

*"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."  
— Albert Einstein*

Greetings on this beautiful Fall Friday!

I am sending my email out a little early since I will be in WV visiting my family and taking care of my dad next week.

***Updates, Reminders, and Instructional Supports...***

***(Teacher Evaluation Standard III: Teachers Know the Content They Teach, Teacher Evaluation Standard IV: Teachers Facilitate Learning for Their Students, & Standard V: Teachers Reflect on Their Practice)***

**CLOTHES STUDY:** The Clothes Study begins December 6 and runs through January 21. You may access the SharePoint resources here. The [Clothes Study Salad Bar presentation slides](#) also contain a plethora of resources. You may want to check out the Pocket of Preschool video on slide 14 for ideas to add to your Interest areas and small groups during this study. Hover over the clip art on the slides to connect to videos and other resources.

**SALAD BAR PRESENTATIONS:** November links have been added to the Playbook. Here they are for easy access:

[Small Group](#) - recording

[Small Group Slides](#)

[FCRR Resources](#)

[ITC Cards script](#)

[Self-Care](#) - recording

[Self-Care SharePoint resources](#)

[Virtual Instruction Video](#)

[Virtual Instruction Slides](#)

[Individual Support Plan - ISP](#)

**PROGRESS MONITORING:** All data should be entered for the Assessment 1 period of our Progress Monitoring before you leave for the Thanksgiving break. I am in the process of gathering all the data and will share it with you soon. I will meet with Site Administrators in December to review the data and fidelity goals as well.

**INSTRUCTIONAL SUPPORTS:** In the table below, I've gathered some resources to support you in meeting the fidelity goals.

20. ...effectively guide children's language and literacy learning	i. Engages children in <b>storytelling</b> and <b>story retelling</b>
Teaching young children how to summarize a read-aloud story is important because it builds critical foundational skills that support their overall literacy development. It enhances their comprehension, develops their critical thinking, improves retention and memory, builds vocabulary and language skills, and promotes narrative skills. It lays the foundation for future academic success.	
We should not expect students to be able to retell a story in sequence without some intentional instruction.	
<p><b><u>Comprehension Focus: SUMMARIZE</u></b></p> <p><b>Story Elements: <i>Problem &amp; Solution</i></b></p> <p><i>ODL 9a - uses an expanding expressive vocabulary</i></p> <p><i>ODL 18a - interacts during reading experiences, book conversations, and text reflections</i></p> <p><i>ODL 18c - retells stories and recounts details from informational texts</i></p> <p><b>NC Foundations Standard - LDC 10</b></p>	
<b>Probing question:</b> How might you prepare students to identify the problem and solution in a story? <a href="#">Problems are</a>	

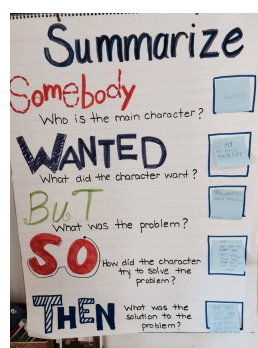
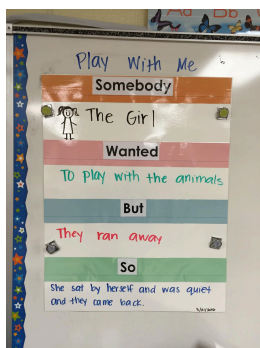
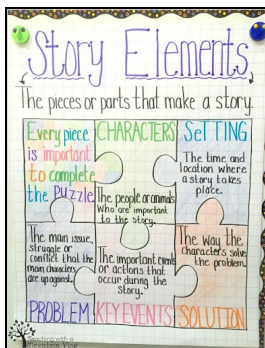
[everywhere](#)

Anchor Chart: [Anchor Charts 101](#); [Anchor Charts: Making Thinking Visible](#); [Anchor Charts vs. Posters](#)

**Story Elements** - The piece or parts that make up a story.

- **Problem:** A problem is something in the story that goes wrong.
- **Solution:** A solution is how the problem in the story gets solved.

