

# Lesson Plans for the First 30 Days: Getting Started With HighScope

(Third Edition)



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This book provides teachers with 30 days of ready-to-use HighScope lesson plans right at their fingertips! Even teachers experienced with HighScope will find this book a reliable source of new ideas for the classroom. *Lesson Plans for the First 30 Days* contains six weeks of user-friendly plans that build on children's developing skills and model the HighScope active learning approach. Each lesson plan includes activities for greeting time, small- and large-group times, as well as Plan-Do-Review®. A majority of these plans offer additional follow-up ideas, outside time suggestions, meal conversation tips, and ways to promote family engagement. Also included with this book is a specific selection of HighScope music complete with guidelines for using the music at large-group times, cleanup times, and other parts of the daily routine.



## Chapter 2

# The Second Week

### Getting Ready: Week 2 Overview

#### Goals for the Second Week

- Continue to form relationships with your children.
- Continue to help the children feel comfortable in the classroom, with the routine, and with you.
- Begin implementing HighScope small-group times.

#### Things to Keep in Mind This Week

Be sure to read each activity plan ahead of time so you will know what materials you need to prepare.

#### Daily Routine

- Continue to ask a child to move the daily routine marker to the next part of the routine. Children may volunteer or spontaneously move the marker without your bringing attention to it. This is fine! It means they are starting to take ownership of the routine and are understanding what comes next.
- At greeting time, continue to have the clipboards available with a fresh sign-in sheet and books for browsing. You will do this for the rest of the year.
- This week, you will start singing a transition song during greeting time to signal the end of looking at books and the beginning of reading the message board. This will be a part of every greeting time.
- This week at planning and recall times, you will use the cards you made in Week 1, with each child's name and letter link symbol on a card.
- Be sure to alternate adults when leading large-group time — Adult 1 can lead one day and Adult 2 the next day. When you aren't leading large-group time, you will still be an active partici-

part. Your modeling will help the children understand more about what's expected of them and how to participate. You can also provide support to children who may need help participating.

- On Friday, draw on the message board: two simply drawn 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.

#### Materials to Add to the Classroom

- Locate *Good Night, Gorilla*, by Peggy Rathmann, and an edition of *Mother Goose* and have them as book choices during the morning greeting time. (Note: you will also be using these books for small-group time in Week 3.)
- Continue to add song cards to the classroom song book (see Days 8 and 10).
- Create an *Our Class* book: Use a three-ring binder and plastic sleeves. As children bring in their photo pages (see "Home-School Connections" in Day 5), help the children add them to the book. Be sure to also include a page for the teachers. Always have this book available as a greeting-time choice.

#### After Children Leave for the Day

- Record your observations of children and jot down any ideas you want to follow up on.
- Read tomorrow's lesson plans to see preparations you will need to make before the children arrive.

Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Group 1: Name and letter link symbols on sticky notes for planning time	Group 2: Name and letter link symbols on sticky notes for planning time		Family note home: Encourage children to help with laundry	Family note home: Read books with children; borrow from the classroom lending library

## DAY 6

### Curriculum Content — Key Developmental Indicators (KDIs)

1. Initiative	16. Gross-motor skills	36. Measuring
2. Planning	23. Vocabulary	40. Art
6. Reflection	24. Phonological awareness	42. Movement
9. Emotions	25. Alphabetic knowledge	43. Pretend play
11. Community	26. Reading	57. History
12. Building relationships	29. Writing	
13. Cooperative play	34. Shapes	

### Greeting Time

*KDIs 12, 24, 25, 26, 29*

**Adult 2:** Greet children as they enter. Remind them where to put their things and to sign in on their group's clipboard. Join Adult 1 and children reading books when everyone has arrived.

**Adult 1:** Have about 10 books spread out on the floor, including the daily routine book. Read books with children. (*Note:* This should last no more than 15 minutes.)

To the tune of "Mary Had a Little Lamb," sing made-up words, such as the following:

*It's time to put the books away,  
the books away, the books away.  
It's time to put the books away  
and read the message board.*

### Message Board

Tape the message board clip to the message board and write the words *Daily Routine* on the board. Help children figure out where the clip came from and what we use it for. (Use this message to remind children about moving the clip for the daily routine.)

On the message board, draw two tables with a question mark (?) on each. Ask children if they remember which group they are in. Ask them to choose a way to move to their planning groups.

### Planning Time

*Group 1 — KDIs 2, 24/Group 2 — KDI 2*

#### Group 1: Name and Letter Link Symbol on a Sticky Note

One at a time, show the sticky notes with children's names and letter link symbols written on them. For each, ask the children whose name is on the note. When the children respond, give the sticky note to that child and ask the child to put it on something they would like to play with at work time. When the child returns to the table, ask them what they will do with that item. After the child responds, they are free to begin their plan. Repeat for all the children in your group.

#### Group 2: Camera

Using an old camera (or even a small box made to look like a camera), children can take a pretend "picture" of something they would like to use in their plan for work time. Once they've shared their idea about what they'd like to do, they can get started on their plan.

### Work Time

*KDIs 1, 9, 12, 13, 40, 43*

#### Work Time

Use this time to reconnect with children after the weekend. Try to make sure at least one of the adults spends some time with each child. Begin by looking for children who may need

extra support getting started. Be sure to physically get down on children's level and listen to what they say. Repeat and restate children's comments and acknowledge their feelings.

**Cleanup Time***KDI 11*

Give children a verbal warning 10 minutes and then 5 minutes before the end of work time. Signal that cleanup is starting by shaking some jingle

bells or playing some instrumental music. Help the children clean up, keeping a light and playful attitude throughout this transition.

