6. PLANNING THE INTEGRATED CURRICULUM

Planning is an important part of creating and implementing the curriculum. Planning makes it possible for the teaching team to work together smoothly and unobtrusively. It helps eliminate confusion about roles and responsibilities. Teaching teams should schedule weekly planning meetings.

Curriculum content should come from at least three sources: from observations of individual children and the goals that a teacher has set for them; from the teacher's understanding of her particular class of children (their unique interests, strengths, needs, characteristics, concerns, and living circumstances); and from the teacher's general knowledge of children and their development. For example, she knows that three-year-olds usually need simpler, more concrete, and more sensory activities than six-year-olds.

Need for Long- and Short-Term Planning

Teachers should understand both long- and short-term planning. When doing **long-term planning**, the teaching team looks at the entire school year. They discuss what will happen when children first come to school, how they will be made to feel welcome, and how to involve the families. Discussions can also include ways to celebrate birthdays, holidays, special events, seasons, and the end of the year. Long-term planning does not encompass every classroom activity. However, it does give a general blueprint of the major events of the year. The teaching team should review the developmental milestones as a part of the planning process and then plan activities that lead children through these stages. Long-term planning facilitates any major changes to the environment, such as a new piece of outdoor equipment or staff expansion.

Short-term planning is done weekly. Teaching teams discuss the interests and problems of individual children. Through ongoing discussion, the team decides on projects to explore and changes they will make in the learning centers. They also decide who will be responsible for specific activities, gathering and preparing the materials that will be needed. They plan how best to use family members who are coming to work in the classroom, making sure that they are prepared and feel comfortable in their role. Team members agree on

their own assignments during the day (one might stay with a small group participating in an activity, another might move around the room facilitating and observing), allowing for time with individual children as well as with groups of children. They plan balanced active and quiet times, structured and unstructured periods. They note and plan special events such as birthdays and holidays. They agree upon who will go to the library, call a parent, or obtain information about the flu that appears to be causing many absences. They plan activities that include family members and send a note advising a parent on the choice of a toy from the lending library. They discuss children's progress and set goals for individual children and for the group.

Importance of a Written Plan

Learning plans should be written. Teachers use different tools to help them plan. Some use calendars, listing major activities and responsibilities for the week or month. Others use matrices that list learning centers across the top and days of the week down the side, with activities and events noted in the boxes. Some teachers develop individual plans for children, identifying specific goals and activities to meet those goals. Other plans may be less elaborate, listing activities, materials, and teacher responsibilities for the week.

Written plans help provide structure to the program, by noting additional changes to the activity centers and keeping a record of activities. They provide useful information for visitors who will assist in the classroom. (See *Sample Daily Schedule for Three- and Four-Year-Olds* and *Sample Daily Schedule for Five- and Six-Year-Olds* at the end of the chapter.)

Another strategy used is a curriculum web. A curriculum web is a visual schema that depicts relationships between a theme and developmental domains or activity centers. Children's knowledge and ideas can be integrated into a curriculum web. (See *Friendship Web* and *Farm Web* at the end of the chapter.)

Planning the Daily Schedule

The daily schedule provides the structure for activities, work, and play. Schedules set forth routines that children get to know and feel comfortable with. Schedules should be created with the developmental needs of the children in mind so that three-year-olds receive more free play time, less teacher-directed activity time, and shorter group times than do five- and six-year-olds.

All schedules should be flexible enough to accommodate special events, like a community trip or a visiting parent who brings a new activity to share, as well as to reflect moods of the group or even the weather. If a beautiful day follows three rainy days, children should be able to spend more time outdoors, regardless of the original lesson plan. Flexible schedules allow for a flow of activity. They do not inhibit children (who are doing anything, not only busy playing) by forcing them to stop one activity to move to another.

Daily schedules reflect a balance of active and quiet times. They allow sufficient time for child-selected activities, for exploring a variety of materials throughout the classroom and for outdoor activity. The schedule builds in time for transitions between activities. It allows time for teachers to observe children, talk and work with them individually and in groups. Written schedules should be illustrated with pictures and posted.

This section provides a sample of how a program day might look. Program schedules vary with the age of the children and length of the day. (See *Sample Daily Schedule for Three- and Four-Year-Olds* and *Sample Daily Schedule for Five- and Six-Year-Olds* at the end of the chapter.)

