Lesson Plans for the First 30 Days

Beth Marshall
with Shannon Lockhart
and Moya Fewson
High/Scope Step by Step: Lesson Plans for the First 30 Days

3-Day Preview

In the following pages, we will introduce you to High/Scope Step by Step: Lesson Plans for the First 30 Days. This appealing guide available from High/Scope puts 30 days of ready-to-use active learning lesson plans right at your fingertips! This preview includes an outline of the book and a sampling of actual lesson plans. This first look will give you a taste of what the book has to offer by showing you the format and style of the plans.

The plans included in this book are designed to be used sequentially, as they reflect increasing complexity across the six weeks. Each lesson plan includes activities for greeting time, plan-do-review, and small- and large-group times. Suggestions for observing children and developing follow-up ideas are also provided. Most of the plans offer additional ideas for outside time, meal conversations, and/or parental involvement. Also included throughout the book are tips, adult-child interaction strategies, and guidelines for using the included music CD during large-group times, cleanup times, and other parts of the daily routine. Finally, the book also provides reproducible planning forms to assist teachers in developing their own successful lesson plan ideas based on the High/Scope active participatory learning model.

Teachers who are new to High/Scope will find that this book gets them up and running with six weeks of user-friendly plans that build on children's developing skills. Teachers experienced with High/Scope will find the book a ready source of new ideas for individual activities and/or daily plans to fit the needs of their group of children at a particular point in time.

High/Scope Step by Step: Lesson Plans for the First 30 Days is ideal for

- New teachers who want to get started with a High/Scope classroom
- Experienced High/Scope teachers looking for new lesson plan ideas
- Administrators, mentors, and teacher-trainers looking for ways to provide professional development and to get teachers up and running quickly with High/Scope
- Teachers working alone with little time to plan and few professional development opportunities
Table of Contents

Introduction: An Overview of the High/Scope Curriculum

The High/Scope Preschool “Wheel of Learning”
  Active Participatory Learning
  Adult-Child Interaction
  The Daily Routine
  The Learning Environment
  Assessment

Teamwork
  Team Planning

Family Involvement

How to Use This Book
  Weekly Overviews
  The Lesson Plans

Getting Started: Things to Do Before Week 1
  Room Arrangement
  Daily Routine
  Letter Links

Chapter 1: The First Week

Chapter 2: The Second Week

Chapter 3: The Third Week

Chapter 4: The Fourth Week

Chapter 5: The Fifth Week

Chapter 6: The Sixth Week

Chapter 7: Sample Growing Readers Activities

Appendix A: Reproducible Planning Sheets

Appendix B: Music CD Selections for Lesson Activities
DAY 1

Curriculum Content Assessed by the COR*

<table>
<thead>
<tr>
<th>A. Making choices and plans</th>
<th>H. Understanding and expressing feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Taking care of personal needs (happens throughout the day)</td>
<td>I. Making and building models</td>
</tr>
<tr>
<td>E. Relating to adults</td>
<td>J. Drawing and painting pictures</td>
</tr>
<tr>
<td>F. Relating to other children</td>
<td>K. Pretending</td>
</tr>
<tr>
<td>L. Moving in various ways</td>
<td>U. Demonstrating knowledge about books</td>
</tr>
<tr>
<td>V. Using letter names and sounds</td>
<td>★ Talking with others about personally meaningful experiences</td>
</tr>
</tbody>
</table>

*See the items listed under individual activities.

Greeting Time

**Adult 1:** As children come in to the classroom, ask each child to choose a letter link symbol from several choices that you have put out on the table for them to see. Join Adult 2 when all children have chosen their symbol.

**Adult 2:** Have about 10 books spread out on the floor. Read books with children who are not choosing their letter link symbol. (Note: This should last no more than 15 minutes.)

**Message Board**

Use a clothespin or clip with the daily routine chart, which is taped to the message board. Show the children the daily routine chart. Place the clip on “Greeting Time” and explain the purpose of the chart.

