

It All Starts with



MISSISSIPPI
BEGINNINGS:
PRE-K  MISSISSIPPI
DEPARTMENT OF
EDUCATION

mdek12.org

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Office of Early Childhood



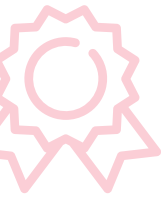
VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6





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Early Learning Collaborative Curriculum Requirements 5

- Thematic-based
- Evidence-based of child outcomes
- Emphasis on early childhood literacy
- Aligned to Early Learning Standards
- Comprehensive to cover all domains





- COLLABORATIVE Pre-K Classrooms
 - Opening the World of Learning (OWL) - out of print
- OTHER Pre-K Classrooms
 - Have watered-down curriculums
 - Have no curriculum
 - Use bits and pieces from different curriculums

- Reviewed list of curricula

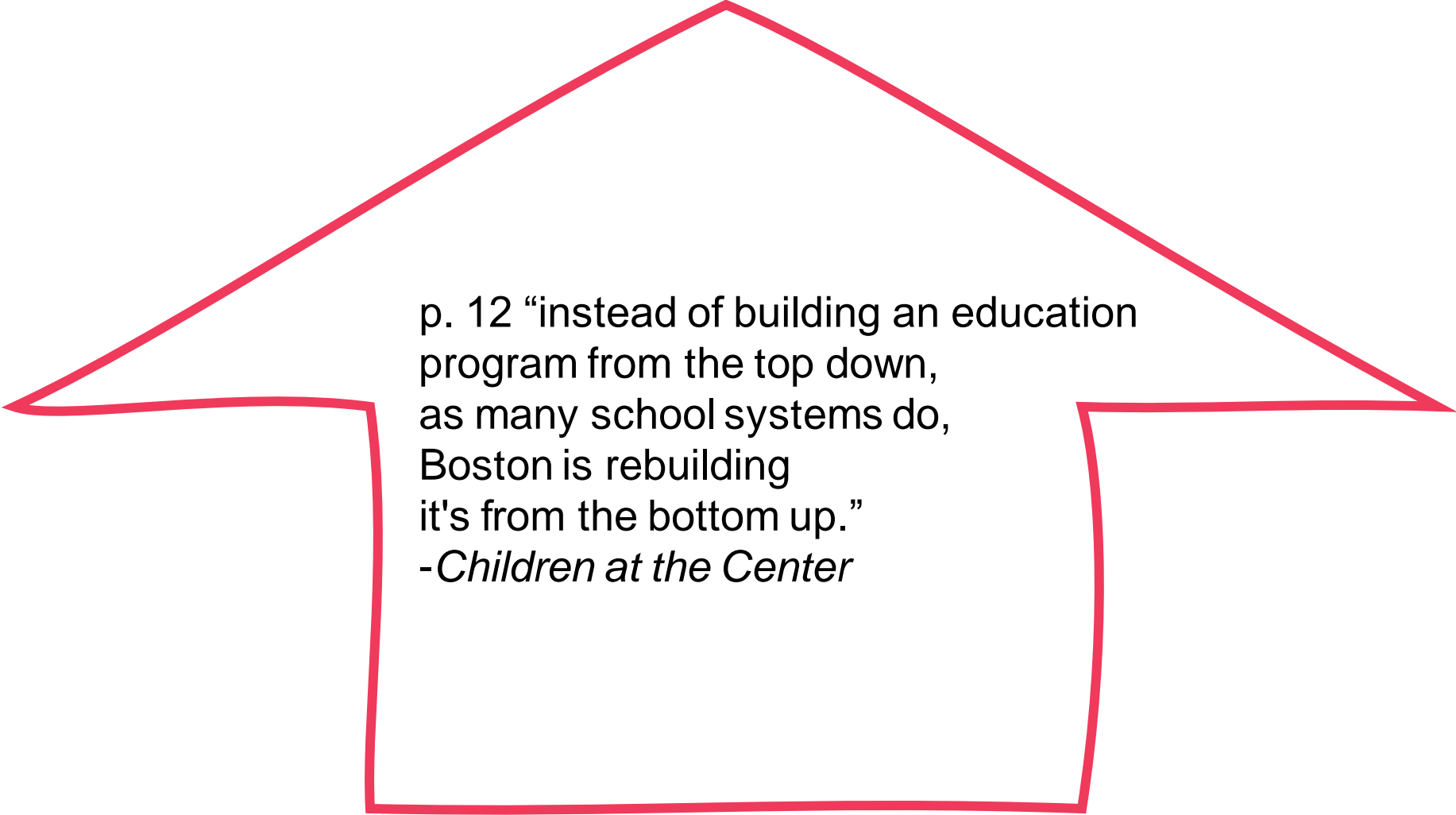
[Pre-Kindergarten Comprehensive Curriculum Results for Children Ages Three and Four Executive Summary](#)

- Focus on Pre-K

[Pre-K — Focus on Early Learning \(bpsearlylearning.org\)](#)

- Focus has been renamed to...





p. 12 “instead of building an education program from the top down, as many school systems do, Boston is rebuilding it's from the bottom up.”
-*Children at the Center*

Why is high-quality Early Childhood Education such a critical lever for closing the opportunity and achievement gaps?

