Early Childhood Specialized Bootcamp Training

June 17-28, 2019

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

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

Dr. Cathy Grace
Early Childhood Program Specialist,
NMEC and Co-Director,
University of Mississippi Graduate Center for the Study of Early Learning
MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

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Amanda Adams and Angela Towers
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Adrienne Mercer
Kathy Wall
Marisa Prewitt
Oki Ragins
Sandra Watkins

Deeda Paul
Lydia Boutwell
Merry Pennell
Sharon Errickson
Tammy Wallace

Tonya Pickens
Early Childhood Coaches
Early Childhood Specialized Bootcamp Training Agenda

June 17th – 21st

Week 1

Monday, June 17
Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
*Moving Forward*

Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
*Abstract to Active*

Dr. Susan Buttross, L.S., M.D.
The University of Mississippi Medical Center
*Supporting Early Childhood Development*

Tuesday, June 18
Cathy Grace
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
*Who Made You the Teacher?*
*Turning Lemons into Lemonade*

Pam Myrick-Mottley
Early Childhood Consultant
*Trauma Sensitive Classroom*

Wednesday, June 19
Pam Myrick-Mottley
Early Childhood Consultant
*Using Conscious Discipline to Support a Trauma Sensitive Classroom*

Thursday, June 20
Jill Dent
Office of Early Childhood
Mississippi Department of Education
*Impacting the Traffic Control System of Young Minds*

Joyce Greer and Lydia Boutwell
Office of Early Childhood
Mississippi Department of Education
*Schedules, Standards, and Planning...Oh My!*
Friday, June 21

Adrienne Mercer    Deeda Paul
Kathy Wall         Marisa Prewitt
Merry Pennell      Oki Ragins
Sharon Erickson    Sandra Watkins
Tammy Wallace      Tonya Pickens

Early Childhood Coaches
Office of Early Childhood
Mississippi Department of Education

Make-n-Take Putting the Pieces Together
Week 2

Monday, June 24

Ginger Koestler
Office of Student Intervention Services
Mississippi Department of Education
Managing Behaviors in Early Childhood

Nicole Briceno
Mississippi Early Childhood Inclusion Center
The University of Southern Mississippi
Follow Me: Monitoring Development

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

Tuesday, June 25

Sandy Elliott and Laurie Weathersby
Office of Student Intervention Services
Mississippi Department of Education
English Learners and Literacy

Brittany Herrington
REACH-MS
The University of Southern Mississippi
Teaching Pyramid Observation Tool (TPOT)

Jayme Jones
Office of Early Childhood
Mississippi Department of Education
Let Language do the Talking

Wednesday, June 26

Amye Hoskins and Monica May
Office of Early Childhood
Mississippi Department of Education
Stepping into STEM

Candice Taylor
Office of Early Childhood
Mississippi Department of Education
Making Adjustments
Elizabeth Stone and Amye Hoskins
Office of Early Childhood
Mississippi Department of Education
CLASS Overview
CLASSy Connections

Thursday, June 27
Limeul Eubanks
Office of Elementary Education and Reading
Mississippi Department of Education
Come Join Me on an Artistic Exploration

Friday, June 38
Amanda Adams, Angela Towers, and Monica May
Office of Early Childhood
Mississippi Department of Education
Family Engagement and Transition

Melissa Banks
Office of Student Intervention Services
Mississippi Department of Education
#Techforlittles

Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
Wrapping Up and Moving On

Final Questions & Answers
## Week 1 Early Childhood Specialized Bootcamp Training 2019 Schedule

*(Policy, practices, and checklists will be embedded in discussions throughout presentations.)*

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday 06.17</th>
<th>Tuesday 06.18</th>
<th>Wednesday 06.19</th>
<th>Thursday 06.20</th>
<th>Friday 06.21</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30AM-9:45AM</td>
<td>MONNIE VAIL AND GENA PUCKETT Moving Forward</td>
<td>CATHY GRACE Who Made You the Teacher?</td>
<td>PAM MOTTLEY Using Conscious Discipline to Create a Trauma Sensitive Classroom</td>
<td>JILL DENT Impacting the Traffic Control System of Young Minds</td>
<td>EARLY CHILDHOOD COACHES Make-n-Take Putting the Pieces Together</td>
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<tr>
<td>9:45AM-10:00AM</td>
<td>BREAK</td>
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<tr>
<td>10:00AM-11:15AM</td>
<td>MONNIE VAIL AND GENA PUCKETT Abstract to Active</td>
<td>CATHY GRACE Turning Lemons into Lemonade</td>
<td>PAM MOTTLEY Using Conscious Discipline to Create a Trauma Sensitive Classroom</td>
<td>JOYCE GREER AND LYDIA BOUTWELL Schedules, Standards, and Planning...Oh My!</td>
<td>EARLY CHILDHOOD COACHES Make-n-Take Putting the Pieces Together</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>
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<tr>
<td>11:30AM-1:00PM</td>
<td>LUNCH</td>
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<tr>
<td>1:00PM-2:15PM</td>
<td>MONNIE VAIL AND GENA PUCKETT Abstract to Active</td>
<td>PAM MOTTLEY Trauma Sensitive Classroom</td>
<td>PAM MOTTLEY Using Conscious Discipline to Create a Trauma Sensitive Classroom</td>
<td>LEIGH-ANNE GANT AND KELLY CARMODY Linking Lesson Plans and Learning Centers</td>
<td>EARLY CHILDHOOD COACHES Make-n-Take Putting the Pieces Together</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>DR. SUSAN BUTTROSS Supporting Early Childhood Development</td>
<td>PAM MOTTLEY Trauma Sensitive Classroom</td>
<td>PAM MOTTLEY Using Conscious Discipline to Create a Trauma Sensitive Classroom</td>
<td>LEIGH-ANNE GANT AND KELLY CARMODY Linking Lesson Plans and Learning Centers</td>
<td>EARLY CHILDHOOD COACHES Make-n-Take Putting the Pieces Together</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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</tbody>
</table>

**Disclaimer:** Participants are required to **attend all sessions (10 days), complete all assignments including videos and written assignments** throughout the upcoming year to qualify for the Pre-K endorsement.
### Week 2 Early Childhood Specialized Bootcamp Training 2019 Schedule

( Policy, practices, and checklists will be embedded in discussions throughout presentations.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday 06.24</th>
<th>Tuesday 06.25</th>
<th>Wednesday 06.26</th>
<th>Thursday 06.27</th>
<th>Friday 06.28</th>
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<tbody>
<tr>
<td>8:30AM-9:45AM</td>
<td>AM LIVE FROM HBURG AND PM LIVE FROM TUPELO</td>
<td>LIVE FROM JACKSON</td>
<td>LIVE FROM JAX</td>
<td>LIVE FROM JAX</td>
<td>AM LIVE FROM JACKSON, AND PM FROM TUPELO</td>
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<td>GINGER KOESTLER Managing Behaviors in Early Childhood</td>
<td>SANDY ELLIOTT and LAURIE WEATHERSBY</td>
<td>AMYE HOSKINS Stepping into STEM</td>
<td>LIMEUL EUBANKS Come Join Me on an Artistic Exploration</td>
<td>MONICA MAY, AMANDA ADAMS, ANGELA TOWERS</td>
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<td></td>
<td>English Language Learners and Literacy</td>
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<td>FAMILY ENGAGEMENT</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>NICOLE BRICENO Follow Me: Monitoring Development</td>
<td>SANDY ELLIOTT and LAURIE WEATHERSBY</td>
<td>CANDICE TAYLOR Making Adjustments</td>
<td>LIMEUL EUBANKS Come Join Me on an Artistic Exploration</td>
<td>MELISSA BANKS #Techforlittles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Language Learners and Literacy</td>
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</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>
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<tr>
<td>11:30AM-1:00PM</td>
<td>LUNCH</td>
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<tr>
<td>1:00PM-2:15PM</td>
<td>LEE ANNE GRACE BARNES Utilizing Music to Foster Early Literacy</td>
<td>BRITTANY HERRINGTON Teaching Pyramid Observation Tool (TPOT)</td>
<td>ELIZABETH STONE AMYE HOSKINS CLASS Overview</td>
<td>LIMEUL EUBANKS Come Join Me on an Artistic Exploration</td>
<td>MONNIE VAIL AND GENA PUCKETT Wrapping Up and Moving On</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>LEE ANNE GRACE BARNES Utilizing Music to Foster Early Literacy</td>
<td>JAYME JONES Let Language do the Talking</td>
<td>ELIZABETH STONE AMYE HOSKINS CLASSy Connections</td>
<td>LIMEUL EUBANKS Come Join Me on an Artistic Exploration</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>
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<td>Q&amp;A</td>
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Disclaimer: Participants are required to attend all sessions (10 days), complete all assignments including videos and written assignments throughout the upcoming year to qualify for the Pre-K endorsement.
Specialized Early Childhood Training Program
Plan of Action Checklist

Instructions

This document is to be completed, typed, and submitted no later than **October 06, 2019** with all appropriate evidence.

As you read through the categories and sub-categories, indicate whether or not each categories and sub-categories is a currently existing classroom practice. Evidence of inclusion of all categories and sub-categories as classroom practices will be required. If a category or sub-category is a current classroom practice, check yes, and submit appropriate documentation as evidence. If a category and sub-category is not a current classroom practice, then a plan of action must be developed for placing it into effect. This document will serve as the framework for completing the plan of action. Please note that one type of documentation may meet one or more items.

These categories and sub-categories originate from the *Mississippi Early Learning Guidelines for Classrooms Serving Four-Year-Old Children*. Implementation of the guidelines are a requirement for any pre-k classroom operated by a school district that is accredited through the Mississippi Department of Education (MDE) and Early Learning Collaborative classrooms.

If you encounter categories and sub-categories that are not in place and is typically “set” by an administrator, plans for collaborating with the administrator must be included. All categories and sub-categories must be put in place and evidence provided. If support is needed to problem solve, collaborate or meet any category and sub-category, please ask for support from the coach provided. Most categories and sub-categories should be easily implemented.

Plan of Action Checklist Definitions

- Categories and Sub-Categories: The indicators that must be implemented for collaboratives.
- Existing Classroom Practice: **Mark yes or no** to indicate whether it is a current classroom practice or not.
- If “No” complete the following steps on the checklist:

2019-2020
- Resources Needed to Implement (funding, people, collaboration, etc.): Indicate any resources or supports needed to assist in classroom implementation.
- Steps to Implement and Persons Responsible: Indicate what steps are needed to put the item in place and who is responsible for completing each step.
- Timeline to Implement: Indicate the deadline for completing each step.

  - If “Yes” complete the following steps:
    - Submit and label each type of Evidence to Document Implementation: Indicate what evidence of implementation is being submitted. Please note that one type of documentation may meet one or more items. Evidence can be photos, scanned copies, or electronic copies.

**Submission of Evidence**

It is required for evidence to be submitted to demonstrate all categories and sub-categories are either currently existing practices or will need to be implemented.

**Videos:** Each participant will have to include, at a minimum, three 2 to 3-minute videos as evidence showing implementation of activities in the classroom. Videos should include:

1. A large group reading
2. Participating engaged in child-initiated center play
3. The classroom environment/room arrangement (this could help with evidence for child size furnishings 11c).

Videos will be uploaded to your Coaching Companion account under the assignment labeled, “Plan of Action Videos”.

**IMPORTANT:** Keep everything saved to your computer until you receive your rubrics for each set of assignments.

2019-2020
<table>
<thead>
<tr>
<th>Categories and Sub-Categories</th>
<th>Existing Classroom Practice?</th>
<th>Resources Needed to Implement? (Funding, people, collaboration, etc.)</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>1. Early Learning Standards (Lesson Plans)</td>
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<tr>
<td>a. Program integrates and uses the MDE Early Learning Standards for Classrooms Serving Four-Year-Old Children and the Mississippi Early Learning Teaching Strategies for Classrooms Serving Four-Year-Old Children. Note: <strong>Possible source of evidence includes lesson plans.</strong></td>
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<tr>
<td>b. Opportunities presented address all domains of children’s development and learning on a weekly basis. Note: <strong>Possible source of evidence includes standards-referenced lesson plans, master schedule.</strong></td>
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<tr>
<td>1. English Language Arts (ELA) – Mathematics – Approaches to Learning – Social and Emotional Development – Science – Physical Development – Creative Expression – Social Studies (Each area should be highlighted in lesson plans).</td>
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<tr>
<td>2. Instructional strategies take into account prior experience maturation rates, and developmental delays or disabilities. Small group, large group, and individualizations included in lesson plans. Note: Possible source of evidence, lesson plans. (Highlight activities)</td>
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2019-2020
3. Lesson plans based on thematic unit and should reflect that instructional delivery is organized primarily around learning centers. A **minimum of five centers** containing concrete manipulative materials, organized, arranged, and labeled so that they are accessible to the child, should be in simultaneous use during each designated center time.

### 2. Research Based Curriculum

a. Pre-K program uses a research-based curriculum to prepare students to be ready for Kindergarten. Note: **Possible source of evidence includes the alignment of the curriculum with the MDE Early Learning Standards**

b. Research-based curricula are used to address all domains of children's development and learning. Note: **Possible source of evidence includes a description of the curriculum documents.**

### 3. Children are Assessed at a Minimum in the Spring of Each Year

a. Pre-K program uses developmentally-appropriate assessments that are aligned to the MDE Early Learning Standards for Classrooms Serving Four-Year-Old Children. Note: **Possible source of evidence includes a description of the assessments and results of child assessments.**
b. Pre-K program participates in the Kindergarten Readiness Assessment. Note: Possible source of evidence includes printed reports from the Kindergarten Readiness Assessment, MKAS schedule.

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1. Children are assessed with a pre-test in the Fall and Spring of each year. Assessment schedules for MKAS and other assessments.

### 4. Parent Participation

a. Parents have access to understandable information in the form of a parent handbook that includes program goals, philosophy, and unique program information to assist them in selecting a program that will prepare their child for success in school. Note: Possible source of evidence includes Parent Brochure and Parent Handbook (goal page).

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b. Written plan to involve parents in the program’s activities.

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1. Parents are informed of their opportunity to participate in the Pre-K Program AND learning activities with their children. Note: Possible source of evidence includes parent opportunities from parent handbook, letter to parents, workshop flyers, and volunteer request.

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2019-2020
2. Parents have opportunities to communicate informally with teachers daily about their child's development and learning. Note: Possible source of evidence may include documentation to parents of how to contact the teacher.

3. Parents have access without prior notification to the program at all times that their children are present. Note: Possible source of evidence includes statement of having an open-door policy.

4. Parents are invited to at least 3 face-to-face meetings parent-teacher conferences over the course of the school year WITH WRITTEN DOCUMENTATION ABOUT CHILDREN'S INDIVIDUAL DEVELOPMENT BASED ON PROGRAM ASSESSMENT AT LEAST THREE TIMES A YEAR (this is C). Note: Possible source of evidence includes, school schedule showing conferences time, assessments showing at least three times a year (MDE Early Learning Standard Observation Checklist, progress reports)

c. Parents have a role in assessing program quality by responding to a satisfaction survey at least once each year. Note: Possible source of evidence includes notification to parents and/or copies of the survey.

5. **Children with Disabilities**
a. The program has a written plan to serve students with disabilities. Note: Possible source of evidence includes written program policy on inclusion and non-discrimination and see if curriculum been adapted to address IEP goals.

| Collaboration with early childhood intervention, special education services, IEPs developed, transition plan for children with IEPs, and uses universal design approach. Possible source of evidence includes, IEPs, written policy for children with disabilities, and copy of universal design. |
|---|---|---|---|---|---|

<table>
<thead>
<tr>
<th>Categories and Sub-Categories</th>
<th>Existing Classroom Practice?</th>
<th>Resources Needed to Implement? (Funding, people, collaboration, etc.)</th>
<th>Steps to Implement &amp; Persons Responsible</th>
<th>Timeline to Implement</th>
<th>Type of Evidence</th>
<th>Date Completed</th>
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<tr>
<td>Yes</td>
<td>No</td>
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6. Instructional Hours

a. Pre-K program operates throughout the school year schedule of the participating school district. Note: Possible source of evidence includes district/school calendar and classroom schedule containing the start and end time of the school day.

