

**BEST PRACTICES TRAINING**

**2012-13**

**DIRECTOR'S WEBINAR**

**Suzanne Turner**  
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*Georgia State University*

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GeorgiaStateUniversity

**BRIGHT START**  
Georgia Department of Early Care and Learning

**BEST PRACTICES TRAINING**

**OFF TO A GOOD START**  
a lesson planning handbook for  
Georgia's Pre-K teachers

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**BRIGHT START**  
Georgia Department of Early Care and Learning

# BEST PRACTICES TRAINING



**Please send us your questions**

# WHERE can I find it?

**Bright START**  
*"Meeting the child care and early education needs of Georgia's children and their families."*

Home About Us Pre-K Child Care Nutrition Head Start Even Start

**Pre-K Main**  
 Pre-K Program Updates  
 About Pre-K  
 Book List  
 Call List  
 Classroom Assessment Scoring System (CLASS)  
 Contact Pre-K  
 Content Standards  
 Creating a Quality Learning Environment  
 Early Learning Challenge  
 Enrolling in Pre-K  
 Families  
 FAQ  
 Georgia Ready Ahead  
 Newsletters  
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 Professional Development Registry  
 Project Directors  
 Rating Tools  
 Search for Pre-K  
 Starting a Pre-K Program  
 Summer Transition Program  
 Teachers  
 Off to a Good Start  
 Instructional Quality Guide  
 Planning  
 Resources  
 Scholarships and Incentives

**Pre-K**

Find Pre-K Locations  
 Enrolling in Pre-K  
 Starting a Pre-K Program  
 Teachers  
 Project Directors  
 Families

**Popular Topics**

- Georgia's Pre-K 2012-13 Operating Guidelines
- The Junior League of Atlanta produced this great video on the importance of early education.
- Child Care Programs selected for DECAL Summer Transition Program
- NIER: Georgia Pre-K Quality among Best in the Nation
- Atlanta Journal-Constitution: Georgia Pre-K gets top rating in national report
- Moving on Up: Bright from the Start offering Pre-K Summer Transition Program

Search For:  
 Pre-K Locations  
 Child Care Locations  
 Nutrition Programs

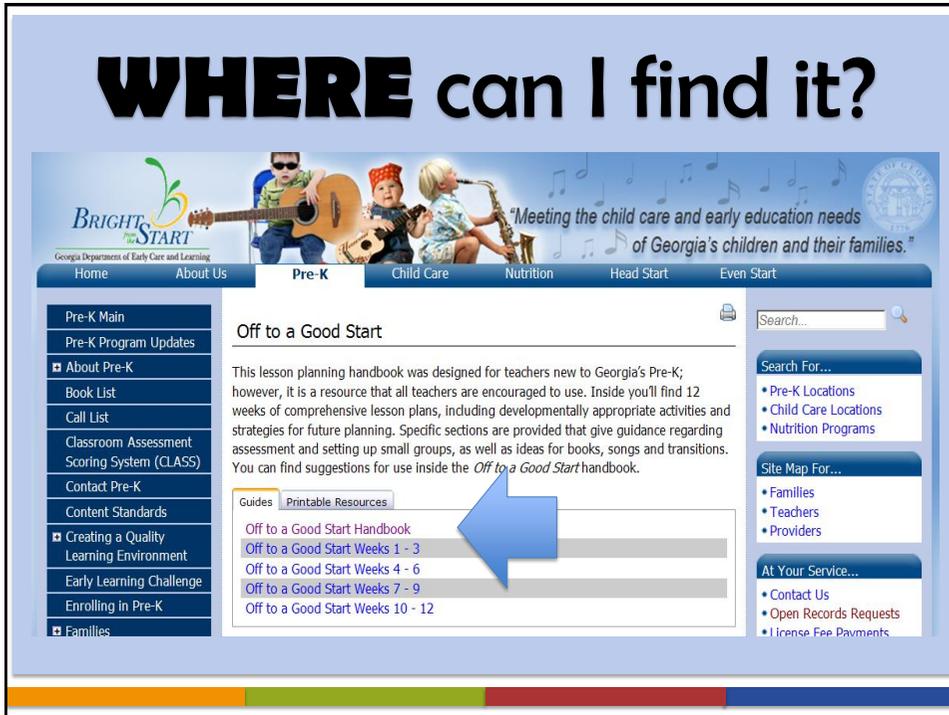
Who Am I?  
 Families  
 Teachers  
 Providers

All Your Services:  
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**ZOO ATLANTA**

**raising readers**  
 KIDS

# WHERE can I find it?



**BRIGHT START**  
Georgia Department of Early Care and Learning

Home About Us **Pre-K** Child Care Nutrition Head Start Even Start

Pre-K Main  
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Content Standards  
Creating a Quality Learning Environment  
Early Learning Challenge  
Enrolling in Pre-K  
Families

## Off to a Good Start

This lesson planning handbook was designed for teachers new to Georgia's Pre-K; however, it is a resource that all teachers are encouraged to use. Inside you'll find 12 weeks of comprehensive lesson plans, including developmentally appropriate activities and strategies for future planning. Specific sections are provided that give guidance regarding assessment and setting up small groups, as well as ideas for books, songs and transitions. You can find suggestions for use inside the *Off to a Good Start* handbook.

Guides **Printable Resources**

- Off to a Good Start Handbook
- Off to a Good Start Weeks 1 - 3
- Off to a Good Start Weeks 4 - 6
- Off to a Good Start Weeks 7 - 9
- Off to a Good Start Weeks 10 - 12

Search...

Search For...

- Pre-K Locations
- Child Care Locations
- Nutrition Programs

Site Map For...

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- Teachers
- Providers

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# WHERE can I find it?



