

# Creating Meaningful Preschool Lesson Plans

*The Path to Intentional Teaching*

# Week 2 Learning Unit

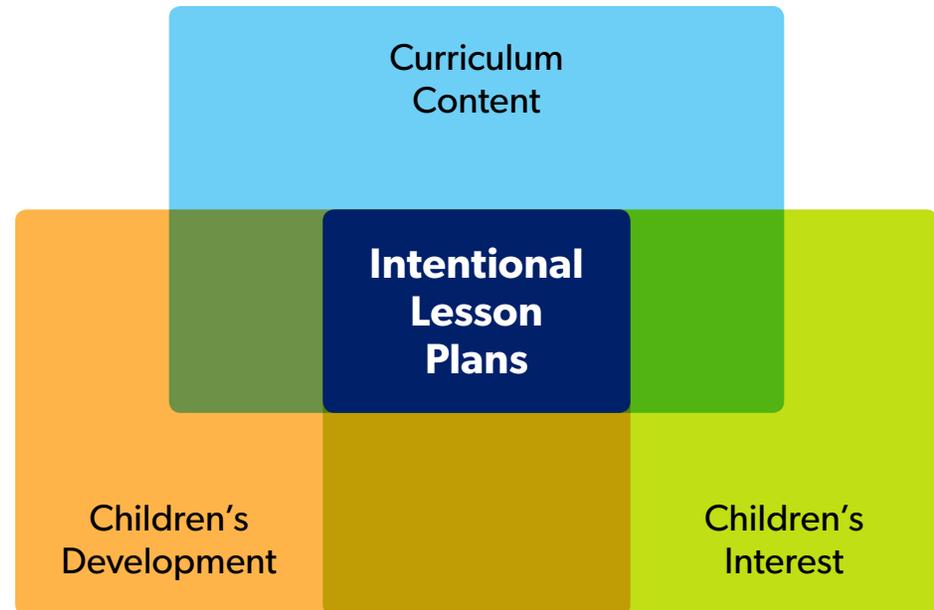
## *Planning for All Parts of the Day*



# Quick Review: Intentional Lesson Planning

Last week, you learned about the components of HighScope Lesson Plans.

Remember, intentional lesson planning comes when you overlap, or use several of the components in one planning idea.



# Planning for All the Parts of the Day

**For HighScope lesson plans, teachers plan for these parts of the daily routine:**

- Planning time
- Work time\*\*
- Clean-up time
- Recall time
- Small-group time
- Large-group time
- Outside time\*\*

*\*\*While we don't plan a specific activity for these times of day, we will plan: children to support; content to scaffold; specific interaction strategies to use.*

**Depending on the length of your classroom day, you may repeat some of these segments.**

**The next set of slides will offer tips and suggestions for planning for each segment.**

# Next Steps

- The next set of slides take you through the thought process of a HighScope classroom teacher.
  - You'll find the sample questions helpful as you think through your plans for the day.
  - Remember to try and incorporate all three components of lesson planning in each planning idea for all segments of the day.



# Planning Time and Recall Time

**First:**

What do I know about my children's development?

Will they need concrete or abstract planning and recall experiences?

**Next:**

What do I know about my children's interests?

What might get them engaged at planning and recall time?

**Finally:**

Is there a content area that I can scaffold with this planning or recall experience?

# Planning Time Example

**First:**

This time of the year, most of my group is at the earlier stage of development when it comes to planning and recall time.

They need concrete planning/recall experiences.

**Next:**

These children love to work with the trains.

We could line up and pretend to be a train that stops in each of the interest areas. They could “get off” the train when it stops in an area they’d like to work in.

**Finally:**

This would be supporting COR Advantage Item A: Initiative and planning.

# Work Time

What do I know about my children's development?

Should I spend time with a particular child needing support? Or watch for a particular situation?

What curriculum content have I seen? How can I scaffold it if I see it again?

What do I know about my children's interests?

