Specialized Training in Early Childhood Education

Thursday, June 28, 2018

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

Coordinated by:
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Director
Office of Elementary Education and Reading

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Early Childhood Instructional Specialist/ 619 Coordinator

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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>8:30AM-9:45AM</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>
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<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 Early Childhood Guidance and Best Practices</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 Shoestring 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>
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<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>
<td>------------</td>
<td>------------------------------------------------------------</td>
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<td>---------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>8:30AM-9:45AM</td>
<td>BRITTANY HERRINGTON Behavior Challenges: Proactivity Counts</td>
<td>SHENIKIA ROBINSON and DARNÁ’ 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>
</tr>
<tr>
<td>9:45AM-10:00AM</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
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</tr>
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<td>KENYA WOLFF AND BURHANETTIN KESKIN Working with Diverse Families</td>
<td>LAURA DICKSON STEAM</td>
<td>LIMEUL EUBANKS Collages Inspired by Eric Carle</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>NICOLE BRICENO Reaching and Teaching All Children in the Classroom</td>
<td>SHENIKIA ROBINSON and DARNÁ’ ROBINSON Empowering Children’s Lives Through Language</td>
<td>LEE ANNE GRACE BARNES Utilizing Music to Foster Early Literacy</td>
<td>LYDIA BOUTWELL Schedules, Standards, and Planning...Oh My!</td>
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</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>
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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>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
</tr>
</tbody>
</table>
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Schedules, Standards, and Planning

Oh, My!

PreK Specialized Training June 2018

Lydia T. Boutwell
Early Childhood Coach

Mississippi Department of Education

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals  FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Warm Up! I’m Here Because…

1. Fold your paper into fourths.
2. In the first section, write: “I’m here because…”
3. In the second section, write: “I’d rather be…”
4. In the third section, write: “Supper tonight is…”
5. In the fourth section, write: “My goal for today is…”
### Organizational Procedures for Pre-Kindergarten

#### Class Roster
- 1:10 for four-year-olds; 1:7 for three-year-olds
- 2:20 for four-year-olds; 2:14 for three-year olds (teacher and assistant)
- The three-year-old ratio should be followed for mixed three- and four-year-old classrooms.

<table>
<thead>
<tr>
<th></th>
<th>Full Day Programs</th>
<th>Half Day Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional time</td>
<td>1,080 hours per year</td>
<td>540 hours per year</td>
</tr>
<tr>
<td>Instructional time</td>
<td>360 minutes per day</td>
<td>180 minutes per day</td>
</tr>
<tr>
<td>Gross motor time</td>
<td>40 minutes per day</td>
<td>20 minutes per day</td>
</tr>
<tr>
<td>Learning center time</td>
<td>120 minutes per day</td>
<td>60 minutes per day</td>
</tr>
<tr>
<td>Quiet time</td>
<td>30-60 minutes per day</td>
<td>n/a</td>
</tr>
</tbody>
</table>
What does the instructional day consist of?

Curriculum

• comprehensive, research and evidence-based

• thematic units and activities to promote mastery of Early Learning Standards

How is the instruction delivered?

Instructional delivery primarily organized around learning centers

According to the National Association for the Education of Young Children (NAEYC), “Learning centers are distinct areas in a classroom that offer various materials and opportunities for hands-on learning at individually appropriate levels”. (Copple & Bredekamp, 2006). In addition, NAEYC (2007) publications state that learning centers:

• Engage students in learning

• Promote development of the whole child

• Integrate multiple subject matters so that learning happens in a meaningful context

• Assess student understanding and knowledge through observation and authentic assessment practices

• Foster a love of learning


What does this look like?

- **Minimum of 5 different centers** should be accessible to children by week 3

- **Three mandatory centers** are Book/Library center, Math/Manipulative center, and a Creative Art center

- **All** centers include fiction/non-fiction books and developmentally appropriate writing materials

- Centers may be combined, if space is limited

Where does classroom technology fit in?

Computers, tablets, and other devices are only to be used in the classroom as instructional tools.
What’s Important?

Instructional time should start at the time stated on the schedule.

What’s Important?

Label the schedule
What’s Important?

Maximize your scheduling to benefit the children

What’s Important?

Count and recount your minutes!
What’s Important?

