

Teacher Notes Copy



Classroom Inventory	Considerations	
Furniture	Tables, Chairs, Shelving, Rugs, other seating options • Do I have enough chairs and tables for each student? • Are they a good size and height? Can adjustments be made? • Do I have adequate shelving and other storage? ◦ accessible ◦ sturdy ◦ safe • WAIT to remove anything until you are sure you won't use it	
Materials	Art Supplies, Toys, Blocks, Legos, Puzzles, Games, Manipulatives • Are items clean? • Are items contained but accessible? • Are any pieces missing or broken? • Consider how you and your students will use materials. • WAIT to remove anything until you are sure you won't use it	
Curriculum	Montana Early Learning Domains and Standards: Ch. 63 • What will I teach my students? (Learning Targets) District Programs • What resources do I have to support my teaching? ◦ You should have a program or at least a solid plan to follow for <i>Phonological Awareness</i>, <i>Alphabet Learning</i>, and <i>Math Concepts</i>. Many districts also have <i>Social Emotional</i> programs.	
Screening, Assessment, and Progress Monitoring	• How will I know what they already know and what they still need to learn? ◦ Screening determines eligibility and provides insight to needs for further assessment. ◦ Assessment can be informal and formative unless there is a need for diagnostics.	



	Progress monitoring can also be informal and formative.	
Needs	- What do I need: tools, programs, training, professional learning? - How can I get what I need?	
Planning	<i>If you fail to plan you are planning to fail. -Ben Franklin</i>	
Curriculum Map	- Where am I taking them, how will I get there? - Backwards planning starts with the standard and maps out the skills and knowledge needed to meet it. - How many instructional days do I have to work with? - Do students come 5, 4, 3, or 2 days per week?	
Scope and Sequence	- Details exactly what is taught, in what order, and when - Individual programs have a scope and sequence, but how will it fit in your map, your schedule? example	
Thematic Units	Units are a great way to stay organized and keep children engaged. - opportunities for cross curricular study - rich vocabulary, oral language, and literature opportunities - Weave thematic units around and through your literacy and numeracy programs as well as routines - Priority learning targets don't change with thematic content. (we add things like Life Cycles, Fire Safety)	
Differentiation	- When thinking about practice opportunities, consider your students' range of ability. - Some may already be proficient with the skill or knowledge, while some may not have experienced it at all. - Plan for practice opportunities with a range of complexity	



Environment	• The 4 year old classroom should be safe, engaging, and conducive to learning. • Set up your classroom with these things in mind ◦ Accessibility, adequate storage, visual cues and labels, safety (rounded edges?) ◦ Is there room to move around but not to run? ◦ What routines will we have throughout the day? ◦ Where are you doing what? ■ Circle Time, Transitions, Clean Up ■ Predictable and Independent (after teaching and practice) ■ Learning Centers ■ Real Experiences (cooking, nature) ■ Inquiry Based (interesting objects and collections) • Literacy and Numeracy happen everywhere ◦ Be sure to have books, letters, numbers and objects around to encourage exploration (not just on the math and book shelves) Avoid over-decorating and filling up the walls with posters etc. Include the children when you put things up, this helps them take ownership of the room. It also ensures they know what things represent, what they say, what they are for.	
Communication	How will I communicate with families? • Folders • Phone • Email • Text apps	
Routines	Routines provide a sense of security, predictability, and independence, which can reduce anxiety and promote positive behavior. Routines must be modeled and practiced!	
Arrival	How do students enter the building?	



Getting Started for the Early Learning Classroom Teacher

	Where will students keep their things?	
Attendance	How are you required to report this? In what ways can you support independent routines where children can participate in this daily task?	
Snack	Will students bring their own? Will they bring them each month and you share with the class? How will you manage this?	
Whole Group (circle time, morning meeting...)	• “Join me at Circle Time”- a call to chaos ◦ Mark a spot for each child with their names ■ Carpet squares ■ Tape on the carpet	
Going outside	• “Line Up”- a call to chaos ◦ Have a line of tape with a spot to stand on for each student	
Bathroom	• Is the bathroom in the classroom? • How far is the walk? • Will I take them at certain times as a group?	
Lunch	Plan to support your students in the lunch room for as long as it takes: your building expectations may vary. • What is expected of you? • What do your students need to be successful?	
Specials	Building expectations vary. • What is expected of you? • What do your students need to be successful? • What do the specials teachers need from you and you from them?	
Clean Up	Warning for transition time • Sounds, timers Model: How do we clean up? How long should it take? • Play a clean up song • Everyone helps ◦ Secret Scrap	
Jobs	Classroom jobs create community. You can name your jobs anything. Everyone gets a turn and you can minimize arguments over who gets to do it.	