1. Provides no less than five hundred forty (540) instructional hours per school year and 165 minutes of daily instruction for half-day programs OR

2019-2020
2. One thousand eighty (1,080) instructional hours per school year and 330 minutes of daily instruction for full-day programs

7. Organizational Procedures

a. Class Roster: The teacher-pupil ratio is no more than 1:10 for four-year-olds and 1:7 for three-year-olds. If an assistant teacher is assigned to the classroom for the whole day, the teacher-pupil ratio shall not exceed 2:20 for four-year-olds and 2:14 for three-year-olds. The three-year-old ratio shall be followed for mixed three- and four-year-old classrooms. Note: Roster should include teacher/assistant teacher and children.

b. Class Schedule: The teaching day must provide at least **330 minutes of instruction per day** in full-day programs and at least **165 minutes of instruction per day** in half-day programs.

c. Class Schedule: Children engage in a minimum of **40 minutes and a maximum of 60 minutes of indoor/outdoor physical activities** per day in a full-day program. Children engage in a minimum of 20 minutes and a maximum of 30 minutes of indoor/outdoor physical activities in a half-day program.
d. Class Schedule: Every child is engaged in learning center activities for a minimum of 120 minutes per day in a full-day program and 60 minutes for a half-day program.

e. Class Schedule: Children engage in 30 to 60 minutes of quiet/rest time daily in full-day programs. Activities during quiet/rest time should include opportunities for individual activities (e.g., silent reading, listening to books on tape, listening to music, drawing) in addition to resting as appropriate for each individual child.

## 8. Physical Setting

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.

b. Furniture is an appropriate height for young children. Tables and chairs, rather than desks, are required. Photo of the classroom.

c. Safety covers are placed on all wall sockets that are not in use. Photo of outlets.

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
<table>
<thead>
<tr>
<th>Instructional Minutes</th>
<th>Time</th>
<th>Activity</th>
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Total Instruction Time

Total Center Time

Total Indoor/Outdoor Physical Activity

Total Days Children are in school
Conscious Discipline Cheat Sheet

I. Using noticing to provide encouragement to children.
   • Start your sentence with the child’s name or the pronoun “you.”
   • Alternately, start with “You did it!” or “Look at you!”
   • Next describe exactly what you see.
     Say exactly what you see the child doing. Ask yourself, “Can a camera record what I am about to say.”
   • End your description with a tag, a verbal pat on the back.
     Avoid judgmental tags such as “good job.” Instead use tags that describe attributes and tags that describe values.

   **Attribute Tags**
   That took determination.
   That was gutsy.
   You sure are organized.

   **Describing Tags**
   That was helpful.
   That was thoughtful.
   That was kind, caring, loving etc.

Children need encouragement especially when they have made poor choices.

   **Ex.**
   1. “I have confidence you will figure out another way of handling this.”
   2. “You’ll figure out a way to be helpful. I know you, inside you do not like to be hurtful.
   3. “That’s a rough spot you are in, but I know you can work it out. Let me know if you need help.”

II. Tell children what you want them to do rather than what you don’t want them to do.
   • Rather than, “Stop talking when I’m talking.” Say...”Listen when I’m talking.”
   • Instead of, “Don’t push your friends, that’s not nice.” Say...”Ask your friends to ‘please move.’”
   “If a dead person can do it, you have not stated what to do. If a dead person can do it, you are not giving usable information.”

Giving assertive commands to individuals.
   • Move to the child, get down on eye level and make direct eye contact.
   • State the child’s name.
   • Verbally tell the child what you want him or her to do.
   • Touch the child gently on the arm or place your hand on her back or shoulder (if possible and appropriate).
   • Use visual cues through gesturing to support what you want the child to do.
Assertive commands use all the senses:
1. Kinesthetically, move into proximity with the child
2. Visually, utilize eye contact and gestures
3. Auditorily, state the child’s name and your expectations
4. Tactilely, through touch
5. Energetically, with a loving positive intent for clarity and success

Use a signal or unifying experience to get the group’s attention. Teach an auditory and visual signal.

When the signals fail:
1. Conduct a unifying chant or movement activity.
2. Notice the children who stop.
3. Verbally tell the children what you want them to do.
Teach the class signal. Make sure it has an auditory, visual and kinesthetic (breathing) component. Use specific plans to teach the signal, and teach it for 21 days to form a habit. Frame the experience so that children who hear the signal can help those who missed it to also be successful. Encourage those children who follow the signal by describing what they have accomplished (“You stopped what you were doing, took a deep breath and looked for me.”)

Tell and Show strategies...
If children do not follow your assertive command, they are indicating they need additional support to be successful.

1. Give an assertive command.
2. Say, “There you are.”
3. Say, “I’m going to show you what I want you to do.”

Use “I-messages” to assert yourself with children. I-messages tell children that you believe they have infringed upon you. An I-message describes the behavior that is annoying or disruptive, the feelings the adult is experiencing, and the tangible impact of that behavior on the adult.
- “When you talk when I am talking, I feel frustrated because I can’t remember what I was saying. Sit quietly while I talk.”

Styles of I-Messages:
1. “I don’t like it when you __________________.” (Describe child’s action.)
2. “I feel ___________ (use a feeling word) when you ____________________________
(describe the child’s actions) because ________________________, (relate to safety).

Use tattling as a teaching tool.
   Helping children assertively deal with intrusion:
   Jocelyn says, “Meagan hit me!”
   You say...“Did you like it?”
The child responds with a form of *no*. Take note of the assertive energy of the "no." An assertive *no* reveals a high confidence level, and a passive or aggressive *no* reveals a low confidence level.

You say..."Go tell Meagan: *Stop, I don't like it when you hit me.*"

Teach both the words to use and the voice to use.

For toddlers (2 years), children with language disorders or developmental delays say, "Go tell Meagan: Stop! No!"

- **Level 1**: Stop! No! (Toddlers)
- **Level 2**: I don't like it! (3 to 4 years)
- **Level 3**: I don't like it when you hit me. (4 to 6 years)
- **Level 4**: I don't like it. Get your own pencil. (6 to 9 years)
- **Level 5**: I feel frustrated when you take my pencil. I can't finish my work." (9 to 12 years)
- **Level 6**: I feel frustrated when you take my pencil. I can't finish my work. Get your own pencil. (12 and up)

**Passive/Aggressive Tattling: Attempts to get revenge**

Often, when a child is unsuccessful in influencing another's behavior, she attempts to get that child punished in some way.

**Passive/Aggressive tattling involves a child telling on others who are breaking a rule.**

- **Child**: Stephanie is not cleaning up.
- **Adult**: Are you telling me to be helpful or hurtful?
- **Child**: Hurtful.
- **Adult**: What could you do that would be helpful?
- **Child**: I don’t know.
- **Adult**: You could say, “Stephanie, would you like some help cleaning up?”
- **Child**: Well, she pushed me.
- **Adult**: Did you like it?
- **Child**: No
- **Adult**: She pushed you and you didn’t know what to say to let her know how frustrated you were. So you came to me hoping to get her in trouble. When she pushes you say, “Stop, I don’t like to be pushed. It hurts.” Say that now. I will walk with you while you talk directly to Stephanie.

**Tattling out of fear: The Classroom is not safe, do something.**

- **Child**: “Mark hit Latisha and she is crying.”
- **Adult**: Say to child..."You were concerned about your friends, I will take care of the situation so that the classroom is safe. Then proceed to the victim first to begin the healing process.
- **Adult**: Then inquire..."Something must have happened?" Listen to the child as she explains the situation. Reflect back to the child what you heard for clarity. Once you clearly perceive her side of the story, go to Mark to teach, “Mark, you wanted ____________? You may not hit. Hitting hurts. When you want ____________
and a person says no, come ask me for assistance. What could you do to be helpful to Latisha right now."

III. Use your assertive voice to keep your own power.
Change...Let me finish the story and I will help you.
   To: I will help you when I finish reading the story.
Change...You are ruining the story for everyone.
   To: Sit quietly so everyone can hear the story.
Change...Line up for lunch, okay?
   To: Line up for lunch. Look around and see if anyone needs help.

The “Who is the Boss of You” Skill:
Child Statement  
1. “Ernie made me do it!”
   “No!”

2. “Ernie made me do it!”

Teacher Response
“So Ernie is the boss of you?”
“What could you do differently if you were the boss of you?”
“So Ernie is the boss of you?”
“How sad! That must be hard for you with Ernie bossing you all the time.”

IV. The Five Steps of Delivering Positive Choices:
1. Breathe deeply. Think about what you want the child to do. Make a conscious decision.
2. Tell the child in an upbeat tone, “You have a choice!” Your positive attitude will lighten the situation.
3. State the 2 choices you have created to achieve your goal. Say, “You may ___________ or you may _________________.
4. Complete the process by asking, “What is your choice?” If the child hesitates, repeat the options.
5. Notice the child’s choice. Say...”You chose ____________. Look at you! You are _________________.

Example:
Nathan (age 3) is pounding his pizza with his fist during lunchtime. Breathe deeply, think about what you want to happen, and decide what choices you will offer Nathan. “Nathan, you have a choice. You may eat your pizza or you may put your food away. What will you choose? You chose to eat some more. I can see you chewing and swallowing your food.

How to help children who:
1. refuse to make choices.
• Point out to the child the many choices they are always making as they are making them. Make children’s choices conscious by announcing and describing them.

• Offer the child choices that involve closeness to you. “You may hold my left hand as we walk in or my right hand. Which do you pick? You chose my right hand. I like holding hands with you.”

• Think aloud. State your mistakes aloud and forgive yourself. “I will take a deep breath and forgive myself for my mistakes. I owe you an apology. Children, I am sorry for my behavior. Next time I feel upset I am going to breathe deeply and collect some information instead of blaming.

2. resist the structure given (given a choice of A and B, they pick C)

• Use the “Parroting Technique.”

  Teacher: Joseph, it is time to put these toys away. You have a choice. You can begin by picking up the large blocks or the small ones. What is your choice?

  Joseph: “No!” He begins to throw blocks.

  Teacher: Joseph, it is time to clean up. You have a choice. Small blocks or large ones. What is your choice?

  Joseph: “You can’t make me. I hate you!”

  Teacher: “Small blocks or large ones. What is your choice.

If the opposition escalates, disengage the conflict by saying... “You are right, Joseph, I can’t make you clean up. I hope you choose to be a part of this school family.” Turn and walk away.

If the child chooses to cooperate with you, celebrate his choice.

• Learned Opposition:
  Practice all of the techniques of Conscious Discipline. Must maintain self-control. May pose a power struggle even with Conscious Discipline. Avoid the struggle.  Without two players a power struggle can’t exist.

  1. Forgive yourself. Recognize and accept feelings. “I feel angry and anxious and that’s ok.” Reframe the experience. Forget about finding a good guy and a villain. Admit that given your states of mind, you did your best and so did the child. Request help. Calmly ask the child to work with you in forging new patterns of behavior.

  2. Engage the child in solving problems.

  3. Help the child feel powerful

  4. Spend time with the child to develop a trusting relationship.

3. change their minds (given a choice of A or B, they pick A, then switch to B, back to A, etc...)

  This may be a passive attempt to control others. These children may have self-esteem issues. Ask questions...is this behavior new? Is it chronic or occasional? If it occurs out of nowhere and is infrequent, the child could be overwhelmed by stress. Stress can cause regressive behavior. When children regress, they need assertive commands rather than choices. Say to these children... “You are having trouble choosing for yourself. I will choose for you.”

4. developmentally do not understand what a choice is.
1. Point out to children that they are always making choices.
2. Point out and describe children’s choices.

V. Positive Intent, hurtful actions

Attribute Positive Intent

State the child’s positive motive. “You wanted ________________.”

State the skill the child used to achieve her goal. Make no judgments, simply describe the child’s actions.

Give the benefit of doubt to the child.

State the limit and why it is needed.

Teach the child what you want him to do in the situation. Then ask him to do that action or say those words.

Encourage the child for being willing to try a different approach. Point out how the approach was successful.

*Example:* One child hits another on the head with a pencil. “You wanted Camron to look at you, so you thumped him on the head with your pencil. You didn’t know the words to use to get his attention. You may not hit Camron with the pencil. It hurts. When you want Camron to look at you, say: Hey Camron look here. Try it now. You did it! Look, Camron is looking right at you!”

When you don’t know what the child wanted, describe the child’s nonverbal actions to build consciousness within the child. Then with an inquiring tone state, “Your body is telling me you might feel __________.” Fill in the blank with the emotion you think is being displayed. When this mirroring is done, children are more likely to begin talking and expressing what happened.

Example:
Child is kicking chairs and stomping his feet.

**Intention:** You kicked the chairs and stomped your feet like this (imitate the child). Your body is telling me you might feel angry.

**Child:** “I don’t want to go to circle!”

**Teacher:** You wanted to let me know you wanted to keep playing, so you kicked the chairs and stomped your feet. You didn’t know what else to do. When you feel angry come to me and say, *I feel angry.*

VI. Positive Intent/hurtful words

One child says to another, “You’re ugly and you’re not my friend!” Go to the victim first and offer empathy. “Your eyes are going like this, and your
mouth is like this. You must feel sad and hurt by what was said.” When the child makes eye contact empower them to speak to their attacker by telling her the exact words to use. Say..."Tell ______, I don’t like it when you call me names. Call me _________."

Then turn to the attacker and deliver positive intent. (Refer to the previous steps.)

VII. Offering Empathy
Empathy is about reflecting back to children what you see, what you feel and what you hear. Respond to the brain state the child is exhibiting. To reflect back what you think a child might be feeling, focus on the body language to discern the emotion. Do not over-emphasize the child’s words. They can be misleading. Listen for the feelings underneath the words.

Reflect rather than question. The purpose of reflection is to increase the child’s self-awareness. The purpose of questioning is to gather information. If you are asking questions, you are not reflecting feelings.

Avoid sounding all-knowing. Your reflections ought to be tentative and correctable. Tentative inquiries are, “You seem angry.” Knowing responses are like, “I know you are angry.”

Examples:

**Children’s Words**

**Part 1:** “You’re stupid.”

**Part 2:** “You’re always picking on me.”

**Part 1:** “I hate you.”

**Part 2:** “You are going to fail me”

**Part 1:** “You can’t make me.”

**Part 2:** “I don’t have to do anything that I don’t want to.”

**Teacher Reflections**

“You seem frustrated with me.”

“You seem afraid that I don’t like you.

“You seem angry with me.”

“You seem worried that I am more in charge of your grade than you are.”

“You seem angry.”

“It’s scary when things seem out of our control.”

VIII. Imposed Consequences
Consequences do not teach children how to behave. They motivate children to use skills they already have or motivate them to learn new strategies.

Steps in delivering imposed consequences.

1. Present the child with the choice of skills to use or the rule.

   “You have a choice to hit your friend and get the toy or to ask your friend for the toy by saying: May I have a turn?” or
“The rule in the classroom is to paint only in the art area.”

2. Present the child with the imposed consequences of choosing the old hurtful skill or breaking the rule.
   “If you choose to hit, you will play in the hula hoop on the floor with the toys I provide you during center time.” Or
   “If the paint is removed from the art area, you will not be allowed to use it for the rest of the day.

3. State why this consequence is being imposed and relate it to safety (young children) and/or logic (older children).
   “Hitting hurts. It is not safe. My job is to keep the classroom safe. By playing in your own area, you will be safe and so will your friends.” or “The paint can get on the rug and make stains. You may paint only by the sink or over the tile.”

4. Ask the child what she has heard and understood.
   “Do you understand what will happen to you if you hit again? Tell me.” or “Do you understand what I will do if I see the paint on the rug? Tell me.”

5. Listen carefully to the child and clarify any miscommunications.
   “I will play in the hula hoop by myself.” Your clarifying response might be, “For how long?” or “I’ll never get to paint.” Your clarifying response might be, “Will you never be able to paint again or just for the rest of the day?”

6. If the child repeats the behavior, deliver the designated consequence with empathy and choices.
   “How disappointing to lose the opportunity to play with others. You can play in the hoop with this basket of toys or these books. Which will you choose?” or “How disappointing for you, I know how much you like to paint. Feel free to play in other areas.”

IX. Class Meetings

   **Step 1:** “I’ve noticed ______.” State what you have seen occurring in the classroom without bias or judgment. You might say, “I’ve noticed some children are talking while I’m reading a story.”

