Specialized Training in Early Childhood Education

June 26, 2017

Developed by the Mississippi Department of Education (MDE)
in partnership with
North Mississippi Education Consortium (NMEC)

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Week 1
Monday, June 19
Jill Dent
Office of Early Childhood
Mississippi Department of Education
*Updates from the Office of Early Childhood*  
*Effectiveness Evaluation Plan*

Joyce Greer
Office of Early Childhood
Mississippi Department of Education
*Teaching Strategies*

_Candice Taylor_
Office of Early Childhood: Special Education  
Mississippi Department of Education  
*Special Education Referral Process*

_Stacey Donaldson_
Office of Professional Development  
Mississippi Department of Education  
*National Board Certification and the Early Childhood Teacher*

Tuesday, June 20
Susan Neuman
School of Education
University of Michigan
*Foundations for Oral Language and Vocabulary Development*

Wednesday, June 21
Nicole Briceno & Alicia Westbrook
Mississippi Early Childhood Inclusion Center
University of Southern Mississippi
*Reaching and Teaching All Children in the Inclusive Classroom*

Lydia Boutwell
Office of Elementary Education and Reading  
Mississippi Department of Education  
*Early Learning Standards and Lesson Plans*

Thursday, June 22
Cathy Grace
Friday, June 23

Lee Anne Grace Barnes
Oxford School District
Music/Movement

Larry Calhoun
Office of Healthy Schools
Mississippi Department of Education
Move to Learn

Joyce Greer
Office of Early Childhood
Mississippi Department of Education
Scheduling

Monica May
Office of Early Childhood
Mississippi Department of Education
Pre-K to Kindergarten: Transition Activities and Folders
Week 2

Monday, June 26
Karen Ponder
Build Initiative
Alliance for Early Success
Community & Family Engagement

Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
Solar Eclipse: Lesson Planning for the Big Event

Cathy Grace
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
Power of Language Part 2
Parent Conferences and Working with Adults in the Classroom

Tuesday, June 27
Shenikia Robinson
Atlanta Speech School
Read Right from the Start
Building Language through Meaningful Conversations

Wednesday, June 28
Sharon Boudreaux
The Autism Center of North Mississippi
Reducing Common Problem Behaviors in the Classroom

Gail Lindsey
Mississippi State University
Looking at the Classroom Environment: What Does the Research Say?

Thursday, June 29
Laura Dickson
Office of Early Childhood
Mississippi Department of Education
CLASS Overview Training

Friday, June 30
Jill Dent
Office of Early Childhood
Mississippi Department of Education
Early Learning Guidelines and Project Guidance
Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
*Technical Assistance with Projects and On-line Classes*
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Monday, June 26, 2017

8:30 – 10:00  Karen Ponder
Build Initiative
Alliance for Early Success
*Community & Family Engagement*

10:00 – 10:15  Break

10:15 - 12:00  *Community & Family Engagement* continued

12:00 - 1:00  Lunch

1:00 – 3:00  Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
*Solar Eclipse: Lesson Planning for the Big Event*

3:00 – 3:15  Break

3:15 -4:15  Cathy Grace
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
*Power of Language Part 2*

4:15 - 4:30  Wrap up
Engaging Families and Communities to Support Young Children and Their Families

June 26, 2017
Karen W Ponder

Supported by the Alliance for Early Success

Today’s Agenda

• Key concepts that successful teachers and administrators need to know:
  ✓ Brain development and other research
  ✓ How young children think and learn
  ✓ Developmentally appropriate practice
  ✓ Equity and diversity
  ✓ Families as key to success with their children

• What should teachers and administrators do based on this knowledge?
Today’s Agenda

- Engaging families and communities so that children thrive
- Value of early childhood partnerships
- Challenges of partnerships
- Communication and engagement
- Creating messages to appeal to different potential partners/partnership members

What are key concepts that every preK teacher and administrator should know, and actions they should take based on those concepts?
### Foundational Areas of Early Childhood Research

1. Brain development
2. How young children think and learn
3. Developmentally appropriate practice
4. Equity and diversity
5. Importance of families
6. It takes a village to raise, support and educate a child
1. Understand how brains develop

Critical Brain Development Concepts

1. Experiences build the brain architecture.
2. “Serve and return” interaction shapes the brain circuits.
3. Toxic stress derails healthy brain development.
At birth, a baby’s brain contains about 100 billion neurons. Most are not yet connected in networks.

Genes provide the blueprint for building the brain’s architecture. However, a child’s early experiences affect how the circuitry actually gets wired.

Early neural connections occur at warp speed. Learning is faster, more effortless and more fun than it will ever be again.
Brain is Built From Bottom Up

- The early period of brain development is one of both opportunity and vulnerability.
- Healthy early experiences provide a sturdy neural foundation for all of the learning, health and behavior that follow.

