

Manhattan Developmental Disabilities Council Children's Committee Meeting

November 3rd, 2014, 9:00 am

15 West 65th St, New York, NY, 10023

Meeting Agenda

Time	Topic
9:00 – 9:30	Refreshments, Registration. & Introduction
9:30 – 10:00	Old Business & Minutes
10:00-11:30	Presentation by John Goodson, Staff Training Director, AHRC Education Department – “A Common Sense Approach to the Common Core”
11:30-12:00	New Business

**Manhattan Developmental Disabilities Council Children's Committee Meeting
April 28, 2014
Minutes**

**Manhattan Developmental Disabilities Children's Committee Meeting Minutes
December 10, 2013**

Committee Attendee:

Christina Muccioli – Co-Chair

Joan Dwyer – Co-Chair

Meeting Convened:

Registration was from 9:30 AM to 10:00 AM, followed by the meeting at 10:00 AM.

Current Business:

?

Presentation:

Gena Singer, Director of camp Services for the NYC Jewish community Center, and Mary Ann Killeen, Director of Camping and Recreation Services at the NYC AHRC, spoke to factors to consider when you are selecting a camp for your child. Their joint presentation included a power point which was available to those present, and considered both day and overnight camps, as well as special needs camps vs integrated camp experiences.

Meeting Adjourned:

The meeting was adjourned at noon.

The next Committee meeting date/topic TBD..

Joan F. Dwyer

A Common Sense Approach to the Common Core for Preschoolers

AHRC New York City Education Department
November 3, 2014

How Did We Get Here?



- In January 2011, the New York State Board of Regents developed the NYS Prekindergarten Learning Standards
- Emphasis on “whole child” development and comprehensive learning strategies
- Aligned with NYS Common Core Learning Standards as well as K-12 state learning expectations
- The most recent revision has resulted in a combined framework that is divided into 5 interrelated, developmental domains

Within each Domain, there are (1) PreK Benchmarks & (a) Benchmark Indicators

The 5 Developmental Domains

1. Approaches to Learning

- ❖ How children become involved in learning and acquiring knowledge

2. Physical Development and Health

- ❖ Children’s physical health and ability to engage in daily activities and experiences

3. Social and Emotional Development

- ❖ The emotional competence and ability to form positive relationships that give meaning to children’s experiences

4. Communication, Language, and Literacy

- ❖ How children understand, create, and communicate meaning
- ❖ (1) Approaches to Communication & (2) ELA Skills

5. Cognition and Knowledge of the World

- ❖ What children need to know and understand about their world -- and how they apply what they know (math, science, social studies, fine arts, technology)

Guiding Principles of the Common Core

1. All children are capable of learning, achieving, and making developmental progress
2. Children develop at different rates, and each child is unique in his/her own development, growth, and acquisition of skills. Appropriate and reasonable supports and accommodations must be provided to enable all children to succeed.
3. Children are active learners. A primary approach to developmental progress is through purposeful play.
4. Early learning and development are multi-dimensional. Children’s learning is integrated and occurs simultaneously across all domains, which are interrelated and interactive with one another.

Guiding Principles cont'd

5. Children learn within the context of interactions and relationships with family members, caregivers, teachers, and other children in their immediate environment and in their community
6. The family is a significant contributor to children's lifelong learning and development. Actively engaging parents in the early education of their children is essential to children's success in the elementary classroom and also their learning in the future
7. These learning standards may be used as tools to empower parents, teachers, and caregivers to better support and enhance young children's learning and development

Guiding Principles cont'd

8. These Learning Standards acknowledge and respect all children's backgrounds, their heritage, cultures, and linguistic differences
9. The content of these Learning Standards is guided by research and effective practices to strengthen instruction and educational experiences across all settings. These Learning Standards are systematically aligned with NYS Common Core Learning standards, performance indicators for bilingual and preschool special education, and Head Start outcomes

Foundation for the Common Core

- Each domain includes benchmarks and indicators reflecting what preschool learners should know in order to be successful learners in the future
- These indicators are all observable and can be addressed through active engagement, play, and supportive educational environments
- Indicators include meaningful and appropriate learning experiences
- All students, including those with special needs, can be held to the same standards with the appropriate services and supports

So, in other words...

Yes, there are learning standards, but the focus on play, interactive experiences, and appropriate supports as the primary vehicles for development remain the in place...




Interest Areas, Choice Time,
Centers, Stations, etc.