Arrival and Breakfast

Before the children arrive, the teaching team should have prepared all the materials necessary for the morning work. A member of the teaching team should greet each child and family member and encourage them to settle in. Since the children may arrive at different times, the classroom should have quiet games, books, crayons, and paper available. Breakfast should be served to children when they are ready. Some children may need a short play time before they are calm enough to eat, while others may arrive ready for breakfast. After breakfast, children should put away their games, drawings, and books and come to the morning meeting.

Morning Meeting

This is the time for children to consider and plan what they want to accomplish that day. Teachers introduce special materials, discuss events of the day, and check the status of ongoing project work. For three-year-olds, the meeting is very brief. It may simply be a chance for each child to state where he or she wants to begin work, with prompts and reminders by the teacher. "Today, we have finger paints in the art area," "Remember, today we are going to visit the dairy," or, "Yesterday you built a sculpture out of cardboard. Are you ready to start painting it today?"

Four-, five- and six-year-olds can meet to review the daily schedule and discuss what they want to accomplish that day. Five- and six-year-olds may enjoy reviewing the posted daily schedule, the calendar or weather chart. The morning meeting provides an opportunity for children to share news or information about their home and community experiences, such as a visiting relative or an upcoming field trip. Some classrooms for five- and six-year-olds start the morning with a math challenge, a riddle or other "fun" activity.

Work Choices

During two periods of classroom activity, in the morning and afternoon, children work independently or in small groups. Teachers have planned and put special activities or materials in work areas. Children use the materials in the activity centers in many creative ways. They initiate their own play, or play an organized game such as lotto, cards or checkers.

Teachers circulate among the children, commenting on their work and asking questions. Older children can work on more teacher-directed literacy and math activities. This is also the time for children to work on ongoing projects or special activities, such as cooking or stitchery, facilitated by parents or other visitors. It is important for teachers to notice the choices children make, the quality of their work, whether they work alone or in groups, and how long they stay with an activity. Children's work should be fun and self-paced; the teacher's role is to provide challenging and creative learning opportunities.

Snack Time and Lunch

Some teachers like to have an informal snack available on a table so that children can eat whenever they choose. Other teachers prefer that all children have a snack together. Snacks should be simple and nutritious. Children can take turns preparing for snack and for cleaning up.

Lunch provides an opportunity to meet children's nutritional needs. It is also a social and cultural experience. Children sit at small tables, learning to help themselves, to taste new foods, and to take turns passing the food, as they engage in quiet conversation.

Children should have jobs in the classroom. Children's meal time jobs may include setting places (i.e., plates, bowls, eating utensils, napkins, cups, or glasses) for each person, carrying food to the tables, and clearing and washing the tables. Children learn many things when they help with meal time jobs. They practice their counting skills and one-to-one correspondence. If placemats with names are used, children practice name recognition. Teachers help set that tone, by sitting and eating with the children and engaging them in conversation. Meal time should be pleasant and relaxing for children. Also, remember that different children eat different amounts. Furthermore, some children eat very quickly, while others take their time. These differences should be allowed and encouraged. Children who finish first should clean up their places and be free to read a book or play quietly.

Tooth Brushing

Encouraging children to brush their teeth after meals promotes a very healthy habit. Each child should have his or her own child-size toothbrush. Each brush should be marked with the child's name so they cannot get mixed up. Brushes should be stored so they can air-dry and not touch other brushes. Ideally, each child should have his own brush, cup and tube of toothpaste. Each item should be labeled with the child's name. If individual toothpaste is not available, an adult should put the paste the each child's brush, making sure that the toothpaste tube does not touch any brush. This could spread germs. Tooth brushing needs adult supervision and should be done in small groups.

Explain and demonstrate the correct way to brush teeth during class. Make it interactive and fun. Have children practice and look at their teeth. Talk about their pretty smiles. Provide reinforcement and additional instructions to the children while they are brushing. All children will not brush perfectly. It is important, however, that they begin to learn the importance of taking care of their teeth.

Group Times

The teaching team may choose to have children meet as a whole group or to break into two groups for shared experiences. The length of time spent together depends on the age of the group. Three-year-olds usually become restless after ten minutes, while five- and six-year-olds can spend up to thirty minutes together. This is a time for social games, story reading, finger plays, singing, discussion of current events, review of work, group planning, and fun. Teachers should be prepared to change an activity or shorten the group time if children seem uninterested or restless. Teachers or volunteers should read aloud to children daily. Younger children may choose to leave group time early or choose to miss it entirely and continue working at an activity center.

