

# Planning and Recall

*Why and How*

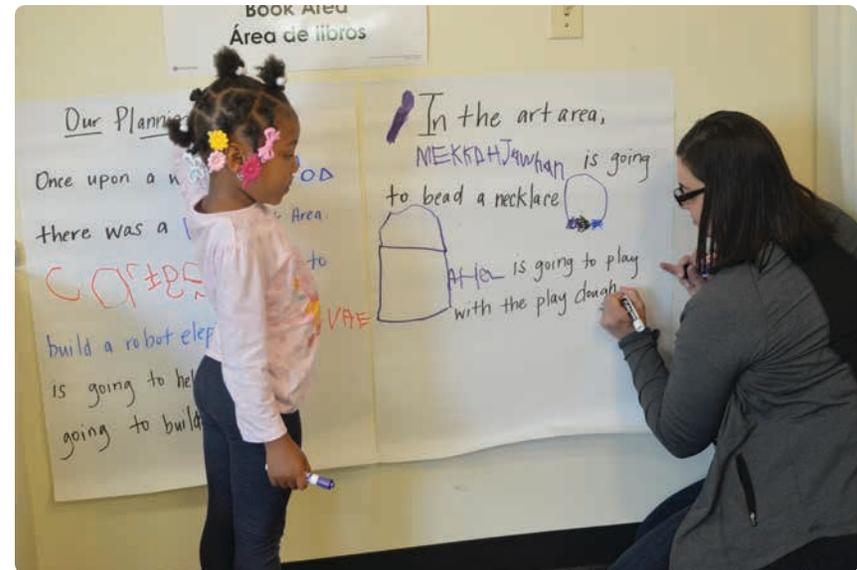
# Week 3 Learning Unit

*More on Planning and Recall*



# Key Points on Planning

- Children make work time plans with their teacher in their **small groups** everyday.
- Planning is an **individual** process.
- Make follow-up **comments or questions** (e.g., What?, Where?, Who?) to elicit more detail.
- Consider children's **developmental levels** as you support their planning efforts.



# Key Points on Recall

- Children recall their work time activities **immediately following** work time and cleanup.
- Children recall with their teachers in their **small groups**.
- Recall is a **group** process. Encourage other children to add their own observations.
- Consider children's **developmental levels** as you offer support during their recall.



# In Your Classroom

The course book, *Making the Most of Plan-Do-Review* gets you started with 50 planning and recall games and experiences.

In Weeks 1 and 2, you learned the importance of preparing planning and recall experiences with children's interests and content in mind.

What do you do for a planning experience when you notice children absorbed with a particular toy and the book offers no ideas?



Creating planning or recall experiences from these children's interests:

- Several of the children have been playing with the small plastic dogs for several days.
- Sometimes the children pretend to take the dogs to the vet, to a party, or home to their dog houses.

What could you do to create a planning strategy around these interests?

## In Your Classroom (continued)

### Example: Duplos Houses and Plastic Dogs

Prior to recall time, build dog houses and label each with the symbol and name of each interest area.

Give each child a dog. (*Note:* Make sure you have plenty of dogs; children may want a particular one).

As the children plan, they put their dog in the “house” (with the interest area symbol on it) they want to play in.

The teacher talks further with each child asking “what,” “where,” and other open-ended questions.



## Content Flash

If you use this as a recall strategy, you could also find out if children understand the concepts of “more” and “most.” At the end, say something like:

*“I wonder where the most children played today?”*

*“Do you think there were more children in the house area than in the book area?”*

## In Your Classroom (continued)

The following slides illustrate how teachers used classroom play situations to create their own planning or recall experiences for their children.

As you read, think about how you could apply these ideas for your children.

### Example 1: Marble Racers for Planning

A group of children have been building the marble racer to find a way to get a marble all the way to the bottom.

Ahead of time the teacher takes six pieces (one for each of the interest areas) of the marble racer. At the bottom of each she puts the symbol and name of each interest area.