Brain is Built From Bottom Up

- Adverse early experiences result in weakened brain architecture and often lead to problems in learning, health and behavior.
How should understanding brain research affect what we do?
Translate research to practice

Brain development research:

✓ Educate families
✓ Nurture children
✓ Serve and return
✓ Read to children daily

2. Understand How Young Children Think and Learn

Knowledge arises neither from objects nor the child, but from interactions between the child and those objects.
— Jean Piaget
Key Concepts about how Children Think and Learn

- Domains of learning
- Young children learn best through all their senses
- Young children learn best through positive interactions with the adults and children around them
- Early childhood is a concrete stage of development

Domains of Learning

- Physical well being/motor development
- Social development
- Language development
- Cognition and general knowledge
- Approaches to Learning
Children learn through positive interactions

Stages of Development

- Sensory Motor- 18 to 24 months
- Preoperational- 18 mo through age 7
- Concrete operational- 7 to 12 years
- Formal operational- adolescence to adult
Early Childhood is a Concrete Stage of Development

Children from 18 months to age 7 are in a preoperational stage of development, which has implications for how we teach and for classroom management.

Preoperational Stage of Development

Children 3-7 can generally:
• Think symbolically
• Language becomes more mature
• Develop memory and imagination
• Understand the difference in past and future
• Engage in make-believe
Preoperational Stage of Development

Children 3-7 sometimes cannot:

• Think logically
• Grasp complex concepts like cause and effect, time and comparison
• Think concretely

If we understand how young children think and learn....

How does that understanding change our practices?
Foster learning in all 5 domains

- Physical well being/motor development
- Social development
- Language development
- Cognition and general knowledge
- Approaches to Learning

Create classrooms and environments that are organized for active learning
3. Consider Developmentally Appropriate Practice

Ages and stages:
- Distinct periods of development are genetically determined
- Environmental circumstances and exchanges have significant influence on developmental rates and stages
- Children vary in stages of development
Children are Unique Individuals with varied abilities and needs

• Recognize that every child is a unique individual, with his/her own rate of growth, development and needs, and plan to meet the needs of each and every child

When we understand developmentally appropriate practices....

How should that knowledge change our classroom practices?
### Individualized learning opportunities

- Conduct ongoing assessment of each child
- Find ways to incorporate activities throughout the day that build proficiency for every child
- Plan specialized assistance for children with special developmental and learning needs

### Recognize when a child needs different supports or special assistance

- Observe
- Assess
- Ask for help
- Engage parents/families
- Identify resources
- Incorporate interventions and supports
4. Recognize and embrace equity and diversity

- Equity means fairness.
- Equity is not the same as equality.
- Inequities occur as a consequence of differences in opportunity.
- Equity is concern about the opportunities for every child, and also with the barriers that make opportunities unequal.

Equality vs Equity
5. Parents/Families are Most Important Experts about their Children
Relationships Matter a Lot

Positive Goal-Oriented relationships with families lead to positive parent-child relationships, a key predictor of success in early learning and healthy development.

(National Center on Parent, Family and Community Engagement)

Learn from families to maximize outcomes for children.

- Create an ongoing communications network
- Listen first and listen to learn
- Withhold judgment
- Demonstrate that you value families and their children
6. It Takes a Village to Raise and Educate a Child

Partnerships are Critical to Supporting Children & Families

Engaging Families and Communities so that Children Thrive
Early childhood public-private partnerships aim to improve the quality and availability of programs and services for children from birth to age five. These partnerships are an effective strategy to maximize funding and achieve positive outcomes for young children.

**Partnership Features**

Common features of existing models of early childhood partnerships:

- Bring together diverse stakeholders, such as families, policy makers, service providers, agency staff, business leaders, and members of the philanthropic community.
Partnership Features

• Pool public, private, and/or philanthropic funds
• Typically focus on school readiness with linkages to health and family support

Value of Early Childhood Partnerships

• Get better outcomes for children and families
• Improve service delivery
• Reduce duplication and fragmentation
• Improve data collection
Value of Early Childhood Partnerships

- Create expanded potential for problem solving
- Sharpen community vision, focus and planning
- Maximize resources
- Strengthen case with funders
- Grow capacity for advocacy

Outcomes of Collaboration

Activity: 6 minutes

- Turn to the person beside you and tell her/him two positive outcomes you have experienced as a result of collaboration with others.
### Essential for Success in Partnerships

- Involvement of all stakeholders
- Creation a shared vision
- Focus on clear goals, outcomes, assigned responsibilities and timelines
- Excellent communication system
- Decision-making process
- Trust
- Leadership
- Action

### Challenges for Collaboration

- Lack of resources
- Lack of commitment
- Turf issues, lack of trust, inability to share power
- Conflict within the group
- Lack of knowledge
- Diverse views
- Lack of representation of race and culture
Engaging Partners

What can we do to engage all needed partners and strengthen our collective work?