Georgia State University

HOME ABOUT US ONLINE TRAINING DIRECTIONS HELP

## BEST PRACTICES TRAINING

Training

Georgia's PRIDE (Pre-K Resource and Idea Exchange) is a searchable database designed for Pre-K teachers to find developmentally appropriate small group activities and transitions. Teachers can search by a topic of study or content area. This database also includes transitions that teachers can use in their classrooms daily. Take a minute and submit your ideas so the database can keep growing. We will give you credit for your idea! [Click here to visit PRIDE.](#)

**NEW LEAD TEACHER TRAINING**

This two-day training is for lead teachers who have never worked as a lead teacher in Georgia's Pre-K Program. Topics for this two-day training include: routines and procedures, child guidance, setting up the environment, lesson planning, and large and small group instruction. This training will introduce The First Six Weeks, a lesson planning handbook for Georgia's Pre-K teachers. [Click here to access the Lesson Plan Handbook.](#)

Training Events

[Full Page Calendar](#)

August

- Work Sampling Online- Atlanta Aug 10 2011
- Work Sampling Online- East Point Aug 10 2011
- Work Sampling Online- Marietta Aug 10 2011
- Work Sampling Online- Marietta Aug 16 2011
- Work Sampling Online- Atlanta Aug 16 2011
- Work Sampling Online- Atlanta Aug 17 2011

<http://bestpractices.gsu.edu>

# WHERE can I find it?

Handbook will be mailed to all new teachers.  
Project Directors should complete the survey to provide information to Best Practices.



## New Pre-K Teachers Information for Directors

panda.support@decal.ga.gov

Sent: Thu 7/12/2012 1:37 PM

To: Suzanne Bell Turner

Pre-K Directors,

On behalf of Best Practices Training, we would like to send your new Pre-K teachers the new 12-week Lesson Planning Handbook to help them get off to a good start this year. Please fill out the web survey regarding any new Pre-K teachers at your site.

Your input is very important to Best Practices. All of the information you provide will help determine what, if any, materials your new lead Pre-K teachers might need to be successful.

To complete this web survey, simply click on the web address (URL) displayed below or copy and paste the entire web address into the address field of your web browser.

<http://www.surveymonkey.com/s/X5LV8BY>

Please complete this survey by July 31, 2012.

Thank you,  
Best Practices Team

# WHY write a new handbook?

- Requested by teachers, consultants and directors who wanted “more plans and more examples”
- Includes complete sample plans as well as **scaffolded** lesson plans
- Includes “how to” explanations – small group, transitions, literacy activities

# Guidelines

- **Activities during the first weeks of school should focus on teaching children procedures and routines.**



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- **Activities during the first weeks of school should focus on teaching children procedures and routines.**
- **Teachers should put materials out gradually and teach children how to use them & how to clean up.**



# Guidelines

- Activities during the first weeks of school should focus on teaching children procedures and routines.
- Teachers should put materials out gradually and teach children how to use them & how to clean up.
- **Activities should be planned to help children get to know each other.**

# Guidelines

Here we are together,  
together, together

Here we are together in our  
Pre-K class

Here's Amy and Shayna  
and Marcus and Victor

Here we are together in our  
Pre-K class

*(tune: The More We Get Together)*



# Guidelines

- Activities during the first weeks of school should focus on teaching children procedures and routines.
- Teachers should put materials out gradually and teach children how to use them & how to clean up.
- Activities should be planned to help children get to know each other.
- **Content standards should reflect the intent or purpose of the activity.**

# Guidelines



**LD1h**  
becomes increasingly familiar with the structure of stories

**LD 1b**  
responds to questions

# Guidelines

- Activities during the first weeks of school should focus on teaching children procedures and routines.
- Teachers should put materials out gradually and teach children how to use them & how to clean up.
- Activities should be planned to help children get to know each other.
- Content standards should reflect the intent or purpose of the activity.
- Teachers should choose small group templates that meet their specific needs and those of the children.

# Guidelines

## Small Group Template One

Teacher:

Week of:

Suggested use: at the beginning of the year with both adults leading a group activity to acclimate children to the environment and routine; or one teacher directed activity takes place while second teacher monitors others in independent activity (e.g., science experiment, etc.)

\*\*Refer to the FAQ for Planning Instruction and the FAQ for Small Groups for further explanation.

\*\*\*Documentation of small group reading (book title with brief description of the follow-up activity) is required one time weekly but may be planned more often.

Group	Monday	Tuesday	Wednesday
Teacher directed	Activity: <input type="text"/>	Activity: <input type="text"/>	Activity: <input type="text"/>
	Students: <input type="text"/>	Students: <input type="text"/>	Students: <input type="text"/>
	CS: <input type="text"/>	CS: <input type="text"/>	CS: <input type="text"/>
Teacher directed	Activity: <input type="text"/>	Activity: <input type="text"/>	Activity: <input type="text"/>
	Students: <input type="text"/>	Students: <input type="text"/>	Students: <input type="text"/>
	CS: <input type="text"/>	CS: <input type="text"/>	CS: <input type="text"/>

## Small Group Template Three

Teacher:

Week of:

Suggested use: two teacher directed activities with two independent activities. As children grow independent they can work alone without consistent teacher support, allowing teachers to plan more needs based activities with both adults providing guidance.

\*\*Refer to the FAQ for Planning Instruction and the FAQ for Small Groups for further explanation.

