Specialized Training in Early Childhood Education

Tuesday, June 19, 2018

Developed by the Mississippi Department of Education in partnership with North Mississippi Education Consortium

Coordinated by:
Dr. Jill Dent
Director of Early Childhood, Mississippi Department of Education

Dr. Cathy Grace
Co-Director, The Graduate Center for the Study of Early Learning
Early Childhood Program Specialist, North Mississippi Education Consortium
University of Mississippi
Carey M. Wright, Ed.D.
State Superintendent of Education

Kim S. Benton, Ed.D.
Chief Academic Officer

Nathan Oakley, Ph.D.
Executive Director
Office of Elementary Education and Reading

Tenette Smith, Ph.D.
Director
Office of Elementary Education and Reading

The Office of Early Childhood Education

Jill Dent, Ph.D.
Director
Office of Early Childhood Education

Monica F. May, M.S.
Assistant Director
Office of Early Childhood Education

Laura Dickson, M.S., CFLE
Early Learning Collaborative Coordinator

Joyce Greer, M.Ed., N.B.C.T.
Early Childhood Instructional Specialist

Candice Taylor
Early Childhood Instructional Specialist/ 619 Coordinator

Kristi Gary
Office Coordinator
**Week 1**

**Monday, June 18**

Jill Dent  
Office of Early Childhood  
Mississippi Department of Education  
*Early Childhood Guidance and Best Practices*  
*Executive Function and Self-Regulation*

Laura Dickson  
Office of Early Childhood  
Mississippi Department of Education  
*CLASS Overview Training*

Teresa Laney  
Office of Special Education  
Mississippi Department of Education  
*SPED Early Language Development*

**Tuesday, June 19**

Gena Puckett & Monnie Vail  
The Graduate Center for the Study of Early Learning  
University of Mississippi  
*Moving Forward*

Cathy Grace  
The Graduate Center for the Study of Early Learning  
North Mississippi Education Consortium  
University of Mississippi  
*Read Right from the Start - The Power of Language Part I & II*  
*Equipping the Classroom on a Shoe String Budget*  
*Use of Learning Centers*

**Wednesday, June 20**

Pam Schiller  
Author and Curriculum Specialist  
Schiller Educational Resources  
*Nurturing Social and Emotional Intelligence*

Pam Myrick-Mottley  
Early Childhood Consultant  
*Trauma Sensitive Classroom*
Thursday, June 21
    Pam Myrick-Mottley
    Early Childhood Consultant
    Using Conscious Discipline to Support a Trauma Sensitive Classroom

Friday, June 22
    Laurie Weathersby and Jayda Brantley
    Office of Intervention Services
    Mississippi Department of Education
    MTSS Instruction

    Jen Cornett
    Office of Intervention Services
    Mississippi Department of Education
    Gifted

    Melissa Banks
    Office of Elementary Education and Reading
    Mississippi Department of Education
    #tech4littles

    Sandy Elliott
    Office of Student Intervention Services
    Mississippi Department of Education
    Supporting English Learners
Week 2
Monday, June 25
Brittany Herrington
REACH-MS
The University of Southern Mississippi
Behavior Challenges: Proactivity Counts

Nicole Briceno
Mississippi Early Childhood Inclusion Center
The University of Southern Mississippi
Reaching and Teaching All Children in the Inclusive Classroom

Tuesday, June 26
Shenikia Robinson and Darna’ Robinson
Atlanta Speech School
Read Right from the Start
Empowering Children’s Lives Through Language

Wednesday, June 28
Kenya Wolff and Burhanettin Keskin
Early Childhood Education
The University of Mississippi
Working with Diverse Families Lee Anne Grace Barnes

Lee Anne Grace Barnes
Tupelo School District
Utilizing Music to Foster Early Literacy

Thursday, June 29
Lydia Boutwell
Office of Early Childhood
Mississippi Department of Education
Schedules, Standards, and Planning...Oh My!

Laura Dickson
Office of Early Childhood
Mississippi Department of Education
STEAM
Pulling it All Together

Friday, June 30
Limeul Eubanks
Office of Secondary Education
Mississippi Department of Education
Collages Inspired by Eric Carle
## Week 1 Specialized Pre-K Training Schedule 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday 06.18</th>
<th>Tuesday 06.19</th>
<th>Wednesday 06.20</th>
<th>Thursday 06.21</th>
<th>Friday 06.22</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td>AM LIVE FROM JAX, BILOXI after lunch and JAX to finish the day</td>
<td>LIVE FROM GREENVILLE</td>
<td>AM LIVE FROM JAX AND PM LIVE FROM HBURG</td>
<td>LIVE FROM HBURG</td>
<td>LIVE FROM JAX</td>
</tr>
<tr>
<td>8:30AM-9:45AM</td>
<td>JILL DENT Early Childhood Guidance and Best Practices</td>
<td>MONNIE VAIL AND GENA PUCKETT Moving Forward</td>
<td>PAM SCHILLER Nurturing Social and Emotional Intelligence</td>
<td>PAM MOTTLEY Using Conscious Discipline to Support a Trauma Sensitive Classroom</td>
<td>LAURIE WEATHERSBY and JAYDA BRANTLEY MTSS Instruction</td>
</tr>
<tr>
<td>9:45AM-10:00AM</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>10:00AM-11:15AM</td>
<td>JILL DENT Executive Function and Self-Regulation</td>
<td>CATHY GRACE Power of Language Part 1</td>
<td>PAM SCHILLER Nurturing Social and Emotional Intelligence</td>
<td>PAM MOTTLEY Using Conscious Discipline to Support a Trauma Sensitive Classroom</td>
<td>JEN CORNETT Gifted</td>
</tr>
<tr>
<td>11:15AM-11:30AM</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
</tr>
<tr>
<td>11:30AM-1:00PM</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
</tr>
<tr>
<td>1:00PM-2:15PM</td>
<td>LAURA DICKSON CLASS Overview</td>
<td>CATHY GRACE Power of Language Part 2</td>
<td>PAM MOTTLEY Trauma Sensitive Classroom</td>
<td>PAM MOTTLEY Using Conscious Discipline to Support a Trauma Sensitive Classroom</td>
<td>MELISSA BANKS #tech4littles</td>
</tr>
<tr>
<td>2:15PM-2:30PM</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>2:30PM-3:45PM</td>
<td>TERESA LANEY SPED Early Language Development</td>
<td>CATHY GRACE Budget on a Shoe String and Use of Learning Centers</td>
<td>PAM MOTTLEY Trauma Sensitive Classroom</td>
<td>PAM MOTTLEY Using Conscious Discipline to Support a Trauma Sensitive Classroom</td>
<td>SANDY ELLIOTT Supporting English Learners</td>
</tr>
<tr>
<td>3:45PM-4:30PM</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
</tr>
<tr>
<td>Time</td>
<td>Monday 06.25</td>
<td>Tuesday 06.26</td>
<td>Wednesday 06.27</td>
<td>Thursday 06.28</td>
<td>Friday 06.29</td>
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</tr>
<tr>
<td>8:30AM-9:45AM</td>
<td>AM LIVE FROM HBURG AND PM LIVE FROM HBURG</td>
<td>LIVE FROM JAX</td>
<td>LIVE FROM OXFORD</td>
<td>AM LIVE FROM MERIDIAN AND PM LIVE FROM BILOXI</td>
<td>LIVE FROM JAX</td>
</tr>
<tr>
<td></td>
<td>BRITTANY HERRINGTON Behavior Challenges: Proactivity Counts</td>
<td>SHENIKIA ROBINSON and DARNA’ ROBINSON Empowering Children’s Lives Through Language</td>
<td>KENYA WOLFF AND BURHANETTIN KESKIN Working with Diverse Families</td>
<td>LYDIA BOUTWELL Schedules, Standards, and Planning...Oh My!</td>
<td>LIMEUL EUBANKS Collages Inspired by Eric Carle</td>
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</tr>
<tr>
<td>1:00PM-2:15PM</td>
<td>NICOLE BRICENO Reaching and Teaching All Children in the Classroom</td>
<td>SHENIKIA ROBINSON and DARNA’ ROBINSON Empowering Children’s Lives Through Language</td>
<td>LEE ANNE GRACE BARNES Utilizing Music to Foster Early Literacy</td>
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<td>LEE ANNE GRACE BARNES Utilizing Music to Foster Early Literacy</td>
<td>LAURA DICKSON Putting it All Together</td>
<td>FINAL QUESTIONS &amp; ANSWERS</td>
</tr>
<tr>
<td>3:45PM-4:30PM</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
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<td>Q&amp;A</td>
<td>Q&amp;A</td>
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</tbody>
</table>
# Table of Contents