Communicate and Engage
Create Messages to Appeal to Different Partners

<table>
<thead>
<tr>
<th>Emotional</th>
<th>Rational</th>
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</thead>
<tbody>
<tr>
<td><strong>Attributes - need to know</strong></td>
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</table>

Activity: 15 minutes
You have 2 handouts. (1) a messaging pyramid and (2) a work sheet. Divide quickly into small groups of 4 or 5 and think about 2 or 3 individuals or organizations you want to get more involved in your work. Create 2 different messages (rows 1 and 2) that could be helpful in engaging them as well. Also make note in (row 3) of some things they need to know about your partnership.
NAEYC’s 2 year structured process that includes 8 decision cycles and these goals:

1. Establish a *shared framework* of knowledge and competencies, qualifications, standards of practice, and compensation that *unifies the entire early childhood education profession*, ages birth through 8, across all settings

2. Develop a comprehensive policy and financing strategy for the systemic adoption and implementation of the shared framework
<table>
<thead>
<tr>
<th>Core Components of a Profession</th>
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<tbody>
<tr>
<td>1. Name</td>
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<td>2. Distinct role in society</td>
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<td>3. Distinct responsibilities</td>
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<td>4. A Code of Ethics</td>
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<td>5. Expectations and standards for practice</td>
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<tbody>
<tr>
<td>6. Competencies</td>
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<tr>
<td>7. Educational requirements for professional entry</td>
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<tr>
<td>8. Examination or assessment requirements for professional entry</td>
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<tr>
<td>9. Experience, practicum, or clinical requirements for professional entry</td>
</tr>
</tbody>
</table>
Core Components of a Profession

• 10. Accreditation of Professional Preparation Programs in Higher Education Institutions or Other Approved Sources (connected to #7)
• 11. Government agency that issues license to practice (Initial and Renewal)

Core Components of a Profession

• 12. Government agency that penalizes licensed professionals who violate professional norms or threaten public safety
Decision Cycle 1

- EC professionals will be called Early Childhood Educators in the field of Early Childhood Education
- They will be defined by their mastery of specialized knowledge, skills, competencies and accountable to the standards of the profession

Decision Cycle 1

Early Childhood Educators will be accountable for:

1. Planning and implementing DAP learning experiences that promote the competencies of each child served (in all domains of learning)
2. Establishing and maintaining a safe, caring, inclusive and healthy learning environment
Early Childhood Educators will be accountable for:

3. Observing, documenting and assessing children’s learning and development using established guidelines

4. Developing reciprocal, culturally responsive relationships with families and communities

5. Advocating for the needs of children & families

6. Advancing and advocating for an equitable, diverse and effective early childhood education profession

7. Engaging in reflective practice and continuous learning
Power to the Profession

http://www.naeyc.org/profession/overview

BUILD Initiative

For more information:
www.buildinitiative.org
http://earlysuccess.org

kponder@buildinitiative.org
Outcomes of Collaboration

Activity: 6 minutes

- Turn to the person beside you and tell her/him two positive outcomes you have experienced as a result of collaboration with others.

Create Messages to Appeal to Different Partners

Activity: 15 minutes

You have 2 handouts. (1) a messaging pyramid and (2) a work sheet. Divide quickly into small groups of 4 or 5 and think about 2 or 3 individuals or organizations you want to get more involved in your work. Create 2 different messages (rows 1 and 2) that could be helpful in engaging them as well. Also make note in (row 3) of some things they need to know about your partnership.
SEGMENT: KEY PLAYERS LIST

By analyzing all of the specific players in your community (including key internal stakeholders), you can determine communications and engagement targets, identify messengers and focus efforts.

Make a list of key players.

1. List the various internal audiences — parents, early childhood educators, policymakers, community influencers, business leaders, etc. — who need to know about this work.
2. Get specific. Name names. List real people, individuals who represent groups, or the names of organizations, etc.
SIMPLIFY: MESSAGING PYRAMID

Your message for every target audience has an attribute or "need-to-know" component, a rational component (benefits), and an emotional component.

PARENT EXAMPLE
Gratitude: "My child will be prepared and have choices when he grows up."

TEACHER EXAMPLE
Relief or pride: "Children in my class will be ready for kindergarten. I will have done my job well."

POLICYMAKER EXAMPLE
Satisfaction: "We have spent tax dollars wisely."

PARENT EXAMPLE
"These assessments will help me know if my child needs more help."

TEACHER EXAMPLE
"These assessment tools are well aligned with the program standards for my center."

POLICYMAKER EXAMPLE
"These assessment tools are affordable."