- Executive Director Jason Sachs
- Focus on Pre-K (K1): Pre-K 4-year-old



Let's discuss things you noticed, questioned, or wondered.



Pre-K

- Set Up for Success (3 weeks)
- Unit 1: Family (5 weeks)
- Unit 2: Friends (5 weeks)
- Unit 3: Wind and Water (5 weeks)
- Unit 4: The World of Color (5 weeks)
- Unit 5: Shadows and Reflections (5 weeks)
- Unit 6: Things that Grow (5 weeks)

Pacing Calendar 2022-23

August 2022	September	October	November
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6	1 2 3	1	1 2 3 4 5
7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12
14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19
21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26
28 29 30 31	25 26 27 28 29 30	23/30 24/31 25 26 27 28 29	27 28 29 30
December	January	February	March
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4
4 5 6 7 8 9 10	8 9 10 11 12 13 14	5 6 7 8 9 10 11	5 6 7 8 9 10 11
11 12 13 14 15 16 17	15 16 17 18 19 20 21	12 13 14 15 16 17 18	12 13 14 15 16 17 18
18 19 20 21 22 23 24	22 23 24 25 26 27 28	19 20 21 22 23 24 25	19 20 21 22 23 24 25
25 26 27 28 29 30 31	29 30 31	26 27 28	26 27 28 29 30 31
April	May		
S M T W T F S	S M T W T F S		
1	1 2 3 4 5 6		
2 3 4 5 6 7 8	7 8 9 10 11 12 13		
9 10 11 12 13 14 15	14 15 16 17 18 19 20		
16 17 18 19 20 21 22	21 22 23 24 25 26 27		
23/30 24 25 26 27 28 29	28 29 30 31		

Set Up For Success: First 3 Weeks

Unit 1: Family

Unit 2: Friends

Unit 3: Wind and Water

Unit 4: The World of Color

Unit 5: Shadows and Reflections

Unit 6: Things That Grow



Each unit overview contains the following:

12

- Enduring understandings, requires higher-order thinking (what it is the children will learn during the unit)
 - For example, not just who a family member is (mother, father, sister, brother); but children will learn that a family is a group of people who care for and support each other
- Essential questions (support the conceptual development)
- Core texts (fiction and non-fiction)
- Incorporated social-emotional learning
- Teachers are encouraged to document

Big Ideas

- A family is a group of people that care for and support each other.
- Family members have names for each other.
- Conflicts happen in families and members work together to resolve them.
- More mature family members are responsible for the safety and needs of less mature members.
- Families share experiences, traditions, and activities that can be represented through artistic expression.
- As individuals and as a group, family members use their senses to observe and interact with their environment.

Guiding Questions

- What does it mean to be a member of a family?
- How do families care for each other?
- Why is solving problems together important?
- How do you find the resources, information, and support to solve your problems?
- How do you most effectively communicate your thoughts, feelings, and traditions?

Arrival, gather stories (Story Telling) for Story Acting

Whole Group/Intro to Centers

Centers

Thinking and Feedback

Read Aloud

Story Acting

Transitions

Literacy and Math Small Groups

Songs, Word Play, and Letters (SWPL)

Building Blocks Whole Group

Let's Find Out About It (LFOAI)

Problem Stories

- As children arrive, they may:
 - Have breakfast
 - Read or draw
 - Engage in simple learning center activities
 - Complete classroom "jobs"
 - Meet with the teacher to dictate a story, Storytelling, for Story Acting (occurs later in the day)

CLASS Alignment: Positive Climate, Regard for Student Perspectives, Productivity, Instructional Learning Formats, Concept Development, Quality of Feedback, Language Modeling



Storytelling/Story Acting

16

3 Years-Old	4 Years-Old	5 Years-Old
“Leap Frog” story: events in the story are connected in the child’s mind, but seem random or disconnected to the listener	“Chronologies”: stories do not have a well-articulated beginning or end, and feature a lot of “and then, and then, and then”	“Classic Narrative”: feature a beginning, middle, and end with a problem that needs to be resolved

CLASS Alignment: Positive Climate, Teacher Sensitivity, Regard for Student Perspectives, Behavior Management, Productivity, Instructional Learning Formats, Concept Development, Quality of Feedback, Language Modeling



