

Morning Meeting and Morning Message

The Pre-K Coaching Corner
Wednesday, September 18th, 2024
Presented by Darlisha Beard and Chris Spratlin





Session Norms

- Engage.
- Collaborate.
- Focus on solutions.
- Demonstrate a growth mindset.

Agenda

- ✓ The Why
- ✓ Components of a Morning Meeting
- ✓ Creating the Morning Message
- ✓ Using Available Resources

**TODAY'S
PLAN**



Outcomes

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

- Access available resources to support you as you plan intentional daily Morning Meetings and Morning Messages.
- Facilitate fun, engaging, and developmentally appropriate Morning Meetings and Messages.



The “Why”



- Designed to provide direct coaching support around foundational literacy skills
- Opportunity to learn new strategies, tools, and techniques

Components of a Morning Meeting



- ✓ Greeting (3-5 minutes)
- ✓ Sharing (5-7 minutes)
- ✓ Message (10 minutes)

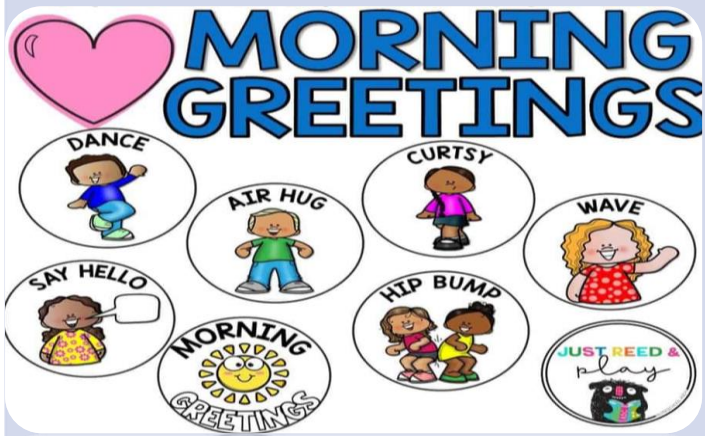


Intentional Planning



Required Components of Morning Meeting

Greeting (3-5 minutes): Students and teachers greet one another with song/chant and movement.



Sharing/Question of the Day (5-7 minutes): Students share information about important events in their lives.



Morning Message (10 minutes): Students read and interact with a short message written by their teacher.

- Friendly letter format
- Identifies day of week, month, date, and year
- Provides information
- Reviews 2-3 literacy skills (using TNFSCS and SFAM)
- Sight words
- Interactive (requires student engagement)
- Handwritten on chart paper

A Greeting Should...



- ✓ Include movement and music.
- ✓ Establish the tone for the day.
- ✓ Build excitement for a day of learning and fun!



Best Practices for the Greeting



- ✓ Mix it up-don't do the same song or activity every day. *(Idea-have a "Monday song," a "Tuesday song," etc.)*
- ✓ Don't over-rely on YouTube/CDs-the kids want to hear YOUR voice!
- ✓ Include individualized greetings to students/greet students by name.
- ✓ Be involved and invested!

What are some of your classroom
greeting songs or activities?

Please share in the chat!



Sample Greetings



Find a Friend – For this fun greeting, students find and greet a friend who shares a similarity (e.g. wearing the same color, shoes, etc.)

Silly Talk - For this simple greeting, students say "good morning" to each other in a silly voice of their choice.

Hi-Five - Students greet each other with a "hello" or "good morning" and a high-five.

Minute Mingle – For one minute, students greet as many classmates as possible. They may use a handshake, fist-bump, elbow rub, high-five, or any greeting they like.



Sharing time should...



- ✓ Allow students time to express themselves.
- ✓ Model conversational and listening skills.
- ✓ Be a time to learn about one another.

Best Practices for Sharing Time



- ✓ Plan a weekly topic.

(Example: "What do you want to be when you grow up?," "What is your favorite fruit?")

- ✓ Use the microphone that comes with the Creative Curriculum Essentials kit.

- ✓ Create weekly sharing plan.

(Idea: Have a weekly rotation where 4 students share each day)

- ✓ Transition to question-and-answer sessions.

- ✓ Make this time sacred.