\*\*\*Documentation of small group reading (book title with brief description of the follow-up activity) is required one time weekly but may be planned more often.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	Activity: <input type="text"/>				
	Students: <input type="text"/>				
	CS: <input type="text"/>				
Teacher directed	Activity: <input type="text"/>				
	Students: <input type="text"/>				
	CS: <input type="text"/>				
Independent	Activity One: <input type="text"/>				
	Students: <input type="text"/>				
	CS: <input type="text"/>				
Independent	Activity Two: <input type="text"/>				
	Students: <input type="text"/>				
	CS: <input type="text"/>				

# A Closer Look

BEST PRACTICES TRAINING

OFF TO A GOOD START

a lesson planning handbook for Georgia's Pre-K teachers

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Georgia Department of Early Care and Learning

# A Closer Look

- Includes twelve weeks of comprehensive lesson plans (lessons, books, small groups, assessment, changes to environment, songs and transitions)

# A Closer Look

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Large Group/ Opening Activity</b>  <b>8:00-8:30</b>	Activity: Gather – "Come to the Circle" Greeting – Greg & Steve "Good Morning" Intro Daily Schedule/show clip on Circle Time Message - teacher photos  CS: SE 4d, LD 5d, 5m	Activity: Gather/Greet - same song as Monday Message/photo of cubbies with question mark  CS: SE 4d, LD 5d	Activity: Gather/Greet - same song as Monday Message/2-3 job symbols/show job board and assign jobs  CS SE 4d, LD 5d, SS1b	Activity: Gather/Greet/Jobs Message/marker with question mark  CS: SE 4d, LD 5d, SS1b,	Activity: Gather/Greet/Jobs Message/cooking symbol  CS: SE 4d, LD 5d, SS1b
	Book #1: Mouse's First Day ID things you might see at school  CS: SS 3a	Book #1: No, David Intro topic of class rules  CS: SE 3a	Book #1: It's Mine continue focus on class rules  CS: SE 4b	Book #1: Stand Tall Molly Lou Mealon/ Feelings, being kind to others  CS: SE 4c	Book #1: When Sophie Gets Angry / Introduce "safe place" Show STAR and DRAIN breathing techniques  CS: SE 3e
	Music with Movement: Greg & Steve "The Freeze" Follow directions to stop and start  CS: LD 1c, HPD 1b	Music with Movement : Raffi "Shake Your Sillies Out" shake, clap, jump to directions  CS: LD 1a, HPD 1b	Music with Movement: "Jump, jump...STOP!" follow verbal directions to jump, stomp, etc.  CS: LD 1a, HPD 1b	Music with Movement: The Wiggles "Shakey Shakey" shake parts of body  CS: LD 1a, HPD 1b	Music with Movement: Greg & Steve "Listen and Move" Follow music cues – walk, skip, hop  CS: LD 1c, HPD 1b

# A Closer Look

- Includes twelve weeks of comprehensive lesson plans (lessons, books, small groups, assessment, changes to environment, songs and transitions)
- Explains each lesson and offers tips, strategies and ideas for modifications

# A Closer Look

<p><b>LARGE GROUP</b></p> <p>10:00-10:15</p>	<p><b>Large Group Literacy: Shared reading/hand washing chart</b></p> <p><b>Discuss other healthy habits</b></p> <p><b>“What pictures could we draw?”</b></p> <p><b>CS: HPD 3a, LD5d</b></p>	<p>Group Literacy: retell in Goes to School pets</p> <p>3b, LD 5f</p>	<p>Large Group Literacy: review stories of Splat, Mouse and Franklin; Intro symbols for main character, setting</p> <p>CS: LD 1g, LD 1h</p>	<p>Large Group Literacy: read class rules from chart/teacher points</p> <p>CS: LD 5k, LD 5e</p>
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**Monday:** Use the rebus chart for hand washing that you introduced in small groups. As you point to each section of the chart, “read” the symbols. “First, turn on the water, then get some soap...” After you read through once, invite children to join you. Be sure to point to each symbol as you read. Next, invite children to act out the steps as you read them together. Ask for children’s input: What other healthy habits do we need to remember? Possible answers might be – “cover up your mouth when you cough” or “use a tissue when you sneeze.” Discuss what symbols we could draw to remind us to do those things. Ask children, “Where should we put them?”

# A Closer Look

- Includes twelve weeks of comprehensive lesson plans (lessons, books, small groups, assessment, changes to environment, songs and transitions)
- Explains each lesson and offers tips, strategies and ideas for modifications
- Designed primarily for new teachers

# A Closer Look

- The lessons are designed to introduce children **and teachers** to the materials and routines used throughout the Pre-K day.

*How do I line up?*

*Where do I wash my hands?*

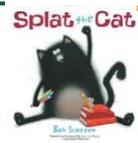
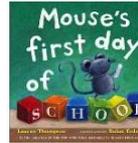
*Where does my backpack go?*

*What happens at rest time?*



# A Closer Look

- In addition, books and activities help to develop specific topics of study.



Weeks 1-3: *My School, My Friends*

Weeks 4-6: *Shoes*

Weeks 7-9: *Rhyme Time*

Weeks 10-11: *Author Study*

Week 12: *Teacher's Choice*



# A Closer Look

- Includes twelve weeks of comprehensive lesson plans (lessons, books, small groups, assessment, changes to environment, songs and transitions)
- Explains each lesson and offers tips, strategies and ideas for modifications
- Designed primarily for new teachers
- Uses required BFTS lesson plan templates

# A Closer Look

Lesson Plan Template #1  
 Small Group Templates #1 and #2  
 Planning for Assessment Template  
 Changes to the Environment Template #1

*(all templates available on the BFTS website)*

Teachers can re-arrange these  
 to suit their needs

# ORGANIZATION

## *The First Six Weeks* WEEK TWO

*Below are listed the materials and activities you will need to prepare ahead of time. Refer to the lesson plan handbook to see full explanations of each item.*

