PED FOCUS/NM PreK Lesson Plan Procedure
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Purpose

The PED FOCUS/NM PreK Weekly Lesson Plan was designed to provide a format for public school preschool teachers and assistants to document the varied experiences they plan for and provide to children in their classrooms each week. Based on the curricular recommendations for New Mexico FOCUS/PreK programs, this lesson plan includes the components that make up a comprehensive curriculum that is “…likely to promote positive outcomes for all young children” (NAEYC and NAECS/SDE, 2003, p 2).

The elements of curriculum for New Mexico PreK include the integration of assessment and curricular practice. “At the heart of curriculum in New Mexico PreK are the New Mexico PreK Outcomes and Indicators. They are the goals about which all elements of curriculum revolve. They provide the foundation for learning and give reasonable expectations supported by research in child development. They are integrated into every aspect of the preschool day. They inform teachers as they plan, as they implement activities, as they guide children through play experiences and as they engage with children in daily routines. Because of this goal-oriented approach to curriculum, assessment is woven into every aspect of the preschool day as well. Teachers can be continually observing their children in a variety of experiences and collecting data to support conclusions about how each child is progressing” (New Mexico PreK Curriculum Policy Brief, page 2).

The lesson plan template design includes drop-down menus for teachers to indicate the NM essential indicators that correlate with the planned play opportunities, reading, math and science experiences as well as large and small group activities. In addition, the importance of daily routines such as meals, transitions and outdoor explorations as opportunities for learning is recognized. And, the process of building relationships with families, making individual modifications, and reflecting as the week progresses are also addressed.

The lesson plan reflects one week in a PED preschool classroom. With the exception of the reflections box, the lesson plan template must be completed before the week begins. The reflection section (page three) will be filled in as the week progresses and the teaching team has time to consider what has worked with the children, and how this might be extended in the following week(s). This box will either be hand-written or have layers of sticky notes (use tape at the end of the week to secure). This combination of planning, implementation, observation and reflection is at the heart of best practices for young children and forms the basis for PED FOCUS/New Mexico PreK’s curricular approach.

Teachers are required to post the first two pages of the lesson plan inside the classroom so that parents and colleagues are aware of the many activities, experiences and opportunities that will take place for the children that week. The third page of the lesson plan is a working tool for the teaching team rather than a parent communication piece. It contains confidential information, such as modifications/adaptations for individual children. Therefore, this third page will remain in a folder or binder so that the teacher and educational assistant can refer to it and make notes throughout the week.

Teachers must archive all pages of each week’s lesson plan in a binder clearly marked for that year for monitoring purposes. Place the first week’s plan in the back of the binder and add subsequent week’s plans on top. Keep each year’s binder for two years.
Sections of the PED FOCUS/PreK Weekly Lesson Plan

The teacher utilizes each section of the lesson plan to guide the learning activities in preschool classrooms. The lesson plan is the vehicle to address the complexity of implementing authentic observation, documentation and curriculum planning. The sections include the following:

- learning centers provided for children to investigate and explore at center time
- developmentally-appropriate large and small group times (15-20 min. maximum provided children are engaged)
- daily routines for
  - phonological awareness activities
  - individual/small group (with evidence)
  - meals
  - transitions
  - outdoor play
  - explorations
- reading: individual or small group evidence
- plans for family engagement
- accommodations, modifications and differentiated instruction for the Full Participation of Each Child
- connections
- reflections

Successful centers, group times or routines may not need to be changed every week, while areas where challenges occurred will need to be addressed. Keeping goals in mind, and helping children to learn and grow is always at the core of the authentic observation, documentation, and curriculum planning process.