   **Step 2:** “This is a problem for me because _________. Does it bother anyone else?” This step allows the children the opportunity to own part of the problem. You might say, “This is a problem for me because I can’t hear myself read and I lose my place in the story. Do children talking during story time bother any of you?”

   **Step 3:** “So, a class problem is ______.” Summarize the class problem. “So a class problem we seem to be having is children talking during story time distracting the teacher and other children.”
Step 4: “What could we do to solve the problem?” Generally the children will respond (stop talking). At this point encourage them to focus on what to do. “Stop talking” would turn into “be quiet and start listening.”

Step 5: “What happens if children fail to __________.” This step allows you to create a class consequence. Remind children the consequences must be fair and safe for everyone.

X. Problem Solving:
   P.E.A.C.E.
   P—discern who owns the Problem
   E—offer Empathy to the child who made the “poor” choice.
   A—Ask the child to think, “What do you think you are going to do?”
   C—offer Choices and suggestions
   E—Encourage the child to come up with his own solution.

P—“You seem to be having a problem.” After this, state what you have observed without any judgments. You might continue by saying, “I’ve noticed (describe the actions the child is taking).” “You seem to be having a problem. I’ve noticed you leaving your toys on the floor after you finish playing with them.”

E—Many times when we draw children’s attention to a problem, their first tendency is to blame others. Mistakes threaten us. Empathy calms the brain, removes the threat and allows a person to take responsibility for his or her own behavior.

A—It is important to ask children to solve their own problems. “What do you think you are going to do?” or “I’d like to hear you ideas.” You could also ask, “How could you solve this problem.” Or “What could you do to solve your problem?”

C—Children do not have a repertoire of solutions. Their response to you asking about solutions is frequently, “I don’t know.” You can respond, “Are you interested in some ideas?” or “Would you like some ideas other children have tried.” Offer children ideas, starting with some poor choices and moving up to more helpful choices. This is a way to really engage children’s thinking processes. After each question ask, “How do you think that would work?”

E—End the interaction with encouraging the student. You might say, “I know you will come up with a solution for your problem. You can do this. Let me know what you decide and if you need help.”
# Brain States and Conscious Discipline Skills

## Survival State

<table>
<thead>
<tr>
<th>N = Noticing</th>
<th>Characteristics</th>
<th>Conscious Discipline Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = Assertiveness (Adults)</td>
<td>- No eye contact</td>
<td></td>
</tr>
<tr>
<td>R = Routines with Pictures</td>
<td>- Resistance to questions, touch and understanding</td>
<td></td>
</tr>
<tr>
<td>C = Composure</td>
<td>- Tense face/body</td>
<td></td>
</tr>
<tr>
<td>S = Safe Place and Safekeeper</td>
<td>- Feels cornered and powerless</td>
<td></td>
</tr>
</tbody>
</table>

- Composure: S.T.A.R., upload, breathe with me
- Noticing: Your arm is going like this
- Language of safety: You are safe
- Assertiveness: Voice of no doubt

## Emotional State

<table>
<thead>
<tr>
<th>R = Rituals</th>
<th>Characteristics</th>
<th>Conscious Discipline Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>E = Encouragement</td>
<td>- Body relaxes</td>
<td></td>
</tr>
<tr>
<td>J = Jobs</td>
<td>- Eye contact and touch helpful</td>
<td></td>
</tr>
<tr>
<td>E = Empathy</td>
<td>- Seeking connection, understanding and power</td>
<td></td>
</tr>
<tr>
<td>C = Choices</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>T = The School Family</td>
<td></td>
<td></td>
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</tbody>
</table>

- Encouragement: You can do it
- Choices: You have a choice
- Empathy: You seem
  - That was helpful

## Executive State

<table>
<thead>
<tr>
<th>S = Stop and Go</th>
<th>Characteristics</th>
<th>Conscious Discipline Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>P = Positive Intent</td>
<td>- Tend to focus on what you don’t want first</td>
<td></td>
</tr>
<tr>
<td>A = Assertiveness and ACT</td>
<td>- Willing and ready to learn a new skill</td>
<td></td>
</tr>
<tr>
<td>C = Consequences / Coaching</td>
<td>- Able to reflect and plan</td>
<td></td>
</tr>
<tr>
<td>E = Executive Skills</td>
<td>- Sees impact on others</td>
<td></td>
</tr>
</tbody>
</table>

- Tantrums: Emotional coaching
- ACT: Social skills redirection
- Assertiveness: Victim empowerment
- Positive Intent: Aggressor empowerment
### Feelings, Their Messages and How to Coach Them

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Theme</th>
<th>Message</th>
<th>Coaching</th>
</tr>
</thead>
</table>
| Anger        | Someone or something is getting in the way of what we are intent on doing, achieving or possessing. We tend to blame other situations or people for what we perceive has been done to us or caused us to do. | Calm down and change.              | **Step 1:** Coach the child to calm by taking a few deep breaths. Be a S.T.A.R (Smile, Take a deep breath, and Relax).  
**Step 2:** Help the child move from “I am angry” to “I feel angry.” “Your face is going like this (demonstrate). You seem angry.”  
**Step 3:** Help the child begin the change process. “You wanted the marker. You man not grab. When you want the marker say, *May I have a turn?*” |
| Frustration  | Can generate anger, but different in intensity and source. Usually caused by our perceptions of our own shortcomings. Related to our failure to achieve our own goals. | Calm down and patiently see and do things differently |                                                  |

Coaching pattern for anger and frustration are the same...

- Calm down = Be a S.T.A.R
- Change = Apply the DNA process
# Feelings, Their Messages and How to Coach Them

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<tr>
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<th>Themes</th>
<th>Messages</th>
<th>Coaching</th>
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</table>
| Scared   | The threat of real or imagined physical or psychological harm. | Help me feel safe and protected | Step 1: Be a S.T.A.R.  
Step 2: Help move the child from “I am...” to “I feel....”  
“Your face is going like this (demonstrate). You seem scared. You’re safe. Breathe with me. I will keep you safe. Keep breathing.” (What would help you feel safer?)  
Step 3: Keep your commitment to emotional, physical and spiritual safety. Physically comfort the child. For anxiety, suggest ways to obtain present time information |
| Anxious  | Is also a warning sign of a potential danger. Scared is a response to a known threat and anxiety is a response to an unknown threat. | Breathe deeply, focus on the present and get more information. | |

We use slightly different DNA words because “scared” involves more tangible threats and the threats of “anxious” are more vague.
<table>
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<th>Feelings</th>
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<th>Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad</td>
<td>The loss of something you value.</td>
<td>Seek comfort from those you love.</td>
<td>Step 1: &quot;Your eyes are going like this. Your mouth is going like this.&quot; &lt;br&gt;Step 2: &quot;You seem sad.&quot; &lt;br&gt;Step 3: &quot;I will hold you and be with you. We will get through this together.&quot;</td>
</tr>
<tr>
<td>Disappointed</td>
<td>When our hopes and expectations do not materialize.</td>
<td>Keep breathing, I can handle this.</td>
<td>Step 1: &quot;Your eyes are going like this. Your mouth is going like this.&quot; &lt;br&gt;Step 2: &quot;You seem disappointed.&quot; &lt;br&gt;Step 3: &quot;You were hoping you could play with the truck. It is hard to wait until a friend finishes. Breath with me. You can handle this.&quot;</td>
</tr>
</tbody>
</table>
### Feelings, Their Messages and How to Coach Them

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</tr>
</thead>
</table>
| **Happy** | A deep sense of wellbeing and of love. More than a pleasurable feeling, a good mood or fleeting emotion, but an optimal state of being. | I am love and so are you. | Step 1: “Your eyes are going like this. Your mouth is going like this.”  
Step 2: “You seem happy.”  
Step 3: Notice specifically sources of happiness. Ex. “It’s a beautiful day. Wow, just look at all your friends.” |
| **Calm** | A peaceful, relaxed, yet alert state of being. | All is well. | Step 1: “Your eyes are going like this. Your mouth is going like this.”  
Step 2: “You seem calm.”  
Step 3: “All is well.” |
Fostering Self-Regulation Skills in all Children, even the Most Defiant and Aggressive
Help children help each other in the classroom

Created by Dr. Becky Bailey
Presented by: Jill Molli, Loving Guidance Associate

Conscious Discipline®
Conscious Discipline is an emotional intelligence program consisting of Brain Smart® strategies for responding rather than reacting to life events. Through responding, conflict moments are transformed into cooperative learning opportunities.

Conscious Discipline is a research-based program proven to:
- Increase academic achievement
- Decrease problem behaviors
- Improve the quality of relationships: student to student, teacher to student, parent to child, teacher to parent, and coworker to coworker

For most of us, upset is scary.
So what causes upset? The world does not go our way. All conflict starts with upset. We spend enormous energy avoiding conflict. To avoid conflict, we must avoid upset.
To avoid upset, we have tried to:
- Happy up the child through permissiveness.
- Bribe the child through rewards.
- Punish the child who displays upset.

Responsibility is the ability to respond to a situation. We have confused responsibility with admitting guilt. Responsibility is not fault-finding but solution-seeking. Responsibility requires access to the higher centers of the brain (prefrontal lobes).

The key to managing upset is consciously knowing what you are feeling when you are feeling it. This is the cornerstone of emotional intelligence.

Wiring the brain for personal responsibility
Research overwhelmingly says... Attunement with children (others) creates the most stable, most flexible, most adaptive state possible. It creates the highest neural integration we can measure.
-Daniel Siegel, 2007

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State-Changing Skills
1. **Upload and download calm: S.T.A.R., Smile, Take a deep breath, And Relax.**
   When two eyes meet, a wireless connection is created between the orbital frontal areas of the pre-frontal lobes. From this connection we literally download inner states into one another. The eyes contain nerve projections that lead directly to the key brain structures for empathy and matching emotions.

   **Mirror neurons ensure that the moment someone sees an emotion on your face, they will at once sense that same feeling within themselves. - Daniel Stern, 2003**

2. **Emotions are energy in motion.** They begin unconsciously as vibrations in the body. Notice the body.

   "Your face is going like this. You arms are going like this."
   Demonstrate the child's actions to make contact and raise awareness.

   "You seem _______." Label the emotion. As emotions move up into awareness they can be named and ultimately tamed or managed.

   "You wanted or you were hoping _______." Once conscious, then consciously help the child shift from what they don't want to what they do want to begin the problem solving process. In this final shift the brain becomes an integrated unit with one goal.

3. Solve the problem.

   **From Upset to Solutions**
   www.ConsciousDiscipline.com

   **Brain Stem**
   "Your face is going like this."

   **Limbic**
   Wait for eye contact.
   "You seem _______."

   **Prefrontal Lobes**
   "You wanted _____ . It's hard when _____ . You were hoping _____ ."

   **Safe Place**
   The Safe Place provides an opportunity for children to remove themselves from the group in order to become calm, regain composure and maintain control when upset, angry or frustrated. Children come to the Safe Place in order to be helpful and not hurtful to themselves and others. It is the keystone to your anger management curriculum.

   **Safe Place set up:**
   **Space:** A corner or other area in the classroom or home that is away from distractions (or portable Safe Place mat).
   **Visuals:** Label the center and have pictorial reminders of relaxation techniques. (Go to www.ConsciousDiscipline.com and look under "Resources" to download the breathing icons.)
   **Materials:** Add calming items that are age appropriate and child specific.
   - Tape recorder with recording of
parent saying “You’re safe. Keep breathing. You can handle this. I love you.”
- Blanket or beach towel
- Wave bottle
- Hard plastic toys
- Squeeze balls
- Stuffed animals
- Note pad and pencil

**Routines**

**M.A.P.** - **Model it, Add visuals and Practice your routines.**

Make books for your classrooms family. Lend your prefrontal lobes.

![Images of gentle touch and say, "Stop!"]

**How to:**

**S.T.A.R. -** **Smile, Take a deep breath And Relax.**
Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to exhale slower than they inhale.

**Balloon -** Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arms, inflating an imaginary balloon. Release the air in the balloon by pursing your lips, exhaling slowly, lowering your arms and making a “pbpdpdpdb” sound.

**Pretzel -** Standing up, cross your ankles. Now cross your right wrist over left, turn your hands so your thumbs are facing the floor, put palms together and interlace fingers. Bend your elbows out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe. For young children you can modify the pose and help them be successful by singing the following song to tune of “I’m a little teapot.” “I can be a pretzel. Arms and legs out.” (Sit on floor, extend arms & legs) “Cross them over and watch me pout.” (Cross arms & cross legs) “When I feel all angry, a pretzel I’ll be.” (Breathe) “Squeeze together 123.” (Pull crossed arms & legs up tightly to the body)

**Drain -** Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a “sssshh” sound and release all your muscles, draining out the stress.

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**Suggested I Love You Rituals**

**Twinkle, Twinkle Little Star**

Twinkle, twinkle, little star,
What a wonderful child you are!
With bright eyes and nice round cheeks,
Talented person from head to feet.
Twinkle, twinkle, little star,
What a wonderful child you are!

**Round and Round the Garden**

Round and round the garden
Goes the teddy bear.
One step, two step
Tickle under there.

---

**The Story Hand**

Tell the child, “It’s story time.” Take his/her hand. Start with the pinky finger, giving it a deep massage and saying, “This little finger went to school today.” Go to the next finger and continue the same process of offering a deep finger massage and telling a story of the child’s day. “This little finger played with her friend, Emily.” Continue with story using highlights from the child’s day for each finger until you get to his thumb. The thumb represents something that might be creating anxiety. For example, “I wonder who will keep me safe when Mom and Dad go to work?” Tuck the thumb into the palm of the child’s hand and cover that concern with the child’s other fingers. Then wrap your hands securely around the child’s. With a firm touch and a reassuring voice say, “Ms. Kelly in the yellow room will keep you safe until your Mom comes back.” Substitute other reassuring words as necessary, depending on the child’s anxieties and situation.
5 Steps to Self-Regulation

Step 1: **I Am**
Child is triggered into a state of upset. Emotions biochemically overtake us and we become them. "I am angry."

Step 2: **I Calm**
Children need assistance in turning off the stress response in their body and calming down their physiology. Begin to move from "I am angry" to "I feel angry."

Step 3: **I Feel**
Children need assistance in naming and taming the feelings that have overwhelmed them. Once you can name a feeling and become conscious of it, you are automatically better able to manage it.

Step 4: **I Choose**
Children need assistance in choosing strategies that will help them move from the lower centers of their brain to the higher centers of their brain in order to get back to classroom activities/work.

Step 5: **I Solve**
Something triggered the child into a state of upset before entering the Safe Place. Whatever happened needs some type of solution.
Self-Regulation and the Brain: How it Works

What Gets in Our Way: Unhealthy Styles

Adults’ reactions to our upset early in life left us with two self-defeating beliefs:
1. We believe we cannot tolerate the uncomfortable sensations generated by different emotions.
2. We believe that the sensations will not pass and may last forever.

<table>
<thead>
<tr>
<th>Style of Upbringing</th>
<th>Sad</th>
<th>Anery</th>
<th>Scared</th>
<th>Happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignoring</td>
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<tr>
<td>Dismissing</td>
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<tr>
<td>Punishing</td>
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<tr>
<td>Fixing/Saving</td>
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</table>

Primary and Secondary Systems: Finding Our Emotional Guidance System

**Primary Emotions:** Serve a survival function, Angry, Sad, Scared, Happy
**Secondary Emotions:** Have no healthy function. They cover up the primary emotions, making it impossible for our primary emotions to send us their messages or organize us for emotional wellbeing.
Step 1: **I AM**

**I AM Angry vs I Feel Angry**

- When an event triggers us, we experience a flood of physiological changes.
- We become the emotion, feeling completely out-of-control and powerless against it.
- We interpret life in a way that supports our perception and ignore all other information.
- We evaluate what is happening in a way that justifies and maintains our emotional state.

Self-regulation is the cornerstone skill for all development. It refers to both the conscious and unconscious processes that allow us to regulate our thoughts, feelings and actions in order to achieve a goal.

Without the ability to self-regulate, our emotions become out of control, our thoughts become unyielding and our behaviors sabotage life goals as we become hurtful to others and ourselves.

