

*"Habit is a powerful means of advancement, and the habit of eternal vigilance and diligence, rarely fails to bring a substantial reward."  
Lewis Howard Latimer, inventor*

Good Monday afternoon to you!

Thank you for getting your Alphabet Knowledge assessments completed and the data entered on time!!









**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)*

**FEBRUARY 6 PLC:** This week's PLC is focused on our Benchmark (PAST) and Formative Assessments (Alphabet Knowledge). We also need to make an update to the MECK teacher iPads. **Bring your laptop and iPad** to our Tuesday meeting and make it a goal to **be there before our start time of 3:00**. 😊 Come prepared to share some of your strategies for teaching students letter identification and sound knowledge.

**FEBRUARY 14 EARLY RELEASE DAY:** All MECK teachers are to work in their classrooms on the Early Release Day. Here are some suggestions for your work on that day:

- Checkpoints for Second Trimester
- Completing required PD
- Lesson Planning
- Creating a TSG data collection plan for 3rd Trimester
- Preparing classroom materials (displays, teacher made instructional materials for small groups, interest area props/materials, etc.)
- Update Ready Rosie playlists
- Update Marco Polo playlists
- Update SharePoint Documents
  - Parent Communication Logs
  - 23-24 EOY Report
  - Reading Log Tracker
- Complete items on the Beginning of Year classroom set up checklists

 Name ▾
 Transition Portfolios
 23-24 End Of Year Report.xlsx
 Parent Communication Log.xlsx
 Parent Involvement Signature Sheet.pdf
 PTC Signature Sheet.pdf
 Reading Log Weekly Tracker- For teacher us...
 Take Home Reader Log.pdf

**OPTIONAL PAC TIME & SMALL GROUP RESOURCES:** *supplemental activities*

- [ALPHABET KNOWLEDGE](#) (folder) - [ALPHABET KNOWLEDGE](#) (MPP site) - *new additions and reorganization*
- [PHONOLOGICAL AWARENESS](#) (MPP site) - *new additions and reorganization (added separate pages for ODL 15a, 15b, 15c)*

**AK - ODL 16a**

differentiation (individualized instruction) using the Alphabet Knowledge data

Now that you've administered the Alphabet Knowledge Assessment you may notice some students have low letter ID scores and will need small group and/or individualized instruction. One strategy I've observed to have positive student outcomes when implemented was [Letters I know... Letter I am learning](#). If you choose to implement this instructional strategy, here are a few suggestions for before, during, and after instruction:

Before instruction:

- Teachers create a folder and together with the student circle which letters the student identifies fluently.
- Write the students name on the folder or prepare a name card for the student to reference when choosing the next letter they want to learn. *(Encourage them to identify all the letters in their name before choosing other letters.)*

During initial instruction:

- The teacher and student review the known letters only. *(After the initial instruction the teacher would ask the student to review their known letters and see if he/she can identify the letter they wanted to learn. If the student can quickly identify the letter name, the student/teacher can circle that letter on the page and choose a new letter to learn.)*
- The student chooses the next letter in their name that they want to learn.
- The teacher then **explicitly** models the writing of the letter at the top of the second page. (I do/My turn)
- The student practices writing the letter **while saying the letter name**. (We do/You do) NOTE: The teacher may prompt the student to write the letter big, write the letter small, write the letter in the corner, write the letter fast, write the letter slow, etc. so they have many opportunities to write & say the letter name out loud. Remember, EVERY time the student writes the letter they need to say the letter name.

After instruction:

- Provide opportunities for the student to locate the letter in their environment and say the letter name out loud. [RESOURCE](#)
- Send home pairs of letter cards with ONLY the letters they know and the letter they want to learn. Give parents directions how to play a memory game with their child using those letter cards. Continue to build the deck as the student adds new letters they want to learn.

Besides being a quick, intentional lesson, this strategy also allows students to be in charge of their own learning. This alone is a big motivator for many students.

Once students know the letters in their own name, they may choose any letter to learn next. You may want to encourage them to learn the letters in their friends names or letters in alphabetical order if they can't decide on the next letter they want to learn.

### PA - ODL 15c (ODL 16b)

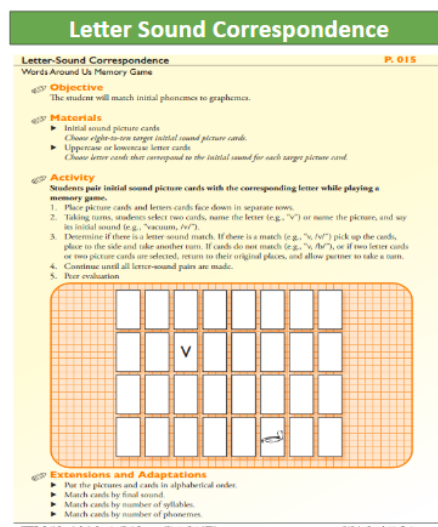
differentiate the lesson using Alphabet Sound Knowledge data

