

WASHITA VALLEY CAC HEAD START
LESSON PLAN
PROCEDURE
2011-2012

The teacher and teacher's assistant, with parent input, are equally responsible for implementing the weekly lesson plan. Plan and list activities for each day. Include enough detail that a substitute can follow the plan. Current lesson Plans must be posted prior to implementation week and placed in the plastic protector in an accessible place in the classroom for reference and notation of any changes. Past lesson plans should be filed in lesson plan notebook.

Lesson Plan Area Instructions:

- **Large Group Time** – Introduction of unit theme to be studied, morning activities, (Loving Rituals, Simply Phonics, etc.) Peabody Language Lessons, transitions, games, songs/ finger plays and other large group activities to be listed. Keep in mind children need visual and hands on activities.
- **Small Group Center Time-** Document planned activities for the specified Individual goals and objectives.
- **Learning Center Materials-** List materials and activities in each center that pertain to your unit theme and support your teaching objectives.
- **Transitions-** List five transitions being used to direct children. There should be some transitions used to reflect your unit theme. These activities are not limited to music, but may include curriculum activities, such as skipping, hopping, I am Moving I am Learning, etc.
- **Music-** List five music activities weekly. This area could be used for musical instrument play, gross motor, dancing, singing, I am Moving I am Learning activities, etc.
- **ABC/Writing Center-** List related materials such as letter puzzles, letter magnets, word/name cards, variety of writing tools and paper, books, etc.
- **Library/Listening** - List books of general topics including multicultural, colors, shapes, manner, numbers, ABC and puppets, flannel boards, quiet games, etc.
- **Outside Learning Experiences** will be documented on the lesson plan form according to the date scheduled.

- **Health and Safety-** There must be documentation of Pedestrian Safety, (with in first 30 days of entry into program) Safety in loading and unloading the bus, Vehicle safety. If there are any new children enrolled into the classroom, Pedestrian/ Bus Safety must be covered with their first 30 days also. In short, review vehicle safety often. (seat belt safety, pedestrian safety, loading safety zone for buses, bus safety, vehicle safety) Refer *Pedestrian/Bus Safety Resources* in the black notebook.
- **Gross Motor/Outside Play-**There must be documentation of Physical Activity being done in this area. Document materials being provided to implement such activity.
- ***I am Moving I am Learning can be documented in the following areas:***
Music, Gross Motor/Outside Play, Daily Transition, Nutrition
- **Multicultural-** activities and materials will be incorporated in *Dramatic Play* (dolls, cooking materials, clothes, etc.), *Creative Art* (paint, markers, paper, crayons, etc.), *Blocks/Construction* (people figures), *Manipulative* (puzzles, games), *ABC/Writing center* (paper, markers, crayons, labels in other languages), *Library/Listening* (books in English and Spanish, puppets, flannel boards, etc.)
- **Television/Computer viewing must be limited to occasional short theme related videos and listed on the lesson plan. NO SPONGEBOB-CARTOON MOVIES. The only viewing of television or computer movies would be shorts related to nutrition, safety, health and unit topics such as a short video (no longer 10-15 minutes) related to Farm life, etc.**
- **Parent Signature:** Review with a parent and get their input on lesson plan, and get their signature.
- **Document the objective (something worked toward or aspired<goal> distinguished concept) on the bottom of the lesson plan beside parents signature. Example; By Friday each child will be able to name three community helpers----By Friday each child will be able to point to three shapes (name three shapes- which ever level they are on) By Friday each child will be able to state two signs of Fall.**

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Lesson Plan Topics
2011-2012

Listed below are suggested lesson plan topics. There are more topics listed than you will need. **When choosing a topic, keep in mind the interest of the child and ensure materials are sufficient enough to make the week interesting and fun.** Listed are a sample of lessons which may be used. Topics can be studied for two weeks, if classroom has sufficient materials to do so. (i.e. Woodland Animals-hibernation-bears-animal homes and Creative Movement-Music and Movement) **Topics do not have to be studied in the order listed.** Unit themes are taken from the Creative Resources Book. This is an excellent place to find activities for most learning centers. Utilize other curriculum books as needed. Within the first 30 days of school the children will receive Bus Safety Education. Make sure you document topics discussed on the Lesson Plan monthly. Italicized topics must be implemented. The bold italicized topics must be completed at the start of the year.

Getting to Know Our School

Health & Safety at School & Home

Healthy Bodies

Dairy Products

Nutritious Foods

Fruits & Vegetables

Apples

Plants

Flowers

Gardens/ Gardening

Oklahoma

Weather

Tornado Safety

Farm Animals

Woodland Animals

Birds

Insects/Spiders

Reptiles

Backyard Safety/Adventures

Bubbles

Water Fun/ Safety

Camping

Day & Night

Space

Nursery Rhymes

Fairy Tales

Cinco de Mayo*

Getting to Know Our Friends

Me/ Feelings

Friends

Families

Homes

Five Senses

Creative Movement

Art

Scissors

Shapes

Colors

Fire Safety

Halloween Safety

Harvest/Pumpkins

Native American Culture/History*

Thanksgiving

African American History*

Transportation

Occupation/Community Helpers

Hats

Pets

Seasons

Fall

Winter

Spring

Summer

Circus

Zoo Animals
Dinosaurs
Breads
Eggs

Dr.Seuss
Containers
Numbers

Suggestions for “Special Day” Activities

Pajama Day
Backward Day
Beach Day

Kindergarten Transition
Hat Day
Mother Goose Day

Shoe Day
Color Day
Dr.Seuss Day

*Diversity should be discussed and respected on a regular basis (i.e. Diversity; Point of respect in which things differ; distinct) which means recognizing and respecting special needs, cultures, values and ethnicity.

Refer to your Creative Resources for the Early Childhood Classroom. It will assist you with planning your environment, and assist you with concepts as well as each learning center. It will also enable you to incorporate Science and Social Studies. (Connections to Real World which is on the CLASS)

Performance Standards 1304.21

1304.21(a)(1)(i)

(a) Child Development and education approach for all children

(1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies’ approach to child development and education must:

(i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as temperaments, languages, cultural backgrounds, and learning styles.

1304.21(a)(1)(iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition

1304.21 (a)(1)(iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities

1304.21(a)(3)(i)(A)

(3) Grantee and delegate agencies must support social and emotional development by:

(1) Encouraging development which enhances each child’s strength by

(A) Building Trust

1304.21(a)(3)(i)(B) Fostering independence

<These are only a few of the Performance Standards which are implemented when implementing the developed Lesson Plan specific to your classroom.>