Page 1 – PED FOCUS/NM PreK Lesson Plan Template

Learning Centers

The first page has boxes for the eight required learning centers and an additional space for a center of teacher choice, such as music, sensory, or listening. These centers reflect the recommendations for arranging the environment and providing materials for an important part of the preschool child’s day: ample time for investigation, exploration, choice and play. This section is designed to promote intentionality as children engage in Learning Center Time. Rather than only listing specific activities or lists of materials, teachers also plan for ways to support children’s learning as they play. The lesson plan attempts to capture this planning and facilitation by asking teachers to identify the following for each of the learning centers:

Essential Indicator

The teacher chooses one essential indicator from the New Mexico Early Learning Guidelines (ELG) that will be the primary center learning goal that week. While children play and explore, they may demonstrate other indicators as well. However, the focus on one essential indicator guides the teacher(s) in observing and interacting so that the assessment process is imbedded within the curriculum and all of the essential indicators are addressed over time.
Literacy Activities and Essential Indicators

In addition, teachers must incorporate four literacy activities or extensions in learning centers each week. Literacy encompasses listening, speaking, reading, and writing skills. Teachers choose the most appropriate literacy indicator based on students' needs and abilities.

Vocabulary Words

To support the foundational skill of language development, teachers must converse with children as they investigate in the learning centers. Most opportunities planned for children in the centers will include possibilities for introducing new vocabulary words. Teachers are asked to write these words on the plan to remind themselves to use these words in meaningful ways as they interact with children at play. It is not necessary to have new vocabulary words for every single learning center each week, and vocabulary words can be the same for two or more centers. It is important to use children's home language whenever possible.

Additional Plan

The teacher may provide some additional materials, ideas or suggestions for the children beyond the basic or more common uses of the materials in that center. This additional plan may not happen every week in every center. Instead, it will be based on teachers' observations and reflections about the success of the children’s interactions in the center and what next steps might be best.

Teacher Support (guiding questions, conversation starters, etc.)

As teachers facilitate children's engagement in investigation, exploration, choice and play, they can implement a variety of support strategies. By documenting the supports on the lesson plan, teachers provide direction for adult involvement with the children in that area. They may also choose additional strategies as the experience unfolds in response to the children's needs. Many support strategies from which teachers can choose are shared later in this document.

Page 2 – PED FOCUS/NM PreK Lesson Plan Template

Large and Small Group Times

The second page of the New Mexico PED Preschool Weekly Lesson Plan template provides a space for teachers to plan for their small and large group activities.

Large Group

Large group should be as long as the children are actively engaged and interested (this usually lasts for 15-20 minutes, but no more than 20 minutes). Please remember that large group does not necessarily mean the whole class at one time. The class can be divided into two groups, particularly at the beginning of the year, to facilitate engagement. The teacher can engage the first large group session, while the educational assistant facilitates time in learning centers, etc. Teachers generally lead the large group activity and also welcome children's active participation through movement, singing, comments, ideas and questions. As the year progresses, children may take on a leadership role for some activities.

Large group time must include early literacy strategies from the LETRS Early Childhood training. The lesson plan is formatted to include one large group reading opportunity for every child following the First Read, Second Read, and Third Read Strategy for 450 hour (1/2 day) programs and two for 900 hour (full-day) programs.
Teachers are continually observing to determine the children’s interest and engagement. When wiggles and off-task behavior occur, the large group time is ended and children are invited to move into more active experiences such as Center Time or Outdoor Time. Plan for the few children who are more active and may need to move, have fidgets, special seats, etc. Again, teachers will identify essential indicators, including a literacy indicator as goals for the large group experience and will indicate the planned activity, book for read-aloud, and support strategies on the lesson plan.

Small Group
Small groups afford teachers the opportunity to work with children more directly than in large groups and thus enable them to better individualize the activity to each child’s capabilities and interests. Small group activities may take place during a designated time in the daily routine when the teacher and educational assistant each work with three to six of the children for ten to fifteen minutes. Or, small group activities may take place during Center Time. **If done at Center Time, teachers invite but do not require children to participate.** One of the important aspects of Center Time is choice-making for children so that they choose activities in which they become deeply engaged. A small group activity may be one of the choices offered. Again, teachers will identify essential indicators as goals for the small group experience and will include the planned activity and support strategies that they will use. Ancillary staff (SLP, OT, PT, counselor, social worker, etc.) can also lead a small group to address IEP or other goals, including peers in the experience.

