

High/Scope
Preschool Key Experiences

Creative Representation

- Recognizing objects by sight, sound, touch, taste, and smell
- Imitating actions and sounds
- Relating models, pictures, and photographs to real places and things
- Pretending and role playing
- Making models out of clay, blocks, and other materials
- Drawing and painting

Language and Literacy

- Talking with others about personally meaningful experiences
- Describing objects, events, and relations
- Having fun with language: listening to stories and poems, making up stories and rhymes
- Writing in various ways: drawing, scribbling, Letter like forms, invented spelling, convention forms
- Reading in various ways: reading storybooks, signs and symbols, one's own writing
- Dictating stories

Initiative and Social Relations

- Making and expressing choices, plans, and decisions
- Solving problems encountered in play
- Taking care of one's own needs
- Expressing feelings in words
- Participating in group routines
- Being sensitive to the feelings, interests, and needs of others
- Building relationships with children and adults
- Creating and experiencing collaborative play
- Dealing with social conflicts

Movement

- Moving in nonlocomotor ways (anchored movement: bending, twisting, rocking, swinging one's arms)
- Moving in locomotor ways (nonanchored movement: running, jumping, hopping, skipping, marching, climbing)
- Moving with objects
- Expressing creativity in movement
- Describing movement
- Acting upon movement directions
- Feeling and expressing steady beat
- Moving in sequences to a common beat

Music

- Moving to music
- Exploring and identifying sounds
- Exploring the singing voice
- Developing melody
- Singing songs
- Playing simple musical instruments

Classification

- Exploring and describing similarities, differences, and the attributes of things
- Distinguishing and describing shapes
- Sorting and matching
- Using and describing something in several ways
- Holding more than one attribute in mind at a time
- Distinguishing between "some" and "all"
- Describing characteristics something does not possess or what class it does not belong to

Seriation

- Comparing attributes (longer/shorter, bigger/smaller)
- Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue/red/blue)
- Fitting one ordered set of objects to another through trial and error (small cup—small saucer; medium cup—medium saucer; big cup—big saucer)

Number

- Comparing the number of things in two sets to determine "more," "fewer," "same number"
- Arranging two sets of objects in 1-to-1 correspondence
- Counting objects

Space

- Filling and emptying
- Fitting things together and taking them apart
- Changing the shape and arrangement of objects (wrapping, twisting, stretching, stacking, enclosing)
- Observing people, places, and things from different spatial viewpoints
- Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood
- Interpreting spatial relations in drawing, pictures and photographs.

Time

- Starting and stopping an action on signal
- Experiencing and describing rates of movement
- Experiencing and comparing time intervals
- Anticipating, remembering, and describing sequences of events

Hinton Little

Hawks

Preschool

&

Daycare

Active Learning

Preschool for

3-5 year olds

Based on the High/Scope Approach to Early
Childhood Learning



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What are ALP's goals for children?

- To learn through active involvement with people, materials, events, and ideas
- To become independent, responsible, and confident- ready for school and ready for life.
- To learn to plan many of their own activities, carry them out, and talk with others about what they have done and what they have learned

- To gain knowledge/skills in important academic, social, and physical areas.

What is High/Scope Educational Approach?

High/Scope is an “active learning” educational approach, where students construct their own knowledge by having direct, hands-on experiences with people, objects, events, and ideas. Children’s interests and choices are at the heart of High/Scope programs and they learn by making following through on decisions they themselves make. Teachers offer physical, emotional, and intellectual support and expand children’s thinking with diverse materials and nurturing reactions.

What is unique about the Active Learning Preschool?

ALP, based on the High/Scope approach, is consistent with the best

practices recommended by the National Association for the Education of Young Children (NAEYC), yet has the unique features of (1) a daily *plan-do-review sequence* which research has shown to have positive results on children’s developmental scores, (2) the *58 High/Scope key experiences* [see back] which teachers keep in mind when they set up the environment, plan activities, and score a COR (Child Observation Record) on each child. Another thing parents may observe is that children in the Active Learning Preschool do a lot of learning that does **not** involve a take-home item.

How will children learn to resolve conflicts?

To help children learn to work out their disagreements, teachers are trained to use a 6-step process:

1. Approach calmly, stopping any hurtful actions or language.
2. Acknowledge feelings.
3. Gather information.

4. Restate the problem.
5. Ask for ideas for solutions and choose one together.
6. Give follow-up support as needed.

for opportunities to enter into children's activities to encourage their thinking, extend their play, and help them in problem-solving situations.

10:55 am Recall Time- Recall brings closure to the plan-work-recall sequence. Children reflect on, talk about, and/or show what they have done at work time.

Daily Routine for Active Learning Preschool

8:30 am Message Board Time- Adults share important information for the day through means of drawings, pictures and written words.

8:45 am Large Group Time- Children and adults get together to play games, tell and re-enact stories, sing songs, do finger-plays, dance, play musical instruments, or reenact special events. This time is an opportunity for each child to participate in a large group, sharing ideas, and learning from the ideas of others.

9:00 am Snack Time- Children enjoy a nutritious snack.

9:30 am Outside Time- Children engage in vigorous, noisy outdoor play. Adults participate in and support children's play in the outdoor setting.

9:50 am Story Time

10:00 am Small Group Time- Each adult meets with a consistent small group of children to work with materials. The adults choose and introduce the materials and have key experiences in mind to occur, yet each child has control over what he or she does with the materials.

10:15 am Planning Time- Children indicate what they choose to do during work time. Adults try to understand children's plans and often try to help children extend their plans.

10:20 am Work Time- Children carry out their initial and subsequent plans. They work with any of the material in any of the interest area. Adults observe children and look