



Weekly Lesson Plan - Head Start Instruction Sheet



PURPOSE STATEMENT:

The purpose of the Weekly Lesson Plan is to document the learning experiences

TIMELINE:

- Weekly Lesson Plans are to be submitted by the classroom teacher to the Site Supervisor at least one week prior to the week of implementation.
- Site Supervisors are to return signed lesson plans to the teacher for posting the Friday before implementation.

STAFF RESPONSIBLE:

- Teacher, Site Supervisor

MATERIALS TO REFERENCE:

- Individual child and group data
 - Results from screenings- ASQ-3 and ASQ:SE2
 - Assessments- DRDPtech and Cohort reports
 - IEP goals and Support Plans
 - Portfolios Anecdotal notes-Watch Me Grow forms
- Creative Curriculum Daily Resources-The Foundation Volumes 1-3, Intentional Teaching Cards (ITC), Book Discussion Cards (BDC), Children's Book Collection (CBC), Mighty Minutes (MM), and the Creative Curriculum Learning Games (CCLG)
- List of approved "Safety Talks" topics

INSTRUCTIONS:

1. **General Information:** Indicate dates lesson plan will be implemented; site and teaching staff names; study topic; and estimated week number.
 - Studies- Topics or subjects selected must be able to be sustained over time and in alignment with Creative Curriculum guidelines.
2. **Individualization:** Assign each child an individualization number and identify the measure(s), as well as the developmental levels, within each domain that will be targeted. All children's numbers are to be reflected at least once each week.

For example, child # 5,8,9, and 12 below have been identified for the domain "Approaches to Learning- Self-Regulation" (ATL-REG), measure 5 "Self-Control of Feelings and Behavior", developmental level "Building Middle: Expresses strong feelings"

Individualization		
ATL-REG ATL-REG5 Self-Control of Feeling and Behavior Building Middle: Expresses strong feelings through communication or assistance (5.8,9,12)	SED SED4- Relationships and Social Interactions with Peers Building Earlier: Participates in brief play with peers (4,17,18,20)	LLD LLD9- Letter and Word Knowledge Building Middle: Identifies some letters (1,3,5,6) (7,4,9,15)
EID	COG	PD-HITH



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- a. **Individualization numbers-** Make a complete list of the names of the children in the class and number them sequentially. Each number is to correspond with a child's name and be used as their individualization number on the lesson plan. **If a child drops or transfers, assign the number to the new child receives the next available number. For example, if there are 20 children enrolled and a child drops, the new child will be number 21.** For confidentiality purposes, the list of codes and the assigned children should be kept separate from the lesson plan.
- b. **Domains and measures-** After reviewing individual and group data, determine the measure(s) within each domain that will be targeted for the week. Document the measure(s) per domain in the Individualization section of the Lesson Plan (example- ATL-REG 4: Curiosity & Initiative) and color code the measure according to the matching domain icon.
- There should be at least one measure per domain, with the exception of "English-Language Development" (ELD) because there may not be any children meeting this criteria in the class.
 - ATL-REG and ELD both have blue icons so a lighter blue should be used when color coding for ATL-REG.
- c. **Developmental level-** Review data to identify the current DRDP developmental levels of each child. The goal is to implement activities and/or provide experiences that help the child to progress to the next developmental level. The level documented on the lesson plan should be the DRDP level the child is working towards. If multiple children are developing at the same level, they can be grouped together under the same measure.
- Place each child's number next to the measure and developmental level
 - All children's numbers must be reflected at least once during the week.
- 3. Planned Activities and Experiences:** Determine the activities and experiences that will meet the individual and group needs of the class. Each of the Creative Curriculum Daily Resources listed below must be used daily, with the exception of Book Discussion Cards (BDC) and the Children's Book Collection (CBC). Only 1 BDC or CBC is needed per day.
- Daily Resource codes
 - Mighty Minute = MM
 - Intentional Teaching Card = ITC
 - Book Discussion Card = BDC
 - Children's Book Collection = CBC
 - Creative Curriculum Learning Games = CCLG
 - Include the full name of the activity. Example- **ITCSE3** Calm-Down Place
 - Color-code activities that are specific to the identified DRDP measure in the Individualization section of the lesson plan. Color used must be the same as