Phonological Awareness
Phonological awareness is most strongly related to literacy development (Anthony & Francis, 2005; Lonigan, 2006; Kuhn, 2016) and is a very important link between oral and written language. It is one of the three foundations (phonological awareness, oral language, and print knowledge) of early literacy. In order to learn to talk, a child must process the sounds of language. The same is true when children learn to read and write. Phonological awareness activities include rhyming, songs, poems, games, alliteration, blending and segmentation.

Daily Routines (plans for meals, transitions, and reading: individual or small group)
The bottom section of the second page of the PED FOCUS/New Mexico PreK Weekly Lesson Plan template is designed to help teachers be intentional during all parts of their daily routine. Preschool teachers can weave the essential indicators into children’s experiences in these routines and thus gather useful information about children’s development.

Meal Times
Meal times (whether breakfast, lunch, or snack) provide excellent opportunities for teachers to talk with children and to encourage conversation between children in order to learn more about their thinking, learning, and ability to communicate. Teachers can listen and observe in order to learn more about how the child is progressing in many of the essential indicators through such conversations. Conversations should be in children’s home language as much as possible. Remember to “strive for five” exchanges in your conversations with children.

Transition Times
Transition times (such as choosing centers, moving to wash hands, clean up, or pack up to go home) can be challenging for children and adults. Pre-planning for these times pays off by identifying ways to keep children actively engaged while moving from one activity to another. Songs, finger plays, and games to promote phonological awareness and numeracy should be planned to make transitions go more smoothly. Remember that transition times should be brief (less than 3 minutes).
Outdoor Time

Outdoor time is an extension of the classroom. Planning for the playground is just as important as planning indoor activities. Teachers identify what kinds of materials they will bring outside to enrich children’s experiences, and what type of large motor games to introduce. And, again, weave essential indicators into outdoor activities so that teachers learn more about what each child can do. Outdoor time should be at least 30 minutes for 450 hour programs and 45 minutes for 900 hour programs. Outdoor play should rarely be cancelled due to inclement weather. Encourage parents to send warm clothing and have extras on hand for those children who come unprepared.

Reading: Individual or Small Group

Research substantiates that reading to children in small groups or individually is most effective. Busy teachers often forget to do this and only read to children during large group time. Having a small group/individual reading section on the lesson plan is a reminder to make time for this important component of early childhood learning. Teachers may want to use this box to daily identify particular children to read to, or to set aside a particular part of their day to focus on small group and individual reading. Teachers can record when each child has an opportunity to be read to individually or in a small group by indicating the evidence in the box on page 2. Children in 450 hour programs must be read aloud to either individually or in a small group of 2-4 children at least once per week, while children in 900 hour programs must be read aloud to either individually or in a small group of 2-4 children at least twice per week.

Page 3 – PED FOCUS/NM PreK Lesson Plan Template

Child Specific Information, Family Engagement, Connections & Reflections

The third page of the template encompasses planning family engagement, connecting between last week’s and this week’s learning plan, systematic collecting of reflections by both the preschool team members and documenting children’s confidential information. This page should not be posted with the lesson plan.

Accommodations, Modifications, and Differentiated Instruction for the Full Participation of Each Child

Accommodations, Modifications, and Differentiated Instruction for the Full Participation of Each Child are important to plan for, especially for those children with IEPs or otherwise identified special needs. Typically developing children also benefit from individualized support. Be sure to consider confidentiality. Some teachers develop a code system to indicate children without using names or initials.

Family Engagement

Family Engagement is a crucial component of any preschool program. Planning engaging family activities and opportunities for on-going communications helps teachers develop strategies to intentionally collaborate and support families to engage in their child’s learning.

Connection

Connection is the insightful reflections of last week’s activities, children’s interests and reading evidence and how it connects and informs this week’s lesson plan.
**Reflection**

Reflection is an important part of the planning cycle and another key component of quality in PED FOCUS/NM PreK. As teachers implement the plans for the Learning Centers, Large and Small Group Times and Daily Routines, they observe the children in action to determine where their plans were successful and note where challenges arose for children. Based on this information, teachers then create the **lesson plan for the next week**.
The Process for Completing the Weekly Lesson Plan