Sharing: Questions of the Day



- Children respond to a daily question during the morning meeting.
- Revisit the responses to the questions during reading and math times to practice correspondence with oral and written words, putting responses in complete sentences, high frequency word recognition, spelling patterns, and for math – collecting data and graphing skills.
- Teachers may present the questions of the day orally, in a pocket chart, on the morning message, or even on a magnetic white board.



Questions of the Day for Next Week



Can we make
sounds with this?
(Display an
empty container)



Do you know
what this is?
(Display a
playground ball)



What kind of ball
is this? (Display a
basketball)



How do you play
with this ball?
(Display a
playground ball)



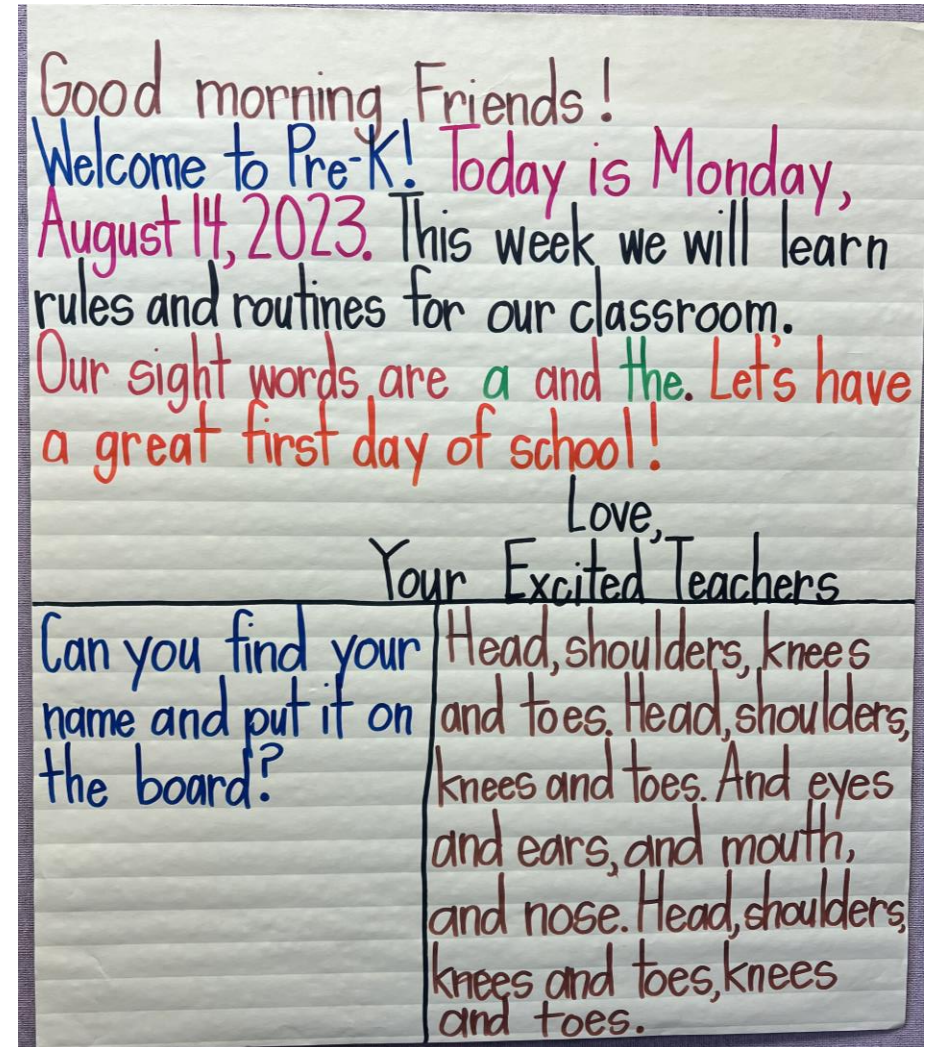
What do we want
to find out about
balls?



Morning Message should...



- ✓ Be handwritten in a friendly letter format.
- ✓ Be interactive.
- ✓ Identify the day/month/year.
- ✓ Provide information.
- ✓ Review foundational literacy skills.
- ✓ Be posted around the room for student engagement.



Best Practices for Morning Message



- ✓ Use predictable, consistent prompts and sentence stems.
(Idea: Color-code sentences for easy student recall.)
- ✓ Use the Tennessee Foundational Skills Curriculum Supplements (TNFSCS) and Sound First Activities Manuals (SFAM) to help develop foundational literacy activities and prompts.
(Tip: Reach out to your Instructional Advisor or Foundational Literacy Coach if you do not have these packets.)
- ✓ Write the next day's Morning Message before you leave in the afternoon.