PARENT EXAMPLE
"Starting next year, my child will be ready for kindergarten."

TEACHER EXAMPLE
"This summer, I'll receive extensive professional development on how to use these tools."

POLICYMAKER EXAMPLE
"Starting next year we will need to find a way to sustain the efforts we have begun without these Federal dollars."
MESSAGING PYRAMID

Your message at every make-or-break moment has an attribute or “need-to-know” component, a rational component, and an emotional component.

What are the three messaging components for each target?

TARGET 1

TARGET 2

TARGET 3

TARGET 4

* You’re developing messaging direction, not writing copy. Keep it brief and keep moving.
THEME: SPACE & SOLAR ECLIPSE
Meeting standards through theme related center play.

STANDARDS IN CENTER PLAY

PL4 – Demonstrate active engagement in play (allow children ample time to play in learning centers)
CI3 – Make independent choices (allow children to choose their own centers)
CI4 – Approach tasks and activities with increased flexibility, imagination, and inventiveness (give students ample opportunity to experience different areas of the classroom)
DRAMATIC PLAY

STANDARD:
DP3 – Make up new roles from experiences and/or familiar stories
STANDARD:
DP4 – Imitate characteristics of animals and of people.

STANDARD:
RSL3 – With prompting and support, identify some characters, settings, and/or major events in a story.

BOOK: ME AND MY PLACE IN SPACE BY JOAN SWEENEY
STANDARD:
DP2 – Use available materials as either realistic or symbolic props.

MANIPULATIVE:
MATHEMATICS/PHYSICAL DEVELOPMENT STANDARDS
FM1 – With prompting and support, use fine muscles and eye-hand coordination for such purposes as using utensils, self-care, building and exploring.

STANDARD:

OA3a – Duplicate and extend simple patterns using concrete objects.

ABAB patterns

ABCABC patterns
STANDARD:
MD2a – With guidance and support, compare two objects using attributes of length, weight, and size – use non standard units of measurement

BLOCKS
STANDARDS:

GE5 – With guidance and support explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house)

MD2b – With guidance and support, compare two objects using attributes of length, weight, and size – explore standard tools of measurement

ENGLISH LANGUAGE ARTS:
READING, WRITING, SPEAKING, LANGUAGE
STANDARD:
RL2 – With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media.

STANDARD:
WS6 – With prompting and support use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.
RS:FS (PC1c) – Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.

RS:FS (PC1d) – Differentiate letters form numbers.

STANDARDS:

SI4 – Explore materials, objects, and events and notice cause and effect.

SCIENCE STANDARDS
PS4 – Explore what happens to objects in relation to other forces.

STANDARD:
SI6 – Work collaboratively with others (Make shadows with a friend using a lamp or flashlight and various objects).
CREATIVE EXPRESSION

STANDARD:

VA2 – Create artwork that reflects an idea, theme, or story

SI5 – Describe and communicate observation results and ideas
STANDARD:

VA1 – Produce original art using a wide variety of materials and tools.

LARGE GROUP- SMALL GROUP
STANDARD:
MD3 – With guidance and support, sort, categorize, or classify objects.

STANDARD:
GM3 – With prompting and support demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet)
STANDARD:
PS4 – Explore what happens to objects in relation to other forces.

SOLAR ECLIPSE
AUGUST 21, 2017

NASA website for educational resources
https://eclipse2017.nasa.gov/education

Website for time of eclipse in your area
https://www.timeanddate.com/eclipse/in/usa
## Public School District
### Weekly Lesson Plan

**Weeks of August** (Eclipse is August 21, 2017)

<table>
<thead>
<tr>
<th>Curriculum: XXX Name of Curriculum</th>
<th>Weeks of: Special Unit- Week 1/Week 2</th>
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<tbody>
<tr>
<td>Theme: When Daytime Becomes Nighttime</td>
<td>Question of the Week: What is an eclipse?</td>
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</table>

### Objectives:
The children will:
1. Follow classroom rules and center management procedures (SD4c)
2. Identify letters that make up the alphabet and are different from numbers. (PC1d)
3. Recognize that letters of the alphabet form words such as those in their names. (PC1c)
4. Identify the letters A, a; B, b; C, c; D, d; E, e; S, s; M, m when shown other letters (PC1c)
5. Show understanding of the concept of up to 6 objects. (CC1, 2, 3a, 4a)
6. Show understanding of amazing words by using them appropriately in sentences. (PC3b)
7. Show understanding of the front and back of a book by identifying them when asked. (RI5)
8. Tell what an eclipse is and how it happens. (SM1, ES2, SM5)

### Academic Vocabulary
- Rhyme
- Character
- Directions
- Sequence
- Ordinal Numbers
- Name

Teacher explains these words as part of the vocabulary used in instruction. Teacher introduces each word by using it at least three times per day in the context of a large or small group instruction or directions for use at a center. A word or two per day is added per day. Using the words in conversation with the children expands their vocabulary.