- Moving Forward After Boot Camp ................................................................. 9
- Next Steps: Life After Boot Camp ................................................................. 48
- Registering for Coaching Companion Account ............................................ 50
- Creating a RRFTS Account ........................................................................... 51
- Teacher Credential Pathways ........................................................................ 52
- Money Isn’t Everything – But it Helps ......................................................... 55
- Planning for the No Shhh Zone ..................................................................... 61
- Example Strategies for Lifting Language ...................................................... 62
- All About Me and My Family ......................................................................... 63
- Building Vocabulary ...................................................................................... 65
- Tier 2 Words in English and Spanish .............................................................. 66
- Save the Date .................................................................................................. 71
MOVING FORWARD AFTER BOOT CAMP

WHAT WE WOULD LIKE TO SEE

DO I NEED TO TAKE THE SPECIALIZED EARLY CHILDHOOD TRAINING
### PRE-K TEACHER CREDENTIALS

**Hold a Pre-K/K (153) License**

- Complete twelve (12) early childhood college credit hours*
- OR
- Attain a Passing Score on the MSBE Approved Licensure Assessment to add 153 (Pre-K/K) endorsement
- OR
- Completion of a early childhood training program*

**Hold a K-3 (116) License or Hold a K-4 (152) License**

- Complete requirements to add N-1 (150) supplemental endorsement
- OR
- Attain a Passing Score on the MSBE Approved Licensure Assessment to add 153 (Pre-K/K) endorsement
- OR
- 12 early childhood college credit hours*
- OR
- Completion of an early childhood training program*

**Hold a K-6 (120) License**

- Completion of an approved licensure pathway degree program to obtain 116 (K-3), 120 (K-6), 152 (K-4), or 153 (Pre-K/K) endorsement
- OR
- Any additional requirements as listed above for 116 (K-3), 120 (K-6), 152 (K-4)

### Other Pathways

- Bachelor’s Degree or higher with child development emphasis
- AND
- Attain Passing Score on the MSBE Approved Basic Skills Assessment or ACT equivalent
- AND
- Attain Passing Scores on all required MSBE Approved Licensure Assessments to include a pedagogy and subject area assessment

*These hours can be included in the Associate’s Degree or 60 College Credit Hours
**Completion of an early childhood training program includes the Child Development Associate (CDA), National/State Director’s Credential, Montessori Credential, and the MDE’s intensive specialized early childhood training program. MDE considers additional state, regional, or nationally approved programs upon request. Entities may submit program component documentation to earlychildhood@mdek12.org for consideration. The National Institute for Early Education Research (NIEER) requires assistant teachers to have a CDA or equivalent, at a minimum. Please note that the completion of a Mississippi State Board of Education approved training program or MDE prescribed twelve (12) hours of coursework only qualifies a prospective early childhood education teacher or early childhood education assistant teacher to serve three and four-year old children in MS classrooms and does not lead to an endorsement/licensure unless it is explicitly stated and outlined in the official Licensure Guidelines K-12 document. To review the most accurate and up to date licensure requirements, please visit the Office of Educator Licensure section of the MDE website.
***These requirements will no longer be acceptable for new pre-kindergarten teacher assistant hires beginning August 1, 2020.
****To meet WorkKeys® requirements, Assistant Teachers must meet the following criteria: (1) a Reading for Information score of 4, an Applied Mathematics score of 4, and a Writing or Business Writing score of 3; OR (2) WorkKeys® Silver Level certification.

### PRE-K ASSISTANT TEACHER CREDENTIALS

**Early Childhood Associate’s Degree**

- OR

**Associate’s Degree OR 60 College Credit Hours**

- 12 early childhood college credit hours*
- OR
- Completion of an early childhood training program**

**High School Diploma/GED *** AND Verification of WorkKeys* Scores****

- 12 early childhood college credit hours
- OR
- Completion of an early childhood training program**
SPECIAL EDUCATION
PRE-K TEACHER CREDENTIALS

Hold Birth-K Special Education License (211)
OR
Hold Mild to Moderate Disability K-12 (221) License
Hold Severe Disability K-12 (222) License
Hold Mild to Moderate Disability K-8 (223) License
AND
12 early childhood college credit hours*
OR
Attain a passing score on the appropriate MSBE approved licensure assessment to add 153 (Pre-K/K) endorsement
OR
Completion of a early childhood training program
*Completion of a Mississippi State Board of Education approved early childhood education training program includes the Child Development Associate (CDA), National Board Early Childhood Certification, Director’s Credential, Montessori Credential, and the MDE’s intensive specialized early childhood training program (122 Pre-K add on endorsement). MDE considers additional state, regional, or nationally approved programs upon request. Entities may submit program component documentation to earlychildhood@mdek12.org for consideration. Please note that the completion of a Mississippi State Board of Education approved training program or MDE prescribed twelve (12) hours of coursework only qualifies a prospective early childhood education teacher or early childhood education assistant teacher to serve three and four-year old children in Mississippi classrooms and does not lead to an endorsement/licensure unless it is explicitly stated and outlined in the official Licensure Guidelines K-12 document. To review the most accurate and up to date licensure requirements, please visit the Office of Educator Licensure section of the MDE website.

TEACHERS’ CREDENTIALS

116 (K-3) endorsement
152 (K-4) endorsement
12 early childhood college credit hours
OR
Praxis 5024 to add 153 (Pre-K/K) endorsement
OR
Completion of an approved program*
TEACHERS’ CREDENTIALS

120 (K-6) endorsement

Add 150 (K-1) supplemental endorsement
OR
Praxis 5024 to add 153 (Pre-K/K) endorsement
OR
Completion of an approved program*

TEACHERS’ CREDENTIALS

Other endorsement

Degree to obtain 116 (K-3), 120 (K-6), 152 (K-4), or 153 (Pre-K/K) endorsement
AND
Any additional requirements as listed above for 116 (K-3), 120 (K-6), 152 (K-4)
TEACHERS’ CREDENTIALS

Early Childhood Bachelor’s Degree
(no endorsement)**

&

Praxis Core or ACT (page 35 of Licensure Guidelines K-12)
AND
Praxis II – Principals Learning and Teaching (PLT)
AND
Praxis 5024 to obtain license with 153 (Pre-K/K) endorsement

ASSISTANT TEACHERS’ CREDENTIALS

Assistant teachers are required to follow one of the pathways listed below:

Early Childhood Associate’s Degree

OR

Associate’s Degree

&

12 early childhood college credit hours

OR

Completion of an approved program*

*Approved programs include the Child Development Associate (CDA), National Board Pre-K Certification, Director’s Credential, Montessori Credential, and the MDE’s intensive specialized early childhood training program (122). MDE considers additional state, regional, or nationally approved programs upon request. Entities may submit program component documentation to earlychildhood@mdek12.org for consideration.
YES, I NEED TO COMPLETE THE EARLY CHILDHOOD TRAINING PROGRAM – WHAT NOW?

