

LESSON PLANS

The importance of planning

IMPORTANCE OF PLANNING:



- BENEFITS TO YOU
 - Knowing what to expect reduces stress
 - Allows you to have the required materials
 - Following the day in an organized manner is easier and more fun
 - You feel confident about turning your program over to a substitute
 - Conveys professionalism to parents
 - Provides a sense of accomplishment & well-being

IMPORTANCE OF PLANNING:

- BENEFITS TO CHILDREN

- Children know what to expect
- Reduces tension thus reducing misbehavior
 - Will probably nap more restfully
- Sense of time and sequence is developed
- Children learn the skill of predicting, which helps with problem solving



IMPORTANCE OF PLANNING:



- **BENEFITS TO PARENTS**
 - Parents feel more secure when they know something about daily plans.
 - Encourages them to discuss with their child what is going on at school.
 - Helps educate parents on appropriate growth and development activities for their child.

By Janna Forsgren, Training Specialist, State of Utah Office of Licensing

1. PICK A THEME:

- Brainstorm what a preschool child would like to study?

Shapes

Colors

All about me

Occupations

Animals

5 senses

Cowboys

Harvest

Nursery Rhymes

Families

Hygiene

Other Cultures

Foods

Music

Oceans

Love/Valentines

Transportation

Bugs

Rainbows

Dinosaurs

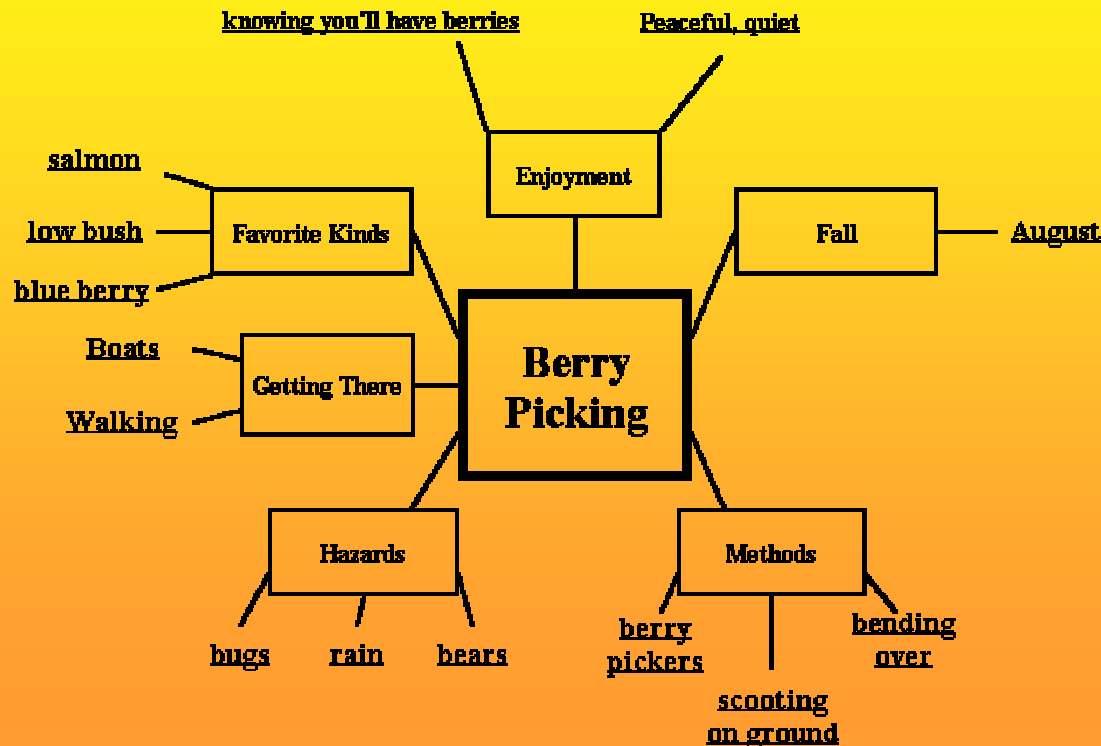
Seasons

Weather

Sports

2. MAP EVERYTHING TO LEARN ABOUT THEME

- Small groups of students can each pick a theme and map or web everything to learn about the theme.