Draw an image of two tables. Say something like the following: “In our classroom we have two groups. One group will meet at the _____ table with [Teacher 1’s name] and the other group will meet at the _____ table with [Teacher 2’s name].” Teacher 1 stands up and says the names of the children in his/her group and goes with the children to that group’s table. Teacher 2 stands up and says the names of the children in his/her group and goes with the children to that group’s table.

Planning Time

**Group 1: A**

**Group 2: A**

**Group 2: Snake**

Ask everyone to hold on to a long jump rope or piece of yarn as the group pretends to be a snake. As the snake goes from area to area, you can talk to children about the materials and name of the area. If a child plans to work in that area, he or she “gets off” the train. Then the train goes on to the next area.

Move the clip or marker on the daily routine chart to the next part of the routine and tell children it’s planning time.

**Group 1: Train**

Ask everyone to hold hands as the group pretends to be a train. As the train moves around to each area, you can talk to children about the materials and name of the area. If a child plans to work in that area, he or she “gets off” the train. Then the train goes on to the next area.

Work Time

**Both adults: Look for children in need of comfort and contact** and offer them gentle reassurance (a hand to hold, a lap to sit in, or just your calm presence nearby). **Offer simple acknowledgments** such as a smile, a nod, or a comment such as “I see, you’ve got the doll.” **Acknowledge children’s feelings** by simply stating them nonjudgementally. (“You’re feeling sad. You miss your Dad.” “You’re excited, you see lots of toys to play with.”)
Did You Know...?

It’s not enough to simply read books with children — how we read them can help children connect with the stories, which is an important part of literacy comprehension.

**Select and study storybooks.** Children need to look at and read all kinds of books, but to develop story comprehension, they depend on you to do the following:

- Provide stories with plots — that is, stories that have a beginning, middle, and end and in which characters confront and solve a particular problem.
- Choose books with characters, events, or ideas that children can connect in some way to their own experience.

**Converse during story reading.** Children’s talk about stories, once regarded as disruptive, is both a desirable and necessary form of story engagement. Do the following to promote sharing:

- Read one-to-one or in small groups to increase opportunities for adult-child dialogue.
- Use comments and open-ended questions to elicit child talk about a story as you read and look at pictures with children.
- Take a leisurely approach to story reading. Give children time to think and put their ideas into words. The less rushed children feel, the more likely they are to make their own contributions.

Create opportunities for thinking about the story. What you talk about with children during story reading determines what kind of thinking they will engage in. To help children form a coherent idea of stories and how they work, read the same book together with children many times. This shouldn’t be a problem because children typically want to read favorite stories over and over again. What you can do, however, is to use a slightly different conversational focus each time, depending on where children are in their understanding of the story. These strategies can help you vary your readings and prompt thought-provoking conversations from one reading to the next:

- Encourage children to look at pictures and comment on story characters, objects and/or actions. (“I wonder what you see on this page?” or “What do you see the fox doing in this picture?”)
- As children look at the pictures (which should be a critical part of the story), you might say something like, “I wonder what’s going on here” or “What’s happening now?”

— Adapted from “Interactive Reading: How ‘Story Talk’ Builds Comprehension,” by Mary Hohmann, in *Let’s Talk Literacy*, pp. 36–38.

**Cleanup Time**

Give a verbal warning 10 minutes and then 5 minutes before the end of work time. Move the marker to the next part of the routine and signal that cleanup is starting by shaking some jingle bells or playing some instrumental music. Work with the children in cleaning up and helping them through this transition. For example, you might say, “I’ll help you put these toys away — they’ll be right here if you’d like to play with them tomorrow.”

**Recall Time**

Move the clip or marker on the daily routine chart to the next part of the routine and tell children it’s recall time.

**Group 1: Train**

Ask everyone to hold hands as the group pretends to be a train. As the train moves around to each area, talk to children about what they may have done in that area. If children seem to want to play with the materials in that area, remind them that this is recall time and that they might want to make a plan to play with those things tomorrow at work time. Then the train goes on to the next area.