Are there any materials I might add to build on them?

*Note:* These ideas will come in any order!

**Remember:** In HighScope, we don't preset activities in the interest areas for children to use for work time!

Instead, our work-time plans are about what the adults might do.

# Work Time Example

I'm noticing that Jeffery seems to fall apart halfway through work time.

I'm going to plan to spend some time with him then to see if I get any insights into what's going on.

Martin has been interested in writing his name. If he goes to the writing center, I will join him to see if I can scaffold his early writing.

Several children have been playing animal doctor in the house area. Let's add the basket of stuffed animals there. I might take a teddy bear and pretend he's sick to give the animal doctors a new patient. I might try to add some language like "immunizations," "injections," and "medication" if it seems appropriate.

# Clean-up Time

**First:**

How are the children currently handling cleanup time?

What does their behavior tell me about their development?

**Next:**

What do I know about my children's interests?

What might get them engaged and interested in cleanup time?

**Finally:**

What content area will I be able to support with this cleanup idea?

# Clean-up Time Example

**First:**

My children do pretty well with cleanup time. As long as I'm right there with them, they stay pretty focused during this time.

**Next:**

They do love playing "I Spy." Maybe I could give them clues about things to put away.

I could say, I see something green and shiny. That way, I'm right there with them while they are doing something they enjoy.

**Finally:**

If I used comparison words (i.e., longer, shorter) in my descriptions, I'd be supporting mathematics KDI, 36. Measuring.

# Small-Group Time

**First:**

What content area do I want to build on and support with a small-group activity?

**Next:**

What do I know about my children's interests?

How will I use this information in my small-group plan?

**Finally:**

What do I know about my children's development?

How will I scaffold each level of development?

# Small-Group Time Example

## First:

I'd like to plan an activity around COR Advantage Item S: Number and counting.

## Next:

My children are really into birthdays and birthday parties. I know — I'll give them each some playdough and we can pretend they are birthday cakes. Then I'll add craft sticks — for candles. Children can add their "candles" and I know they will want to count them! They love counting candles and then pretending to blow them out.

## Finally:

*Earlier dev:* I'll make comments about how many candles they have. I'll model counting the candles. Maybe they won't even make anything — they may just squeeze and poke the dough — and that's OK too.

*Middle dev:* I bet these kids can count up to 10. I'll make sure there are extra candles if they need them. I might put some candles in my cake and ask them who they think has more? Less?

*Later dev:* I might put my cake next to theirs and ask how many candles we have together. I might ask them who has more and how can they tell.

# Large-Group Time

**First:**

What content area do I want to build on and support with a large-group activity?

**Next:**

What do I know about my children's interests?  
How will I use this information in my large-group plan?

**Finally:**

What do I know about my children's development?  
How will I scaffold each level of development?

# Large-Group Time Example

## First:

I'd like to plan an activity around the creative arts KDI, 41. Music.

## Next:

These children really love to sing all kinds of songs. I think I'll use the song book and let several children pick which songs to sing. I'll be sure to add in choices for other children while we sing.

## Finally:

*Earlier dev:* I'll ask them to make a simple choice, for example, what noise an animal makes or what animal to sing about.

*Middle dev:* These children should be able to handle several choices (e.g., how many pieces of pizza and what should we have on top).

*Later dev:* I'll ask these kids to show us a movement that we could do to the song. I'll ask them what we should call that movement.

# Outside Time

What do I know about my children's development?

Is there a particular child I should look to support?  
A situation I should be aware of?

What content area might I be able to scaffold?

What do I know about my children's interests?

Is there any additional material or equipment that I should add to our outdoor space?

*Note:* These ideas come in any order!

**Remember:** In HighScope, we don't preset activities for children to do outdoors.

Instead, our outside plans are about what the adults might do, or materials they might add to the outside space.