### Content Flash:

If you need evidence of children using comparison words for your assessment, then listen for these:  
*"That was fast!" "Mine's fastest!" "Yours is taller."*

## In Your Classroom (continued)

### Example 2: What Does a Magnet Stick To?

It is early May and you did a small-group time on magnets and magnetism.

For recall, you decide to use the magnets again.

This time, you ask the children to go find something they played with and see if it sticks (or is “attracted to”) to the big magnet.

Talk to them about what they did during work time.

You could also ask a question like, “I wonder why the magnet didn’t stick to the baby doll?”



## In Your Classroom (continued)

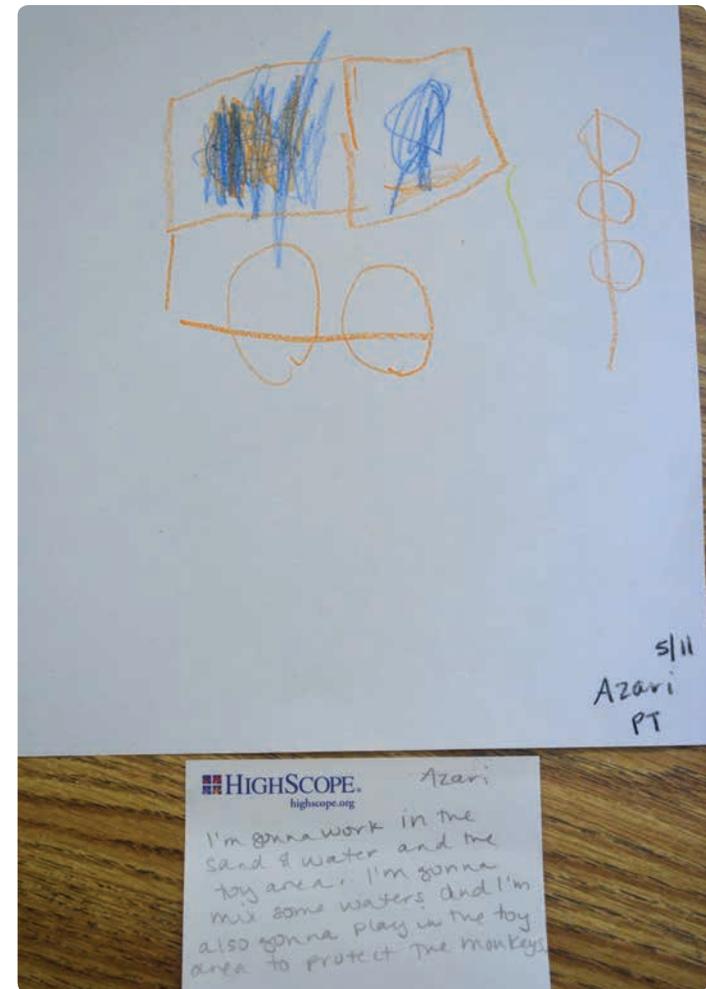
### Example 3: Recalling With Whiteboards

Children are fascinated by the message board and enjoy writing on it.

For recall time, each child will get their own small whiteboard and a whiteboard marker.

Ask them to draw a picture of what they did during work time on their whiteboard.

When it is their turn, each child explains their picture. You might offer to write their words on a sticky note to go along with their drawing.



# How Do Planning and Recall Change Over Time?



## Concrete:

Bring back something you used.



## Abstract:

Place your magnetic letter on the cookie sheet of the area you played in.

# How Do Planning and Recall Change Over Time? (continued)

## How Does Planning Change Over Time?

As children become more familiar with the planning process, the materials, and what they can do with them, their plans evolve and become more detailed.

Look at how Mikal's planning progresses from September to November:

- Children become more confident in their ability to make plans and follow through on them.
- Children begin to form mental images of activities that have not occurred yet.
- Children can express their plan and add details without having to see what they will be playing with.