1. **Dictation**: teacher sits next to the child, no longer than one page
2. **Dramatization**: create a space with painter's tape
3. **Adult Stories**: gives children ideas to inspire them (personal experiences, folk tales, imaginary tales)
4. **Communication**: print out the story and have the child illustrate, create a classroom book, individual portfolios
5. **Family Engagement**: story telling workshops, newsletters explaining the process

CLASS Alignment: Positive Climate, Teacher Sensitivity, Regard for Student Perspectives, Behavior Management, Productivity, Instructional Learning Formats, Concept Development, Quality of Feedback, Language Modeling



- Beginning the day together, as a group
- Includes:
 - Rituals, songs, games to reinforce connection
 - Conversations about who's here, who's not; what happened yesterday or over the weekend; what we will do today
 - Builds relationships and reinforces empathy, sharing feelings, listening to each other

***Very brief (4-7 minutes)**

CLASS Alignment: Positive Climate, Teacher Sensitivity, Regard for Student Perspectives, Behavior Management, Productivity, Instructional Learning Formats, Concept Development, Quality of Feedback, Language Modeling



- Occurs at the end of the Whole Group
- The teacher describes and/or models **a few** learning centers
- Lasts 2-3 minutes (max)
- Children are sent to centers with clear plans and a sense of excitement

CLASS Alignment: Positive Climate, Teacher Sensitivity, Regard for Student Perspectives, Behavior Management, Productivity, Instructional Learning Formats, Quality of Feedback



- Centers are intentionally set up with activities to intrigue children and push their thinking
- There is room for child choice and creativity – children select centers and have choices of materials and how to engage with them
- Centers are thematically-designed, based on the Unit/Theme
- Centers are integrated to include multiple areas of the curriculum

CLASS Alignment: Positive Climate, Teacher Sensitivity, Regard for Student Perspectives, Behavior Management, Productivity, Instructional Learning Formats, Concept Development, Quality of Feedback, Language Modeling



Unit 1 Week 1 Science

Building Homes

Naming Words	Action Words	Describing Words
structure building home neighbor family names (mom, aunt, cousin, father, sister, etc.) neighborhood bedroom living room material	construct build plan stack gather collaborate	more fewer similar different stable positional words (next to, on top, under, etc.)

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel Talk (describe what the child is doing), i.e.:**
You are stacking the red block on top of the green block. Now you are placing the stick next to the blocks.
- **Use Self Talk (describe what you are doing as you play next to the child), i.e.:**
I'm making a plan for how I will build my home. I'm drawing my home on this piece of paper.
- **Model Social Skills (sharing and turn taking), i.e.:**
If you want to use the block that someone else is using, you need to ask him. You could say, "Joe, may I use the block after you?" (then say to that child) "Joe, Maria asked for the next turn with the block, please tell her when it's her turn."

Connection to Text:

This home reminds me of Daniel and Louise's home in *Oonga Boonga*. It's also

Unit 1 Week 1 Creative Arts

Paper Collages

NAMING WORDS		ACTION WORDS		DESCRIBING WORDS	
collage	circle	glue	paste	above	below
corner	square	brush	spread	beside	middle
shape		stick		next to	on top of
tissue paper				sticky	stuck
construction paper				pattern	round
wallpaper				different	same
				large	small
				over	under

COMMENTS / QUESTIONS / EXPANDED CONVERSATIONS

RIGHT HERE:

- **Use Parallel Talk (describe what the child is doing) + Indirect + Open Ended Questions – for example:**

I see you glued a red rectangle in the middle of your paper. Tell me more about your collage. Everyone's collage is so different, but in some ways, they are the same. What do you see in your collage that you also see in someone else's?

- **Use Self Talk (describe what you are doing as you play next to the child) repeated use of vocabulary words + Open Ended Question**

I am spreading some **glue** on the back of this tissue paper so I can stick it on the construction paper. I think I will **glue** this small piece beside this large piece. Where are you going to **glue** your piece?

- **Model Social Skills (empathy and taking the perspective of others)**

I see you worked hard. I see you used many different shapes and colors. What do you notice about your friend's collage?