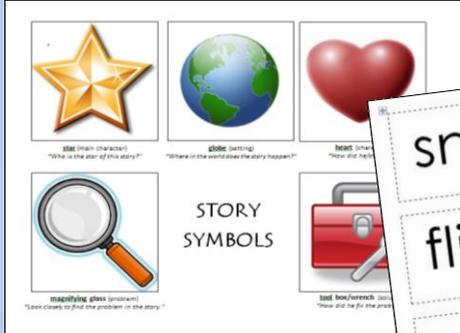
### **MATERIALS:**

- attendance chart
- small group management board
- children's pictures (for attendance chart, small group management board, postcard to parents activity)
- daily schedule with photos from your classroom
- Friends class book using photos of children
- new story symbol – the magnifying glass

### **TASKS:**

- Check book list; gather the books for week two (substitute if needed)
- Design and print matrices
- Gather supply of old school catalogs – tear out some pages with preschool items for easier cutting
- Contact school helper for visit
- Gather props to dramatize nursery rhymes
- Purchase items to make trail mix

# Printable Resources



**STORY SYMBOLS**

## word cards



## story symbols

# Printable Resources



"Meeting the child care and early education needs of Georgia's children and their families."

- Pre-K Main
- Pre-K Program Updates
- About Pre-K
- Book List
- Call List
- Classroom Assessment Scoring System (CLASS)
- Contact Pre-K
- Content Standards
- Creating a Quality Learning Environment
- Early Learning Challenge

### Off to a Good Start

This lesson planning handbook was designed for teachers new to Georgia's... Inside you'll find 12 weeks of comprehensive lesson plans... Specific sections are provided that give guidance... as well as ideas for books, songs and transitions. You can find suggestions for use inside the *Off to a Good Start* handbook.

Guides | Printable Resources

- Story Symbols
- Nursery Rhyme Pictures
- Shoe Pattern Cards
- Shoe Word Cards
- Nursery Rhyme Go-Together Cards
- Hey Diddle Diddle Sequence Cards
- Feed Me Rhymes
- Rhyming Cube

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Teacher: Sample      Week of: #2      Topic: My School/My Friends      Georgia's Pre-K Program 2011-2012 Weekly Lesson Plan Template (LPT201)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Activity: Gather - "Come to the Greeting -Greg & Steve's" Job chart Message-photo of small group management board CS: SE 4d, LD 5d	Activity: Gather/Greet/Job Message/photo of boy and girl introduce attendance chart with children's photos CS: LD 5d, SE 3d	Activity: Gather/Greet/Job Message/symbol for school (learn about our school today) CS: SE 4d, LD 5d	Activity: Gather/Greet/Job Message/heart (add to attendance chart -intro absent child ritual) CS: SE 4c, LD 5c	Activity: Gather/Greet/Job Message/cooking symbol CS: SE 4d, LD 5d
8:30-9:00	<b>Small Group Time</b> Book #1: Mouse's First Day re-read; relate to experiences last week CS: LD 5j, MD 5a Music with Movement: The Wiggles "Shakey shakey" CS: CD 2c, HPD 1b	Book #1: Like Me What do you like about yourself? CS: SE 1b Music with Movement: Greg & Steve "The World is Rainbow" (intro scarves or streamers) CS: CD 2a, HPD 1b	Book #1: Chicka Chicka Boom Boom CS: LD 5a Music with Movement: "Many Friends" (tune - Father Abraham) move arms, legs together CS: CD 2c, HPD 1b	Book #1: Splat the Cat CS: LD 1b, LD 5b Music with Movement: Greg & Steve "Popcorn" (use sheet or blanket and balled-up paper popcorn) CS: SE 4d, HPD 1b	Book #1: A Splendid Friend indeed (friends like to do different things) CS: SE 3a Music with Movement: Clean - "Mother Gooney Bird" coordinate movements of arms, feet, etc. CS: CD 2c, HPD 1b
9:00-9:15	Book #1: Rhyanthemum (names) CS: SE 1a, SE 1b	Book #2: Rainbow Fish (sharing) CS: SE 4b, SE 4c	Book #2: Amy is a Friend (class book) learning friend's names CS: SE 1b, LD 5a	Book #2: Selection from Frog and Toad Are Friends CS: SE 1b	Book #2: The Rain Came Down (feeling mad) CS: SE 3a
9:45-10:00	Activity: Parachute Express "From Your Seat" CS: HPD 1b, LD 1c	<b>Large Group Literacy: Review class rules, use chart – child points as class reads CS: LD 3a, LD 5d</b>			Activity: Learning Station "Get it Says" Touch Your Sides! CS: CD 2c, HPD 2c
10:00-10:15	Large Group Literacy: Sing "There Was A Kid" tune-BINGO (8 children) CS: LD 5e				Large Group Literacy: Rhyanthemum - discuss main character, setting (star, world balls) introduce problem ball (mag, glass) CS: SE 1b, LD 5e

**Small Group Template One**      Teacher: Sample      Week of: #2

Suggested use: at the beginning of the day, both adults leading a group activity to acclimate children to the environment and routine; or one teacher directed activity takes place while second teacher monitors others in independent activities (centers) or a large group activity (story time, literacy activity, science experiment, etc)