### September

Looks at the boys playing in the block area.

### October

Brings a long block back and moves his hand up and down the block, making a very quiet “Rrum, rum” noise.

### November

Says very quietly, “Blocks and cars” and points to the block area.

## How Do Planning and Recall Change Over Time? (continued)

### How Does Recall Change Over Time?

As with planning, children's ability to recall develops over time.

They add the following details to their recall stories:

- What they used
- How they worked
- With whom they played

Children add to the recall stories of other children in their group.

Children recognize similarities between what they did at work time and what others did (e.g., "I did that too!").

Children include more detail in their recall, both verbally and in their drawings.

Children begin to remember that they can continue the day's activities during work time the next day.



## How Do Planning and Recall Change Over Time? (continued)

### How Can You Adapt to These Changes?

Be aware of changes in children's planning and recall abilities, just as much as you are of children's interests and content.

As children are able to provide more detail, encourage them to talk about the order (sequence) in which they will carry out their plans.

As children relay their work-time experiences, acknowledge (rather than praise) their efforts.

If the children do not recognize them, point out the connections between children's recall descriptions and their earlier plans.

### Caution:

**While we eventually can make connections between plans and recall, it's fine if children recall something different than their initial plan. Remember to support whatever children choose to share at recall time.**

## How Do Planning and Recall Change Over Time? (continued)

### Developmental Adaptations

For any given group of children, there are varying developmental levels.

The dilemma for teachers is... what to do?

- You might use only concrete experiences that would be appropriate for some of the kids.
- Or, you could restrict yourself to abstract experiences which are appropriate for others.

But that means at any given time, my planning and recall times **won't work** for half the kids!

### Adapting One Experience to Different Children

Most planning and recall experiences can be adapted to a range of developmental levels, if you

- Focus on intimate, **one-to-one planning** conversations with each child.
- Remember that recall is a **group process**, on a very personal level.

The following pages will offer examples of the ways in which teachers adapt their planning or recall experiences to their group's varying developmental levels.

## How Do Planning and Recall Change Over Time? (continued)

### Example 1: Planning With a Bag

Give each child a bag and ask them to collect something they will use at work time. As children return with their bags, talk with each child individually. In your planning conversations, ask follow-up questions or elicit details about their plans, as appropriate for each child's development.

Planning conversation with Eddie, a new 3-year-old:

Eddie stands by the table and looks at you for a few minutes. You ask Eddie if he would like you to go with him as he looks for something he would like to play with. He nods his head yes.

He heads to the toy area and looks at the Duplos and looks up at you. You get down at his level and say, "Would you like to play with the Duplos?" He nods his head yes. You let him know he can put them in his bag.

You say, "We are in the toy area and you put Duplos in your bag. Is that what you plan to play with at work time?" Eddie nods his head vigorously. "Well, since you are already here why don't you get started and I'll be back later to see what you are building."

Planning conversation with Amaia, an experienced 3-year-old:

Amaia goes directly to the art area and puts some of the smaller paintbrushes in her bag and returns to the table.

You move over to sit next to her and she says, "See, I got the littlest paintbrushes."

You respond, "What is your plan for them?"

"I'm gonna use the paints in the little box (water-colors) and paint a picture of my new kitty."

## How Do Planning and Recall Change Over Time? (continued)

“What do you think you might do next?”

“I’m gonna hang it up to dry. Then, I’m gonna get the dogs and cats from the toy area and play with them.”

“Next you’ll play with the dog and cat figures.”

“Uh-huh, with Omari. He’s gonna have the dogs and I’m gonna have the cats.”

### Example 2: Recall Drawings

Each child gets a couple of markers and a piece of paper.

You say that today for recall we will draw or write about our work time activities. You may want to move to the floor for more space.

Recalling conversation with Brianna, a new 3-year-old:

Brianna sits at the table staring at her paper.

You ask her, “Would you like go get something you played with?”

Brianna answers a very soft, “Yes.”

