

Large-Group Times

for Active Learners

Week 3 Learning Unit

Planning HighScope Large-Group Times



Large-Group Times

To ensure that a large-group time is successful, it must be **planned, purposeful, and follow a specific format.**



Large-Group Times (continued)

Format for Large-Group-Time Plans



Large-Group-Time Components

- **Beginning** — Sets large-group time in motion
- **Middle** — Supports children's ideas and initiatives
- **End** — Provides for a seamless transition to the next part of the daily routine

Large-Group Times (continued)

Beginning



Getting Large-Group Time Started

- Draw children to the group with a simple, easy-to-join activity.
 - Look at pages 15–33 in your book for specific examples.
- The easy-to-join activity should
 - Have few or no directions.
 - Be active.
 - Include frequent opportunities for children to add their ideas.
- Begin immediately with the children who have gathered, even if some others are still busy with the previous activity.

Large-Group Times (continued)

Beginning: Easy-to-Join Activities



Large-Group Times (continued)

Middle



The “Meat” of Your Large-Group Time

- Once all the children gather, give a brief opening statement designed to catch the children’s attention.
 - *“When I put on the ‘popcorn’ music, you can move any way the music makes you want to move.”*
- Participate with the children, watching, listening, and following up on children’s suggestions and ideas about different ways to interpret the experience.
 - *“I’m going to try walking backward like Arlo.”*

Large-Group Times (continued)

- Depending on the activity length, you may plan just one longer activity or two shorter activities (e.g., play Duck, Duck, Goose, or sing two songs and then move our bodies to the music).
- Participate on the children’s physical level.
 - *“Nabeema says she is crawling through the jungle like a giant snake, I’m going to see if I can move like a snake too.”*
 - *“Tylon, you want to wiggle like a fish? Let’s see if we can move our bodies like fish.”*
- Turn the props and materials over to the children.
 - Get the streamers, beanbags, bells, shakers, etc. into the children’s hands as quickly as possible.
 - Children rapidly lose interest if this takes too long or worse, if the adult is the only one with a prop.

Large-Group Times (continued)



Picking a song from “The Song Book”



Singing the song

Large-Group Times (continued)



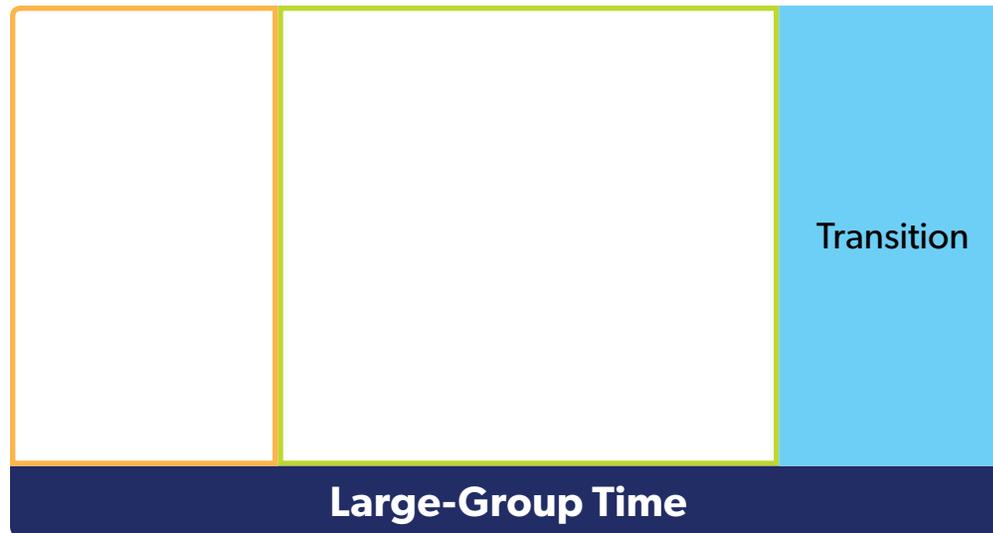
"Popping" popcorn on the parachute



Rhythm band

Large-Group Times (continued)

End



Bringing Large-Group Time to a Close

- As you finish your last activity, include a planned transition to the next part of the daily routine.
 - *“I’m going to put the ‘popcorn’ music on for the last time,”* said Sam, an adult. *“This time, think of a way to move to your cubbies so we can put on our coats for outside time.”*
- Put away any props or materials as part of the transition activity.
 - Elena and Carol asked the children to toss their sponge balls into a basket as they moved to planning time.