Pre-K Common Core

What it is:	What it isn't:
<ul style="list-style-type: none"> • Resource for guiding design, selection, and implementation of a high quality curriculum • Guide for planning experiences and instructional activities • Bridge between expectations of children Birth – 3 and K- 12 (ages 3-5) • Professional Development template 	<ul style="list-style-type: none"> • A checklist • An assessment tool • A curriculum • Technique for preventing certain children from entering K • Meant to curb creativity • A mandate for specific teaching practices

Domain #1: Approaches to Learning

- All preschoolers are expected to demonstrate increasing and developing awareness/competence in the listed areas
- These skills and values are what teachers should attempt to develop in all of their young learners



The Skills Needed to Learn Throughout Life

Approaches to Learning

- Teacher and parents must intentionally arrange learning environments that foster children's natural curiosity, initiative, engagement, persistence, and creativity
- Teachers should start with identifying what motivates the children
 - Helps the children and their teachers to discover individual learning styles
- Children must feel safe in the learning community
 - To ask questions
 - To explore new activities
 - To persist with difficult tasks

Approaches to Learning: Engagement

Indicator

Benchmarks

<p>1. Actively & confidently engages in play as a means of exploration and learning</p>	<p>2. Actively engages in problem solving</p>
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">Engagement</div>	
<p>Example: Connects new knowledge with prior knowledge</p>	<p>Example: Communicates process with peers and adults</p>

Approaches to Learning: Creativity & Imagination

Approaches tasks, activities, and problems with creativity, imagination, or willingness to try new experiences/activities	Indicator Example: Seeks clarity to further knowledge
Creativity & Imagination	
Example: Identifies additional ways to complete a task	Example: Chooses props, materials, and other novel ways to represent ideas, characters, and objects

Approaches to Learning: Curiosity & Initiative

4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences	Indicator Example: Ask who, what, how, why, when, where, and what if
Curiosity & Initiative	
Example: Seeks out activities to support curiosity, takes things apart	Example: Willingly engages in new experiences

Approaches to Learning: Persistence

5. Demonstrates persistence	Indicator Example: Maintains focus on a task
Persistence	
Example: Seeks assistance when the next step is unclear or too difficult	Example: Modifies strategies used to complete a task

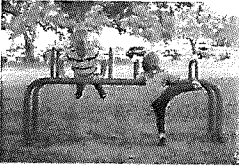
Approaches to Learning: Activities

- ✓ Set up activities in which children engage with increasingly complex puzzles or other table-top manipulatives (Persistence)
- ✓ Using visual sequences of actions for children to complete a play scenario in the dramatic play area; using dress-up clothes, props, and costumes (Curiosity & Initiative)
- ✓ **Plan, Do, Review** activities: with your support, children make choices about their own activities, plan out what they are going to do, engage with the materials, then and reflect on them later with a teacher (Engagement)
- ✓ Have children follow the staff model to investigate something, inquire for more information, observe to see what happens, etc. (Curiosity & Initiative)
- ✓ Experiment and use different materials to create art projects; complete an art project with a combination of novel materials and familiar materials (Creativity & Imagination)

Domain #2: Physical Development & Health

What's Important about Physical Development:

- Physical development impacts learning and physical activity affects concentration
- As coordination improves and bones/muscles grow, children can engage in increasingly complex endeavors
- Nutrition has a significant impact on learning as well



Physical Development & Health

- ✓ Physical development, health, safety, and success in school are all related
- ✓ Regular physical activity can improve performance in all “academic” subjects and reduce potential behavioral problems
- ✓ Good health supports better attentional skills and stronger problem solving ability

Domain 2: Physical Development & Health

Physical Development

<p>1. Uses senses to assist and guide learning</p> <p>Identifies sights, smells, sounds, tastes, etc.</p> <p>Compares, contrasts, and describes these sensations</p>	<p>2. Uses sensory information to plan and carry out movements</p> <p>Has body awareness when moving; spatial boundary awareness</p> <p>Uses appropriate body movements when completing a task</p>	<p>3. Demonstrates coordination and control of large muscles</p> <p>Upright posture; balance; running, jumping, & walking; climbing appropriately</p> <p>Puts on age appropriate clothing</p>
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Indicator Examples

Physical Development & Health


<div style="text-align: center; border: 1px solid black; padding: 2px;">Physical Development</div> <p>4. Combines a sequence of large motor skills with and without use of equipment</p> <p>Throws, catches, or kicks light-weight ball; participates in large motor movement activities (e.g. Simon Says)</p>	<div style="text-align: center; border: 1px solid black; padding: 2px;">Physical Fitness</div> <p>5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects</p> <p>Pincher grasp; finger plays; use of pencils, paint brushes, tongs, scissors</p> <p>Manipulates small objects with ease; uses buttons, zippers, snaps, and hooks</p>
<p>6. Engages in a variety of physical fitness activities</p> <p>Engage in large motor activities in increasingly longer periods of time; performs skill sets</p> <p>Participates in activities designed to strengthen major muscle groups; activities for balance and flexibility</p>	

Physical Development & Health

Health & Well-Being		Health & Safety
<p>7. Demonstrates personal care and hygiene skills</p> <ul style="list-style-type: none"> Independence in personal hygiene (e.g. washing hands, brushing teeth, toileting, etc.) Shows self-help skills. Communicates the presence of illness. 	<p>8. Demonstrates awareness and understanding of health habits</p> <ul style="list-style-type: none"> Recognizes good nutritional habits; talks about food choices. Relates healthy behaviors to good health; knows the role of doctors, dentists, and other health care workers. 	<p>9. Demonstrates awareness and understanding of safety rules</p> <ul style="list-style-type: none"> Verbalizes and demonstrates safety rules; communicates to an adult when someone is being unsafe. Knows basic safety; participates in fire drills; knows what to do in emergencies.


