

Resources

Sample Lesson Plans



Lesson planning is a great opportunity to discuss and incorporate children's home cultures into movement and music group times.

Planning engaging and fun group times puts a smile on this little one's face.

Sample Lesson Plans

Infant

Sample Activity

LESSON PLANS FOR A STRONG START

The First 30 Days for Infants

Christine M. Snyder



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 HIGHSCOPE®

The First Week

Group Times With Movement and Music

KDIs: KDI 12. Moving parts of the body; KDI 21. Enjoying language; KDI 36. Imitating and pretending; KDI 41. Sounds; KDI 42. Vocal pitch; KDI 15. Steady beat

COR Advantage items: Y. Music; Z. Movement

Activity: “Five Little Ducks”

Material: “Five Little Ducks” song card

Sing “Five Little Ducks” sitting on the floor with a group of children. Save actions for another day to allow children to focus on the words and musical sounds. Observe children’s reactions and copy their facial expressions and body movements as they respond to your voice. Sing the song over and over as children show interest and respond by maintaining eye contact, bouncing up and down, or clapping their hands. Remember that children may participate by “singing” along or babbling. They may also come and go from the singing experience.

Note: For nonmobile infants, this part of the day can be experienced individually.

Scaffolding Learning at Each Developmental Level

Earlier	Middle	Later
<p>Children may</p> <p>Respond to the adult’s singing voice by turning their heads toward the adult’s voice and making eye contact; express their reactions through their facial expressions.</p>	<p>Children may</p> <p>Move closer to the adult who is singing; respond by bouncing and making noises.</p>	<p>Children may</p> <p>Come closer to the adult who is singing or stay farther back and observe; respond to the song by swaying or bouncing up and down while on their feet.</p>
<p>Adults can</p> <p>Make eye contact, gently rub children’s heads, feet, and tummies, and pat their backs during the song; copy children’s facial expressions and describe their responses to the singing (for example, the adult might say, “Your eyes light up every time I start singing the song”).</p>	<p>Adults can</p> <p>Match children’s facial expressions; describe children’s reactions (for example, the adult might say, “You made a happy coo as I was singing. You seem to really enjoy that song!”).</p>	<p>Adults can</p> <p>Describe children’s actions and reactions, whether they are observing, moving, or singing along.</p>

Let children know that you will be singing the song once more and alert them to what will be happening next. Or, you might continue to sing the song and other songs through the transition to the next part of the day.

Sample Lesson Plans (continued)

Infant

Sample Activity

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LESSON PLANS FOR A STRONG START

Group Times With Movement and Music

KDIs: KDI 21. Enjoying language; KDI 12. Moving parts of the body; KDI 13. Moving the whole body; KDI 15. Steady beat

COR Advantage items: Y. Music; Z. Movement

Activity: “Twinkle, Twinkle, Little Star”

Material: “Twinkle, Twinkle Little Star” song card

Sing “Twinkle, Twinkle Little Star” on the floor with a group of children. Save actions for another day to allow children to focus on the words and musical sounds. Observe children’s reactions and copy their facial expressions as they respond to your voice. Sing the song over and over as children are interested and respond by maintaining eye contact, bouncing up and down, or clapping their hands. Note that children may participate by “singing” along or babbling but might also come and go during the singing experience.

Note: For nonmobile infants, this part of the day can be experienced individually.

Scaffolding Learning at Each Developmental Level

Earlier	Middle	Later
<p>Children may</p> <p>Respond to the adult’s singing voice by turning their head toward the adult and making eye contact; show different facial expressions during the song.</p>	<p>Children may</p> <p>Move closer to the adult during the song or respond to the song by bouncing up and down and making noises.</p>	<p>Children may</p> <p>Move closer to the adult during the song; respond by swaying or bouncing up and down while on their feet.</p>
<p>Adults can</p> <p>Make eye contact with infants and gently rub their heads, feet, or tummies, or pat their backs as they sing.</p>	<p>Adults can</p> <p>Reflect back children’s emotional responses by matching their sounds and facial expressions; acknowledge and describe children’s reactions (for example, the adult might say, “You made a happy coo as I was singing. You seem to really enjoy that song!”).</p>	<p>Adults can</p> <p>Invite children to come closer and move in the same ways they do (for example, swaying, rocking, and bouncing); model other simple movements, such as keeping a steady beat with their hands on their legs.</p>

As children begin to lose interest in the activity, prepare them for the next part of the day. Let the babies know what is coming next and consider singing through the transition to the next part of the day.