### Word Wall Words:
- Sun, Moon, Shadow (RL4a)
- Amazing Words (Tier 2 and 3 words): Eclipse, Solar, Between, Twinkle, Shadow (L4)
- High Frequency Words (Tier 1): I; see; dark; light; first; second; third; cooperate; rules (PC3b)
- Picture Cards: sun/bun; moon/spoon; (RF2b)
- Book: *Moonbear’s Shadow*, *The Big Eclipse*, *Chicka Chicka Boom Boom*
- Poem: Solar Eclipse Poem: [http://sciencepoems.net/sciencepoems/solareclipse.aspx#WQytdFXyvlU](http://sciencepoems.net/sciencepoems/solareclipse.aspx#WQytdFXyvlU)
- Letter Recognition: Aa: Bb: Cc: Dd: Ee: Ss: Mm (PC1c)
- Poster: See notes at the bottom of plan
- Video: Solar Eclipse: [https://www.youtube.com/watch?v=E6OtLfszaVI](https://www.youtube.com/watch?v=E6OtLfszaVI) (RI2)

### Possible discussion points and questions for the week:
1. Remind the children to speak in complete sentences when answering IF observation reveals child has an adequate vocabulary.
2. What are shadows?
3. What makes the sun disappear in the daytime?
4. What does it mean to cooperate? Show me ways we cooperate in our room; tell me ways we cooperate in the cafeteria and outside at recess.
5. As children line up to leave the room, tap the leader and say XX is the first one in line, ZZZ is the second one in line and so forth through the fifth person—adding one ordinal number per day. Do this several times during the day. By Wednesday, ask children who is first in the line? Who is second? Repeating this throughout the week.

### Classroom Community Behaviors:
1. Work with children on learning how to use learning centers by following the class and center rules.
2. Establish classroom check-in process every morning so child can locate his/her name and record their presence.

### Specials: Move to Learn, Yoga, Computer
<table>
<thead>
<tr>
<th><strong>Arrival/Free Play</strong></th>
<th><strong>Monday</strong></th>
<th><strong>Tuesday</strong></th>
<th><strong>Wednesday</strong></th>
<th><strong>Thursday</strong></th>
<th><strong>Friday</strong></th>
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<tr>
<td><strong>Group 15 Morning Meeting</strong></td>
<td>Free Choice of Centers Child checks-in using name card</td>
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<td><strong>Breakfast (30 mins)</strong></td>
<td>Hand Washing Techniques demonstrated and practiced. <em>(PSS3; SC4)</em> When lining up for meals talk about the child who is first in line, second and third. While eating, encourage quiet conversation</td>
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<td><strong>Morning Meeting (10-15 minutes) Whole Group</strong></td>
<td><strong>Calendar (CC3a), Weather (ES1), Helpers Chart (SD2b, SC3, SD4c, PSS2) (must change weekly)</strong> Read Question of the week and discuss <em>(Use word wall words/picture cards)</em> Discuss question mark and capital letter at beginning of question Count with children the number of words in the question and mention punctuation mark as a question mark. <strong>Solar Eclipse video (R12)</strong> <a href="https://www.youtube.com/watch?v=E6OtLfszqVI">https://www.youtube.com/watch?v=E6OtLfszqVI</a></td>
<td><strong>Calendar (CC3a), Weather (ES1), Introduce Solar Eclipse Poem</strong> <em>(stress the rhyming words and use the term rhyme in doing so)</em> Solar Eclipse Video/discuss <strong>Picture Cards (Word Wall Words – RL4a)</strong> Have children identify each picture card based on definitions <em>(show picture after you give the definition and let the children see the card after they tell their answer)</em> <em>(Use word wall words/picture cards)</em> Discuss question mark and capital letter at beginning of question Count with children</td>
<td><strong>Calendar (CC3a), Weather (ES1), Read Question of the week and discuss Review Poem</strong> Solar Eclipse video/discuss Poem <em>(stress the rhyming words and use the term rhyme in doing so)</em> <em>(Rhyming - RF2b)</em> <strong>Sing Twinkle, Twinkle Little Star.</strong> Talk about where stars are found and what time of the day are able to see them. Talk about the word “twinkle” and what that means. <em>(Language Play – RF2a)</em> <em>(Use word wall words/picture cards)</em> Discuss question mark</td>
<td>**Calendar (CC3a), Weather (ES1), Read Question of the week and discuss Review Poem: Solar Eclipse video Poem/discuss <em>(stress the rhyming words and use the term rhyme in doing so)</em> <em>(Use word wall words/picture cards)</em> <em>(Rhyming - RF2b)</em> Discuss question mark and capital letter at beginning of question Count with children the number of words in the question and mention punctuation mark as a question mark. <strong>Poem: Solar Eclipse Poem</strong>(stress the rhyming words and</td>
<td></td>
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<tr>
<td>Solar Eclipse: Dr. Binocs</td>
<td>the number of words in the question and mention punctuation mark as a question mark.</td>
<td>and capital letter at beginning of question Count with children the number of words in the question and mention punctuation mark as a question mark.</td>
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<tr>
<td>Important Points:</td>
<td>Transition: Introduce children to the group by showing 3-5 children’s names on sentence strips/Teacher asks children to all stand up-when their name is called they are to sit down. After all are seated, teacher uses name card and reads name-child stands, retrieves their card and sits again. Call attention to the names that begin with A, B, C, D, E, M, or S (RI7, PC1c, RF3b)</td>
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<td>1. An eclipse happens when the moon comes between the earth and the sun</td>
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<tr>
<td>2. The shadow of the moon hides the light of the sun and makes it appear to dark for a few minutes</td>
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<td>3. People on earth will see the eclipse differently depending on where they live.</td>
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<tr>
<td>4. You must wear special glasses when looking at the eclipse because the light rays can hurt your eyes.</td>
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</tbody>
</table>

