

# Reading Assignment

*Sample HighScope Daily Planning Form  
Classroom with Three Groups*



# Sample HighScope Daily Planning Form

## Classroom with Three Groups

<b>Date:</b>	1/14	<b>Adults:</b>	Chris, Sue, Beth
<b>Greeting Time:</b>	Books and Sign-in on class chart — message board. SS	<b>Child Messages:</b>	<ol style="list-style-type: none"> <li>1. Red water in the blue water tables LL</li> <li>2. Who is absent today? SS</li> <li>3. Wash out paint brushes when finished painting. AP</li> </ol>
<b>Door:</b>	Chris — Greet parents, children — book and book bag returns. LL		
<b>Books:</b>	Sue & Beth — Read with children and encourage sign-in on class chart. LL		
<b>Planning Time:</b>	<p><b>Chris</b> Distribute handled paper shopping bags — ask children to think about something they may play with today and put it in the bag. Discuss details. LL/AL</p>	<p><b>Sue</b> Write a recall story. As children recall, write their words on their page in the book. Give children paper and pencil. Encourage them to draw what they did or where they played — paste it on to opposite page as an illustration. LL/AL/CA</p>	<p><b>Beth</b> Give children a scarf to wrap a toy they played with. As they open it, encourage discussion. PD/ST/LL</p>
<b>Work Time:</b>	Support replanning. Take anecdotes on Pete and Olivia. Support cleanup as you go.		
<b>Cleanup Time:</b>	Play triangle as 5-minute warning sign. Play music as we clean up. CD 2 #8 M/CA		
<b>Recall Time:</b>	<p><b>Chris</b> Use hula hoop with colored tape piece. Chant: “Fandegumbo diddy wa day, when it stops on you say what you played!” CA/AL/LL</p>	<p><b>Sue</b> Write a recall story. As children recall, write their words on their page in the book. Give children paper and pencil. Encourage them to draw what they did or where they played — paste it on to opposite page as an illustration. LL/AL/CA</p>	<p><b>Beth</b> Give children a scarf to wrap a toy they played with. As they open it, encourage discussion. PD/ST/LL</p>

## Sample HighScope Daily Planning Form Classroom with Three Groups (continued)

<b>Snack:</b>	OJ / alphabet pretzels mixed with oyster crackers / cheese LL/PD Read book as we are finishing snack: Sue — “Blueberries for Sal” Chris — “Ferdinand” Beth — “The Snowy Day” LL		
<b>Large-Group Time:</b>	1. Songbook choice (Alyjah’s turn to pick — mark chart) LL/CA 2. Pizza Pizza (action chant with leader’s ideas) CA/PD/LL/SE 3. Transition to small-group time by chanting the Pizza Pizza chant with changed words on last line ...They jump back up and they go to small-group time.		
<b>Small-Group Time:</b>	<p><b>Chris</b> Cuisinaire rods and play dough. Give each child a basket with assorted rods and a dish of play dough. Opening: “Yesterday, Evan was using the blocks and he noticed that they were all different sizes. I wonder how you will arrange these small rods in the play dough?” Backup: Tape (to make smaller pieces longer) M/CA/ST/AL</p>	<p><b>Sue</b> Use <i>Growing Readers</i> activity: Connect to <i>Good Night, Gorilla</i> Level 1, Activity 2 — Try Out Flashlights and Keys Backup: Paper and pencil to trace keys. LL/AL</p>	<p><b>Beth</b> Go to block area. Each child has a basket with various block shapes and some animal figures. Opening: These animals need a home. How would you make one? Backup: Orange spots CA/ST/AL/M</p>
<b>Outside Time:</b>	Sleds / new shovels / plastic buckets. Support sledding hill and tree house area. PD/AL/SE/ST		
<b>To Remember:</b>	Flyer for upcoming field trip — permission forms.		
<b>Parent Messages:</b>	Volunteers for field trip; due date for permission forms.		

### Content Area Key:

AL Approaches to Learning  
PD Physical Development and Health  
SS Social Studies

LL Language, Literacy, and Communication  
M Mathematics  
CA Creative Arts

SE Social Emotional Development  
ST Science and Technology