**Group 2: Snake**

Ask everyone to hold on to a long jump rope or piece of yarn as the group pretends to be a snake. As the snake moves from area to area, talk with the children about what they did in each area. If children seem to want to play with the materials in that area, remind them that this is recall time and that they might want to make a plan to play with those things tomorrow at work time. The snake then slithers to the next area.
**Small-Group Time**

Move the clip or marker on the daily routine chart to the next part of the routine and tell children it’s small-group time.

**Group 1: Exploring the Art Area**
Gather in your usual meeting place. Put a few crayons, scissors, and pieces of paper on the table. Ask the children where they think they might find these materials in the classroom. (Children might point or say “over there,” indicating the art area.) Affirm that these materials all belong in the art area, and say something like “Today we’re going to jump like bunnies over to the art area for our small-group time.” Once there, reassure children that they can use any of the materials they find there. During this time, watch what children do with the materials and imitate their actions. After 10 minutes, give a 3-minute warning. After 3 minutes, help the children clean up the materials, reminding children that they might want to make a plan to use these things at work time.

**Group 2: Exploring the Toy Area**
Gather in your usual meeting place. Put a few Legos, animal figures, and pegs on the table. Ask the children where they think they might find these materials in the classroom. (Children might point or say “over there,” indicating the toy area.) Affirm that these materials all belong in the toy area, and say something like “Today we’re going to fly like birds over to the toy area for our small-group time.” Once there, reassure children that they can use any of the materials they find there. During this time, watch what children do with the materials and imitate their actions. After 10 minutes, give a 3-minute warning. After 3 minutes, help the children clean up the materials, reminding children that they might want to make a plan to use these things at work time.

**Large-Group Time**

Move the clip or marker on the daily routine chart to the next part of the routine and tell children it’s large-group time.

**Singing and Moving Together**

**Step 1:** Begin singing as soon as some children arrive at large-group time. To the tune of “Rock Around the Clock,” sing the following words:

*We’re going to shake, shake, shake, shake, shake, shake, shake, shake until we STOP (everyone freezes).*

*We’re going to shake, shake, shake until we STOP (everyone freezes).*

**Step 2:** Continue singing, using ideas from children on how to move together.

**Step 3:** Ask children to choose one final way to move and then sing and move in that way as they proceed to the next part of your daily routine.

**Other Ideas**

**Outside Time**
Explore the outdoor space with the children. While watching for safety, also be sure to play with children and talk to them about what they are doing.

**Meal Conversations**
As you eat with the children, converse about who is in their family. You might start with a photograph, a statement about your own family, or ask an open-ended question. (“I’m curious about who lives with you.”) Add contributions from your own experiences. For example, when asked about her family, if a child responds by mentioning her brother Jeremiah, you might say, “I have a brother, too.” This will help you get to know the children.

**Home-School Connections**
Give each child a copy of the daily routine book you photocopied for children to take home (See “Getting Started: Things to do Before Week 1” on p. 19). Encourage the children to share it with their family. Send a short note home to parents in which the teachers introduce themselves.
**Observations**

Record what you saw individual children say and do today. You can use the reproducible sheet on page 176 to make your notes.

**Follow-Up Ideas**

- Prepare letter link symbols so each child can take a copy of his or hers home tomorrow.
- Write down your own follow-up ideas, using the reproducible sheet on page 177.
D A Y 1 2

Curriculum Content Assessed by the COR*

A. Making choices and plans
C. Initiating play
E. Relating to adults
F. Relating to other children
I. Making and building models
J. Drawing and painting pictures
K. Pretending
O. Moving to music
Q. Listening to and understanding speech
R. Using vocabulary
S. Using complex patterns of speech
U. Demonstrating knowledge about books
X. Writing
Z. Identifying patterns
AA. Comparing properties
EE. Identifying materials and properties ★
Talking with others about personally meaningful experiences
D. Describing objects, events, and relations

*See the items listed under individual activities.

Greeting Time

Adult 2: Greet children at the door. When everyone has arrived, join the children and Adult 1 reading books.