Physical Development & Health: Activities

- ✓ Children regularly participate in gross motor play: running, jumping, climbing, etc.
- ✓ Play age-appropriate sports; teach children the rules, respect for players, safe behaviors during active play
- ✓ Cook and make nutritious snacks in the Cooking interest area – learn healthy foods vs. unhealthy foods
- ✓ Role-play emergency and safety situations in dramatic play with peers
 - Provide supports for children who struggle with Drills
- ✓ Engage in art activities that encourage fine-motor use such as scissors skills, paint-brushing, etc.



Domain #3: Social & Emotional Development

- Children who are emotionally well-adjusted have a greater chance of early school success
- Those who build positive relationships have a better chance of academic success
- Importance of self-regulation – self-regulation is the ability to control one's impulses and the capacity to do something because it's needed
- Focus on activities in which children
 - not adults -- set, negotiate, and follow the rules



Social & Emotional Development

- Ensuring the development of healthy social and emotional skills has become increasingly critical
- During the preschool years, this includes interactive relationships with both adults and peers
- Trust with adults and cooperation with peers
- "Social status" can predict social and academic performance as well and mental health in the future
- Levels of preschool participation are related to everything from positive attitudes toward school and high school graduation rates to juvenile delinquency and unemployment
- Play will serve as the most reliable avenue for developing the desired pro-social skills

Social & Emotional Development: Self Concept & Self Awareness

Self Concept & Self-Awareness:

1. Recognizes him/herself as a unique individual having his/her own abilities, characteristics, feelings, and interests

- Describes self using different characteristics
- Identifies self as being part of a family
- Acknowledges own uniqueness (e.g. culture)
- Compares, contrasts self with others
- Identifies feelings regarding personal experiences

Social & Emotional Development: Self Regulation

Self-Regulation:

2. Regulates his/her responses to needs, feelings, and events

- Expresses feelings, needs, opinions, and desires in a way that is appropriate to the situation
- Names emotions correctly
- Can independently modify behavior in different situations

Social & Emotional Development: Relationships with Others

Relationships with Others

3. Demonstrates and continues to develop positive relationships with significant adults

4. Develops positive relationships with peers; close friendships with one or more peers

5. Demonstrates pro-social problem solving skills in social situations

- Example: Uses and accepts compromise
- Example: Can transition into an unfamiliar setting with help from adult

Social & Emotional Development: Accountability

Accountability

6. Understands and Follows Routines and Rules

- Displays understanding of purpose of rules
- Easily engages in routine activities
- Understands that breaking the rules has consequences
- Uses materials purposefully, safely, and respectfully
- Demonstrates ability to create new rules for different situations

Social & Emotional Development: Adaptability

Adaptability

Easily separates from parent or caregiver

Adjusts behavior as appropriate for different settings and events

7. Adapts to Change

Transitions with minimal support between new activities

Uses multiple adaptive strategies to cope with change

Social-Emotional Development: Activities

- ✓ Identify the emotions and motivations of characters in videos or books (Self-Regulation)
- ✓ Play games with simple, consistent rules (Accountability)
- ✓ Create a classroom environment that emphasizes cooperation in the Dramatic Play interest area, such as a flower shop, a vet's office, a beach day (Relationships with Others)
- ✓ Care for someone or something else: play with "parent"; have make-believe pets; have a real class pet (Accountability)
- ✓ Assign classroom jobs and rotate responsibilities; support transitioning skills (Adaptability)



Domain #4: Communication, Language, & Literacy

- Language and communication exist within a social context
- Separate focus on expressive language (writer, speaker, & representer) and receptive language (reader, listener, viewer)
- Instruction designed to stimulate verbal interaction, to enrich children's vocabularies, to encourage talk about books, and to provide practice with the sound structure of words




Communication, Language, & Literacy

- Traditionally, literacy has meant the ability to read and write, but we now understand that the term encompasses significantly more than that
- Nothing is more influential than consistent experiences of face-to-face interactions
 - Being read to, talked to, listened to, comforted, etc.
- Thus, the early and heavy emphasis on oral language development
- As the foundational blocks of literacy – vocabulary, background knowledge, expressive/receptive language, phonological/phonemic language, oral expression, and the principles of the alphabet – come together, children's communication, language, and literacy skills become more reliable and effective

Communication, Language, & Literacy:
Part A

Approaches to Communication

- 1. Motivation**
- 2. Background Knowledge**
- 3. Viewing**
- 4. Representing**
- 5. Vocabulary**



Communication, Language, & Literacy: Approaches to Communication

1. Motivation

- Demonstrates that they are motivated to communicate
 - Participates in small or large group activities
 - Asks questions
 - Listens attentively for a range of purposes
 - Gives nonverbal cues that is listening
 - Maintains eye contact when trying to communicate with an adult or peer
 - Makes choices about how to communicate the ideas he/she wants to share (e.g. gesturing, scribbling, speaking, etc.)