Good morning my magnificent PreK friends.
Today is Monday September 16, 2024. There
are ___ boys and ___ girls here today. The
weather is ___ and ___ outside.
We have been at school for 25 days.
What should you do when you and a friend
want the same toy?

Rhyme Time: Pam cooked the ham.

Hop on top of the bed.

Break it Up - football = foot + ball
grandson = grand + son
bedtime = bed + time

Catch the Sound = coat big rip
Find the letter Nn, Oo Pp
N T O r o Q
W U n m P B P
x a soon black blue

Let's have a marvelous day!
Love, Ms. M and Ms. Curry

Good morning, boys and girls!
Today is ___, September __, 2024.

The weather is _____.

We have been in school for ___ days.

What should you do when you and
a friend want the same toy?

Love,
Your Teacher 😊

<u>Rhyme</u>	<u>Break it up</u>	<u>Snatch the Sound</u>
hug, tug	football	coat
hop, top	grandson	big
sit, bit	bedtime	rip

Silly Sentence

The big black bug bit me, ouch!

Good morning Boys and Girls,
Today is Tuesday September 17,
2024. The weather outside is
_____ and _____. We have been
in school for _____ days. Do you
know what sound this makes?

Love,

Mrs. Mullen

Mrs. Brooks

Rhyme Time!

might night

snatch the
sound!

ook cook oo

Break it Up!

sunburn

Silly Sentence

Russ rode a red scooter to the
restaurant.

Planning a Morning Meeting



Plan weekly.

Plan for:

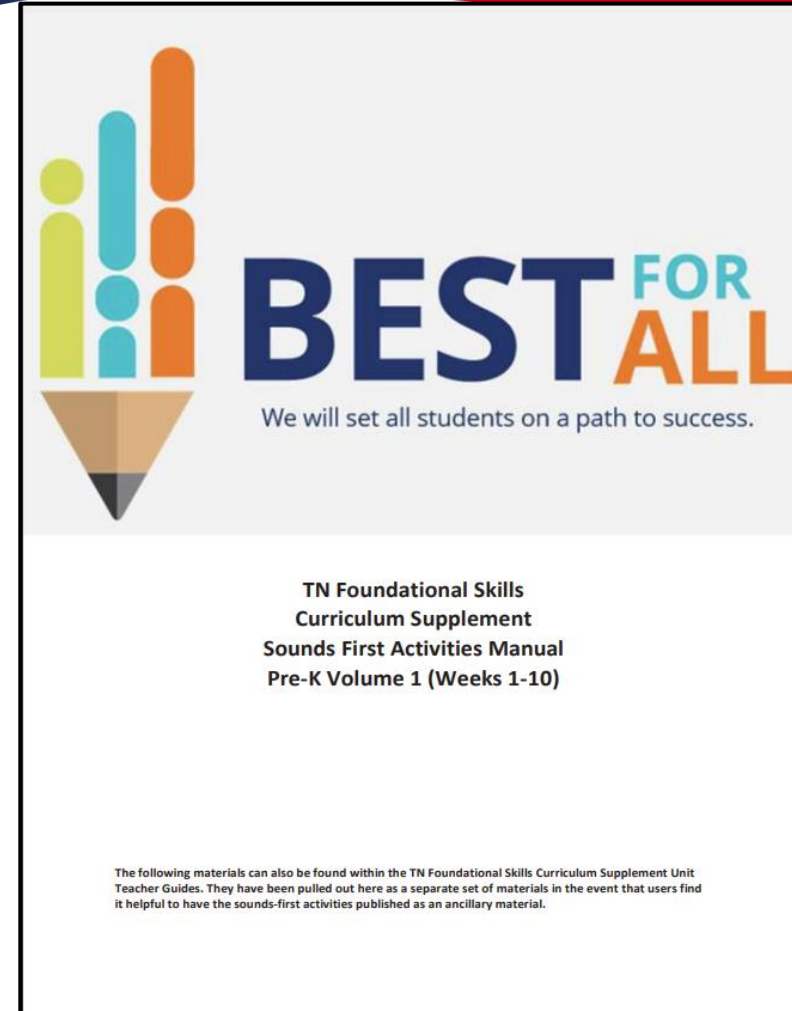
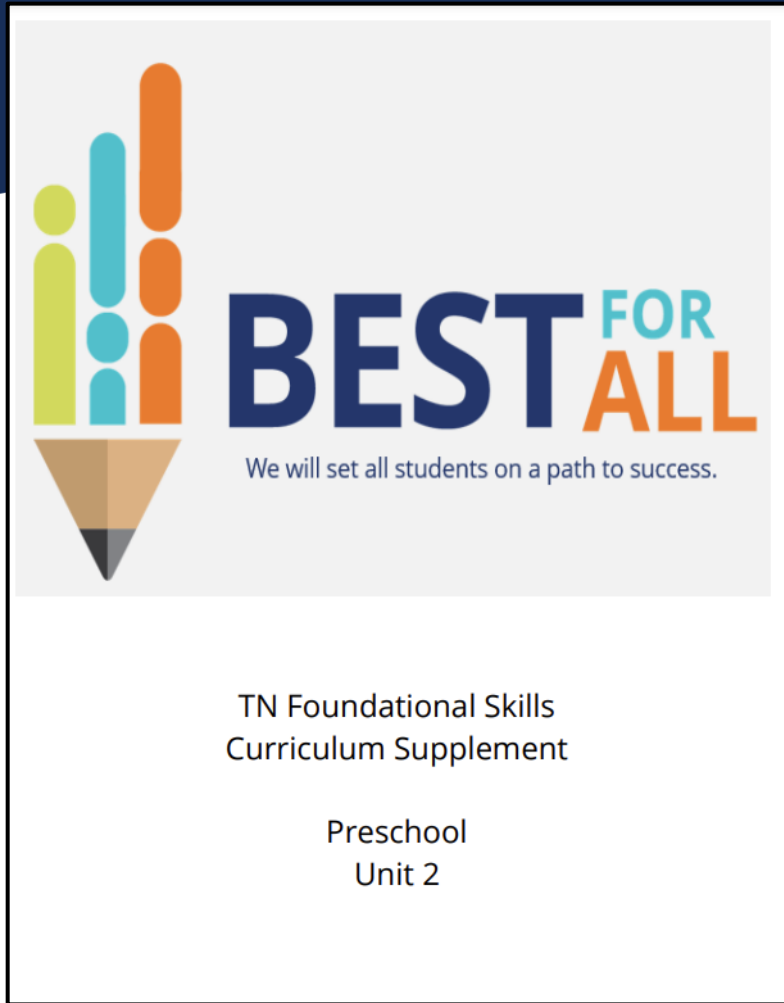
- Greeting songs/activity each day
- Sharing topic for the week
- Sharing schedule for each day
- Focus skills for Morning Message
- Use Creative Curriculum, TNFSCS, SFAM, report card skills, Brigance skills, etc. as resources

Planning a Morning Message



Second Step Safety Curriculum: Week 3: Safe and Unsafe Touches (p. 33)				September 23-27, 2024		Weekly Assessments: Brigance IED-III Score Reporting Window #1	
Tennessee Early Learning Developmental Standards (TN-ELDS): bit.ly/eldsprek				Office of Head Start Early Learning Outcomes Framework (ELOF) Standards: 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: Ministudy Day 5 Balls Tues: Exploring the Topic Day 1 Wed: Exploring the Topic Day 2 Thurs: Exploring the Topic Day 3 Fri: Exploring the Topic Day 4	<u>TNFSCS</u> Unit 2, Week 3, Days 1-5 (page 78) <u>SFAM</u> Volume 1, Week 3, Days 1-5 (page 57)	Mon: 251 & 220 Tues: 266 Wed: 229 Thurs: 259 Fri: 230	Letter Bundle 4 Short Vowel: Uu Consonants: Tt, Vv, Ww, Xx, Yy	Stories: A World of Families The Three Billy Goats Gruff The Doorbell Rang Just Like Josh Gibson*** Have a Ball ***Use Book Discussion Card Nursery Rhyme: "I'm a Little Teapot"	Ministudy: sound, hooray, piñata, mystery, "couldn't help herself," confess, interview, dashed, ruined, remember, combination, family tradition, memories Exploring the Topic: ball, round, collection, texture, rough, bumpy, smooth, soft, bounce, throw, kick, play, decorate, discover	see to white	white square six (6)
Literacy Small Group Instruction				Math Small Group Instruction			
PK. FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support. I can identify the onset and rime of words. I can recognize and tell if two words rhyme.				PK.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. I can point to, count, and name the number of objects counted. (6-10)			
Interest Area Objectives							
✓ Art: I can make an observational drawing of my favorite ball. ✓ Blocks: I can build using blocks of different shapes and sizes. ✓ Discovery: I can explore, describe, and play with different types of balls. ✓ Dramatic Play: I can play pretend cooperatively with my peers. ✓ Foundational Literacy: I can match letters to their beginning sounds. ✓ Library: I can read and explore books about balls.				✓ Listening: I can listen to stories about balls. ✓ Music and Movement: I can act out playing with various balls. ✓ Sand and Water: I can sift and move sand. ✓ Technology: I can explore letters through online games. ✓ Toys and Games: I can sort objects by color, size, and/or shape. ✓ Writing: I can write and draw about my favorite ball.			