CONNECT TO TEXT:

- Occurs immediately after centers
- The whole group comes back together
- Unique component to curriculum
- Relevant to preschoolers because:
 - Their work is elevated and visible to classroom communication
 - Children reflect on and extend their learning
 - Development of critical thinking and discourse skills are taking place
- Children may share a product from centers
- Only takes 8 - 10 minutes (max)

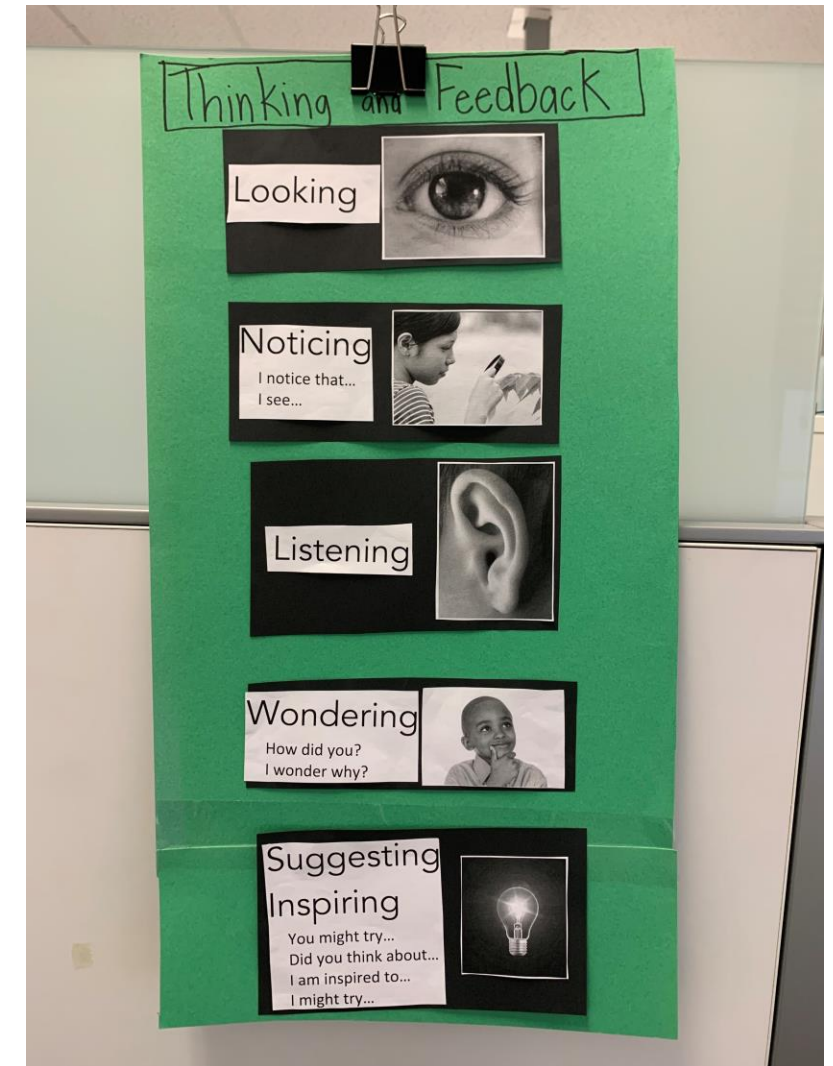
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Thinking and Feedback Protocol

23

- **Looking** - Children **LOOK** (silently)
- **Noticing** - Children are asked “What do you **NOTICE**?” (teacher or child chooses 2 - 3 children to share)
- **Listening** - Children **LISTEN** as the child shares with the group what materials he used, what he created, and any problems that occurred
- **Wondering** - (the hardest for children, because they have to ask a question). The teacher should model this often...“I **WONDER** why you used so much green?”
- **Inspiring/Suggesting** - (should be kind, specific, and helpful) “It looks like you worked very hard on this lion.” You could try to use more yellow on his mane.”
- [Thinking and Feedback in action](#)