Communication, Language, & Literacy: Approaches to Communication

2. Background Knowledge

- Demonstrates building background knowledge
 - Asks questions related to a particular item, event, or experience
 - Correctly identifies meaning of words in read-alouds, in conversations, and in the descriptions of everyday items in the world around them
 - Uses new vocabulary correctly
 - Compares new words and concepts with previous ones

Communication, Language, & Literacy: Approaches to Communication

3. Viewing

- Demonstrates that he/she understands what they observe
 - Uses vocabulary relevant to observations
 - Identifies emotions by observing faces in pictures and faces of peers and adults
 - Asks questions related to visual text and observations
 - Makes inferences and draws conclusions based on information from visual text
 - Begins to identify relevant and irrelevant information, pictures, and symbols related to a familiar topic

Communication, Language, & Literacy: Approaches to Communication

4. Representing

- Demonstrates his/her ability to express ideas using a variety of methods
 - Uses facial expressions, body language, gestures, and sign language to express idea
 - Uses existing objects to represent desired or imagined objects in play of other purposeful way
 - Uses visual media to represent an actual experience
 - Reviews and reflects on his/her own representations
 - Writes and draws spontaneously to communicate meaning with peers or adult during play

Communication, Language, & Literacy: Approaches to Communication

5. Vocabulary

- Demonstrates a growing receptive vocabulary
 - Understands and follows spoken directions
 - Identifies pictures related to words
 - Responds, reacts to questions, and makes comments that indicate he understands meaning
 - Identifies meanings of words used in read-alouds, in conversations, and in descriptions of everyday items in the world around him

Communication, Language, & Literacy: Approaches to Communication

6. Demonstrates a Growing Expressive Vocabulary

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

Communication, Language, & Literacy: Part B

English Language Arts & Literacy Skills

- 1. Reading Standards for Literature**
- 2. Reading Standards for Informational Text**
- 3. Reading Standards: Foundational Skills**
- 4. Writing Standards**
- 5. Speaking and Listening Standards**
- 6. Language Standards**



English Language Arts & Literacy: Literature

KEY IDEAS and DETAILS

Children are expected to demonstrate increasing awareness and competence in:

- 1) With prompting and support, ask and answer about detail in a text
- 2) With prompting and support, retell familiar stories
- 3) With prompting and support, ask and answer questions about characters and major events in a story

English Language Arts & Literacy: Literature

CRAFT AND STRUCTURE

- 4) Exhibit curiosity and interest in learning new vocabulary
- 5) Students interact with a variety of common types of texts
- 6) With prompting and support, can describe the role of an author and illustrator

English Language Arts & Literacy: Literature

INTEGRATION & KNOWLEDGE OF IDEAS

- 7) With prompting and support, students with engage in a picture walk to make connections between self, illustrations, and the story
- 8) Not applicable to literature
- 9) With prompting and support, students with compare and contrast two stories relating to the same topic – also make cultural connections to text and self

English Language Arts & Literacy: Literature

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

- 10) Actively engage in group reading activities with purpose and understanding

RESPONDING TO LITERATURE

- 11) With prompting and support, make connections between self, text, and the world around them

English Language Arts & Literacy: Informational Text

KEY IDEAS & DETAILS

Children are expected to demonstrate increasing awareness and competence in the following areas:

- 1) With prompting and support, ask and answer questions about details in a text
- 2) With prompting and support, retell details in a text
- 3) With prompting and support, describe the connection between two events or pieces of information in a text

English Language Arts & Literacy: Informational Text

CRAFT & STRUCTURE

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

English Language Arts & Literacy: Informational Text

INTEGRATION & KNOWLEDGE OF IDEAS

- 7) With prompting and support, describe the relationship between the illustrations and the text in which they appear
- 8) Identify basic similarities and differences between two texts on the same topic

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

- 9) Actively engage in group reading activities with purpose and understanding

English Language Arts & Literacy: Foundational Skills

Print Concepts:

1. Demonstrate understanding of the organization and basic features of print
 - Follow words from left to right, top to bottom, page by page, etc.
 - Recognize that spoken words are represented in written language by specific sequences of letters
 - Understand that words are separated by spaces in print
 - Recognize and name some upper/lowercase letters, especially those in name
 - Recognize that letters are grouped to form words
 - Differentiate letters from numerals

English Language Arts & Literacy: Foundational Skills

Phonological Awareness:

2. Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes)

