

Welcome!

Pre-K Press

August 2024



Relationships Before Rigor

Pre-K is FOUNDATIONAL! To provide that strong foundation, we **must** focus on **relationships** before **rigor**. Adding appropriate instruction in oral language, vocabulary, and phonological awareness to the relationship solidifies the foundation for their future education.

Most curricula teach procedures and routines, "rules," creating relationships, etc. during a "Welcome to School" or "All About Me" theme. However, they rarely provide the **amount of time** Pre-K students **need** to **practice, practice, practice** all of the new procedures and routines being introduced. Remember: Our Pre-K students need to be taught **everything explicitly** and given **multiple** opportunities to practice.

Check out this [BOY Info & Activities](#) folder to help you start the school year off right! It's full of checklists, templates, informational pieces, and activities to help establish your classroom family. That way you can focus on creating relationships first so that everyone is ready for the rigor to come.

Relationships before rigor.
Grace before grades.
Patience before programs.
Love before lessons.



- BRAD JOHNSON

Assessment Update!

TEA now requires LEAs and charters to collect data on student progress at the beginning, **middle**, and end of year. Assessment data for BOY and EOY must be uploaded into the ECDS system.

Assessment Information

Here are a couple of important documents from TEA for assessment dates and requirements:

- 2024-25 [Pre-K Progress Monitoring Requirements and Recommendations for 4-year-olds](#)
- 2024-25 [Key Dates and Requirements for Pre-K through Grade 2 Instruments](#)

Remember: TEA requires **all Pre-K students to be assessed for BOY within the first 60 days of school, AND there are FIVE domains that are required to be assessed for each student:**

- Emergent Literacy: Language & Communication (*Rapid Vocabulary*)
- Emergent Literacy: Reading (*Rapid Letter Naming*)
- Emergent Literacy: Writing (*Early Writing Skills Checklist*)
- Mathematics (*All measures within Mathematics*)
- Health & Wellness (*All measures within the Social & Emotional Checklist*)



***Red items are the corresponding assessment measures using CIRCLE Progress Monitoring.**

If you are new to Pre-K and need training for CIRCLE Progress Monitoring, please see [PD session](#) information on last page.





DEVELOPMENTALLY APPROPRIATE PRACTICES

Pre-K Best Practices

As you prepare to start SY 24-25, take a few minutes to check out the new **Best Practice Guides** created for Early Childhood by TEA. There is a guide for Pre-K, Kinder, and Admin. There are total of **11 Best Practice Guides** to help ground you in the developmentally appropriate practices when teaching early childhood. I would highly recommend checking out the following guides to get ready for the year:

- **Physical Arrangement** - importance of classroom arrangement
- **Classroom Organization and Routines** - visual organization & important items to use
- **Learning Centers** - GREAT information about centers (yes, **centers** in Pre-K, *not* "stations"), cross-curricular content, and your role as the teacher.
- **Research-Based Best Practices** - [This one is my FAVORITE!] speaks to the power of play, differentiated instruction, and the gradual release. *Notice the last bullet under the first picture about worksheets.* 😊

Feel free to check out ALL of the Best Practice Guides, of course, and be sure to share the **Administrator Support Guides** with your principals and admins so they know exactly what early childhood should look like when they come into your room. (There's even a T-TESS support piece, which is a HUGE win for everyone!)



"you ARE the strategy."

Centers

Just like everything else, Center expectations need to be taught explicitly, and you need to model expected behavior (including materials use and care). Also, don't overload centers with too many options at the beginning of the year. **Less is more** as you teach the routines and procedures for center time. And - don't forget - the more you label, the easier it is for students to clean up after themselves and put things back where they belong!



ABC Center: few materials, labels, ABC book, and plenty of space!



Library Center: enough space for books and a mix of genres (narrative, informational, etc.)



Construction Center: manipulatives in containers, writing materials (student is drawing "plans" for their track), & children's work on display.



Construction Center: Nicely labeled items to support the current study next to the building materials. This provides prompts that support play & vocabulary use while in this center.



Pretend & Learn Center: Materials are in baskets with labels on shelves to promote independent clean-up. Materials are kept to a minimum while providing ample opportunities to engage in meaningful play while at this Post Office.



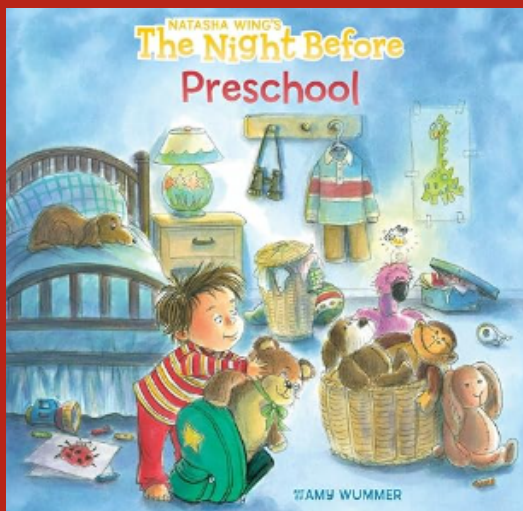
Centers Photos Credit:

- Ms. Bogs, Little Folks Dude Ranch
- Ms. Fulps, Southwest Children's Academy
- Mrs. Middleton, Irion Co. ISD

PRE-K BOOK NOOK

Points to ponder as you share the first books of the year...

