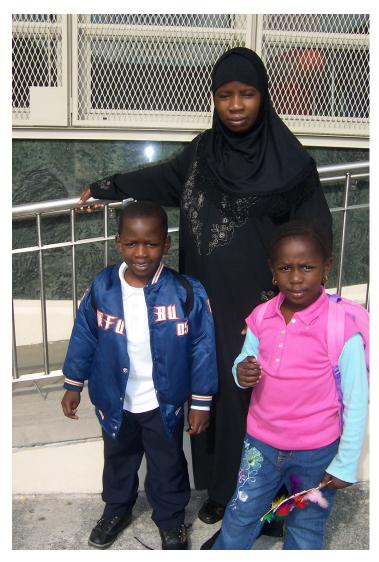
DOMAIN 2 Physical Development and Health Physical Fitness p. 13

- 6. Engages in a variety of physical fitness activities.
 - a) Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.
 - b) Explores, practices, and performs skill sets: throwing, pushing, pulling, catching, balancing, etc.
 - c) Participates in activities designed to strengthen major muscle groups.
 - d) Participates in activities to promote balance and flexibility.

Domain 4: Communication, Language, and Literacy PART A: APPROACHES TO COMMUNICATION Vocabulary p. 18

- 6. Demonstrates a growing expressive vocabulary. Uses facial expressions, body language, gestures, and sign language to engage in reciprocal conversation.
 - a) Uses more complex words in conversation.
 - c) Makes use of new and rare words introduced by adults or peers.
 - d) Correctly names picture when asked, "What is this?"
 - e) Begins to use appropriate volume and speed so spoken message is understood.
 - f) Initiates conversations about a book, situation, event or print in the environment.

Dismissal-Parents should be allowed to come to the classroom and are provided another opportunity to 'touch base' with the teachers.

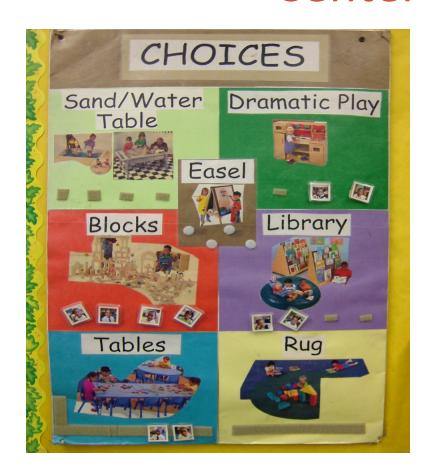




Documentation

Now that we have addressed standards throughout the day, how do we document that each child is achieving the standards?

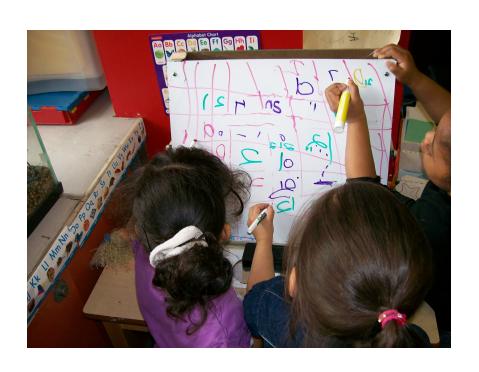
Center Charts





Charts help children to know if there is room in a particular center. Putting name on chart indicates a commitment to that area.

Choice Time & Small Groups





 Children choose the interest area in which they will work, whom they want to work with, and what materials to use. ECERS suggests this will be a total 1/3 of class time, minimum.

DOMAIN 1 Approaches to Learning p. 10 **Engagement**

- 1. Actively and confidently engages in play as a means of exploration and learning.
 - a) Interacts with a variety of materials through play.
 - b) Participates in multiple play activities with same material.
 - c) Engages in pretend and imaginative play testing theories, acting out imagination.
 - d) Self-selects play activity and demonstrates spontaneity.
 - e) Uses "trial and error" method to figure out a task, problem, etc.
 - f) Demonstrates awareness of connections between prior and new knowledge.
- 2. Actively engages in problem solving.
 - a) Identifies a problem and tries to solve it independently.
 - b) Attempts multiple ways to solve a problem.
 - c) Communicates more than one solution to a problem.
 - d) Engages with peers and adults to solve problems.



