

Lesson Planning and Instructional Strategies

Presented by Chris Spratlin
MSCS Pre-K Pre-Service
August 6th, 2025





Session Norms

- Be engaged.
- Collaborate with peers.
- Focus on solutions.
- Have an open mindset.

Agenda

- ✓ Creative Curriculum Weekly Lesson Planning
- ✓ Weekly Small Group Planning
- ✓ Small Group Instructional Strategies
- ✓ Planning and Preparing for Small Groups



Outcomes

As a result of today's session, you will be able to:

- Develop and facilitate standards-based, developmentally appropriate, and differentiated literacy and math small group lesson plans.
- Know where to find lesson planning resources within SmartTeach and the MSCS Pre-K website.





Creative Curriculum

Weekly Lesson Planning

Creative Curriculum Weekly Lesson Plans



- ✓ Weekly lesson plans **must** be developed and posted.
- ✓ Plans **must** be developed using the SmartTeach online platform.
- ✓ Weekly plans will also be posted on the MSCS Pre-K website for reference and support.

Website Access



- ✓ bit.ly/mscsprek
- ✓ You must log in to access the website
- ✓ Use the QR code to register to receive an account.

MSCS Pre-K Website Account
Request Form



SmartTeach Support



- Password resets
- Account creation
- Connecting to new school/classroom
- All MSCS Pre-K staff should have an account!

2025-2026 Smart Teach Access
Support Form



SmartTeach Support



Check the monthly Professional Development calendar for
“SmartTeach Office Hours” support sessions.

Currently available on the Professional Development page of
the MSCS Pre-K website:
“2024-2025 SmartTeach Lesson Planning Process”

Smartteach****TM

Sample Weekly Plan



SmartTeach

Bayer 1

September 23 - 27, 2024

Mon 23	Tue 24	Wed 25	Thu 26	Fri 27
<p>The First Six Weeks - Ministudy - What sounds do we hear at school? Where do they come from? - Day 5</p> <p>Morning Meeting/Foundational Literacy</p> <p>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You should engage students in <i>all</i> components of the foundational literacy lesson. You may lesson the quantity of questions to at least 3 questions each, but <i>every component must be taught</i>:</p> <ul style="list-style-type: none">◦ Find the Rhyme◦ Break it Up◦ Initial Sound Fluency	<p>Balls - Exploring the Topic - What do we know about balls? What do we want to find out? - Day 1</p> <p>Morning Meeting/Foundational Literacy</p> <p>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You should engage students in <i>all</i> components of the foundational literacy lesson. You may lesson the quantity of questions to at least 3 questions each, but <i>every component must be taught</i>:</p> <ul style="list-style-type: none">◦ Find the Rhyme◦ Break it Up◦ Initial Sound Fluency	<p>Balls - Exploring the Topic - What do we know about balls? What do we want to find out? - Day 2</p> <p>Morning Meeting/Foundational Literacy</p> <p>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You should engage students in <i>all</i> components of the foundational literacy lesson. You may lesson the quantity of questions to at least 3 questions each, but <i>every component must be taught</i>:</p> <ul style="list-style-type: none">◦ Find the Rhyme◦ Break it Up◦ Initial Sound Fluency	<p>Balls - Exploring the Topic - What do we know about balls? What do we want to find out? - Day 3</p> <p>Morning Meeting/Foundational Literacy</p> <p>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You should engage students in <i>all</i> components of the foundational literacy lesson. You may lesson the quantity of questions to at least 3 questions each, but <i>every component must be taught</i>:</p> <ul style="list-style-type: none">◦ Find the Rhyme◦ Break it Up◦ Initial Sound Fluency	<p>Balls - Exploring the Topic - What do we know about balls? What do we want to find out? - Day 4</p> <p>Morning Meeting/Foundational Literacy</p> <p>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You should engage students in <i>all</i> components of the foundational literacy lesson. You may lesson the quantity of questions to at least 3 questions each, but <i>every component must be taught</i>:</p> <ul style="list-style-type: none">◦ Find the Rhyme◦ Break it Up◦ Initial Sound Fluency