<table>
<thead>
<tr>
<th>Unconscious</th>
<th>Conscious</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Blame</td>
<td>I Am Triggered</td>
</tr>
<tr>
<td>Look what you made me do</td>
<td>I am angry</td>
</tr>
<tr>
<td>I Demand/act out</td>
<td>I Calm</td>
</tr>
<tr>
<td>I demand the world go my way. Name calling, etc</td>
<td>Breathing and noticing nonverbal cues</td>
</tr>
<tr>
<td>I Medicate</td>
<td>I Feel</td>
</tr>
<tr>
<td>I medicate the distressing sensations through addiction, comfort food, etc</td>
<td>Identify and name the feeling, shifting from “I am angry” to I feel angry.”</td>
</tr>
<tr>
<td>I Bury</td>
<td>I Choose</td>
</tr>
<tr>
<td>I bury my feelings in a life story or life script, painting myself or others as villains or victim and separating from others</td>
<td>I relax, change my state and reframe the problem. I can see the situation differently by using positive intent.</td>
</tr>
<tr>
<td>I Am Stuck</td>
<td>I Solve</td>
</tr>
<tr>
<td>I am stuck in the problem, story or life script</td>
<td>Win-Win solutions are abundant.</td>
</tr>
</tbody>
</table>

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Feelings Are Good Guys, Not Bad Guys

Feelings are the bridge between problems and solutions. All conflict starts with upset. If you cannot manage the upset, solutions are not possible.

- Feelings integrate the body and readies it for action
- Feelings provide signals to others—communication system
- Feeling give us messages so we can return to a higher state of adaptability.

Feelings are the bridge between problems and solutions

Model Safe Place

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Step 2: CALM

Children need assistance in turning off the stress response in their body and calming down their physiology. I Calm interventions include the following:

1. The I Calm: Safe Place Mat
2. Four visual icons for STAR, Drain, Balloon, and Pretzel (download these from www.consciousdiscipline.com)
3. Including the following activities during other times in the day:
   • Stress reducers during the Brain Smart Start
   • Reading Shubert is a STAR many times, sending it home for parents, or keeping it in the Safe Place
   • Singing “The STAR Song” on It Starts in the Heart by Jack Hartman and Dr. Becky Bailey and “Calm Your Brain” on the Brain Boogie Boosters CD by The Learning Station and Dr. Becky Bailey
   • Writing a class made book of when and how to do the four stress reducers

Check yourself:
✓ Have I visually posted the icons in the Safe Place?
✓ Have I read and placed Shubert is a STAR in the Safe Place?
Step 3: I FEEL

The children will need assistance in naming and taming the feeling that has overwhelmed them. Once you can name a feeling and become conscious of it, you are automatically better able to manage it. I Feel interventions include the following:

1. I Feel: Feeling Buddies Kit
2. Mood Cube
4. Provide a safe mirror

Check yourself and make a plan:
✓ Have I provided visual facial images of different feelings?
✓ Have I provided a safe mirror for the children?

Step 4: I Choose

The children will need assistance in choosing strategies that will help them move from the lower centers of their brain to the higher centers of their brain in order to get back to classroom activities and work. I Choose interventions include the following:

1. I Choose Board
2. Choices displayed through visuals
3. What would help me feel better in my body (download prototype from www.Conscious Discipline.com)

Several of the choices require materials to be completed. These materials would be contained in the Safe Place Case. The Safe Place Case is a container that holds the pencil, paper, a squeeze ball, and other items that help children self-calm. All children are different and your Safe Place Case will reflect this. Some children will need very individualized choices, and may require their own Safe Place Case.
Step 5: Solve

This is the final step in the process, and the children will still need your assistance to be successful. Something triggered them into a state of upset before entering the Safe Place. Whatever happened needs some type of solution.

- If a child was upset about cleaning up, then it would be time to return and clean up the mess when he or she leaves the Safe Place.
- If a child was missing his family, then the solution might be drawing a picture for his family, looking at the Friends and Family Board, or making a card.
- If the child was frustrated with a math problem, a mentor might be needed when he or she returns to the project.
- If the child had a conflict with a friend, the Conflict Resolution Time Machine would be used.

Notes
Story Hand

To help a child manage stress, start at the pinky finger. As you massage each finger, tell the story of the child's life. The thumb discloses the stressor, and at the same time reassures the child that they are safe and capable.

1. Pinky: "This little finger likes to blow bubbles." Hold child firmly by the wrist. On each finger, tell a story about the child's life. "This little finger likes to run!"

2. Ring Finger: "This little finger likes to draw ladybugs." "But the thumb said, 'What about me?'" The thumb would like to be wrapped around it and say, "The fingers said, 'You're safe. You can do it.'" Give a little squeeze to the hand to cement it in the brain.

3. Middle Finger: "This little finger likes to swing." 'But the thumb said, 'What about me?'" The thumb would like to be wrapped around it and say, "The fingers said, 'You're safe. You can do it.'" Give a little squeeze to the hand to cement it in the brain.

4. Index Finger: "This little finger likes to draw." "But the thumb said, 'What about me?'" The thumb would like to be wrapped around it and say, "The fingers said, 'You're safe. You can do it.'" Give a little squeeze to the hand to cement it in the brain.

5. Thumb: Describe the problem area or concern. "You know you can do it." Give a little squeeze to the hand to cement it in the brain.
Story Hand

A Story Hand is a gentle hand massage accompanied by a personalized social story that helps a child deal with stress or anxiety. The story you tell will reflect a specific, personalized experience or concern for the child.

This graphic summarizes how to conduct a Story Hand. Slow down, be present, connect and enjoy this profoundly helpful activity with a child who is having a tough time.
Trigger Thoughts...

Trigger thoughts transform high levels of stress into attacking outbursts. Trigger thoughts distort the situation by making it seem bigger than it is, making children's behaviors seem deliberate and bad. An essential step in anger management is to learn the trigger thoughts most likely to make you mad. Trigger thoughts can leave you feeling helpless and powerless. When you feel powerless, you are likely to blame someone else. Through blame you try to make others suffer for what they have done to you. This is a form of attack. It does not create security in the classroom. You create danger anytime you try to make someone else feel responsible for your upset. Trigger thoughts prevent you from seeing the underlying causes of behavior. Our trigger thoughts keep us blind to children who may be deeply troubled. Trigger thoughts can be grouped into 3 main categories:

1. **Assumed Intent**: The teacher thinks the child is misbehaving deliberately to upset her, the classroom or another student.
2. **Magnification**: In the teacher's mind, the situation is much worse than in reality.
3. **Labeling**: The teacher uses negative or derogatory words to describe the child or her behavior.

**Assessment**: Read the following trigger thoughts. Put a check mark beside the ones that sound familiar to you and may contribute to your anger response. The list is adapted from the research cited previously. If your particular trigger thoughts are not listed, add them at the bottom of the list.

**Assumed intent**
- [ ] You are just doing this to annoy me.
- [ ] You are deliberately defying me.
- [ ] You are trying to drive me crazy.
- [ ] You are trying to see how far you can push me today.
- [ ] You are not listening to me.
- [ ] You are deliberately doing this to get back at me, hurt me, embarrass me, spite me, etc...

**Magnification**
- [ ] I can't stand this one minute longer.
- [ ] This behavior is intolerable.
- [ ] You have gone too far this time.
- [ ] You never listen, pay attention, stay on task, etc...
- [ ] How dare you speak to me like that, look at me like that, etc...
- [ ] You turn everything into a power struggle, lousy time, nightmare, chaos, etc...
Labeling

- You are getting out of control.
- This is just plain manipulation.
- You’re a baby, not a big boy, stubborn, disrespectful, lazy, ungrateful, selfish, etc...
- You don’t care about anyone but yourself.
- You are being deliberately mean, cruel, hurtful, a jerk, smartmouth, etc...

## Planning Template

**Theme:**

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

<table>
<thead>
<tr>
<th>Materials</th>
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</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child will/may:</td>
<td></td>
</tr>
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</table>

# Full Day Pre-Kindergarten Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Required Minutes</th>
<th>My Schedule Required Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional</td>
<td>Instructional</td>
</tr>
<tr>
<td>Center Time</td>
<td>Center Time</td>
</tr>
<tr>
<td>Quiet Time</td>
<td>Quiet Time</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>Physical Activity</td>
</tr>
</tbody>
</table>
Jungle to Desert Model Lesson Plan
For Pre-Kindergarten

Notes-General Whole Group Activities (Morning): Introduce/continue discussing the theme. Set the goal and objective for the day. Utilize a few literacy strategies with the day’s texts including author, illustrator, predicting, asking questions, rhyming, identifying letters, vocabulary words, characters, main ideas, etc. You may also review the calendar, go over the weather, sing songs, and take attendance, but this will probably have to be completed as a separate morning circle at the very beginning of the day due to the length of time it will take to do all of this. Below the examples are listed at A and B. These can be adjusted to suit your class schedule and your needs. Some programs may do whole group for calendar/weather/etc. first thing; then dismiss to breakfast or self-selected centers before bringing children together a bit later in the morning for the remaining whole group items.

Notes-General Whole Group Activities (Closure): Review the events of the day and the theme by asking children to make connections between the activities from small group and learning centers and these concepts. If time, review or expand upon an activity from the day or read an additional text.

Notes-Assessment: The teacher will observe learners as they are discussing, reading, writing, producing, and sharing their work. The completed product may also be use as the assessment.

Monday
1. Whole Group A – Sing “5 Green and Speckled Frogs” allowing children to move to the music (PD.GM.PK4.2, PD.GM.PK4.3). Review daily routines, calendar and weather (SS.FC.PK4.5, S.ES.PK4.1)
2. Whole Group B – Introduce this week’s topic/theme of What is a Jungle? Read, Amazing Jungle, and allow for questions from children. You can start the book by saying, “You know a jungle is a kind of forest. I wonder what lives in the different parts of a jungle like this one. Let’s find out.” (ELA.RL.PK45, ELA.RL.PK4.10, ELA.RL.PK4.4). Read the poem “Three Little Monkeys” emphasizing the rhyming words. Have children chime in on “You can’t catch me!” Introduce each center making sure to explain the objective of each center before children choose which center to enter.
3. Whole Group Transition – Who is wearing? “I am looking for someone who is wearing something green. If you are wearing something that is green, you may…” (MD.PK4.3)
4. Rhyming BINGO – Introduce the game by showing the children the Rhyming BINGO cards and pointing to the pictures on the cards. Explain to the children that before they place their marker on a rhyming picture they will say another rhyming word. Model using the picture stop and the marker mop as an example saying that you would say top. Give cards and markers and begin to play the game. Give children guidance in producing rhyming words as needed. (ELA.RF.PK4.2e)

6. Letter Hunt – Hide several letters in a box of grass. Instruct children to find letters in the grass and identify them before they look for another letter. (ELA.RF.PK4.1g)

7. Recognizing Repeating Patterns! – Point to a pattern on a pattern card. Discuss how it repeats; for example red/blue, red/blue stripes. Point to a color, object or size pattern. Ask children to name the repetition. (M.OA.PK4.4)

8. Worm Sorting – Provide children with a variety of worm counters of different colors and sizes. Encourage children to categorize be either color or size. (M.MD.PK4.3)

9. Fun on Land and Water – Begin the discussion about the features of land and water. Show pictures of various types of landforms and bodies of water (hills, mountains, lake, ocean, etc.) Talk about how children use land and water for fun. Create a T-chart and records the children’s answers to the questions. Encourage children to use complete sentences. How can you have fun using a lake, river or pool? A forest? A hill? Flat land? (ELA.L.PK4.5a, M.MD.PK4.3, S.ES.PK4.3)

Tuesday

1. Whole Group A – Sing “5 Green and Speckled Frogs” allowing children to move to the music (PD.GM.PK4.2, PD.GM.PK4.3). Review daily routines, calendar and weather (SS.FC.PK4.5, S.ES.PK4.1)

2. Whole Group B – Remind children of this week’s topic/theme of What is a Jungle? Read, Amazing Jungle, and allow for questions from children. You can say, “We read this book yesterday. Remember how the jungle has different layers, just like a forest floor and the canopy? I still want to find out why certain kinds of plants and animals live in each layer. Let’s think about this while we read today (ELA.RL.PK45, ELA.RL.PK4.10, ELA.RI.PK4.4). Extra questions while reading to the children. The canopy is the layer of the jungle where you can find the tops of trees. Do you remember the name of the bottom layer of the jungle? Where do air plants grow? What is one animal that lives in the canopy? What grows in the understory? Introduce each center making sure to explain the objective of each center before children choose which center to enter.

3. Whole Group Transition – If your name? “If your name starts with the sound /b/, you may...” ELA.RF.PK4.2

4. Letter List – Display a letter card. Have children point to the uppercase letter displayed. Continue with the lowercase letter and point to each letter as you identify the uppercase and lowercase letters. Write a word or draw a picture that starts with the displayed letter. Have children trace the letter in the air as the letters are found. You may also have children trace the letters in shaving cream that has been squired on the table. (ELA.RF.PK4.1g)


6. Recognizing Pattern in Sound – Remind children that yesterday they looked for repeating patterns with objects, but today they will be listening for repeating patterns. Create a clap-snap-clap- snap pattern. Name the pattern. Repeat with a whistle-clap-whistle-clap pattern. This time have the children name the repeating sound pattern. Call on individual children to
name various sound patterns you provide. For children that are having difficulty have them name the sound as they hear them. (M.OA.PK4.4)

7. **Jungle animals sorting** - Provide children with a variety of jungle counters of different colors. Encourage children to categorize be either color or animal type. (M.MD.PK4.3)

8. **Day or Night Animals?** – Have the children look at the animals in Amazing Jungle! Ask: Is it a day or night? How do you know? What are the animals doing? Record children’s responses on a T-chart. Have children draw an animal that is awake during the day and one that is awake at night. They can share and tell what their animals are doing. After allow children to display their animals around the room. (ELA.RI.PK4.1, ELA.SL.PK4.5, ELA.L.PK4.5a, M.MD.PK4.3)

**Wednesday**

1. **Whole Group A** – Sing “Going on a Lion Hunt” allowing children to move to the music (PD.GM.PK4.2, PD.GM.PK4.3). Review daily routines, calendar and weather (SS.FC.PK4.5, S.ES.PK4.1)

2. **Whole Group B** – Introduce this week’s topic/theme of What is a Jungle? Read, *Rumble in the Jungle*, and allow for questions from children (ELA.RL.PK4.5, ELA.RL.PK4.10, ELA.RI.PK4.4). Ask children if they noticed any of the same animals from *Rumble in the Jungle* and *Amazing Jungle!* Make a list of similar animals on a piece of paper as the children tell you the animal names. Introduce each center making sure to explain the objective of each center before children choose which center to enter.

3. **Whole Group Transition** – Jungle movements. Have the children sway their arms like tree branches or vines in the jungle while walking to breakfast or lunch. PD.GM.PK4.2

4. **Rhyming Time** – Say three rhyming words for the children (twig, wig, jig). Have children repeat. Ask children if they can think of another rhyming word that sounds the same (repeat 3 words again). All three of those words end in -ig. What is another word that ends with those sounds? Possible answers: big, dig, pig. Continue to practice with more rhyming words. (ELA.RF.PK4.2e)

5. **Matching Upper and Lowercase letters** - Display letter cards. Have children name each upper and lowercase letter. Continue identifying matches with other letter cards. (ELA.RF.PK4.1g)

6. **Recognizing Patterns in Nature** – Display a picture card of a jungle animal (tiger) Name the pattern shown. Show another animal pattern and discuss. Provide nature pictures or animal picture books for children to look through. Have children take turns showing patterns they see. (M.CC.PK4.6)

7. **One Less** – Put three animal counters on the table. Have a child take one counter away. Ask how many animals are left. Have the child count to check the answer. Repeat with different animals and numbers, using no more than sets of 2-5. (M.CC.PK4.6, M.OA.PK4.1)

8. **Plants, Plants, Plants** – Look in *Amazing Jungle!* with children to find a picture of the tree, including the leaves, branches and the trunk. Have children explore plants in the illustrations. Ask the children to observe a plant in the classroom or outside and compare its properties and characteristics to a plant they saw in *Amazing Jungle!* What colors are the
plants in this jungle? How are the leaves of a tree like the leaves of a plant? Which plants have branches or twigs? Can you point out a tree’s trunk? (S.E5.PK4.3, S.IS.PK4.2a)

Thursday
1. Whole Group A – Sing “Going on a Jungle Hunt” allowing children to move to the music (PD.GM.PK4.2, PD.GM.PK4.3). Review daily routines, calendar and weather (SS.FC.PK4.5, S.E5.PK4.1)

2. Whole Group B – Introduce this week’s topic/theme of What is a Jungle? Read, Great Kapok Tree, and allow for questions from children (ELA.RL.PK4.5, ELA.RL.PK4.10, ELA.RI.PK4.4). Show the children the story sequencing cards for The Great Kapok Tree. You may not want to use all the story cards. Tell the children that the cards are all mixed up and you need their help putting them back in order. Hold up 2 story cards and ask which happened first. A man walked into the rain forest or The anteater said, “You are chopping down this tree with no thought for the future.”? Once the children say the correct answer (the man walked into the rain forest) display that card first. Continue with the cards until they are in order. Remember you may only want to use 5 cards for a brief whole group activity. You can place the cards in a center for children after the activity. Introduce each center making sure to explain the objective of each center before children choose which center to enter.