Domain 5 Cognition and Knowledge of the World (Social Studies)

Geography p. 31

- 3. Demonstrates knowledge of the relationship between people, places, and regions.
 - a) Identifies features of own home and familiar places.
 - b) Names the street, neighborhood, city or and town where he/she lives.
 - c) Uses words that indicate direction, position and relative distance.
 - d) Describes topographical features of familiar places (hill, river, roads, mountains, etc.).
 - e) Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials.
 - f) Is aware of his/her surroundings.

Domain 1 Approaches to Learning Persistence p. 11

- 5. Demonstrates persistence.
 - a) Maintains focus on a task.
 - b) Seeks assistance when the next step seems unclear or appears too difficult.
 - c) Modifies strategies used to complete a task.

Dramatic Play allows children to try on roles and experiment with concepts.









DOMAIN 5 Cognition and Knowledge of the World The Arts Theatre / Dramatic Play p. 35

- 5. Participates in a variety of dramatic play activities to represent fantasy and real life experiences.
 - a) Represents fantasy, real-life, imagination, and literature through dramatic play.
 - b) Assumes the role of something or someone else and attempts to speak in the appropriate manner and tone.
 - Participates in teacher-guided and/or spontaneous dramatic play activities such as acting out a story.
 - d) Uses basic props, and costume pieces to establish time, setting, and character.

Manipulatives stored on well labeled shelves allow children to select and return materials independently.







Domain 3 Social and Emotional Development Relationships with Others p. 16

- 4. Develops positive relationships with their peers.
 - a) Approaches children already engaged in play.
 - b) Interacts with other children (e.g., in play, conversation, etc.).
 - c) Shares materials and toys with other children.
 - d) Sustains interactions by cooperating, helping, and suggesting new ideas for play.
 - e) Develops close friendship with one or more peers.
 - f) Offers support to another child or shows concern when a peer seems distressed.
- 5. Demonstrates pro-social problem solving skills in social interactions.
 - a) Seeks input from others about a problem.
 - b) Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solve).
 - c) Uses and accepts compromise, with assistance.



Domain 4 Communication, Language, and Literacy Part B: ENGLISH LANGUAGE ARTS AND LITERACY

Craft and Structure p. 20

- 4.Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).
- 5.Identify the front cover, back cover; displays correct orientation of book, page turning skills.
- 6. With prompting and support, can describe the role of an author and illustrator.

Integration and Knowledge of Ideas p. 20

- 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).
- 9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures).

Art offers children a variety of materials and a wide range of experiences in collage, pasting, molding and constructing.





These enjoyable activities provide opportunities for learning and independence.

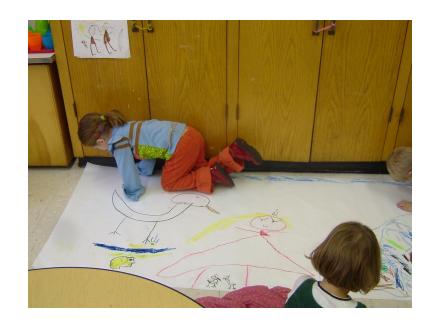
DOMAIN 5 Cognition and Knowledge of the World The Arts Visual Arts p. 34

- 1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.
 - a) Experiments with a variety of mediums and methods of using art materials (such as using a big brush to paint broad strokes, combining colors, etc.).
 - b) Shows an interest in what can be created with tools, texture, color and technique.
 - c) Uses materials to build and create "pieces" that represent another item (blocks become a castle; clay becomes a snake).
 - d) Chooses materials and subjects with intent and purpose.
 - e) Paints, draws and constructs models based on observations.