How to Access

2nd Quarter (Oct. 14 - Dec. 20)	»	1st Quarter Pacing Guide	▼	Home	About Us	Teachers	Calendar
3rd Quarter (Jan. 6 - Mar. 7)	»	Curriculum Pacing Calendar	▼	August 12-16 (pdf)	August 12-16 (doc)		
4th Quarter (Mar. 17 - May 23)	»	Curriculum Map How-To-Guide	▼	August 19-23 (pdf)	August 19-23 (doc)		
Active Supervision	»	<h2>CURRICULUM MAPS</h2>					
Brigance Inventory	»	August 12-16	▼	August 26-30 (pdf)	August 26-30 (doc)		
Conferences and Home Visits	»	August 19-23	▼	September 2-6 (pdf)	September 2-6 (doc)		
Foundational Literacy	»	August 26-30	▼	September 9-13 (pdf)	September 9-13 (doc)		
Portfolio	»	September 2-6	▼	September 16-20 (pdf)	September 16-20 (doc)		
Report Card and Assessment Guide	»	September 9-13	▼	September 23-27 (pdf)	September 23-27 (doc)		
		September 16-20	▼	Sept. 30-Oct. 4 (pdf)	Sept. 30-Oct. 4 (doc)		
		September 23-27	▼				
		Sept. 30-Oct. 4	▼				
<h2>WEEKLY SMARTTEACH LESSON PLANS</h2>							
September 23-27							



Weekly Literacy and Math Small Group Lesson Planning



“Small groups are a highly effective instructional method that allows you to target your instruction to meet the needs of each student in your classroom.”

***–Vanessa Levin,
Preschool Teacher and Consultant***



Weekly Literacy and Math Small Group Lesson Plans



- ✓ Weekly small group lesson plans **must** be developed and posted for both literacy **and** math small group instruction.
- ✓ Plans must be developed using the 2025-2026 MSCS Pre-K small group lesson plan template.
- ✓ Small Group plans **must** be submitted to your Instructional Advisor by the Thursday before the week the plans are for.

Literacy and Math Small Group Template Components



- ✓ Teacher/Teacher Assistant and School Name
- ✓ Tennessee Early Learning Developmental Standard (TN-ELDS)
- ✓ Student Objective ("I can..." statement)
- ✓ Activity for each small group (differentiation)
- ✓ List of students in each group

Literacy Small Group Lesson Plan Template



Pre-K Literacy Small Group Lesson Plans

Teacher/Teacher Assistant: _____

School: _____

Week of

Tennessee Early Learning Developmental Standards (TN-ELDS)

Student Objectives ("I Can" statements)

Group 1 (Teacher)	Group 2 (Teacher)	Group 3 (Teacher Assistant)	Group 4 (Teacher Assistant)
Activity:	Activity:	Activity:	Activity:
Students 1. 2. 3. 4. 5.	Students 1. 2. 3. 4. 5.	Students 1. 2. 3. 4. 5.	Students 1. 2. 3. 4. 5.

Literacy Small Group Lesson Plan Sample



Pre-K Literacy Small Group Lesson Plans

Teacher/Teacher Assistant: Mrs. Teacher & Ms. Teacher Assistant

School: ABC School

Week of September 23-27

Tennessee Early Learning Developmental Standards (TN-ELDS)

PK. FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.

Student Objectives ("I Can" statements)

I can identify the onset and rime of words.

I can recognize and tell if two words rhyme.

Group 1 (Teacher)	Group 2 (Teacher)	Group 3 (Teacher Assistant)	Group 4 (Teacher Assistant)
Activity: Students will add an onset (consonant) to a <u>rime</u> (-at, -op, - <u>og</u> , or -an) and sound out the new word. Students will create and use word family flip books to create and read their words.	Activity: Students will work with picture cards to create match pairs of rhyming words. Picture cards will include the -at, -op, - <u>og</u> , and - <u>an</u> word families. Students will be asked to identify the onset they hear in each word.	Activity: Students will work with picture cards to find a word that rhymes with a given picture/word. Students will work with words in the - <u>at</u> and -op word families.	Activity: Students will work with picture cards to find a word that rhymes with a given picture/word. Students will focus on the -at word family.
Students 1. Aaron 2. Destiny 3. Jacob 4. Muhammad 5. Paige	Students 1. Justin 2. Anthony 3. Mia 4. Austin 5. Sara	Students 1. Eric 2. Mary 3. Abby 4. Nicole 5. Jeremiah	Students 1. Asia 2. Elizabeth 3. Jordan 4. Jose 5. Stephanie