Take advantage of teachable moments

SAMPLE Full Day Pre-Kindergarten Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Minutes</th>
<th>Instructional Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00-7:30</td>
<td>Arrival/Free Choice Centers</td>
<td>30 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>7:30-7:50</td>
<td>Breakfast/Story Time</td>
<td>20 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>7:50-8:05</td>
<td>Morning Meeting Calendar/Routine</td>
<td>15 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>8:05-8:15</td>
<td>Morning Exercise (Move to Learn)</td>
<td>10 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>8:15-8:50</td>
<td>Extension Class/Teacher Planning (music, library, physical education, computer, art)</td>
<td>35 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>8:50-9:10</td>
<td>Whole Group Circle Time</td>
<td>20 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>9:10-10:30</td>
<td>Small Group/Free Choice Centers</td>
<td>60 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>10:30-10:50</td>
<td>Lunch</td>
<td>20 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>10:50-11:10</td>
<td>Whole Group Circle Time</td>
<td>20 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>11:10-12:10</td>
<td>Small Group/Free Choice Centers</td>
<td>60 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>12:10-12:30</td>
<td>Physical Activity</td>
<td>40 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>1:10-1:30</td>
<td>Small Group/Free Choice Centers</td>
<td>60 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>1:30-1:50</td>
<td>Speaking Listening Mini Lesson/Snack</td>
<td>20 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>2:10-2:30</td>
<td>Review of the Day</td>
<td>20 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>2:30-2:50</td>
<td>Snack</td>
<td>15 Minutes</td>
<td>No</td>
</tr>
<tr>
<td>2:50-3:30</td>
<td>Teacher Planning</td>
<td>45 Minutes</td>
<td>Yes</td>
</tr>
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</table>

Required Minutes

<table>
<thead>
<tr>
<th>Required Minutes</th>
<th>Sample Schedule Required Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional</td>
<td>360 Minimum</td>
</tr>
<tr>
<td>Center Time</td>
<td>120 Minimum</td>
</tr>
<tr>
<td>Quiet Time</td>
<td>30 Minimum-60 Maximum</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>40 Minimum-60 Maximum</td>
</tr>
</tbody>
</table>

Instructional 435
Center Time 170
Quiet Time 45
Physical Activity 50
Activity

At your table, collaborate with your group to create a daily schedule.

Keep in mind:

• Required areas of instructional minutes
• Minimal transition time
• You CAN EXCEED the minimum requirement! 😊
Purpose of the *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children*

**Early Learning Standards Purpose**

- Provide standards for what 4-year-old children need to understand and be able to do in order to be ready for Kindergarten

- Provide learning opportunities that address a variety of developmental domains

- Support a play-based classroom environment that promotes development in children
Early Learning Standards Purpose

- Ensure that all students are college- and career-ready in mathematics, no later than the end of high school
- Ensure that all students are college- and career-ready in English Language Arts, no later than the end of high school

Development of the *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children*
### Resources

- Previous MDE Early Learning Guidelines
- *Mississippi College- and Career-Readiness Standards for:*
  - English / Language Arts and Literacy
  - Mathematics
  - History/Social Studies
  - Science
  - The Arts
  - Technical Subjects

### Resources

- National Association for the Education of Young Children Program Standards
- Head Start Child Development and Early Learning Framework
- Other states’ Early Learning Standards
Organization of the *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children*

**Early Learning Standards Organization**

**Areas:**
- English Language Arts (ELA)
- Mathematics
- Approaches to Learning
- Social and Emotional Development
- Science
- Physical Development
- The Arts
- Social Studies
Organization of the Teaching Strategies

READING STANDARDS FOR LITERATURE (Four-year-old children)

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Examples Toward Mastery</th>
<th>Teaching Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child will ...</td>
<td>The child will/may ...</td>
<td>The teacher will/may ...</td>
</tr>
</tbody>
</table>

KEY IDEAS AND DETAILS

1. With prompting and support, ask and/or answer questions with details related to a variety of print materials.
   - Answer who, what, when, where, why, or how questions asked by teachers or classmates.
   - Guess what happens next in a story (make predictions).
   - Bring the teacher a book and ask, “What is the title? Or “What does this say?”

Correlation of Standards

- English Language Arts (ELA) Standards, Mathematics Standards, and The Arts Standards were developed to correlate to the *Mississippi College- and Career-Readiness Standards for English / Language Arts, Mathematics, and The Arts*

- Approaches to Learning, Social and Emotional Development, Science, Physical Development, and Social Studies Standards were developed based on *National Standards for Early Childhood Education*
**Activity: A Closer Look at the Standards**

- Locate the Early Learning Teaching Strategies manual on the MDE/EC page OR

- Use the ELTS pages on your table

  1) At your table, view and discuss the format of the manual (Standards, Mastery, Strategies).

  2) Select Standards on the left side of the page and look across at the many suggestions for meeting the Standards in daily planning.