Planning a Morning Meeting



These resources can be accessed via the “Foundational Literacy” page of the MSCS Pre-K website!

Planning a Morning Message



3

DAY 1

Lessons

Rhyme Activity: Find the Rhyme.

Support children's ability to recognize rhyming words.

Directions: Tell children to repeat after you, using the same hand motions.

1. Say the sentence.
2. Say the two rhyming words, clapping after each to emphasize that the words rhyme.

T: Look at the log in the bog . S: Repeat. T: dog (clap), bog (clap) S: Repeat.	T: The dog sat on the mat . S: Repeat. T: sat (clap), mat (clap) S: Repeat	T: Fly the jet to the Met . S: Repeat T: jet (clap), met (clap) S: Repeat	T: I have no sight at night . S: Repeat T: sight (clap), night (clap) S: Repeat	T: I can't hum and chew gum . S: Repeat T: hum (clap), gum (clap) S: Repeat
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Planning a Morning Message



Syllable Level Processing: Break it Up.

Support children' ability to recognize each word in a compound word and blend together to make a brand-new word.

Directions: Tell children to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the compound word, pause between each syllable while placing palms face-up out in front of you.
3. Say the compound word again without pausing between each syllable. Overlap palms, face down, on belly.

<p>T: <i>Drink the milkshake.</i></p> <p>S: Repeat</p> <p>T: <i>milk</i> (place palm face up)...<i>shake</i> (place palm face up)</p> <p>T: <i>milkshake</i> (place palms face down on belly, hands overlap)</p> <p>S: Repeat</p>	<p>T: <i>Hang clothes on the clothesline.</i></p> <p>S: Repeat</p> <p>T: <i>clothes</i> (place palm face up)... <i>line</i> (place palm face up)</p> <p>T: <i>clothesline</i> (place palms face down on belly, hands overlap)</p> <p>S: Repeat</p>	<p>T: <i>Sleep in your bedroom.</i></p> <p>S: Repeat</p> <p>T: <i>bed</i> (place palm face up)...<i>room</i> (place palm face up)</p> <p>T: <i>bedroom</i> (place palms face down on belly, hands overlap)</p> <p>S: Repeat</p>	<p>T: <i>Eat watermelon at the picnic.</i></p> <p>S: Repeat</p> <p>T: <i>water</i> (place palm face up)...<i>melon</i> (place palm face up)</p> <p>T: <i>watermelon</i> (place palms face down on belly, hands overlap)</p> <p>S: Repeat</p>	<p>T: <i>Watch the tadpole in the stream.</i></p> <p>S: Repeat</p> <p>T: <i>tad</i> (place palm face up)...<i>pole</i> (place palm face up)</p> <p>T: <i>tadpole</i> (place palms face down on belly, hands overlap)</p> <p>S: Repeat</p>
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Planning a Morning Message



Initial Sound Fluency: "Snatch the Sound."

Support children's ability to recognize the first sound of one-syllable words.

Directions: Tell children to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first sound of the first bolded word. Close hand in fist to "snatch" the first sound of the word.
4. Say the word again, moving the hand forward in the shape of a curve as you say the word.
5. Repeat with two other words.