Math Small Group Lesson Plan Template



Pre-K Math Small Group Lesson Plans

Teacher/Teacher Assistant: _____ School: _____

Week of Tennessee Early Learning Developmental Standards (TN-ELDS)			
Student Objectives ("I Can" statements)			
Group 1 (Teacher)	Group 2 (Teacher)	Group 3 (Teacher Assistant)	Group 4 (Teacher Assistant)
Activity:	Activity:	Activity:	Activity:
Students 1. 2. 3. 4. 5.	Students 1. 2. 3. 4. 5.	Students 1. 2. 3. 4. 5.	Students 1. 2. 3. 4. 5.

Math Small Group Lesson Plan Sample



Pre-K Math Small Group Lesson Plans

Teacher/Teacher Assistant: Mrs. Teacher & Ms. Teacher Assistant

School: ABC School

Week of September 23-27

Tennessee Early Learning Developmental Standards (TN-ELDS)

PK.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

Student Objectives ("I Can" statements)

I can point to, count, and name the number of objects counted. (1-10)

Group 1 (Teacher)	Group 2 (Teacher)	Group 3 (Teacher Assistant)	Group 4 (Teacher Assistant)
Activity: Students will create a counting book by creating a page for each number (1-10) and then drawing or cutting/pasting items to create a set that matches the number of items on each page.	Activity: Students will draw a number (1-10) from a cup and then find items around the classroom to make a set of their given number. Students will use one-to-one correspondence to check their work.	Activity: Students will draw a number (1-10) from a cup and then use counters to make a set of their given number. Students will use one-to-one correspondence to check their work.	Activity: Students will count out a set of counters to match a given number (1-5). Students will practice with each number/set multiple times. Students will use one-to-one correspondence to check their work.
Students 1. Aaron 2. Muhammad 3. Paige 4. Justin 5. Anthony	Students 1. Destiny 2. Jacob 3. Mia 4. Austin 5. Eric	Students 1. Sara 2. Mary 3. Nicole 4. Asia 5. Elizabeth	Students 1. Abby 2. Jeremiah 3. Jordan 4. Jose 5. Stephanie

Weekly Suggestions



<u>Second Step Child Protection</u> <u>Unit Safety Curriculum:</u> Introduce September 8 th	August 11-15, 2025				Weekly Assessments: Brigance Screen Weekly Brigance IED-III Testing		
Tennessee Early Learning Developmental Standards (TN-ELDS): bit.ly/tneldsprek		Office of Head Start Early Learning Outcomes Framework (ELOF): bit.ly/elofprek					
Creative Curriculum Study	Morning Message (Phonemic Awareness)	Mighty Minutes (Card Numbers)	Phonological Awareness (Letter Bundles)	Stories/ Nursery Rhymes	Vocabulary	Sight Words	Color/ Shape/ Number
The First Six Weeks Mon: Focus Ques. 1, Day 1 Tues: Focus Ques. 1, Day 2 Wed: Focus Ques. 1, Day 3 Thurs: Focus Ques. 1, Day 4 Fri: Focus Ques. 1, Day 5	Tennessee Foundational Skills Curriculum Supplement Unit 1, Week 1, Days 1-5 (page 29)	Mon: 254 Tues: 207 Wed: 207 Thurs: 207 Fri: 207	Letter Bundle 1 Short Vowel: Aa Consonants: Bb, Ff, Dd, Gg	Stories: A Pocket for Corduroy Love Is a Family Quinito, Day and Night Wemberly Worried*** ***Use Book Discussion Card Nursery Rhyme: "Twinkle, Twinkle Little Star"	Focus Question 1: laundromat, reluctant, affectionate, lost, family, plenty, lonely, weird, skills, marvelous, mischief, orb, portrait, young, worried, "go with the flow", radiator, especially, make fun of, peeked,	a go green	green circle zero (0)
Literacy Small Group Instruction				Math Small Group Instruction			
PK.FL.PC.1 Demonstrate understanding of the organization and basic features of print. I can demonstrate an understanding of the basic features of print. (Handle book appropriately; recognize spoken words can be read; recognize words are made up of letters; recognize uppercase/lowercase letters; distinguish pictures and words.)				PK.CC.A.1 Know number names and counting sequence. I can count forward 1 to 30. PK.CC.A.3 Begin to print the distinctive features of numerals; PK.CC.A.4 Begin to name numerals 0-10. I can identify and name numerals 0-10.			
Interest Area Objectives							
<ul style="list-style-type: none"> ✓ Art: I can create by drawing and making collages. ✓ Blocks: I can make things out of blocks. ✓ Discovery: I can investigate and explore natural, science-related, and other interesting objects. ✓ Dramatic Play: I can use props and dress up clothes to pretend <u>with</u> myself and others. ✓ Foundational Literacy: I can identify letters. ✓ Library: I can enjoy stories and books. 				<ul style="list-style-type: none"> ✓ Listening: I can listen to stories/books read aloud to develop listening skills and learn new vocabulary. ✓ Music and Movement: I can explore music, rhythm, dance, and other movements using instruments, scarves, and related props. ✓ Sand and Water: I can experiment with sand and water. ✓ Technology: I can explore computers and/or tablets. ✓ Toys and Games: I can play with toys, games, and puzzles. ✓ Writing: I can draw and/or scribble to represent writing. 			