\*\* Refer to the FAQ for Planning Instruction and the FAQ for Small Groups for further explanation.  
 \*\* Documentation of small group reading (book title with brief description of the follow-up activity) is required one time weekly but may be planned more often.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	Activity: BEFORE SG TIME -explain management board AT SCHOOL collage -school catalogs, photos of children, paper, glue sticks write children's comments Students: names or initials for 1/2 class CS: SE 3b	Activity: BEFORE SG TIME -explain management board AT SCHOOL collage -school catalogs, photos of children, paper, glue sticks write children's comments Students: names or initials for 1/2 class CS: SE 3b	Activity: Read Cookie's Week Discuss main character, setting - use symbols Students: names or initials for 1/2 class CS: LD 1h, LD 5d	Activity: Read Cookie's Week Discuss main character, setting - use symbols Students: names or initials for 1/2 class CS: LD 1h, LD 5d	Activity: Examine pebbles w/magnifying glass / provide containers for sorting Students: names or initials for ~1/3 class CS: SD 1b, SD 1d
Teacher directed	Activity: tour block center/discuss rules, clean-up Students: names or initials for 1/2 class CS: SE 3b, SE 3c	Activity: tour block center/discuss rules, clean-up Students: names or initials for 1/2 class CS: SE 3b, SE 3c	Activity: Tour dramatic play center/ discuss rules, clean-up Students: names or initials for 1/2 class CS: SE 3b, SE 3c	Activity: Tour dramatic play center/ discuss rules, clean-up Students: names or initials for 1/2 class CS: SE 3b, SE 3c	Activity: Friend BINGO (informal discussion about being friends) Students: names or initials for 1/3 class CS: SE 1b, SE 4d
Independent					Activity: Explore playdough Students: names or initials for 1/3 class CS: CD 1a, CD 1b

**Planning for Assessment Template** Teacher: **SAMPLE - Week#2**

- Required documentation of plans for collecting assessment throughout the instructional day can be noted on the lesson plan template or by using the following format.
- Spontaneous collection of documentation (such as photos, notes and collection of work samples) will occur throughout each day, therefore there will be no evidence of planning for many items collected.

**Indicate specific activities below.** Not all spaces are expected to be filled in weekly. This is an organizational tool to help with weekly planning and preparation for collecting assessment documentation. See sample online at [www.decal.ga.gov](http://www.decal.ga.gov).

	MATRIX	PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
Monday		during centers - sensory tubs, science materials		At School collage - small group
Tuesday		during centers - sensory tubs, science materials		At School collage - small group color mixing - other instructional activities
Wed.	reading along with Amy is a Friend (class book)	school visitor - other instructional activities	during centers - focus on making choices, initiating play	
Thursday	following directions in a song or chant - large group		during centers - focus on making choices, initiating play	color mixing - other instructional activities
Friday	following directions in a song or chant - large group		Phonological Awareness - Rhyme Time	
<b>Collected assessment documentation must be coded with the student's name, date and assessment</b>				<b>Notes, comments &amp; reminders</b>

# ORGANIZATION

- Teacher preparation for the week
- Lesson Plan (based on a sample schedule)
- Small Group Template
- Planning for Assessment Template
- Expanded lesson plans**

### WEEK TWO: OPENING ACTIVITY

Large Group/ Opening Activity	Activity: Gather—"Come to the Circle" Greeting—Greg & Steve "Friends" / Job chart	Activity: Gather/Greet/Jobs Message/photo of boy and girl introduce attendance chart with children's photos	Activity: Gather/Greet/Jobs Message/symbol for school (learn about our school today)	Activity: Gather/Greet/Jobs Message/heart (add to attendance chart-intro absent child ritual)	Activity: Gather/Greet/Jobs Message/cooking symbol
8:00-8:30	Message - photo of small group management board CS: SE 4d, LD 5d	CS: LD 5d, SE 3d	CS: SE 4d, LD 5d	CS: SE 4c, LD 5c	CS: SE 4d, LD 5d

**It is important that you read  
the explanation carefully.  
Simply browsing the templates will not give  
you the in-depth information you need.**

#### Thursday:

Message: heart symbol with question mark. Help them "read" message: we will find out something about a heart today.

Show attendance chart with heart added in center. Explain that when someone is absent, we will put their picture in the heart and send them good wishes. If someone is absent, demonstrate by moving that child's picture to the heart.

Place both hands over your heart and sing the following song –

"We wish you well. We wish you well.

\_\_\_\_\_ is not here today. We wish him/her well. (Tune: Farmer in the Dell)

#### Friday:

Message – cooking symbol. Help children remember that this is the symbol for a cooking activity.

### WEEK TWO: OPENING ACTIVITY

Large Group/ Opening Activity	Activity: Gather—"Come to the Circle" Greeting—Greg & Steve "Friends" / Job chart	Activity: Gather/Greet/Jobs Message/photo of boy and girl introduce attendance chart with children's photos	Activity: Gather/Greet/Jobs Message/symbol for school (learn about our school today)	Activity: Gather/Greet/Jobs Message/heart (add to attendance chart-intro absent child ritual)	Activity: Gather/Greet/Jobs Message/cooking symbol
8:00-8:30	Message - photo of small group management board CS: SE 4d, LD 5d	CS: LD 5d, SE 3d	CS: SE 4d, LD 5d	CS: SE 4c, LD 5c	CS: SE 4d, LD 5d

#### Monday:

Continue to use the same gathering music as the previous week; this gives children a clear signal that Group time is about to start.

Introduce a new greeting song – Greg and Steve's "Friends." You will use this song all week.

Review the job chart – add 1-2 more jobs and assign children to those jobs.

Place a photo of the small group management board on the message board OR place an arrow here pointing to the management board. Ask children "What do you think this might be for?" Explain that this is something new they will learn about when it's time for small groups.

#### Tuesday:

Message – class photos (one boy and one girl). Help children figure out that the message means that we will use their pictures today.

Introduce the attendance chart using photos of children in the class. Create a chart with two sides; label one side "home" and the other side "school."

Include symbols for each word. Begin by showing all the photos on the "home" side of the chart. Show children how to move their photo to the "school" side when they arrive in the morning. Have them practice moving their pictures.