Adult 1: Have about 10 books spread out on the floor. Read books with children. (Note: This should last no more than 15 minutes.) Sing a simple transitional song.

Message Board

Group 1: A
Group 2: A

Planning Time

Group 1: Puzzle
Ahead of time, choose a wooden knob puzzle that you’ve seen children enjoy playing with. Place a different child’s name and letter link symbol on a sticky note on the board under each puzzle piece. At planning time, ask a child to remove a piece. The child whose name is revealed can tell you her plan. That child can then remove the next piece before leaving to get started on her plan. Repeat until all children have planned.

Group 2: Planning Glasses

Materials: A pair of sunglasses or an old eyeglass frame with lenses removed
Tell the children that there are special planning glasses to wear for planning time today. Give each child a turn looking through the glasses to see something he or she would like to work with. When one child has finished sharing, he or she can leave the group and get started. Repeat this process until all the children have shared their plans.

Work Time

While playing as a partner, remember to refer one child to another for help or support. This enables children to use their abilities for the bene-

fit of others, recognize each other’s strengths, regard each other as valuable resources, and play cooperatively.

Cleanup Time

After giving the usual 10- and 5-minute warning signals, ask children if they remember how they cleaned up yesterday and remind them that they will have a ‘sneaky clean-up’ again today. Ask children to tiptoe and quietly put away their toys. You should also participate in both cleaning up and being sneaky.
Recall Time

Group 1: Describing and Guessing What You Worked With
Children take turns using a scarf or canvas bag for this recall activity. While everyone else closes their eyes, the first child to have the scarf or bag can go get something he used at work time and hide it in the scarf or bag. The child can give clues about what he did, and when the group guesses it, the child can show his item. Then the next child can take a turn.

Group 2: Rolling a Ball
After gathering at your table, ask children to walk with you to the floor. Sit down, forming a circle. Roll the ball to a child. That child can tell what she did and then roll the ball to the next child. Continue until all children who want to recall have had a chance to share.

Did You Know...?
Preschool children are developing mathematical thinking through exploration of materials and their characteristics. Ordering objects — putting things in order according to some graduated attribute — is part of this mathematical thinking. We see children line up the animal figures smallest to largest; the toy cars, bumpiest tires to smoothest tires; and the crayons, lightest to darkest. Children also identify and create patterns, such as red-blue-red-blue on the peg board or big-little-big-little stickers on their artwork. The small-group times on Days 12 and 14 lend themselves to children’s mathematical thinking. As the teacher, you can support children’s math learning by using the math language suggested in each of the plans. Look for children’s spontaneous math play during work time and offer your math support then, too.
Group 1: Shades of Paint

**Materials:**
For each child, provide
- Three containers of paint: (1) a primary color (for example, each child has red, or each child has blue, or each child has yellow), (2) white, and (3) black
- Paper and paintbrushes
- Paint stirrers, spoons, and eye droppers

**Beginning:** Show the children the paint and name the color and the white and black. Ask the children what they think will happen when white (or black) is added to the color. Then pour white or black into the primary color, stir, and encourage the children to describe what they see. Tell the children they are going to explore what happens when they add white or black to a color of paint. Use words such as lighter and darker. Give each child his or her set of painting materials. Encourage the children to experiment on their own, pouring the paint directly from one container into another or mixing paints by using the spoons and droppers. Tell children they can look at what happens to the paint in the containers and/or they can apply the new color to the paper.

**Middle:** Observe and comment along with the children about the changes they see. Focus on how the primary color gets progressively lighter the more white the children add, and how the color gets darker when the children add more black. Encourage children to look at one another’s mixed-paint colors and make comparisons. Use vocabulary words such as light-lighter-lightest and dark-darker-darkest, paler, shade, hue, tint, and so forth. Encourage children to look around the room or at their clothing for shades of the primary colors they are transforming and to compare degrees of lightness and darkness.