Pre-Populated Lesson Plan Templates



Pre-K Literacy Small Group Lesson Plans

Teacher/Teacher Assistant: _____ School: _____

Week of Sept. 30-Oct. 4

Tennessee Early Learning Developmental Standards (TN-ELDS)

PK. FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.

Student Objectives ("I Can" statements)

I can identify syllables in familiar words and words in a sentence.

(Ctrl) ▾

Group 1 (Teacher)	Group 2 (Teacher)	Group 3 (Teacher Assistant)	Group 4 (Teacher Assistant)
Activity:	Activity:	Activity:	Activity:
Students 1. 2. 3. 4. 5.	Students 1. 2. 3. 4. 5.	Students 1. 2. 3. 4. 5.	Students 1. 2. 3. 4. 5.

Pre-Populated Lesson Plan Templates



Pre-K Math Small Group Lesson Plans

Teacher/Teacher Assistant: _____

School: _____

Week of Sept. 30-Oct. 4

Tennessee Early Learning Developmental Standards (TN-ELDS)

PK.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

Student Objectives ("I Can" statements)

I can point to count and name the number of objects counted. (6-10)

Group 1 (Teacher)	Group 2 (Teacher)	Group 3 (Teacher Assistant)	Group 4 (Teacher Assistant)
Activity:	Activity:	Activity:	Activity:
Students 1. 2. 3. 4. 5.	Students 1. 2. 3. 4. 5.	Students 1. 2. 3. 4. 5.	Students 1. 2. 3. 4. 5.



How to Access

- Conferences and Home Visits »
- Foundational Literacy »
- Portfolio »
- Report Card and Assessment Guide »

- [August 19-23](#) ⬇️
- [August 26-30](#) ⬇️
- [September 2-6](#) ⬇️
- [September 9-13](#) ⬇️
- [September 16-20](#) ⬇️
- [September 23-27](#) ⬇️
- [Sept. 30-Oct. 4](#) ⬇️

WEEKLY SMARTTEACH LESSON PLANS

- [September 23-27](#)

WEEKLY SMALL GROUP LESSON PLANNING TEMPLATES

- [September 23-27](#)
- [Sept. 30-Oct. 4](#)

[Home](#) [About Us](#) [Teachers](#) [Calendar](#)

- [September 2-6 \(doc\)](#) ⬇️
- [September 9-13 \(pdf\)](#) ⬇️
- [September 9-13 \(doc\)](#) ⬇️
- [September 16-20 \(pdf\)](#) ⬇️
- [September 16-20 \(doc\)](#) ⬇️
- [September 23-27 \(pdf\)](#) ⬇️
- [September 23-27 \(doc\)](#) ⬇️
- [Sept. 30-Oct. 4 \(pdf\)](#) ⬇️
- [Sept. 30-Oct. 4 \(doc\)](#) ⬇️

TN BEST FOR ALL FOUNDATIONAL LITERACY ACTIVITIES

- [September 9-13](#) ⬇️
- [September 16-20](#) ⬇️
- [September 23-27](#) ⬇️

Weekly Lesson Planning Suggestions



The weekly literacy and math small group information found in the curriculum maps, SmartTeach lesson plans, and pre-populated small group lesson plans are suggestions.

Your lesson plans should reflect your teaching style and the needs of your students.