**Visuals:** (may need to modify for Pre-K) [Problem & Solution introduction](#)-video of how to teach 'TO - I do'; [SWBST slides](#) -



**Purpose for listening:** (The responses require students to recall the sequence of story.)

Examples of modifying the purpose for listening for the different reads:

- READ 1: In this story our character \_\_\_\_\_ has a problem. Listen carefully to see if you can tell me what the problem is.
- READ 2: Prompt for recall of the problem in the story. Then say, "We are going to listen to this story again. This time we are going to pay attention to how the characters solved their problem."
- READ 3: This time when I read the story, I want you to help me retell the story. We will use some pictures from the book to help us remember the story. (Use a slide show presentation or 8x10 size visuals displayed that represent the Somebody-Wanted-But-So-Then graphic organizer)

21. ...actively introduce mathematical concepts

d - intentionally supports children's understanding of **numbers and operations**

## Objective 20 Uses number concepts and operations

### b. Quantifies

Not Yet	1	2	3	4	5	6	7	8	9
		<b>Demonstrates understanding of the concepts of one, two, and more</b> <ul style="list-style-type: none"><li>• Says, "More apple," to indicate he wants more pieces than given</li></ul>	<b>Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</b>			<b>Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</b>		<b>Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts</b> <ul style="list-style-type: none"><li>• Cuts a banana in half and says to a friend, "Now we each have a"</li></ul>	

[CD-10 - ODL 20b - SharePoint folder](#)

22. ...learn concepts, processes, and skills in the other content areas of science social studies, arts, and technology

c. Provided opportunities for children to explore **social studies concepts** (e.g., people and how they live, people and the environment, people and the past, spaces and **geography**)

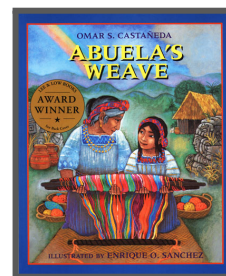
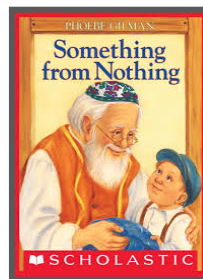
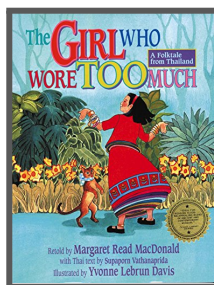
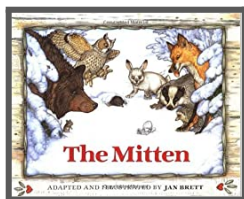
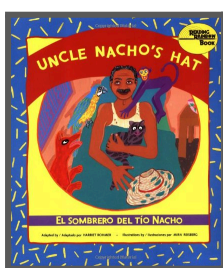
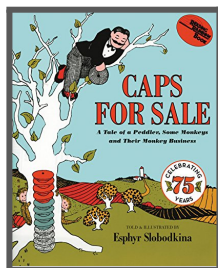
### Clothing Study

Print the small book covers and cut them out. As you introduce the book, add the small covers to your world map posted in your classroom. Here are the locations based on the 'setting' or country of origin of the author for our

Clothes Study Read Aloud books..

global awareness:

- Caps for Sale author was from Russia
- Uncle Nacho's Hat is set in a rural Latin American community
- The Mitten is an Ukrainian folktale
- The Girl Who Wore Too Much is set in Thailand.
- Something from Nothing has an Eastern European (Jewish) setting
- Abuela's Weave is set in Guatemala, Central America



*Now on to my schedule...*

*I plan on following this visit schedule but will adjust as needs arise.*

Monday, November 25	Tuesday, November 26	Wednesday, November 27	Thursday, November 28	Friday, November 29
PTO	PTO	PTO	HOLIDAY	HOLIDAY

## QUICK LINKS TO INSTRUCTIONAL RESOURCES:

[Africa's Professional Pinterest Page](#) (resources for teachers and coaches ~Thanks for sharing, Africa!)

[Meck Pre-K Playbook for teachers](#)

[McClanahan Cohort - SharePoint](#)

[McClanahan's Pre-k Pages](#) site:

*NOTE: If you are looking for a particular resource, there is a search icon at the top, right corner of each page on my site.*

## Dates to Remember...

### November

27 - No School

28 - No School

29 - No School

### December

09 - Simple Machines study ends - Celebration of Learning

10 - PLC Meeting

10 - Clothing study begins

23 - Winter Break begins

### January

01 - HOLIDAY

02 - Teacher Workday

03 - Teacher Workday - PD Lakeshore Webinar: Let's Get Ready for Kindergarten

07 - PLC Meeting

20 - HOLIDAY

21 - Salad Bar PLC

21 - Clothes study ends - Celebration of Learning

22 - Signs study begins

24 - Teacher Workday

27 - ALPHABET KNOWLEDGE assessment window opens

27-2/2 - [CRAYOLA CREATIVITY WEEK](#)

31 - ALPHABET KNOWLEDGE assessment window closes

Have a great weekend, week, and Thanksgiving holiday!!

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