(RL3, RL7)
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<table>
<thead>
<tr>
<th>Music and Movement Included in Large and Small Groups as well as “Specials” (20 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Sun and the Moon Song <a href="https://www.youtube.com/watch?v=iF_ukhQs1E">https://www.youtube.com/watch?v=iF_ukhQs1E</a></td>
</tr>
<tr>
<td>Twinkle, Twinkle Little Star</td>
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<tr>
<td>Four Little Stars fingerplay (RF2a)</td>
</tr>
<tr>
<td>Move to Learn Group #1/ Computer Time Group #2</td>
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<tr>
<td>Teacher choice</td>
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<tr>
<td>The Eclipse Song-To the tune of the Farmer in the Dell: (Children use props to show motion of sun and moon.)</td>
</tr>
<tr>
<td>Twinkle, Twinkle Little Star (RF2a)</td>
</tr>
<tr>
<td>Move to Learn Group #2/ Computer Time Group #1</td>
</tr>
<tr>
<td>The Eclipse Song-To the tune of the Farmer in the Dell: (Children use props to show motion of sun and moon.)</td>
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<tr>
<td>Twinkle, Twinkle Little Star (RF2a)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outdoor /Gross Motor Recess (40 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free play for children. Take balls to free play outdoor area. Observe children throwing and catching ball. If possible interact with children by observing one bounce catches with child.</td>
</tr>
<tr>
<td>Free play for children Play Duck, Duck Goose game except use the words Moon, Moon, Sun, rather than Duck, Duck Goose</td>
</tr>
<tr>
<td>Shadow pictures: Allow children to make a funny shadow</td>
</tr>
<tr>
<td>Free play for children</td>
</tr>
<tr>
<td>Act out the solar eclipse with the children taking turns being the sun, earth and moon.</td>
</tr>
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<tr>
<td>Small Group #1 – Morning center time</td>
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<tr>
<td>Repeat the eclipse exercise as shown in the Eclipse video with small groups of children/Discuss the amazing words. Children decide what they want the space station that they will design in dramatic play to look like and begin work using their plans.</td>
</tr>
<tr>
<td>Discuss the author, illustrator, front, back and spine of the book. (RI5, 6) Questions found at: <a href="http://www.socfc.org/SOHS/Education/2014-2015%20Lesson%20Pla">http://www.socfc.org/SOHS/Education/2014-2015%20Lesson%20Pla</a> ns/Theme%206%20-%20Light%20and%20Shadow/Light%20and%20Shadow-Week1-Activity%20Guide.pdf</td>
</tr>
<tr>
<td>Discuss the author, illustrator, front, back and spine of the book. (RI5, 6) Continue questions and discussion from Tuesday. <a href="https://app.readrightfromthestart.org/#!/resource_library/detail/57d9a415608806bcab355e">https://app.readrightfromthestart.org/#!/resource_library/detail/57d9a415608806bcab355e</a></td>
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<tr>
<td>Activity</td>
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<tr>
<td>Ask the children to line up the counters and to name the first, second, third and so forth.</td>
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<tr>
<td>Lunch</td>
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<tr>
<td>Rest Time (30-60 mins)</td>
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<td>Snack</td>
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<tr>
<td>Learning Centers: (120 minutes) (able time PL4):</td>
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<tr>
<td>Art</td>
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<td>Creative Writing</td>
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<tr>
<td>Library/Listening Center</td>
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<td>--------------------------</td>
</tr>
<tr>
<td>Dramatic Play (DP2, 3, 4 &amp; PS5,3)</td>
</tr>
<tr>
<td>Manipulatives</td>
</tr>
<tr>
<td>Blocks (MD1,2 &amp; GE 1,2,3,4,5)</td>
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<tr>
<td>Whole Group (10 minutes)</td>
</tr>
</tbody>
</table>