Locating and Defining a Standard



The Tennessee Early Learning Developmental Standards (TN-ELDs) are located on the Instructional Resources page of the Pre-K website, within the Education section.

They are also located in the Compliance and TDOE Notebook section under Tab 3 of the TDOE Notebook page.

All small group lessons must be directly connected to a standard.



Creating an Objective

Objectives must be written as an “I can...” statement.

The objective should connect to what the student will be expected to do during or at the end of the lesson.

Examples:

I can match pictures to their beginning sounds.

I can create AB patterns.



Designing an Activity

The activity should explain what students will be doing during the lesson. What materials or resources are being used? How are students showing their work?

Example:

Students will search a set of picture cards to look for a word that rhymes with their given card. Once they find a match, they will select a new card and look for a new rhyme. As students work, the teacher will ask them to name an additional word that rhymes with the pairs they find.



Small Group Instructional Strategies

Effective and Engaging Small Group Instruction...What is it?



Effective and engaging small group instruction involves a teacher:



- Using data to strategically plan, prepare, and provide instruction to 3-5 students based on their instructional needs.
- Facilitating active participation in the learning through modeling and the inclusion of multiple and various opportunities to engage in practice of the skill.
- Fostering a supportive environment where students feel safe to take risks, make mistakes, persevere, and progress in their learning.
- Providing immediate, targeted, and quality feedback to help students progress towards mastery of their learning.
- Assessing students' progress in order to plan and prepare for the next steps in the learning continuum.

Effective and Engaging Small Group Instruction...What it is NOT!



Effective and engaging small group instruction is NOT:

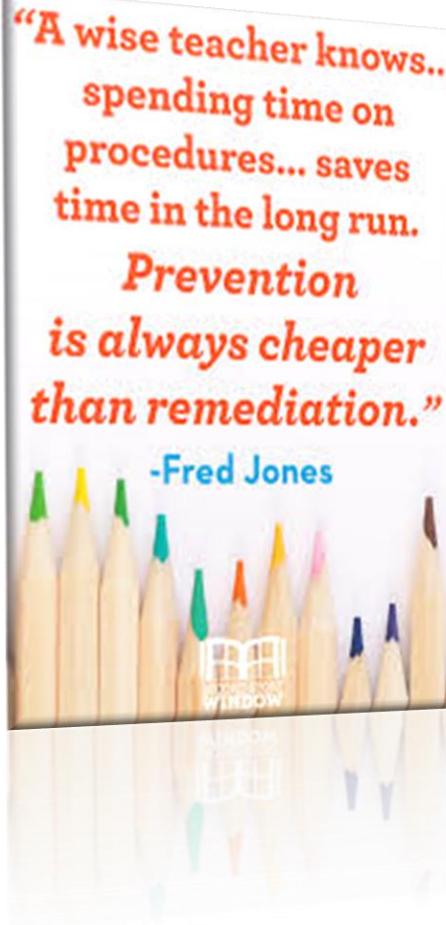
- Narrowly or non-focused instruction to pass time.
- Entertainment through games without purpose or regards to the students' grade-level learning needs.
- All students in each group completing the same task, the same way, with NO differentiation.



Effective and Engaging Small Group Instruction Begins with Effective Management!



Routines and procedures for small group instruction include:



- establishing a clear signal to gather students
- rotating group membership based on needs
- setting expectations for behavior and participation
- using visual aids
- incorporating active learning activities
- ensuring a smooth transition between activities
- maintaining a positive and engaging environment for young learners

Key Elements of Effective and Engaging Small Group Instruction



- **Differentiated Instruction**
 - Instruction tailored to the needs of the students (academic, social, emotional, and learning styles)
- **Student-Centered**
 - Active participation from students
- **Strategic groups of 3-5 students based on data**
 - Brigance
 - Anecdotal notes from whole group/small group instruction
 - Report card skills
- **Clear learning objectives**
 - Objective-driven by grade level standards
 - Objective is stated by teacher; repeated by students; reoriented throughout the lesson
- **Structured activities**
 - Well-planned objective-driven activities that promote thinking and move students towards mastery of the objective
- **Explicit teaching and facilitative teacher role**
 - Implement the gradual release of responsibility
 - Shift the responsibility of learning from teacher to students

