

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: Community	

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 KDI(s): 21. Comprehension, 23. Vocabulary, 28. Book knowledge	Book: Elmer NJPTL Standards: RL.PK10: Actively participate in read aloud experiences Focus COR Standards: M. Listening and comprehension KDI(s): 21. Comprehension, 23. Vocabulary, 28. Book knowledge
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

High Scope Preschool Lesson Plan		
Teachers: Kim, Ponrega Suresh	Date: 2/27/2025	Day: Thursday
<p>Greeting Time: NJPTL Standards: 0.1: Children demonstrate self-confidence, 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 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 of children who are not at school today. LL/ M</p>	<p>Door: Kim - Greet the children. Children place their Photos in the Attendance chart, Sign their name in the sign in sheet.</p> <p>Book: Ponrega - Read books together on the rug.</p>	<p>Parent Messages: 3/3/25 - Half Day</p> <p>To Remember: Paper plates, Cups and Spoons</p>

Small Group Time	Group1: Literacy (Alphabet Bingo) Objective: Children will recognize and identify uppercase and lowercase letters, as well as associate letters with their corresponding sounds, through an interactive bingo game that promotes early literacy skills. COR: N. Phonological awareness. KID(s): 25. Alphabetic knowledge. Materials: uppercase and lowercase lettercards Bingo cards, Markers Beginning: The teacher will give the instructions to the children Middle: Give each child the materials. Encourage children to say the sound of the letter. Encourage children to say the words that start with the letter. End: Give them 3 mins warning. Help them cleanup			Group2: Math(Shape Pizza) Objective: Children will identify and name basic shapes (circle, triangle, square, rectangle) by creating a “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. Beginning: The teacher will give the instructions to the children Middle: Give child the materials. Move child by child. Ask the child what shapes you are going to place in your toppings. I wonder how many squares are in your topping. End: Give them 3 mins warning. Help them cleanup		
Scaffolding	Earlier	Middle	Later	Earlier	Middle	Later

	<p>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 reference alphabet chart.</p>	<p>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 independent</p>	<p>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 after finding</p>	<p>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 repetition</p>	<p>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 shape.</p>	<p>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.</p>
<p>Planning Time:</p>	<p>Kim: Rolling a Ball The teacher will use a ball for the kid who's planning, She will show the kids 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. NJ Preschool Standard(s): 0.1.1 Express individuality by making independent decisions about which materials to use, 0.2.1 Make independent choices and plans from a broad range of diverse</p>			<p>Ponrega: 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.</p>		

Work Time	<p>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</p> <p>Students: Quinn, James</p> <p>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,</p> <p>KDI(s): 9: Emotions, 10: Empathy, 12: Building relationships, 13: Cooperative play, 15: Conflict resolution. 43.pretend play</p>	<p>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</p> <p>Students: Lyanna, Coltrane</p> <p>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,</p> <p>KDI(s): 9: Emotions, 10: Empathy, 12:</p>
Recall Time:	<p>Kim: Spin the wheel The teacher will ask the children what they did at worktime. eliciting as much detail as possible.</p>	<p>Ponrega: Puppets The teacher will ask the children what they did at worktime? eliciting as much detail as possible</p>
Read Aloud	<p>Book: Glad Monster, Sad Monster NJPTL Standards: RL.PK10: Actively participate in read aloud experiences Focus COR Standards: M. Listening and comprehension KDI(s): 21. Comprehension, 23. Vocabulary, 28. Book knowledge</p>	<p>Book: Elmer NJPTL Standards: RL.PK10: Actively participate in read aloud experiences Focus COR Standards: M. Listening and comprehension KDI(s): 21. Comprehension, 23. Vocabulary, 28. Book knowledge</p>
Lunch	Tortilla with meat, Green beans , Peach , Milk	
Rest time		
Work Time	Table toys	
Outside Time	<p>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</p>	
Snack	Bagel with Cream cheese, water	
Large	Activity: Dance and Freeze	

Group Time	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
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