

Strengthening Small Group Literacy Instruction

The Pre-K Coaching Corner
Wednesday, November 20th, 2024





Session Norms

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

Agenda

- ✓ The Why
- ✓ Small Group Expectations
- ✓ Small Group Lesson Planning
- ✓ Small Group Activities



Outcomes

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

- Create standard and objective-driven weekly literacy small group lesson plans that meet students' needs.
- Facilitate literacy small group activities that engage students in developmentally appropriate skills.
- Develop students' literacy skills through differentiated, intentional, and data-driven instruction.



The “Why”



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

Why do we engage in daily small
group literacy instruction?

Please share in the chat!



Literacy Small Group Expectations



- ✓ 40-minute daily block.
- ✓ Each student engages in a teacher-led group as well as an independent group.
- ✓ All activities are literacy-focused.
- ✓ Groups must be tiered.
- ✓ Activities must be differentiated.
- ✓ All rotations are a maximum of 15 minutes.

Literacy Small Group Lesson Plan Expectations



- ✓ Weekly plans must be created and posted.
- ✓ Plans must be made using the MSCS Pre-K Small Group Lesson Plan template.
- ✓ Plans must be submitted to your Advisor/Coach each Thursday.
- ✓ Plans must be detailed and contain all components of the 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.



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 rime (-at, -op, -og, 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, -og, and -an 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 -at 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

What Differences Do You See?



Student Objectives ("I Can" statements)			
I can identify the initial sounds of words.			
Blue Group (Teacher)	Yellow Group (Teacher)	Green Group (Teacher Assistant)	Red Group (Teacher Assistant)
Activity: Students will sort pictures by beginning sounds: m/c/a/d/b. Students will review sounds for given letters. Sort objects by given letters. Independently, sort using Beginning Sound Match Mat#7. (continuation of last week)	Activity: Students will sort pictures by beginning sounds: T and F. Students will review sounds for given letters. Sort beginning sound using Beginning Sound Match Mat #1.	Activity: Students will sort pictures that begin with I 😊 and pictures that do not begin with I 😞. Students will state the sound I make. Students will look at pictures and objects that begin with the /i/ sound. Students will sort pictures by <u>i</u> 😊 /Not <u>i</u> 😞.	Activity: Students will sort pictures that begin with I 😊 and pictures that do not begin with I 😞. Students will state the sound I make. Students will look at pictures and objects that begin with the /i/ sound. Students will sort pictures by <u>i</u> 😊 /Not <u>i</u> 😞.

Student Objectives ("I Can" statements)			
I can identify the initial sounds of words.			
Group 1 (Teacher)	Group 2 (Teacher)	Group 3 (Teacher Assistant)	Group 4 (Teacher Assistant)
Activity: Launch & Learn Beginning Sounds	Activity: Sound Matching Puzzles	Activity: Letter Matching Game	Activity: Alphabet Bingo

When getting ready to write the next week's literacy small group lesson plan, where do you start?

Please share in the chat!



Getting Started



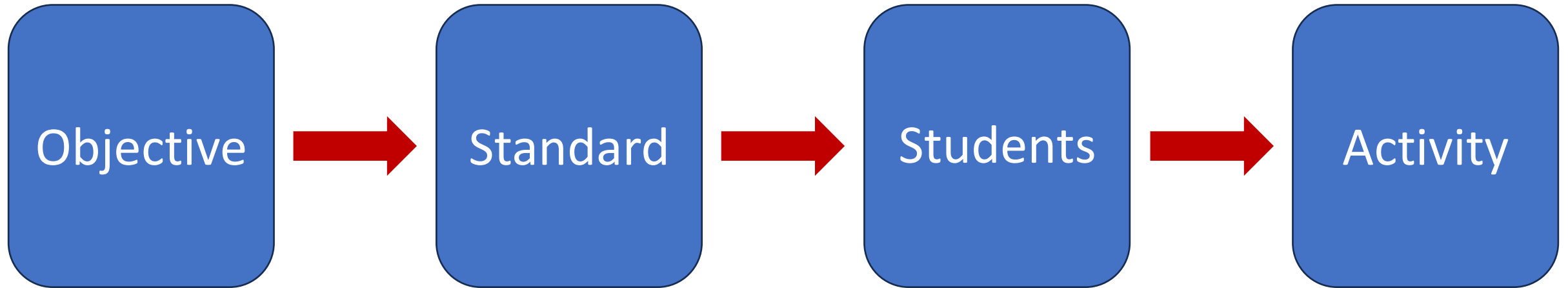
Reflect on the previous week
and/or recent literacy skills data:

*What skills are your students ready for?
Where do they need additional support?*

Not sure where to begin or what to focus on?

Use the standard/objective recommendations
found in the curriculum maps!