**Notes:** Free Pinhole download and other resources: [https://eclipse2017.nasa.gov/downloadables](https://eclipse2017.nasa.gov/downloadables)

Pinterest resources: [https://www.pinterest.com/explore/solar-eclipse/?lp=true](https://www.pinterest.com/explore/solar-eclipse/?lp=true)

Poster: [https://www.google.com/search?q=Poster+about+the+solar+eclipse&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwimis-m9nTAhUV6WMKHZg8Az8Q7AkITw&biw=1327&bih=607#imgrc=vyr79tlqY71DM](https://www.google.com/search?q=Poster+about+the+solar+eclipse&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwimis-m9nTAhUV6WMKHZg8Az8Q7AkITw&biw=1327&bih=607#imgrc=vyr79tlqY71DM)

Story Patterns, Letter Cards, and other free printable resources can be found at [www.kizclub.com](http://www.kizclub.com)

Dramatic Play: Center is transformed into a space station by using boxes of various sizes, markers to decorate the boxes, Colored paper, tape, aluminum foil and other art materials and other objects the children place in the area.

Science Center: Through this lesson plan science is incorporated throughout. A science center and other centers can be added throughout the school year. (RI3, RL3)

Pledge of Allegiance should be introduced after December.

If children are to view the eclipse, special glasses **MUST** be used by anyone looking directly at the sun. **Sunglasses will not protect the eyes.** Go to Amazon and look up Solar Viewing Glasses or go to the NASA web site for ordering information on free glasses.
Suggested Books for Space Theme:

Little Kids First Big Book of Space by Catherine D. Hughes – National Geographic Book
This beautiful book is the latest addition to the National Geographic Little Kids First Big Book series. These colorful pages will introduce young children to the wonders of space, with colorful illustrations by David Aguilar and simple text that is perfect for beginning readers or for reading aloud. The book will explain basic concepts of space, beginning with what is most familiar to kids and expanding out into universe.

Moon Cake by Frank Asch
Blast to the moon and back with best friends Moonbear and Little Bird in this charming reissue of a beloved classic by award-winning author and illustrator Frank Asch.
One night while watching the moon, Moonbear turns to Little Bird and asks, “I wonder what the moon tastes like?” The ever-curious Moonbear begins a quest that ends up taking him all the way to the moon and back again.

Happy Birthday Moon by Frank Asch
Moonbear comes up with the perfect birthday gift for the moon in this charming reissue of a beloved classic by award-winning author and illustrator Frank Asch.
Moonbear discovers that he and the moon share the same birthday. Now Moonbear wants to give his nighttime friend a present. But what do you buy the moon?

MoonBear’s Shadow by Frank Asch
Moonbear tries to outwit his troublesome shadow in this charming reissue of a beloved classic by award-winning author and illustrator Frank Asch.
One sunny day Bear decides to go fishing, but his shadow keeps scaring the fish away, time and time again. Bear tries everything he can think of to get rid of this pesky nuisance. And at last he succeeds—or so he thinks!

Curious George and the Rocket by Margret Rey and H.A. Rey
This lively story captures George’s adventure of becoming the first space monkey from the classic Curious George Gets a Medal.

What’s Out There? A Book About Space by Lynn Wilson
What is the sun made of? What causes night and day? Why does the moon change shape? Colorful collage illustrations and an easy-to-understand text bring planets, stars, comets, and the wondrous things out there in space right down to earth in a simple introduction to the solar system for young armchair astronauts.

There’s No Place Like Space: All About Our Solar System (Cat in the Hat’s Learning Library) by Tish Rabe
Au revoir, Pluto! In this newly revised, bestselling backlist title, beginning readers and budding astronomers are launched on a wild trip to visit the now eight planets in our solar system (per the International Astronomical Union’s 2006 decision to downgrade Pluto from a planet to a dwarf planet), along with the Cat in the Hat, Thing One, Thing Two, Dick, and Sally. It’s a reading adventure that’s out of this world!

Me and My Place in Space by Joan Sweeney and Annette Cable
Where is the earth? Where is the sun? Where are the stars?
Now in a Dragonfly edition, here is an out-of-this world introduction to the universe for children. With earth as a starting point, a young astronaut leads readers on a tour past each planet and on to the stars, answering simple questions about our solar system. In clear language, drawings, and diagrams, space unfolds before a child’s eyes. Colorful illustrations, filled with fun and detail, give children a lot to look for on every page and a glossary helps reinforce new words and concepts. A terrific teaching tool, Me and My Place in Space is an easy and enjoyable way to introduce the concept of space to the very youngest astronomers.