**End:** Together with the children, clean up the paints and mixing tools. If children want to keep their papers, label them with the children’s names and hang them up to dry. Pick out shades of colors in the children’s clothes and shoes to determine the order in which they will proceed to the next activity. For example, you might say, “Anyone wearing dark blue can get washed up now. Next, anyone wearing medium blue (light blue, and so forth).”

Group 2: Frogs on Lily Pads

**Materials:**
For each child, provide
- Two-inch squares of paper in a variety of colors
- An individual felt board or small carpet piece
- Small plastic frogs or other animal figures

**TIP:** Small baskets, paper lunchbags, large yogurt containers, and shoeboxes make great containers for individual sets of small-group-time materials.

**Beginning:** Start by telling the children a story about a frog who crossed a pond by jumping on colored lily pads (use a felt board lying flat on the table for the pond and paper squares for the lily pads). Use a small plastic frog and two colors of paper squares. Arrange the squares by alternating colors in a line across the felt board; for example, red-yellow-red-yellow. As you make the frog “jump,” say the color of the square it lands on. Ask the children if they notice anything about the way the “lily pads” are arranged. Modify the story as needed to incorporate animal figures available to you or animals of special interest to the children.

**Middle:** Give each child a container of colored paper squares, a felt board, and a frog. Ask the children to tell their own story about a frog and lily pads. Watch to see how children arrange the paper on their felt boards. Expect that children may place squares randomly on the board, sort the paper by color, line up the squares in random fashion, or arrange the squares in a specific pattern. **Comment on what you observe children doing.** (“You put all the red lily pads together.” “Your frog jumps on yellow, then green, then yellow, then green. What color are you going to put next?”)

**End:** Watch to see whether children make patterns or sort their squares by color. Before cleaning up the materials, ask if children would like to show the ways they arranged the lily pads on their ponds. Listen as children describe their patterns. As you observe, make notes on what children do and say. Ask children to put their paper pieces back in their containers, stack their felt boards in the middle of the table, and put their frogs all in one basket.
Large-Group Time

Fast and Slow Movements

Materials: Recorded music with fast and slow tempos

Step 1: Start with your easy-to-join activity: Sing the “We’re gonna shake, shake, shake” song until all the children have joined; then, end by having everyone sit on the floor. Tell children that today everyone is going to be moving to some music but that the music sounds different from what they’ve heard in class before.

Step 2: Play the slow part of the music and ask the children to move their hands according to how the music sounds. Use words related to time and speed such as slow, poky, not fast, and so forth, as you comment on, acknowledge, and imitate children’s actions and extend children’s language while they are moving their hands. Repeat for the fast-tempo music.

Step 3: Play the music with the fast and slow tempos and move together with the children, alerting them to the change in the tempo, if necessary. You might say things like, “Uh oh, it’s changing” or “Listen — is it different now?”

Step 4: After the music has ended, ask the children to choose to move their bodies fast or slow as they move to the next part of the daily routine.

Other Ideas

Outside Time

As you play and interact with the children outside, look for natural opportunities to make connections between objects and materials and properties. For example, you might notice a stick outside and make a connection to the wood of the stick and the wood blocks indoors. Or you might notice the rubber on the trike and make a connection to the rubber balls.

Meal Conversations

Talk with children about things they can find outside but not inside (for example, swings, rain, trees, cars, birds, and so forth). Children might expand the conversation by sharing what they like to do with these things outside, and this is fine! Support children’s thoughts by repeating and restating what they share and by acknowledging their contributions. (“Your mom has the blue van, but your dad’s car is black.” “You were disappointed because it rained and you couldn’t go out on the swings.”)

Home-School Connections

Share the following idea with the children’s family members:

Play some of your favorite music for your child. You can dance and move with your child, enjoying the time together!

Observations

Record what you saw individual children say and do today. You can use the reproducible sheet on page 176 to make your notes.

Follow-Up Ideas

Write down your own follow-up ideas, using the reproducible sheet on page 177.
DAY 30

Curriculum Content Assessed by the COR

Add your own possible COR items based on your ideas about today’s lesson plans.