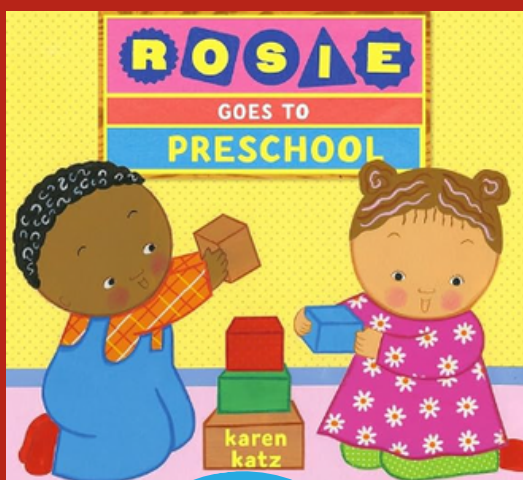
- Your new scholars have a **very short attention span!** They aren't the "big kids" you sent off to kindergarten in May. (Something I had to remind myself EVERY year!) Choose books that are short, sweet, funny, entertaining, engaging, and include repetitive parts.
- **Now** is the time to **set the precedent** that books can **and will** be read more than once. Like a favorite movie, cartoon, etc., we enjoy reading books over and over for different purposes. Do you want them to listen for *comprehension*? *New vocabulary*? *Rhyming or alliterative words*? *Simply for enjoyment*? It's ok to let them know that purpose!
- Use your read alouds as a springboard to introduce Pre-K (procedures and routines, feelings, making friends), and build activities from there.
- Encourage children to be **active** and **engaged** (aka *talking*) by asking questions, making connections, and "acting out" vocabulary or fun actions in the book.



The Night Before Preschool

It's the night before preschool, and a little boy named Billy is so nervous he can't fall asleep. The friends he makes the next day at school give him a reason not to sleep the next night, either: he's too excited about going back! The book's simple rhyming text and sweet illustrations will soothe any child's fears about the first day of school.

**** I just bought this one at Target - SO sweet!****



Rosie Goes to Preschool

Who better to offer advice to children facing the first day of preschool than the hugely popular, bestselling Karen Katz? It's the first day of preschool, and the narrator, Rosie, knows everything a new preschooler needs to know. Rosie introduces the reader to her cubby, her teacher, her reading circle, her music class, her lunch table, and more.

*** The "Rosie Tips" are a great way to introduce procedures and routines!**

ROSIE TIP

Just kiss, hug, and wave bye-bye. Your grown-up will be back soon.



PRE-K BOOK NOOK



This is a **FABULOUS** follow-up to **Our Class is a Family**!

Our School is a Family

Students have a classroom community with their teacher and peers, but they also have an extended family to support them. Specifically, all of the helpers who are a big piece of the heart of a school:

Administrators, school librarians, counselors, speech pathologists, school secretaries, custodians, reading specialists, cafeteria workers, and parent volunteers...just to name a few!

Our School is a Family is a book that will help students feel extra safe, loved, & supported in their learning environment. Especially when read aloud by a teacher, school librarian, or a special guest reader in the classroom (such as an administrator, counselor, etc).



Using Read Alouds as Your Springboard...



• The Night Before Preschool

- Whole Group - Create a T-chart of how Billy felt when starting school and how you and your students felt about starting Pre-K. Discuss how all of their feelings are valid and ok to feel, and talk about what they can do about their feelings.
- In the Art/Writing/Creativity Center, have children draw a picture of how they felt on the first day of school and tell about it. Draw another at the end of the week. Take dictation about how they felt day 1 vs. the end of the week.

• Rosie Goes to Preschool

- Whole Group - Write a list of things that are the same in Rosie's classroom and your classroom. Day 2 (second read), make a list of things that are different.

• Our School is a Family

- Whole Group - Write a letter to a school helper to thank them for how they help take care of the school.
- Art/Writing/Creativity Center - Create a picture or "write" an individual letter for a school helper and deliver it to them.
- Construction Center - Use blocks to build your school and then draw a picture of what was built.
- ABC/Writing Center - Create name tags with photos of school helpers. Provide magnet letters and dry erase boards to help children create the names and then write them. Point out letters that are familiar or that they share in their own names.



BACK TO SCHOOL!

ESC 15 ECE TEAM

BACK TO SCHOOL!



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CIRCLE Progress Monitoring Training

Monday, September 9th, 9:00 - 4:00

Click here to register: **Session #335480**

Please create an account at cliengage.org ASAP!

cliengage