You will need to complete all 10 days of this face-to-face boot camp training

You will need to complete the Boot Camp Plan of Action Checklist with required videos

You will need to register for an account with Early Ed U (later slides)
   This is where you will send your videos in for review/feedback

You will need to register for the Read Right from the Start online courses (later slides)

You will need to complete the Early Learning Language and Literacy Series Modules 1-14 written and video assignments

MOVING FORWARD

- Register as a student with Early Ed U Coaching Companion
  - This is where you will send in videos and receive feedback

- Go to [https://northmsec.earlyeducoach.org](https://northmsec.earlyeducoach.org)
  - The next slide will walk you through setting up your account -
Next Step:

REGISTER FOR READ RIGHT FROM THE START

1. Create an account at:

   https://app.readrightfromthestart.org

2. Once you create an account you will change your course track to the Preschool and Pre-K course track
   • There are 8 courses with this track – 6 courses will have certificates you need to save and send to your coach.
READ RIGHT FROM THE START ACCOUNT SET UP

PLAN OF ACTION
CHECKLIST
### Categories and Sub-Categories

<table>
<thead>
<tr>
<th>Categories and Sub-Categories</th>
<th>Existing Classroom Practice?</th>
<th>Resources Needed to Implement?</th>
<th>Steps to Implement &amp; Persons Responsible</th>
<th>Timeline to Implement</th>
<th>Type of Evidence</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Physical Setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. The classroom consists of a minimum of 600 square feet with no less than 35 square feet per child. Note: Possible source of evidence include an evacuation plan with measurements written.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Furniture is an appropriate height for young children. Tables and chairs, rather than desks, are required. Photo of the classroom.</td>
<td>X</td>
<td>Funding</td>
<td>Meet with principal and superintendent to give a list of items needed to make the classroom child-friendly with appropriate size furnishings.</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Every closet latch shall be operable by a child from the inside. Photo of the inside handle of the closed door.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. The maximum distance to an exit from any point in the building does not exceed 150 feet. The maximum distance from the classroom door at the corridor to an exit does not exceed 100 feet. Note: Possible source of evidence include an evacuation plan with measurements written.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Early Learning Standards
   Checklist References: a,b,1,2,3,4
   Type of Evidence: Lesson Plan

   Date: August 15, 2016

   Theme: All About Me

   MS Objective/CCR Standard:
   R.FS.1b Recognize that letters of the alphabet are a special category of visual graphics that can be individually named.
   R.FS.1c Recognize and name some uppercase and lowercase letters of the alphabet, especially those in own name.
   WS.1a With guidance and support, the student will explore and experiment with a combination of written representations (scribbles, drawings, letters, and dictations) to express an opinion.
   GE.1 With guidance and support, correctly name shapes. (circle)
   GE.2 With guidance and support, recognize and correctly name shapes in the environment, regardless of the orientation or overall shape.
   GE.3 Recognizes, names, describes, and compares two-dimensional shapes (e.g., circle, square, rectangle, triangle)
   PS1: Manipulate and explore a wide variety of objects and materials.
   PS2: Describe and compare objects and materials by observable
   
   Lesson Sequence/Performance Task: (Domain 1, Standards 1, 2, 3, 4)
   Morning Meeting: Sign In, Music (MU.2. Sing a variety of short songs), Calendar, Helpers, Envision Learning Strips (1, 6, 7, one per day: E.D. 5b Follow procedures and routines), Pledge
   Student will:
   Demonstrate active engagement in play, as they rotate throughout the learning centers.
   
   ABC Center
   Provide a large magnetic board divided in half and labeled: Holes/No Holes. Place magnetic letters on the table. Students will sort the letters by placing them under the correct heading. (R.FS.1b)
   
   Writing Center
   Provide various writing tools and paper. Have students draw a picture of themselves at school. (W.S.1a)
   
   Math Center
   Hidden Treasure: Provide a bowl of rice or sand with various shapes. The student will use a spoon to find circles. The students will collect the circles and put the other shapes back in the rice or sand. The students will count to see how many circles they have found. (GE.1, 2, 3)
   
   Art Center
   The students draw pictures of their family and discusses similarities, differences, and roles of family members during wrap-up.

3. Children are Assessed at a Minimum in the Spring of Each Year
   Checklist References: b.1 (fall of each year), 2 (spring of each year)
   Type of Evidence: Picture of MKAS statewide testing schedule
Name: Jane Doe  
School: Pre-K Excel Elementary  
10. Organizational Procedures  
Checklist Reference: a - c  
Type of evidence: Classroom Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 - 7:50</td>
<td>Greetings and Breakfast</td>
</tr>
<tr>
<td>7:50 - 8:00</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>8:00 - 8:15</td>
<td>Storytime</td>
</tr>
<tr>
<td>8:15 - 9:50</td>
<td>Centers and Small Group</td>
</tr>
<tr>
<td>9:50 - 10:00</td>
<td>Movement</td>
</tr>
<tr>
<td>10:00 - 10:15</td>
<td>Literacy Circle</td>
</tr>
<tr>
<td>10:15 - 11:15</td>
<td>Music/Computer/Lab/Bathroom Break/Morning</td>
</tr>
<tr>
<td>11:15 - 12:15</td>
<td>Lunch/Bathroom Break/Rhyme Time</td>
</tr>
<tr>
<td>12:25 - 1:25</td>
<td>Rest Time and Early Riser Academic Activities</td>
</tr>
<tr>
<td>1:25 - 2:25</td>
<td>Centers</td>
</tr>
<tr>
<td>2:25 - 2:35</td>
<td>Movement</td>
</tr>
<tr>
<td>2:35 - 3:00</td>
<td>Daily Wrap-Up</td>
</tr>
<tr>
<td>3:00 - 3:15</td>
<td>Let's Read/Bathroom</td>
</tr>
</tbody>
</table>

Total Instruction Time: 335 minutes  
Total Center Time: 40 minutes  
Total Indoor/Outdoor Physical Activity: 180 days  
Total Days Children are in school: 160 minutes
**VIDEO TIPS**

- Plan during regular daily routines
  - Center time, small groups, large group, individualization, transitions
- Videos
  - If no assistant/2nd person – place camera on a shelf
  - Ensure we can see your face, the children and activity
- Review before you send in the videos
  - Your video is to show the understanding you have gained from watching the module assignments
  - You don’t have to send in the first take, review your work and make sure it is what you want us to see

---

**DRAMATIC PLAY**

Hollea Hans
Resurrection Catholic School
DRAMATIC PLAY

Amanda Robison
Early Childhood Education Center

BLOCK PLAY

Amale Azar
St. Joseph Catholic Unit School
SELF-TALK

Self-Talk you are giving words to your actions.
• Giving a play by play of what you are doing or have done.
• Thinking out loud.
PARALLEL TALK

Parallel Talk you are giving words to children’s actions.