Sample Lesson Plans (continued)

Toddler

Sample Activity

LESSON PLANS FOR A STRONG START

The First 30 Days for Toddlers



Christine M. Snyder





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LESSON PLANS FOR A STRONG START

Group Time With Movement and Music

KDIs: 12. Moving parts of the body; 13. Moving the whole body; 14. Moving with objects

COR Advantage items: I. Gross-motor skills; J. Fine-motor skills

Activity: Moving With Ribbons

Materials: Shower rings with ribbons or strips of fabric tied to them (one for each child plus extra – some children might want to hold one in each hand).

Let children know they are going to do some moving with something new. Give each child a ribbon ring and ask them how they might want to move with it. Allow children to explore the ribbons freely, commenting on the ways that they are moving and trying out their ideas.

Scaffolding Learning at Each Developmental Level

Earlier	Middle	Later
<p>Children may</p> <p>Explore the material by holding it in two hands, mouthing the ribbons, or shaking the ribbons.</p>	<p>Children may</p> <p>Shake ribbons and watch others to see how they are moving; use the ribbons in new ways or try out different ways to move (e.g., moving the ribbon in one hand and then in the other; shaking the ribbon then bouncing and shaking the ribbon at the same time).</p>	<p>Children may</p> <p>Shake the ribbons and incorporate other parts of their body into their movement (e.g., stomping a foot, spinning around, or bouncing up and down); describe what they are doing, using words like <i>fast</i> or <i>slow</i>.</p>
<p>Adults can</p> <p>Allow children to explore the material in their own way; describe children's choices as they move and explore (for example, the adult might say, "You're checking out the ribbon by putting it in your mouth. I bet those ribbons feel slippery!").</p>	<p>Adults can</p> <p>Verbalize children's actions and observations (for example, the adult might say, "You're shaking your ribbon in one hand" or "It looks like you are watching Anna shake her ribbon. You're shaking your ribbon in the same way").</p>	<p>Adults can</p> <p>Copy and try out children's ideas; encourage children to try out each other's ideas (for example, the adult might say, "Hannah is shaking her ribbon really fast! Let's try Hannah's idea").</p>

As children begin to lose interest in the activity, let them know that they have time to try out one more way to move with the ribbons and then it will be time to clean up. Let them know which part of the day will be happening next.

Sample Lesson Plans (continued)

Toddler

Sample Activity

LESSON PLANS
FOR A STRONG
START

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HIGHSCOPE

The First Week — Toddlers

Group Time With Movement and Music

KDIs: 39. Listening to music; 40. Responding to music; 41. Sounds; 42. Vocal pitch

COR Advantage items: Y. Music; Z. Movement

Activity: “Row, Row, Row Your Boat”

Materials: “Row, Row, Row Your Boat” song card

Invite children to an open space in the room, likely the location where group time will occur every day. Let children know that they will be singing a song that involves rocking. Model rocking back and forth or side to side and invite them to copy. Accept children’s level of involvement and how they choose to move their bodies. Save lyrics for after you have practiced the actions a couple of times. Sing “Row, Row, Row Your Boat” at a slow to medium pace and model rocking to match the tempo. Observe children’s reactions and copy their facial expressions and body movements as they respond to your voice. Sing the song over and over as children are interested and respond by maintaining eye contact, bouncing up and down, or clapping their hands. Remember that children may participate by “singing” along or babbling but might also come and go from the singing experience.

Scaffolding Learning at Each Developmental Level

Earlier	Middle	Later
<p>Children may</p> <p>Watch or move closer to the adult who is singing; respond by bouncing or swaying to the music or attempting to sing along.</p>	<p>Children may</p> <p>Come closer to the adult who is singing; respond by dancing or making verbal sounds to sing along; watch from a distance.</p>	<p>Children may</p> <p>Sing along with the adult; find different ways to move their bodies (e.g., jumping, moving their arms and legs at the same time).</p>
<p>Adults can</p> <p>Match children’s facial expressions and describe their actions (for example, the adult might say, “You were bouncing and clapping your hands when the song was over. It seems like you’d like to sing it again”). Continue to sing the song over and over for as long as children express an interest.</p>	<p>Adults can</p> <p>Allow children to engage at their own pace and in their own way; engage children by holding their hands and gently rocking with them as movement is incorporated.</p>	<p>Adults can</p> <p>Describe the way children are moving and try out their movements; gently rock with children by holding their hands; encourage children to rock with another child (holding each other’s hands).</p>

As children begin to lose interest in the activity, tell them that you’ll sing the song one more time and then let them know what will be happening next. Alternatively, you can sing the song through the transition to the next part of the day to engage the children and make the transition more playful.