

Using the MSCS Pre-K Pacing Guide, Curriculum Maps, and Weekly Plans



September 2023
Teacher Training

Wednesday
September 6, 2023



Session Norms

- Be engaged.
- Be collaborative.
- Be solutions-oriented.
- Be open-minded.



Today's Agenda

- Pacing Guide
- Curriculum Maps
- Weekly Plans
- Resources (Mighty Minutes, Morning Messages, and Focus Skills)
- Questions and Answers
- Upcoming PD Opportunities/Closing

Using the MSCS Pre-K Pacing Guide



The Pre-K Pacing Guide



- 1-page, quarterly document
- Overview of key themes, concepts, and focus skills
- Used to support advanced planning and preparation
- **Not** to be used as the weekly lesson plan
- Pacing Guides for remaining quarters will be released soon.



PRE-K PACING GUIDE 2023-2024



1st NINE WEEKS

Date	Unit/ Theme	Phonemic Awareness	Letter Bundles	Sight Words	Nursery Rhyme	Color/Shape/ Number	Assessments/ Activities
August 7-11	PRE-K PRE-SERVICE (August 7th-9th and Staggered Entry (August 10th-11th))						
August 14-18	Building Your Community	TNFSCS Unit 1, Week 1	Aa, Bb, Ff, Dd, Gg	a, go, green	"Head, Shoulders, Knees and Toes"	Green Circle 0,1	No assessments-use this time to get to know your students!
August 21-25	Building Your Community	TNFSCS Unit 1, Week 2	Aa, Bb, Ff, Dd, Gg	is, my, red	"Do Your Ears Hang Low?"	Red Triangle 2,3	Brigance Screening (Pink Sheet) Weekly Brigance IED Testing
Aug. 28-Sept. 1	Building Your Community	TNFSCS Unit 1, Week 3	Hh, Jj, Ll, Mm, Ee	run, do, orange	"Where is Thumbkin?"	Orange Rectangle 4	Weekly Brigance IED Testing
September 4-8	Building Your Community	TNFSCS Unit 1, Week 4	Hh, Jj, Ll, Mm, Ee	can, down, blue	"Pat-a-Cake"	Blue Diamond 5,6	Parent-Teacher Conferences Weekly Brigance IED Testing
September 11-15	Building Your Community	TNFSCS U2,W1 SFAM V1,W1	Nn, Pp, Rr, Ss, Oo	come, yes, yellow	"Here We Go Round the Mulberry Bush"	Yellow Heart 7	E-Deca Social Emotional Scales-Initial Assessment Weekly Brigance IED Testing
September 18-22	Building Your Community	TNFSCS U2,W2 SFAM V1,W2	Nn, Pp, Rr, Ss, Oo	so, of, black	"If You're Happy and You Know It"	Black, White Star 8	Weekly Brigance IED Testing
September 25-29	Building Your Community	TNFSCS U2,W3 SFAM V1,W3	Tt, Vv, Ww, Xx, Yy, Uu	see, to, brown	"Twinkle, Twinkle, Little Star"	Brown Square 9	Weekly Brigance IED Testing
October 2-6	Building Your Community	TNFSCS U2,W4 SFAM V1,W4	Tt, Vv, Ww, Xx, Yy, Uu	eat, fast, purple	"Open, Shut Them"	Purple Hexagon 10	Report Card completion deadline Brigance IEP Score Reporting Window