Getting Started



Second Step Safety Curriculum: Completed, re-introduced in 2 nd semester				December 2-6, 2024		Weekly Assessments: No Assessments This Week	
Tennessee Early Learning Developmental Standards (TN-ELDS): bit.ly/tneidsprek				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
Trees Mon: Inv. 4, Day 3 Tues: Celebrating Learning Day 1 Wed: Celebrating Learning Day 2 Clothes Thurs: Exp. The Topic Day 1 Fri: Exp. The Topic Day 2	<u>TNFSCS</u> Unit 4, Week 1, Days 1-5 (page 23) <u>SFAM</u> Volume 2, Week 11, Days 1-5 (page 1)	Mon: 245 Tues: 272 Wed: 221 Thurs: 230 Fri: 300	Letter Bundle 3 Short Vowel: Oo Consonants: Nn, Pp Rr, Ss	Stories: counting book <i>The Mitten</i> *** rhyming book <i>The Girl Who Wore Too Much</i> *** <i>The Quinceañera</i> ***Use Book Discussion Card Nursery Rhyme: "Little Boy Blue"	Investigation 4: wood, strong, flexible, hammer, nails, sandpaper, clamps Celebrating Learning: celebrate, present Exploring the Topic: clothes, self-portrait, pants, shirts, shoes, curious	as with	blue circle three (3)
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 final sounds of CVC words.				PKCC.C.6 Use comparative language, such as more/less than or equal to; compare and describe collections of objects. I can identify two groups of objects as greater than or less than.			
Interest Area Objectives							
✓ Art: I can create a sign for an item made of wood. ✓ Blocks: I can create a house for a bird or other animal that might live in a tree. ✓ Discovery: I can examine and explore tools used for working with wood. ✓ Dramatic Play: I can pretend to build a house using wood and other materials. ✓ Foundational Literacy: I can match words that begin with the same sound. ✓ Library: I can share and illustrate facts I learned from nonfiction books about trees.				✓ Listening: I can listen to nonfiction books about trees. ✓ Music and Movement: I can act out how animals climb and live in trees. ✓ Sand and Water: I can work with natural elements from trees such as leaves, acorns, and pinecones. ✓ Technology: I can take photos of trees and parts of trees. ✓ Toys and Games: I can weigh and compare different parts of trees (acorns, pinecones, etc.). ✓ Writing: I can make a list of the facts I learned about trees.			

Now What?



The suggested curriculum map objective says,
"I can identify the final sounds of CVC words."

What about your students who are not ready for this skill?

**What about your students who have
already mastered this skill?**

Now What?



You have students **not ready** for this week's suggested skill.

What might their objective be?

How can you determine this?

Now What?



You have students who have **already mastered** this week's suggested skill.

What might their objective be?

How can you determine this?

Data Points



- ✓ Report Cards
- ✓ Brigance Screener
- ✓ Brigance Inventory
- ✓ Anecdotal Notes
- ✓ Small Group Observations and Notes
- ✓ Informal Observations



Small Group Assessments



- ✓ Take notes as you facilitate small groups.
- ✓ Record data and observations.
- ✓ This information can then be used to help plan for the next week.
- ✓ This optional form can be found on the Instructional Resources page of the MSCS Pre-K website.

Name: _____	
Literacy Small Group Observations & Notes	
Date:	
Date:	
Date:	
Date:	
Date:	

Small Group Assessments



Letter Bundle 3				
S	N	O	p	R

Letter Bundle 3				
S	N	O	p	R

Name: _____ Date: _____				
Uppercase Letters				
R	N	S	P	O
Score: _____				
Lowercase Letters				
r	n	s	p	o
Score: _____				
Letter Sounds				
R	N	S	P	O
Score: _____				
Date: _____				
Uppercase Letters				
R	N	S	P	O
Score: _____				
Lowercase Letters				
r	n	s	p	o
Score: _____				
Letter Sounds				
R	N	S	P	O
Score: _____				

These optional resources can be found on the Instructional Resources page of the MSCS Pre-K website.

Teacher-Led Small Groups



- ✓ Teacher serves as facilitator.
- ✓ All students should have their own set of materials.
- ✓ Materials must be open-ended.
- ✓ Activity must be hands-on.
- ✓ Activity must connect to objective and standard.

Independent Small Groups



- ✓ Students working independently:
 - ✓ **Option 1:** Free choice in literacy-focused interest areas
 - ✓ **Option 2:** Assigned literacy-focused interest areas
 - ✓ **Option 3:** Assigned table activities
- ✓ Activities must be literacy-focused.
- ✓ Activities need to keep the student's attention.