- Giving a play by play of what they are doing or have done.
- Become a sport commentator.

Can begin with phrases like:

- I notice you are…
- I see that you (put, made, are using, etc)…
- It seems you decided to use….
OPEN-ENDED QUESTIONS

Asking questions that:
• Has children giving more than one or two word answers.
• get children using their critical thinking skills.

Questions that begin with:
• How, Why, What do You Think, What would you do if…
OPEN-ENDED QUESTIONS
Karen Champaign
Nichols Elementary School

LITERACY TRANSITIONS DURING DAILY ROUTINES
Michelle Polovich
Our Lady of Fatima School
LITERACY TRANSITIONS DURING DAILY ROUTINES

Bridgit Harper
Threadgill Elementary Pre-K

DOES EARLY MATH MEAN LESS LITERACY AND LANGUAGE?

Deedi Lafferty
St. James Elementary School
FROM PASSIVE TO ENGAGED LEARNING

ENGAGED LEARNING

• Engaged learning is learning through hands-on experiences with a specific skill/standard planned to be introduced by the materials chosen for that particular center, experience and/or theme.
  • Centers Engagement
  • Outside Experiences
  • Large Group
  • Small Group
  • Individualized Instruction
• Engaged learning means children are engaged in a chosen activity and the teacher facilitates the child-initiated “learning process” to help the child(ren) meet the skills/standards that were planned.
DIFFERENTIATED INSTRUCTION

• Differentiated Instruction allows teachers to acknowledge each student's strengths while accommodating their limitations.

• Differentiated instruction considers the inclusion of all students no matter their abilities, language background, emotional difficulties, as well as, gender, culture, experiences, aptitudes and teaching approaches to these diversities.

Students often lose interest during lecture-style teaching. Interactive teaching styles promote an atmosphere of attention and participation by making it:

Interesting
Exciting
Fun
Telling is not teaching and listening is not learning.
LETTERS/WORDS

HOW CAN I HELP CHILDREN... BE MORE ENGAGED WHEN LEARNING LETTERS?
FINDING LETTERS/SENSORY BIN

Allow children to use tongs and/or tweezers to find letters mixed up on a chart.

Put letters in colored beds or sand for children to search for letters.

This can also be done for children to find letters in their name.

MATCHING UPPER/LOWER CASE LETTERS

Print letter cards with a LARGE upper case letter on one side and 3 lower case letters on the other side.

ACTIVITY:
Children use clothes pins to mark the lower case letter that matches the upper case letter.
**MATCHING UPPER/LOWERCASE LETTERS**

Use foam letters glued on back of bottle caps.

Use upper-case on bottle caps and lowercase on chart.

Children can match upper and lower case letters.

For beginners, they can just match upper OR lower case letters.

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**PAINT STICK NAMES**

Magnetic strips on paint sticks –
Children pictures with their names –
Child matches letters and puts them in order on paint sticks.

*Suggestion: make them horizontal for left to right progression.*
LETTERS IN YOUR NAME

Children put the letters of their name on the board.

They can count how many letters are in their name.

They can predict who has the longest name and then use the graph to come up with a conclusion.

WRITING LETTERS/WORDS

Gel writing

Color sand/salt writing
COLORED SAND ON LIGHT TABLE

Children can use different writing tools to write letters, numbers or draw shapes.

MENUS AND ORDER PADS

Menus show words (and pictures)
Order pads give the children the opportunity to write (take an order) from what is on the menu.
Giving other props (word cards, recipes, books, etc) throughout the center helps as well.
MAKING WORDS – LETTER MATCH

Picture word cards (can be made on computer)
Letters written on clothes pins (uppercase on one side/lowercase on another side)
Activity:
Children match letters on word cards to make the word.

WORD FAMILIES/ MAKE A WORD

Fine motor
Onset – Rime
Reading Standards for Literature
4b – Identify environmental print

Reading Standards: Foundation Skills
1a – Recognize an association between spoken and written words
1b - Recognize that letters of the alphabet are a special category of visual graphics that can be individually named.
1c - Recognize and name some upper-and lower-case letters of the alphabet especially those in own name.
3b – Recognize own name, environmental print, and some common high-frequency sight words

Writing Standards
1b – explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.

Speaking and Listening Skills
Language
2a – Attempt to write a letter or letters to represent a word

MATH
HOW CAN I HELP CHILDREN…

BE MORE ENGAGED WHEN LEARNING MATH SKILLS?

MATCH NUMBERS TO DOTS ON KEY CHAIN

Allow children to count the number of dots and find the number that goes along with it.

Self-check: If the children can open the lock, then they have found the right number.

This also helps with fine motor skills.
ROLL/COUNT/BUILD

Roll the dice (for older ones who are ready to add use two dice)
Count the number of dots (add the number of dots on two dice)
If you have that number on your card, connect the number of blocks and place on the square with that number.

SURVEY

Allow children to survey their classmates
For non-writers, start with paint dots
For beginning writers, make tally marks
For emerging writers, make X or write names
MATCH NUMBERS COUNT POM-POMS

Allow children to match numbers.

Or

Allow children to use tweezers to grasp pom-poms and count the number in the bottom of the tin.

PREDICT AND MEASURE

Predict how many Legos it will take to measure the items…

Measure the items…

Writing the prediction number and actual number.
SHAPES

HOW CAN I HELP CHILDREN…

BE MORE ENGAGED WHEN LEARNING SHAPES?
MATCH BLOCK SHAPES

Children match block shapes –

SORT SHAPES
USE CLOTHES PINS TO MARK SHAPES

Children build fine motor skills when using clothes pins to mark the correct shaped item.

IF YOU SEE THE SHAPE…
PLAY-DOUGH SHAPES

SIZE
HOW CAN I HELP CHILDREN...

BE MORE ENGAGED WHEN COMPARING SIZES?

WIGGLE WORM

- Allow children to create a wiggle worm
- Graph from shortest to longest
- Can be an extension of Herman the Worm fingerplay
BUTTON SORTING

Sorting by size and/or color

NUT AND BOLTS

Matching sizes
Fine Motor
CATEGORIZE

Theme related
Graphing

Counting and Cardinality Domain (CC)
CC3a – Cognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.
CC4 – Count many kinds of objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design.

Operations and Algebraic thinking (OA)
OA2 – With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-k materials.

Measurement and Data (MD)
MD1 – With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary.
MD2a – Use nonstandard units of measurement.
MD3 – With guidance and support, sort, categorize, or classify objects.

Geometry Domain (GE)
GE1 – With guidance and support, correctly name shapes
GE3 – With guidance and support, explore the differences between two-dimensional and three-dimensional shapes
GE4 – With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials.
For some children your classroom is one of the few places where their opinions and ideas can be heard and valued.
Next Steps: Life After Boot Camp
Tips/Reminders for Participants

1. All participants need access to internet through school, home, public library, etc. to complete course work requirements.

2. **Tip:** It is best to work through the checklist one item at a time and through the modules one module at a time, finishing the activity(ies) and videos before moving forward. This will help to ensure all assignments are completed before submitting.