#### Wednesday:

Point out the attendance chart. Ask, "Is everyone here today?" "Who's not at school today?" "How do you know?"

Message – school symbol. Help children recognize that this means they will meet a school helper today.

#### Thursday:

Message - heart symbol with question mark. Help them "read" message: we will find out something about a heart today.

Show attendance chart with heart added in center. Explain that when someone is absent, we will put their picture in the heart and send them good wishes. If someone is absent, demonstrate by moving that child's picture to the heart.

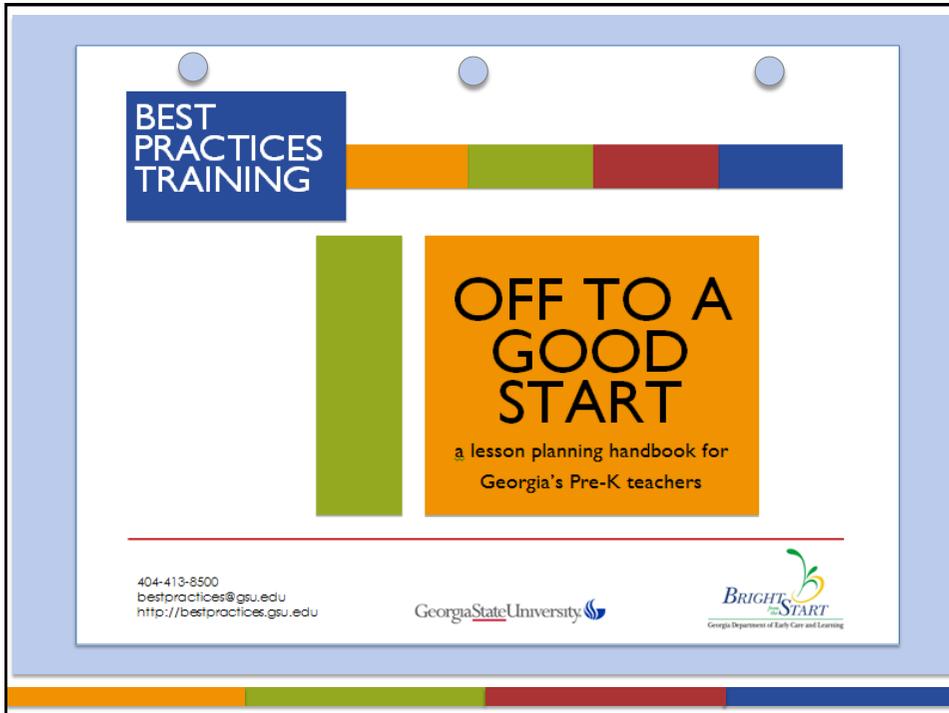
Place both hands over your heart and sing the following song –

"We wish you well. We wish you well.

\_\_\_\_\_ is not here today. We wish him/her well. (Tune: Farmer in the Dell)

#### Friday:

Message – cooking symbol. Help children remember that this is the symbol for a cooking activity.

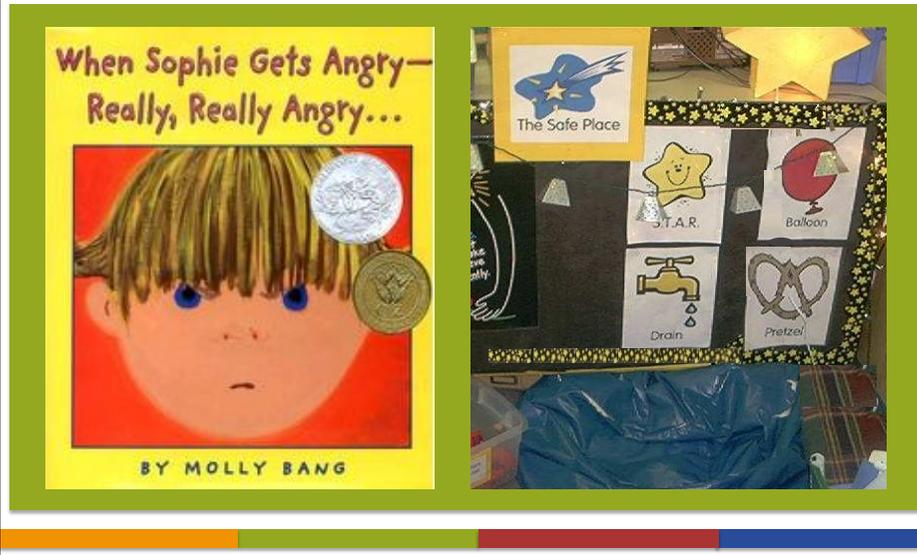


## *Off to a Good Start: Weeks #1-3* **My School & My Friends**

- Features small groups that teach procedures, introduce materials
- Shows teachers how to plan lessons to gather assessment information
- Explains the importance of planned transitions
- Introduces structures like “safe place,” “morning message” and “story symbols”



# The Safe Place



## *Off to a Good Start: Weeks #1-3* **My School & My Friends**

- Features small groups that teach procedures, introduce materials
- Shows teachers how to plan lessons to gather assessment information
- Explains the importance of planned transitions
- Introduces structures like “safe place,” “morning message” and “story symbols”   
- Uses children’s photos for activities and games

## Absent Child Ritual

*"We wish you well. We wish you well."*



*Angela's not here today. We wish her well."*

## Off to a Good Start: Weeks #4-6

# SHOES

- Introduces new topic - SHOES
  - familiar to children; shared experience
  - many good contemporary books, traditional tales and songs/nursery rhymes
- Shows how to create small groups based on assessment information
- Shows teachers how to use one book for many different large group literacy activities

$\text{♩} = 110$

Teacher: Who has the blue shoe? Child: I have the blue shoe. Teacher: Who has the white? Child: I have the white. Teacher: Who has the black shoe? Child: I have the black shoe. Teacher: Show us now. Show us now.