3. Letter Hunt – Hide several letters in a box of grass. Instruct children to find letters in the grass and identify them before they look for another letter. (ELA.RF.PK4.1g)

4. Rhyming BINGO – Introduce the game by showing the children the Rhyming BINGO cards and pointing to the pictures on the cards. Explain to the children that before they place their marker on a rhyming picture they will say another rhyming word. Model using the picture stop and the marker mop as an example saying that you would say top. Give cards and markers and begin to play the game. Give children guidance in producing rhyming words as needed. (ELA.RF.PK4.2e)

5. One Less – Put three animal counters on the table. Have a child take one counter away. Ask how many animals are left. Have the child count to check the answer. Repeat with different animals and numbers, using no more than sets of 2-5. (M.CC.PK4.6, M.OA.PK4.1)

6. Creating and Extending Patterns – Children will practice identifying color and object patterns. Today we are going to practice naming and identifying patterns. Show all repeating patterns units at least 3 times. Show a red square/ blue square pattern. These squares make a color pattern. The pattern is red, blue, red, blue, red, blue. Show a yellow rectangle/ red rectangle pattern. Show a yellow circle/ blue circle repeating pattern. Name the pattern. Show a red crayon/ yellow crayon repeating pattern. What’s the pattern? Discuss the pattern. Have children describe it. Next have children create their own repeating patterns and describe them. If children cannot describe a pattern, have them touch each object, identify it, and have children repeat. If children are ready to progress have them identify patterns with 3 alternating colors, such as red/ red/ blue/ blue/ yellow/ yellow. (M.OA.PK4.4)

7. Who is your Mama? – Have a variety of animal of adult and baby animals. Discuss with the children the variety of animals presents. Have children sort them by matching adult and baby animals. Making sure to tell the children the correct names of animal babies. Examples
of baby animal names are Ape (baby), Baboon (infant), Butterfly (caterpillar), Cheetah (cub), Crocodile (hatchling), Elephant (calf), Giraffe (calf), Gorilla (infant), Hippopotamus (calf), Tiger (cub), Toad (tadpole). S.LS.PK4.4c

Friday
1. Whole Group A – Sing “5 Green and Speckled Frogs” allowing children to move to the music (PD.GM.PK4.2, PD.GM.PK4.3). Review daily routines, calendar and weather (SS.FC.PK4.5, S.ES.PK4.1)

2. Whole Group B – Remind children of this week’s topic/theme of What is a Jungle? Read, *The Umbrella*, and allow for questions from children (ELA.RL.PK4.5, ELA.RL.PK4.10, ELA.RI.PK4.4). Introduce each center making sure to explain the objective of each center before children choose which center to enter.

3. Letter List – Display a letter card. Have children point to the uppercase letter displayed. Continue with the lowercase letter and point to each letter as you identify the uppercase and lowercase letters. Write a word or draw a picture that starts with the displayed letter. Have children trace the letter in the air as the letters are found. You may also have children trace the letters in shaving cream that has been squired on the table. (ELA.RF.PK4.1g)

4. Matching Upper and Lowercase letters - Display letter cards. Have children name each upper and lowercase letter. Continue identifying matches with other letter cards. (ELA.RF.PK4.1g)

5. Creating and Extending Patterns – Children will practice identifying color and object patterns. Today we are going to practice naming and identifying patterns. Show all repeating patterns units at least 3 times. Show a red square/ blue square pattern. These squares make a color pattern. The pattern is red, blue, red, blue, red, blue. Show a yellow rectangle/ red rectangle pattern. Show a yellow circle/ blue circle repeating pattern. Name the pattern. Show a red crayon/ yellow crayon repeating pattern. What’s the pattern? Discuss the pattern. Have children describe it. Next have children create their own repeating patterns and describe them. *If children cannot describe a pattern, have them touch each object, identify it, and have children repeat. If children are ready to progress have them identify patterns with 3 alternating colors, such as red/ red/ blue/ blue/ yellow/ yellow.* (M.OA.PK4.4)

6. Recognizing Repeating Patterns! – Point to a pattern on a pattern card. Discuss how it repeats; for example red/ blue, red/blue stripes. Point to a color, object or size pattern. Ask children to name the repetition. (M.OA.PK4.4)

7. Plants and Weather – Talk about the local weather. Is it cold or hot, sunny or rainy outside? Is it different at different times of the year? What kind of bushes and trees grow here? Explain that some plants grow everywhere; some plants only grow in certain places. Look at the pictures in *Amazing Jungle!* Does it look warm or cool? Do you think it rains a lot? Explain that the weather in the jungle is very hot. There are many trees, vines and bushes that grow especially well there. (S.LS.PK4.3a, S.ES.PK4.1)
<table>
<thead>
<tr>
<th>Days of the Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science/Social Studies</td>
<td>ELA L iletra 1, 0.5, 0.4, 0.3, 0.2, 0.1</td>
<td>ELA R iletra 4.6</td>
<td>ELA R iletra 2.4, 2.3, 2.2, 2.1</td>
</tr>
<tr>
<td>Small Group Activities &amp; Differentiated Instruction</td>
<td>Read Amazing Bingo, Read Amazing Bingo</td>
<td>Read Amazing Bingo</td>
<td>Read Amazing Bingo, Read Amazing Bingo</td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole Group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question of the Week: What is a Jungle?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theme: From Jungle to Desert</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Block Center</td>
<td>Sand &amp; Water</td>
<td>Dramatic Play</td>
<td>Writing Center</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Animal Masks</td>
<td>Pp.FM.Pk.4</td>
<td>Science Center</td>
<td>Reading Center</td>
</tr>
<tr>
<td>Animal Masks</td>
<td>VACR.TP.4, SE.FPK.4, VB.CR.PK.2</td>
<td>Math Center</td>
<td>Music Center</td>
</tr>
<tr>
<td>Animal Masks</td>
<td>Who is your Mama?</td>
<td>CLARK.PK.4</td>
<td>CLARK.PK.4</td>
</tr>
</tbody>
</table>

**Art Center**

- Children will create masks and props using clay and paper.
- Encourage children to develop their own ideas for creating their own version of the animal masks.
- Children will have the opportunity to create different types of animal masks and props using clay and paper.

**Science Center**

- Pp.FM.Pk.4: Prepare the science center with the necessary materials.
- VACR.TP.4, SE.FPK.4, VB.CR.PK.2: Set up the center with the necessary materials.
- Animal Masks: Children will have the opportunity to create animal masks and props using clay and paper.

**Dramatic Play**

- Animal Masks: Children will create animal masks and props using clay and paper.
- VACR.TP.4, SE.FPK.4, VB.CR.PK.2: Set up the center with the necessary materials.
- CLARK.PK.4: Prepare the science center with the necessary materials.
- CLARK.PK.4: Prepare the math center with the necessary materials.

**Writing Center**

- VACR.TP.4, SE.FPK.4, VB.CR.PK.2: Set up the center with the necessary materials.
- CLARK.PK.4: Prepare the science center with the necessary materials.
- CLARK.PK.4: Prepare the math center with the necessary materials.
- Who is your Mama?: Children will have the opportunity to create their own version of the animal masks and props using clay and paper.

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**Math Center**

- VACR.TP.4, SE.FPK.4, VB.CR.PK.2: Set up the center with the necessary materials.
- CLARK.PK.4: Prepare the science center with the necessary materials.
- CLARK.PK.4: Prepare the reading center with the necessary materials.
- Who is your Mama?: Children will have the opportunity to create their own version of the animal masks and props using clay and paper.

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**Reading Center**

- CLARK.PK.4: Prepare the reading center with the necessary materials.
- VACR.TP.4, SE.FPK.4, VB.CR.PK.2: Set up the center with the necessary materials.
- Who is your Mama?: Children will have the opportunity to create their own version of the animal masks and props using clay and paper.

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**Music Center**

- VACR.TP.4, SE.FPK.4, VB.CR.PK.2: Set up the center with the necessary materials.
- CLARK.PK.4: Prepare the science center with the necessary materials.
- CLARK.PK.4: Prepare the math center with the necessary materials.
- Who is your Mama?: Children will have the opportunity to create their own version of the animal masks and props using clay and paper.

---

**CLARK.PK.4**

- VACR.TP.4, SE.FPK.4, VB.CR.PK.2: Set up the center with the necessary materials.
- CLARK.PK.4: Prepare the science center with the necessary materials.
- CLARK.PK.4: Prepare the math center with the necessary materials.
- Who is your Mama?: Children will have the opportunity to create their own version of the animal masks and props using clay and paper.

---

**CLARK.PK.4**

- VACR.TP.4, SE.FPK.4, VB.CR.PK.2: Set up the center with the necessary materials.
- CLARK.PK.4: Prepare the science center with the necessary materials.
- CLARK.PK.4: Prepare the math center with the necessary materials.
- Who is your Mama?: Children will have the opportunity to create their own version of the animal masks and props using clay and paper.

---

**CLARK.PK.4**

- VACR.TP.4, SE.FPK.4, VB.CR.PK.2: Set up the center with the necessary materials.
- CLARK.PK.4: Prepare the science center with the necessary materials.
- CLARK.PK.4: Prepare the math center with the necessary materials.
- Who is your Mama?: Children will have the opportunity to create their own version of the animal masks and props using clay and paper.
Do Jungle Movements. Invite children to select a card and move like that animal. PD.GM.PK4.2, PD.GM.PK4.3
Snake Bubbles. Invite children to make snake bubbles while outside. PD.GM.PK4.2, PD.GM.PK4.3
Jungle Animals Roll and Move Game. Roll the dice to see how to move. PD.GM.PK4.2, PD.GM.PK4.3

**Transitions**

Swinging through the jungle “… can you come up and name your favorite animal that lives in the jungle.” After child states animal have them walk like that animal to a center of their choice. PD.SHS.PK4.3
Who is wearing? “I am looking for someone who is wearing something green. If you are wearing something that is green, you may…” M.MD.PK4.3
If your name? “If your name starts with the sound /b/, you may…” ELA.RF.PK4.2
Jungle movements Have the children sway their arms like tree branches or vines in the jungle while walking to breakfast or lunch. PD.GM.PK4.2

**Non-Fiction Book List**

- National Geographic Readers: Tiger by National Geographic Kids
- National Geographic Readers: Monkeys by National Geographic Kids
- Jungle Facts & Figures by Lori Vetere
- Touch and Feel Jungle Animals by DK

**Links to videos/ audio**

- The Umbrella by Jan Brett - [https://www.youtube.com/watch?v=dS8lzbgt8gc](https://www.youtube.com/watch?v=dS8lzbgt8gc)
- The Great Kapok Tree by Lynne Cherry - [https://www.youtube.com/watch?v=J1Teb-2jYtI](https://www.youtube.com/watch?v=J1Teb-2jYtI)
- Rumble in the Jungle by Andreae Giles - [https://www.youtube.com/watch?v=D2-O1LkCzpM](https://www.youtube.com/watch?v=D2-O1LkCzpM)
- The Animal Boogie by Debbie Harter - [https://www.youtube.com/watch?v=2Su1GzruQM](https://www.youtube.com/watch?v=2Su1GzruQM)
- Party in the Jungle: Fun Phonemic Awareness Song by Jack Hartmann - [https://www.youtube.com/watch?v=KR-c0FXR9sA](https://www.youtube.com/watch?v=KR-c0FXR9sA)
Learning Center Materials

This is a list of developmentally appropriate materials that may be housed in each learning center to enhance a child’s learning. This document should be used to inventory current materials, but NOT what MDE says it required. These are just recommendations of developmentally appropriate materials.

<table>
<thead>
<tr>
<th>Fine Motor Center</th>
<th>Math Center</th>
<th>Art Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Bristle Blocks</td>
<td>□ Abacus</td>
<td>□ Chalk &amp; Chalk Boards</td>
</tr>
<tr>
<td>□ Duplos</td>
<td>□ Beads with Bead Patterns</td>
<td>□ Crayons</td>
</tr>
<tr>
<td>□ Legos</td>
<td>□ Chart and Graph Activities</td>
<td>□ Dry Erase Markers &amp; Boards</td>
</tr>
<tr>
<td>□ Lincoln Logs</td>
<td>□ Made by Children</td>
<td>□ Markers</td>
</tr>
<tr>
<td>□ Tinker Toys</td>
<td>□ Dice</td>
<td>□ Paper</td>
</tr>
<tr>
<td>□ Nuts &amp; Bolts</td>
<td>□ Dominoes</td>
<td>□ Pencils</td>
</tr>
<tr>
<td>□ Gears</td>
<td>□ Five/Ten Frame Cards</td>
<td>□ Pens</td>
</tr>
<tr>
<td>□ Links</td>
<td>□ Games with Dice</td>
<td>□ Fingerpaints</td>
</tr>
<tr>
<td>□ Mr. Potato Head</td>
<td>□ Pegboards with Numbers</td>
<td>□ Tempera Paints</td>
</tr>
<tr>
<td>□ Pattern Blocks</td>
<td>□ Printed</td>
<td>□ Watercolors</td>
</tr>
<tr>
<td>□ Pegs with Peg Boards</td>
<td>□ and Holes to Match</td>
<td>□ Boxes</td>
</tr>
<tr>
<td>□ Pop Beads</td>
<td>□ Playing Cards</td>
<td>□ Clay &amp; Playdough</td>
</tr>
<tr>
<td>□ Sewing Cards</td>
<td>□ Puzzles Where Written</td>
<td>□ Pipe Cleaners</td>
</tr>
<tr>
<td>□ Snap Blocks</td>
<td>□ Numbers are Matched to Quantities</td>
<td>□ Buttons</td>
</tr>
<tr>
<td>□ Stringing Beads</td>
<td>□ Small Objects to Count into Numbered Containers</td>
<td>□ Cardboard Tubes</td>
</tr>
<tr>
<td>□ Table Blocks</td>
<td></td>
<td>□ Cotton Balls</td>
</tr>
<tr>
<td>□ Train Tracks</td>
<td></td>
<td>□ Egg Cartons</td>
</tr>
<tr>
<td>Unifix Cubes</td>
<td>Balance Scale with Things to Weigh</td>
<td>Feathers</td>
</tr>
<tr>
<td>Zip, Snap, Button Toys/Vests</td>
<td>Bathroom Scale</td>
<td>Felt Scraps</td>
</tr>
<tr>
<td>Floor Puzzles</td>
<td>Games</td>
<td>Glitter</td>
</tr>
<tr>
<td>Frame Puzzles</td>
<td>Math Links</td>
<td>Magazines &amp; Paper Scraps</td>
</tr>
<tr>
<td>Knobbed Puzzles</td>
<td>Measuring Cups and Spoons with Materials to Measure</td>
<td>Pom-poms</td>
</tr>
<tr>
<td>Crayons</td>
<td>Nested Cups</td>
<td>Sequins</td>
</tr>
<tr>
<td>Markers</td>
<td>Puzzles with Geometric Shapes</td>
<td>Yarn/String</td>
</tr>
<tr>
<td>Pencils</td>
<td>Graduated Puzzles</td>
<td>Dot Markers</td>
</tr>
<tr>
<td>Playdough</td>
<td>Rulers, Yardsticks, Tape Measures</td>
<td>Brushes, Rollers, Sponge Painters</td>
</tr>
<tr>
<td>Scissors</td>
<td>Shapes-Matching Games Where Geometric Shapes are Divided into Parts (fractions)</td>
<td>Hole Punches</td>
</tr>
<tr>
<td>Hole punches</td>
<td>Thermometer</td>
<td>Playdough Tools</td>
</tr>
<tr>
<td></td>
<td>Attribute Blocks of Different Sizes, Shapes, Colors</td>
<td>Ruler</td>
</tr>
<tr>
<td></td>
<td>Geoboard</td>
<td>Scissors</td>
</tr>
<tr>
<td></td>
<td>Magnetic Shapes</td>
<td>Stamps/Stamp Pad</td>
</tr>
<tr>
<td></td>
<td>Parquetry Blocks with Patterns</td>
<td>Stapler</td>
</tr>
<tr>
<td></td>
<td>Puzzles with Different Geometric Shapes</td>
<td>Stencils</td>
</tr>
<tr>
<td></td>
<td>Shape Sorters</td>
<td>Tape</td>
</tr>
<tr>
<td></td>
<td>Shape Stencils</td>
<td></td>
</tr>
<tr>
<td>Music Center</td>
<td>Block Center</td>
<td>Nature/Science Center</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>- Bells</td>
<td>- Unit Blocks</td>
<td></td>
</tr>
<tr>
<td>- Castanets</td>
<td>- Wood</td>
<td></td>
</tr>
<tr>
<td>- Cymbals</td>
<td>- Foam</td>
<td></td>
</tr>
<tr>
<td>- Drums</td>
<td>- Plastic</td>
<td></td>
</tr>
<tr>
<td>- Electric Keyboard</td>
<td>Large hollow blocks</td>
<td></td>
</tr>
<tr>
<td>- Hardwood Blocks with Mallets</td>
<td>Wood</td>
<td></td>
</tr>
<tr>
<td>- Maracas</td>
<td>- Cardboard</td>
<td></td>
</tr>
<tr>
<td>- Piano</td>
<td>- Plastic</td>
<td></td>
</tr>
<tr>
<td>- Rainstick</td>
<td>- Accessories</td>
<td></td>
</tr>
<tr>
<td>- Rhythm Sticks</td>
<td>Animals</td>
<td></td>
</tr>
<tr>
<td>- Triangles</td>
<td>- Small People</td>
<td></td>
</tr>
<tr>
<td>- Shakers</td>
<td>- Vehicles</td>
<td></td>
</tr>
<tr>
<td>- Tambourine</td>
<td>- Road Signs</td>
<td></td>
</tr>
<tr>
<td>- Wrist Bells</td>
<td>- Trees</td>
<td></td>
</tr>
<tr>
<td>- Xylophones</td>
<td>- Small Building</td>
<td></td>
</tr>
<tr>
<td>- Dancing Ribbons</td>
<td>- Cars &amp; Trucks</td>
<td></td>
</tr>
<tr>
<td>- Scarves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- CD Player</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Variety of CD’s</td>
<td></td>
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</tr>
</tbody>
</table>