<table>
<thead>
<tr>
<th>Step 1: Complete the Basic Information</th>
</tr>
</thead>
</table>
| **Program/School** | Fill in program name and school/district | Artichoke Prek  
San Jacinto Elementary - DPISD |
| **Date** | Fill in the week of the lesson plan | Week of August 8th, 2016; **OR**  
08/08/16 - 08/12/16 |
| **Teachers** | List all teachers working in the classroom | Ms. Gibson  
Ms. Road & Ms. Runner |
| **On-Going Projects** | If you are working on an on-going project (such as learning about water, or insects) write the topic or focus of your project here. It is not necessary to identify an on-going project for every week’s plan. | - Quilt family stories  
- Armadilli Chili 1st, 2nd, 3rd reads  
- Recycling |
| **Literacy Goal** | Select a goal from the drop down menu. The literacy goal is the overall goal for the week (may be used for more than one week). In at least four centers, the teacher must pick an essential indicator (objective) to support the goal. | **Literacy Goal:**  
- Daily phonological awareness activities  
- Oral language and vocabulary activities  
- Alphabet knowledge activities  
- Concepts of print activities  
- Daily read alouds with comprehension strategies  
- Individual and small group read alouds  
- Developmentally appropriate (DAP) writing activities  
- Other |
| **Social Emotional Goal** | Select a goal from the drop down menu to support children’s social and emotional development. The social emotional goal is the overall goal for the week (may be used for more than one week). | **Develop their self-esteem by:**  
- actively listening with children  
- refraining from judgmental statements  
- responding to children’s ideas  
- recognizing children’s efforts  
- using proper name & verbally interacting with each child  
- engaging in interactions that are supportive  

**Encourage autonomy by:**  
- providing children with opportunities to make choices  
- allowing children time to respond or complete task independently, creating opportunities for decision making, problem solving and working together  
- teaching children strategies for self-regulation and/or self-monitoring behaviors  

**Promoting children’s emotional regulation and executive functioning by:**  
- helping children recognize emotional clues  
- helping children identify appropriate choices and solve problems |
**Step 2: Learning Centers for the Week**

**Complete the Essential Indicator (EI), Additional Plan, Literacy EI, and Vocabulary Word(s)**

<table>
<thead>
<tr>
<th>Essential Indicator</th>
<th>Essential Indicators:</th>
<th>Additional Plan</th>
<th>Example</th>
</tr>
</thead>
</table>
| Choose one ELG essential indicator from the drop down menu to be the goal in each learning center. | - 1.1 Coordination & Strength  
- 1.2 Balance and Spatial Awareness  
- 2.2a Fine Motor Manipulatives  
- 2.2b Fine Motor Self-Help  
- 5.1 Listens to Directions and Conversations  
- 5.3a Rhyming  
- 5.3b Letter-Sound, Beginning Sound  
- 5.4  
- 6.1 Conversational Ability  
- 7.1 Book Enjoyment  
- 7.2 Story Comprehension  
- 7.4 Alphabet Knowledge and Word/Letter Recognition  
- 8.3 Writing  
- 9.2 One-to-One Correspondence  
- 10.1 Shapes  
- 11.3 Measurement  
- 12.1 Sorting  
- 13.1 Creativity  
- 14.1 Senses  
- 14.3 Scientific Predictions  
- 17.4 Family, Community, Culture  
- 19.1 Cares for Possessions  
- 20.1 Plays and Interacts  
- 20.2 Social Problem Solving  
- 23.2 Explores New Things  
- 24.2 Independence  
- 25.3 Role Plays  
| List additional materials, ideas or suggestions for the children beyond the basic or more common uses of the materials in that center. This additional plan may not happen every week in every center. Instead, it will be based on teachers' observations and reflections about the success of the children's interactions in the center and what next steps might be best. | Adding ramp materials to block area since PJ, ES and MT are making roadways with the blocks  
Adding pet carrier to dramatic play since field trip to the pet shelter and CE, AV, TT, NL and ES have recently adopted pets. Last week, I heard them talking about crate training. | |

**Teacher Support**

Indicate specific ways teachers will interact with the children in order to meet the stated indicator goal by listing:

- Guiding questions
- Conversation starters, etc.