The Big Eclipse Book by Nancy Coffelt
The Big Eclipse is a charming account of a hippo and an owl following the path of 2017 eclipse, as they report on the scene and share their excitement with animal friends from around the world. Kids (and adults) will become eclipse experts while reading the fact-filled book and watching the eclipse take place on its brightly colored pages.
The book describes the essential need for eye protection during the partial phases of a solar eclipse and how to tell when it’s safe to look. Every book includes a solar eclipse viewer that allows safe viewing of the solar eclipse.

Papa, Please Get the Moon for Me by Eric Carle
Monica wants the moon to play with, so her Papa sets out to get it. It isn’t easy to climb to the moon, but he finally succeeds – only to find the moon is too big to carry home. Children will love the joyful way in which this problem is solved.
### Suggested Songs/Fingerplays for Space Theme:

<table>
<thead>
<tr>
<th>Song Title</th>
<th>Lyrics</th>
</tr>
</thead>
</table>
| **Star Light Star Bright**  | Star light, Star bright  
First star I see tonight  
I wish I may, I wish I might  
Have the wish I wish tonight. |
| **Twinkle, Twinkle Little Star** | Twinkle twinkle Little star  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle twinkle Little star  
How I wonder what you are. |
| **Four Little Stars**       | Four little stars winking at me,  
One shot off and then there were three.  
Three little stars with nothing to do,  
One shot off and then there were two.  
Two little stars afraid of the sun,  
One shot off and then there was one.  
One little star not having any fun,  
It shot off and then there were none! |
| **Astronaut Song**          | Sung to "If You're Happy and You Know It"  
Outer space is where I really like to go.  
I ride inside a spaceship, don't you know?  
I like to travel near the stars,  
Wave to Jupiter and Mars.  
Outer space is where I really like to go. |
| **I'm a Little Rocket**     | Sung to "I'm a Little Teapot"  
I'm a little rocket pointing at the moon.  
Raise arms above head and fingers tips touching  
Now I'm getting fueled up  
Wiggle hips  
We'll be ready soon.  
Stand up straight and tall  
When it's time to board me, then I'll say  
Slowly bend knees and crouch down - arms still above head  
Blast off! Zoom! We're on our way.  
Jump up and shout! |
| **The Eclipse Song**        | Sung to “The Farmer in the Dell”  
The eclipse is here today,  
The eclipse is here today,  
Hi-Ho the Derry-O,  
The eclipse is here today.  
The eclipse is here today.  
The moon hides the sun,  
The moon hides the sun,  
Hi-Ho the Derry-O  
The moon hides the sun. |
| **Five Little Astronauts**  | Five little astronauts, sitting on the stars  
The first one said, “Let’s go to Mars!”  
The second one said, “There are spaceships in the air!”  
The third one said, “But we don’t care!”  
The fourth one said, “Let’s fly up in the sky!”  
The fifth one said, “Let’s fly, fly, fly!”  
Then WHOOSH went the spaceship into the night and the five little astronauts zoomed out of sight! |
| **Mr. Moon**                | Original Author Unknown  
Sung to: "Mr. Sun"  
Mr. Moon, Mr. Moon,  
You're out to soon,  
The sun is still in the sky,  
Go back to bed,  
and cover your head,  
And wait for the day to go by |
Dear Family: We welcome you and your child to our classroom community! We are eager to get to know you and your child better in the coming weeks. Please help us get started by sharing some important things about you and your child. We encourage you to talk with us at any time and to provide all information that may help us to teach and care for your child in a more complete and personal way. We look forward to working together as partners in support of your child!

In a few words, please describe your child:

Who is part of your family? Please list names of family members and their relationship to the child.

What are some of your family traditions?

What are your child’s favorites?
Toys: ____________________________
Songs: ____________________________
Foods: ____________________________
Activities: ________________________
Other: ____________________________
Are there situations or experiences that upset your child?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________

What do you do to comfort him/her when he/she is upset or afraid?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________

How does your child communicate with you and other members of your family?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________

If already talking, can you understand the words he/she says?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________

Do you have any special concerns about your child’s development that you would like to share with us?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________

What questions do you have about your child’s upcoming learning experiences?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________

What do you hope your child gains from his/her experience with us?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________

How can we best support you in your role as parents?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________

How would you like to be contacted by your child’s teachers? Also, please tell us the best times to reach you for non-emergency conversations.

__________________________________________________________________________________________________________________________________________________________________________________________________________________________

Any additional thoughts you would like to share?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________

Thank you for completing this form and returning it to the classroom!