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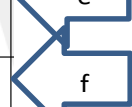
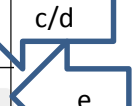
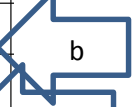
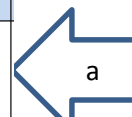


the domain icon. There must be at least one related activity per domain completed.

- a. **Interest Areas:** List new materials, based on studies, or Creative Curriculum Daily Resource activities.
- b. **Question of the Day:** Indicate open-ended questions or prompts to stimulate discussion with children. The Creative Curriculum Teaching Guides offer 'question of the day' suggestions.
- c. **Large Group:** List songs, stories, games, finger plays, discussions about the study topic, books and/or Creative Curriculum Daily Resource activities MM, ITC, BDC, CBC.
- d. **Safety Talk:** Select a topic from the approved "Safety Talk" list to discuss during large group and throughout the day.
 - Pedestrian safety topics should be used during the first 30 days of school.
 - Other topics may be selected after the first 30 days of school.
- e. **Read Aloud:** Select a book from the BDC or CBC list and record the title and author. Other books may be selected ONLY if there are no BDC or CBC books available.
 - One book title may be used over several days.
 - BDC books are designed to be read multiple times with different emphasis.
- f. **Small Group:** Indicate at least one activity or experience designed for small groups of children per day. These may come from the Creative Curriculum Daily Resources or other source.
 - Depending on group needs, one activity or experience may be used over several days.
- g. **Outdoor Experiences:** Indicate activities or experiences to be made available outdoors, different from the everyday equipment that is always available.
- h. **Indoor/Outdoor Transition:** Indicate transition tools that will be used to move children between indoors and outdoors. Mighty Minute (MM) use is highly encouraged.

Example:

How Children Develop & Learn	Monday
Interest Areas	<p style="color: #e91e63;">Dramatic Play: Puppets</p> <p style="color: #0070c0;">Library: Books About Feelings</p>
Question of the Day	How do you feel today?
Large Group	Job Chart- Assign new jobs for the week and review responsibilities Chart: What worries you?
Safety Talk: Holding hands with adult when crossing the road or parking lot.	
Read-Aloud	BDC20 <u>Wemberly Worried</u> By: Kevin <u>Hankes</u>
Small Group	ITC M04 Number Cards



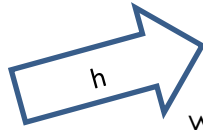
Outdoor Experiences: ITCPS: Throw Hard, Throw Far
(Review outdoor rules, Set up big blocks on platform)
Indoor and Outdoor Transitions: MM70: The Kids Go Marching In



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4. **Family** shared



Partnerships: Document Creative Curriculum Resources with the families such as Creative Curriculum Learning Games (CCLG) and Letters to Families. Creative Curriculum Learning Games (CCLG) should appear in the Family Partnership box and counts for the whole week.

- General information specific to the class or site can also be noted here. Examples include reminders about upcoming parent meetings, home visits/conferences, or special activities.
- ITC are a great source for identifying Learning Games to select, as each one has a related CCLG noted for parents to do at home with their children.

Example:

Family Partnerships
Upcoming Parent Meeting on Wed. Oct. 5 th at 3:30-4:30 to choose Parent Reps.
CCLG 106 Seeing Feelings CCLG 149 Letter in My Name
Family Letter: Our class is beginning to study about different emotions.

5. **Review and Approval:** At least one week prior to implementation, teachers are to submit it to the Site Supervisor for approval and signature. Weekly Lesson Plan should not be posted without Site Supervisor's signature.