FALL BREAK OCTOBER 9-13



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FALL BREAK OCTOBER 9-13

Using the MSCS Pre-K Curriculum Maps



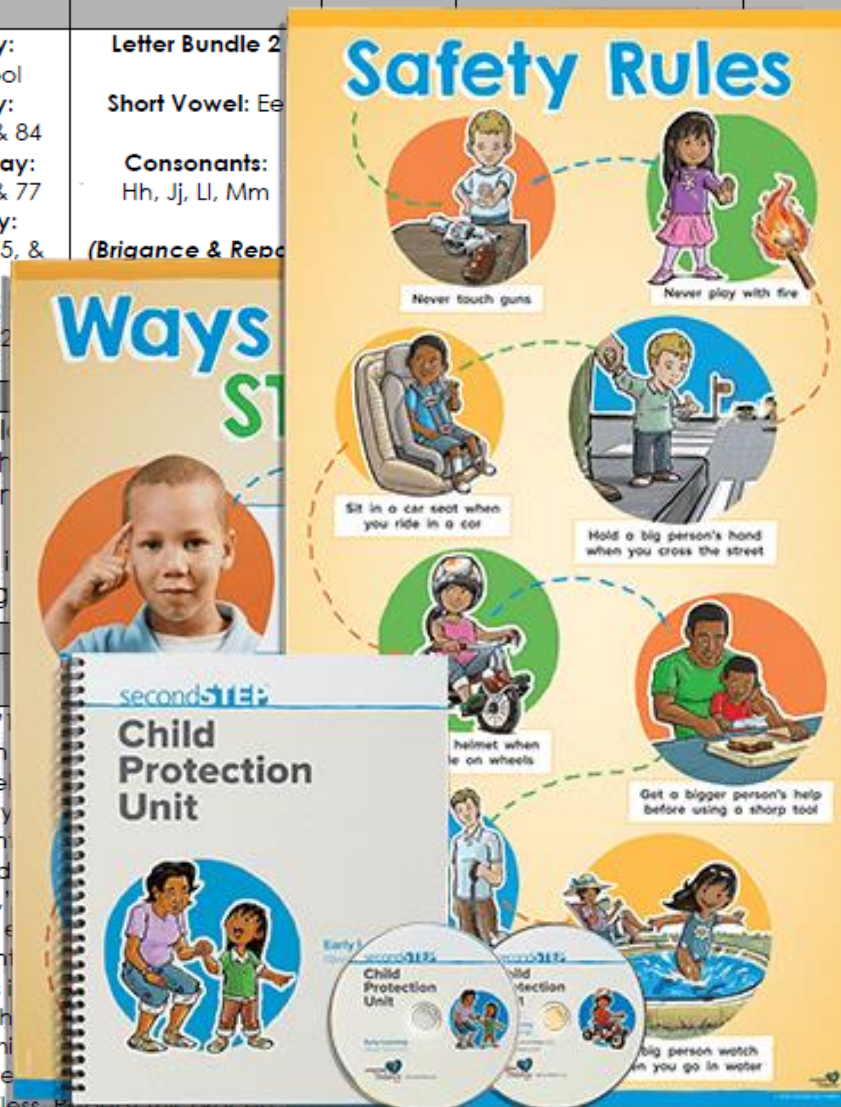
Pre-K Curriculum Maps





- Weekly 2-page document
- Overview of focus skills, interest areas, literacy and math skills, etc. for the week
- Used to support lesson planning and preparation
- **Not** to be used as the weekly lesson plan
- Maps for remaining weeks of the year will be released soon.

Second Step Safety Curriculum: Introduced September 1 st				September 4-8, 2023		Weekly Assessments: Brigance IED-III Testing Parent-Teacher Conferences		
Creative Curriculum Study	Morning Message (Phonemic Awareness)	Mighty Minutes (Card Numbers)	Phonological Awareness (Letter Bundles)	Sight Words	Stories/ Nursery Rhymes	Vocabulary	Color/Shape/ Number	Discussion and Shared Writing
The First Six Weeks of School: Building Your Community	Tennessee Foundational Skills Curriculum Supplement (Unit 1, Week 4, Days 1-5 (page 120) (Brigance D-9 & Report Card)	Monday: No School Tuesday: 297, 202, & 84 Wednesday: 273, 299, & 77 Thursday: 264, 289, 75, & 31 Friday: 209, 261, 82, & 31	Letter Bundle 2 Short Vowel: Ee Consonants: Hh, Jj, Ll, Mm (Brigance & Report Card)	can down blue	Stories: My Day from A to Z Bear's Busy Family Daddy Calf Me Man Mama Zooms Nursery Rhyme: "Pat-a-Cake"	Theme Words: cooperate, share, turns Story Words: dough, mixed, read, study, swing	blue diamond 5 (five) 6 (six)	Contribute ideas for writing
Interest Area Objectives								
<ul style="list-style-type: none">✓ Blocks & Building: I can build with blocks of different shapes.✓ Creativity: I can mold and build with dough.✓ Dramatic Play: I can act out different feelings that I may have at school.✓ Foundational Literacy: I can match initial sounds to objects.✓ Math: I can explore and work with geoboards and geobands.			<ul style="list-style-type: none">✓ Reading & Listening: I can explore books about friendship.✓ Science: I can predict and test whether objects will sink or float.✓ Technology: I can identify the parts of a computer or tablet, and then watch Curious George Plays Soccer on abcmouse.com.✓ Writing: I can draw a self-portrait and write my name.					
Math Small Group Instruction								
Standard/Objective(s)	Vocabulary	Activity	Differentiation and Variation	Questions		Suggested Materials		
I can compare quantities (tell which group has more, less or the same amount of objects). I can count to 5 (five).	less more same equal	- Play "1-2-3 Snap!" To play, each person will get a train of 10 cubes. (Model for students how the activity will be executed.) Tell students to put their train of cubes behind their back. Count together "1-2-3," and then say, "snap." When everyone says "snap," students will break their train of cubes into two smaller trains, one in each hand. Have students show their mini trains and compare them to determine which one has more/less. Repeat this process several times until the students seem to have the ability to determine which train has more/less cubes.	- Use more/less cubes for the train. - Count as many cubes as students can count. - Draw a picture of a right and left hand. - Draw a cube in each hand to represent the number of cubes in each student's right/left hand and determine which hand has more or less.	Describing - Tell me about the train in your right/left hand. - How many cubes make up the train in your right/left hand? Reasoning - How can you make the train in your right/left hand have more/less? - What will happen if you add/subtract 1 cube from each train? - Why is the train in your right/left hand longer/shorter? - How does the train in your right hand compare to your friend's train in his/her right hand? Left hand? Connection In your family, do you have more sisters or brothers? More cats or dogs?		Unifix cubes, linking cubes, Lego		
Supporting Skills: Counting Adding/subtracting Position words								