## Off to a Good Start: Weeks #4-6



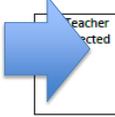
## Off to a Good Start: Weeks #4-6



## Off to a Good Start: Weeks #7-9

# RHYME TIME

- Introduces topic of nursery rhymes; step-by-step “how to” plans
- Uses small group template #3
- Begins scaffolding – teachers fill in plan based on assessment information for their class



Teacher selected

**Activity:** \_\_\_\_\_  
*math activity based on assessment; teacher chooses*

**Students:** Group 1

**CS:** \_\_\_\_\_

**Activity:** sequence Humpty Dumpty

**Students:** Groups 1 & 2

**CS:** LD 5m

Here are some sample activities:

**Patterns:**

- Provide children with plastic forks and spoons and a paper placemat. They can lay the utensils on the mat in a pattern or stick them in a slot you've cut in a scrap piece of Styrofoam. For ABC patterns, add the plastic knife. *MD 2b, MD 2d*
- Cut empty egg cartons in half lengthwise to make pattern strips that children can fill with buttons or other small manipulatives. *MD 2b, MD 2d*
- Put out strips of construction paper and provide small pictures of a cow and moon. Children glue the pictures on the strips in a pattern. **TIP:** If you find cow stickers, you can use plain yellow circle or dot stickers for the moon. This paper/pencil activity requires a different kind of thinking than the more concrete examples above. *MD 2b, MD 2c, MD 2d*










**Counting:**

- Create a grid on 12x18 construction paper or 11x14 poster board. Label each square with a numeral. Provide an assortment of objects – unifix cubes, buttons, small erasers or plastic farm animals. Children count out objects and fill the grid. If some children still need work in 1 to 1 correspondence, give them a grid with dots corresponding to the numerals. *MD 1c*
- Make a similar counting prop with an empty egg carton. Glue numerals in each space (1-12) and use small buttons or beads for counting. For more accomplished counters, use the cartons with 18 spaces. *MD 1c*
- Give individual children (or partners) pegs and pegboards along with a number cube. To play, roll the cube and then put that many pegs on the board. Continue rolling until the board is filled. *MD 1c*

**NOTE:** All of these counting activities can be assigned to independent groups in later weeks now that you have demonstrated them in small group.

**Sorting:**

- LEGOS come in a variety of colors and sizes, which make them a good choice for either Level 1 or Level 2 sorting activities. Choose the appropriate LEGOS for each level. Remember that a Level 2 sort means that children can re-sort by a different attribute. *MD 3b, MD 3e*

**Shapes:**

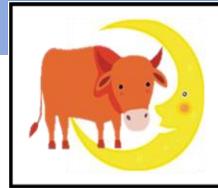
- Play shape BINGO or put out a variety of paper shapes for collage work. Be sure to record children's comments. *MD 4a, MD 4b*

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*Off to a Good Start: Weeks #7-9*

## **RHYME TIME**

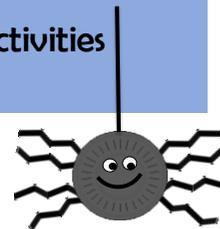
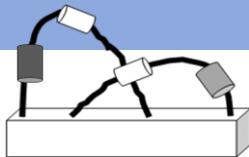
- Introduces nursery rhymes; step-by-step “how to” plans
- Uses small group template #3
- Begins scaffolding – teachers fill in plan based on assessment information for their class
- Variety of sample activities for teachers to choose from; check website for printable pages



*Off to a Good Start: Weeks #7-9*

## **RHYME TIME**

- Introduces nursery rhymes; step-by-step “how to” plans
- Uses small group template #3
- Begins scaffolding – teachers fill in plan based on assessment information for their class
- Variety of sample activities for teachers to choose from; check website for printable pages
- Many simple ideas for fine motor and art activities



## Off to a Good Start: Weeks #10-11

# AUTHOR STUDY

- introduces author study
- guides teachers in choosing appropriate authors and provides a list of recommended authors and books
- continues to guide teachers in using assessment to plan
- gives many examples of activities



## Off to a Good Start: Weeks #10-11

Teacher directed	Activity: <input type="text"/> topic-based activity	Activity: <input type="text"/> small group reading/activity			
	Students: <b>Group 2</b>	Students: <b>Group 3</b>	Students: <b>Group 4</b>	Students: <b>Group 1</b>	Students: <input type="text"/>
	CS: <input type="text"/> fill in standard				

### Monday-Thursday:

For your second group, you may decide that you need a science activity. Here are some based on our author study books.

- *The Very Quiet Cricket* by Eric Carle – observe real crickets. You can find them at a pet store or bait shop. Put them in a clean jar or plastic container with about an inch of soil in the bottom. Poke holes in the top of the jar. Feed your crickets pieces of lettuce or banana. Add a small cup for the crickets to hide in, since they won't chirp if they are afraid.
- *The Hat* by Jan Brett or *Letter to Amy* by Ezra Jack Keats – make wind socks. Glue short lengths of crepe paper streamers inside a cardboard tube. Add a string for holding at the top. Then go outside and observe them in the wind.
- *Planting a Rainbow* by Lois Ehlert – plant some seeds and watch them sprout. An egg carton is a handy place for holding a bit of soil and a few seeds.



cars. Explore how the cars move through the tunnels.