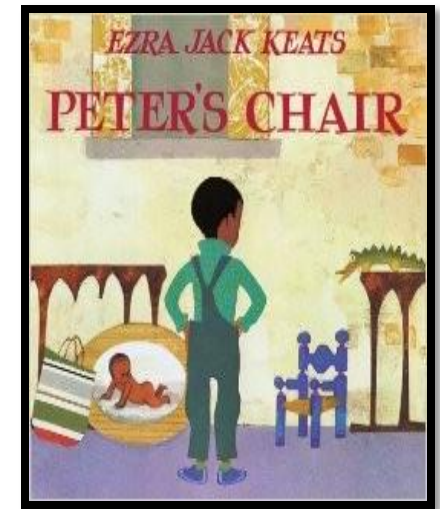
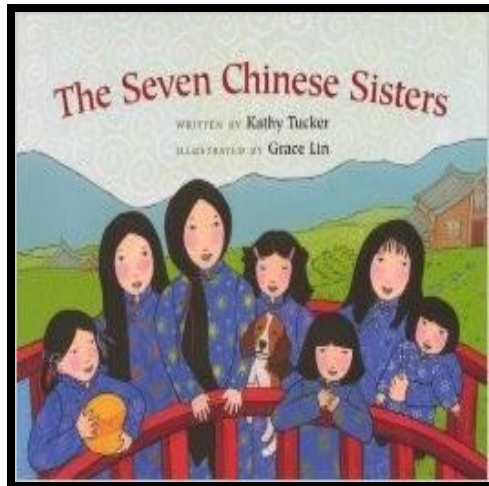
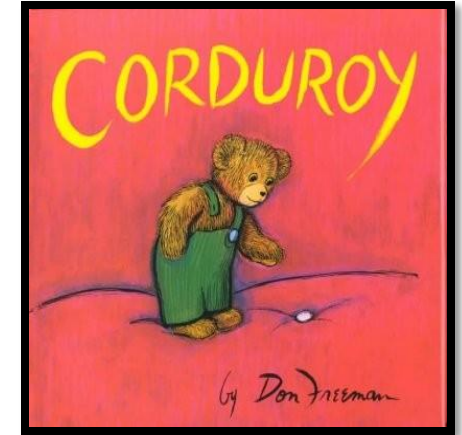
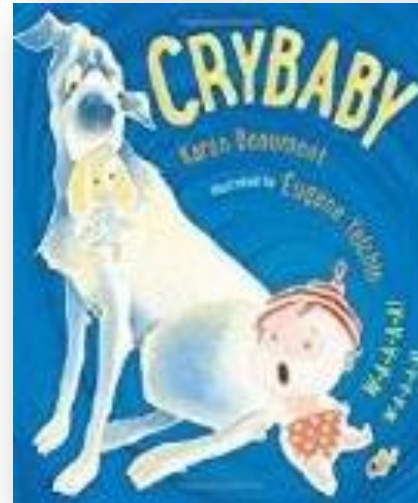
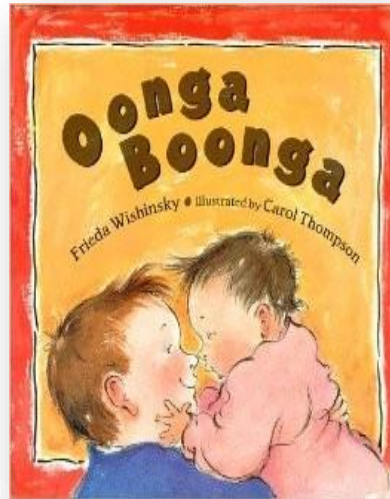
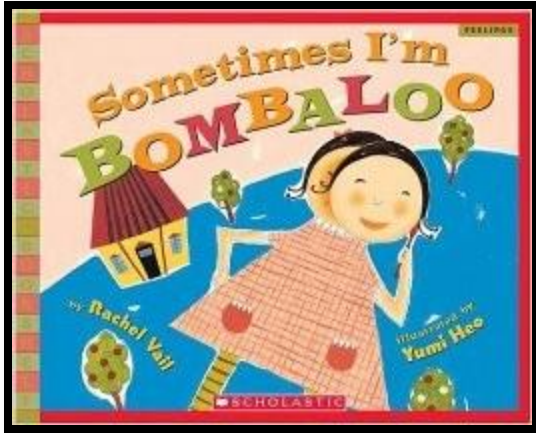
Let's discuss things you noticed, questioned, or wondered.



- Core texts, fiction and nonfiction, are selected for each unit
- Multiple readings of each text provide opportunities for:
 - vocabulary development
 - encouraging comprehension
 - digging deep into concepts
 - critical thinking skills development
 - making connections with classroom activities

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1

Orientation*

- convey meaning
- enjoyment
- key vocabulary highlighted
- briefly explained

***This is the only time the book is read fluently and in its entirety from cover to cover.**

2

Reconstruction

- select significant plot points
- link characters' basic emotions to their actions
- use own experiences to understand characters' feelings and motivations
- use vocabulary to express the main idea of the story

3

Chime-In

- practice saying and using story-related vocabulary words
- recall main events and characters in the story

4

Act Out

- explore character motivations and emotions
- recall main events
- act out one or more scenes from the story

- Included in weekly plan
- Flexible, freedom to adjust to meet your children's needs

<p><i>Transition(s)</i></p>	<p>Dismiss children by matching their name to the names in <i>Oonga Boonga</i>, ex. "If your name starts with <i>D</i> (hold up letter) like <i>Daniel</i>; <i>L</i> like <i>Louise</i>, <i>G</i> like <i>Grandpa</i>, etc., you may get up to go outside."</p>	<p>Dismiss children by matching the first letter in their name to words in <i>Peter's Chair</i>, ex. "If your name starts with...hold up <i>P</i> for <i>Peter</i>, <i>B</i> for <i>bone</i>, <i>S</i> for <i>sidewalk</i>, etc."</p>	<p>Dismiss children by colors of items in <i>Peter's Chair</i>, ex. "If you are wearing green like Peter's crocodile, you may line up."</p>	<p>Dismiss children by matching the first letter in their name to words in <i>Oonga Boonga</i>, ex. "If your name starts with <i>T</i> like <i>tears</i>, <i>S</i> like <i>sobs</i>, <i>W</i> like <i>wails</i>, you may go outside."</p>	<p>Use color recognition to transition children. Point to items in <i>Oonga Boonga</i>, ex. "If you are wearing something blue, like the letters in the title, <i>Oonga Boonga</i>, you may line up."</p>
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CLASS Alignment: Positive Climate, Teacher Sensitivity, Regard for Student Perspectives, Behavior Management, Productivity, Instructional Learning Formats, Concept Development, Quality of Feedback, Language Modeling