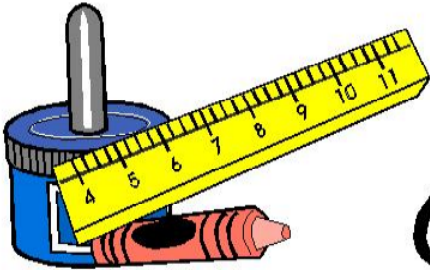
3. DEFINE IMPORTANT TOPICS TO TEACH

- Topics should be based on children's interests and needs.
- Decide on creative activities that will teach children about the topic.
 - Small group
 - Whole group
 - Learning centers
 - Field trips
 - Cooking experience

4. DECIDE ON OBJECTIVES

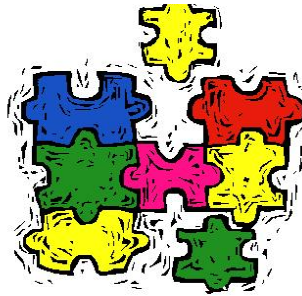
- Overall goals
- Ask, “What type of learning is to occur?”
- Should be based on observing and recording children’s needs.
- Have knowledge of developmental stages
- Help each child develop to their fullest
 - Age appropriate but challenging

5. DECIDE ON LEARNING CENTER ACTIVITIES



Art
Center

Dramatic
Play Center



Puzzle
Center

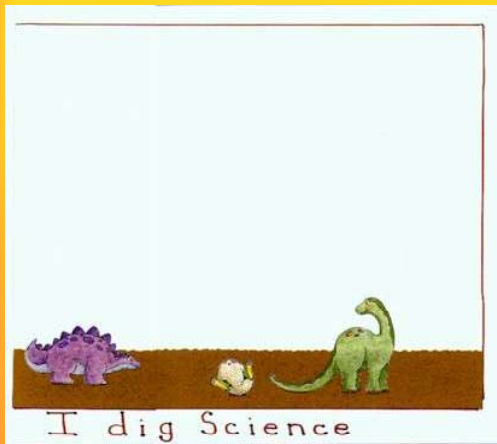
LEARNING CENTERS:



Sensory Table



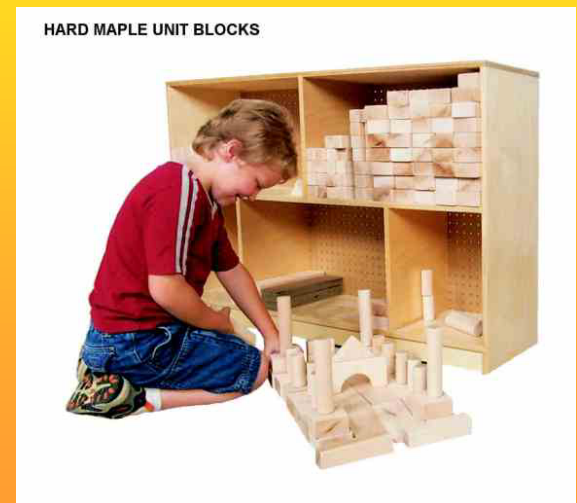
Computers



Science Center



Quiet Corner



Blocks

GROUP ACTIVITY:

- Each group needs a paper for each learning center and each student needs a colored marker.
- Pass the papers around the group several times. Each student will write something that they think would belong in that center.
- Share with the class.
- Grade student participation by number of times they wrote in their color of marker.

DAILY SCHEDULE

- Schedule needs to be flexible so children can finish projects and activities.
- Activities are designed to develop self esteem and positive feelings about learning.
- Planning as a team is best. Why?
- Teaching files can be very helpful in planning.