3. On the Early Childhood Specialized Training Checklist, items, IF you aren’t doing a particular item in your school, then mark the item(s) “NO” and make a plan for implementation. It is ok if your school is not in compliance with a particular item(s), however, an explanation of why it is not possible or a plan for implementation should be documented. These items are recommendations of the Mississippi Department of Education (MDE). The purpose of the checklist is for you to know and understand what is being requested in the guidelines.

4. Label all files and videos on the jump drive provided by MDE.
   **Example:**
   a. Plan of Action – Category 1a, 1b – Evidence: lesson plan
   b. Plan of Action – Category 10 – Evidence: photo of closet door
   c. Module 3 – Assignment 4
   d. Module 3 – Video – Compound Words
   e. Module 5 – Assignment 1a
   f. Module 5 – Video – Story Map

   ***Label all assignments and videos from the module instructions. If you do not label all of your assignments and videos, we will return your assignments/videos back to you for proper labeling before it will be reviewed. This will ensure we review the assignments/videos for what you intended.***

5. **Tip:** Before sending in videos, **watch them**, see if there is something you would like to change, if so, CHANGE IT and then submit it for review.

6. **Tip:** You can get a Dual 2 in 1 (Mini & Micro) USB Flash Drive that will plug into your phone to move your videos to the flash drive. Then you can move them to your computer to be saved and uploaded to Early Ed U Coaching Companion.

Monnie Vail - mtvail@olemiss.edu
Gena Puckett – gpuckett@olemiss.edu
Phone: 662-915-2947
7. When sending in specific written items for Plan of Action evidence – highlight each piece of evidence.
   **Example:**
   a. Highlight Early Learning Standards in lesson plans
   b. Highlight parent participation in handbook if it is in paragraph form

8. **Keep everything saved on your computer until completion of the course.**

9. BE sure to use your phone number and e-mail address that you will check daily. If either your phone number or e-mail address changes, you **MUST** notify us immediately so that we can reach you.

10. All assignments and videos should be completed according to the schedule. Our goal is to assist you if you are not clear on the instructions or how to complete the assignment or video. If you begin to lag behind we will be notifying you and then at some point your supervisor for an explanation.

**OPEN-ENDED QUESTIONS**
*Open-ended questions require the child to respond with more than “yes”, “no” or one-word answers.*
*Open-ended questions will encourage more detailed answers. They begin conversations and/or narratives and engage children in deeper thinking before answering.*

Examples:
- “What do you think will happen next?”
- “Why do you think Goldilocks went into the house?”
- “Why is baby Bear’s bowl the small one?”
- “How do you think Papa Bear felt?”

**Parallel Talk**
Describe child’s actions: “I see you are writing your name. I see you making the letters, K-a-t-e. That says ‘Kate.’”

**Self-Talk**
Describe your actions: “I am stacking the blocks and making a tall tower. I can count the blocks on my tower, 1, 2, 3,...”

**Websites you should add to your favorites list.**

Read Right from the Start website is located at [https://app.readrightfromthestart.org/login](https://app.readrightfromthestart.org/login)

Videos will be submitted through your account at [https://northmsec.earlyeducouach.org](https://northmsec.earlyeducouach.org)

Early Learning Language and Literacy Series website is located at [https://pdg.grads360.org/#program/early-learning-language-and-literacy-series](https://pdg.grads360.org/#program/early-learning-language-and-literacy-series)
Registering for Coaching Companion Account

On Early Ed U

1. Go to https://northmsec.earlyeducoach.org/
2. Click the blue “Register” to register for a new account
3. Complete the form that pops open
   a. For Institution you will choose “North Ms Education Consortium” from the drop down menu
4. Click Register
5. You have now registered for an account with the Coaching Companion
Creating a RRFTS Account:

1). Visit the website at https://app.readrightfromthestart.org/
2). Click the Sign Up button in the top right corner
3). Fill out the information fields
4). Click the Continue button
5). Your account will be created and then you will be taken to the Learning Center where you can begin your first course.
By August 1, 2020, 50% of regular education pre-kindergarten teachers in each district will meet the requirements described below. By August 1, 2022, 100% of regular education pre-kindergarten teachers in each district will meet the requirements described below.

General Education Teachers are required to follow one of the pathways listed below:

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| Hold a Pre-K/K (153) License                                           | * Complete twelve (12) early childhood college credit hours*  OR  
|                                                                        |   Attain a Passing Score on the MSBE Approved Licensure Assessment to add 153 (Pre-K/K) endorsement OR  
|                                                                        |   Completion of a early childhood training program*                        |
| Hold a K-3 (116) License or Hold a K-4 (152) License                   | * Complete requirements to add N-1 (150) supplemental endorsement OR  
|                                                                        |   Attain a Passing Score on the MSBE Approved Licensure Assessment to add 153 (Pre-K/K) endorsement OR  
|                                                                        |   12 early childhood college credit hours* OR  
|                                                                        |   Completion of a early childhood training program*                        |
| Hold a K-6 (120) License                                               | * Completion of an approved Licensure pathway degree program to obtain 116 (K-3), 120 (K-6), 152 (K-4), or 153 (Pre-K/K) endorsement  AND  
|                                                                        |   Any additional requirements as listed above for 116 (K-3), 120 (K-6), 152 (K-4) |
| Other Pathways                                                        | * Attain Passing Score on the MSBE Approved Basic Skills Assessment or ACT equivalent AND  
|                                                                        |   Attain Passing Scores on all required MSBE Approved Licensure Assessments to include a pedagogy and subject area assessment |
| Bachelor’s Degree or higher with child development emphasis           | * Complete requirements to add N-1 (150) supplemental endorsement OR  
|                                                                        |   Attain a Passing Score on the MSBE Approved Licensure Assessment to add 153 (Pre-K/K) endorsement OR  
|                                                                        |   12 early childhood college credit hours* OR  
|                                                                        |   Completion of a early childhood training program*                        |
By August 1, 2020, 50% of special education pre-kindergarten teachers in each district will meet the requirements described below. By August 1, 2022, 100% of special education pre-kindergarten teachers in each district will meet the requirements described below.

Special Education Teachers are required to follow one of the pathways listed below:

<table>
<thead>
<tr>
<th>SPECIAL EDUCATION PRE-KINDERGARTEN CLASSROOMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hold Birth-K Special Education License (211)</strong></td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>Hold Mild to Moderate Disability K-12 (221) License</strong></td>
</tr>
<tr>
<td><strong>Hold Severe Disability K-12 (222) License</strong></td>
</tr>
<tr>
<td><strong>Hold Mild to Moderate Disability K-8 (223) License</strong></td>
</tr>
<tr>
<td><strong>AND</strong></td>
</tr>
<tr>
<td>12 early childhood college credit hours*</td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>Attain a passing score on the appropriate MSBE approved licensure assessment to add 153 (Pre-K/K) endorsement</td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>Completion of a early childhood training program*</td>
</tr>
</tbody>
</table>

*Completion of a Mississippi State Board of Education approved early childhood education training program includes the Child Development Associate (CDA), National Board Early Childhood Certification, Director’s Credential, Montessori Credential, and the MDE’s intensive specialized early childhood training program (122 Pre-K add on endorsement). MDE considers additional state, regional, or nationally approved programs upon request. Entities may submit program component documentation to earlychildhood@mdek12.org for consideration. Please note that the completion of a Mississippi State Board of Education approved training program or MDE prescribed twelve (12) hours of coursework only qualifies a prospective early childhood education teacher or early childhood education assistant teacher to serve three and four-year old children in Mississippi classrooms and does not lead to an endorsement/licensure unless it is explicitly stated and outlined in the official Licensure Guidelines K-12 document. To review the most accurate and up to date licensure requirements, please visit the Office of Educator Licensure section of the MDE website.
**Requirements for Assistant Teachers for August 2020**