- Correlate with the Read Alouds
- Offer differentiation (High Support, Medium Support, and Independent)
- Can occur during centers
- One teacher works with small groups while the other teacher interacts with children at centers **OR**
- Some schedules will allow for a specific small group “block” where both teachers are conducting small groups while other children work independently

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- Separate component
- Required materials: Teacher Edition Volumes 1 and 2, and manipulatives
- Follows a specific sequence of skills (learning trajectories)
- Three main elements
 - Whole Group
 - Small Group
 - Centers

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Building Blocks Math Small Groups

31

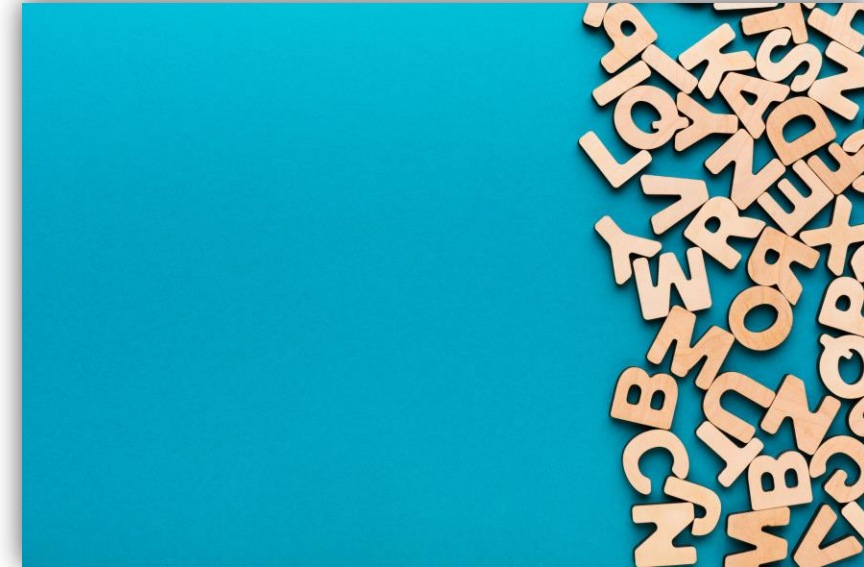
- Conducted at least two days per week; all children should participate in Math Small Group at least once a week
- Work with four children at a time
- Develop children's language and vocabulary by describing what they are doing
 - How do you know?
 - Why?
 - Show me how...
 - Tell me about...
 - How is that the same?
 - How is that different?
- Assess children, as needed



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Phonological Awareness Progression

1. Listening
2. Syllables
3. Rhymes
4. Beginning sounds
5. Ending sounds
6. Middle sounds
7. Phonemes



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- Thematic-based
- Builds on the familiar and becomes more complicated throughout the curriculum
- Clipboard directions provide a sequenced set of activities
- Used during transitions
- Supports centers and activities

CLASS Alignment: Positive Climate, Teacher Sensitivity, Regard for Student Perspectives, Behavior Management, Productivity, Instructional Learning Formats, Concept Development, Quality of Feedback, Language Modeling



Mississippi Department of Education

UNIT 1: Family WEEK 1



Day 1

NUMERACY: *This Old Man*

This old man, he played one, (Show one finger.)
He played knick-knack on his thumb. (Wiggle thumb.)
Knick-knack paddy whack,
Give the dog a bone. (Clap hands.)
This old man came rolling home. (Roll arms.)
This old man, he played two, (Show two fingers.)
He played knick-knack on his shoe. (Wiggle fingers near shoe.)
Knick-knack paddy whack,
Give the dog a bone. (Clap hands.)
This old man came rolling home. (Roll arms.)

Following the same verse pattern, here are the remaining numeral rhymes: three/on his knee; four/on the floor; five/on his side; six/with some sticks; seven/under heaven; eight/on his plate; nine/all the time; ten/once again.

COUNT AND MOVE:

- Have all children count from 1 to 5, or an appropriate number, clapping their hands as they say each number.
- Repeat as needed to ensure all children have participated, and then say "We all clapped ____ times!"
- Repeat this throughout the day using various motions such as hopping and marching.