Examples of Teacher Support are listed on the following page. (More specific examples are given in the accompanying document “Examples of Teacher Support in Centers, Group Times and Daily Routines.” [www.newmexicoprek.org](http://www.newmexicoprek.org))

**Literacy Essential Indicator (EI)**

Teachers must incorporate four literacy activities or extensions in learning centers each week. Literacy encompasses listening, speaking, reading, and writing skills. Teachers choose the most appropriate literacy essential indicator based on students’ needs and abilities.

**Literacy Essential Indicators:**

- 5.1 Listens with understanding to directions and conversations  
- 5.3a Recognizes rhyming sounds in spoken language  
- 5.3b Knows and applies letter-sound correspondence and beginning sound-recognition skills  
- 5.4 Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books  
- 6.1 Converses effectively in his or her home language, English, or Sign language for a variety of purposes relating to real experiences and different audiences  
- 7.1 Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar texts  
- 7.2 Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments  
- 7.4 Progresses in understanding and using concepts of print  
- 8.3 Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing  

**Vocabulary Word(s)**

Write vocabulary words to remind yourself to use the words in meaningful ways as you will interact with children at play.

Teachers expand children's vocabulary by using the correct identifying label, name, or category. Teachers model, provide photos or diagrams, and act out vocabulary as appropriate.
### TEACHER SUPPORT POSSIBILITIES

Choose from the following strategies (based on *Developmentally Appropriate Practice* by Copple and Bredekamp, 2009, pages 36-37) when planning for teacher support. These support strategies are paired with possible comments to illustrate what a teacher might say when supporting children’s play and investigation. These are provided to help teachers begin to consider ways to converse with children in order to enhance their experiences.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Example Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acknowledge what the children are doing or saying</strong>&lt;br&gt;Use materials in the same way as children do&lt;br&gt;Photograph or document children's work in some way</td>
<td>“Wow, I see that you all built a garage for your trucks. It's got very high walls. You stacked lots of long blocks up to make those walls.”</td>
</tr>
<tr>
<td><strong>Encourage their efforts</strong>&lt;br&gt;Explore and investigate alongside the children</td>
<td>“Your grocery store is sure a busy place. You have customers who are shopping and a cashier at the checkout. Oh, and you’re stocking the shelves!”</td>
</tr>
<tr>
<td><strong>Give specific feedback</strong>&lt;br&gt;Make comments that focus on children's actions</td>
<td>“You have spent a long time on your Lego construction. I see you put wheels on your vehicle and you have some people riding in it. Where are they going?”</td>
</tr>
<tr>
<td><strong>Model attitudes and behavior toward others</strong></td>
<td>“Thank you, Ms. Barbara, for bringing me that book!”</td>
</tr>
<tr>
<td><strong>Model problem solving</strong>&lt;br&gt;Offer hints or clues&lt;br&gt;Offer additional materials to support problem solving</td>
<td>“Sometimes, I can’t figure out what to make with my play dough. So, I just roll it and roll it, and pound it and feel it with my fingers. I don’t always have to make something, do I?”</td>
</tr>
<tr>
<td><strong>Demonstrate to show the correct way to do something</strong></td>
<td>“If you want the water wheel to go around when you pour the water into it, you have to pull open the latch at the bottom like this. There! Then, it works.”</td>
</tr>
<tr>
<td><strong>Create or add challenge (provocation)</strong>&lt;br&gt;Pose problems&lt;br&gt;Add complexity to children’s play</td>
<td>“I wonder if you could build something with all of the blocks.”</td>
</tr>
<tr>
<td><strong>Ask questions that provoke children’s thinking</strong>&lt;br&gt;Ask children about their intentions, ideas and plans&lt;br&gt;Encourage children to try to answer their own questions&lt;br&gt;Record children's ideas and theories (and refer back to them)</td>
<td>“What do you think would happen if we put water on the sand? How would it change? Would we need some different tools to work with it?”</td>
</tr>
<tr>
<td><strong>Offer assistance until the child can do it himself</strong>&lt;br&gt;Refer children to one another for help&lt;br&gt;Pair children up according to skills and interests</td>
<td>“Would you like some help getting the marble run to stop toppling over? Maybe if we made stronger foundations with some of the pieces, it would stay up. I’ll help you do that.”</td>
</tr>
<tr>
<td><strong>Provide information</strong></td>
<td>“You made an ambulance with your Duplos®. Remember when we saw the ambulance that came to our school? They had a special bed on wheels didn’t they? That was called a stretcher.”</td>
</tr>
<tr>
<td><strong>Give directions</strong></td>
<td>“We have lots of art materials out for you to play and create with at the art table. You may use glue or paste to make whatever kind of collage you can think of” (from Gronlund 2010, pages 68-69).</td>
</tr>
</tbody>
</table>
### Step 3: Large Group, Small Group, Phonological Awareness, Plan for Meals, Transitions, Outdoor Environments & Explorations, and Reading: Individual or Small Group Evidence