The pre-kindergarten assistant teacher qualifications will change effective August 1, 2020. *By August 1, 2020, 50% of assistant teachers in each district will meet the requirements described below. By August 1, 2022, 100% of assistant teachers in each district will meet the requirements described below.*

Assistant teachers are required to follow one of the pathways listed below:

<table>
<thead>
<tr>
<th>ASSISTANT TEACHERS FOR PRE-KINDERGARTEN CLASSROOMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Childhood Associate’s Degree</strong></td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>Associate’s Degree OR 60 College Credit Hours</strong> AND 12 early childhood college credit hours* OR Completion of an early childhood training program**</td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>High School Diploma/GED *** AND Verification of WorkKeys® Scores</strong>**** AND 12 early childhood college credit hours OR Completion of an early childhood training program**</td>
</tr>
</tbody>
</table>

*These hours can be included in the Associate’s Degree or 60 College Credit Hours
**Completion of an early childhood training program includes the Child Development Associate (CDA), National/State Director’s Credential, Montessori Credential, and the MDE’s intensive specialized early childhood training program. MDE considers additional state, regional, or nationally approved programs upon request. Entities may submit program component documentation to earlychildhood@mdek12.org for consideration. The National Institute for Early Education Research (NIEER) requires assistant teachers to have a CDA or equivalent, at a minimum. Please note that the completion of a Mississippi State Board of Education approved training program or MDE prescribed twelve (12) hours of coursework only qualifies a prospective early childhood education teacher or early childhood education assistant teacher to serve three and four-year old children in MS classrooms and does not lead to an endorsement/licensure unless it is explicitly stated and outlined in the official Licensure Guidelines K-12 document. To review the most accurate and up to date licensure requirements, please visit the Office of Educator Licensure section of the MDE website.
***These requirements will no longer be acceptable for new pre-kindergarten teacher assistant hires beginning August 1, 2020.
****To meet WorkKeys® requirements, Assistant Teachers must meet the following criteria: (1) a Reading for Information score of 4, an Applied Mathematics score of 4, and a Writing or Business Writing score of 3; OR (2) WorkKeys® Silver Level certification.
Money Isn’t Everything- But It Helps

NEVER UNDERESTIMATE THE CREATIVITY OF A PRE-KINDERGARTEN TEACHER

Classrooms Fit for Kings and Queens

• Create learning spaces that are child focused and child friendly

• Make storage units from plastic milk cartons, shoe boxes, pizza boxes and Dollar Tree plastic tubs ($1 each)
Classrooms Fit for Kings and Queens

• Use labeling as a means of teaching vocabulary and sight words

• Use a computer program to print the labels so the print will be uniform and similar to that found in books—check spelling

• Use pictures as much as possible along with the word

• Laminate the labels if possible

Classrooms Fit for Kings and Queens

• When setting up centers introduce materials slowly as to not overwhelm the children and explain and name the materials and new additions

• If you shop at garage sales be sure to thoroughly clean and sanitize any purchase
Classrooms Fit for Kings and Queens

Use all available flat spaces such as the backs of storage units and place learning games on the child’s eye level so they can use materials without having to ask the teacher for them.

Classrooms Fit for Kings and Queens

• Adapt storage containers or units for classroom use to save space

• Making storage spaces is one thing teachers sometimes forget to do which makes for messy rooms!
Dramatic Play Centers

- Dramatic Play Centers are critical in classrooms because:
  1. Conversational language is promoted if teachers use the serve and return strategy
  2. New words are introduced in context
  3. Children learn to solve problems together and interact with respect and kindness
  4. Cultural traditions and practices can be acted out
  5. Awareness of the community can be learned through acting out and business practices that are part of the child’s life
  6. Family dynamics can be explored in a non-threatening manner

Making Props Work in Dramatic and Block Play

- Have in mind the state learning standards you want to teach and how the props will help
- Consider how more than one standard can be taught using a prop
- Change out props based on the unit theme of the month
- Consider the time spent making props as time you saved when teaching concepts or vocabulary words
Dramatic Play Clothes Don’t Have to be Bought

Dramatic play clothes are essential to a well developed dramatic play center and should be rotated to go with units when at all possible

- Purchases are not necessary: Approach local businesses and ask for a smock (fast food location, doctor’s office, badges such as at Walmart and so forth)
- Businesses can also supply props such as menus, signs, sale papers and old displays - laminate as much as possible

A Little of Imagination Can Transform the Classroom

- Use experiences children may have on a local level and expand to teach new vocabulary words
- Ask the children what items need to be present when the dramatic play center changes themes
- When the center becomes a “new” place demonstrate how to use the new items and tell the children the names of each
Contact Information

Cathy Grace, Ed.D.
cwgrace@olemiss.edu
With intentional planning, you can transform your classroom into a language-rich No Shhh Zone.

1 Your Classroom
All areas in your classroom have the potential to be part of a language-rich environment. Include environmental print that can spark conversations. Place items in centers that will encourage children to interact with each other and have meaningful conversations. It’s important to have writing materials at each center so children can develop their early writing skills as well.

2 Your Lesson Plans
Think of ways to incorporate language into all parts of the day. This includes:

- Morning meeting
- Introduction to centers
- Centers
- Small group
- Large group
- Recess
- Meal time
- Transitions
- Closing time

3 Sample Plan
This sample plan shows a teacher who has thought through how to bring the No Shhh Zone into a transition.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Push-in target vocabulary and do a movement activity to get the wiggles out.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target vocabulary</td>
<td>Dependent, familiar</td>
</tr>
<tr>
<td>What will I say?</td>
<td>“I see that you can do this all by yourself. You are not dependent on me to remind you what to do. I think that you are so familiar with our routine because we have been doing it every day. So you already know what to do now, and you can do it without my help.”</td>
</tr>
</tbody>
</table>

This teacher did three important things:

1. She recognized that transitions are significant. She knew they have potential to be part of a language-rich day.

2. She planned for specific target vocabulary.

3. She wrote out what she would say. Once she was doing the actual activity, she was less likely to forget what she wanted to push-in.
You can start building children’s vocabulary now by having meaningful conversations with them. The TALK strategy will help you have these conversations and build a strong foundation for literacy.

**Tune-in:** Find ways to enter the child’s world and start a meaningful conversation. Follow these steps:
- Observe closely and wait for the best time to join
- Make a comment about what s/he is doing or what s/he is interested in
- You can say, “I see that you…” or “I notice that you…”

**Ask questions:** Ask open-ended questions to encourage children to talk more and express their own thoughts. You can provide support with these safety nets:
- Either/or questions
- Fill in the blank statements

**Lift language:** Model more complex language that you want children to use. You can use these strategies:
- Build Up and Break Down
- Restate
- Parallel Talk
- Self Talk

**Keep it going:** Try to have at least five back and forth exchanges on a single topic.

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**Examples of Strategies for Lifting Language**

**Build Up and Break Down**
“The food we’ve made together looks appetizing. When something is appetizing, that means it will taste good.”