She goes to the house area and gets a baby bottle. You say, “Did you use this during work time?” And she says, “Yes, with baby.”

You ask her if she would like to draw around it on her paper.

Brianna nods, sits down, puts the bottle on the paper, and draws a big circle on her paper around the bottle.

You sit down next to her and say, “You used this with the baby?”

## How Do Planning and Recall Change Over Time? (continued)

She nods.

“Did you use anything else?”

She shakes her head no.

Recalling conversation with Brendan, an experienced 4-year-old:

Brendan drew a picture of a person with a head, body, legs, arms, and hands. His hands were a different color, he had a black and purple headband, and there was something rectangular coming from his neck.

You ask, “Brendan, I wonder why this person you drew has green hands?”

“That’s me chasing bad guys. With my magic green gloves. This purple thing on my neck is my super cape.”

“Wow, a super cape! What makes it super?”

“It helps me go faster so I can catch more bad guys.”

“Oh, I see. Is that a super headband too?”

“Yep, I get messages about where the bad guys are.”

“Were there any other super guys?”

“Nope, just me. The others are sick.”

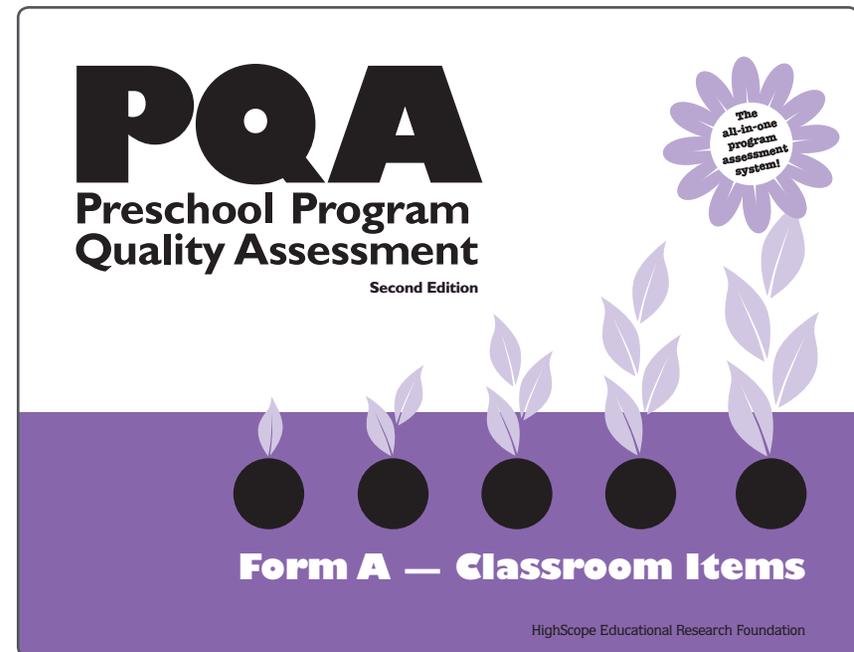
# Program Quality Assessment: Evaluating Your Planning and Recall Times

HighScope has a quality assessment tool called the Program Quality Assessment (PQA). The PQA can help you assess the quality of the planning and recall experiences you are providing your children. PQA scores range from 1 (low quality) to 5 (high quality).

## PQA Form A

Below are two PQA items that address planning and recall:

- Item II-D. The program has time each day during which children can make plans and indicate their plans to adults.
- Item III-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.



# Program Quality Assessment: Evaluating Your Planning and Recall Times (continued)

Item and description of what is included in this item.

