

Scaffolding Early Literacy (SEL) and High Scope:

Similarities and Differences

Instructional Practice/Strategy	SEL	High Scope
Name writing and recognition	Children will have repeated daily practice with name writing through Play planning. Name recognition of self and others will occur on a daily basis through the activity Question of the Day/Week. Initially, pictures of the children may be attached to the name card for Question of the Day/Week to serve as a scaffold.	Letter link logos are used on child's belongings, charts in the classroom, children's work, etc. The written nametag helps the child distinguish the letters in his/her own name and the letter-linked picture helps children begin to understand sound-symbol correspondence and quickly learn the names of classmates.
	As the year progresses, children will begin to recognize their own name and the names of their classmates and the photographs / letter-link logos can disappear.	
Materials for play/learning	Includes: open-ended materials and child created-props for mature play. These foster children's symbolic representation and oral language skills as children will need to talk about shared understandings for what the props represent.	Includes: practical everyday objects (same as those used by adults), natural and found materials (multiple uses), tools (to complete jobs), messy materials (sensory), heavy, large materials (exercises muscles), easy to handle materials (leads to successful manipulation). To achieve a level 5 on the Program Quality Assessment (PQA), most of materials in the interest areas must be open-ended.
	Natural and found materials are certainly the open-ended materials suggested in SEL. These could be shells that represent money, a refrigerator box turned into a spaceship, etc. Other categories of objects required by High Scope will certainly be incorporated into other parts of the day (i.e. tools in the art area, heavy, large materials in the block area and outdoors, sensory materials used during small group cooking activities, etc.)	
Planning for play	Planning occurs every day orally in the beginning and then with drawing and writing (depending on children's abilities). A classroom management tool is used, such as a planning wheel, that	Planning occurs every day through the teacher's preparation of visibility games (train, collection containers, display of materials), group

	scaffolds children’s thinking and selection of their activity for play.	games (hula hoop, ball, spinner), props and partnerships (spyglasses, telephones), or representations (cut-out pictures, pantomime, map of classroom, drawing and writing).
	In planning for play, teachers can do both. Full-day programs will typically have two play times. One will be the SEL “Planned Play” and the other will be “free choice” or “center time” (depending on what teachers may call it in their programs.) Planning time for “free choice” or “centers” can occur in the variety of ways High Scope recommends.	
Recalling play time	Recall of mature play time will occur the next day, prior to beginning the new day’s plan. Children will “read” their plan from yesterday and in doing so they learn writing serves as a tool for remembering. They also learn that print is constant –it doesn’t change from day to day.	Recall of play occurs after clean-up has ended through tours (visits to structures, let’s be...,etc.) group games (photographs, musical chairs, etc.), props and partnerships (puppets, tape recorder, etc.), and representations (recall books, drawing on butcher paper, etc.).
	Again, teachers of full-day programs can do both. For mature play, children should recall using their plans from the day prior. Recalling in the various ways High Scope recommends can occur after the free choice or center time.	
Understanding Time	SEL uses a Linear Calendar – a tool matching children’s current level of understanding of the abstract concept of time. The terms today, tomorrow, and yesterday, as well as personal markers (birthdays) and special events (holidays, field trips) are discussed in this linear fashion. This is in contrast to the matrix calendar, which is a more complex tool for use with more developed understandings of time.	This is captured in High Scope’s Key Developmental Indicator (KDI) of Time (Experiencing and Comparing Time Intervals and Anticipating, Remembering, and Describing Sequences of Events). Teachers establish and follow a consistent routine, relate lengths of time to familiar actions and events, provide sand timers to children. Teachers draw symbols to represent “home days” and “school days” for the week on a message board. Teachers mark days off accordingly.
	In using a linear calendar, teachers will be teaching the concept of time in a developmentally appropriate way while at the same time meeting High Scope’s KDI of Time.	
Morning Group Time	SEL uses Morning Message which incorporates scaffolded writing to model	Children will “read” the Message Board for the day’s news.

	<p>print concepts and phonological awareness for children based on an event planned for the day. This is done when the majority of the children have arrived in a large group setting.</p>	<p>Large Group times are primarily planned based on children’s interests, the Physical Development, Health and Well-being KDIs, cooperative play and projects, and events currently meaningful to the children.</p>
	<p>While the morning group time in SEL is an explicit instructional activity for teaching pre-writing skills, both orient children on what activities to expect that day. In High Scope it Music and Movement activities typical in the Large group times for High Scope can and should still be incorporated into large group times when implementing SEL. In fact, the Freeze Game (another SEL activity) incorporates Music and Movement and can be conducted in large group.</p>	
Clean-up Time	<p>For clean-up, teachers are encouraged to use a song with distinct lyrics to help children with predicting how much “time” is left based on the lyrics.</p>	<p>Teachers make the process active and enjoyable through various games (imitation, beat the clock, paper bag, music clean-up, etc.).</p> <p>Clean-up is a separate item on the schedule that takes approx. 15 minutes. If teachers “redo” the clean-up children did, the score is a 3 on the PQA.</p>
	<p>The supports adults provide in the High Scope classroom, such as labeling shelves and containers assist with the transition, maintaining realistic expectations, following the children’s lead, and remaining flexible are all developmentally appropriate practices that would be expected in quality early childhood classrooms.</p>	
Small Group Time (SGT)	<p>Small group times revolve around building children’s skills in the various developmental domains (i.e., role playing to scaffold mature play =oral language), addressing state standards, and meeting children’s needs.</p> <p>This structure provides teachers with the opportunity to address the specific needs of children functioning at various developmental levels. For example, there would be a focus on fine motor activities for a child who scribbles and sound awareness for a child who is using scaffolded writing.</p>	<p>SGT is planned around the High/Scope KDI, the interests of children, new and unexplored materials, and local traditions. At least 3 small group times per week would be dedicated to the Language, Literacy, and Communication KDI.</p>

	<p>Groups will vary based on the abilities of the children in the different domains.</p>	<p>Small groups should remain the same for at least 2 months or more for a 5 on the PQA. In this way, teachers get to know children’s interests and skill levels and plan activities accordingly.</p>
<p>Schedules</p>	<p>Linear representations of the schedule with photographs of the children during the activities and routines of the day or drawings of the activities are recommended.</p>	<p>For a level 5 on the PQA, there must be a pictorial representation of the daily routine.</p>
	<p>A linear pictorial schedule would satisfy both requirements.</p>	