Outdoor Times

All children need time outdoors. Equipment that encourages climbing, sliding, jumping, and dramatic play can be purchased or borrowed. Outdoor time, like indoor time, requires planning. A variety of equipment and materials should be available for children to use. Teachers can take some equipment, such as water tables, woodworking tables, and dramatic play materials, outside. Opportunities for nature study, construction, and physical science study using dams, bridges, ropes and pulleys, shadows and reflections are perfect outdoor activities. Teachers should use this time to observe children's motor skills, group social skills, and understanding of rules.

Nap/Rest Time

Just as children's needs for food and use of the toilet are individual, so are their needs for sleeping. Some children need a long nap during the day, others need a short nap, and some need only to rest quietly. The schedule must accommodate these differences.

It is recommended that all children be required to have some quiet time. Children who are in an active classroom all day need to relax and rest, even if it is only for a short period. Children who want to rest or wake up sooner then others should be allowed to get up and look at books, draw or play with puzzles or other manipulative activities. Establish rules so children know where they can play if they do not need to sleep. Generally, younger children will require more rest than older children.

For those children who have trouble calming down, staff can play soothing music, read a story, rub the child's back, and ask families to bring a favorite toy from home.

Teachers often express the concern that if one child gets up to play, then the entire class will want to awaken. Allowing children choices and helping them learn when their bodies need rest is part of teaching personal responsibility. Some days children may get up and play because their friends are playing. On other days they will want to read quietly or choose to rest because they are tired.

Transitions

Transitions often pose problems for children and teachers. They are often rushed, tense times that occur as children move from one discrete set of activities to another. Transitions can be minimized by having a flexible schedule that allows children to work at their own pace. Although teachers have a daily schedule, they should allow ample time for children to complete their work before having to move on. Teachers can show respect for the work that children are doing by giving them options. The following list provides examples of how teachers can make transitions go more smoothly:

- Announce when a transition will occur. "When this record is over, it will be time to clean up for lunch," or, for older children, "We have ten more minutes before lunch," then, "We have five minutes . . ." and so on.

- Walk around the room and help children get ready for another activity. "I will help you put the clay back in the container."

- Give children enough time to finish what they are working on. Urge those who are already done to look at a book.

- Have a daily job chart that assigns children to help clean up areas of the room.

- Let children who are engrossed in an activity continue it by putting a "Do Not Disturb" sign on the game or materials so that children can return to them later.

Preparing Families for Preschool

The start of a program year is an exciting time for teachers, parents, and children. The teaching team must be prepared to take on the responsibility of caring for a new group of children and creating ideas on how to enhance the development of each individual child. They are establishing age-appropriate routines and rules for a smooth-running, happy classroom. They are also setting up a stimulating curriculum that includes individual, small-group and large-group activities.

Families are thinking about what it will be like to have their child in the care of other adults. They are adjusting their routines to meet the preschool schedule, getting to know other families, and trying to understanding the program and its requirements.

Good planning is needed to ensure that the transition from home to preschool goes well. Such planning should include the following considerations and stages.

Before School Starts

If possible, the adjustment from home to preschool should be gradual. The family and child need to get to know new people, places, and routines. The more familiar each of these aspects is to both parent and child, the more likely that the transition from home to preschool will be easy for each of them.

The teaching team can use several approaches to foster a natural transition from home to school:

- A visit to the classroom prior to the start of the program
- A prearranged visit to the home
- A prearranged small group play session
- A group meeting with the parents to discuss the new program year

Separation from Parents

Being separated from loved ones is a basic fear. It is very difficult for small children to leave their families to go to school. Many children have difficulties with separation. Children who have trouble separating from their parents need to be reassured and comforted. They need to know that their parents will return for them and that they will be cared for while they are away. Teachers and parents should work together to make the child feel secure and comfortable. Successful strategies include the following:

- Ask the parent to stay with the child for a short time each day as the child gets acquainted with the class and other children.
- Find out about toys and activities that the child is interested in and have them available when the child arrives.
- Provide extra attention and nurturing as the child adjusts to the environment.
- Provide time for the child to express feelings through drawing or talking with a trusted adult or "best friend."
- Encourage the child to bring a favorite toy or object from home to help with the transition.