- Engage in language play (e.g. alliterations, etc.)
- Recognize and match words that rhyme
- Demonstrate awareness of relationship between sounds and letters
- With support and prompting, isolate and pronounce the initial sounds in words

English Language Arts & Literacy: Foundational Skills

Phonics and Word Recognition:

3. Demonstrate emergent phonics and word analysis skills

- Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants
- Recognizes own name and common signs and labels in the environment

Fluency:

4. Displays emergent reading behaviors with purpose and understanding

English Language Arts & Literacy: Writing Standards

Text Types and Purposes

- 1) Use a combination of drawing, dictating, or writing to express an opinion about a book or topic
- 2) Use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what are writing about and supply some information about the topic
- 3) Use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened

Writing Standards

Production and Distribution of Writing

- 4) Respond to questions and suggestions and add details to strengthen illustration, as needed
- 5) Explore a variety of digital tools to produce and publish *writing*—while collaborating with peers



Writing Standards

Research to Build and Present Knowledge

- 6) Participate in shared research and writing projects
- 7) Recall information from experiences or gather information from provided sources to answer a question

Responding to Literature

- 8) Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed

English Language Arts & Literacy: Speaking & Listening

Comprehension and Collaboration:

1. Participate in collaborative conversations with diverse partners about age appropriate topics and texts with peers and adults in small and large groups
 - Engage in agreed-upon rules for discussions
 - Engage in extended conversations
 - Communicate with individuals from different cultural backgrounds
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if needed
3. Ask and answer questions in order to seek help

Speaking & Listening

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events
5. Add drawings or other visual displays to descriptions as desired and provided additional detail
6. Demonstrate an emergent ability to express thoughts, feelings, and ideas

English Language Arts & Literacy: Language

Conventions of Standard English:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - Print some upper and lowercase case letters
 - Use frequently occurring nouns and verbs (orally)
 - Form regular plural nouns orally (by adding "s", "es", etc.)
 - Understand and use questions words
 - In speech, use commonly occurring prepositions
 - Produce and Expand complete sentences in shared language activities
2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - Capitalize the first letter in their name
 - Attempt to write a letter or letters to represent a word
 - Attempt to spell simple words phonetically, drawing on letter-sound relationships

Language

Knowledge of Language

3. Use knowledge of language and how language functions in different contexts

Vocabulary Acquisition and Use

4. Demonstrate or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-k reading and content

- Identify new meanings for familiar words and apply them accurately

5. Explore word relationships and nuances in word meanings

- Sort common objects into categories for understanding of the concepts the categories represent
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites
- Identify real-life connections between words and their use
- Distinguish shades of meaning among verbs describing the same general action

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts

English Language Arts: Activities

- ✓ Listening to a story read aloud to the class and discussing it
- ✓ Dictating a daily journal entry to the teacher
- ✓ Re-enacting a favorite story or scene during dramatic play time
- ✓ “Reading” and following a recipe to make a snack
- ✓ Making a book about “my favorite things”



English Language Arts: Activities

- ✓ Hold consistent Story Time/Circle Time group discussions
- ✓ Have Small Group activities focused on a book – adult guides discussions and models interactive skills and language – children complete related activities
- ✓ Draw and/or create text to describe activities, community outings, and investigations in the Science interest area
- ✓ Create a daily message board where children can discuss the “news” of the class, leave their own messages, and produce announcements for the day
- ✓ Expose children to the various forms of text: books, brochures, poems, resource guides, etc.

Domain #5: Cognition & Knowledge of the World

- Open ended questions prompt children to use more language and to recall/sequence events
- Teachers must provide age appropriate opportunities to engage higher-order thinking
- Retelling and conversation can be verbal or dramatic



Cognition & Knowledge of the World

- Learning is an active process
- Preschoolers are capable of more advanced, complex thinking than typically believed
- Teachers must use age appropriate opportunities and experiences to engage them in higher-order thinking
- Through supportive, questioning, and effective environmental arrangement, children will acquire the target knowledge in math, science, social studies, fine arts, and technology

Cognition & Knowledge of the World: Mathematics

Mathematical Practices

- Makes sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for make sure of structure
- Look for express regularity in repeated reasoning

Math: Overview

Counting and Cardinality

- Know number names and the count sequence
- Count to tell the number of objects
- Compare numbers

Operations and Algebraic Thinking

- Understanding addition as adding to, and understand subtraction as taking form
- Understand simple patterns

Measurement and Data

- Describe and compare measurable attributes
- Sort objects and count of the number of objects in each category

Geometry

- Identify and describe shapes (squares, rectangles, etc.)
- Analyze, compare, and sort objects

Math: Counting & Cardinality

Know Number Names and the Count Sequence

1. Count to 20
2. Represent a number of objects with a written numeral (0-5)

1234

Count to Tell the Number of Objects

3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality
4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array or a circle, or as any of 5 things in a scattered configuration, etc.