* Accessories should enhance, rather than detract from block play.
<table>
<thead>
<tr>
<th>Sand/ Water Center</th>
<th>Dramatic Play Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Buckets</td>
<td>□ Child-sized furniture and materials</td>
</tr>
<tr>
<td>□ Funnels</td>
<td>□ Stove</td>
</tr>
<tr>
<td>□ Measuring Cups/Spoons</td>
<td>□ Washer/ Dryer</td>
</tr>
<tr>
<td>□ Pails</td>
<td>□ Table and 2 Chairs</td>
</tr>
<tr>
<td>□ Rakes</td>
<td>□ Cooking/Eating Utensils (Cultural utensils, wok, chopsticks, etc.)</td>
</tr>
<tr>
<td>□ Sand Molds</td>
<td>□ Dolls (different races, cultures)</td>
</tr>
<tr>
<td>□ Scoops</td>
<td>□ Dress-Up clothes for both boys and girls (Cultural clothes too)</td>
</tr>
<tr>
<td>□ Shovels</td>
<td>□ Play Food (Cultural food, tacos, sushi, pizza, etc.)</td>
</tr>
<tr>
<td>□ Sifters/Sieve</td>
<td>□ Doll Clothes</td>
</tr>
<tr>
<td>□ Spray Bottles</td>
<td>□ Bed</td>
</tr>
<tr>
<td>□ Turkey Baster</td>
<td>□ High chair</td>
</tr>
<tr>
<td>□ Trowels</td>
<td>□ Stroller</td>
</tr>
</tbody>
</table>

- Lifting objects with
- Levers/Pulleys
- Magnets & Magnetic/Non-Magnetic Things
- Magnifying Glasses
- Matching Texture Boards
- Microscope and Slides
- Prisms
- Sensory Bottles (Oil and Water, etc.)
- Smelling Cans with Different Things
- Tornado Tubes
<table>
<thead>
<tr>
<th>Unbreakable Containers (Plastic Bowls in a Variety of Sizes)</th>
<th>Mirror</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Play House</td>
</tr>
<tr>
<td></td>
<td>Stuffed Animals</td>
</tr>
<tr>
<td></td>
<td>Telephone</td>
</tr>
<tr>
<td></td>
<td>Costumes (hats, capes, fancy dress-ups, crown, etc.)</td>
</tr>
<tr>
<td></td>
<td>Equipment Used by People with Disabilities (Doll size or child size)</td>
</tr>
</tbody>
</table>

**Different Work Themes**

- Construction (hats, shovels, tools, etc.)
- Farmer/Gardener (rakes, shovels, seed packets, pumpkins, etc.)
- Medical (gauze bandages, doctor’s kit, dolls, etc.)
- Office Play (office supplies, desk, briefcase, etc.)
- Post Office (mail box, envelopes, post cards, mailbag, jacket, hat, etc.)
- Restaurant (tables & chairs, menus, play money, aprons, etc.)
- Store (cash register, play food, empty food cartons, bags, pretend money, etc.)
## Planning Template

**Theme:**

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Differentiation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child will/may:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Learning Center
- Small Group
- Whole Group
Managing Behaviors in Early Childhood Scenarios

Scenario 1.
Sew the fabric part of a hot air balloon together
Words you can't say:
Balloon
Air
Basket
Sew

Scenario 2.
Cook a rack of lamb
Words you can't say:
Lamb
Cook
Seasonings
Oven

Scenario 3.
Removing an appendix
Words you can't say:
Doctor
Surgery
Appendix
Remove
Cut

Scenario 4.
Creating an app
Words you can't say:
Phone
Apple
Android
Program

Scenario 5.
Design a dress using recyclable materials
Words you can't say:
Recyclable
Dress
Make/construct

Scenario 6.
Installing a hot water heater
Words you can't say:
Heater
Water
Hot
Wrench
Install
Coils
Electricity

Scenario 7.
Navigating Dubai
Words you can't say:
Dubai
Map
Car
Camel
Czech Republic

Scenario 8.
Make tamales
Words you can't say:
Tamales
Husk
Masa
Meat
Steam

Scenario 9.
Fly an airplane
Words you can't say:
Fly
Airplane
Cockpit
Piolet
Air

Scenario 10.
Pass a bill through Congress
Words you can't say:
Congress/Senate
Bill
Law
Utilizing Music to Foster Early Literacy

Lee Anne Grace Barnes, NBCT
Music Specialist, Tupelo Public Schools
Thomas Street Elementary School
labarnes@tupeloschools.com

Reading Standards
Teaching and assessment strategies utilizing music will be presented for the following standards:

Literature
2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media.
   - Five Little Monkeys
   - The Very Hungry Caterpillar

3. With prompting and support, identify some characters, settings, and/or major events in a story.
   - Brown Bear, Brown Bear

10. Actively engage in a variety of shared reading experiences with purpose and understanding through extension activities.
    - Bear Snores On
    - Click Clack Moo
    - The Very Busy Spider

Foundational Skills
1b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.
    - www.havefunteaching.com
    - Chicka Chicka Boom Boom

2b. Explore and recognize rhyming words.
    - nursery rhymes

2d. Demonstrate an understanding of syllables in words.
    - Brown Bear, Brown Bear

Discussion of Mississippi Music Standards
Recommended Books

Andrae, Giles  
*Giraffes Can’t Dance*  

Bennett, Jill  
*Noisy Poems*  

Carle, Eric  
*Book of Opposites*  
*Brown Bear, Brown Bear*  
*The Very Busy Spider*  
*The Very Hungry Caterpillar*  

Christelow, Eileen  
*Five Little Monkeys*  

Cronin, Doreen  
*Click Clack Moo, Cows That Type*  

Cuyler, Margarey  
*That’s Good, That’s Bad*  

Frazee, Marla  
*Hush, Little Baby*  

Lass, Bonnie  
*Who Took the Cookies from the Cookie Jar*  

Martin, Bill  
*Chicka Chicka Boom Boom*  

Munsch, Robert  
*Mortimer*  

Perkins, Al  
*Hand, Hand, Fingers, Thumb*  

Shulman, Lisa  
*Old MacDonald Had a Woodshop*  

Strickland, Henrietta  
*Dinosaur Roar*  

Seuss, Dr.  
*My Many Colored Days*  
9780590370462

Tabak, Simms  
*There Was Old Lady Who Swallowed A Fly*  

Van Laan, Nancy  
*Possum Comes A Knocking*  

Wilson, Karma  
*Bear Snores On*  

Unknown  
*Peanut Butter and Jelly*  
Online Resources

www.gonoodle.com  Web site with many different channels of movement and brain break activities. For preK, check out the Koo Koo Kanga Roo and Moose Tube channels.

www.havefunteaching.com  Many different music videos to introduce letter names, letter sounds, shapes and phonics.

http://pbskids.org/daniel/games/music-shop/  Explore different musical instruments. Be sure to check out the virtual xylophone.

http://pbskids.org/daniel/games/feel-the-music/ Create music to reflect happy, sad and mad.

www.youtube.com  Nursery rhymes. Hoopla Kids and E-Flash Apps have many videos.

Jack Hartmann on youtube

Recommended Instruments for the pre Kindergarten Classroom

Avoid purchasing poorly made sets of rhythm instruments, such as this one:
https://www.schooloutfitters.com/catalog/product_info/pfam_id/PFAM19065/products_id/PRO35801


<table>
<thead>
<tr>
<th>Instrument</th>
<th>Code</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhythm Sticks</td>
<td>540004</td>
<td>This is the catalog number for 12 sets of Lummi sticks, which are thick and shorter. If you buy rhythm or 8 inch sticks for this age.</td>
</tr>
<tr>
<td>sticks, purchase 6 group. The standard 10-12 inch sticks are too long.</td>
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<table>
<thead>
<tr>
<th>Instrument</th>
<th>Code</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boomwhackers</td>
<td>200346</td>
<td>Buy 2-3 sets so each child can play. Book of boom whacker songs; color coded. More Boomwhacker activities for preK.</td>
</tr>
<tr>
<td>Whack-A-Do</td>
<td>815748</td>
<td></td>
</tr>
<tr>
<td>Primary Boomwhackers</td>
<td>802906</td>
<td></td>
</tr>
<tr>
<td>Sound Shape Drums</td>
<td>204617</td>
<td>A bit more expensive; order at least 2 sets.</td>
</tr>
<tr>
<td>Egg Shakers</td>
<td>202376</td>
<td>A very inexpensive classroom instrument option.</td>
</tr>
<tr>
<td>Tambourines</td>
<td>202770</td>
<td>4-6 Do not purchase tambourines with heads.</td>
</tr>
<tr>
<td>Triangles</td>
<td>201549</td>
<td>4-6</td>
</tr>
<tr>
<td>Step Bells</td>
<td>200243</td>
<td>1-2</td>
</tr>
<tr>
<td>Sandblocks</td>
<td>203764</td>
<td>4-6 pairs</td>
</tr>
</tbody>
</table>
| **MU: Cr1.1.PK** | **Generate and conceptualize artistic ideas and work.**  
*Generate musical ideas for various purposes and contexts.* | **ENDURING UNDERSTANDING** | **ESSENTIAL QUESTION(S)** |
<table>
<thead>
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<tbody>
<tr>
<td></td>
<td>With substantial <strong>guidance</strong>, <strong>explore</strong> and experience a variety of music.</td>
<td>The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</td>
<td>How do musicians generate creative ideas?</td>
</tr>
</tbody>
</table>

| **MU: Cr2.1.PK** | **Organize and develop artistic ideas and work.**  
*Select and develop musical ideas for defined purposes and contexts.* | **ENDURING UNDERSTANDING** | **ESSENTIAL QUESTION(S)** |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>With substantial <strong>guidance</strong>, <strong>explore</strong> favorite <strong>musical ideas</strong> (such as <strong>movements</strong>, <strong>vocalizations</strong>, or instrumental accompaniments).</td>
<td>Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</td>
<td>How do musicians make creative decisions?</td>
</tr>
<tr>
<td></td>
<td>With substantial <strong>guidance</strong>, select and keep track of the order for performing original <strong>musical ideas</strong>, using <strong>iconic notation</strong> and/or recording technology.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **MU: Cr3.1.PK** | **Refine and complete artistic work.**  
*Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.* | **ENDURING UNDERSTANDING** | **ESSENTIAL QUESTION(S)** |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>With substantial <strong>guidance</strong>, consider personal, peer, and teacher feedback when demonstrating and refining personal <strong>musical ideas</strong>.</td>
<td>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</td>
<td>How do musicians improve the quality of their creative work?</td>
</tr>
</tbody>
</table>

| **MU: Cr3.2.PK** | **Refine and complete artistic work.**  
*Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.* | **ENDURING UNDERSTANDING** | **ESSENTIAL QUESTION(S)** |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>With substantial <strong>guidance</strong>, <strong>share</strong> revised personal <strong>musical ideas</strong> with peers.</td>
<td>Musicians’ presentation of creative work is the culmination of a process of creation and communication.</td>
<td>When is creative work ready to share?</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td></td>
<td></td>
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<tr>
<td>----------</td>
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</tr>
</tbody>
</table>
| MU: Pr4.1.PK | **Select, analyze, and interpret artistic work for presentation.**<br>Select varied musical works to present based on interest, knowledge, technical skill, and context.  
   a. With substantial **guidance**, **demonstrate** and state preference for varied musical selections. |
| ENDURING UNDERSTANDING | Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. |
| ESSENTIAL QUESTION(S) | How do performers select repertoire? |
| MU: Pr4.2.PK | **Select, analyze, and interpret artistic work for presentation.**<br>Analyze the structure and context of varied musical works and their implications for performance.  
   a. With substantial **guidance**, **explore** and **demonstrate** awareness of musical contrasts. |
| ENDURING UNDERSTANDING | Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. |
| ESSENTIAL QUESTION(S) | How does understanding the structure and context of musical works inform performance? |
| MU: Pr4.3.PK | **Select, analyze, and interpret artistic work for presentation.**<br>Develop personal interpretations that consider creators’ intent.  
   a. With substantial **guidance**, **explore** music’s **expressive qualities** (such as voice quality, **dynamics**, and **tempo**). |
| ENDURING UNDERSTANDING | Performers make interpretive decisions based on their understanding of context and expressive intent. |
| ESSENTIAL QUESTION(S) | How do performers interpret musical works? |
| MU: Pr5.1.PK | **Develop and refine artistic techniques and work for presentation.**<br>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.  
   a. With substantial **guidance**, practice and **demonstrate** what they like about their own **performances**.  
   b. With substantial **guidance**, apply personal, peer, and teacher feedback to **refine performances**. |
| ENDURING UNDERSTANDING | To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. |
| ESSENTIAL QUESTION(S) | How do musicians improve the quality of their performance? |
**MU: Pr6.1.PK**  Convey meaning through the presentation of artistic work.  
*Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*  

- With substantial **guidance**, **perform** music with **expression**.  

**ENDURING UNDERSTANDING**  
Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.  

**ESSENTIAL QUESTION(S)**  
When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

---

**MU: Re7.1.PK**  Perceive and analyze artistic work.  
*Choose music appropriate for a specific purpose or context.*  

- With substantial **guidance**, state personal interests and **demonstrate** why they prefer some music selections over others.  