<b>II. DAILY ROUTINE</b> <b>II-D. The program has time each day during which children make plans and indicate their plans to adults.</b> [Note: If time to plan is set aside but not observed, score at level 1.]			Circle <b>one</b> indicator level for this item based on the scoring rules on page 4. <b>1 2 3 4 5</b> <input type="checkbox"/> Check here if not observed or reported.
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
<input type="checkbox"/> There is no time set aside for children to make plans or indicate their plans to adults.	<input type="checkbox"/> Sometimes there is time set aside for children to make plans or indicate their plans to adults.	<input type="checkbox"/> There is a daily time set aside for children to make plans or indicate their plans to adults.	
<input type="checkbox"/> Adults plan and direct the day's activities (e.g., adults tell children where to play, what materials to use, or what activities to complete; adults close certain areas).	<input type="checkbox"/> Adults use rote or routine strategies for planning (e.g., children always verbalize their plans or adults always write down children's plans).	<input type="checkbox"/> Adults use a range of strategies to support children's planning (e.g., props, area signs, tape recorder, singing; planning individually, in pairs, in small groups).	
<input type="checkbox"/> Adults do not encourage children to plan or recognize when children are indicating plans in ways consistent with their developmental levels.	<input type="checkbox"/> Adults sometimes encourage children to plan in ways that are consistent with their developmental levels.	<input type="checkbox"/> Adults encourage children to plan in ways that are consistent with their developmental levels (e.g., by pointing, bringing objects to the planning table, moving toward the chosen area, acting out what they want to do, making drawings, making verbal plans, making written plans).	
<input type="checkbox"/> Adults assign children areas to play in, and/or materials are chosen and/or set out by the adult.	<input type="checkbox"/> Some areas and some materials are available to some children for making their plans (e.g., a specific number of children are allowed in each area, "The block area is closed today," only play dough is available in the art area).	<input type="checkbox"/> All areas and materials are available to children for making their plans.	

# Program Quality Assessment: Evaluating Your Planning and Recall Times (continued)

## Step 1: Collect and Record Evidence

Observe planning time and record what you see:

- Anecdotes: a briefer version of what children and/or staff do or say
- Quotes: what children and/or staff say

Write the evidence you collect in the corresponding row. Every row must have evidence. Do not leave any row blank.

**II. DAILY ROUTINE** Circle one indicator level for this item based on the scoring rules on page 4.

**II-D. The program has time each day during which children make plans and indicate their plans to adults.** 1   2   3   4   5

Check here if not observed or reported.

[Note: If time to plan is set aside but not observed, score at level 1.]

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
<input type="checkbox"/> There is no time set aside for children to make plans or indicate their plans to adults.	<input type="checkbox"/> Sometimes there is time set aside for children to make plans or indicate their plans to adults.	<input type="checkbox"/> There is a daily time set aside for children to make plans or indicate their plans to adults.	<p><i>Planning time comes after greeting time on the daily routine chart. It happened then (9:15) today.</i></p> <hr/> <p><i>Both groups: Teacher A asked ch., "Where are you going to play? OK, you can go now." Teacher B said same thing. Teachers confirmed this is how they plan every day.</i></p> <hr/> <p><i>3 children said area name &amp; left 1 child said "blocks" &amp; went to the easel 1 child pointed to art area / T said, "Use your words. Name the area."</i></p> <hr/> <p><i>All the areas and all the materials were available.</i></p>
<input type="checkbox"/> Adults plan and direct the day's activities (e.g., adults tell children where to play, what materials to use, or what activities to complete; adults close certain areas).	<input type="checkbox"/> Adults use rote or routine strategies for planning (e.g., children always verbalize their plans or adults always write down children's plans).	<input type="checkbox"/> Adults use a range of strategies to support children's planning (e.g., props, area signs, tape recorder, singing; planning individually, in pairs, in small groups).	
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# Program Quality Assessment: Evaluating Your Planning and Recall Times (continued)

## Step 2: Check One Box Per Row

Read through the descriptors and check one row per box.

- For each row, read through the descriptors and select the one that most closely matches your evidence.
- Pay close attention to words like **some**, **most**, and **always**.

**II. DAILY ROUTINE** Circle one indicator level for this item based on the scoring rules on page 4.

**II-D. The program has time each day during which children make plans and indicate their plans to adults.** 1   2   3   4   5

Check here if not observed or reported.