**Greeting Time**

**Adult 2:** Greet children at the door. When everyone has arrived, join the children and Adult 1 reading books.

**Adult 1:** Have about 10 books spread out on the floor. Read books with children. (Note: This should last no more than 15 minutes.) Sing a simple transitional song.

**Planning Time**

**Group 1: Planning Stories**

**Materials:**
For each child, provide
- A stapled blank book (see below)
- Crayons

Additionally, you will need the small area cards. Ahead of time, for each child, prepare a simple stapled book with the child’s name and letter link symbol on the cover. At planning time, pass out the books to the children. Give them crayons and tell them that, inside the book, they can write or draw their planning story about what they want to do today. It’s helpful to have the small area cards on the table in case children wish to include writing in their plans by copying individual letters or the area names. As children finish with their stories, they can tell you about what they wrote or drew. Some children may want you to take dictation of what they say. After all these children have planned, set aside these books because you will use them again for recall time today.

**Message Board**

Create your own message.
Draw two simple images of the school with a red circle and diagonal slash over them — the universal “no” symbol. Write 2 no school days and help the children interpret the drawings. Remind them that they will stay home for two days and then come back to school.

**Groups 1 & 2: Your curriculum content ideas:**

**Group 2: Building Toy**

**Materials:**
- Building toy with many pieces
- Area cards

Choose a building toy that the children in your classroom enjoy working with (for example, Legos, Bristle Blocks, small wooden blocks). Lay the area cards out on the table and place a larger sized building toy base or piece by each. Give each child a building toy piece. As children tell you their plans, they can add their piece to the base next to the area card identifying the area in which they would like to work. As more children make their plans, you can involve the other children by commenting on the size of the growing structures. (“The art area building is really getting large, and the house area building is tiny.”)
Day 30

<table>
<thead>
<tr>
<th>Work Time</th>
<th>Your curriculum content ideas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>With your teaching team, ahead of time, look at your observations of children and choose a content area as assessed by the COR that you don’t have any observation on. Together, brainstorm language you could use to support this content area with the children. During work time, look for opportunities to make comments using these words when interacting with children. For example, you could use position and direction words (COR Item CC. Identifying position and direction) when children are building with blocks, using scoops and buckets at the water table, creating a collage in the art area, or even making pretend meals in the house area.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cleanup Time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the cleanup strategies that you’ve tried so far and choose one to repeat today. After giving the usual 10- and 5-minute warning signals, say to the children something like “Today we will clean up by ___________________.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recall Time</th>
<th>Groups 1 &amp; 2: Your curriculum content ideas:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1: Recall Stories</strong>&lt;br&gt;Using the same books that you used at planning time, give children crayons and invite them to write or draw recall stories. It’s helpful to have the small area cards on the table in case children wish to include writing by copying individual letters and the area names in their recall stories. As children finish with their stories, they can tell you about what they wrote or drew. Some children may want you to take dictation of what they say. Children can take these books home and “read” them to their families.</td>
<td><strong>Group 2: Map</strong>&lt;br&gt;&lt;br&gt;<strong>Materials:</strong>&lt;br&gt;- Classroom map&lt;br&gt;- Toy cars&lt;br&gt;&lt;br&gt;For this activity, you will use the simple map of the classroom consisting primarily of the area signs and names that you used for planning time in Days 23 and 25. Give each child a small toy car and, one at a time, ask the children to drive their car to the area on the map showing where they worked. Extend their recall by asking them about the details of what they did. Include other children in the discussion by asking whether they saw the recalling child working there.</td>
</tr>
</tbody>
</table>
Small-Group Time

Group 1: Combining Materials: Small Building Toys and Figures
You may find it helpful to use your observations of the children in your small group in choosing a set of small building toys for this activity. Choose a building toy you have seen children using, such as Legos, Duplos, Bristle Blocks, or Lincoln Logs. Also select figures that children have shown an interest in (such as small people, dinosaurs, or farm animals) for children to combine with the building toys.