Small Group INSTRUCTION



Planning and Preparing for Effective and Engaging Small Group Instruction



Planning for Effective and Engaging Small Group Instruction



Steps to planning effective and engaging small group instruction:

- Analyze student data (Brigance, anecdotal notes, report card, etc.) to identify deficit skills, students who share the same deficit skills, and the learning objective.
- Create flexible groups of 3-5 students.
- Identify at least 3 different hands-on activities that will help students master the objective at the grade level expectation. Know how the skill is assessed on Brigance and for report cards.
- Decide the progression (from simple to complex) in which students will engage in the activities to demonstrate the grade-level expected outcome. Anticipate misconceptions and plan scaffolded support to address them. Anticipate mastery and plan how you will challenge students beyond their current levels.
- How will students practice the skill in writing?
- What activity will be used to assess student mastery of or towards the objective?
- What is my matrix for mastery? (Ex. 2 of 5; 3 of 5; 4-5 of 5; 5 of 5)
- What's next? Reteach, remediate, or move to next skill?



Preparing for Effective and Engaging Small Group Instruction



To prepare for effective and engaging small group instruction the teacher must:



- **Gather all resources and materials prior to meeting with the students.**
 - Each student must have his/her own copy of the activity and/or set of manipulatives. (writing utensils, paper, dry-erase markers, letters, pictures, ABC chart, numbers chart, number line, counters, game pieces, etc.)
- **Pre-plan questions to ask students.**
 - assessing questions to check for understanding (Why? How?)
 - advancing questions to challenge students beyond their current level of understanding (What will happen if...?)
 - connecting questions that will allow students to make real-world connections and connections to prior learning (Activate prior knowledge!)
- **Determine the activity/assessment tool that will be used to assess students' progress towards mastery of the skill.**

Internalize the lesson! Know what you are teaching! Know the EXPECTED outcome! Have fun!

Available Resources

MSCS PRE-K PACING GUIDE 2025-2026							
Date	Curriculum Study	Phonemic Awareness	Letter Bundles	Sight Words	Nursery Rhyme	Color/Shape/Number	Assessments/Activities
1st NINE WEEKS							
August 4-8	PRE-K PRE-SERVICE (August 4-6) and STAGGERED ENTRY (August 7-8)						
August 11-15	The First Six Weeks	TNFSCS U1, W1	Aa, Bb, Ff, Dd, Gg	a go green	"Twinkle, Twinkle, Little Star"	green circle 0	✓ Brigance Screen ✓ Weekly Brigance IED-III Testing
August 18-22	The First Six Weeks	TNFSCS U1, W2	Aa, Bb, Ff, Dd, Gg	is my red	"Itsy, Bitsy Spider"	red triangle 1	✓ Brigance Screen ✓ Weekly Brigance IED-III Testing
August 25-29	The First Six Weeks	TNFSCS U1, W3	Hb, Jj, Ll, Mm, Ee	run do orange	"Where is Thumbkin?"	orange rectangle 2	Weekly Brigance IED-III Testing
September 1-5	The First Six Weeks	TNFSCS U1, W4	Hb, Jj, Ll, Mm, Ee	can down blue	"Pat-a-Cake"	blue diamond 3	✓ Weekly Brigance IED-III Testing
September 8-12	The First Six Weeks	TNFSCS U2,W1 SFAM V1,W1	No, Pp, Rr, Ss, Oo	come yes yellow	"Who Took the Cookies?"	yellow heart 4	✓ E-Deca Social Emotional Scales initial Assessment ✓ Weekly Brigance IED-III Testing ✓ Parent-Teacher Conferences
September 15-19	The First Six Weeks	TNFSCS U2,W2 SFAM V1,W2	No, Pp, Rr, Ss, Oo	so of black	"Hickory Dickory Dock"	black star 5	Weekly Brigance IED-III Testing
September 22-26	The First Six Weeks (22) Balls (23-26)	TNFSCS U2,W3 SFAM V1,W3	Tt, Vv, Ww, Xx, Yy, Uu	see to white	"I'm a Little Teapot"	white square 6	Weekly Brigance IED-III Testing
Sept. 29-Oct. 3	Balls	TNFSCS U2,W4 SFAM V1,W4	Tt, Vv, Ww, Xx, Yy, Uu	eat fast brown	"Star Light, Star Bright"	brown hexagon 7	✓ Report Card completion deadline Oct. 3 rd ✓ Weekly Brigance IED-III Testing