[Note: If time to plan is set aside but not observed, score at level 1.]

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<input checked="" type="checkbox"/> Adults do not encourage children to plan or recognize when children are indicating plans in ways consistent with their developmental levels.	<input type="checkbox"/> Adults sometimes encourage children to plan in ways that are consistent with their developmental levels.	<input type="checkbox"/> Adults encourage children to plan in ways that are consistent with their developmental levels (e.g., by pointing, bringing objects to the planning table, moving toward the chosen area, acting out what they want to do, making drawings, making verbal plans, making written plans).	<p><i>3 children said area name &amp; left 1 child said "blocks" &amp; went to the easel 1 child pointed to art area / T said, "Use your words. Name the area."</i></p>
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# Program Quality Assessment: Evaluating Your Planning and Recall Times (continued)

## Step 3: Circle the Correct Level

Following the scoring directions in the front of the PQA booklet.

Circle the correct level, based on the Level 1, 3, or 5 boxes that were checked.

This is your PQA score for this item (Item II-D, Score 2).

**II. DAILY ROUTINE** Circle one indicator level for this item based on the scoring rules on page 4.

**II-D. The program has time each day during which children make plans and indicate their plans to adults.** 1 **2** 3 4 5

Check here if not observed or reported.

[Note: If time to plan is set aside but not observed, score at level 1.]

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
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# Program Quality Assessment: Evaluating Your Planning and Recall Times (continued)

## Complete PQA Item II-F.

Follow the same three steps you followed for Item II-D.

Score this item according to the *Scoring Instructions* page in your PQA booklet.

**II. DAILY ROUTINE** Circle one indicator level for this item based on the scoring rules on page 4.

**II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.** 1   2   3   4   5

[Note: If time to review is set aside but not observed, score at level 1.]  Check here if not observed or reported.

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
<input type="checkbox"/> There is no time set aside for children to recall or reflect on what they have done.	<input type="checkbox"/> Sometimes there is time set aside for children to recall or reflect on what they have done.	<input type="checkbox"/> There is a daily time set aside for children to recall and reflect on their activities.	<p><i>Recall time comes after cleanup time on the daily routine chart. T said, "Sometimes we don't get to it so we skip it." Recall was observed today.</i></p>
<input type="checkbox"/> Children never share what they have done with others.	<input type="checkbox"/> Adults use rote or routine strategies for recalling (e.g., adults always ask children "Where did you go?" or "What did you do today?").	<input type="checkbox"/> Adults use a variety of strategies to encourage children to share and recall their experiences (e.g., using props, area signs, pillow cases, hula hoop, tape recorder; recalling individually, in pairs, in small groups).	<p><i>T tells ch. where they planned &amp; then asked if they played there. Children say or nod their heads "yes" or "no." T reported they keep recall to yes-or-no because it saves time.</i></p>
<input type="checkbox"/> Adults do not encourage children to recall or recognize when children are sharing experiences in ways consistent with their developmental levels.	<input type="checkbox"/> Adults sometimes encourage children to recall in ways that are consistent with their developmental levels.	<input type="checkbox"/> Adults encourage children to recall in ways that are consistent with their developmental levels (e.g., by showing, re-enacting, describing in words, or making drawings of their activities).	<p><i>See evidence in Row 2</i></p>

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# Program Quality Assessment: Evaluating Your Planning and Recall Times (continued)

How did you do?

**II. DAILY ROUTINE** Circle one indicator level for this item based on the scoring rules on page 4.

**II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.** 1 **2** 3 4 5

[Note: If time to review is set aside but not observed, score at level 1.]  Check here if not observed or reported.

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
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# A Peek Ahead

## This week you will

- View how planning and recall evolves.
- Devise your own planning and recall experiences based on your children's interests.
- Revisit your planning and recall issue from registration week.
- Complete the planning and recall PQA items on your classroom and make a plan for improvement.

