

Bright from the Start: Department of Early Care and Learning



LESSON PLAN TEMPLATES

WEEK OF:

CLASS:

AGE GROUP:

THEME:

EXPLORATION & PLAY

GELDS:

GELDS:

GELDS:

GELDS:

GELDS:

MEALS & SNACKS

GELDS:

OUTDOORS

GELDS:

TRANSITIONS / ARRIVAL / DEPARTURE

GELDS:

ADAPTATIONS

STORY TIME (list book titles)

GELDS:

MUSIC & MOVEMENT

GELDS:

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:

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THEME:

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

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

STORY TIME (list book titles)

Reading aloud is the single most important activity that leads children to achieve literacy. It exposes children to story and print knowledge, as well as vocabulary they might not encounter in a day-to-day setting. Choose several age-appropriate books related to your theme or children's interests each week. Children enjoy hearing the same stories over and over. Repetition is helpful to build reading skills – children also respond to a variety of new books. Check out books at your local library for no-cost, high quality children's literature. For example, "If You Give a Mouse a Cookie"
GELDS: CLL5.3b

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).

MUSIC & MOVEMENT

Engage children in gross motor movement using beanbags, scarves, and other props. Singing, clapping, chanting, marching, skipping and dancing to the music help children develop and use creativity, coordination and rhythm. Be sure to show your own enthusiasm and excitement as you participate. Use a variety of age-appropriate recorded music, as well as teacher-led songs and chants. Favorites include "Wheels on the Bus," "Itsy Bitsy Spider," and "The Freeze."
GELDS: CDCR1.2a

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

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.