

VOLUME 22 JANUARY 16, 2024



THE SCOOP



HEAD START NEWS

FAST - PM2

All PM2 data is in from our 19 VPK classrooms. We are happy to report that 11 classrooms are already over the 60% benchmark (demonstrating readiness)!

Explicit teaching in small groups and during centers is what children need to improve outcomes. It is the **ONLY WAY TO CATCH THEM UP!** Looking at your PM2 results, which children in your classroom are On Watch, Intervention and Urgent Intervention? In 3-year-old classrooms do you look at your Developmental Assessment and group children by skills that need to be retaught? How many times a day are they getting retaught?

Do you know how you can do this in your classroom?

Look in the newsletter for classrooms that are using strategies to improve small groups.



CURRICULUM PACING GUIDE

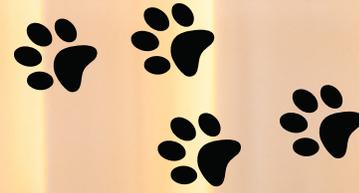
Monday, JANUARY 8

Unit 6 Week - 2

ANIMALS

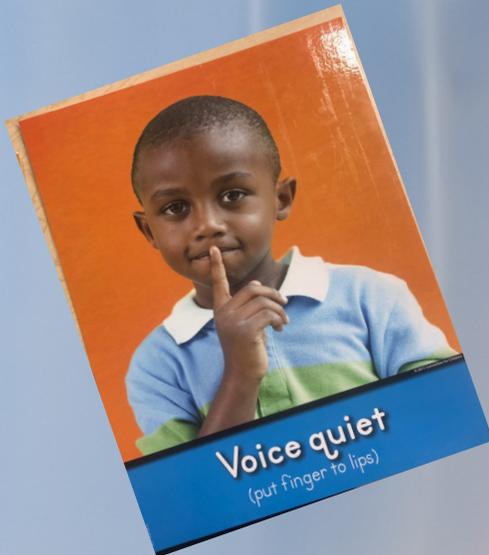
SECOND STEP - Review

Lessons



Conscious Commitment for the Week:

"I'm willing to treat this week back after Winter Break, like it's the **first week of school**. I will teach the expectations and procedures just like I did in August, knowing that by doing this, I set my students up for **success**, not failure."



Small Group Instruction at Palm Bay



In Ms. Rothe's classroom at Palm Bay students receive instruction in small groups based on the PM 1/PM 2 data and the Head Start Developmental Assessment. She has four groups during small group. The first group are the students that scored "at/above benchmark" (green) on the STAR assessment. Today, those students worked independently on an iPad. Ms. Rothe's group are the students who scored either "on watch" (blue) or intervention (yellow). Mrs. Price (IA) worked with her group of students who scored "urgent intervention" (red) and Ms. Edwards (IA) also worked with students that scored "urgent intervention" (red) on the STAR assessment. Most of her groups are still grouped based on PM1 data but she will be switching them around again based on the PM2 data, as well as considering her other observations of the students.



**Celebrate Literacy Week
(CLW) is January 29 -
February 2, 2024! The
Little Butterfly That
Could.**

**Who would like to win this
Luna Moth Finger Puppet?**

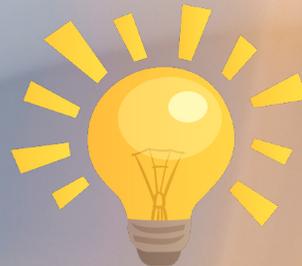
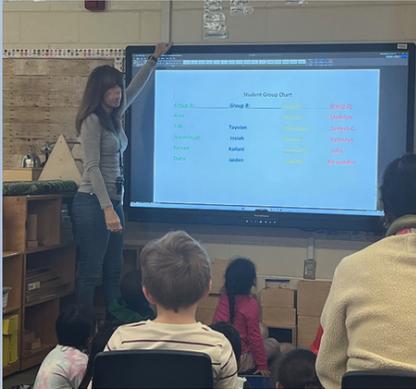
**To enter the contest email Cindy by
Wednesday at 3:00 and answer one
question. All who send the correct
answer by this time will be entered
to win. You can win individually or
enter as a school to share the
puppet.**



**Question: The Florida State Standards for Children
Birth to Kindergarten are grouped around **HOW
MANY** domains of early learning and development?**

**Send answer to cindy.kaier56@gmail.com. Let
me know if you are entering as a school or
individually.**

Small Group Instruction at Saturn



Ms. Rotan's class is using intentional data driven groups each day in her classroom. Her class is broken up into 4 groups. One of her groups is working on counting one to one correspondence with Ms. Harper (IA). Another group is working with an IA on addition. Ms. Rotan has the two higher groups working with her on the iPads in the Lexia program**.

On Mondays the groups work on literacy activities.

Tuesday – Comprehension

Wednesday/Thursday - Math

Friday - everyone does Khan academy

**Lexia is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills.

Want to increase your language development during meal time?

Mealtime Conversation Starters

Meal and snack time are prime opportunities to engage children in conversations which is critical to their social, emotional, language and communication development. Conversations also make for an enjoyable mealtime. Adults should take this opportunity to model language skills using a wide variety of descriptive words and simple sentences, asking open-ended questions, and allowing time for children to respond. Adults must be careful not to dominate the conversation and not interrupt children when they are having conversations. It is important to encourage conversation among peers by inviting them to share their ideas and ask them to respond to their peer's comments.

Conversations while eating should not only relate to food. Recap the day's events and talk about what experiences they will be participating in later that day. For example, ask about what they saw on their morning walk as they collected leaves. Also, follow the children's lead when they bring up a topic for discussion. When a child shares he went to his Grandpa's house ask what they did. Restating a child's comment validates his/her contribution to the conversation and often the child or peers will respond. Keep in mind young children do not have an accurate sense of time. What they did "last night" may actually have happened several days ago. Focus on the event the child is sharing and not on the time of the event.

Talk about favorites such as colors, foods, and animals.

"Did you know my favorite color is orange, just like these mandarin oranges."

"What is your favorite food? What color is it?"

Talk about pets, what they eat, what they like to play with.

"Do you have a pet? What does your cat like to eat? What kind of toys does your cat like?"

Talk about the textures, flavors and temperatures of the foods on the table.

Use descriptive words: chilled, diced, juicy, tart.

"This orange is very juicy and sweet." "This kiwi fruit taste tart"

"This soup is very hot. We better let it cool a bit before we eat it."

"These peas are good. They grow in a garden like ours. What vegetables could we grow in our garden?"

"What is your favorite book? What part of that story is your favorite?"

"What did you see while you were out on your walk today?"

"I saw you building with blocks, what structure did you build?"