Planning Activities



- ✓ Use materials you have in your classroom.
- ✓ Don't be afraid to mix and match materials!
- ✓ Create/hand-make materials.
- ✓ Use resources such as TPT, Canva, TN Best For All, etc.
- ✓ Keep it simple!
- ✓ **Remember, Pre-K students learn best through play!**

Activity Ideas



Memphis-Shelby County Schools

Division of Early Childhood

Literacy Small Group Activity Ideas

These activities were developed by Teachers during the November 5th District Learning Day (DLD) cohort planning activity.

Week of December 2-6

Standard:

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

Objective:

I can identify the final sounds of CVC words.

Group 1 (High)	Group 2 (Medium High to Medium)	Group 3 (Medium to Medium Low)	Group 4 (Low)
SWBAT sort the following syllables into 2,3,4 word groups: Cupcake, banana, classroom, taco, hamburger, lemon, juice. Write the numbers 2, 3, 4 on cards, write the syllable words on cards and sort words. Students will write cupcake and underline the two syllables in the word.	With assistance SWBAT clap syllables for the following words: cupcake, banana, classroom, taco, hamburger, lemon, juice, jellybean, eggplant, birthday, toast, marker, backpack, pencil, computer, bubbles, champion. With assistance, SWBAT write taco and underline the two syllables in the word.	With assistance SWBAT clap syllables for the following words: jellybean, eggplant, birthday, toast, marker, backpack, pencil, computer, bubbles, champion. With assistance, SWBAT write toast and underline the word to show one syllable.	With assistance SWBAT sort the following items into groups: bus, glue, rock, baby, panda, carrot, screwdriver, tomato, blueberry, iguana, asparagus, excavator (print pictures of items if not in the classroom already). With assistance, SWBAT to write tock and underline the word to show one syllable in the word.
The students will use flash cards to see, say, and spell CVC words.	The students will put together CVC puzzle cards. The puzzle cards will include ending letters to match the beginning letter. Ex. "C" matches to "AT".	The students will use photo cards to find and write CVC words. They will be able to identify by the picture, the ending sound.	The teacher will present photo cards to students to practice snatching the sound from the CVC word.
Given a picture students will write the CVC word. Students will then write a sentence and draw a picture with the word.	Given a CVC word with the last letter missing students will write the final sound. Students will then dictate a sentence with the word.	Given a CVC word with the last letter missing students will write the final sound. (Set of 10 or more) Review Beginning Sounds	Given a word students will identify the final sounds in CVC words. (Set of 5 with modeling) Review the beginning sound.

Students will use puzzles to match the beginning sounds to the correct word.	Students will use puzzles to match the ending sounds to the correct word.	Students will tell how many syllables are in the words given to them.	Students will break up words to form one word.
Students will look at picture cards. They will segment each sound in 10 pictures -bed, pen, net, web, ten, bug, sun, tub, cut, mud and place the letter that corresponds to the final sound in the last Elko box. They will blend the sounds to check to see if it matches the picture. They will write the words too.	Students will use letters that correspond to the final sound only for 8 picture cards. The initial and medial sound will already be given on sheet or notecards. They will write the final sound as well.	Students will use their hand to snatch the final sound of 10 cvc picture word cards.	Students will use their hand to snatch the final sound in five cvc picture word cards.
Students will be shown a CVC picture and asked to identify the beginning, middle, and ending sounds that they hear in the word. Students will then be asked to create their own CVC words. Students will read and create sentences using sight words and CVC pictures. (Materials- CVC picture cards, letter titles, sight word cards and writing supplies.)	Students will be shown a CVC picture and asked to identify the ending sound that they hear. The students will then use letter titles to match the ending sound that they heard in the CVC word. (Materials- CVC picture cards, letter tiles, and writing supplies.)	Students will be shown a CVC picture and asked to identify the beginning sound that they hear. The students will then use letter titles to match the beginning sound that they heard in the CVC word. (Materials- CVC picture cards, letter tiles, and writing supplies.)	Students will be shown the letter cards for Letter Bundle 3. The students will be asked to identify each letter and the sound that each letter makes. The students will then be given an alphabet mat and asked to locate and cover the correct letter that was called out.
Students will identify the final sounds of CVC words. They will create 4 CVC words using onsets and rimes and identify the final consonant sounds.	Students will identify the final sounds of CVC words. They will create 3 CVC words using onsets and rimes and identify the final consonant sounds.	Students will identify the final sounds of given CVC words after reviewing final consonant sounds.	Students will identify the final sounds of given CVC words after reviewing final consonant sounds.
Students will use CVC word Peg charts to identify final sounds in CVC words.	Students will use CVC word Peg charts to identify final sounds in CVC words.	Students will use CVC word mats to identify and practice final sounds of CVC words. Specific letters/ sounds that students may struggle with are	Students will practice letter and / sound identification using Traffic Light CVC word cards.

Small group activity ideas for the rest of the semester can be found on the 2nd Quarter page of the MSCS Pre-K website.

What did the student
learn or show?

What is he/she ready for next?