Most important is to provide a secure and nurturing environment for all children.

Communication with Families

Communicating as often as possible with families is a critical part of the daily schedule. (This is discussed at length in Chapter 3, *Family Participation.*) Schedule times to talk with families and to communicate with them through bulletin boards, notebooks, home visits, and meetings.

Transition to the Next School

Going on to the next school is exciting. It can also cause concern for both children and families. Therefore, it is important that the teaching team plan transition activities and discussions for the families and children.

Teachers and families can ease the transition by:

- Visiting the next class and meeting the new teacher
- Setting up a corner of the room to "play school"
- Developing a report for the families to pass on to the next teacher (Do this only with the family's consent.)
- Meeting with the new teacher and the child's parents
- Inviting the new teacher to visit the preschool classroom

Planning Thematic Projects

Children learn and grow in an integrated manner. Each developmental domain grows in conjunction with all the others. When children pursue their interests, they learn facts and draw conclusions about newly acquired information. They may use mathematical reasoning, language skills, or trial and error to solve a problem. These learning skills are not separated into content areas but occur simultaneously. Learning is interconnected and integrated.

Recent research has shown that children are always learning new things because of the brain's "enormous capabilities to process concurrently vast amounts of information, sensory stimuli, emotions and awareness." (Fortson and Reiff, p.26). Brain development is dependent on environmental influences. A rich environment that provides various and complex experiences is "conducive to mental agility. Throughout life, the brain's synaptic organization can be altered by the external environment."

(Restak, R.M., 1984, p. 21.) Provide diverse, plentiful materials and activities that encourage creativity and optimize integrated learning. Teachers who help children make cognitive connections through projects and themes that affect them personally witness heightened motivation and learning. Reiff and Jackson point out that "excitement and involvement are created by bringing together content from a variety of sources, presenting the content through different types of experiences, and encouraging children to respond through different modes of expression" (p. 26).

The Step by Step classroom features activity centers that can be modified and changed to respond to individual children. The teaching team or the children themselves can initiate individual themes or projects. Projects should be based on a strong interest shown by a child or several children. If the children continue to display curiosity about a subject, a project based on that theme is conceptualized, developed, and expanded by the children and the teaching team.

Teachers can initiate projects or themes, but they are not effective unless the children find them compelling. That is, children will be motivated to pursue the topic if their questions are the basis for the exploration.

How to Develop a Thematic Project

Thematic topics can be developed from a variety of sources; however, a theme based on children's interests ensures motivation and successful learning. A teacher who listens to children and asks questions about the things they are interested in will find many ideas to develop for thematic studies. Is there a current event in school or the community that has captured the attention of the class? Has someone had a new baby brother or sister? Is the circus coming to town? If something exciting like the circus is actually happening, the children could decide to create a circus as a classroom project. The circus theme could be developed by the whole group for a month or more. The duration of the thematic project depends on the interest of the majority of the children as determined by the teacher. Themes and projects are most appropriate for children four years old and older.

One useful way of developing a thematic project is to use a model that asks three questions:

- What do we ***know***?
- What do we ***want to*** know?
- What have we ***learned***?

This technique is known as the KWL model.

"K" is for "Know"

First the teacher initiates a discussion session by asking children to share what they already know about a certain subject. If the topic under consideration is the circus, for example, the teacher asks, "What do you know about the circus?" or "Tell me something you know about the circus."

As the children respond, the teacher writes their responses on a large sheet of chart paper for all to see. It is important to note each child's name next to his or her comment and include all the comments.

"W" is for "Want to Know"

The second question is "What would you like to know or what do you want to know about the circus?" Again, she lists the responses on the chart paper. Answers to the question will determine the content of the theme project. All questions are listed, regardless of how silly or illogical they may seem. Then the teacher asks, "How can we find the answers to our questions?"

