Bright from the Start: Department of Early Care and Learning



LESSON PLAN TEMPLATES





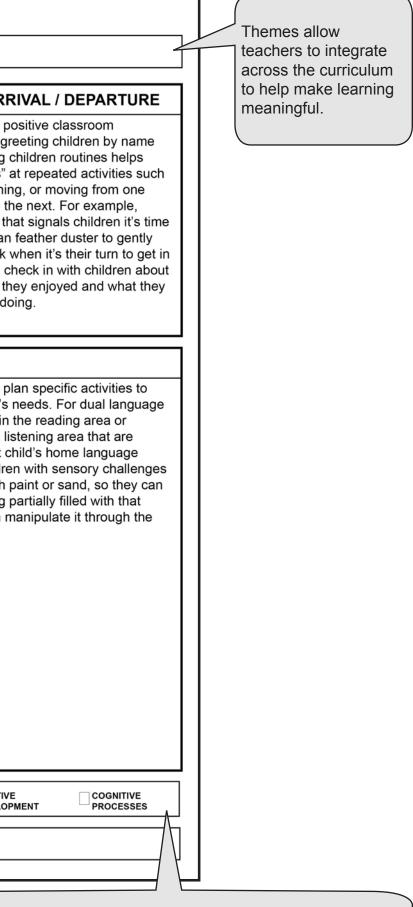
WEEK OF:	CLASS:		AGE GROUP	:	THEME:	
EXPLORATION & PLAY		MEALS & SNACKS	OUTDOC	ORS		TRANSITIONS / ARRIVAL / DEPARTURE
GELDS:						
						GELDS:
GELDS:		GELDS: STORY TIME (list boo	GELDS:			ADAPTATIONS
GELDS:						
		GELDS:				
GELDS:		MUSIC & MOVEMENT				
GELDS:		GELDS:				
				C DCR		
KEY: SG = SMALL GROUP LG =	LARGE GROUP	I = INDIVIDUALIZED	INSTRUCTION			

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AGE GROUP:

THEME:

EXPLORATION & PLAY	MEALS & SNACKS	OUTDOORS	TRANSITIONS / ARF		
This portion of the template reflects specific activities the teacher will plan across the content areas related to a theme or children's interest. Activities should be based on a teacher's knowledge or assessment of a child's developmental level. Young children learn best through hands-on experiences. Choose and offer a variety of materials for children to use throughout the day. <u>GELDS:</u> For example, if your theme is "Things That Go," you might plan a physical science activity for one year olds that helps them explore motion. In the space provided you would write <i>Add wheeled trucks, cars, and small wagon to play area.</i>	Mealtimes provide great opportunities for conversation with individual children. Choose a few key concepts for discussion and write them in this box. -describing food textures such as creamy or crunchy (SC) -introducing new vocabulary (spoon, orange, cauliflower) (CLL) -comparing lengths of carrot sticks or celery, counting raisins or crackers (MA)	Children should play outside daily. This is the best time for freely practicing large motor skills such as running, jumping, climbing and throwing. Free play outside encourages children to expend pent-up energy. Provide a few age-appropriate planned activities as a choice for children, such as sidewalk chalk, a bucket of water and paintbrushes, toy trucks, and clipboards with paper and crayons.	Help set the tone for a p community by warmly gr as they enter. Teaching of them become "experts" a as lining up, handwashir part of the schedule to th choose a song to play th to clean up. Use a clean touch each child's back line. During departure, c which parts of the day th remember learning or do GELDS: SED3.3d		
	GELDS: SC1.2a, CLL4.2d, MA3.2b	GELDS: PDM5.3b, CLL9.2c	ADAPTATIONS		
GELDS: SC4.1a Or you might plan an activity to encourage creativity and the exploration of	0120, 0120, 012120, 110 10.25		Teachers may need to p		
new situations. Look at this one for two-year-olds:	STORY TIME (list book titles)	STORY TIME (list book titles)			
Set up chairs in rows in dramatic play to create a pretend bus or airplane.	Reading aloud is the single most impo- literacy. It exposes children to story a might not encounter in a day-to-day s related to your theme or children's int	 learners, place books in recorded stories in the li written/narrated in that o (CLL5.2b). Some children 			
GELDS: CLL4.2d	same stories over and over. Repetitio	on is helpful to build reading skills - children also	may not prefer to touch be given a zip-seal bag		
You could plan an activity for three-year-olds to encourage cooperation.		heck out books at your local library for no-cost, example, "If You Give a Mouse a Cookie"	substance so they can r		
Children paint large box to make a car; teacher adds wheels cut from poster board. (SG)	GELDS: CLL5.3b	bag (PDM4.2a).			
	MUSIC & MOVEMENT				
GELDS: APL3.3c	Engage children in gross motor move				
Not everything has to relate to your theme. For example, to help develop awareness of cause and effect in a two-year old classroom you could write:	props. Singing, clapping, chanting, ma children develop and use creativity, co				
awareness of cause and effect in a two-year old classroom you could write.	own enthusiasm and excitement as y	ou participate. Use a variety of age-appropriate			
Use small tubs of water and cups for pouring. (SG)	recorded music, as well as teacher-le on the Bus," "Itsy Bitsy Spider," and "	ed songs and chants. Favorites include "Wheels The Freeze."			
GELDS: CP1.2a	GELDS:CDCR1.2a				
DID I PLAN FOR? PHYSICAL DEVELOPMENT SKILLS SOCIAL EMOTIONAL DEVELOPMENT	APPROACHES TO PLAY	ICATION, LANGUAGE MATH SOCIAL			
KEY: SG = SMALL GROUP LG = LARGE GROUP	I = INDIVIDUALIZED INSTRUC				
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ne to allow for more individualization. Materials children include not interactions are easier to manage with a few	icates an activity for most or all of to participate. These activities usu nusic and movement and read alc uld be age-appropriate in duration	activity based on a specific child's needs.			



S indicators = Each activity should be coded with a S indicator (ex. CLL2.3c). Use this checklist to make sure we planned activities across the different content areas.