Materials:
For each child, provide a small container of building toys as well as several figures to be added later during the activity.

Beginning: Ask children to close their eyes and listen as you snap or connect a few pieces of the building toys together. Ask if they can guess what it is. Give the children their baskets of materials and tell them they can play with their builders. Also have a basket for yourself. Watch what children do with the builders and imitate their actions.

Middle: Move around the table from child to child, making specific comments on what you see children doing. ("You’ve stacked all your pieces into a tower." "You’re using the red brick over here and the yellow bricks on this side.") Avoid asking children what they made (perhaps they are exploring and don’t have anything particular in mind — this is okay.) Instead you might say, "Tell me about what you are doing." Halfway through this small-group time, add the animals to the middle of the table, saying something like "Some of you might want to use these with your builders." Some children may, others may not. This is okay.

End: Give children a three-minute warning. After three minutes, ask them to take apart their structures, sorting the builders and the figures back into their containers. Ask the children to move like their favorite figure to the next activity.

Group 2: Unexplored Material
Use your observations of children in your small group to choose a material from your classroom that children haven’t been playing with. You can use small-group times as a way to reintroduce the material to children. If, several days after this small-group time you still notice that children are not using the material, you may choose to remove it from the classroom and add a new material in its place.

Materials:
For each child, provide a set of the unexplored material you have chosen.

Beginning: Tell children that yesterday, after they went home, you were straightening up the classroom when you found this (the material you have chosen) on the shelf in the _____ area. Explain to the children that you thought they might like to see what they could do with the material for today’s small-group time.

Middle: Give children time to explore the material; also use it yourself. Move from child to child and make comments about what you see children doing with the material. Refer to similarities and differences in how children are playing. ("Ella and BJ are both stacking, but Naveh has made a long pattern.") Try out the different ways that children are using the material, following their leads.

End: Ask the children to help you put the material back in its container. Ask them to come with you as you put it back on the shelf in the _____ area (so they’ll know where the material is in case they want to use it in the future). Ask children to move “very wiggly” to the next part of the daily routine.
Day 30

**Large-Group Time**

**Beanbag Toss**

**Materials:**
For each child and adult, provide
- A beanbag or sponge
- A receptacle, such as small bucket or bin, shoebox, large yogurt container, or the like

**Step 1:** Sing the “We’re gonna shake, shake, shake” song until all children have joined; then sing one more verse and end by having everyone sit down on the floor. Give each child a beanbag and a bucket (or other receptacle) and encourage the children to toss their beanbag into their bucket.

**Step 2:** As children work with the beanbags, partner with individual children as they work at their own levels. Some children may need more encouragement, and some children may benefit from suggestions for more challenging ways of tossing:
- “When I can’t get it in, I move my bucket closer. That’s a way to solve this problem.”
- “Evan, you seem to be able to get your beanbag inside this bucket many times. Have you tried to aim for it if the bucket is farther away?”

**Step 3:** Bring the activity to a natural close, encouraging children to try one more toss. Then, begin to collect the buckets. Place a large container for the beanbags in the center of the area and encourage children to put the beanbags away by tossing them into the large container. Then ask children to hop to the next part of the daily routine.

**Other Ideas**

**Meal Conversations**

During the meal, talk with the children about the kinds of food they are eating and what foods they like to eat. Be nonjudgmental in your responses, adding your own comments to extend children’s thinking. (“Some people do like candy. I also love apples — they are very crunchy.”)

**Home-School Connections**

Share this idea with the children’s family members:
*Recall with your child about what you do during the day. You might start this recall session by saying “I’d like to recall my day with you.” If you have a job outside the home, you might tell your child what your job is like and what specific tasks you do. If you work inside the home, you can talk about all the different things you do during the day."

**Observations**

Record what you saw individual children say and do today. You can use the reproducible sheet on page 176 to make your notes.