- *Snowballs* by Lois Ehlert or *The Snowy Day* by Ezra Jack Keats – use a snow cone machine to shave ice, then pack it into snowballs. Place them in a warm spot and observe them melting.
- *Leaf Man* by Lois Ehlert – make leaf rubbings. Place leaves on a clipboard and place clear contact paper over them. Children can clip their paper to the board and use a piece of broken crayon to rub over the leaves. Point out the various shapes and the veins that carry water to the leaves.
- *Whistle for Willie* by Ezra Jack Keats – explore shadows and flashlights. Set up some flashlights for children to use. Show them how to hold objects in front of the light to make shadows. Create some simple shadow puppets from heavy paper and craft sticks.
- *Jessica* by Kevin Henkes – explore tunnels. Provide cardboard tubes of various lengths and small matchbox-sized cars. Explore how the cars move through the tunnels.



## Off to a Good Start: Week #12

# TEACHER CHOICE

- Gives guidance in choosing appropriate topics for pre-k based on needs and interests of children
- Continues discussion of using assessment to plan
- Very open-ended; teachers fill in lessons and activities based on guidance in handbook

## Off to a Good Start: Week #12

### LARGE GROUP LITERACY

10:00-10:15	Large Group Literacy: read book, discuss author, title, illustrator, other concepts about print	Large Group Literacy: some book as yesterday or new book/shared reading, class book or chart/shared reading	Large Group Literacy: act out a story or book	Large Group Literacy: Use Big Book or other printed material; invite children to "show me what you know"	Large Group Literacy: discuss book read previously using symbols for main character, setting, problem, feelings
	CS: [ ]	CS: [ ]	CS: [ ]	CS: [ ]	CS: [ ]

The focus of this group time is to build and strengthen literacy skills.

**Monday** – Discuss author, title, illustrator. Ask (if appropriate) "Have we read another book by this author? Illustrator?"

**Tuesday** – Use the book from Monday (if appropriate) or choose another book to use for shared reading.

An alternative would be to choose a class book or chart. It should have a simple repetitive or predictable text and print large enough for children to see in large group. Be sure to point to the text as children read along.

**Wednesday** – Act out a story or book using simple props.

**Thursday** – Use a Big Book or other printed material – a poem or a chart, for example, or something like Hubbard's Cupboard from Week #8.

**Friday** – Use the story symbols to discuss elements of a story.

main character (star) – "Who is the STAR of this story? Who is the story about?"

setting (globe) – "Where in the world does this story happen?"

plot - problem (magnifying glass) – "Let's look closely. Who had a problem? What was it?"

plot - solution (wrench) – "How did he/she fix the problem? What was the solution?"

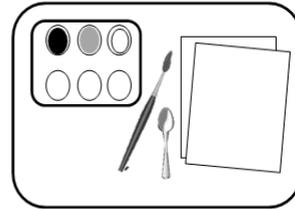
feelings (heart) – "How did the characters in the story feel?"

## Off to a Good Start: Week #12

Teacher directed	Activity: <input type="text"/> topic-related activity	Activity: <input type="text"/> Choose one group for remediation or enrichment or conduct small group reading			
	Students: <b>Group 2</b>	Students: <b>Group 3</b>	Students: <b>Group 4</b>	Students: <b>Group 1</b>	Students: <b>choose Group 1-4</b>
	CS: <input type="text"/> fill in standard				

For this teacher-directed lesson, choose an activity that is topic-related or of common interest to all the children in the class. Perhaps you want to introduce some new math or art materials. Maybe you want to create a class book or language experience chart to which all children will contribute. Children can stay in their assessment-based groups for this activity. It makes scheduling easier and, since everyone is doing the same thing, specific skills are not of primary importance. You will, of course, differentiate within each group, providing specific support to each child at her level of learning.

Here's an art lesson that encourages higher-order thinking. Provide children with one primary color of paint; blue or red work best. Also give them a small amount of white paint and a small amount of black paint along with paper, paintbrushes and spoons. Using a white Styrofoam egg carton cut in half for each child gives you spaces for the paint, as well as some empty spaces for mixing. The paint rinses off the Styrofoam easily to prepare for the next group of artists. Show children the primary color and ask, "What do you think will happen if we add white paint to the red paint?" Encourage the children to experiment, mixing paint with the spoon or brush. As they observe the paint mixing in the containers, suggest that they paint some on their paper. Encourage them to look at each other's colors and compare. Use vocabulary words such as light/lighter, dark/darker, shade and tint. Look around the room or at their clothing and comment on colors. Say, "Our coats are dark blue," or "Meredith has on light blue socks."



## Off to a Good Start: Week #12

### TEACHER CHOICE

- gives guidance in choosing appropriate topics for pre-k based on needs and interests of children
- continues discussion of using assessment to plan
- very open-ended; teachers fill in lessons and activities
- includes examples of books, games and songs as well as independent activities

Give children word cards along with letter tiles from games like Scrabble® or Boggle®. Children spell out their names and other words they know or use the cards as a guide.



## HOW do teachers use it?

- Download *Off to a Good Start* Lesson Plans from the BFTS website
- Read the handbook for each week and decide how you will use the lesson plans
- You may need to...
  - Substitute books or CDs if the specific titles listed in the handbook are not available. Consider the intent of the lesson and choose an alternate accordingly.
  - Rearrange the sections so that they match an existing daily schedule.
  - Cut and paste portions of the lesson plan.
- Veteran teachers may search the handbook for ideas, lessons, books or CDs to use in their classroom.

## HOW can you help?

- Make sure new teachers have a copy of the handbook and have downloaded the lesson plans
- Check to see if their camera is in good working order and that they know the procedure/guidelines for printing
- Purchase some of the books on the book list; teachers will use these again next year
- Review room set-up to make sure centers and materials are being introduced gradually
- Help them understand the importance of activities to teach routines and build classroom community

# Questions



If you have additional questions,  
contact your Pre-K consultant

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