

TRY IT OUT: COR ADVANTAGE ITEMS FORM

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Gap Considerations	COR Advantage Item	Ideas for Filling In the Gap
Am I forgetting to look for this item?	R. Writing	<p>How will you plan to look for the missing item? (List at least two ideas.)</p> <ul style="list-style-type: none"> - During the daily sign-in, save work samples or make copies (if using laminated sheet) to use for scoring and monitor to save work that shows progress over time (according to children’s individual developmental levels) - During work time, look for children engaging in writing related to their play, ie. recipes or orders in the House Area, writing their names and/or labeling pictures on their artwork in the Art Area, using the word box to in the Writing Area to make a card
Do I have materials in the classroom to support this type of play?	U. Measurement	<p>What item-related materials would you add? (List at least two ideas.)</p> <ul style="list-style-type: none"> - Add non-standard measuring tools (ie. Unifix cubes, paper clips, base-10 cubes) to the toy area - Add measuring tape and rulers to the block area
Are there activities that I could do throughout my daily routine to support this COR Advantage item?	O. Alphabetic knowledge	<p>How will you plan to look for the missing item? (List at least two ideas.)</p> <ul style="list-style-type: none"> - During large-group time, play songs that involve singing or movement related to letters, ie. create letters with our bodies while listening to the “Alphabet Dance” song or sing “Alphabet in My Mouth” while the teacher shows the letter visuals throughout the song - During small-group time, use popsicle sticks and matching popsicle stick letter cards to build letters. While children build

		letters, listen for those who identify the letters and ask others if they can name the letters when checking in with them individually
Could I use language related to the missing COR Advantage item to support children's learning and development in this area?	T. Geometry	List specific examples of item-related language you would use. (List at least two ideas.) <ul style="list-style-type: none">- During small-group time, while making playdough pizza with laminated basic shapes, ask children what the names of the shapes are that they are putting on their pizza; you can also model adding a couple of one shape and name the it, and ask what other shape you should add to it?- During work time, as children play with the magna-tiles, play beside them and model naming the shapes you are using to build. Listen to see if children name the shapes they are using as well. If children make new shapes by connecting two shapes, bring to their attention that they made a "new shape" and ask if they can name the new shape they created?