

Head Start Lesson Plan

Week of:

Teacher:

Study:

Site:

	Monday	Tuesday	Wednesday	Thursday	Friday	DOJO Reminders	
Large Group	<p style="text-align: center;">Daily: Large Group include Book Discussion Cards (BDC) and Mighty Minutes (MM) Daily: Small Group I\include Intentional Teaching Cards (ITC) and Mighty Minutes MM</p>					Music & Movement and Literacy require 2 activities to be posted	
	Literacy:	<p>Large group should be no longer than 15 minutes and may include activities such as reading a story, flannel board stories/activities, singing, dancing, finger plays, group discussion, IMIL movement experience, a visitor presentation, question of the day or possibly a very brief overview of the calendar. Keep children actively involved and moving. Include Book Discussion Cards and Mighty Minutes as outlined. Always keep your DRDP measures in mind when planning these activities</p>				Monday	ReadyRosie
	Music:					Tuesday	Music & Movement
BDC:							
Small Group	Activity 1:	<p>Small group may consist of 2-8 children and is facilitated by an adult at one of the classrooms interest areas, on the floor, at the tables, or during outdoor activities (around 10 minutes). This is a good time to work in some of your individualization plans and intentional teaching of specific concepts. Always keep your DRDP measures in mind when planning these activities. This is a great time to collect reliable documentation. Teachers should plan 2 separate activities and rotate them throughout the week and include Intentional Teaching Cards and Mighty Minutes as outlined. Fridays may be used for other activities such as Hands-on Nutrition Activities, Second Step, Safety Lessons, or any other activities that arise. Small groups are not the same as free choice time.</p>				Wednesday	ReadyRosie
	Activity 2:					Thursday	Literacy
	ITC:					Friday	ReadyRosie
	MM:					Parent Engagement/Home Connection = In-Kind	
Developmental Domains		Materials/Activities (new materials added weekly to enhance learning experience) Add Measure #					
Approaches to Learning-Self Regulation:(ATL-REG)		Plan intentional activities that include attention maintenance, engagement and persistence, and curiosity and initiative. The self-regulation skills that include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials should be promoted as well.				Arrival -Greeting -Health Check -Sign/Scan In -Hand Washing	
Social and Emotional:(SED)		Plan intentional activities that promote knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play. Second Step: Document which lesson card you will be using and dictate how you plan to implement the activities on the card throughout the week. This can be done during large group, small group, transitions, and outdoor time.					
Language and Literacy Development:(LLD) *Use Juicy Words		Plan intentional activities that will engage children in developmental literacy and learning measures that use both Receptive and Expressive language techniques and strategies. Incorporate the use of juicy words into your conversations.					
Cognition, Including Math and Science:(COG)		Plan intentional opportunities for children to engage in sorting, patterning, investigations and observation about Math and Science.					
Physical Development-Health:(PD-HLTH)		Indoor activities can be extended to outdoors by providing 2 planned activities beyond what is already available to children on a daily basis. Planned gross and fine motor activities must also be provided outside. The sand box needs to be available to children every day. This is a good time to take advantage of the outdoor time and discuss the weather!				Meal Time -Wash Hands -Setting Space -Serving Self -Collect Utensils -Scrape Plate -Clean Space -Wash Hands	
History-Social Science:(HSS)		Plan activities that engage children in learning opportunities that demonstrate sense of time, sense of place, and Ecology.					
Visual and Performing Arts:(VPA)		Process Art: one activity available to children daily during free choice time. Optional for children participation. Creative Drama: (added props, flannel stories, puppets, etc.) These should enhance your story and made available to children.					
English Language Development:(ELD)		Plan intentional activities that will engage children in developmental literacy and learning measures that use both Receptive and Expressive language techniques and strategies. (Dual Language Learners)					
Sensory Activity:(planned and used daily) Please plan at least one sensory experience available to the children during their free choice time. Examples of sensory experiences: slime, kinetic sand, water, cloud dough, dirt, etc.... It can be the same activity for the entire week.							

Individualization Plans: LIST CHILDREN/GOAL (DEVELOPED FROM OBSERVATIONS; IEP'S/INTERVENTION PLANS; BRIGANCE SCORES; DRDP REPORTS) - on the back of the form for classroom use only Rev.7/21

Individualization Plans

(DEVELOPED FROM IEP'S/INTERVENTION PLANS (include individual PBIS); LOW BRIGANCE SCORES; OBSERVATIONS; TS GOLD REPORTS,)

*****Please use this space on the back to intentionally plan for individualization. This is where you should document what activities you will be doing with your children who are on IEPs, who have lower or higher Brigance scores, to gather GOLD documentation, or to focus on areas of concern, or to target/expand with higher functioning children. This area can include specific PBIS strategies and other interventions to encourage/teach appropriate social emotional behavior and development. *** Examples given below**

<p>Cognitive: -A.G. print uppercase letters in order (High Brigance 5 yrs.)</p>	<p>Behavior: -Work with B.T. on entering play groups using visual cue cards during center time</p>
<p>Speech: -H.H. & K.L. play matching game emphasize on naming pictures (low Brigance, IEP goal) -Practice final sound consonant deletion errors with Z.M. (IEP goal)</p>	<p>Physical: -Practice balance beam with small group of children focusing on S.C. (new 3 yr. old)</p>

Please Note:

- Activities can and are encouraged to be extended throughout the week or weeks to provide adequate time for repetition, child initiated extensions (STUDIES), and a project approach. It is necessary for staff to plan enough activities that will engage all children in play throughout the week.
- Each teacher should be able to explain the concepts they are focusing on and how daily activities are individualized.
- The notes/reflection portion may also include comments about any planned field trips, visitors, or special events. You may also take note if something gets postponed due to weather such as bus safety.
- All lesson plans should be turned in by Friday the week prior so that they are able to be approved before they are to be implemented.
- All approved lesson plans must be posted on the parent board and should be accessible to all classroom staff/potential subs.
- The classroom environment should include a wide variety of materials (*see Setting Up a Preschool Classroom resource*). Changes should be both planned and spontaneous and done regularly to reflect children's interests. "Regular basis" is defined as not just on work days, but when the children begin to show an interest in new things or disinterest in the center.
- If there is a center that has a lack of student interest, ask yourself "WHY?" and make changes to excite and engage children.
- Make sure there is a 1st of the year "tour" of the centers to children and that you TEACH how to engage and utilize each center. For example, in November, if you change your dramatic play kitchen to a vet clinic, staff should model how to engage with the new materials and how to interact with peers. Modeling, discussing, and practicing appropriate center behavior is CRUCIAL and will help to decrease or eliminate behaviors. This should be happening throughout the school year and as you add or change areas of the classroom.