Large-Group Times (continued)

End: Easy transition to the next part of the daily routine



Crawling like a bear



Transition by material color during this outdoor large-group-time activity

Large-Group Times (continued)

Beginning — Middle — End



The HighScope Large-Group-Time Planning Form

The LGT planning form helps you to have a well prepared, purposeful, and developmentally appropriate set of LGT experiences for your classroom.

It helps you think through all the components of your LGT:
Beginning — Middle — End.

Preschool Week 3

Large-Group-Time Planning Form

Originating idea:	
Materials:	
Curriculum content areas:	
Beginning:	
Middle:	
End:	
Follow up:	


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The HighScope Large-Group-Time Planning Form (continued)

What is the source of your idea for this LGT?

Record all the materials you'll need here.

List the content areas (KDIs or COR items) you are likely to see during this LGT.

HINT:
It's more useful to list 2 or 3 main content areas, rather an extensive list of every possible thing.

Preschool Week 3

Large-Group-Time Planning Form

Originating idea:	
Materials:	
Curriculum content areas:	
Beginning:	
Middle:	
End:	
Follow up:	

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The HighScope Large-Group-Time Planning Form (continued)

Record your plan for all the components of LGT: Beginning, Middle, and End.

This is filled out after you've done this plan. Record any ideas that you have to follow up on what emerged from this LGT (children's ideas or children's actions).

HINT:

Your follow-up ideas aren't limited to LGTs — they could be ideas for other parts of your daily routine, or materials to add outside or inside to your learning environment.

Preschool Week 3

Large-Group-Time Planning Form

Originating idea:	
Materials:	
Curriculum content areas:	
Beginning:	
Middle:	
End:	
Follow up:	


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Sources of Ideas when Planning Large-Group Activities

There are 4 sources of ideas for planning your LGT:

1. Your children's developmental levels and their current interests
2. Physical development and music experiences, along with other curriculum content you wish to support (KDIs or COR items)
3. Cooperative play and projects
4. Social and cultural events currently meaningful to your children

Source 1: Plan Around Your Children's Interests and Development

During different parts of the day, watch how children like to move. The following are examples of what you can look for:

- Prowling like jungle cats
- Galloping like horses
- Listen to what they enjoy singing
- Singing lullabies to babies
- Singing *Aiken Drum* while making spaghetti.
- Puppy play (reenacting a simple puppy story)
- Dancing in front of the mirror in the house area

(*Note:* Pay attention to what types of play lends itself to a LGT.)

Sources of Ideas when Planning Large-Group Activities (continued)

Source 2: Plan Around Content Areas (KDIs or COR Items)

- Physical development and music experiences lend themselves to LGT activities. For example:
 - Moving with objects such as, large scarves or “feather” dusters
 - Playing simple musical instruments such as, shakers, rhythm sticks, or drums
- Other curriculum content you wish to support (KDIs or COR items)

Source 3: Plan Around Cooperative Play or Projects

- Play games that involve movement from one place to the next (e.g., musical chairs [with a chair for everyone and you never take one away]; alternatives to chairs could be carpet squares, large plastic tops, or paper plates)
- Tell a story that the children can reenact. For example:
 - *The Mitten* where the children pretend to be different kinds of animals looking for shelter
 - *Five Little Monkeys Jumping on the Bed* where children take turns either naming how many monkeys or being the monkey that falls off the bed

Sources of Ideas when Planning Large-Group Activities (continued)

Source 4: Plan Around Events Currently Meaningful to Children

- Seasonal holidays or special events
 - Dancing like snowflakes or falling leaves
 - Moving as if you were a clown at a birthday party
- Field trips
 - Moving like some of the fish and amphibians they saw on the fish store trip
 - “Stopping, dropping, and rolling” after their trip to the firehouse
- Local traditions
 - Moving like some of the animals at the County Fair
 - Pretending to have a parade (for Memorial Day, Mardi Gras, Thanksgiving, etc.): the children can choose to move any way they want (e.g., horses, marching band, dancers, etc.)

Planning around these four sources will help you stay focused on the children — what’s important to them and their development.

A Peek Ahead

This week:

- Look at LGT scenarios and decide if they are well-planned or not.
- Plan LGTs from anecdotes in your classroom.
- Submit your own LGT plan for feedback from your facilitator.
- Return to your LGT issue from registration week with a strategy you learned from class that will help you deal with it.