DOMAIN 5 Cognition and Knowledge of the World The Arts Visual Arts p. 34

- 2. Responds and reacts to visual arts created by themselves and others.
 - a. Expresses an interest in drawings, sculptures, models, paintings, and art creations of others.
 - Identifies similarities and differences among samples of visual art.
 - c. Shares opinions about visual arts, creations, and experiences.









DOMAIN 4 Communication, Language, and Literacy PART A: APPROACHES TO COMMUNICATION Representing p. 18

- 4. Demonstrates his/her ability to express ideas using a variety of methods.
 - a) Uses facial expressions, body language, gestures, and sign language to express ideas.
 - b) Uses existing objects to represent desired or imagined objects in play or other purposeful way (e.g., plastic banana for a telephone).
 - c) Uses visual media to represent an actual experience.
 - d) Reviews and reflects on his/her own representations.
 - e) Writes and draws spontaneously to communicate meaning with peers or adults during play.

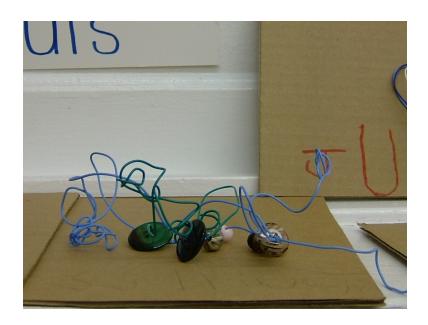


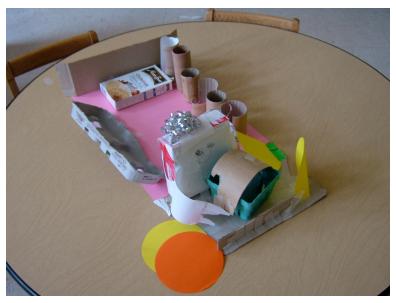




DOMAIN 2 Physical Development and Health Physical Development p. 12

- 1. Uses senses to assist and guide learning.
 - a) Identifies sights, smells, sounds, tastes and textures.
 - b) Compares and contrasts different sights, smells, sounds, tastes, and textures.
 - Uses descriptive words to discuss sights, smells, sounds, tastes, and textures.
- 2. Uses sensory information to plan and carry out movements.
 - a) Demonstrates appropriate body awareness when moving in different spaces.
 - b) Exhibits appropriate body movements when carrying out a task.
 - c) Demonstrates awareness of spatial boundaries and the ability to work within them.







DOMAIN 5 Cognition and Knowledge of the World Mathematics Analyze, compare, and sort objects. p. 27

- 1. Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).
- 2. Create and build shapes from components (e.g., sticks and clay balls).

Discovery or Science Center







DOMAIN 5 Cognition and Knowledge of the World Science

Scientific Thinking p. 28

- 1. Asks questions and makes predictions based on observations and manipulation of things and events in the environment.
 - a) Uses senses to gather, explore, and interpret information.
 - b) Manipulates and observes objects in his or her surroundings to develop conclusions.
 - c) Makes observations and describes changes in objects, living things, and natural events in the environment.
 - d) Organizes his or her observations of objects and events by identifying, classifying, etc.
 - e) Asks "why," "how," and "what if" questions and seeks answers through experimentation and investigation.
 - f) Makes predictions based on background knowledge, previous scientific experiences, and observations of objects and events in the world.









DOMAIN 5 Cognition and Knowledge of the World Science Scientific Thinking p. 28

- 3. Generates explanations and communicates conclusions regarding experiments and explorations.
 - a) Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.
 - b) Identifies cause and effect relationships.
 - c) Verifies predictions by explaining "how" and "why."
 - d) Makes age appropriate, logical conclusions about investigations.
 - e) Shares ideas about objects, living things and other natural events in the environments through words, pictures, and other representations.