Getting Started for the Early Learning Classroom Teacher

	• What jobs do I want to create? • Do I want a job for every child? ◦ If they don't have a job how will that look? • Will I change jobs daily or weekly?	
Center Time	Centers are an opportunity for free play, choices, and exploration. How you manage this time is up to you. Consider the following: • What will the adults be doing? • How can I create choice? • Can small group/ individual learning be a center? ◦ Free choice, playtime, etc.	
Just Right for Me	Quiet bags or bins with individual things to do for each child. • This could be an opportunity to work with small groups or individuals while others have 10- 5 minutes with their bag or bin.	
Best Practices	 August Early Literacy Learning Series (2nd Hour)	
	Dialogic Read Alouds	
	Consistency across systems	
	Explicit Vocabulary Instruction (math too)	
	Explicit Phonological Awareness Instruction	
	Sound Walls and Articulation Posters	
	Expanding Language	
https://earlymathcounts.org/	Subitizing, Number Sense	
	Measurement, Data Collection, Sorting, Comparing	

First Week LP

Month: August	Theme: School Our Classroom	Note: Materials and supplies for table time are in the bins labeled according to the day of the week. Teacher manuals and materials for circle time are in the rack by the teacher chair at circle.			
Week: 1	Monday	Tuesday	Wednesday 8/27	Thursday 8/28	Friday 8/29
Books			The Pigeon has to go to School – Mo Willems	Don't let the Pigeon Drive the Bus – Mo Willems	Don't let the Pigeon Stay Up Late – Mo Willems
Arrival 8:15–8:30 Relaxed Arrival: Digital Story, Attendance, Lunch Count, Just for Me Bags			Where do we put our things? Playdough or crayons and paper at tables	Attendance and lunch count Playdough or crayons and paper at tables, books at circle	Attendance and lunch count Playdough or crayons and paper at tables, books at circle
Morning Meeting (circle) 8:30–8:45 Greetings, Song with Movement, Set up the day, Story			How do we come to circle? Sit at circle? Move at circle? How do we leave circle? Pledge Greeting song The Pigeon has to go to School by Mo Willems	How do we come to circle? Sit at circle? Move at circle? How do we leave circle? Pledge Greeting song The Pigeon has to go to School by Mo Willems	How do we come to circle? Sit at circle? Move at circle? How do we leave circle? Pledge Greeting song The Pigeon has to go to School by Mo Willems

			Attendance and Lunch procedures Hamburgers	Attendance and Lunch procedures Pasta	Attendance and Lunch procedures Tacos
Table Time 8:45–9:15 Theme or content related table activity			How do we work at tables? Leave the table when finished? Pigeon Craft	How do we work at tables? Leave the table when finished? Name coloring	How do we work at tables? Leave the table when finished? Name Craft
Recess 9:15–10:00			How do we go to recess? What are the rules for the playground? How do we return from recess?	How do we go to recess? What are the rules for the playground? How do we return from recess?	How do we go to recess? What are the rules for the playground? How do we return from recess?
Heggerty (circle) 10:00–10:15 Heggerty			How do we come to circle? Sit at circle? Move at circle? How do we leave circle? IPI- Tell us your name- what is the first sound?	How do we come to circle? Sit at circle? Move at circle? How do we leave circle? IPI- Tell us your name- what is the first sound? -Place your picture under the picture that sounds like your name	How do we come to circle? Sit at circle? Move at circle? How do we leave circle? IPI- Tell us your name- what is the first sound? -Place your picture under the picture that sounds like your name
Choice Time			How do we do	How do we do	How do we do

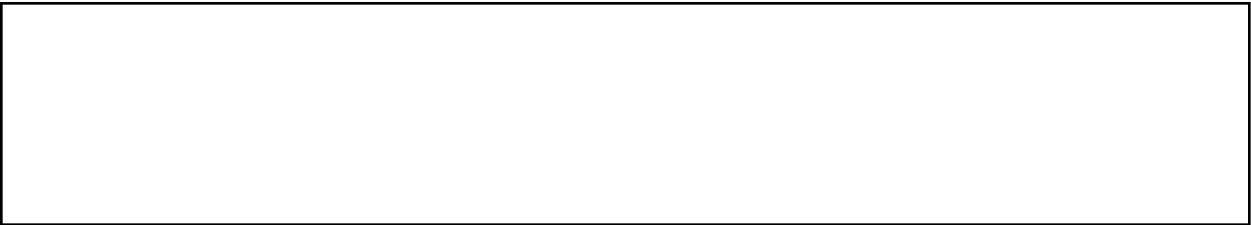
10:15-10:45 Centers			choice time? blocks, books, puzzles, art, dramatic play	choice time? blocks, books, puzzles, art, dramatic play	choice time? blocks, books, puzzles, art, dramatic play
Alphabet (circle) 10:45-11:00			Sing the Alphabet Letter cards - picture discussion a-g	Sing the Alphabet Letter cards- picture discussion h-o	Sing the Alphabet Letter cards- picture discussion p-z
Lunch 11:00-11:20			How do we go to lunch? What are the rules for the cafeteria?	How do we go to lunch? What are the rules for the cafeteria?	How do we go to lunch? What are the rules for the cafeteria?
11:20-11:40 Recess			How do we go to recess? What are the rules for the playground? How do we return from recess?	How do we go to recess? What are the rules for the playground? How do we return from recess?	How do we go to recess? What are the rules for the playground? How do we return from recess?
Calendar Math (circle) 11:40-12:00			How do we come to circle? Sit at circle? Move at circle? How do we leave circle? Introduce Calendar routine	How do we come to circle? Sit at circle? Move at circle? How do we leave circle? Calendar routine	How do we come to circle? Sit at circle? Move at circle? How do we leave circle? Calendar routine
Table Time 12-12:15			How do we work at	How do we work at	How do we work at