**ENDURING UNDERSTANDING**  
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.  

**ESSENTIAL QUESTION(S)**  
How do individuals choose music to experience?

---

**MU: Re7.2.PK**  Perceive and analyze artistic work.  
*Analyze how the structure and context of varied musical works inform the response.*  

- With substantial **guidance**, **explore** musical contrasts in music.  

**ENDURING UNDERSTANDING**  
Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.  

**ESSENTIAL QUESTION(S)**  
How does understanding the structure and context of music inform a response?

---

**MU: Re8.1.PK**  Interpret intent and meaning in artistic work.  
*Support interpretations of musical works that reflect creators'/performers' expressive intent.*  

- With substantial **guidance**, **explore** music's **expressive qualities** (such as **dynamics** and **tempo**).  

**ENDURING UNDERSTANDING**  
Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.  

**ESSENTIAL QUESTION(S)**  
How do we discern the musical creators' and performers' expressive intent?
### Pre-Kindergarten through 8th Grade [MUSIC]

Words in red are defined in the Glossary.

| MU: Re9.1.PK | **Apply criteria to evaluate artistic work.**  
**Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**  
**ENDURING UNDERSTANDING**  
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.  
**ESSENTIAL QUESTION(S)**  
How do we judge the quality of musical work(s) and performance(s)?  
**a. With substantial guidance, talk about personal and expressive preferences in music.**  
|  |  |

| MU: Cn10.0.PK | **Synthesize and relate knowledge and personal experiences to make art.**  
**Synthesize and relate knowledge and personal experiences to make music.**  
**ENDURING UNDERSTANDING**  
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.  
**ESSENTIAL QUESTION(S)**  
How do musicians make meaningful connections to creating, performing, and responding?  
**a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**  
**Embedded within:**  
MU:Cn3.2.PKa With substantial guidance, share revised musical ideas with peers.  
MU:Pr4.1.PKa With substantial guidance, demonstrate and state preference for varied musical selections.  
MU:Pr4.3.PKa With substantial guidance, explore music’s expressive qualities (such as voice quality, dynamics, and tempo).  

| MU: Cn11.0.PK | **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**  
**Relate musical ideas and works with varied context to deepen understanding.**  
**ENDURING UNDERSTANDING**  
Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.  
**ESSENTIAL QUESTION(S)**  
How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?  
**a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**  
**Embedded within:**  
MU:Pr4.2.PKa With substantial guidance, explore and demonstrate awareness of musical contrasts.  
MU:Re7.2.PKa With substantial guidance, explore musical contrasts in music.  
MU:Re9.1.PKa With substantial guidance, talk about their personal and expressive preferences in music.  

---

*Mississippi College- and Career-Readiness ARTS LEARNING STANDARDS for MUSIC | 21*
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Simultaneous Bilingual Language Development compared to Monolingual Language Development

<table>
<thead>
<tr>
<th>Developmental Stages</th>
<th>Simultaneous Bilingual Language Development</th>
<th>Monolingual Language Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>The stages are similar, but bilinguals develop two languages instead of one.</td>
<td>Age 1: Most children say their first words (words are in both Spanish and English)</td>
<td>Age 1: Most children say their first words (only in English)</td>
</tr>
<tr>
<td></td>
<td>Age 2: Most children use two-word phrases (Mi pelota, or My Lela for abuela).</td>
<td>Age 2: Most children use word phrases (My Juice).</td>
</tr>
<tr>
<td></td>
<td>Age 3: Most children use full sentences (No quiero ir al supermarket), but they use vocabulary from both their languages.</td>
<td>Age: Most children use full sentences (I don’t want to go to the store).</td>
</tr>
</tbody>
</table>

| Vocabulary | Knowledge of words is shared between Spanish and English. The bilingual child may have more vocabulary in one language than the other, or the vocabulary may be very topic or context specific. For example, vocabulary related to religion, family, and soccer may be more prevalent in Spanish whereas vocabulary related to TV programs and playing games with siblings may be more prevalent in English. | Monolingual children have developed vocabulary only in English. Similar to bilingual learners, context plays an important role in shaping vocabulary development. Children make associate new words with the objects, people and contexts in which they learned them, just as bilingual learners do, but this is done only in English. |

| Use | Bilingual learners use their two languages when appropriate given the context. Some contexts require the use of both languages simultaneously (a family reunion where everyone is bilingual and both languages are used); others require the use of only one language (going to a religious service in Spanish, for example). | Like bilingual learners, monolingual learners use language based on the requirements of the context (informal versus formal language); however, it is all done exclusively in English. |
Description of Second Language Acquisition Stages for Young Sequential Bilinguals

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Language Use</td>
<td>The child uses his/her home language even when others do not understand. Length of time in this stage varies by child.</td>
</tr>
<tr>
<td>Nonverbal Period</td>
<td>Once the realization sets in that the home language does not work, the child may rarely speak or use nonverbal means to communicate. Receptive language is being developed and the child demonstrates understanding through actions and other non-language necessary means. The length of time in this stage also varies. Language assessments may result in misleading information that underestimates the child’s true language capacity.</td>
</tr>
<tr>
<td>Telegraphic and Formulaic Speech</td>
<td>Formulas are used as the child starts using the new language, as in “me bathroom” indicating she wants to go to the bathroom. During this stage young children use phrases they have heard from others, sometimes not completely understanding the whole meaning of the words they use.</td>
</tr>
<tr>
<td>Productive Language</td>
<td>The child uses her/his own phrases and thoughts that may at first contain very simple grammatical patterns such as “I wanna play”. Predictable errors should be expected as children experiment with the new language and learn its rules and structure.</td>
</tr>
</tbody>
</table>

### Examples of U.S. Spanish

<table>
<thead>
<tr>
<th>Expression</th>
<th>Example</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code-switching</td>
<td>“Tengo el eight.”</td>
<td>One explanation is that students may know the name of an object or activity only in English, or only in Spanish, and so they insert the words they know from each language.</td>
</tr>
<tr>
<td></td>
<td>“Vamos a ir camping”</td>
<td></td>
</tr>
<tr>
<td>Linguistic</td>
<td>• Wáchale</td>
<td>Students create their own nouns and verbs blending structures and words in both languages.</td>
</tr>
<tr>
<td>Borrowing</td>
<td>• Socketines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Troca</td>
<td></td>
</tr>
<tr>
<td>Semantic</td>
<td>“Vamos a comprar las groserías.”</td>
<td>Students use a word they believe to be a cognate when in fact, it is not.</td>
</tr>
<tr>
<td>Extensions</td>
<td>(Let’s go buy the groceries – a term that in Spanish usually means “bad words”).</td>
<td></td>
</tr>
<tr>
<td>Calques</td>
<td>Voy a mi tío Marco’s casa.</td>
<td>Students use the syntax of one language but with the words of the other.</td>
</tr>
</tbody>
</table>

## Positive Climate

**Relationships:** Physical proximity, shared activities, peer assistance, matched affect, social conversation.

**Positive Affect:** Smiling, laughter, enthusiasm.

**Positive Communication:** Verbal affection, physical affection, positive expectations.

Respect: Eye contact, warm, calm voice, respectful language, cooperation and/or sharing.

<table>
<thead>
<tr>
<th>SC, CT, ENG, PD, FR</th>
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</thead>
<tbody>
<tr>
<td>SC1: Teacher acknowledges children’s communication.</td>
</tr>
<tr>
<td>SC2: Teachers greet/call most children by name.</td>
</tr>
<tr>
<td>SC5: Teacher’s tone in conversation is generally positive, calm, and supportive.</td>
</tr>
<tr>
<td>SC7: Teacher often uses positive descriptive feedback for children’s skills, behaviors and activities.</td>
</tr>
<tr>
<td>SC9: Teacher has comfortable, positive conversations with children about their interests and ideas.</td>
</tr>
<tr>
<td>CT2: Adult tone of voice is positive with one another.</td>
</tr>
<tr>
<td>CT8: Adults give positive feedback to each other.</td>
</tr>
<tr>
<td>CT9: Children initiate positive interactions with adults.</td>
</tr>
<tr>
<td>ENG3: Teacher communicates with children at eye level.</td>
</tr>
<tr>
<td>ENG7: Teacher comments positively on children who are engaged in activities.</td>
</tr>
<tr>
<td>PD2: Teacher uses directions to tell children what to do rather than what not to do.</td>
</tr>
<tr>
<td>FR2: teacher comments positively on children who are engaging in friendship behaviors.</td>
</tr>
<tr>
<td>FR8: Teacher models friendship skills in interactions with children or other adults.</td>
</tr>
</tbody>
</table>

## Negative Climate

**Negative Affect:** Irritability, anger, harsh voice, peer aggression, disconnected or escalating negativity.

**Punitive Control:** Yelling, threats, physical control, harsh punishment.

**Sarcasm/Disrespect:** Sarcastic voice, teasing, humiliation.

**Severe Negativity:** Victimization, bullying, physical punishment.

## Red Flags

20: Children are reprimanded for engaging in disruptive or problem behavior (frequent use of “no,” “stop,” “don’t”).

21: Children are threatened with an impending negative consequence that will occur if disruptive or problem behavior persists.

22: Teacher reprimands or admonishes children for expressing their emotions.

## Teacher Sensitivity

**Awareness:** Anticipates problems and plans appropriately, notices lack of understanding and/or difficulties.

**Responsiveness:** Acknowledges emotions, provides comfort and assistance, provides individualized support.

**Addresses Problems:** Helps in an effective and timely manner, helps resolve problems.

**Student Comfort:** Seeks support and

<table>
<thead>
<tr>
<th>SC, ENG, PD, TEE, TPS</th>
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</thead>
<tbody>
<tr>
<td>SC10: Teachers use alternative strategies communicating with children who are non-verbal, language delayed, or dual-language learners.</td>
</tr>
<tr>
<td>ENG5: Teacher assists individual children in selecting center activities and becoming actively engaged.</td>
</tr>
<tr>
<td>ENG9: Teacher modifies instruction or activity when children lose interest.</td>
</tr>
<tr>
<td>PD4: Teacher describes the activity expectations prior to or at the beginning of an activity.</td>
</tr>
<tr>
<td>PD6: Teacher checks in with children to make sure they understand the directions.</td>
</tr>
<tr>
<td>PD7: Teacher individualizes directions for children who need</td>
</tr>
</tbody>
</table>
guidance, freely participates, takes risks.
more support.

| Flexibility and Student Focus: Shows flexibility, Incorporates students' ideas, follows students' lead. | SR, SC, ENG, |
| Support for Autonomy and Leadership: Allows choice, allows students to lead lessons, gives students responsibilities. | SR3: Teacher directed activities are 20 minutes or shorter. |
| Student Expression: Encourages students to talk, elicits ideas and/or perspectives. | SR7: A balance of child-directed and teacher-directed activities occur during the observation. |
| Restriction of Movement: Allows movement, is not rigid. | SC6: Teacher responds to children's comments and ideas by asking questions and making comments. |

<p>| Behavior Management | PD, TBE, SCB |
| Clear Behavior Expectations: Clear expectations, consistency, clarity of rules. | PD1: Teacher uses directions that are simple, short and specific. |
| Proactive: Anticipates problem behavior or escalation, low reactivity, monitors. | PD2: Teachers use directions that tell children what to do rather than what not to do. |
| Redirection of Misbehavior: Effective reduction of misbehavior, attention to the positive, uses subtle cues to redirect, efficient redirection. | PD3: Teacher consistently provides positive descriptive feedback to children who follow directions. |
| Student Behavior: Frequent compliance, little aggression and defiance. | PD4: Teacher describes activity expectations to children prior to or at the beginning of an activity. |
| | PD7: Teacher individualizes directions for children who need more support. |
| TBE1: Teacher has posted behavior expectations that are positively stated, include a visual and are limited in number. | TBE5: Teacher comments on appropriate child behavior, linking the behavior to the posted behavior expectations. |
| TBE2: Teacher comments on appropriate child behavior, linking the behavior to the posted behavior expectations. | TBE6: Teacher provides specific positive feedback to children on meeting posted behavior expectations. |
| TBE7: Teacher facilitates discussions where children are involved in critical thinking about posted behavior expectations and their importance in the classroom. | SCB1: Teacher implements developmentally appropriate strategies. |
| SCB2: Teacher responds to children by stating the expected behavior in positive terms or providing instruction in an acceptable alternative behavior. | SCB3: Teacher provides positive attention or positive descriptive |</p>
<table>
<thead>
<tr>
<th><strong>Productivity</strong></th>
<th><strong>SR, TR, PD, CT,</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maximizing Learning Time:</strong> Provision of activities, choice when finished, few disruptions, effective completion of managerial tasks, pacing.</td>
<td><strong>SR1 &amp; 2:</strong> Teacher has posted classroom schedule of daily activities that includes visual representations and is at children’s eye level.</td>
</tr>
<tr>
<td><strong>Routines:</strong> Students know what to do, clear instructions, little wandering.</td>
<td><strong>SR8:</strong> If needed, teacher prepares children when changes are going to occur within the posted schedule.</td>
</tr>
<tr>
<td><strong>Transitions:</strong> Brief, explicit follow-through, learning opportunities within.</td>
<td><strong>TR3:</strong> Teacher has transition strategies that ensure children are actively engaged in transitions.</td>
</tr>
<tr>
<td><strong>Preparation:</strong> Materials ready and accessible.</td>
<td><strong>TR8:</strong> During transitions, the majority of children are actively engaged.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Instructional Learning Formats</strong></th>
<th><strong>TR, SC, ENG,</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effective Facilitation:</strong> Teacher involvement, effective questioning, expanding children’s involvement.</td>
<td><strong>TR8:</strong> During transitions, the majority of children are actively engaged.</td>
</tr>
<tr>
<td><strong>Variety of Modalities and Materials:</strong> Range of auditory, visual, and movement opportunities, interesting and creative materials, hands-on opportunities.</td>
<td><strong>SC4:</strong> Teacher joins in children’s play and engages in brief conversations about their play.</td>
</tr>
<tr>
<td><strong>Student Interest:</strong> Active participation, listening, focused attention.</td>
<td><strong>SC8:</strong> Teacher joins in children’s play to expand their interactions and ideas with other children.</td>
</tr>
<tr>
<td><strong>Clarity of Learning Objectives:</strong> Advanced organizers, summaries, reorientation statements.</td>
<td><strong>ENG2:</strong> Teacher provides developmentally appropriate activities that will support the engagement of almost all the class.</td>
</tr>
<tr>
<td></td>
<td><strong>ENG4:</strong> Teacher directed large group activities are structured so that children have opportunities to be actively engaged most of the time.</td>
</tr>
</tbody>
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<thead>
<tr>
<th><strong>Concept Development</strong></th>
<th><strong>TBE, TSC, FR, TPS,</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis and Reasoning:</strong> Why and or how questions, problem-solving, prediction/experimentation, classification/comparison, evaluation.</td>
<td><strong>TBE7:</strong> Teacher facilitates discussions where children are involved in critically thinking about posted behavior expectations or rules and their importance in the classroom.</td>
</tr>
<tr>
<td><strong>Creating:</strong> Brainstorming, planning, producing.</td>
<td><strong>TSC7:</strong> Teacher helps children reflect on their use of social skills or emotional competencies either individually or in groups.</td>
</tr>
<tr>
<td><strong>Integration:</strong> Connects concepts, integrates previous knowledge.</td>
<td><strong>FR9:</strong> Teacher supports children in reflecting on interactions with their peers with children doing most of the talking.</td>
</tr>
<tr>
<td><strong>Connections to the Real World:</strong> Real-world applications, related to students’ lives.</td>
<td><strong>TPS1:</strong> Teacher supports children as they work through the problem-solving process in naturally occurring situations.</td>
</tr>
<tr>
<td></td>
<td><strong>TPS2:</strong> Teacher engages children in generating solutions to common classroom problems.</td>
</tr>
<tr>
<td></td>
<td><strong>TPS7:</strong> Teacher helps children reflect on their own use of</td>
</tr>
<tr>
<td>Quality of Feedback</td>
<td>SC, PD, TEE</td>
</tr>
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<td>---------------------</td>
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</tr>
</tbody>
</table>
| **Scaffolding:** Hints, assistance.  
**Feedback Loops:** Back-and-forth exchanges, persistence by teacher, follow-up questions.  
**Prompting Thought Processes:** Asks students to explain thinking, queries responses and actions.  
**Providing Information:** Expansion, clarification, specific feedback.  
**Encouragement and Affirmation:** Recognition, reinforcement, student persistence. | **SC6:** Teacher responds to children’s comments and ideas by asking questions and making comments.  
**SC8:** Teacher joins in children’s play to expand their interactions and ideas with other children.  
**TEE4:** Teacher validates children’s emotions by labeling them and helping children talk about their emotions.  
**TPS7:** Teacher helps children reflect on their own use of problem-solving. |

<table>
<thead>
<tr>
<th>Language Modeling</th>
<th>SC, PD, TSC, FR, TEE</th>
</tr>
</thead>
</table>
| **Frequent Conversation:** Back-and-forth exchanges, contingent responding, peer conversations.  
**Open-Ended Questions:** Questions that require more than a one-word response, students respond.  
**Repetition and Extension:** Repeats, extends/elaborates.  
**Self- and Parallel Talk:** Maps own actions with language, maps student action with language.  
**Advanced Language:** Variety of words, connected to similar words/ideas. | **SC6:** Teacher responds to children’s comments and ideas by asking questions and making comments.  
**SC7:** Teacher often uses positive descriptive feedback for children’s skills, behaviors and activities.  
**SC9:** Teacher has extended comfortable, positive conversations with children about their interests and ideas.  
**PD3:** Teacher consistently provides positive and descriptive feedback to children who follow directions.  
**TSC5:** Teacher models expected social skills and emotional competencies while describing his or her behavior.  
**FR2:** Teacher comments positively and descriptively on children who are working together, helping each other or engaging in other friendship behaviors.  
**TEE:** Teacher teaches about a variety of both positive and negative emotions. |
We have something important to share with you!