**Follow-Up Ideas**

Write down your own follow-up ideas, using the reproducible sheet on page 177.
Building on What You’ve Learned: Week 6 Summary

This past week you did the following in your classroom:
- Recorded six observations about children each day (each adult did this)
- Identified the curriculum content illustrated in each of your observations of children
- Used your observations of the children in your classroom to develop specific plans for them
- Identified the possible curriculum content in the activities you planned

The children were particularly supported in the following areas:
- Building on their relationships with classroom adults and other children
- Expressing their plans, choices, and intentions
- Participating in activities that supported their development in the broad curriculum content areas of
  - Initiative
  - Social relations
  - Creative representation
  - Movement and music
  - Language and literacy
  - Mathematics and science

You developed your own adult-child interaction skills by using these High/Scope interaction strategies (new strategies for this week appear in bolder type):
- Offering children comfort and contact
  - Looking for children in need of comfort and contact
  - Offering reassuring physical contact
  - Offering simple acknowledgments
  - Acknowledging children's feelings
- Participating in children's play
  - Joining play on children's level
  - Playing in parallel with children
  - Using comments and observations about what you saw children doing as openings to enter play
- Looking for natural openings to begin to play with children
  - Considering the types of play you observed (exploratory, pretend, constructive, or games) before engaging with children
- Playing as a partner, letting children retain control
- Referring one player to another
- Suggesting new ideas within ongoing play situations
  - Offering suggestions within the play theme
- Conversing with children
  - Looking for natural opportunities for conversation
  - Responding to children's conversational leads
  - Conversing as a partner with children
  - Passing conversational control back to children at every opportunity:
    - Sticking to the topics children raise
    - Making comments that allow the conversation to continue without pressuring children for a response
    - Waiting for children to respond before taking another turn
    - Keeping comments fairly brief
- Asking questions responsively:
  - Asking questions sparingly
  - Relating questions directly to what children are doing
  - Asking questions about children's thought process
- Encouraging children's problem solving
  - Referring one child to another
- Using encouragement instead of praise
  - Participating in children's play
  - Encouraging children to describe their efforts, ideas, and products
  - Repeating and restating children's words
  - Using language that supports unseen areas of the COR
Learn More About... Creating Your Own Lesson Plans for Your Children

Now that you’ve gotten a taste of High/Scope by using our lesson plans, you can create your own! First, create your own lesson plan form. Our advice? The simpler the better — simply use the format found in this book and modify it to follow your own daily routine.

Once your have your lesson plan form, you’re ready to start the planning process. If at all possible, plan with your teaching team.

Together with your teaching team, look at your observations about children, then ask yourself these questions:
- What did I see children doing today?
- What do their actions tell me about…
  - Their development level?
  - Their interests?
- How can I provide materials and interact with children to support their play and learning?

Here is an example of how this planning process can work:

First, consider children’s developmental levels.

Then identify children’s interests.

Put the two together to come up with a lesson plan idea.

Plan and use adult support strategies to make the activity appropriate for the developmental range of all the children in your group.

Jenna speaks in one- or two-word responses.

The children really enjoy using the cardboard tubes that a parent donated to the classroom.

For the children’s planning time, I’ll ask them to look through a tube and tell what they want to do at work time.

Jenna uses one- or two-word phrases and Henry uses a compound subject or object in sentences.

With children like Jenna, who can point or say a few words about what they want to do or play with, I can use comments to acknowledge what they say.

With children like Henry, I can ask them to share more details about their plan:
- What else will they use?
- Are they going to work with anyone else?
- Do they think they’ll do this for all of work time?
- Do they want to make a second plan?

Adults also consider specific curriculum content areas (developmental experiences and COR Items) and classroom materials when creating lesson plans.
Order Lesson Plans for the First 30 Days Today!

Create an active learning classroom step by step!

High/Scope Step by Step
Lesson Plans for the First 30 Days

Beth Marshall
with Shannon Lockhart
and Moya Fewson

High/Scope Step by Step: Lesson Plans for the First 30 Days

PR-P1346  $34.95

Order online at www.highscope.org, by phone at 1-800-40-PRESS, or by fax at 1-800-442-4FAX.