**Recall Time***Group 1 — KDIs 6, 24, 26/Group 2 — KDIs 6, 36***Group 1: Name and Letter Link Symbol Cards**

Pull a child's name and letter link symbol out of a bag. Tell the children that when you hold up their name and symbol they can tell you what they did at work time. After each child shares, everyone can use the child's name and letter link symbol to chant; for example, "Hannah Heart, Hannah Heart played with the \_\_\_\_\_." Or "Connie Coat, Connie Coat, Connie Coat played with the \_\_\_\_\_."

**Group 2: Large and Small Bags**

Have both a large and a small bag at your group's table. Addressing the children one at a time, tell them they can go to get something they used at work time and bring it back in one of the bags. Ask children if they think they'll need the big bag or the small bag to put their item in. While you are waiting for the recalling child to return, engage the other children in conversation about what they saw that child doing. You might say something like, "Did anyone see what Davie was doing today? What do you think he'll bring back?" Or you might say, "Did anyone work with Davie today? You did, Anna? What did you do together?" You can use this strategy for other recall times if there is any waiting involved. When a child comes back, they can show the object selected and share what they did (and you can send the next child to get a recall item).

## Small-Group Time

Group 1 — KDIs 23, 34/Group 2 — KDI 40

### Group 1: Where's My Lid?

**Materials:**

- Clean and empty plastic containers and bottles of various shapes and sizes with matching lids/tops
- Two large baskets or bins — one to hold the containers and one to hold the lids

**Beginning:** Tell the children you have a bunch of containers that got separated from their lids — that they're all jumbled up. Show the children the two baskets (one with containers and one with lids) and ask them to help you figure out which top/lid goes on which container. Pick out a container and start searching through the lids, asking the children if they think the one you chose will fit. Some will guess based on appearance; others will want or need to try the lid to see if it will fit. Encourage the children to pick out one or more containers themselves and begin searching for a match.

**Middle:** As children try matching containers and lids, **listen to the children's comments and extend their observations and vocabulary.** For example, you might say, "I see your bottle has a small hole at the top. Which lid do you think will fit on that little round opening?" Or you might comment, "Your container is blue so you're looking for a top with the same color." Use words like *top*, *lid*, *round*, *square*, *big*, *little*, *open*, *closed*, *screw*, *twist*, *squeeze*, *narrow*, and *wide*. If the containers have words on them, point out the letters and read the words together with the children.

**End:** Ask children to help you separate the containers and lids back into the two baskets/bins.

### Group 2: Play Dough and Cookie Cutters

**Materials:**

For each child, provide

- A hunk of play dough
- Three cookie cutters

**Beginning:** Give each child a hunk of play dough and tell the children that today everyone in the group is going to play with the play dough. Be sure to have a hunk for yourself.

**Middle:** Move around the table from child to child, observing what they are doing with the play dough. Try using your play dough in the same ways as the children. Halfway through the small-group time, place the cookie cutters in the middle of the table. Observe how children may add these into their work. Use the same interaction strategies you've been using at work time. For a list of these, see page 61 at the end of this week's plans.

**End:** After 10 minutes, give children a 3-minute warning and ask them to put all their cookie cutters back in the cookie cutter container and the play dough in the play dough tub.

## Large-Group Time

KDIs 16, 42

### Scarves or Streamers

**Materials:** A basket (or tub or box) containing a scarf or streamer for each child and adult, plus a few extra

**Step 1:** Sing the “We’re gonna shake, shake, shake” song from last week (see “Large-Group Time” in Day 1). When all children have joined the group, sing one more verse and end by having everyone sit down on the floor. Pass out scarves to the children and allow for some exploration time. Explain to the children that they will be keeping their scarves in their hands and finding ways to move with them. As children continue exploring, they will probably be more comfortable standing up.

**Step 2:** As children discover ways to move with the scarves, comment on what you see them doing, as in the following example.

*Teacher:* “Oh, I see that Liam is moving his scarf by holding one corner with one hand, one corner with the other hand, and raising it up and down. Let’s try it Liam’s way.”

*Child (Ella):* “I am doing it this way!” (Ella shows that she is holding the scarf with one hand and tapping it repeatedly on the floor.)

*Teacher:* “Now, let’s try it Ella’s way.” (The teacher models what Ella has just shown.) “Let’s try to remember Liam’s way.” (The group moves Liam’s way.) “Now, let’s do Ella’s way.” (The group tries it Ella’s way again.)

Continue exploring the scarves, trying out different children’s ideas.

**Step 3:** Tell the children that everyone will try one last way of moving their scarf — by floating them into the basket (demonstrate first). Then ask children if they can “float” themselves to the next part of your classroom’s daily routine.

## Other Ideas

Outside Time — KDIs 12, 16/Meal Conversations — KDIs 12, 57

### Outside Time

Be sure to **play and interact** with the children outdoors. Look for children who may need extra support getting started with their outdoor play. Be sure to **get down on children’s physical level, listen** to what they say, **repeat and restate children’s comments, and acknowledge their feelings**, if appropriate. **Jot down observations** of what you see children doing.

### Meal Conversations

Talk with the children about what they did over the weekend. Help them remember by saying

something like “What did you do when you were at home for the two no-school days?” **Listen** to what children say, and **repeat and restate** their words to acknowledge their comments (e.g., “You went to the laundromat and then saw your new baby cousin”).

### Home-School Connections

Remind children and parents to bring in their photo page of their family (see “Home-School Connections” in Day 5 for the original request).

## Observations

Remember to record what you saw individual children say and do today.

## Follow-Up Ideas

- Choose several classroom materials to take outdoors for outside time (balls, dolls, chalk, etc.).
- Add the container of scarves or streamers to the house area.