

"I learned that we can do anything, but we can't do everything... at least not at the same time. So think of your priorities not in terms of what activities you do, but when you do them. Timing is everything."
Dan Millman, American Author

Greetings on this cold December morning!

I hope you all had a nice break. I was able to see a lot of family in WV and arrived back home in time to begin decorating for the Christmas holiday.

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)

HUGS: This week I will begin visiting classrooms to collect the baseline data for our HUGS implementation. I will spend no more than an hour using the [HUGS Observation Record](#). After the visit I will share the data with you and discuss a simple next step in refining your HUGS practices.

DECEMBER 10 PLC: Next week we will meet at the [William R. Davie Conference Center](#) for our in-person Teacher Titans PLC. I've asked 4 of our veteran teachers to share how they plan for and execute data driven small group instruction. Come ready to take lots of notes and plan to arrive on time so you don't miss a second of their wisdom!

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

20. ...effectively guide children's language and literacy learning	c. Provides opportunities for children to talk with peers
<p>The Turn and Talk strategy is an effective teaching tool for preschool students because it encourages engagement, language development, and social interaction.</p> <p>There are many benefits to using this strategy. Turn and Talk provides structured opportunities to practice forming sentences and listening to others, essential skills for language acquisition. Discussing ideas helps children process and organize their thoughts, deepening their understanding of a concept. The strategy ensures that every child participates, reducing passive learning. Talking about stories, lessons, or topics reinforces understanding and retention of information.</p> <p>By integrating Turn and Talk into lessons, teachers create an interactive, supportive environment that nurtures essential skills for young learners.</p> <p>REFLECT: <i>How might I provide opportunities for children to talk with peers during Large Group instruction (Morning Meeting; Read Aloud; Round-up)?</i></p>	
21. ...actively introduce mathematical concepts	c - intentionally supports children's understanding of numbers and operations



Objective 20 Uses number concepts and operations

c. Connects numerals with their quantities

Not Yet	1	2	3	4	5	6	7	8	9
		Recognizes and names a few numerals <ul style="list-style-type: none"> Points to the 1 when the teacher says, "Where is the numeral 1?" Notices numerals around the room 		Identifies numerals to 5 by name and connects each to counted objects <ul style="list-style-type: none"> Says, "Five" as she attaches five clothespins to the 5 card 		Identifies numerals to 10 by name and connects each to counted objects <ul style="list-style-type: none"> Shouts, "Seven," and jumps seven times when the teacher holds up the number 7 card 		Identifies numerals to 20 by name and connects each to counted objects; represents <i>how many</i> by writing one-digit numerals and some two-digit numerals <ul style="list-style-type: none"> Says, "I drew 15 	

CD-10 - ODL 20c - SharePoint folder



REFLECT: *How might I provide opportunities to use number concepts & operations in the Toys & Games Interest Area?*

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

a. Provides nonfiction texts and media; ***assists children in locating information***

A KWL chart is an instructional tool that supports student learning by engaging them in a structured process to guide their understanding of a topic. It promotes critical thinking as students practice formulating questions, seeking answers, and summarizing key points. It is divided into three sections:

- K (What I Know):** Students activate their prior knowledge by brainstorming what they already know about the topic. This helps them connect new information to existing knowledge, making learning more meaningful and easier to retain.
- W (What I Want to Learn):** Students generate questions or identify what they want to learn about the topic. This encourages curiosity, sets a purpose for learning, and increases engagement and motivation.
- L (What I Learned):** After exploring the topic, students reflect on and summarize what they learned. This reinforces new information, helps consolidate learning, and allows for self-assessment of their progress.

How can you support children in locating information that answers their questions (**W**)?

- During a large group discussion, choose a question in the **W** section and invite the students to join you in the Discovery Area to research/locate information (iPad, books, experimenting with materials, etc.) Add what they learned to the **L** section of the KWL chart.
- As the Question of the Day lends itself, invite students to utilize classroom resources to discover the answer to the question and validate/change their response based on their findings. Add what they learned to the **L** section of the KWL chart.
- At the large group roundup, have a student share what they learned about the topic and add their response to

the KWL chart (L).

- One form of evidence for fidelity would be the connection between the W & L on the KWL chart. Draw a line from the W-question to the L-answer as appropriate. You may also include photo evidence of experiments related to the questions asked as visual evidence for the 'learning' that took place.

REFLECT: *How might I provide opportunities to assist children in locating information?*

Now on to my schedule...

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

Monday, December 2	Tuesday, December 3	Wednesday, December 4	Thursday, December 5	Friday, December 6
SUCCESS COACH PLC	HUGS VISIT Smart Kids 7	HUGS VISIT Cadence Raintree Legacy European	HUGS VISIT Bright Path Sunshine House MH	HUGS VISIT Crossway

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...

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

February

03 - PAST assessment window opens
04 - PLC Meeting
05 - [WORLD READ ALOUD DAY](#)
07 - PAST assessment window closes
17 - Teacher Workday
17 - Parent Teacher conferences begin
18 - Salad Bar PLC
21 - Signs Study ends - Celebration of Learning
24 - Insect Study begins
26 - Early Release Day
28 - Parent Teacher conferences end

March

2-6 - [READ ACROSS AMERICA WEEK](#)
04 - PLC Meeting
18 - Salad Bar PLC
29 - Insect study ends - Celebration of Learning
31 - Teacher Workday

See you soon!

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