

High Scope Preschool Daily Planning Form

Teachers:	Kim and Ponrega	Date: 2/27/25	Day: Thursday
Greeting time	Door: Kim - Greet Children, Children place their Photos in the Attendance chart, Sign their name in the sign in sheet. (LL)	Books: Ponrega - Read books together on the rug.	
	Read the message Board Message Board 1: Introduce the New cake mixer in the house area 2: Draw dolls image and let the children Know that there is a place change for the dolls in the House area. 3. List children who are not at school today. LL/ M		
Small Group Time	Kim: Alphabet Bingo Provide each child with alphabet bingo cards, letter calling cards, and bingo markers. Children listen to letters, find them on their cards, and mark them. This activity enhances letter recognition and sound association. LL	Ponrega: Shape Pizza Provide each child with different shapes, construction paper, glue. Encourage children to create their own paper pizzas using cut-out shapes like circles, triangles, and squares, reinforcing shape recognition. M, PD(fine motor skills) M	
Planning time:	Kim: Rolling a ball The teacher will use a ball for the kid who's planning She will show the kids the pictures of the areas and will ask them by choose the area by rolling the ball where they would like to go for Work Time ? She will then ask what they want to do there, i.e.: What would you like to build in the Blocks center? What are you going to create in Art? etc. and make a note of their plan to support them during Work time. AL	Ponrega: Hot potato Hot Potato The teacher will use the potato for who's planning and will ask them where they would like to go for Work Time. She will then ask what they want to do there, i.e.: What would you like to build in the Blocks center? What are you going to create in Art? etc. and make a note of their plan to support them during Work time.	
Worktime:	Children will perform their plan as mentioned during "Planning Time". Teachers Focused COR Items: A: Initiative and planning, E: Building relationships with adults, F: Building relationships with other children, AA: Pretend Play, F: Building relationships with other children, G:		
Clean up time:	Give children 5 minutes of warning by ringing the bell. Encourage children to clean up like a "Robot" PD, SE		
Recall time	Kim: Spin the wheel (child name with letter links) The teacher will ask the children what they did at worktime? eliciting as much detail as possible.	Ponrega: Puppets The teacher will ask the children what they did at worktime? eliciting as much detail as possible.	
Read aloud time	Book: Glad Monster, Sad Monster NJPTL Standards: RL.PK10: Actively participate in read aloud experiences Focus COR Standards: M. Listening and comprehension	Book: Elmer NJPTL Standards: RL.PK10: Actively participate in read aloud experiences Focus COR Standards: M. Listening and comprehension	
Outside Time	NJPTL Standards: 2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton) Easy to Join Activity: Throw and catch the ball		
Large Group Time	Activity: Dance and Freeze Objective: Promote physical activity NJPTL Standards: 2.4.1 Develop and refine gross motor skills Easy to Join activity: Ring around the roses		
Parent Messages	Monday 3/3 Half Day		
To remember	Paper plates, cups and spoons		

High Scope Preschool Lesson Plan						
Teachers: Kim, Ponrega Suresh			Date: 2/27/2025		Day: Thursday	
Greeting Time: NJPTL Standards: 0.1: Children demonstrate self-confidence, 0. 0.4: Children exhibit positive interactions with other children and adults COR: E. Building relationships with adults, G. Community, M. Listening and Comprehension KID(s): 3. Engagement, 12. Building relationships, 21. Comprehension,32. Counting Message Board			Door: Kim - Greet the children. Children place their Photos in the Attendance chart, Sign their name in the sign in sheet. Book: Ponrega - Read books together on the rug.		Parent Messages: 3/3/25 - Half Day To Remember: Paper plates, Cups and Spoons	
Small Group Time		Group1: Literacy (Alphabet Bingo) COR: N. Phonological awareness. KID(s): 25. Alphabetic knowledge. Materials: uppercase and lowercase lettercards Bingo cards, Markers		Group2: Math (Shape Pizza) COR: T. Geometry: Shapes and spatial awareness KDI(s): 34. Shapes: Children identify, name, and describe shapes Materials: precut shapes (circles, triangles, squares, rectangles) Construction paper, glue sticks.		
Scaffolding	Earlier	Middle	Later	Earlier	Middle	Later
	Use Bingo cards with only uppercase letters and a smaller selection of familiar ones (A, B, C, etc.). Call out letters slowly and hold up flashcards Provide additional help by pointing to the letter on a	Use Bingo cards with a mix of uppercase and lowercase letters. Call out a letter sound or name and ask, "Can you find the letter that makes this sound?" Encourage children to say the letter name before marking it. Allow	Use Bingo cards with letters and small picture cues (e.g., "B" with a picture of a ball). Call out a sound instead of the letter name (e.g., "Find the letter that says 'mmm'"). Encourage children to say a word that starts with that letter	Provide fewer shape options (only circles and triangles). Encourage children to match shapes with a model pizza. Offer hand-over-hand guidance for gluing shapes. Reinforce shape names through	Provide all basic shapes (circles, squares, triangles, rectangles). Encourage children to independently choose and glue shapes onto their pizza. Ask them to count and name the shapes they used. Support them in recognizing different sizes of the same	Provide additional shape options (ovals, semi-circles, hexagons). Challenge them to create their own unique toppings using combined shapes. Encourage them to describe the attributes of the shapes they used in their pizza.

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Work Time	Teachers Focused COR Items: A: Initiative and planning, E: Building relationships with adults, F: Building relationships with other children, AA: Pretend Play, F: Building relationships with other children, G: Community Children will perform their plan as mentioned during "Planning Time". Teachers might have to remind them of what they wanted to do and help start/extend their planned play. NJ Preschool Standard(s): 0.1.3: Actively engage in activities and interactions with teachers and peers, KDI(s): 9: Emotions, 10: Empathy, 12: Building relationships, 13: Cooperative play, 15: Conflict resolution, 43.pretend play	Teachers Focused COR Items: A: Initiative and planning, E: Building relationships with adults, F: Building relationships with other children, AA: Pretend Play, F: Building relationships with other children, G: Community Children will perform their plan as mentioned during "Planning Time". Teachers might have to remind them of what they wanted to do and help start/extend their planned play. NJ Preschool Standard(s): 0.1.3: Actively engage in activities and interactions with teachers and peers, KDI(s): 9: Emotions, 10: Empathy, 12: Building relationships, 13: Cooperative play, 15: Conflict resolution. 43.pretend play
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Lunch	Tortilla with meat, Green beans , Peach , Milk	
Work Time		
Outside Time	NJPTL Standards: 2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton) Easy to Join Activity: Throw and catch the ball	
Snack	Bagel with Cream cheese , water	
Large Group Time	Activity: Dance and Freeze Objective: Promote physical activity NJPTL Standards: 2.4.1 Develop and refine gross motor skills Easy to Join activity: Ring around the roses CA, PD	