#### Large Group
Large group may include any combination of the following: singing, dancing, playing musical instruments, reading aloud, acting out a familiar story with props, demonstrations of new material and introduction/discussion of new concepts. If attendance and weather are included, the time devoted to them should be brief (no more than three minutes) so that other activities can be included as well. Please note that calendar time is not developmentally appropriate for preschool children.

<table>
<thead>
<tr>
<th>Literacy EI</th>
<th>Teachers choose a primary essential indicator for the large group time each day. The indicator will be a guide to the activities the teacher plans, the questions she asks and the concepts she introduces in the large group experience.</th>
</tr>
</thead>
</table>

#### 450 hour Programs: 1 Large Group Read-Aloud

<table>
<thead>
<tr>
<th>Read-Aloud #1</th>
<th>Teacher chooses a book that will be read daily in large group for the week. Teacher will select from the drop down menu 1st, 2nd, or 3rd read.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Title</td>
<td>List the book title utilized for the Read-Aloud #1</td>
</tr>
<tr>
<td>Book Genre</td>
<td>Select: Literature (fiction) OR Informational Text (non-fiction)</td>
</tr>
</tbody>
</table>

#### 900 hour Programs: 2 Large Group Read-Alouds

<table>
<thead>
<tr>
<th>Read-Aloud #2</th>
<th>Teacher chooses a book that will be read daily in large group for the week. Teacher will select from the drop down menu 1st, 2nd, or 3rd read.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Title</td>
<td>List the book title utilized for the Read-Aloud #2</td>
</tr>
<tr>
<td>Book Genre</td>
<td>Select: Literature (fiction) OR Informational Text (non-fiction)</td>
</tr>
</tbody>
</table>

#### Additional Activity & Strategy
Songs, finger plays, dances, dramatizations, math, or science activities

#### Essential Indicator
Select an essential indicator for the “Additional Activity & Strategy

#### Small Group
Teachers choose an essential indicator for the small group time each day. The indicator will guide the activities the teacher plans, the questions she asks and the concepts she introduces in the small group experience.

<table>
<thead>
<tr>
<th>Skill</th>
<th>List skills for the small group activities.</th>
</tr>
</thead>
</table>

#### Activity & Strategy
Strategies will be similar to those in the range of possibilities for Teacher Support in the learning centers. They can be specific to the indicator chosen and teachers can individualize the strategies to better fit the needs of each child. This is the benefit of working with small groups and can be very helpful in getting to know each child’s capabilities. (More specific examples are given in the accompanying document “Examples of Teacher Support in Centers, Group Times and Daily Routines.”)

#### Phonological Awareness
Select a skill from the drop down menu.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rhyme &amp; Alliteration</td>
</tr>
<tr>
<td></td>
<td>Syllables</td>
</tr>
<tr>
<td></td>
<td>Onsets &amp; Rimes</td>
</tr>
<tr>
<td></td>
<td>Phonemes</td>
</tr>
</tbody>
</table>

#### Activity & Strategy
Describe the early literacy activity and strategies. Utilize the resource: Building Early Literacy and Language Skills: A Resource and Activity Guide for Preschool and Kindergarten, commonly knowns as the “BELLS Book”.

#### Plan for Meals
When planning for Meals, teachers can either enter essential indicators that relate to the experience (such as eye-hand coordination for pouring or conversing in home language) or conversation topics they may want to engage in with the children.