Second Step Child Protection Unit Safety Curriculum: Introduce September 8 th		August 11-15, 2025				Weekly Assessments: Brigance Screen Weekly Brigance IED-III Testing		
Tennessee Early Learning Developmental Standards (TN-ELDS): bitly/tneldsprek				Office of Head Start Early Learning Outcomes Framework (ELOF): bitly/elösforek				
Creative Curriculum Study	Morning Message (Phonemic Awareness)	Mighty Minutes (Card Numbers)	Phonological Awareness (Letter Bundles)	Stories/ Nursery Rhymes	Vocabulary	Sight Words	Color/ Shape/ Number	
The First Six Weeks Mon: Focus Ques. 1, Day 1 Tues: Focus Ques. 1, Day 2 Wed: Focus Ques. 1, Day 3 Thurs: Focus Ques. 1, Day 4 Fri: Focus Ques. 1, Day 5	Tennessee Foundational Skills Curriculum Supplement Unit 1, Week 1, Days 1-5 (page 29)	Mon: 254 Tues: 207 Wed: 207 Thurs: 207 Fri: 207	Letter Bundle 1 Short Vowel: Aa Consonants: Bb, Ff, Dd, Gg	Stories: A Pocket for Corduroy Love is a Family Quinto, Day and Night Wemberly Worried*** ***Use Book Discussion Card Nursery Rhyme: "Twinkle, Twinkle Little Star"	Focus Question 1: laundromat, reluctant, affectionate, lost, family, plenty, lonely, weird, skills, marvelous, mischief, orb, portrait, young, worried, "go with the flow", radiator, especially, make fun of, peeked, usual	a go green	green circle zero (0)	
Literacy Small Group Instruction								
PK.FL.PC.1 Demonstrate understanding of the organization and basic features of print. I can demonstrate an understanding of the basic features of print. (Handle book appropriately; recognize spoken words can be read; recognize words are made up of letters; recognize uppercase/lowercase letters; distinguish pictures and words.)								
Math Small Group Instruction								
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Interest Area Objectives								
✓ Art: I can create by drawing and making collages. ✓ Blocks: I can make things out of blocks. ✓ Discovery: I can investigate and explore natural, science-related, and other interesting objects. ✓ Dramatic Play: I can use props and dress up clothes to pretend with myself and others. ✓ Foundational Literacy: I can identify letters. ✓ Library: I can enjoy stories and books. ✓ Listening: I can listen to stories/books read aloud to develop listening skills and learn new vocabulary. ✓ Music and Movement: I can explore music, rhythm, dance, and other movements using instruments, scarves, and related props. ✓ Sand and Water: I can experiment with sand and water. ✓ Toys and Games: I can play with toys, games, and puzzles. ✓ Writing: I can draw and/or scribble to represent writing.								

Do you know what this is?



Available Resources



Instructional Resources page

Curriculum Resources page

Quarterly pages

Professional Development page

Weekly Literacy and Math Small Group Lesson Plans



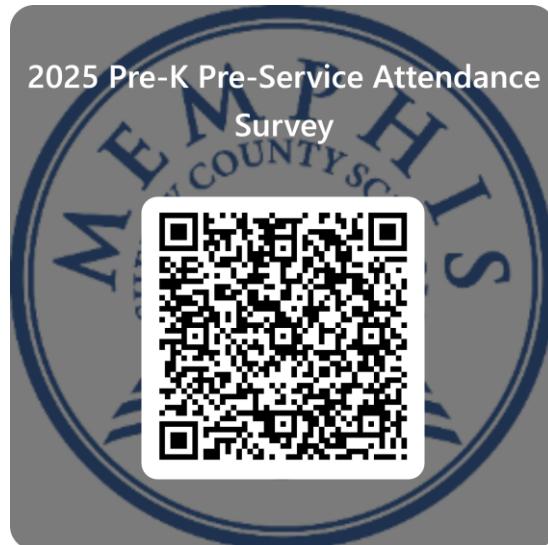
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Professional Development Credit



Lesson Planning and Instructional Strategies

Attendance



2025 Pre-K Pre-Service Attendance
Survey



bit.ly/PK25ATT

Feedback



2025 Pre-K Pre-Service Session
Feedback Survey



bit.ly/PK25SURV