Research\(^1\) has shown that the skills your child needs to be successful in the future are social and emotional skills! The more socially skilled children are, the more likely they are to succeed in school. Because this is so important for your child, we are using the Pyramid Model in our program.

**What is the Pyramid Model?**

The Pyramid Model is a framework for supporting the social and emotional development of our children. The goal of the Pyramid Model is to create an environment where every child feels good about coming to school. This is accomplished by designing classrooms that promote engagement in learning and by building positive relationships among children, families, and staff. In our use of the Pyramid Model, our classroom staff will work together to ensure that all children understand behavior expectations, receive instruction in social skills, and those who are struggling receive individual support.

The Pyramid Model illustrates that the foundation for helping children develop social and emotional skills is nurturing and responsive relationships and high quality environments. The middle of the Pyramid, teaching of social and emotional skills, is provided to all children with some children receiving additional teaching and support. The top of the Pyramid shows that a few children will need the foundation, the middle AND individualized intervention to address challenging behavior.

To use the Pyramid Model, our program established a leadership team that will provide ongoing support to our staff and families. Our leadership team looks forward to sharing some of the important work we are doing, including teaching program-wide expectations, partnering with families, training staff in teaching strategies, providing classroom coaching to help teachers implement, and using data for decision-making. Stay tuned for ongoing updates about the Pyramid Model in our program!

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**What is gained by using the Pyramid Model?**

**FAMILIES**
- Receive information on how to help promote children's social and emotional skills
- Team with teachers to help children grow and learn
- Receive support for preventing and addressing behavior problems

**TEACHERS**
- Are effective in helping children learn social and emotional skills
- Strengthen classroom management skills
- Have information and resources to support families

**CHILDREN**
- Increase their social and emotional skills
- Improve in their readiness for kindergarten
In our CLASSy Classroom, we

- Play with the children.
- Smile and laugh.
- Use a warm, calm voice.
- Notice children's emotions.
- Help resolve problems.
- Encourage children's talk
- Give children choices.
- Give children responsibility.
- Use children's ideas.

- Enforce rules consistently.
- Redirect misbehavior.
- Praise positive behavior.
- Interact with children.
- Keep transitions brief and organized.
- Give clear instructions.

- Ask open ended questions.
- Ask children to explain their thinking.
- Listen to the children.
- Remind children about previous learning.
- Relate topics to their lives.
- Make praise specific.
- Give hints and help.
- Use lots of words.
An Opportunity to Tell Us More

Please complete the following final feedback form. Your responses will help us better plan for trainings of pre-kindergarten teachers and assistants, administrators, and early learning communities throughout the year. We value your feedback.

Mark (x) if you are a:

Teacher  __________  Teacher's Assistant  __________
Administrator  __________  Other (please specify)  __________

Please circle five (5) sessions you found to be most helpful and will have the most impact on your teaching practices.

- Moving Forward
- Who Made You the Teacher?
- Turning Lemons into Lemonade
- Supporting Early Childhood Development
- Abstract to Active
- Trauma Sensitive Classroom
- Using Conscious Discipline to Support a Trauma Sensitive
- Impacting the Traffic Control System of Young Minds
- Schedules, Standards, and Planning, Oh My!!
- Linking Lesson Plans and Learning Centers
- Make-n-Take Putting the Pieces Together
- Managing Behaviors in Early Childhood
- Follow ME: Monitoring Development
- Utilizing Music to Foster Literacy
- English Language Learners and Literacy
- Teaching Pyramid Observation Tool (TPOT)
- Let Language do the Talking
- Stepping into STEM
- Making Adjustments
- CLASS Overview
- CLASSy Connections
- Family Engagement and Transition
- #tech4littles

Please circle or fill-in early childhood education topics you would like to see offered in the future.

Early Childhood Topics:
- Child Development
- Executive Function and Self-Regulation
- Early Learning Standards and Guidelines
- Lesson Plans (thematic) and Learning Projects in the Pre-K Classroom
- Classroom Arrangement, Effective Learning Centers, and Learning Center Management & Strategies
- Child Observation and Assessment Tools (Brigance, CLASS etc.)
- Supporting Literacy Skills/ ELA Mastery

Other suggestions:

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
Specialized Early Childhood Education Training Program

Daily Session(s) Evaluation
Friday, June 28, 2019

Please circle one rating for each session of the day based on its effectiveness in preparing you to provide higher quality teaching practices or supervision of pre-k teachers. The same rating may be given to more than one session. Your honest feedback and comments regarding the sessions is important for future sessions and is most appreciated by the Mississippi Department of Education.

5 = Most Useful  4 = Very Useful  3 = Useful  2 = Somewhat Useful  1 = Not Useful

<table>
<thead>
<tr>
<th>Session</th>
<th>Description</th>
<th>Circle one rating per session</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>Family Engagement and Transition</td>
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<tr>
<td>Session 2</td>
<td>#Techfor littles</td>
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<td>Comments:</td>
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<tr>
<td>Session 3</td>
<td>Wrapping Up and Moving On</td>
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<tr>
<td>Session 4</td>
<td>Final Wrap-up Q &amp; A</td>
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<td>Comments:</td>
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</table>

Mark (x) if you are a:

Teacher
Administrator

Teacher's Assistant
Other (please specify)

Circle the number of years of experience you have teaching/working in a pre-k classroom in Mississippi:

- 0-2
- 3-5
- 6-10
- 11-15
- 16-20
- 21+

Circle the number of years of experience you have supervising pre-k teachers:

- 0-2
- 3-5
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- 11-15
- 16-20
- 21+

Additional Comments:
Specialized Early Childhood Education Training Program

Daily Session(s) Evaluation
Thursday, June 27, 2019

Please circle one rating for each session of the day based on its effectiveness in preparing you to provide higher quality teaching practices or supervision of pre-k teachers. The same rating may be given to more than one session. Your honest feedback and comments regarding the sessions is important for future sessions and is most appreciated by the Mississippi Department of Education.

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Mark (x) if you are a:
Teacher
Administrator

Teacher's Assistant
Other (please specify)

Circle the number of years of experience you have teaching/working in a pre-k classroom in Mississippi:
0-2  3-5  6-10  11-15  16-20  21+

Circle the number of years of experience you have supervising pre-k teachers:
0-2  3-5  6-10  11-15  16-20  21+

Additional Comments:
Specialized Early Childhood Education Training Program

Daily Session(s) Evaluation
Wednesday, June 26, 2019

Please circle one rating for each session of the day based on its effectiveness in preparing you to provide higher quality teaching practices or supervision of pre-k teachers. The same rating may be given to more than one session. Your honest feedback and comments regarding the sessions is important for future sessions and is most appreciated by the Mississippi Department of Education.

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<tr>
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<tr>
<td>Session 1: Stepping into STEM</td>
<td>5 4 3 2 1</td>
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<tr>
<td>Session 2: Making Adjustments</td>
<td>5 4 3 2 1</td>
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</tr>
<tr>
<td>Session 3: CLASS Overview</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
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</table>

Mark (x) if you are a:
Teacher
Administrator
Teacher's Assistant
Other (please specify)

Circle the number of years of experience you have teaching/working in a pre-k classroom in Mississippi:

<table>
<thead>
<tr>
<th>Years</th>
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Circle the number of years of experience you have supervising pre-k teachers:

<table>
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<th>Years</th>
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Additional Comments:
Specialized Early Childhood Education Training Program

Daily Session(s) Evaluation
Tuesday, June 25, 2019

Please circle one rating for each session of the day based on its effectiveness in preparing you to provide higher quality teaching practices or supervision of pre-k teachers. The same rating may be given to more than one session. Your honest feedback and comments regarding the sessions is important for future sessions and is most appreciated by the Mississippi Department of Education.

5 = Most Useful  4 = Very Useful  3 = Useful  2 = Somewhat Useful  1 = Not Useful

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<tr>
<th>Session 1: English Learners and Literacy</th>
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<tbody>
<tr>
<td></td>
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<tr>
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<thead>
<tr>
<th>Session 2: English Learners and Literacy</th>
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<thead>
<tr>
<th>Session 3: Teaching Pyramid Observation Tool (TPOT)</th>
<th>Circle one rating per session</th>
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<td></td>
<td>5  4  3  2  1</td>
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<thead>
<tr>
<th>Session 4: Let Language do the Talking</th>
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</tbody>
</table>

Mark (x) if you are a:

 Teacher
 Administrator

Teacher's Assistant
 Other (please specify)

Circle the number of years of experience you have teaching/working in a pre-k classroom in Mississippi:

<table>
<thead>
<tr>
<th>Experience Level</th>
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<tbody>
<tr>
<td>0-2</td>
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Circle the number of years of experience you have supervising pre-k teachers:

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</table>

Additional Comments:
Specialized Early Childhood Education Training Program

Daily Session(s) Evaluation
Monday, June 24, 2019

Please circle one rating for each session of the day based on its effectiveness in preparing you to provide higher quality teaching practices or supervision of pre-k teachers. The same rating may be given to more than one session. Your honest feedback and comments regarding the sessions is important for future sessions and is most appreciated by the Mississippi Department of Education.

5 = Most Useful  4 = Very Useful  3 = Useful  2 = Somewhat Useful  1 = Not Useful

| Session 1: Managing Behaviors in Early Childhood | 5 | 4 | 3 | 2 | 1 |
| Comments: |

| Session 2: Follow Me: Monitoring Development | 5 | 4 | 3 | 2 | 1 |
| Comments: |

| Session 3: Utilizing Music to Foster Early Literacy | 5 | 4 | 3 | 2 | 1 |
| Comments: |

| Session 4: Utilizing Music to Foster Early Literacy | 5 | 4 | 3 | 2 | 1 |
| Comments: |

Mark (x) if you are a:  
Teacher  Administrator  Teacher's Assistant  Other (please specify)

Circle the number of years of experience you have teaching/working in a pre-k classroom in Mississippi:

0-2  3-5  6-10  11-15  16-20  21+

Circle the number of years of experience you have supervising pre-k teachers:

0-2  3-5  6-10  11-15  16-20  21+

Additional Comments:
Please circle one rating for each session of the day based on its effectiveness in preparing you to provide higher quality teaching practices or supervision of pre-k teachers. The same rating may be given to more than one session. Your honest feedback and comments regarding the sessions is important for future sessions and is most appreciated by the Mississippi Department of Education.

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| Session 1: Make-n-Take Putting the Pieces Together | 5 | 4 | 3 | 2 | 1 |
| Comments: |

| Session 2: Make-n-Take Putting the Pieces Together | 5 | 4 | 3 | 2 | 1 |
| Comments: |

| Session 3: Make-n-Take Putting the Pieces Together | 5 | 4 | 3 | 2 | 1 |
| Comments: |

| Session 4: Make-n-Take Putting the Pieces Together | 5 | 4 | 3 | 2 | 1 |
| Comments: |

Mark (x) if you are a:

- Teacher
- Teacher's Assistant
- Administrator
- Other (please specify)

Circle the number of years of experience you have teaching/working in a pre-k classroom in Mississippi:

- 0-2
- 3-5
- 6-10
- 11-15
- 16-20
- 21+

Circle the number of years of experience you have:

- 0-2
- 3-5
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- 21+

Additional Comments:
Specialized Early Childhood Education Training Program

Daily Session(s) Evaluation
Thursday, June 20, 2019

Please circle one rating for each session of the day based on its effectiveness in preparing you to provide higher quality teaching practices or supervision of pre-k teachers. The same rating may be given to more than one session. Your honest feedback and comments regarding the sessions is important for future sessions and is most appreciated by the Mississippi Department of Education.

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<tr>
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<table>
<thead>
<tr>
<th>Session 2: Schedules, Standards, Planning...Oh My!</th>
<th>Circle one rating per session</th>
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<tr>
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<table>
<thead>
<tr>
<th>Session 3: Linking Lesson Plans and Learning Centers</th>
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<table>
<thead>
<tr>
<th>Session 4: Linking Lesson Plans and Learning Centers</th>
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Mark (x) if you are a:  
Teacher cue Administrator cue  
Teacher's Assistant cue Other (please specify) cue

Circle the number of years of experience you have teaching/working in a pre-k classroom in Mississippi:

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Circle the number of years of experience you have supervising pre-k teachers:

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Additional Comments:
Specialized Early Childhood Education Training Program

Daily Session(s) Evaluation
Wednesday, June 19, 2019

Please circle one rating for each session of the day based on its effectiveness in preparing you to provide higher quality teaching practices or supervision of pre-k teachers. The same rating may be given to more than one session. Your honest feedback and comments regarding the sessions is important for future sessions and is most appreciated by the Mississippi Department of Education.

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<tr>
<th>Session 1: Using Consious Discipline to Support a Trauma Sensitive Classroom</th>
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Mark (x) if you are a:
Teacher
Administrator

Teacher's Assistant
Other (please specify)

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- 0-2
- 3-5
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Circle the number of years of experience you have supervising pre-k teachers:

- 0-2
- 3-5
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Additional Comments:
Specialized Early Childhood Education Training Program

Daily Session(s) Evaluation
Tuesday, June 18, 2019

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</table>

| Session 2: Turning Lemons into Lemonade | 5  4  3  2  1 |
| Comments:                               |               |

| Session 3: Trauma Sensitive Classroom | 5  4  3  2  1 |
| Comments:                             |               |

| Session 4: Trauma Sensitive Classroom | 5  4  3  2  1 |
| Comments:                             |               |

Mark (x) if you are a:

Teacher
Administrator
Teacher’s Assistant
Other (please specify)

Circle the number of years of experience you have teaching/working in a pre-k classroom in Mississippi:

0-2  3-5  6-10  11-15  16-20  21+

Circle the number of years of experience you have supervising pre-k teachers:

0-2  3-5  6-10  11-15  16-20  21+
Specialized Early Childhood Education Training Program

Daily Session(s) Evaluation
Monday, June 17, 2019

Please circle one rating for each session of the day based on it's effectiveness in preparing you to provide higher quality teaching practices or supervision of pre-k teachers. The same rating may be given to more than one session. Your honest feedback and comments regarding the sessions is important for future sessions and is most appreciated by the Mississippi Department of Education.

5=Most Useful  4=Very Useful  3=Useful  2=Somewhat Useful  1=Not Useful

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<th>Session</th>
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- 3-5
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- 11-15
- 16-20
- 21+

Circle the number of years of experience you have supervising pre-k teachers:

- 0-2
- 3-5
- 6-10
- 11-15
- 16-20
- 21+

Additional Comments: