

Bright from the Start: Department of Early Care and Learning



LESSON PLAN TEMPLATES

WEEK OF:

CLASS:

AGE GROUP:

THEME:

<div>EXPLORATION & PLAY</div> <div>GELDS:</div> <div>GELDS:</div> <div>GELDS:</div> <div>GELDS:</div> <div>GELDS:</div>	<div>MEALS & SNACKS</div> <div>GELDS:</div>	<div>OUTDOORS</div> <div>GELDS:</div>	<div>TRANSITIONS / ARRIVAL / DEPARTURE</div> <div>GELDS:</div>
	<div>STORY TIME (list book titles)</div> <div>GELDS:</div>		<div>ADAPTATIONS</div>
	<div>MUSIC & MOVEMENT</div> <div>GELDS:</div>		

DID I PLAN FOR...?

☐PDM

☐SED

☐APL

☐CLL

☐MA

☐SS

☐SC

☐CR

☐CP

KEY:

SG = SMALL GROUP

LG = LARGE GROUP

I = INDIVIDUALIZED INSTRUCTION

WEEK OF:

CLASS:

AGE GROUP:

THEME:

EXPLORATION & PLAY

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.

GELDS:

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...

Add wheeled trucks, cars, and small wagon to play area.

GELDS: SC4.1a

Or you might plan an activity to encourage creativity and the exploration of new situations. Look at this one for two-year-olds:

Set up chairs in rows in dramatic play to create a pretend bus or airplane.

GELDS: CLL4.2d

You could plan an activity for three-year-olds to encourage cooperation.

Children paint large box to make a car; teacher adds wheels cut from poster board. (SG)

GELDS: APL3.3c

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:

Use small tubs of water and cups for pouring. (SG)

GELDS: CP1.2a

MEALS & SNACKS

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)

GELDS: SC1.2a, CLL4.2d, MA3.2b

OUTDOORS

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.

GELDS: PDM5.3b, CLL9.2c

TRANSITIONS / ARRIVAL / DEPARTURE

Help set the tone for a positive classroom community by warmly greeting children by name as they enter. Teaching children routines helps them become “experts” at repeated activities such as lining up, handwashing, or moving from one part of the schedule to the next. For example, choose a song to play that signals children it’s time to clean up. Use a clean feather duster to gently touch each child’s back when it’s their turn to get in line. During departure, check in with children about which parts of the day they enjoyed and what they remember learning or doing.

GELDS: SED3.3d

ADAPTATIONS

Teachers may need to plan specific activities to meet a particular child’s needs. For dual language learners, place books in the reading area or recorded stories in the listening area that are written/narrated in that child’s home language (CLL5.2b). Some children with sensory challenges may not prefer to touch paint or sand, so they can be given a zip-seal bag partially filled with that substance so they can manipulate it through the bag (PDM4.2a).

DID I PLAN FOR...?

☐ PHYSICAL DEVELOPMENT & MOTOR SKILLS

☐ SOCIAL EMOTIONAL DEVELOPMENT

☐ APPROACHES TO PLAY & LEARNING

☐ COMMUNICATION, LANGUAGE & LITERACY

☐ MATH

☐ SOCIAL STUDIES

☐ SCIENCE

☐ CREATIVE DEVELOPMENT

☐ COGNITIVE PROCESSES

KEY:

SG = SMALL GROUP

LG = LARGE GROUP

I = INDIVIDUALIZED INSTRUCTION

Themes allow teachers to integrate across the curriculum to help make learning meaningful.

SG = indicates an activity for 2-8 children at a time to allow for more individualization. Materials and interactions are easier to manage with a few children at a time.

LG = indicates an activity for most or all of the children to participate. These activities usually include music and movement and read alouds, and should be age-appropriate in duration.

I = indicates a teacher-planned activity based on a specific child’s needs.

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