

Lesson Plans-Center Based

Head Start Performance Standard

§ 1302.31

§ 1302.32

Policy

The Creative Curriculum for Preschool, Sixth Edition or **The Creative Curriculum for Infants, Toddlers and Twos** is used to develop lesson plans to nurture children's curiosity by providing opportunities for discovery and learning, encouraging active exploration and investigations, and asking questions to promote thinking. Weekly plans are developmentally appropriate and based on the individual interests, strengths and needs of the children in the class. Lesson plans will reflect the educational philosophy of our program (see **Head Start Birth-Five School Readiness Goals**). See **Curriculum and Classroom Environment Policy and Procedure**. Plans will include high quality, developmentally appropriate activities for each area of the classroom and all developmental domains (language, literacy, math, cognitive, motor skills and social/emotional). Plans will reflect the individual interests, strengths and developmental needs of the children in the class. Lesson Plans will be recorded in **My Teaching Strategies™** (TSG) online or on the **PreK Lesson Plan Template**, as appropriate for the classroom.

Parent(s)/guardian(s) are the child's first teacher with valuable insight into their child's strengths and needs. Therefore, parent(s)/guardian(s) will be invited to give input into the development of weekly lesson plans.

Procedure

Lesson plans reflect the intentions for the coming week and are subject to change due to the emergent needs of the children in the class, as well as input from parents. Changes made to lessons will be written directly on the lesson plan posted on the parent board on or before the day the changes are implemented. Parent suggestions will be noted as such.

Teachers will include the following items in lesson plans:

- Experiences that support all Developmental Domains.
- Reflection: Teachers will reflect on the previous lesson plans to inform future planning.
 - Outdoors: Plan a minimum of thirty minutes daily outdoor time. Full day and full year programs will go outside at a minimum twice daily for at least 30 minutes each time. Outdoors is an extension of the classroom and will offer planned experiences to engage all children. See the **Center Based Curriculum and Classroom Environments Policy and Procedure** for examples of materials and equipment.
 - Indoor play in gyms or other indoor play spaces, where available, **may not** replace outdoor play, except in the case of weather extremes. See **Child Care Weather Watch** in the Health Folder on the Intranet for guidance in adapting outside time in response to weather extremes. Staff will be informed through email, Microsoft Teams and/or phone calls if outside time is not advised due to poor air quality. See **Daily Schedule Policy and Procedure** for more information about the use of indoor play spaces.
- Transitions: Transitions are planned, short activities to support and engage children moving smoothly from one activity to another or from place to place. **My Teaching Strategies™ Mighty Minutes™** and **Mega Minutes™** are provided for ideas to support transition activities.

Forms Referenced:

[Head Start Birth-Five School Readiness Goals,
Prek Lesson Plan Templates Child Care Weather Watch, Lesson Plan Feedback Checklist]

**Community Action Head Start
Washington County, Oregon**

Formal whole group activities are not developmentally appropriate for Early Head Start classrooms and therefore are not permitted. Some or all children may spontaneously gather when they see something interesting to them, such as music and movement or a book. When these gatherings naturally occur in the course any one day, children **will not** be required or redirected to join or stay in any activity. Group activities will **not** be included in the Daily Schedule (see **Daily Schedule Policy and Procedure**) and will **not** be planned activities listed on the weekly lesson plans.

Preschool Lesson Plans will also include:

- **Read Aloud**
- **Large Group:** A time for the whole group to gather for community building and reflections. Whole groups may include time to complete daily jobs, music and movement, games, reflections, and conversation. Children will be actively engaged for the majority of the whole group time. Teachers will make acceptable alternative activities available for children who need other options.
- **Child-Initiated Free Choice Time:** Children will be given at least 60 minutes of free choice with small group activities incorporated into this time (see **Daily Class Schedule Policy and Procedure**). Small groups occur when 2 or more children choose an activity facilitated by an adult during choice time.
 - **Small Group:** Each week, *during choice time*, children will have the opportunity to engage in small group activities to support individual educational goals, target specific skills development or further their learning in the study topic through facilitated adult-child interactions. Children who do not volunteer to join the small group activity may be invited to participate in each activity offered. Teachers will plan a variety of activities over the course of the month with the intention for every child to engage in at least two or more small group activities.
 - Small groups **must** be facilitated by an adult, who engages in interactions with the children to scaffold their learning or gain a better understanding of what the child knows, can do, wants, or needs to learn.
 - Small group activities are process oriented and open ended, allowing children to use the materials in their own way and to determine their desired outcome. Each child has the autonomy to decide how long to stay at the activity and to determine when they are finished. For example, when a turn taking game, or game with rules is used as a small group activity, children may decide to leave the game at any time, even before the game is finished or after one or two turns.
 - Teachers may choose to plan 2 or 3 activities for each week, so when the children's interest in one activity wanes, another planned activity is ready to replace it.
 - The same small group experience may be extended throughout the week or longer to allow all interested children an opportunity to participate and to support children's ongoing interest and engagement. Ongoing activities will be adapted to scaffold skill building.
- Formal small groups are not permitted in our program. These are defined as when all children are engaged in specific activities with an adult at the same time, or when children are required to participate in a specific activity during the course of the day.
- **Environmental Changes:** Teachers will plan changes to at least one interest area each week in response to the interests and needs of the children. Changes are necessary when children are over- or under-utilizing the area of the classroom or misusing the materials within the area. Changes may include adding or replacing some of the materials, expanding or reducing the size of the area to accommodate more children in this or another area of the classroom or to reflect the skills growth. Any area of the classroom can be adapted to support the current study.

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- **Second Step: Social-Emotional Skills for Early Learning** curriculum will be included in the lesson plans **at least one time** per week.
- Individualizing: Beginning in November, plans will include experiences to support at least one educational goal for each child each week and each goal at least twice a month. See **Individualizing Policy and Procedure** for details.

One activity may be used to meet multiple requirements of the lesson plan. In example, a beading activity could be used to meet fine motor skills, math skills, and cognitive skills, individual education goals and as a planned small group activity.

Parent(s)/Guardian(s) Input

Teachers will solicit ideas from parents/guardians for planning the environment and activities during their regular communications with them, such as phone calls, pick up and drop off, family well-being checks, home visits, meetings, or conferences. Opportunities for parents/guardians to actively participant in their child's classroom experiences include communicating ideas through TSG, donating or lending CDs with children's music or activities in their home language, recording of songs or books in the home language, or making videos of culturally relevant children's games for Teachers to learn and do with the children.

Lesson plans will be completed by the teacher or designee by noon Friday or as required by the supervisor. PreK Lesson Plans written on the PreK Lesson Plan Template are saved in the classroom folder in Programs on the Head Start drive. Lesson Plans created in TSG are automatically saved. A printed copy of the current lesson plan for the week will be posted on the parent board in the classroom so it is accessible to staff and families.

PAS's will review lesson plans at least once every quarter for required content and developmentally appropriate practices and complete the **Lesson Plan Feedback Checklist**. PAS's may provide feedback in the designated area on the lesson plan form or provide a copy of the Lesson Plan Feedback Checklist, with written comments to the Teacher.

In the event more support for content or appropriate practices are needed, monitoring may be done more frequently. More frequent monitoring may be done by the PAS or the Education Specialist, depending on who is providing the ongoing support. Classrooms receiving Prevention and Intervention Team Support (PITS) may also get Lesson Plan support from a member of PITS team as part of the support plan.