# Outside Time Example

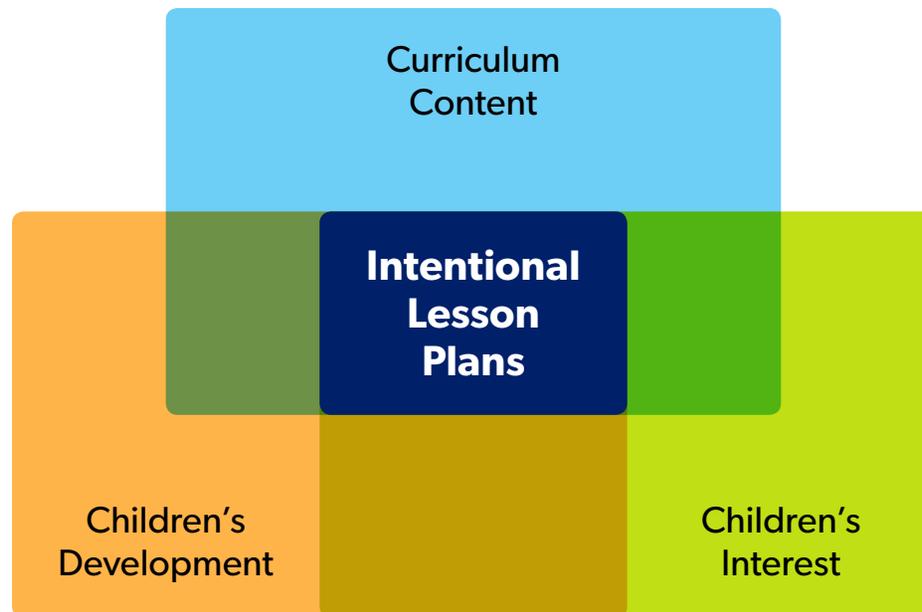
Alexis is at the earlier stage of development. I notice she throws the sand in the sandbox when she gets frustrated. If I see her playing there today, I'll go over and join her. Perhaps I can label her feelings, which will help prevent the sand throwing.

We have steps up to the tree house. I want to try and get some anecdotes for COR Advantage Item I: Gross-motor skills. (Level 3 talks about walking up or down stairs using alternating feet).

The new sand box has been really popular.

I want to be sure to take out all the sand toys so that there are enough for many children to use them.

# Intentional Lesson Planning



When you think through each of these components, you will be creating intentional lesson plans for each part of your classroom day.

## More on Scaffolding Developmental Levels

- It's essential to think through how you will scaffold the developmental levels of the children in your group.
- It's just as important to document this on your lesson plans.

## Recall Time Example

- For planning and recall, this might be a simple note to yourself:
  - Recalling with a Wand: Tap on what played with also verbally tell what did, who played with.

## Intentional Lesson Planning (continued)

### Small-Group Time Example

- For small-group time, this might be a bit more involved. Look at how you might record your scaffolding ideas on your lesson plan from this example:
  - **SGT Idea:** Play dough birthday cakes, craft sticks for candles
  - **Content focus:** Counting
  - **Backup materials:** Extra craft sticks and plastic knives
  - **Opening statement:** “I’ve made a birthday cake.” (Show them the play dough cake). “What do you think I need to add to my cake?” (Highlight the idea that the cake needs birthday candles). Put 4 candles on the cake and ask them to count them with you. Give children their materials and say “I wonder what kind of birthday cake you’ll make and how many candles you’ll need.”
- **Earlier dev:** Comment about how many candles they have and model counting the candles.
- **Middle dev:** Look for counting up to 10. Put some candles in your cake and ask them who they think has more? Less?
- **Later dev:** Put your cake next to their’s and ask how many candles you have together; who has more and how can they tell; and/or how many candles will you need to add to make 10?

# A Peek Ahead

## This week you will

- Practice identifying the developmental range in activities.
- Create a lesson plan for one segment of your day, using two components of a HighScope lesson plan.

## Next week you will

- Learn strategies for planning as a team.
- Create your own lesson plan form.