Math related table activity			tables? Leave the table when finished? Sorting- colors b, r, y	tables? Leave the table when finished? Sorting- colors b, r, g	tables? Leave the table when finished? Sorting- colors b, g, o
Specials 12:15-12:45			No specials first week	No specials first week	No specials first week
Choice Time 12:45-1:15 Centers			How do we do choice time? blocks, books, puzzles, art, dramatic play	How do we do choice time? blocks, books, puzzles, art, dramatic play	How do we do choice time? blocks, books, puzzles, art, dramatic play
Second Step 1:15-1:30			Welcoming	Welcoming ext	Welcoming ext
Recess 1:30-2:00			How do we go to recess? What are the rules for the playground? How do we return from recess?	How do we go to recess? What are the rules for the playground? How do we return from recess?	How do we go to recess? What are the rules for the playground? How do we return from recess?
Sensory 2:00-2:20			Paper Tubs- tearing	Paper Tubs- cutting	Paper Tubs- tearing or cutting
Closing Circle 2:20-2:40			Recall what we did today, discuss what we will do tomorrow. How do we leave school? Goodbye	Recall what we did today, discuss what we will do tomorrow How do we leave school? Goodbye	Recall what we did today, discuss what we will do tomorrow How do we leave school? Goodbye

			song	song	song
2:40-2:45 Pack up and Dismiss			Get students where they need to go to get home. Bus Walk Pick Up	Get students where they need to go to get home. Bus Walk Pick Up	Get students where they need to go to get home. Bus Walk Pick Up
Notes:					

Mo Willems Read Aloud Planner

Title: The Pigeon has to go to School			
Author: Mo Willems			
Illustrator: Mo Willems			
R	Rhyming Print awareness	M	“too many” Numbers “too late”
L	Word bubbles “Fragile bird” “Little chick”	V	fragile practice expert unknown stresses heavy
SE	“Other birds”= friends and classmates Will your head really pop off? Worrying about what others think Step aside, coming through= excuse me fears		
Notes:			



Title: Don't let the Pigeon Drive the Bus			
Author: Mo Willems			
Illustrator: Mo Willems			
R	Rhyming Print awareness	M	first
	Word bubbles		fair

L	"Watch things" "Big deal" "Never get to do anything"	V	please thank you careful steer listen cousin
SE	Talking someone into something unsafe or against the rules • I'll be your best friend • Your mom would let me • I'll give you money Whining		
Notes:			

Title: Don't let the Pigeon Stay Up Late
Author: Mo Willems
Illustrator: Mo Willems

R	Print awareness	M	early tonight Tomorrow 5 more minutes first
L	Word bubbles	V	yawn stretch grand scheme educational idea
SE	Staying up late Bedtime Brush your teeth Do a favor Stalling to avoid a non favored task		
Notes:			



Daily Schedule

8:15- 2:45

Arrival 8:15-8:30	Calendar Math 11:40-12:00	Lots of choice, possibly movement
Morning Circle 8:30-8:45	Table Time 12-12:15	
Table Time 8:45-9:15	Specials 12:15-12:45	Sitting on the floor, learning and participating, also movement
Recess 9:15-10:00	Choice Time 12:45-1:15	Sitting on a chair or standing, learning and participating
PA Circle 10:00-10:15	Second Step 1:15-1:30	
Choice Time 10:15-10:45	Recess 1:30-2:00	
ABC Circle 10:45-11:00	Sensory 2:00-2:20	Movement: rules may change in others care (recess is like this too)
Lunch 11:00-11:20	Closing Circle 2:20-2:40	
Recess 11:20-11:40	Dismissal 2:40-2:45	

Depends

This example shows a balance of opportunity for children to be up, down, moving, sitting, learning, playing, etc.

8:00- 12:00

8-8:05 Arrival Routines	9:40-9:55 Circle Time
8:05-8:20 Circle Time	9:55-10:10 Table Time
8:20-8:40 Table Time	10:10-10:45 Choice Time
8:40-8:55 Circle Time	10:45-11:00 Circle Time
8:55-9:10 Table Time	11:00-11:20 Lunch
9:10-9:40 OutsideTime	11:20-11:40 Sensory
	11:40-12:00

	Closing Circle Dismissal Routine
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This example is for a half day. It still highlights a balance of opportunity for children to be up, down, moving, sitting, learning, working, playing, etc.

Assessment EXAMPLE

Initial Assessment	August	Sept	Oct	Nov	Dec	Jan <i>End of</i>	Feb	March	April	May <i>End of</i>
PELI			PA OL Check list	PA OL Check list	PA OL Check list	PELI	PA OL Check list	PA OL Check list	PA OL Check list	PELI
35-67 Comp strate gic			X	X	X	59-10 0	X	X	X	85-12 7
1-35 Comp intens ive			X	X	X	0-58	X	X	X	0-84

Preschool Curriculum

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