Compare Numbers

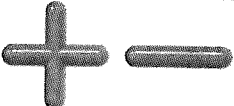
5. Identify whether the number of objects in one group is more, less, greater, fewer, and/or equal to the number of objects in another group
6. Identify "first" and "last" related to order or position

Math: Operations and Algebraic Thinking

Understand Addition As Adding to, and Understand Subtraction as Taking From

1. Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations





Understand Simple Patterns

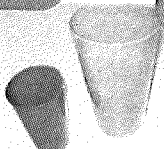
Math: Measurement & Data

Describe and Compare Measurable Attributes

1. Identify measurable attributes of objects, such as length and weight, describe them using correct vocabulary

Sort Objects and Count the Number of Objects in Each Category

2. Sort objects into categories; count the numbers of objects in each category

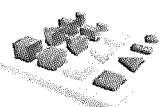


Math: Geometry

Identify and Describe Shapes

1. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as top, bottom, up, down, etc.

2. Correctly name shapes regardless of size



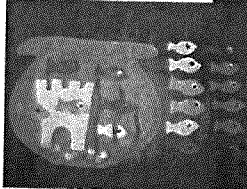
Analyze, Compare, and Sort Objects

1. Analyze, compare, and sort two- and three-dimensional shapes and objects, using informal language to describe their similarities

2. Create and build shapes from components

Mathematics: Activities

- Make simple graphs of the number of boys and girls in the class
- Measure how many "feet long" a block structure is
- Guess how many fish will fit in a small pond
- Count out two chips for each classmate
- Duplicate simple patterns with colored items (algebra)
- Match shapes and sizes and complete puzzles (geometry)



Common Core: Science

- Young learners are driven by their innate need to figure out why something is working as it is
- Rather than explicit explanations, preschool learners are more focused on purposefully exploring and gathering information and trying to explain their observations
- Science: the system of gathering and explaining knowledge



Developing the Thinking Skills & Clarifying Content Exposure

Science: Scientific Thinking

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|---|--|
| 1. Asks Questions and Makes Predictions Based On Observations and Manipulations of Things and Events in the Environment | <p>Uses senses to gather, explore, and interpret information</p> <p>Manipulates and observes objects in surroundings to develop conclusions</p> <p>Makes observations and describes changes in objects, living things, and natural events in the environment</p> <p>Organizes observations of objects and events by identifying, classifying, etc.</p> <p>Asks "why," "how," and "what if" questions and seeks answers through experimentation and investigation</p> <p>Makes predictions based on background knowledge, previous experiences, and observations in the world</p> |
|---|--|

Scientific Thinking

2. Tests Predictions Through Exploration and Experimentation



- Gives oral, written, or graphic explanations of what he/she wants to learn
- Uses a variety of tools and materials to test predictions through active experimentation
- Replicates or changes the experimental approach
- Records and organizes data using graphs, charts, science journals, or other means of recording

Scientific Thinking

- | | |
|---|---|
| 3. Generates Explanations and Communicates Conclusions Regarding Experiments and Explorations | <p>Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned</p> <p>Identifies cause and effect relationships</p> <p>Verifies predictions by explaining "how" and "why"</p> <p>Makes age appropriate, logical conclusions about investigations</p> <p>Shares ideas about objects, living things, and other natural events in the environment through words, pictures, and other representations</p> |
|---|---|

Science: Earth and Space



4. Observes and Describes Characteristics Of Earth and Space

- Investigates and identifies properties of soil, rocks, and minerals
- Investigates and identifies physical properties and characteristics of water
- Makes simple observations of the characteristics and movements of sun, moon, stars, and clouds
- Observes and discusses changes in weather and seasons using common weather vocabulary
- Expresses ways the environment provides natural resources that are needed by people
- Demonstrates ways that each person is responsible for protecting our planet

Science: Living Things



5. Observes and Describes Characteristics of Living Things

- Observes and discusses similarities, differences, and categories of plants and animals
- Identifies things as living or nonliving based on characteristics
- Explains why plants and animals need water and food
- Observes and discusses similarities, differences, and categories of plants and animals
- Describes simple life cycles of plants and animals
- Describes and identifies the different structures of familiar plants and animals
- Recognizes that plants and animals have some characteristics of their "parents"
- Observes, describes, and compares the habitats of plants and animals
- Observes, records, and explain how plants and animals respond to changes in the environment and changes in seasons

Science: Physical Properties



6. Acquires Knowledge about the Physical Properties of the World

- Describes, compares, and categorizes objects on their properties
- Uses senses to explore different environments
- Recognizes and describes the effect of his/her own actions on objects
- Describes tools and their specific functions
- Uses a variety of tools to explore the world and learn how things work
- Investigates common interactions between matter and energy
- Describes and compares the effects of common forces on objects such as gravity, magnetism, etc.
- Explores and discusses simple chemical reactions with teacher assistance

