

High Scope Preschool Lesson Plan

Teachers: Kimmer and Shay

Date: 2/28/2025

Day: Friday

Greeting Time:

NJPTL Standards: Counting using one to one correspondence

NJPT&L 4.1.1 count to 20 by ones with minimal prompting, happiness.

KID(s): 3. Engagement, 12. Building relationships, 21. Comprehension, 32. Counting

Message Board

1: Draw a picture of people with a question mark. Ask a child to count how many people are in the classroom.

2: Draw picture of sun and tell children we are going outside today.

3. Draw picture of school crossed out twice. write under it "no school." Have a discussion with children about what items need to go home.

Question of the day: Which one is a cube? Draw a picture of a cube and a sphere.

Door: Shay - Greet the children. Children place their Photos in the Attendance chart, Sign their name in the sign in sheet.

Book: Kimmer - Read books together on the rug.

Book: The Little Pigs

Song: Days of the week song at Greeting time

<p>Small Group Time</p>	<p>Group1: Literacy (Book Knowledge)</p> <p>Objective: Children recall book read and draw representative picture</p> <p>COR: M. (Listening and Comprehension) With prompting and support, ask and answer questions about key elements in a familiar text.</p> <p>KID(s): Book knowledge.</p> <p>Materials: blank paper, crayons, markers, pencil crayons and pencils.</p> <p>Beginning: The Take out “ I am perfectly designed” book. Ask children if they can tell you what happened in the book. Write a record their answers.</p> <p>Middle: Ask children to tell you the favorite part of the book and then to draw a picture showing it.</p> <p>End: Hand out pencils, and offer to either scribble for the children or have them write the title of the book or a few words describing the picture.</p>	<p>Group2: sensory (Guess Whats inside)</p> <p>Objective: Children will Predict the item in the container.</p> <p>COR:CC(Experimenting, predicting and drawing conclusions)</p> <p>KDI(s): Children will predict the item in the container, Use very strategies to seek or recall information and to find answers, (eg. questioning, trial and error, testing, building on ideas, finding resources, drawing or thinking aloud)</p> <p>Materials: wooden cylinder log, bristle block, number 4 magnet and a pompom, container</p> <p>Beginning: Tell children, you have a mystery toy in the container from the classroom and you want them to figure out what it is, but only by feeling it.</p> <p>Middle: Have each child stick their hand in the container and fill it and give you a guess. Once the children guess an item have them find that item in the classroom they can compare it and empty container. If it would fit, if it feels the same, etc.</p>
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				End: Write down all the children's guesses before revealing the object and seeing how many children got it correct will see how many did not.			
Scaffolding	Earlier		Middle	Later	Earlier	Middle	Later
	Flip through pages of the book with child and remind them of the story elements.	Ask Probing Questions about their picture-Why did you like that part?	With or without modeling the words (depending on skill level) have the child write the title or a word of the title of the book on the picture		Have the child describe what the object feels like and provide vocabulary as needed. (Is it bumpy? Is it soft? Is it hard?)	Have a child explain why they think it is the objective chosen. Are they the same size? Do they feel the same?	Have child write the name of the object they think it is on the chart, provide modeling for letters as needed.

Planning Time:	Group 1: Shay objective:children share where they want to play by first name letter alliteration. Ask children if they can come up with a word that starts with the same first sound as the name..	Group 2: Kimmer objective: children share where they want to play by hula Hoop and a song. Sing as the hula hoop goes around whoever the tag stops on shares.
Work Time	Teachers Focused COR Items: M(Listening and comprehension) Students: in small group, take notes 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.	Teachers Focused COR Items: CC (experimenting, predicting and drawing conclusions) Students: Observe children during small group activity today focus on Eleanor Elijah Emme and Ololade.
Recall Time:	Shay Objective: Lego building on an area card. Tell child to put a Lego on an area they played in at the end count how many Legos are in each area.	Kimmer Objective: Ask (by volunteer) for one of the children to be the teacher will ask the other children where they played today.

Read Aloud	<p>Book: Three Little pigs by Paul Galdone. This is our first read. Ask unfamiliar vocabulary questions.</p> <p>NJPT&L standards: RL. PK.1 with prompting and support ask and answer key elements in a familiar story or poem.</p> <p>Focus cor standards, M, (listening and comprehension)</p>	<p>Book: Three Little pigs by Paul Galdone. This is our first read ask unfamiliar vocabulary questions.</p> <p>NJPT&L standards:RL. PK.1 With prompting and support asked an answer key elements in a formula story a poem</p> <p>Focus cor standards, M, (listening and comprehension)</p>
Lunch	rice and tex mex beans , broccoli and pineapple, Milk	
Rest time		
Work Time	Table toys	
Outside Time	NJPT&L Standards: 2.4.1 Easy to join activity: Large balls- Pass back and forth with feet	
Snack	crackers with sunbutter, water	
Large	Activity: Shake your body song with children given suggestions as to movements Objective: Children, practice,	

Group Time	gross motor skills, and body identification NJPT&L standards 2.4.1 Develop and refine, gross motor skills (eg. hopping galloping, jumping running and marching)
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