#### [Words Around Us Memory Game](#)

#### Differentiation Strategy - content

Tier 1 -

- choose 2 letters with corresponding picture cards
- one letter/sound should be one they know well and the other is one they need more practice identifying (ex. 4- s cards with 4 - /s/ picture cards; 4 - m cards with 4 /m/ picture cards for a total of 16 cards)
- limit the number of cards in game (3 sets = 12 cards)
- provide a memory board template for students to place the cards in an organized fashion
- EASY - put letters on one side and pictures on the other



### Tier 2 -

- choose 3-4 letters with corresponding picture cards
- Two letter/sounds should be ones they know well, one should be a letter/sound they need more practice identifying, the final should be a new letter/sound you want them to learn
- Limit the number of cards in the game to 2 letter/picture cards for each - Add more cards once they become proficient (12-16 cards total)

### Tier 3 -

- Use 5-6 letters with corresponding picture cards
- Have one match per letter (10-12 cards total)
- Add new sets as the students become more proficient.

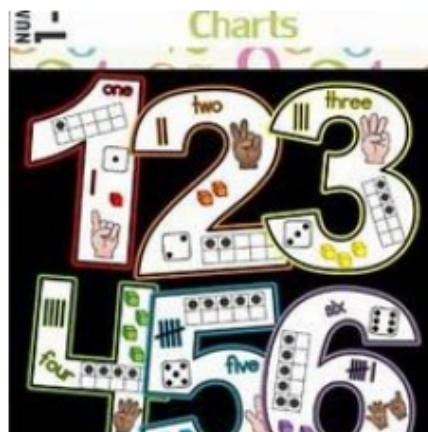
**Before playing as a 'Memory' game,** teach/review the activity by matching sound to letter with all the cards face up.

**I do** - Model/Think Aloud as **you** show them how to match the picture to a letter card. Go through several cards modeling how to isolate the first sound, identifying the letter, and matching the sound to the letter card.

**We do** - Have a **student** pick a picture card, say the word, isolate the first sound, and find the letter card that matches. The student needs to do ALL the work. Teacher can prompt "What is it? What is the first sound? What letter makes that sound?"

## Brigrance - Matches Numerals with Quantity ODL 20c- connects numerals and quantities

"Rote Counting"...students also need to have a strong grasp of counting. For young students, learning to count often involves memorization in a process known as rote counting. With rote counting, the student starts at 1 and then continues sequentially through the numbers until reaching the final number given by the teacher. For most students, the process of counting from 1 to 10, 1 to 20, and beyond comes quite naturally. However, researchers note that there is a considerable difference between reciting numbers and actually understanding the meaning of each number. Instead, many students require the use of visual aids to help them associate each number with a mental picture of the quantity, or magnitude, expressed by each number."



- [Number-Quantity Anchor Charts](#)
- [Numeral Cards 1-30](#)

## INSTRUCTIONAL SUPPORTS QUICK LINKS:

- [Pacing Guide](#)
- [MECK Pre-K SharePoint Resource Folder](#)
- [McClanahan's Pre-K Pages \(MPP\) 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.

## QUICK LINKS TO PROGRAM SUPPORT DOCUMENTS:

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

● [McClanahan Cohort - SharePoint](#)

*Dates to Remember...*

**February**

05-16 - A2i assessment window  
 06 - PLC Meeting (Mint Hill Library)  
 07 - **WORLD READ ALOUD DAY**  
 09 - **Last day to enter TSG data**  
 12 - **2nd Trimester Checkpoint window opens**  
 14 - Early Release Day - PD TBA  
 19 - HOLIDAY  
 20 - Zoom PLC  
 20 - **PAST assessment window opens**  
 23 - **2nd Checkpoint window closes - Finalize ALL checkpoints**  
 26 - Parent Teacher conferences begin  
 29 - **Last day for new enrollments** and OT/PT referrals

**March**

01 - Signs Study ends - Celebration of Learning  
 01 - **PAST assessment window closes**  
 04 - **Insect Study begins**  
 05 - PLC Meeting (Mint Hill Library)  
 08 - Parent Teacher conferences end  
 13 - Early Release Day - PD Restorative Justice: Rethinking Discipline  
 19 - Zoom PLC  
 29 - Teacher Workday

**April**

01 - Spring Break begins  
 09 - PLC Meeting (Mint Hill Library)  
 23 - Zoom PLC  
 26 - Insect study ends - Celebration of Learning  
 29 - **Water study begins**

*Now on to my schedule...*

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

Monday, February 5	Tuesday, February 6	Wednesday, February 7	Thursday, February 8	Friday, February 9
Success Coach PLC	<b>Crossway</b>  PLC - Mint Hill Library	<b>WORLD READ ALOUD DAY</b> <b>Smart Kids 7</b> <b>9:45-10:15</b> <b>10:30-11:00</b>  <b>Cadence Academy – Raintree</b>  <b>CN 95</b>	<b>Alliance - McAlpine</b>  <b>Smart Kids 7</b>	<b>Sunshine House</b>

Have a great rest of your day and I will see all of you tomorrow afternoon!

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