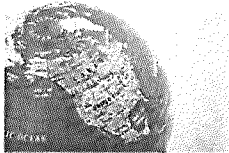
Science: Activities

- ✓ Do basic experiments: planning and predicting/acting and observing/recording and reflecting observing: making ice, melting ice
- ✓ Collect materials outdoors to examine: leaves, sticks, dirt, rock (Earth Science)
- ✓ Go to the zoo, the aquarium, the pet store (Life Science)
- ✓ Do cooking activities: watching heat change the properties of objects such as butter (Physical Science)



Common Core: Social Studies

- Children begin to understand their role in their families, communities, and larger environments
- They learn to navigate an increasingly complex and interwoven social world
- Social Studies: understanding one's role within the family and the community and recognizing others' roles as well



Social Studies: Geography

1. Develops a basic awareness of self as individual, self within the context of family, and self within the context of community

- Identifies self by using characteristics such as gender, ethnicity, race, religion, etc.
- Describes how each person is unique and important
- Identifies family members, family characteristics and functions
- Identifies as a member of a family
- States how families are similar and different
- Describes own community and/or cultural group
- Describes how people within a community are alike and different
- Recognizes some community workers and describes what they do

Geography

2. Demonstrates Awareness of Appreciate of Their Own Culture and Other Cultures

- Talks about and/or shows items related to own family and cultural traditions of others
- Questions why and how people are similar/different
- Describes some of the holidays, dances, foods, costumes and special events related to own culture
- Demonstrates an understanding of similarities and differences between and among individual people and families



Geography

3. Demonstrates Knowledge of the Relationship Between People, Places, and Regions

- Identifies features of own home and familiar places
- Names the street, neighborhood, city, or town where he/she lives
- Uses words that indicate direction, position, and relative distance
- Describes topographical features of familiar places
- Creates representations of topographical features in art work and/or while with blocks, sand, or other materials
- Is aware of own surroundings

History

4. Develops an Understanding of How People and Things Change Over Time and How to Relate Past Events to Their Present and Future Activities

- Identifies routines and common occurrences in life
- Identifies changes over time in self, family, and wider community
- Retells important events in sequential order
- Demonstrates interest in current events that relate to family, culture, and community
- Uses words and phrases that differentiate between events that happen in the past, present, and future



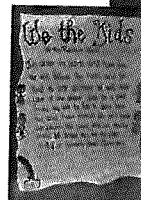
Civics, Citizenship, & Government

5. Develops an Understanding of Roles, Rights, and Responsibilities

- Recognizes that all children have roles, rights, and responsibilities at home, school, in the classroom and in the community
- Expresses that rules are for everyone
- Identifies rules that protect him/herself and others
- Explains that rules affect children and adults
- Describes possible consequences when rules are not followed

6. Begins to Learn Basic Civic and Democratic Principles

- Participates in making group rules and/or rules for daily routines and transitions
- Follow rules and may remind others of the rules
- Applies the skills of communication, cooperation, respect, and empathy with others
- Demonstrates preferences and choices by participating when the class votes to make simple decisions



Economics



7. Develops a Basic Understanding of Economic Concepts Within a Community

- Demonstrates an understanding that money is needed to exchange for some goods and services
- Demonstrates understanding that money comes in different forms
- Recognizes the role/contributions of community workers as they produce goods/services that people need
- Recognizes that goods and services may be purchased using different forms of payment

Career Development

8. Demonstrates Interest and Awareness about a Wide Variety of Careers and Work Environments

- Asks questions about and shows an interest in the jobs of family members and/or community helpers
- Recognizes that people depend on community helpers to provide goods and services
- Identifies the tools of a community helper
- Takes on the role of a community helper
- Indicates an interest in a future career
- Talks about a parent's, a relative's, or a neighbor's job



Social Studies: Activities

- ✓ Have children bring in pictures of their families
- ✓ Create a "map" of the school or the neighborhood during community walks
- ✓ Celebrate personal holidays and the holidays of classmates
- ✓ Dress up in clothing of different cultures during Dramatic Play
- ✓ Nurture their interest in different careers by exploring Community Helpers
- ✓ Help to clean up the classroom and keep it neat for others
- ✓ Begin to understand the purpose and value of money

The Fine Arts

- Fine Arts provide multiple forums through which children can express their thoughts, feelings, emotions, and desires
- Exposure to a range of arts experiences provide an unquestionable benefit to all developmental domains



The Arts: Visual Arts

1. Expresses Self and Represents What He/She Knows, Thinks, Believes, and Feels Through Visual Arts

- Experiments with a variety of mediums and methods using art materials
- Shows an interest in what can be created with tools, texture, color, and technique
- Uses materials to build and create "pieces" that represent another item
- Chooses materials and subjects with intent and purpose
- Paints, draws, and constructs models based on observations

2. Responds and Reacts to Visual Arts Created by Themselves and Others

- Expresses an interest in drawings, sculptures, models, etc. by others
- Identifies similarities and differences among samples of art
- Shares opinions about visual arts, creations, and experiences