FREE PLAY:

- Inviting start of the preschool day.
- Daily greet each child warmly.
 - It is essential to their self esteem.
- Large motor activities of their choosing.
 - Acts on own imagination.
- Best when restrictions are few.
 - Computers, blocks, balance beam, climbing tube, basket ball hoop, dress ups, puzzles, play dough, doll house or barn.

CIRCLE TIME:



- Everyone involved at the same time.
 - Children learn to be part of a group & participate.
- Teach by encouraging, supporting and extending children's choices and actions because children learn through action and drawing their own conclusions.

CIRCLE TIME Cont'd:

- Let children help decide what is to be done during circle time.
 - Choices: Calendar, pledge, count kids, songs, introduce theme, letter of week activity, birthdays, guest speakers.



***IT IS IMPORTANCE TO
PLAN EACH DAY WITH
EACH CHILD***

what they will be
doing for work time.

PLANNING TIME with children:

- THE IMPORTANCE OF PLANNING:
 - Encourages verbal skills about choices and decisions
 - Promotes self esteem
 - Creates an environment of less self control
 - Leads to involvement and concentration on play

No planning:

- Creates aimlessness and wandering



PLANNING IS:

- A promise to do something acceptable
- An exciting opportunity to form a mental model to guide future activities.

TRUE or FALSE?

- Planning helps preschool children develop a multi step sequence of actions. T
- Children often modify their plans as they play. T
- Planning is a non-flexible process only done before work time. F
- Most young children are in the habit of planning. F

Planning Helps the Children:

1. Articulate ideas, choices and decisions.
2. Promotes children self confidence.
3. Promotes children's sense of self control.
4. Leads to involvement & concentrated play.
5. Supports development of complex play.

RESPONSES TO: “What would you like to do?”

- “I don’t know.”

Give ideas and show centers

- No answer.

See where they are looking, notice gestures

- Same every day.

Encourage variety, show what others are doing

CHILDREN CAN LEARN TO PLAN

- First plans are vague
- Then plans are routine
- Then plans become detailed

WORK TIME:

- Children carry out projects and plans at various centers.
- Adults assist, support and extend ideas.
- If one project is complete they can go to another.



CLEAN UP TIME:

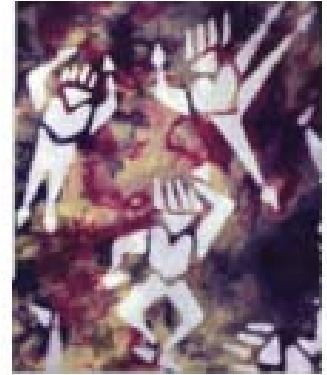
- Encourage clean up as they go.
- Give a 5 minute warning so it doesn't end abruptly.
- Define specifically how to clean up.
- Help them & work along with them.
- Have clean up games. **What are some?**
- Have them help others until everyone is done.
- Move to a central gathering place and survey the room with children.
- Motivate with a new activity as soon as cleanup is finished.
- On messy days begin cleanup with a group meeting.

RECALL TIME: (SNACK)

- Recall and show what they did to small group.
- Can see relation between plans and activities and develop awareness of their own actions.
- Helps them evaluate and learn from their own experiences.
- Recall in small groups helps them get ideas from others and hear others describe their work.

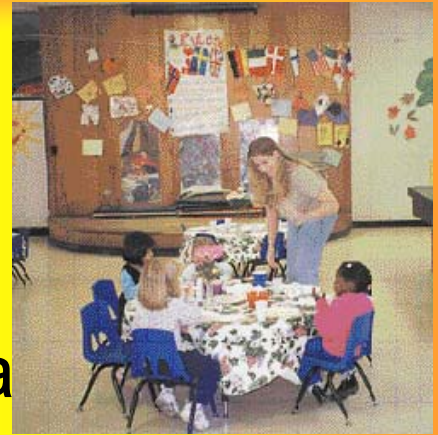
PHYSICAL TIME:

- Active time to help with wiggles:
 - Musical instruments
 - Dancing to music, with scarves, ribbons, etc.
 - Duck duck goose
 - London bridges
 - Sock snowball fight
 - Indian, Hawiian, Mexican dancing
 - Parachute



SMALL GROUP TIME:

- Chosen by teacher, teacher directed and
- Children who like to work by themselves can learn social skills.
- Divide by age group.
- Can be a good time to separate friends, siblings.
- May remain the same for 5-6 weeks or more.
- Directions: Have materials ready before hand. Describe the activity in details. Encourage children to talk to each other. At the end, have each child show what they did and discuss it.