T: My mom likes her wide hat . S: Repeat	T: <i>mom</i> (with stretched sound and curving arm movement) S: Repeat. T: /m/ (snatch, close fist) T: <i>mom</i> (with stretched sound and curving arm movement) S: Repeat	T: <i>wide</i> (with stretched sound and curving arm movement) S: Repeat. T: /w/ (snatch, close fist) T: <i>wide</i> (with stretched sound and curving arm movement) S: Repeat	T: <i>hat</i> (with stretched sound and curving arm movement) S: Repeat. T: /h/ (snatch, close fist) T: <i>hat</i> (with stretched sound and curving arm movement) S: Repeat
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Planning a Morning Message



Final Sound Fluency: "Snatch the Sound."

Support children's ability to recognize the final sound of one-syllable words.

Directions: Tell children to imagine a word coming out of their mouth. Their job will be to snatch the *final* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first bolded word again, moving the hand forward in the shape of a curve as you say the word.
4. Say the last sound of the first bolded word. Close hand in fist to "snatch" the final sound of the word.
5. Repeat with two other words.

T: My mom likes her wide hat .	T: mom (with stretched sound and curving arm movement)	T: wide (with stretched sound and curving arm movement)	T: hat (with stretched sound and curving arm movement)
S: Repeat	S: Repeat.	S: Repeat.	S: Repeat.
	T: mom (with stretched sound and curving arm movement)	T: wide (with stretched sound and curving arm movement)	T: hat (with stretched sound and curving arm movement)
	T: /m/ (snatch, close fist)	T: /d/ (snatch, close fist)	T: /t/ (snatch, close fist)
	S: Repeat	S: Repeat	S: Repeat

Alliteration: Silly Sentences.

Support children's ability to recognize the repeated initial sound in two or more words in a phrase.

Directions: Tell children to repeat after you, using the same body movements.

1. Say alliterative sentences aloud and make a movement to show action.
2. Say each bolded word.
3. Say the shared initial sound three times.

Extension → At the end of the exercise, ask children what the action was in the sentence. Model how you might "fry" something on the stove and have them do the same motion, asking them what they would like to fry for lunch.

T: Fred's friendly friends fried Fritos .	T: friends, fried, Fritos	T: /f/, /f/, /f/
S: Repeat (with movement)	S: Repeat	S: Repeat

Planning for Foundational Literacy



Find the Rhyme

log, bog
sat, mat
jet, Met
sight, night
hum, gum

Break it Up

milkshake
clothesline
bedroom
watermelon
tadpole

Initial Sound

My **mom**
likes her
wide hat.

Final Sound

My **mom**
likes her
wide hat.

Silly Sentence

Fred's friendly friends fried Fritos.

Morning Meeting Best Practices and Reminders



- ✓ Follow the MSCS Pre-K template.
- ✓ Write your message on chart paper.
- ✓ Plan all components in advance.
- ✓ Use a variety of engagement strategies.
- ✓ Keep it interactive.
- ✓ Utilize the TNFSCS and SFAM as resources.
- ✓ Make it a daily routine.

Morning Meeting Checklist




Pre-K Morning Meeting/Message Expectations Teacher Checklist

Morning Meeting Expectations:	Completed?
Teacher/students greet each other with a song or poem and movement.	
Students have an opportunity to share.	
Morning Message Expectations:	
• Friendly Letter Format	
• Identifies Day of the Week, Month, Date, and Year	
• Provides Information	
• Reviews 2-3 Different Literacy Skills (using TN Foundational Literacy Curriculum-Best For All)	
• Identifies Sight Words	
• Interactive (Student Engagement)	
• Handwritten on Chart Paper	
Optional Skills Included (Weather, Math, Colors, Focus Week Skills, etc.)	




Available Resources




TN Foundational Literacy

September 23-27, 2024



Add a timer

1:00
5:00
10:00
15:00
20:00
30:00
45:00
60:00



Focus Board


Letter Bundle

Tt
Vv
Ww
Xx
Yy
Uu


Sight Words:

see
too
white

Color and Shape



white square

Number

6
six


TODAY IS:

Monday
September 23, 2024



Daily Affirmation
"I can do whatever I put my mind to."

Add a timer

1:00
5:00
10:00
15:00
20:00
30:00
45:00
60:00

Let's Learn to Read!