Curriculum Study	Message (Phonemic Awareness)	(Card Numbers)	Awareness (Letter Bundles)	Words	Nursery Rhymes	Number	and Shared Writing
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<div> <div> <p>✓ Blocks & Building: I can build with blocks.</p> <p>✓ Creativity: I can mold and build with clay.</p> <p>✓ Dramatic Play: I can act out different roles at school.</p> <p>✓ Foundational Literacy: I can match letters to words.</p> <p>✓ Math: I can explore and work with numbers.</p> </div> <div> <p>explore books about friendship.</p> <p>test whether objects will sink or float.</p> <p>the parts of a computer or tablet, and</p> <p>Plays Soccer on abcmouse.com.</p> <p>portrait and write my name.</p> </div> </div>							
Standard/Objective(s)	Vocabulary						
I can compare quantities (tell which group has more, less or the same amount of objects). I can count to 5 (five).	less more same equal	<div> <div> <p>- Play" person (Model activity student behind "1-2-3, When student cubes each h their m to dete more/less. Repeat this process several times until the students seem to have the ability to determine which train has more/less cubes.</p> </div> <div> <p>hand has more or less.</p> </div> <div> <p>Connection In your family, do you have more sisters or brothers? More cats or dogs?</p> </div> </div>					
Supporting Skills: Counting Adding/subtracting Position words		<div> <div> <p>train in your right/left hand. make up the train in your</p> <p>the train in your right/left ess? if you add/subtract 1 cube</p> <p>your right/left hand</p> <p>in your right hand compare n in his/her right hand? Left</p> </div> <div> <p>Questions</p> </div> <div> <p>Suggested Materials</p> <p>Unifix cubes, linking cubes, Lego</p> </div> </div>					



Second Step Safety Curriculum: Introduced September 11 th		September 4-8, 2023				Weekly Assessments: Brigance IED-III Testing Parent Teacher Conferences		
Creative Curriculum Study	Morning Message (Phonemic Awareness)	Mighty Minutes (Card Numbers)	Phonological Awareness (Letter Bundles)	Sight Words	Stories/ Nursery Rhymes	Vocabulary	Color/Shape/ Number	Discussion and Shared Writing
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<ul style="list-style-type: none">✓ Blocks & Building: I can build with blocks of different shapes.✓ Creativity: I can use my imagination to create something new.✓ Dramatic Play: I can use my imagination to create a story.✓ Foundational Skills: I can use my skills to learn about the world.✓ Math: I can use math to solve problems.	 <p>TN Foundational Skills Curriculum Supplement</p> <p>Preschool</p> <p>Unit 1</p>		<ul style="list-style-type: none">✓ Reading & Listening: I can explore books about friendship.✓ Science: I can use my senses to learn about the world.✓ Technology: I can use technology to learn about the world.✓ Writing: I can use writing to tell a story.	 <p>TN Foundational Skills Curriculum Supplement Sounds First Activities Manual Pre-K Volume 1 (Weeks 1-10)</p> <p>The following materials can also be found within the TN Foundational Skills Curriculum Supplement Unit Teacher Guides. They have been pulled out here as a separate set of materials in the event that users find it helpful to have the sounds-first activities published as an ancillary material.</p>	<p>Unifix cubes, linking cubes, Lego</p>
Standard/Objective	Math Small Group Instruction		Suggested Materials		
I can compare quantities (tell group has more or the same as of objects). I can count to (five).	Differentiation and Variation				
Supporting Skills Counting Adding/subtracting Position words	ch bes. bes ether f one in ow them				
	more/less cubes.				

