

# Try It Out

## *Small-Group-Time Planning Form*



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# Small-Group-Time Planning Form

Name	Lori Andrada		
Originating Idea	Friday we had paper tunnels with a masking tape road and matchbox cars on the table in the fine motor area. Some students were especially interested in making paper tunnels using the masking tape.		
Materials	Painter's tape, scissors, pieces of paper, paper towel rolls, toilet paper rolls, pieces of cardboard (cut up boxes)		
Curriculum Content	<p><b><u>CT ELDS - Creative Arts</u></b>  <b>Strand A: Early learning experiences will support children to engage in and enjoy the arts</b>  <b>Visual Arts</b>            CA.36.4 Create art in a variety of media with some control and own purpose.            CA.48.5 Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge            CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts</p> <p><b><u>CT ELDS - Social-Emotional</u></b>  <b>Strand E: Early learning experiences will support children to develop social relationships.</b>  <b>Play/Friendship</b>            SE.24.12 Show interest in what other children are doing and play alongside them with similar materials            SE.36.14 Seek out other children and will interact with other children using common materials            SE.48.13 Interact with one or more children (including small groups) beginning to work together to build or complete a project            SE.60.18 Seek help from peers and offer assistance when it is appropriate</p>		
<b>Beginning</b> <i>Opening statement</i>	Last week when you came into the classroom you found a table with paper tunnels, a road, and cars. I noticed that some of you were interested in adding tunnels to the play area. Today, we have paper, cardboard, scissors, and painter's tape that you can use for building. Remember when we use tape, we pull a little bit off and then cut the tape like this. You can build something flat or 2D. If you want to build something that is 3D, you can ask a partner to hold the pieces together while you attach tape like this.		
<b>Middle</b> With content and materials in mind: <b><i>What will children do?</i></b>	<b>Earlier Developmental Level</b>	<b>Middle Developmental Level</b>	<b>Later Developmental Level</b>
	<b>Children at this level may</b> * Make a picture with tape on a piece of paper or cardboard or attach two pieces of paper using tape.	<b>Children at this level may</b> * Have some difficulty with the tape sticking together and taking too much tape.	<b>Children at this level may</b> * Be more interested in working with a peer than by themselves. * Plan out what they want to make with

	<ul style="list-style-type: none"> <li>* Not make things representationally and instead focus on simply cutting and taping.</li> <li>* Have difficulty with the tape sticking together and accidentally take too much tape.</li> <li>* Choose to cut the paper and tape it on or try to cut the cardboard.</li> <li>* Prefer to work on making something by themselves.</li> <li>* Need assistance with scissors.</li> <li>* Need assistance holding the tape while they cut it.</li> <li>* Have a shorter attention span to working on the project.</li> </ul>	<ul style="list-style-type: none"> <li>* Be willing to work with a peer on a project.</li> <li>* Try making a 3D object.</li> <li>* Decide what they want to make and then create it.</li> </ul>	<p>more details.</p> <ul style="list-style-type: none"> <li>* Need less assistance working through problems.</li> </ul>
<p>With content and materials in mind: <i><b>How will you scaffold their learning?</b></i></p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>* Give ideas for what they might want to make, e.g. a house, an animal.</li> <li>* Talk about what they are doing, giving them vocabulary they may not have.</li> <li>* Demonstrate (again) how to find the end of the tape, pull a small piece of tape off, and cut the tape.</li> <li>* Hold the tape for them while they cut it.</li> <li>* Ask, “What else can you add to your _____?”</li> </ul>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>* Say, “Tell me about what you are building.”</li> <li>* Say, “Do you want to work with a partner or by yourself?”</li> <li>* Say, “I wonder what else you are going to add to your _____.”</li> </ul>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>* Say, “I see that you and _____ have decided to work together. I wonder what you plan to make?”</li> <li>* Say, “I wonder what materials you think would work best to make a _____.”</li> <li>* Talk about how they are taking turns with different roles.</li> <li>* Ask, “How did you make _____?”</li> <li>* Say, “I heard Billy say that he wants to _____ and you want to _____. What’s a way you could respect each other’s ideas and work together to make something you both like?”</li> </ul>
<p><b>End</b> Warning and transition to next part of routine</p>	<p>After a 3-5 minute warning, I can give directions for where to store finished and unfinished projects as well as for where to put away materials. Let children know that they can choose to continue their projects now or tomorrow when they come to school.</p>		

	Perhaps give students directions for where they want to place their projects if they wish to use them for play or for decorating the classroom. Tell them the centers that will be open until lunch time.
<b>Follow-up Ideas</b>	<p>As I mentioned above, I can make time and space for children to finish projects, to use their projects to decorate the classroom, to use their projects in play (e.g. someone may have made a Police station for the block area), or keep their projects until dismissal when they can bring them home.</p> <p>Make painter's tape, scissors, and "building materials" available during choice time.</p> <p>Save their creations for them to paint another day.</p>