Day 2

NUMERACY: *This Old Man*

This old man, he played one, (Show one finger.)
He played knick-knack on his thumb. (Wiggle thumb.)
Knick-knack paddy whack,
Give the dog a bone. (Clap hands.)
This old man came rolling home. (Roll arms.)
This old man, he played two, (Show two fingers.)
He played knick-knack on his shoe. (Wiggle fingers near shoe.)
Knick-knack paddy whack,
Give the dog a bone. (Clap hands.)
This old man came rolling home. (Roll arms.)

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Following the same verse pattern, here are the remaining numeral rhymes: three/on his knee; four/on the floor; five/on his side; six/with some sticks; seven/under heaven; eight/on his plate; nine/all the time; ten/once again.

COUNTING WAND:

- Tell children numbers are an important part of mathematics because they tell us how many. Tell children "I wonder how many children are in the room today?"
- Using the counting wand, count each child with a gentle tap on the shoulder for each number. Encourage children to count with you.
- Once you have counted the last child, repeat the last numeral, emphasizing that there are that many children.

Day 3

NUMERACY: *When I Was One*

When I was one, I was so small, (Show one finger.)
I could not speak a word at all. (Move head left to right indicating "no.")
When I was two, I learned to talk. (Show two fingers.)
I learned to sing. I learned to walk. (Point to mouth and feet.)
When I was three, I grew and grew, (Show three fingers.)
Now I am four and so are you! (Show four fingers.)

I SPY TWO EYES OR WHERE'S ONE?

- Read aloud either Big Book: *I Spy Two Eyes* or *Where's One?*
- Return to a few pages and ask children how many of a certain item appears on those pages. Lead children in counting aloud to check the total.

Day 4

NUMERACY: *When I Was One*

When I was one, I was so small, (Show one finger.)
I could not speak a word at all. (Move head left to right indicating "no.")
When I was two, I learned to talk. (Show two fingers.)
I learned to sing. I learned to walk. (Point to mouth and feet.)
When I was three, I grew and grew, (Show three fingers.)
Now I am four and so are you! (Show four fingers.)

COUNT AND MOVE:

- Have all children count from 1 to 5, or an appropriate number, clapping their hands as they say each number.
- Repeat as needed to ensure all children have participated, and then say, "We all clapped ____ times!"

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Let's Find Out About It (LFOAI)

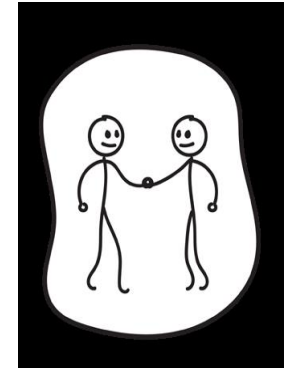
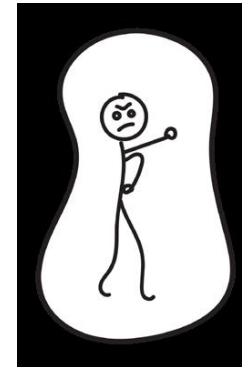
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- Two-three LFOAI each week
- Related to the core text and theme/unit
- Standards aligned
- Use of real-life, hands-on materials
- Use of precise language
- Use of demonstrations promotes concept development rather than isolated bits of information
- Use of targeted questions provides accurate information to eliminate any misconceptions
- Able to engage family and community in LFOAI (barber, construction worker, field trips, etc.)

CLASS Alignment: Positive Climate, Teacher Sensitivity, Regard for Student Perspectives, Behavior Management, Productivity, Instructional Learning Formats, Concept Development, Quality of Feedback, Language Modeling



- Discussed during the third week of Set Up for Success
- Children do not learn simply because an adult tells them something
- Teacher is a facilitator and problem-stimulator
- Children discuss possible solutions



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Mississippi Department of Education

UNIT 1: Family

WEEK 1



Centers: Building Block Towers

Standard Connection: ELA.SL.PK.4.1A | ELA.L.PK.4.6 | M.MD.PK.4.1
M.G.PK.4.5 | PD.FM.PK.4.4 | PD.SHS.PK.4.5 | SS.FC.PK.4.1 | S.PS.PK.4.3a

Enduring Understanding(s):

- A family is a group of people who care for and support each other.

Essential Question(s):

- What does it mean to be a member of a family?