**Restate**
Child: “My picture is like hers.”
Teacher: “Yes, your pictures are similar to each other.”

**Parallel Talk**
“I see that you are organizing your vegetables by their different colors.”

**Self Talk**
“I am pouring the water gradually so that it doesn’t spill out of the plant.”
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!

Child's Name: ________________________  Date ________________________

Completed by: ________________________  Relationship to 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: __________________________________________

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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!
As you build children’s vocabulary, you help them understand concepts and ideas, learn the sounds of language, become comfortable with complex sentences, and understand what they hear and read.

The Three Tiers of Vocabulary

We divide vocabulary into three different tiers based on the complexity of the words and how often they are used.

Tier 1 words are common and easy to understand, and children learn a lot of these words as infants and toddlers before coming to preschool and pre-K. Some examples are table, walk, mad, and with.

Tier 2 words are sophisticated words that can be used in many contexts and situations. Pushing-in Tier 2 words should be a daily goal. Some examples include endure, original, contain, annoyed, and particular.

Tier 3 words have specific meanings and are used only when talking about certain subjects or occupations. Some examples are geologist, reptile, and pollution.

Ways to Build Vocabulary

You need to create a language-rich environment to build children’s vocabulary. You may use various methods to do this, but we’ve highlighted three:

Use words frequently: Did you know that children need to hear a word about 12 times before they can start using it independently? So children can’t use sophisticated Tier 2 words if you don’t use those words yourself throughout the day.

Define words: Give child-friendly definitions for Tier 2 words. Try to define words without breaking the flow of normal conversation.

Create interesting contexts: Plan read-alouds, centers, and small group activities that give children opportunities to use the sophisticated Tier 2 words you choose to push-in. If children have engaging experiences as they learn new vocabulary, they will remember and use those words again. By creating interesting contexts, you give children a strong connection between words and their meanings.
# 101 Tier 2 Words in English and Spanish

