

## CLASSROOM DAILY PLANS

### **PURPOSE:**

Lesson plans are meant to reflect the program curriculum and detail the intentional and purposeful activities offered in the classroom environment during the year. Plans are written and implemented daily to meet a variety of the program planning and documentation needs. They are a tool for staff in the specific planning of the daily schedule, including plans and provisions for the child's developmental growth and necessary routine care. Daily Plans are needed to reflect documentation of individual and group goals, objectives, and activities. In addition, the plan provides clear information for substitutes in the absence of classroom staff.

### **PROCEDURE:**

1. Plans for the week must be completed and recorded in the Daily Plan Book or in electronic format one week in advance to ensure adequate time for material preparation. Additions and changes can be made at any time.
2. Teachers and CFA teams will be responsible for the development and implementation of all lesson plans with input from other team members, consultants and volunteers.
3. Teachers and CFAs will be responsible for tracking children's individual and group progress using the provided tracking forms. Teachers and CFAs will develop a system with their assistants for gathering and sharing information from informal daily classroom observations.
4. The following will be listed on the plan:
  - a. activities offered in learning centers, outdoors, and field trips
  - b. times activities are to take place
  - c. the person/s responsible for implementing each activity
  - d. the materials needed for each activity
  - e. activities reflecting children's goals
  - f. review of activities and child's progress
  - g. additions made to the environment
5. Provide at least 45 minutes of free choice so that the children have an opportunity to initiate their own activities and to participate voluntarily.
6. Intentionally plan for transition periods throughout the day
7. Provide at least 20 minutes of indoor/outdoor gross motor play daily (60 minutes for full day.)
8. Provide a minimum of 20 minutes for children to enjoy breakfast and snack.
9. Provide a minimum of 30 minutes for children to enjoy lunch.
10. Orient the children to safety rules when utilizing equipment and materials.
11. Provide appropriate guidance in the use of equipment and materials when introducing them into the environment.
12. Provide a balanced program of staff directed and child initiated activities.
13. Ensure a program balance of active periods and quiet periods.
14. Assign adults to specific areas in order to assure constant supervision of every child at all times.
15. Ensure that parents are provided opportunities to work with their children in cooperation with staff.
16. Avoid stereotyping of gender roles and racial/ethnic backgrounds.
17. Provide opportunities weekly for children to be involved in activities developed during Comprehensive Parent/staff Conferences and IFSP meetings.
  - a. Individual activities will be recorded on (daily) planning pages for each week.
  - b. Individual activities should be planned concurrently with classroom group activities, to



- i. Plan for the use of small toys and manipulatives
  - ii. Provide opportunities for tearing, cutting, tracing, and drawing
  - iii. Plan activities to strengthen hand and finger muscles (such as play dough, finger plays, sewing cards)
- f. Cultural Awareness
  - i. Incorporate appropriate activities from family and community cultures
  - ii. Avoid stereotyping and tourist curriculum
  - iii. Plan field trips to local businesses employing cultural representation of the families served
  - iv. Incorporate activities that are culturally and historically relevant and developmentally appropriate
  - v. Culturally and linguistically sensitive classroom environments, materials, and activities
- g. Self-concept
  - i. Involve parents in developing ideas for the Daily Plans
  - ii. Give each child many opportunities for success
  - iii. Encourage the development of ethnic pride
  - iv. Promote the development of a positive self-image by providing mental health related activities
  - v. Strengthen and enhance each child's individual qualities, skills, and self-awareness
  - vi. Provide opportunities for children to develop initiative, curiosity, and learning readiness skills
- h. Social/Emotional
  - i. Facilitate the development and enhancement of social relationships
  - ii. Incorporate opportunities for children to become familiar with appropriate play routines
  - iii. Facilitate opportunities for children to develop appropriate peer relationships
  - iv. Ensure that children are received positively and respectfully
  - v. Implement a curriculum which is relevant and reflects the needs of the various populations
  - vi. Provide classroom materials reflective of the cultural population represented
  - vii. Incorporate activities unique to individual cultures served
  - viii. Provide opportunities for and community resources who are knowledgeable about the children's heritage
  - ix. Provide opportunities for the development of self-regulation through planned activities, materials purposefully made available in centers during free choice play, development of consistent routines and cues, and by introducing a consistent classroom management system
  - x. Provide interesting and integrated group activities, while scaffolding developmentally appropriate expectations that fosters the development of receptive and expressive language skills, problem-solving, extended attention and participation, and understanding of cause and effect relationships
- i. Health
  - i. Plan activities which promote physical health
  - ii. Plan activities which promote safety (such as personal safety, pedestrian and traffic safety, and outdoor play safety)
  - iii. Plan activities which promote dental health

- iv. Plan routines such as meals, hand washing, and tooth brushing, along with appropriate transitions for these routines
  - v. Schedule tooth brushing after the last meal of the day.
  - vi. Familiarize the children with all Health services prior to delivery of those services
- j. Nutrition
- i. Morning sessions will provide a breakfast and lunch
  - ii. Afternoon sessions will provide a lunch and snack
  - iii. Full day sessions will provide breakfast, lunch, and snack
  - iv. Provide opportunities for the children to be involved in meal preparation and service activities (minimum of once a month)
  - v. Provide children with opportunities to participate in the selection, planning, and enjoyment of nutritious foods
- k. Technology
- i. Facilitate the development of technology vocabulary
  - ii. Plan activities that promote basic technology use and care
  - iii. Facilitate the development of cooperative learning skills through the use of technology.
  - iv. Provide learning opportunities for children to extend their understanding of various concepts and to develop problem-solving skills by utilizing technology tools to supplement learning in all other domains of development.