Today's Lesson

TN Sounds
First Vol. 1
Week 3
Day 1

Rhyme Time!

log, bog
sat, mat
jet, met
sight, night
hum, gum

Break it Up!

milkshake
clothesline
bedroom
watermelon
tadpole

Snatch the Sound

mom
wide
hat

Add a timer

1:00
5:00
10:00
15:00
20:00
30:00
45:00
60:00

Let's Learn to Read!

Today's Lesson


TN Sounds
First Vol. 1
Week 3
Day 1

Snatch the Sound

mom
wide
hat

Silly Sentence

Fred's friends fried Fritos.



Available Resources



NURSERY RHYMES

Twinkle, Twinkle, Little Star	↕A
The Itsy, Bitsy Spider	↕A
Where is Thumbkin?	↕A
Pat-a-Cake	↕A
Who Took the Cookies?	↕A
Hickory, Dickory Dock	↕A
I'm a Little Teapot	↕A
Star Light, Star Bright	↕A

Sept. 30-Oct. 4 (doc) ↕A

TN BEST FOR ALL FOUNDATIONAL LITERACY ACTIVITIES

September 9-13	↕A
September 16-20	↕A
September 23-27	↕A
Sept. 30-Oct. 4	↕A

READ ALOUD FRAMEWORK

First Semester Read Aloud Framework	↕A
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FOUNDATIONAL LITERACY

TN FOUNDATIONAL SKILLS CURRICULUM SUPPLEMENT DOCUMENTS

Sounds First Activities Manual, Volume 1	↕A
Sounds First Activities Manual, Volume 2	↕A
Tennessee Foundational Skills Curriculum Supplement Unit 1	↕A
Tennessee Foundational Skills Curriculum Supplement Unit 2	↕A
Tennessee Foundational Skills Curriculum Supplement Unit 3	↕A
Tennessee Foundational Skills Curriculum Supplement Unit 4	↕A
Tennessee Foundational Skills Curriculum Supplement Unit 5	↕A
Tennessee Foundational Skills Curriculum Supplement Unit 6	↕A

TN BEST FOR ALL RESOURCES

Sounds First Modeled Lessons	»
Foundational Skills Curriculum Supplement Unit 1 Resources	»
Foundational Skills Curriculum Supplement Unit 2 Resources	»
Foundational Skills Curriculum Supplement Unit 3 Resources	»
Foundational Skills Curriculum Supplement Unit 4 Resources	»
Foundational Skills Curriculum Supplement Unit 5 Resources	»
Foundational Skills Curriculum Supplement Unit 6 Resources	»
Sounds First Videos for Families	»
Pre-K to Kindergarten Transition Resources for Families	»

Upcoming PD



September 2024 MSCS Pre-K Trainings, Events, and Activities

Mon	Tue	Wed	Thu	Fri
2 LABOR DAY	3	4 First Quarter Teacher Meeting: Pre-K Transitions and Behavior Management 4-5pm, virtual	5 Pre-K Teacher Store Open for Shopping (Click to schedule an appointment)	6
9 "New Teacher Mondays" Classroom Mgmt 101: Procedures & Routines 4-5pm, virtual	10	11 Pre-K Teacher Store Open for Shopping (Click to schedule an appointment)	12 Hands-On with the Brigance IED-III 4:15-5:45pm 3030 Jackson Ave.	13
16 SmartTeach Virtual Office Hours (4-5pm, virtual) Log on for support with online lesson planning!	17 "Toolbox Tuesdays" Making Learning Fun Through Music & Movement 4:15-5:45pm 3030 Jackson Ave.	18 "The Coaching Corner" Morning Meeting and Morning Message 4-5pm, virtual	19 Pre-K Teacher Store Open for Shopping (Click to schedule an appointment)	20
23 SmartTeach Virtual Office Hours (4-5pm, virtual) Log on for support with online lesson planning!	24 Pre-K Teacher Store Open for Shopping (Click to schedule an appointment)	25 Hands-On with the Brigance IED-III 4:15-5:45pm 3030 Jackson Ave.	26 Pre-K Teacher Store Open for Shopping (Click to schedule an appointment)	27
30 SmartTeach Virtual Office Hours (4-5pm, virtual) Log on for support with online lesson planning!	<p>Be sure to check the Professional Development page of the MSCS Pre-K website regularly!</p> <p>The Pre-K Teacher Store has been re-stocked with great new items! Schedule an appointment to come and shop!</p> <p>Need help with SmartTeach? Log onto our virtual office hours to get live assistance and support!</p>			