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September 4-8, 2023

Tennessee Early Learning Developmental Standards (TN-ELDS) (bit.ly/tneldsprek)

Approaches to Learning

PK.AL.CR.1 Independently interact with a variety of materials through multiple play activities. *By now, students should begin to have the opportunity to self-select centers and the center materials they work with. Some students will require encouragement and/or re-direction as they engage in more independent center play.*

PK.AL.CR.3 Choose materials/props and use novel ways to represent ideas, characters, and objects in symbolic play. *Provide students with dramatic play resources to link concepts and activities to one another and to previous learning.*

PK.AL.CB.13 Engage in play-based, student-directed activities with a peer or peers (e.g., dramatic play, block building, symbolic play in recess) for at least 15 consecutive minutes, at multiple times throughout the year. *Encourage students to spend a set amount of time (aiming for up to 15 minutes) working and playing with 1 activity or material with a peer or peers.*

Social and Personal Competencies

PK.SPC.SA.7 Demonstrate an understanding of rules through actions and conversations. *Begin to introduce and demonstrate classroom rules to students. Allow them to play a role in developing the classroom rules.*

PK.SPC.RS.2 Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults). *Introduce students to important adults throughout the building. Share each adult's name and role and allow students to ask questions.*

PK.SPC.RS.3 Initiate play and interact positively with another child or children. *Guide students in learning to take turns, share materials, and play with new friends.*

English and Language Arts

PK.RL.KID.1 With modeling, prompting, and support, ask, and answer questions about a story read aloud. *Begin to ask open-ended questions that require more than one-word responses.*

PK.RL.KID.3 With prompting and support, orally identify characters, settings, and events from a familiar story. *Begin to explain and provide visual examples to assist students with recognizing story elements.*

PK.FL.PC.1 Demonstrate understanding of the organization and basic features of print. With guidance and support, understand that words are made up of alphabet letters. Recognize familiar uppercase letters and some of the most common lowercase letters. *Incorporate daily letter knowledge activities to assist students with recognizing and distinguishing upper and lowercase letters.*

PK.FL.PA.2b. Begin to pronounce and identify syllables in familiar words and words in a sentence. *Provide opportunities for students to identify syllables in words when reading the morning message, vocabulary words, students' names, and other story or environmental reading opportunities.*

PK.FL.PWR.3a Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants. *Guide students with modeling and producing the correct familiar consonant sounds.*

PK.FL.WC.4a Begin to recognize the difference between upper and lowercase letters. Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.). *Point out the distinctive print features in students' names and allow students to practice printing features in the writing center.*

PK.WPDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen drawing, dictating and/or emergent writing as needed. *Begin to provide oral sentence frames to assist students with responding in complete sentences. Encourage students to add details to drawings by incorporating visual word walls.*

Math

PK.CC.A.1 Count forward from 1 to 30. Incorporate songs, chants, and counting poems. *Allow students to count the number of movements during gross motor activities.*

PK.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. *Begin to introduce students to counting objects in sets. It is important to ask, "So how many is that?" to determine if the child understands cardinality.*

PK.CC.C.6 Use comparative language, such as more/less than or equal to, to compare and describe collections of objects. *Encourage students' use of math vocabulary language when responding or asking questions.*

PK.G.A.2 Correctly name some two-dimensional shapes. *Guide students in learning to identify two-dimensional shapes in various places (classroom, playground, community, story books).*

Speaking and Listening

PK.SL.CC.1 Participate with varied peers and adults in collaborative conversations across activities throughout the day. *Engage in back-and-forth exchanges in frequent conversations throughout the day, including during transitions and meals.*

Reading and Following the MSCS Pre-K Weekly Plans



Weekly Plans



- Aligns with Creative Curriculum and Tennessee Best for All resources
- Includes daily breakdown of skills and activities for each component of the instructional day
- Use of this document is **required**. This is a **non-negotiable**.
- Use this document as a starting point for your lesson planning. Make modifications and accommodations as needed to support your students' needs.
- Plans are being released weekly.