Materials	Vocabulary
<ul style="list-style-type: none"> <i>Peter's Chair</i> <i>Oonga Boonga or Crybaby</i> <i>Sometimes I'm Bombaloo</i> various blocks, i.e., unit, Kapla, foam cardboard boxes (small to medium sized) plastic milk crates flat surfaces for children to build on images of towers and tall buildings (seeResources) image from <i>Peter's Chair</i> of the tower he built clipboard paper writing utensils 	<ul style="list-style-type: none"> tower: a tall, narrow building or structure structure: something built that stands up by itself building: a structure with a roof and walls construct: make something base: the bottom of something foundation: a structure that supports abuilding from underneath stack: put one thing on top of another positional words, i.e., next to, on top under, below, beneath plan stable: not easy to move sturdy: strong topple: fall over

Preparation: Set up materials

Intro to Centers	
"In <i>Peter's Chair</i> , Peter constructed - he built - a tower of blocks. He worked carefully to keep it from toppling - falling-over. What do you notice?"	Show illustration. Children respond.
"Today in Blocks, you can use different kinds of blocks to construct towers like Peter did."	
"Sometimes when people build structures , - towers or buildings - they create a plan first. One way to make a plan is to draw a picture of what you want to build."	Model drawing a plan, using positional and shape words, i.e., "I want to put a triangle block on top of a square block, and I want to put a short rectangular block under a long rectangle block."
"Now I have a plan for a tower. I can look at it when I build my tower."	
"I want my tower to be stable - not fall over easily. I need a strong base , or foundation - the bottom of the tower."	Construct a small block tower and point to the base.
" Stack blocks - put them on top of each other and on the base to build a tower, just like Peter in <i>Peter's Chair</i> ."	Model. Show illustration.
"Experiment with making your tower sturdy - not easily knocked down. What happened to Peter's tower when Willie ran into it?"	Children respond.

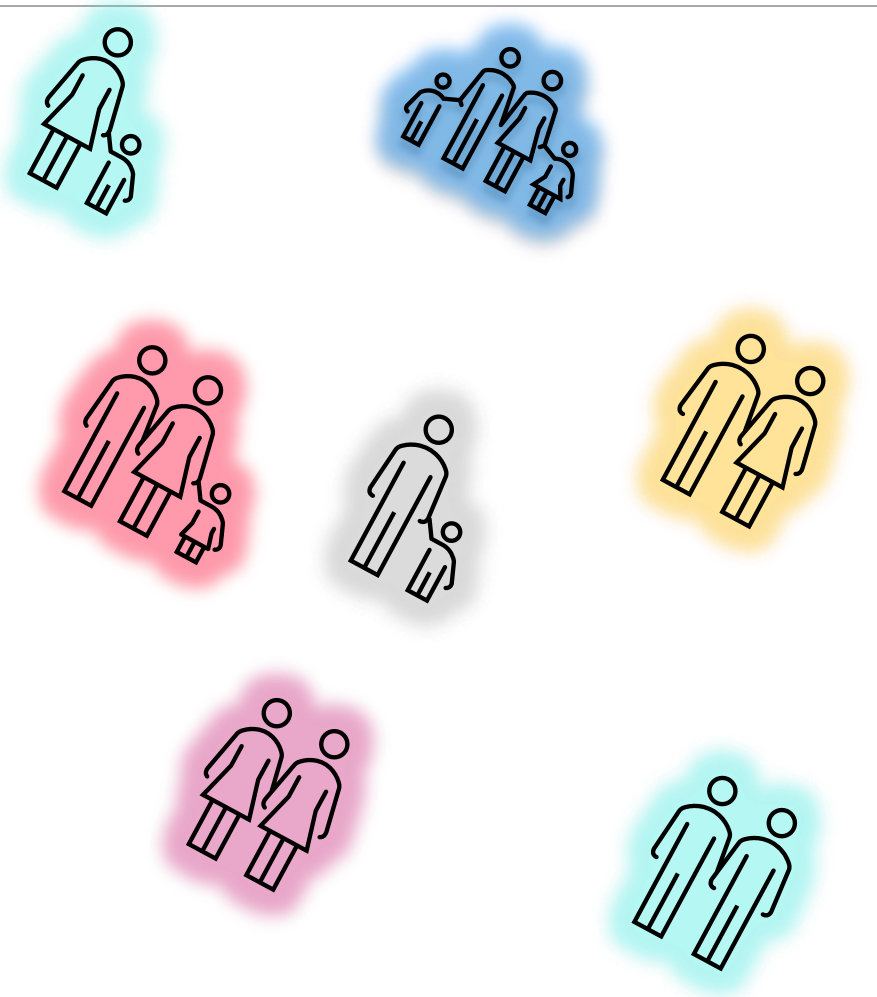
During Centers

- Encourage children to refer to images of towers and buildings for inspiration. Encourage children to make and follow a plan.

Weekly Home Links provided for each unit

- Language conversation starters
- Literacy conversation starters
- Gross motor activities
- Read & Talk Together conversation starters
- Math conversation starters
- Tips for reading together
- Available in many translations

<https://mdek12.org/EC/Family-Engagement>



The Color Investigation

39



Let's discuss things you noticed, questioned, or wondered.



Questions



Comments



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