SMALL GROUP cont'd:

- IDEAS:
 - Art
 - Create a story
 - Read stories about the theme
 - Act out stories
 - Cooking experience
 - Math, science experiences
 - Letter of the week activity

SHARING TIME:

- PURPOSE:
 - Develops oral language and self concept. Being able to get up in front of children and having teacher's total attention for a few seconds.
 - To show what they did at work time or anything of interest they brought from home, as well as experiences.



SHARING TIME GUIDELINES:

- They don't have to always have something.
Or you could help them find something of interest or think of something to tell.
- Have children guess what it is, give hints.
- Focus on feelings
 - Get excited about what they brought.
 - Be sincere and remember how important this is to child.
 - Closeness and touching.
 - Have other children ask questions, clap & cheer for each other.
 - Can share good new and bad news.

GATHERING & STORY TIME:

- Ends the day in an orderly manner.
- Have all children in coats and packed up.
- Indicate quietly that their parent has arrived.
 - Be sure to speak to parents about their child's day.



- Continue activities like songs or more stories until all children have left for the day.

TRANSITIONS:

- Help children move easily from one time period or activity to another.
- Reduces confusion and disruptive behavior between activities.
 - Plan active times next to quiet or passive times.
(Define active & passive activities)
 - Follow routines consistently. Why?
 - Clearly signal end of times. Give a 5 minute warning though.
 - Help children decide how to move from one area to the next. Ideas?

TRANSITIONS cont'd:

- Should be well planned and smooth.
- Don't wait for all to assemble.
- Keep things moving.
- More gets done because we don't waste time.
- Those not finished can hear and see what is going on and will come soon.
- "We'll start after you are all quiet, sit still and listen" could be replaced with catching children attention.
 - Capture it within 30-40 seconds or they will be lost.

TOILETING ROUTINE:

- Plan as a group before and after snack or meal time.
- Be sure to have all children wash hands before snack and meal time and after toileting.
- Make sure children understand they are free to use the bathroom at any time during the day.

EVALUATE THE DAY:

- How did things go?
- What went well and what didn't?
- How would I do things different next time?

FIELD TRIPS:

- **PURPOSE:** To learn about the community and different occupations.
- **PREPARATION:** Stories and activities about the field trip.

FIELD TRIPS cont'd:

1. Need parent permission slips
2. Need student permission slips
3. Call the facility
4. Arrange transportation
5. Time (usually takes entire class time)
6. Supervision (Assign each child to a teacher)
7. Nametags not used in public places. Only have name of school and phone number.
8. Food & drink (have extras for those who forgot)
9. Sign (Post sign on door to remind parents ahead of time and inform late parent)
10. Camera and drawing pads for children to record trip
11. First Aid Kit
12. List of questions to ask and discuss after
13. Thank you letter or treat if appropriate

GUEST SPEAKERS:

- PREPARATION:
 - Call and make all arrangements
 - Park in visitor parking
 - Age appropriate
 - Go over what they will say
 - Length of time
 - Thank you note within a week

ASSIGNMENT:

- Create a daily schedule
 - Alternate active & passive
 - Snack mid morning with time to prepare
 - Outdoor play (20 minutes)
 - Small group (10 minutes)
 - Snack time, recall (10 minutes)
 - Story time (10 minutes)
 - Free play (20 minutes)
 - Circle time (20 minutes)
 - Work time (30 minutes)
 - Planning time (5 minutes)
 - Sharing time (10 minutes)
 - Song time (10 minutes)

TOTAL TIME: 150 MINUTES
(2 ½ HOURS)
9:30 – 12:00 AM