First Week of School Lesson Plan Week 4

Beginning of the Year: Focus Questions 4 Days 3
When do things happen at school?

Focus Question 5 Days 1-3
When do things happen at school?

Dates: September 5th- September 8th



Teacher/Assistant Name: _____

Activity:	Monday:	Tuesday:	Wednesday:	Thursday:	Friday:
Morning Meeting Question of the Day		See Morning Meeting page in the back of packet What do we do when we get to school? Materials: None	See Morning Meeting page in the back of packet What do you think this book is about? Bear's Busy Family	See Morning Meeting page in the back of packet Have you seen this person at our school? (Display a picture of a school worker.)	See Morning Meeting page in the back of packet Does this man go to our school? (Display a picture of the Gingerbread Man.)
Mighty Minutes		Mighty Minutes 297, "Can You Guess Who?" Mighty Minutes 202, "Jumping Jelly Beans"	Mighty Minutes 273, "Our Five Senses" Mighty Minutes 259, "If You're Wearing..."	Mighty Minutes 264, "Change the Name Game" Mighty Minutes 289, "Missing Shapes"	Mighty Minutes 209, "Hello Around the World" Mighty Minutes 261, "Do You Think?"
Large Group Literacy		Movement: Let's Make Letters Discussion and Shared Writing: Cues for Times of the Day Materials: Mighty Minutes 84, "Let's Make Letters"; My Day from A to Z; family photos of daily events; familiar classroom item	Song: "Hello Bingo" Discussion and Shared Writing: Who Do You Think Works at Our School? Materials: Mighty Minutes 77, "Hello Bingo"; Kevin and His Dad	Game: Busy Bees Discussion and Shared Writing: Visit From a School Worker Materials: Mighty Minutes 75, "Busy Bees"; Mighty Minutes 31, "What's Inside the Box?"; box; tools the visitor uses in his or her job	Song: "Let's Clean Up!" Discussion and Shared Writing: Visit From a School Worker Materials: Mighty Minutes 82, "Let's Clean Up!"; Mighty Minutes 31, "What's Inside the Box?"; box; tools the visitor uses in her job

First Week of School Lesson Plan Week 4

Beginning of the Year: Focus Questions 4 Days 3

When do things happen at school?


Focus Question 5 Days 1-3

When do things happen at school?



Teacher/Assistant Name: _____

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Question of the Day		What do we do when we get to school? Materials: None	What do you think this book is about? Bear's Busy Family	Have you seen this person at our school? (Display a picture of a school worker.)	Does this man go to our school? (Display a picture of the Gingerbread Man.)
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First Week of School Lesson Plan Week 4

Beginning of the Year: Focus Questions 4 Days 3

When do things happen at school?

Focus Question 5 Days 1-3

When do things happen at school?



Teacher/Assistant Name:

Dates: September 5th- September 8th

		Materials for Large-Group Roundup: "Photos of the children engaged in classroom activities during the day; tape; construction paper; writing tools"			Materials for Large-Group Roundup: a gingerbread man
		As each letter is introduced, teach students the letter's name, its sound, uppercase formation, and lowercase formation. Bundle 2 Short Vowel: Ee Consonants: Hh, Jj, Ll, Mm Short Vowel: Ee Sound: /e/ as in at Kinesthetic Keyword: eh? (hands cupped behind ears)	Review Letter Bundle 1 Short Vowel: Ee Consonants: Hh, Jj, Ll, Mm Use magnetic letters, hands-on games, I spy letters, letter scavenger hunt, find the letters in student names, use the center games to review letters/sounds	Review Letter Bundle 1 Short Vowel: Ee Consonants: Hh, Jj, Ll, Mm Matching name cards, same and different letters/sounds	Review Letter Bundle 1 Short Vowel: Ee Consonants: Hh, Jj, Ll, Mm Mystery name box- draw name plate from box. Guess the name, identify the letters, recognize letter bundles in each name
Literacy Small Groups		"The Long and Short of It" Materials: container, pieces of ribbon or yard of the same width, at least one ribbon per child Cut the ribbon into pieces of different lengths and equal sizes. 1. Sit the group in a circle. Pass around the ribbon and have students select a piece of ribbon. Ask them	"Missing Lids" Materials: containers with lids of various sizes and shapes 1. Separate containers from their lids and place them in two groups on a large table or the floor. Allow them to explore before starting the activity. 2. Lead a discussion about the best way to begin matching the lids. Invite them to line up the	"Alphabet Cards" Materials: 52 alphabet cards with a different uppercase or lowercase letter of the alphabet; small manipulatives (teddy bear counters, etc) 1. Invite children to explore the cards. Talk about characteristics of each letter & the sounds of the letter in various words. 2: Invite children to trace letters with fingers, find their names, or sort cards by upper & lowercase letters. Ask them	D Is for Door Materials: two sets of alphabet cards tape 1. Place two sets cards on a table. Use one set to attach to various objects around the room that begin with the letter on the card. For example, tape the letter D to the door. F to the fish food, and T to the table. 2. Invite the children to match additional letters