---

**Activity: A Closer Look at the Standards**

- How can you use the Standards and Strategies in your planning?

- How can you ensure that your children are mastering the Standards?

- How can you reteach?

- How can you differentiate?

  - Write your responses on index cards without discussion.

  - Trade with another table member.

  - Take turns sharing what is on the card you have.
Planning

How do you plan?

- Checklist / Report Card Information
- Informal Assessment Notes
- Curriculum Suggestions
- MKAS₂ Results
- Pacing Guide / District Plan
Planning Lessons

A thematic approach works well!

• Plan weekly or longer units.
• A seasonal unit can encompass many domains/standards to be taught.
• Use your assessment data to drive your instruction.
• Combine the domains to ensure integration of all areas of development.
• “Uncover” skills within the theme

Combining Standards

• “Uncover” the Standards in your planning and teaching
• Use all 8 overarching areas throughout units/themes
• See how Performance Standards in each content area are compatible
• Develop activities that are a “best fit”
Don’t Forget…

• Approaches to Learning
• Social and Emotional Development
• Physical Development

Implementing Approaches to Learning Standards In Planning and Instruction
Play

• Plan part of the daily schedule for children to explore manipulatives, materials, and activities in learning centers.
• Create opportunities for collaborative projects.
• Refrain from always having enough materials for every child to have ONE at the same time.
• Set expectations for children regarding appropriate turn-taking and making choices.

Curiosity and Initiative

• Require every learning center to be visited at least once each week.
• Make different types of materials, manipulatives, and other items available for children to utilize.
  – Rotate these items based on the theme, season, etc.
• Periodically change the children in small groups, so children have opportunities to interact with every other child.
• Provide opportunities for children to make choices.
• Balance the need for rules and a child’s creativity and imagination.


 Persistence and Attentiveness

• Plan engaging, hands-on activities.
• Provide opportunities for activities that require many steps.
• Allow uncompleted activities to be saved for later in the day or another day.
• Facilitate activities to help keep the children engaged.
• Encourage children to assist each other in accomplishing tasks.

 Problem-Solving Skills

• Encourage and be responsive to questions that children ask.
• Use scaffolding, critical thinking skills, and other strategies for children to arrive at their own solutions instead of always providing the answer or solution.
• Encourage children to think about alternate solutions to a problem even if the one they chose worked well.
• Assist children in making connections between the new knowledge they are learning, their prior experiences, and knowledge they already had.
Planning Assessments
Using the Early Learning Standards

• Use the *Early Learning Standards* as you plan assessments.
• Consider:
  – **What?** Performance standard, activity/instruction, and assessment should all align
  – **When?** Determine frequency at the beginning of the year (beginning, mid-year, end of year, by 9 week periods, daily, etc.)
  – **How?** Informal vs. Formal
Activity
Using the Early Learning Standards to Plan Lessons

Partner Planning Activity
Using the Early Learning Standards / Early Learning Teaching Strategies pages:
- Select a children’s book for the foundation of your activity
- Decide on a theme
- Select two content areas
- Locate OR create strategies for an integrated activity for learning center, small group, OR whole group
- Develop an activity and list materials needed
- Include Standards from the Approaches to Learning, Social and Emotional Development, Physical Development, and Creative Expression content areas
Partner Planning Activity

• Keep in mind:

➢ How will you DIFFERENTIATE your activities and materials for ALL learners? You will need to support some children and challenge others in the activity.

➢ How will you ASSESS the activities? Look at the Examples of Mastery to see what the child is expected to be able to do to meet the Standards.