#### Transitions
When planning for Transitions, the songs, finger plays, games and/or other strategies that teachers will use to ease the transition process will be written on the lesson plan.
### Essential Indicator
Teachers choose an essential indicator for the Outdoor Environments and Explorations each day.

### Skill
List skills for the outdoor environments & explorations activities.

### Activity & Strategy
Describe the activities created for children’s exploration of the outdoor environments. Include the teacher strategies that will support their learning.

### Reading: Individual or Small Group Evidence
Teachers should use this box to document that all children are read aloud to, either individually or in small groups of 2-4 children, at least once per week in 450 hour (1/2 day) programs or twice a week in 900 hour (full-day) programs.

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#### Step 4: Family Engagement, Accommodations, Modifications & Differentiated Instruction for the Full Participation of Each Child, Connections and Reflections

| Family Engagement | Teachers may use the **Family Engagement** box to list strategies to encourage family involvement and/or record current family involvement. For example, “Marissa’s mom will bring her guitar Tuesday,” or “Send home note about recycled items needed for projects.” This section can also be used to record Family Nights scheduled for this week. |
| Accommodations, Modifications & Differentiated Instruction for the Full Participation of Each Child | Use this box to list **accommodations, modification, and differentiated instruction for specific children.** For those children with IEP goals, 504 plans, health plans, or otherwise identified special needs; this is the place to write specific goals and accommodations. For any child, a teacher might indicate a reminder or strategy to support the child with a specific academic or social skill, such as offering adult support when a child is trying something frustrating, or providing tools that will help the child be more successful. |
| Connections | In the **Connections** box, teachers indicate how the activities from the previous week’s lesson plan are expanded/extended/connected to this week’s activities and themes. For individual children, this could include following up on a child’s interest in a favorite activity, pairing children who are good friends to sit or work together, or offering to read a favorite story to a child. |
| Reflections | In the **Reflection** box, teachers record answers to several key questions: What worked in this week’s lesson plan? What did you learn about individual children’s skills and interests? What will you do next week based on this information? This section will be filled out as the week progresses rather than in advance. Keep this page in a folder or binder for notes during daily debriefing. This box will either be hand-written or have layers of sticky notes (use tape at the end of the week to secure). |
Examples of Teacher Support in Centers, Group Times and Daily Routines

To be used with the New Mexico PreK Weekly Lesson Plan

General Teaching Strategies in Implementing the PreK Weekly Lesson Plan

PreK teachers and educational assistants are constantly making decisions about how best to interact with children as they engage in various activities and experiences in the classroom. They watch what children are doing and listen to what they say in order to determine the best ways to support and enhance their learning, play, exploration and involvement. On the weekly lesson plan, teachers are asked to plan for support strategies so that they can be intentional in all they do with the children. And, it is recognized that even with a clear plan, adjustments and changes will still be made. Children can surprise us in their responses to our interventions. Effective preschool teachers continually pay attention to the cues of the children and respond accordingly.

General Support Strategies

Some general support strategies are effective at all times and should be ones used regularly by teachers and educational assistants. These teacher actions will help children continue to be successful whether they are engaged in learning centers, large or small groups, or daily routines. It’s important for teachers to keep the following strategies in mind in all that they do with children throughout the PreK day.

1. Put yourself on the child’s physical level (kneel, bend down, pull up a chair or sit on the floor)
2. Acknowledge children’s choices
3. Take time to watch, listen, and extend the learning/conversations
4. When conversing with children, pause and allow them time to think (remember to “strive for five” exchanges)
5. Accept “wrong” answers and pose questions that encourage children to think
6. Talk through your own thinking as you engage in activities
7. Admit mistakes when you make them and tell how you will rectify the situation
8. Model kindness, warmth, concern, enthusiasm, curiosity, interest, openness and flexibility
9. Remember to enjoy the children. Relish each moment with them. Get to know each child well. Learning happens best in the context of positive relationships!