First Week of School Lesson Plan Week 4

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		<p>to place the ribbons on the floor in front of them.</p> <p>2. Invite children to lay their ribbons side by side to discuss color, texture, size, and pattern, introduce the words length, short-shorter, long-longer, etc. Explain that the length describes the distance between two points, or how long something is.</p> <p>3. Demonstrate how to compare various lengths of ribbon by lining them up. Explain that if the end of the first ribbon extends beyond the second ribbon, then the first ribbon is longer.</p> <p>4. Continue to invite the children to compare their ribbons and talk about what they see.</p> <p>"Leo, can you find someone who has a ribbon shorter than yours?"</p> <p>"Your two ribbons are equal, or the length."</p>	<p>containers from shortest to tallest, or smallest to largest.</p> <p><i>"If we line up the containers, it might make it easier for us to find the right lid."</i></p> <p><i>"Do you think it would help to line up the lids as well?"</i></p> <p>3. Invite children to point out other attributes that may help them determine the proper lid for each container and continue until interest no longer exists. Explain that the containers & lids will be in a center for use during choice time.</p>	<p>to think of other ways to use the letter cards.</p> <p>3. Invite the children to outline letters by using the small manipulatives.</p> <p>4. Continue the activity for as long as it interests the children. Explain that you will keep the alphabet cards in the Literacy interest area for them to use during choice time.</p>	<p>from the first set of alphabet cards to objects around the room, eg. 'B' to blocks shelf. After they have finished, point to a letter taped to an object, and prompt the children to talk about the letter they see.</p> <p>3. Show the children the second set of letter cards on the table. Explain that each letter taped to an object corresponds to a matching letter card on the table.</p> <p>4. Encourage the children to find more letters around the room and then match them with the cards on the table. Each time they find a letter, prompt them to name the letter they talk about its attributes and sounds it makes.</p>
Interest Areas/	<p>Interact with children in the Interest.</p> <p>Math & Manipulatives: geoboards, geobands</p> <p>Blocks: blocks of different shapes</p>				

When do things happen at school?



Dates: September 5th- September 8th

Choice Time	Writing: paper and writing utensils Library: books about friendship Art: molding dough				
Read Aloud		<i>My Day from A to Z</i>	<i>Bear's Busy Family</i>	<i>Daddy Calls Me Man</i>	<i>Mama Zooms</i>
Math		<p>Play "1-2-3 Snap!" To play, each person will get a train of 10 cubes. (Model for students how the activity will be executed.) Tell students to put their train of cubes behind their back. Count together "1-2-3," and then say, "snap." When everyone says "snap," students will break their train of cubes into two smaller trains, one in each hand. Have students show their mini trains and compare them to determine which one has more/less. Repeat this process several times until the students seem to have the ability to determine which train has more/less cubes.</p>	<p>Play "1-2-3 Snap!" To play, each person will get a train of 10 cubes. (Model for students how the activity will be executed.) Tell students to put their train of cubes behind their back. Count together "1-2-3," and then say, "snap." When everyone says "snap," students will break their train of cubes into two smaller trains, one in each hand. Have students show their mini trains and compare them to determine which one has more/less. Repeat this process several times until the students seem to have the ability to determine which train has more/less cubes.</p>	<p>Play "1-2-3 Snap!" To play, each person will get a train of 10 cubes. (Model for students how the activity will be executed.) Tell students to put their train of cubes behind their back. Count together "1-2-3," and then say, "snap." When everyone says "snap," students will break their train of cubes into two smaller trains, one in each hand. Have students show their mini trains and compare them to determine which one has more/less. Repeat this process several times until the students seem to have the ability to determine which train has more/less cubes.</p>	<p>Play "1-2-3 Snap!" To play, each person will get a train of 10 cubes. (Model for students how the activity will be executed.) Tell students to put their train of cubes behind their back. Count together "1-2-3," and then say, "snap." When everyone says "snap," students will break their train of cubes into two smaller trains, one in each hand. Have students show their mini trains and compare them to determine which one has more/less. Repeat this process several times until the students seem to have the ability to determine which train has more/less cubes.</p>
	NOTE: Activities may be differentiated based on students' levels and needs. See the curriculum map for resources to use, questions to ask during the lesson, and more challenging activities.				
Outdoor Play		Practice Brigrance A-3 "Walking Skills 1-7" Student Assessment Booklet p. 2	Practice Brigrance A-3 "Walking Skills 1-7" Student Assessment Booklet p. 2	Practice Brigrance A-3 "Walking Skills-1-7" Student Assessment Booklet p. 2	Practice Brigrance A-3 "Walking Skills1-7" Student Assessment Booklet p. 2