Wrap Up

Let’s share!
• Partners may share lesson plans with the group
• Take notes for ideas to use in your future planning
Lydia T. Boutwell
Early Childhood Coach
lboutwell@mdek12.org
601-359-2586
<table>
<thead>
<tr>
<th>Competencies and Objectives</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLAY DOMAIN</strong></td>
<td>Fall</td>
</tr>
<tr>
<td><strong>ENGAGE IN PLAY</strong></td>
<td></td>
</tr>
<tr>
<td>1. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.</td>
<td></td>
</tr>
<tr>
<td>2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).</td>
<td></td>
</tr>
<tr>
<td>3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate active engagement in play.</td>
<td></td>
</tr>
<tr>
<td><strong>CURIOSITY AND INITIATIVE DOMAIN</strong></td>
<td></td>
</tr>
<tr>
<td><strong>DEMONSTRATE CURIOSITY AND INITIATIVE</strong></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.</td>
<td></td>
</tr>
<tr>
<td>2. Ask questions to seek new information.</td>
<td></td>
</tr>
<tr>
<td>3. Make independent choices.</td>
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<tr>
<td><strong>PERSISTENCE AND ATTENTIVENESS DOMAIN</strong></td>
<td></td>
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<tr>
<td><strong>DEMONSTRATE PERSISTENCE AND ATTENTIVENESS</strong></td>
<td></td>
</tr>
<tr>
<td>1. Follow through to complete a task or activity.</td>
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<tr>
<td>2. Demonstrate the ability to remain engaged in an activity or experience.</td>
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<tr>
<td>3. Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).</td>
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<tr>
<td><strong>PROBLEM-SOLVING SKILLS DOMAIN</strong></td>
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<tr>
<td><strong>DEMONSTRATE PROBLEM-SOLVING SKILLS</strong></td>
<td></td>
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<tr>
<td>1. Identify a problem or ask a question.</td>
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<tr>
<td>2. Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).</td>
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<tr>
<td>3. Apply prior learning and experiences to build new knowledge.</td>
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<tr>
<td>Performance Standard</td>
<td>Examples of Mastery</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>The child will ...</strong></td>
<td><strong>The child will/may ...</strong></td>
</tr>
</tbody>
</table>
| a. Recognize an association between spoken and written words. | • After creating a picture, ask teacher to write his/her story.  
• Pretend to “write” notes and stories. Dictate a story while a teacher writes the words. | • Point out that printed words provide information (e.g., charts, recipes, journals, labels, etc.) through daily experiences.  
• Provide a writing center and/or opportunities for writing.  
• Write down a child’s dictation. |
| b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named. | • View videos or interactive technology that joins music, rhythm, color, etc. to the teaching of letters.  
• Identify the letters of the alphabet with manipulatives, including capital and lower-case letters.  
• Create letters with different materials (e.g., pipe cleaners, play dough). | • Provide a variety of media that teaches letters.  
• Provide manipulative materials with letters of the alphabet. Create space in centers where children can create letters with paint, sand, toothpicks, and/or by gluing small items onto large written letters.  
• Read alphabet books or books about letters, such as Chicka Chicka Boom Boom. |
| c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name. | • Name the upper- and lower-case letters of the alphabet with manipulatives.  
• Name the letters in his/her own name.  
• Identify belongings of others by the name written on them.  
• Write his/her own name beginning with an upper-case letter.  
• Participate in games matching upper-case to lower-case letters. | • Make a variety of materials available for letter recognition and formation in the classroom.  
• Label items using children’s names throughout the classroom (e.g., names on cubbies, artwork, and writing center).  
• Encourage children to write their names on their work. |
| d. Differentiate letters from numbers. | • When given letters and numbers, separate the letters from the numbers. | • Read books, such as Chicka Chicka Boom Boom and Chicka Chicka, 123, and talk about the distinctions between the two books. |
### Mathematics Standards for Four-Year-Old Children: Counting and Cardinality Domain

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Examples of Mastery</th>
<th>Teaching Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child will ...</td>
<td>The child will/may ...</td>
<td>The teacher will/may ...</td>
</tr>
<tr>
<td>b. Match quantities and numerals 0 – 5.</td>
<td>• Point to calendar and say, “1, 2, 3, 4, there are 4 days before my birthday.”</td>
<td>• Provide games that require counting and model ways to play them.</td>
</tr>
</tbody>
</table>
| 4. Count many kinds of concrete 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. | • Match numerals with the correct number of materials up to five.  
• Make a number booklet by gluing pictures, drawing pictures, or using stamps and their corresponding number on each page.  
• Place numeral on the 0–5 number line. | • Ask, "How many objects go with this numeral?"  
• Recite finger plays that require counting to five, like "5 Little Monkeys."  
• Provide materials (e.g., magnetic numbers, numeral stencils, paper, and number puzzle) for matching numeral to number of objects. |
| a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-k materials. | • Counting rocks, the child says, “I have 10 rocks.”  
• Set the table for lunch for five and say, “One fork, two forks, three forks, four forks, five forks, I’m done!” | • Make statements such as, “Simon says, Clap your hands three times.”  
• Ask, "How many did you count?" after a child counts objects. |
## SCIENTIFIC METHOD AND INQUIRY DOMAIN (SI)