Arts: Music

3. Expresses oneself by engaging in musical activities

- Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments
- Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings
- Engages in music activities having different moods, tempos, and rhythms
- Uses and explores traditional and nontraditional sound sources
- Creates sounds using traditional instruments and nontraditional instruments

Music

4. Responds and Reacts During Musical Activities

- Observes a variety of musical performances, both vocal and instrumental
- Moves and keeps rhythm to different kinds of music
- Reacts to music through oral, written, or visual expression
- Compares and contrasts different samples of music
- Expresses preferences for certain kinds of music
- Repeats, responds, reacts to lyrics and melodies



Arts: Theater & Dramatic Play

5. Participates in a Variety of Dramatic Play Activities to Represent Fantasy and Real Life Experiences

- Represents fantasy, real-life, imagination, and literature through dramatic play
- 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
- Uses basic props and costume pieces to establish time, setting, and character

6. Responds and Reacts to Theater and Drama Presentations

- Demonstrates age-appropriate behavior when observing theater and drama
- Expresses feelings about theatrical or dramatic productions or experience through oral, written, or visual expressions

Dance & Creative Movement

7. Expresses What He/She Knows, Thinks, Feels, and Believes Through Dance and Movement

- Demonstrates concepts through creative movement
- Uses movement to interpret or imitate feelings, animals, and such things as plants growing or a rainstorm
- Uses creativity when using body
- Uses creative movement prop such as crepe paper, streamers, hoops, etc.
- Demonstrates a wide variety of movements and positions
- Learns simple, repetitive dance steps and routines
- Moves in spontaneous and imaginative ways to music, songs, etc.

Dance & Creative Movement

Expresses what he/she knows, thinks, feels, and believes through dance and movement

- Imitates parts of dance or movement activity that he/she enjoys
- Compares and contrasts different forms of dance
- Demonstrates age appropriate audience behavior when observing dance and creative movement productions
- Describes interpretations and reactions to dance and movement



Arts: Cultural Differences

9. Expresses an Understanding of Artistic Difference Among Cultures

- Compares his/her artistic creations with those from other cultures
- Describes similarities and differences in dance and creative movements from other cultures
- Distinguishes between different sounds of music and types of instruments from other cultures
- Discusses dances and dramatizations from various cultures

Fine Arts: Activities

- ✓ Paint, draw, make collages, and sculpt with clay
- ✓ Paint while on your back, like Michelangelo
- ✓ Dance, move in sync, free dance with ribbons
- ✓ Sing, chant, and recite rhymes
- ✓ Act out story books
- ✓ Put on a play with different characters from familiar books and stories

Technology

- Technology is continually changing the ways in which children learn and develop skills in literacy, math, communication, and socialization
- Children must be prepared for a society that demands technological savvy
- Technology: the systematic application of knowledge, materials, tools, and skills that extend our capabilities



Technology: Foundations to Technology

1. Describes Types of Materials and How They're Used

- Discusses and describes characteristics of materials in the environment
- Explains some uses for materials
- Creates structures with various materials to determine which do/don't work to achieve desired purpose

2. Explores and Uses Various Types of Tools Appropriately

- Identifies the functions of certain tools
- Follows simple directions for appropriate use of tools and demonstrates how they are used
- Describes and uses a variety of tools independently or with assistance
- Uses common tools to create simple objects or structures
- Invents and/or constructs simple objects or structures using common tools and materials in a safe manner

Foundations to Technology

3. Expresses an Understanding of How Technology Affects Them in Daily Life and How It Can Be Used to Solve Problems

- Identifies examples of technology used in daily life
- Describes how technology can make finding information, completing tasks, and solving problems faster and easier
- Identifies examples of how technology affects the environment, including home and school environments

Using Technology

4. Understands the Operation of Technology Systems

- Uses input and output devices to successfully operate technology systems
- Begins using appropriate vocabulary when describing the nature and operation of a technological system
- Gives examples of how technological systems are used

5. Uses the Knowledge of Technology to Increase Learning

- Uses computer to write, draw, and explore concepts
- Learns basic skills by using age appropriate computer programs
- Uses technology tools independently

Technology: Activities

- ✓ Create a block "city" with roads, signs, "electrical" system
- ✓ Construct a "spacesuit" in the dramatic play area: suit, oxygen tanks, helmet, etc.
 - Identify solutions for bathing, eating, breathing in "space"
- ✓ Use the computer, iPad, or Smartboard to demonstrate knowledge or practice skills



New York State Prekindergarten Foundation for the Common Core

Final Points:

1. Essential for staff, administrative, and parents to adopt new Common Core vocabulary
2. Development is addressed through the 5 interrelated domains and related Benchmarks and Indicators
3. The curricular framework provides the blueprint for what all children need to be able to do in order to succeed in elementary school
4. Overall goal is increasing awareness and competence as opposed to mastery