First Week of School Lesson Plan Week 4

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Teacher/Assistant Name:

Dates: September 5th- September 8th

Large Group Roundup		None	Materials: Questions for Our Visitor chart, photos of children balancing beanbags (optional)	Materials: Questions for Our Visitor chart	Materials: materials to make a thank you note
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Using the Weekly Plan Resource Materials





Weekly Plan Resources

- Mighty Minutes Cards
- Morning Messages
 - Tennessee Best for All Foundational Literacy Supplements
- Weekly Focus Skills

Mighty Minute-What's Inside the Box? 31

Objective 11

Demonstrates positive approaches to learning

b. Persists

Related Objectives: 1a, 3a, 8b, 9a, 12a, 16a, 16b, 21a, 21b, 24, 26

What You Do

1. **Put a small object in an interesting box and shake it gently.**
2. **Ask**, "What do you think is in the box? Why do you think that?"
3. **Think aloud about the size of the box and the noise the object makes when you shake it.**
4. **Give clues about the purpose of the object and its shape**, e.g., "You clean your hands with it. It is shaped like a rectangle."
5. **Reveal just a small part of the object before you show the whole object.**
 - **After the children pass the object around and examine it, sound out the name of the object and write it on a chart.** For example, if the object is a bar of soap, sound it out by saying /s/ /o/ /p/.
 - **Give clues, such as the first letter sound or a word that rhymes with the name of the item.**
 - **Use familiar classroom objects in the box**, e.g., a block or box of crayons.
 - **After children identify the object, give them directional clues as they look for more of that type of object in the classroom.**
 - **Use three-dimensional shape terms to describe their shapes**, e.g., *sphere*, *cube*, and *prism*.

Mighty Minute-Busy Bees 75

Objective 22

Compares and measures

a. Measures objects

Related Objectives: 1b, 3a, 4, 8b, 11a, 14b, 15c, 21a, 23, 26

What You Do

1. **Tell the children to pretend the classroom is a beehive.**
2. **Invite them to buzz like a bee and flap their wings as they move around the room.**
3. **Say**, "Busy bees, busy bees! Buzz around and touch something [taller than you]."
4. **Repeat using other comparative phrases**, e.g., something shorter than you; wider than you; smaller than a cat; smaller than your hand; or the same size as this block.
 - **Adapt the activity to reinforce easy or more difficult concepts**, e.g., touch something blue; something the same color as grass; something shaped like a sphere; something with a pattern; something with words written on it; something that starts with the /t/ sound; something made of wood; or something that is nonliving.
 - **Encourage the children to buzz around the room in different ways**, e.g., fast or slow, high or low, forward or backward.

Mighty Minute #31



What's Inside the Box?

Week 4 Morning Meeting Messages and Activities

Good Morning _oys and Girls,

Today is Tuesday, September 5, 2023.

The weather is __ (see) __ and __ (feel) __ outside.

We have been in school for __ days.

What do you do when you get to school?

Love,

Your teachers

Activities: TN Foundational Skills Curriculum Supplement pp. 120-125

Good Morning Boys and _irls,

Today is Wednesday, September 6, 2023.

The weather is __ (see) __ and __ (feel) __ outside.

We have been in school for __ days.

What do you do after you wake up in the morning?

Love,

Your teachers

Activities: TN Foundational Skills Curriculum Supplement p. 126

Good Morning _oys and _irls,

Today is Thursday, September 7, 2023.

The weather is __ (see) __ and __ (feel) __ outside.

We have been in school for __ days.

What do we do when we first get to school?