These general support strategies are important ones for preschool teachers and educational assistants to use at all times as appropriate. They are not to be written on the lesson plan but instead are to be implemented by PreK teachers and educational assistants each and every day.
Specific Support Strategies – Essential Indicators

Below are some examples of teacher comments and questions that support specific essential indicators. These are provided to help teachers begin to consider ways to converse with children in order to enhance their experiences. Teachers are invited to think of other comments and questions that would help meet indicator goals not only in the learning centers, but also at large and small group times and in daily routines.

<table>
<thead>
<tr>
<th>Essential Indicator</th>
<th>Teacher Comments &amp; Questions</th>
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<tbody>
<tr>
<td>EI #6.1 Conversational Ability</td>
<td>“Can you tell me about... (what a child is making, doing, etc.)”</td>
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<td>“It sounds like you need to talk to Jose about that. I’ll come with you.”</td>
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<tr>
<td>EI #7.2 Story Comprehension</td>
<td>“What did you notice in this story?”</td>
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<td>“What did you like best in this story?”</td>
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<td>“Do you have any questions about this story?”</td>
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<td>EI #8.3 Writing</td>
<td>“I know you are worried about your structure being knocked over. What if we made a sign?”</td>
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<td>“You’ve been working hard in the writing center. May I see your paper?”</td>
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<td></td>
<td>Acknowledge the child’s work just as it is</td>
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<td>Provide writing materials in all classroom areas</td>
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<tr>
<td>EI #9.2 One-to-One Correspondence</td>
<td>“Wow, that is a lot of blocks! I wonder how many you have there.”</td>
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<td>“I’m going to try to build a tower as tall as yours. I think I will count the blocks as I go.”</td>
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<td></td>
<td>“You counted 12 blocks!”</td>
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<td>Count informally with children throughout the daily routine</td>
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<tr>
<td>EI #13.1 Creativity</td>
<td>“Your painting has lots of colors. What can you tell me about it?”</td>
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<td>“I hear you singing a very pretty song. Would you like me to write down the words for you?”</td>
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<td></td>
<td>“You are keeping the beat in the music with your feet. In what other ways can you move to the music?”</td>
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<tr>
<td>EI #14.1 Senses</td>
<td>“I see that you and Tara are working with the mud. What is that like?”</td>
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<td>Join in the mud play yourself and comment on how it looks, feels, and smells.</td>
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<tr>
<td>EI #17.4 Family, Community, Culture</td>
<td>“I went to the park on Saturday and had a picnic with my family. What did you do this weekend?”</td>
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<td>“How did you learn about that?”</td>
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<td></td>
<td>“April knows a lot about horses, have you asked her?”</td>
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<tr>
<td>EI# 19.1 Cares for Possessions</td>
<td>“Good morning Arianna. I see you have hung up your coat and your back pack and you’re ready to start the day!”</td>
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<td>“Where do you think you should put your creation to keep it safe?”</td>
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<td>EI# 20.1 Plays and Interacts</td>
<td>“I see how you all are working together to make the grocery store a success.”</td>
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<td>“I wonder if Jackson would like to join you. He’s been standing and watching you build your block tower. Do you think he could help?”</td>
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<tr>
<td>EI# 24.2 Independence</td>
<td>“Yes, I see the spill. What can we do about it?”</td>
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<td>“You tied those shoes all by yourself!”</td>
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<td></td>
<td>When you observe a child working on something (cutting, for example), allow that child time to try to do it herself.</td>
</tr>
</tbody>
</table>
Resources for More Support Ideas


Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 (3rd Edition), Edited by Carol Copple & Sue Bredekamp, NAEYC, 2009

Developmentally Appropriate Play: Guiding Young Children to a Higher Level
by Gaye Gronlund, Redleaf Press, 2010

Educating Young Children: Active Learning Practices for Preschool and Child Care Programs (3rd Edition)

by Deb Curtis & Margie Carter, Redleaf Press, 2002
One Page Resources
(https://www.newmexicoprek.org)

- Large Group Tips
- Engaging Children in a Storybook
- Picture Story, Word Story
- Small Group Tips
- Phonological Awareness
- Rhyming Songs, Poems, games
- Alliteration
- Blending/Segmenting
- Developing Oral Language
- Rhyme Alliteration
- Cara’s Kit
- Socio emotional Learning
- Modifying Activities for Children with Disabilities