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>Word Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abundance</td>
<td>Abundancia</td>
<td>More than enough of something</td>
</tr>
<tr>
<td>Admire</td>
<td>Admirar</td>
<td>To like the way something looks</td>
</tr>
<tr>
<td>Advice</td>
<td>Consejo</td>
<td>What you think someone should do</td>
</tr>
<tr>
<td>Annoy</td>
<td>Molestar</td>
<td>To bother</td>
</tr>
<tr>
<td>Appear</td>
<td>Aparecer</td>
<td>To show up</td>
</tr>
<tr>
<td>Arrange</td>
<td>Arreglar</td>
<td>To put something in order</td>
</tr>
<tr>
<td>Arrive</td>
<td>Llegar</td>
<td>To get somewhere</td>
</tr>
<tr>
<td>Assist</td>
<td>Asistir</td>
<td>To help</td>
</tr>
<tr>
<td>Astonished</td>
<td>Asombrado(a)</td>
<td>Very surprised</td>
</tr>
<tr>
<td>Attentive</td>
<td>Atento(a)</td>
<td>Paying attention</td>
</tr>
<tr>
<td>Available</td>
<td>Disponible</td>
<td>Ready to be used</td>
</tr>
<tr>
<td>Avoid</td>
<td>Evitar</td>
<td>To stay away from</td>
</tr>
<tr>
<td>Brief</td>
<td>Breve</td>
<td>A short time</td>
</tr>
<tr>
<td>Cautious</td>
<td>Precauido(a)</td>
<td>Careful</td>
</tr>
<tr>
<td>Collect</td>
<td>Coleccionar, amontonar</td>
<td>To get things together; pick up things that belong together</td>
</tr>
<tr>
<td>Combine</td>
<td>Combinar</td>
<td>To mix or put together</td>
</tr>
<tr>
<td>Comfort</td>
<td>Confortar, consolar</td>
<td>To make feel better</td>
</tr>
<tr>
<td>Comfortable</td>
<td>Cómodo(a)</td>
<td>To feel good</td>
</tr>
<tr>
<td>Communicate</td>
<td>Comunicar</td>
<td>To let someone know what you think or feel</td>
</tr>
<tr>
<td>Compare</td>
<td>Comparar</td>
<td>To see how things are alike and different</td>
</tr>
<tr>
<td>Complete</td>
<td>Completar</td>
<td>Finish</td>
</tr>
<tr>
<td>Concentrate</td>
<td>Concentrarse</td>
<td>To think about something really hard</td>
</tr>
<tr>
<td>Concerned</td>
<td>Preocupado(a)</td>
<td>Worried</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Confused</td>
<td>Confundido(a)</td>
<td>When you don’t understand</td>
</tr>
<tr>
<td>Contain</td>
<td>Contener</td>
<td>To have or hold something inside</td>
</tr>
<tr>
<td>Corner</td>
<td>Esquina</td>
<td>The point where two sides come together</td>
</tr>
<tr>
<td>Correct</td>
<td>Correcto(a)</td>
<td>Right</td>
</tr>
<tr>
<td>Create</td>
<td>Crear</td>
<td>To make</td>
</tr>
<tr>
<td>Curious</td>
<td>Curioso(a)</td>
<td>Wants to know</td>
</tr>
<tr>
<td>Dangerous</td>
<td>Peligroso(a)</td>
<td>Not safe</td>
</tr>
<tr>
<td>Delighted</td>
<td>Encantado(a)</td>
<td>Happy</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Demostrar</td>
<td>To show how to do something</td>
</tr>
<tr>
<td>Describe</td>
<td>Describir</td>
<td>To tell about something</td>
</tr>
<tr>
<td>Destroy</td>
<td>Destruir</td>
<td>To tear up; to ruin</td>
</tr>
<tr>
<td>Determined</td>
<td>Resuelto(a)</td>
<td>To keep working at something until you get what you want; to not give up</td>
</tr>
<tr>
<td>Difficult</td>
<td>Difícil</td>
<td>Hard to do</td>
</tr>
<tr>
<td>Disappear</td>
<td>Desaparecer</td>
<td>To go away</td>
</tr>
<tr>
<td>Disappointed</td>
<td>Decepcionado(a)</td>
<td>Upset because things did not work out the way you wanted them to</td>
</tr>
<tr>
<td>Discover</td>
<td>Descubrir</td>
<td>To find out about something</td>
</tr>
<tr>
<td>Dispose</td>
<td>Descartar, tirar</td>
<td>To throw away; get rid of</td>
</tr>
<tr>
<td>Eager</td>
<td>Entusiasmado(a), ilusionado(a)</td>
<td>Really ready for something to happen</td>
</tr>
<tr>
<td>Edible</td>
<td>Comestible</td>
<td>You can eat it</td>
</tr>
<tr>
<td>Enormous</td>
<td>Enorme</td>
<td>Really big</td>
</tr>
<tr>
<td>Entire</td>
<td>Entero(a), completo(a)</td>
<td>The whole thing; all of something</td>
</tr>
<tr>
<td>Envy</td>
<td>Envidiar</td>
<td>To want what somebody else has</td>
</tr>
<tr>
<td>Equal</td>
<td>Igual</td>
<td>The same as</td>
</tr>
<tr>
<td>Event</td>
<td>Evento</td>
<td>Something that happens</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Except</td>
<td>Excepto</td>
<td>All but</td>
</tr>
<tr>
<td>Excited</td>
<td>Entusiasmado</td>
<td>Really happy about something; having a lot of energy</td>
</tr>
<tr>
<td>Expect</td>
<td>Esperar o tener la expectativa</td>
<td>To think something will happen</td>
</tr>
<tr>
<td>Expensive</td>
<td>Costoso(a)</td>
<td>Costing a lot of money</td>
</tr>
<tr>
<td>Extraordinary</td>
<td>Extraordinario(a)</td>
<td>Really special; very different and wonderful</td>
</tr>
<tr>
<td>Familiar</td>
<td>Familiar, conocido(a)</td>
<td>You’ve seen it before or you already know it</td>
</tr>
<tr>
<td>Famous</td>
<td>Famoso(a)</td>
<td>Known by a lot of people</td>
</tr>
<tr>
<td>Fancy</td>
<td>Adornado(a), sofisticado(a)</td>
<td>Really special</td>
</tr>
<tr>
<td>Favorite</td>
<td>Favorito(a)</td>
<td>The one you like best</td>
</tr>
<tr>
<td>Fewer</td>
<td>Menos</td>
<td>Not as many</td>
</tr>
<tr>
<td>Fragile</td>
<td>Frágil</td>
<td>Breaks or gets hurt easily; not strong</td>
</tr>
<tr>
<td>Frustrated</td>
<td>Frustrado(a)</td>
<td>Feeling upset when you keep trying to do something but it doesn’t work</td>
</tr>
<tr>
<td>Identical</td>
<td>Idéntico(a)</td>
<td>The same in every way; exactly the same</td>
</tr>
<tr>
<td>Ignore</td>
<td>Ignorar</td>
<td>To not pay attention to</td>
</tr>
<tr>
<td>Imitate</td>
<td>Imitar</td>
<td>To do the same thing someone else does</td>
</tr>
<tr>
<td>Immense</td>
<td>Inmenso(a)</td>
<td>Really big/huge</td>
</tr>
<tr>
<td>Impossible</td>
<td>Imposible</td>
<td>Can’t be done</td>
</tr>
<tr>
<td>Introduce</td>
<td>Presentar, introducir</td>
<td>To show for the first time; to meet for the first time</td>
</tr>
<tr>
<td>Invisible</td>
<td>Invisible</td>
<td>You can’t see it</td>
</tr>
<tr>
<td>Locate</td>
<td>Encontrar, localizar</td>
<td>To find</td>
</tr>
<tr>
<td>Marvelous</td>
<td>Maravilloso(a)</td>
<td>Wonderful</td>
</tr>
<tr>
<td>Observe</td>
<td>Observar</td>
<td>To watch carefully</td>
</tr>
<tr>
<td>Occupied</td>
<td>Ocupado(a)</td>
<td>Being used by someone else</td>
</tr>
<tr>
<td><strong>Ordinary</strong></td>
<td><strong>Corriente, común</strong></td>
<td>Plain, regular, not special</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Organize</strong></td>
<td><strong>Organizar</strong></td>
<td>To put in good order</td>
</tr>
<tr>
<td><strong>Patient</strong></td>
<td><strong>Paciente</strong></td>
<td>Waiting nicely</td>
</tr>
<tr>
<td><strong>Peculiar</strong></td>
<td><strong>Peculiar, raro</strong></td>
<td>Strange</td>
</tr>
<tr>
<td><strong>Pleased</strong></td>
<td><strong>Contento(a); complacido(a)</strong></td>
<td>Happy with something</td>
</tr>
<tr>
<td><strong>Plenty</strong></td>
<td><strong>Suficiente</strong></td>
<td>A large amount; a lot</td>
</tr>
<tr>
<td><strong>Popular</strong></td>
<td><strong>Popular</strong></td>
<td>Liked by a lot of people</td>
</tr>
<tr>
<td><strong>Predict</strong></td>
<td><strong>Predecir</strong></td>
<td>To say or to guess what is going to happen</td>
</tr>
<tr>
<td><strong>Problem</strong></td>
<td><strong>Problema</strong></td>
<td>When something goes wrong</td>
</tr>
<tr>
<td><strong>Protect</strong></td>
<td><strong>Proteger</strong></td>
<td>To keep safe</td>
</tr>
<tr>
<td><strong>Proud</strong></td>
<td><strong>Sentirse orgulloso(a)</strong></td>
<td>To feel good about yourself or about something you did</td>
</tr>
<tr>
<td><strong>Purchase</strong></td>
<td><strong>Comprar</strong></td>
<td>To buy</td>
</tr>
<tr>
<td><strong>Recall</strong></td>
<td><strong>Recordar</strong></td>
<td>To remember</td>
</tr>
<tr>
<td><strong>Remain</strong></td>
<td><strong>Permanecer</strong></td>
<td>To stay</td>
</tr>
<tr>
<td><strong>Repeat</strong></td>
<td><strong>Repetir</strong></td>
<td>To do again</td>
</tr>
<tr>
<td><strong>Ridiculous</strong></td>
<td><strong>Ridículo(a); absurdo(a)</strong></td>
<td>Very silly</td>
</tr>
<tr>
<td><strong>Select</strong></td>
<td><strong>Seleccionar</strong></td>
<td>To choose</td>
</tr>
<tr>
<td><strong>Separate</strong></td>
<td><strong>Separar</strong></td>
<td>To take apart</td>
</tr>
<tr>
<td><strong>Similar</strong></td>
<td><strong>Similar</strong></td>
<td>The same in some ways but not all</td>
</tr>
<tr>
<td><strong>Simple</strong></td>
<td><strong>Sencillo(a), simple</strong></td>
<td>Easy to do</td>
</tr>
<tr>
<td><strong>Solution</strong></td>
<td><strong>Solución</strong></td>
<td>A way to fix something that went wrong</td>
</tr>
<tr>
<td><strong>Supplies</strong></td>
<td><strong>Provisiones</strong></td>
<td>Things you need</td>
</tr>
<tr>
<td><strong>Transfer</strong></td>
<td><strong>Transferir</strong></td>
<td>To move from one place to another</td>
</tr>
<tr>
<td><strong>Unusual</strong></td>
<td><strong>Inusual, extraordinario(a)</strong></td>
<td>Different, really special, not familiar</td>
</tr>
<tr>
<td><strong>Useful</strong></td>
<td><strong>Util</strong></td>
<td>Can be used a lot</td>
</tr>
<tr>
<td>Vanish</td>
<td>Desaparecer, esfumarse</td>
<td>To go away fast</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Variety</td>
<td>Variedad</td>
<td>Different kinds of one thing</td>
</tr>
<tr>
<td>Visible</td>
<td>Visible</td>
<td>You can see it</td>
</tr>
</tbody>
</table>

Notes:

• Many of the words on this list are **cognates**, the English and Spanish forms of the word share a common root.

• As in English, nouns in Spanish can be either singular or plural. But, unlike in English, adjectives in Spanish can also be singular or plural. Also, nouns in Spanish can be either masculine or feminine, and so can adjectives. The general rule of noun-adjective agreement in Spanish is simple: Singular nouns are accompanied by singular adjectives, and plural nouns are accompanied by plural adjectives. Masculine nouns are described by masculine adjectives, and feminine nouns are described by feminine adjectives. In other words, the adjectives chosen to describe nouns must match in both number and gender. **Masculine nouns and adjectives typically end in o, and feminine versions of the same end in a.**

• It is easy to recognize a verb form in Spanish. Verbs have one of three endings: **ar, er, ir.**
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