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Examples Of Mastery</th>
<th>Teaching Strategies</th>
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</thead>
<tbody>
<tr>
<td><strong>The child will</strong>...</td>
<td><strong>The child will/may</strong>...</td>
<td><strong>The teacher will/may</strong>...</td>
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<tr>
<td><strong>Engage in simple investigations.</strong></td>
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</table>
| 1. Make observations, make predictions, and ask questions about natural occurrences or events. | • Predict what will happen to a seed that doesn't have water, compared with one that gets water on a regular basis.  
• Inspect a bird's nest and ask how it was made.  
• Ask why the moon changes shape on different nights. | • Provide materials to explore plant growth. Plant seeds under different conditions (e.g., in the sun versus shade, watering versus not watering) and have children record their predictions for each contrasting condition.  
• Provide/collection natural objects to explore.  
• Lead a discussion with the children before a walk or trip to observe natural events or occurrences (e.g., shape of the clouds in the sky).  
• Record observations and predictions on a chart. |
| 2. Describe, compare, sort, classify, and order objects. | • Sort objects based on like characteristics (e.g., density — sink or float; texture — rough or smooth; weight — heavy or light; color; shape, etc.).  
• Classify animals by where they live (e.g., water, land, air, etc.).  
• Order objects by their relationship to each other (e.g., small, medium, large, etc.). | • Provide a variety of materials including objects (e.g., items that sink/float; items with various textures) and measurement tools (e.g., balance scales, etc.).  
• Read books about various animals (e.g., bird, fish, and wild animals) and then provide picture cards of the animals that the children may classify/sort.  
• Provide chicken life cycle sequencing cards that children can place in the proper order (e.g., hatchling, chick, chicken). |
| 3. Use a variety of simple tools to make investigations. | • Use a magnet wand to identify items that attract or repel it.  
• Use a prism to make a rainbow.  
• Use binoculars to observe birds on the playground. | • Provide a variety of tools for conducting investigations, including hand lenses or magnifying glasses, magnet wands, prisms, binoculars, etc. |
<table>
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<tr>
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</table>
| **7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).** | - Share information about relatives who are community helpers (e.g., “My uncle is a firefighter. He helps people get out of burning houses.”).  
- Pretend to be a community worker during dramatic play.  
- Recognize and greet the director or principal when he/she visits the classroom. | - Present and discuss the roles of community members through literature, guest speakers, field trips, job tools and props.  
- Provide dramatic play props and clothes that represent community helpers.  
- Model job responsibilities for children, based on their role, while they are engaged in dramatic play. |
| **8. With prompting and support, identify some positive character traits of self and others (e.g., fair, respectful, responsible, and friendly).** | - Identify fairness, friendship, respect, responsibility, authority, and diversity when presented with a scenario from a book or real-life situation and asked to describe what’s happening.  
- Compliment or voice approval when another classmate uses a positive character trait. | - Model shared usage of ample classroom materials.  
- Provide books that discuss positive character traits.  
- Choose one positive character trait to discuss/learn about each month.  
- Compliment and encourage children who demonstrate positive character traits, such as kindness (e.g., offering a toy to a classmate who is sad). |
| **9. With prompting and support, describe a simple sequence of familiar events.** | - Describe “what comes next” in the daily schedule.  
- During dramatic play, explain to a classmate how to complete an activity that follows steps (e.g., dressing a baby or wrapping a present).  
- Talk about what happens when he/she goes home at the end of the school day. | - Display and consistently follow the daily schedule.  
- Routinely verbalize, or provide visual cues, to simple steps in activities throughout the day.  
- Talk frequently about what happens next in the daily routine at the beginning of the year, referring children to a pictorial schedule; later, refer to a chronological schedule (e.g., 8:00 Arrival, 8:30 Free Play).  
- Record familiar sequences of daily events as children dictate. |
## Planning Template

**Theme:** Learning Center  Small Group  Whole Group

<table>
<thead>
<tr>
<th>Standards</th>
<th>Activity</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>The child will:</td>
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</tbody>
</table>

**Assessment**

The child will/may:

<table>
<thead>
<tr>
<th>Differentiation</th>
<th>Notes</th>
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</table>
### Full Day Pre-Kindergarten Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Minutes</th>
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<tbody>
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#### Required Minutes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Minutes</th>
</tr>
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<tbody>
<tr>
<td>Instructional</td>
<td>360 Minimum</td>
</tr>
<tr>
<td>Center Time</td>
<td>120 Minimum</td>
</tr>
<tr>
<td>Quiet Time</td>
<td>30 Minimum-60 Maximum</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>40 Minimum-60 Maximum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My Schedule Required Minutes</th>
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</thead>
<tbody>
<tr>
<td>Instructional</td>
</tr>
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<td>Center Time</td>
</tr>
<tr>
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</tr>
<tr>
<td>Physical Activity</td>
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</tbody>
</table>
STEAM

Prezi presentation:  https://prezi.com/view/pcoFYEGo2qfDvCDQEopH/