Love,

Your teachers

Activities: TN Foundational Skills Curriculum Supplement p. 126

Good morning _oys and _irls!
Today is Thursday, September 7, 2023.
The weather is ____ and ____.

We have been in school for ____ days.

What do we do when we first
get to school?

Love,
Your Teacher 😊

Do you know the first letter
in your name?

What is it?

4

DAYS 2-4

Targeted Support Stops and Task Assessments

Note to Teacher

Targeted Support Stop 2 is an opportunity to review, reinforce, and extend the material taught during the second half of the unit. Begin by identifying areas in which children may need extra practice by using Observational Assessments (see General Overview) and/or Task Assessments (see the following). Then, use this information to decide which activities you wish to repeat and whether it is best to repeat them in a whole-group or small-group setting. If children are ready to extend their knowledge, suggestions for activities that draw on information presented across multiple days are provided below. Continue conducting Routines during the Targeted Support Stop 2, including Taking Attendance, reviewing the Daily Schedule, and signing into Learning Centers daily.

Child Performance Task Assessment

Skills Task Assessment

First Name Recognition

Assess which children are able to recognize the first letter of their name when given a choice between four capital letters. Have small groups of children come to a quiet area of the classroom. Using the **Transition Cards: Capital Letters**, show children four letters (one should be the first letter of their name, and the other three should be distractors). Ask children to choose which is "their" letter, or the letter that is at the beginning of their name. If children need help, allow them to look at their **Name Card** and match the **Capital Letter Card** to the first letter of their name.

Skills Review

Skills Small Group Activities Summary

The following chart shows the Small Group activities that children have completed up to Targeted Support Stop 2 and the emergent literacy skill areas they address. If children need more practice in a particular area, revisit activities that address those skills.

Memphis-Shelby County Schools Division of Early Childhood 2023-2024 Weekly Focus Skills				
1st Nine Weeks	Sight Words (Brigance D-9)	Color	Number	Shape
Week 1- Aug. 14-18	a, go	green	zero, one	circle
Week 2- Aug. 21-25	is, my	red	two, three	triangle
Week 3- Aug. 28- Sept. 1	run, do	orange	four	rectangle
Week 4- Sept. 4-8	can, down	blue	five, six	diamond
Week 5- Sept. 11-15	come, yes	yellow	seven	heart
Week 6- Sept. 18-22	so, of	black, white	eight	star
Week 7- Sept. 25-29	see, to	brown	nine	square
Week 8- Oct. 2-6	eat, fast	purple	ten	hexagon
2nd Nine Weeks	Sight Words (Fry Words List 1)	Color	Number	Shape
Week 1- Oct. 16-20	the, and	pink	nine, ten	oval
Week 2- Oct. 23-27	in, like	gray	eight	crescent
Week 3- Oct. 30- Nov. 3	you, that	orange	seven	sphere
Week 4- Nov. 6-10	it, he, have	blue	six	cone
Week 5- Nov. 13-17	was, for	yellow	five	cube
Week 6- Nov. 27- Dec. 1	on, are	black, white	four	cylinder
Week 7- Dec. 4-8	as, with	brown	three	circle
Week 8- Dec. 11-15	his, this, from	purple	two	triangle
Week 9- Dec. 18-20	at, be	green, red	one, zero	rectangle

Letter Bundle 2

Hh
Jj
Ll
Mm
Ee

September 4-8


can
down
blue

These documents can be downloaded on the Instructional Resources page of the Pre-K website

September 4-8

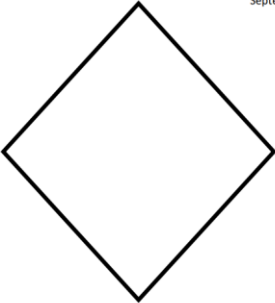
5
five
6
six

September 4-8



Blue

September 4-8



Diamond

Questions?





Upcoming Professional Development Opportunities

September 12th

Toolbox Tuesdays-Building Effective Relationships

September 20th

**September Monthly Cohort Meeting
(Mandatory for Teachers/Childcare Center Educators)**

September 26th

Toolbox Tuesdays-Using Data to Drive Instruction

**Hands-On With the
Brigance IED-III**

September 13th
September 21st

**The 2023-2024 Student
Growth Portfolio
Process**

September 18th
October 5th



Thanks for Attending!

Attendance Survey



bit.ly/45VQrYI

Feedback Survey



bit.ly/3r7RAgu