Children may suggest the following ways to get information:

- Look at books
- Ask parents
- Ask an expert
- Try an experiment
- Visit or go to the place
- Recreate an object or event

The teacher then organizes the children's suggestions into a logical learning plan of activities:

- Reading a story about the circus

- Going to the library to get books about the circus for the classroom

- Inviting an expert with a related area of expertise, such as a mime, clown, or animal trainer, to come to the classroom and share their talents

- Creating a circus with children choosing to take roles of clowns, animals, jugglers, or gymnasts

"L" is for "Learned"

The third component of the KWL model poses the question "What have we learned?" It enables the teacher to assess children's learning. Teacher assessment of the project is crucial for active learning. The teacher's analysis of the different activities will help improve the quality of later projects. Useful questions include these: What parts of the project were successful? What should be changed next time? What new information did the children learn? What did not go well? Why?

Next, evaluate the project with the class as a whole. Ask the children to think about all the circus-related activities they have done. Refer to the list of questions developed at the beginning of the project that asked what the children wanted to learn about the circus. Review each question and have children take turns responding. Clarify, through discussion, any misconceptions or misinformation that might exist. Questions you might ask include:

- Who learned something new?
- What did you learn that you didn't know before?
- Did you learn something about the circus that surprised you?
- What was your favorite part of the activity?
- What should we change the next time we do the project?

The process of creating the circus can be documented by making a class book. Each step of the project can be described by the children and noted through drawings and dictation. The children will enjoy reviewing the book, and will especially enjoy seeing their own circus drawings and paintings. The project book should also recognize the contributions made by the parents and other community members.

Based on the assessment, suggestions for improving and extending the activities will probably include the following:

- Ways to modify the activity to make it more successful
- Ideas for individualizing
- Ways to include children with special needs
- Related topics for exploration

Example of a Thematic Project

One ongoing project was built around several children's interest in whales. The teacher asked a group of children, including the three who had been discussing whales, to talk about them. She asked what the children knew and found out that one child knew that there were several different species of whales and

named two: the blue whale and the nurse whale. Another child disagreed, saying that there was only one kind of whale. The teacher suggested that the children ask the rest of the class about whales, and this became a large-group discussion. At the end of the day, the children were told to ask their families about whales.

The next day, one child came to school with a book about whales and another said her mother studied whales at the university. The children eagerly listened to the whale book, pored over the pictures in the book, and dictated an invitation to the mother/scientist asking her to come to school and share information with the class.

Over the course of several weeks, children went to the library to get more books about whales, drew their own pictures of whales to go in a whale resource book, built aluminum foil whales for the water table, and listened to whale "songs" on the record player. They became interested in the conservation of whales and wrote letters to an environmental group expressing their concern over the killing of whales.

In a discussion about the size of whales, the teacher asked the children to estimate how much area a small whale might cover. The children measured their classroom with tape measures and found that a whale was even bigger than that. They then discussed using the park to build a whale out of blocks. After carting their blocks to the park in wagons, they found that there were not nearly enough to fill the whale space. With encouragement from the teacher, the children continued the project—measuring out the length of the whale by using balls of string.

This whale project captured the interest of all the children for part of the time and was sustained by the constant interest of three children for over a month. This illustrates the capacity that children have for deep exploration and learning. It called for problem solving, literacy and mathematical skills, and knowledge of the physical world. Children were able to work individually and in groups. The teacher became a learner along with the children. The project involved parents and the community. Such projects expand and stretch the use of materials and often extend the learning environment beyond the classroom.

In summary, thematic projects are most successful if well planned by the teacher. The format described in the preceding section is suggested as a possible planning tool.

The *Thematic Project Planning Sheet* may be used to record the planning, implementation, and outcome of a thematic project. It permits documentation of projects in a professional way so that ideas can be shared with colleagues.

Thematic Project Planning Sheet

I. Topic and origin of the topic:

II. Related activities to be developed and corresponding concepts to be explored:

III. Materials needed:

IV. Introduce the activity by asking:

What do you know about _____ ?
(elicit prior knowledge)

What do you want to know about _____ ?
(learning content)

How will we find out about _____ ?
(plan for learning)

V. Assessment: What have we learned? (Use the child's point of view and the teacher's.)

VI. Suggestions for improving and extending the project. Include:

- Ideas for individualizing
- Related topics for exploration
- Ways to modify the activities for improvement
- Things to eliminate or add

Factors to be Considered in Planning

Child Development

One source of ideas for planning activities and how to present them comes from the teachers' expertise about children. Some topics are important to a majority of children between three and seven years of age in most cultures. The list includes families, familiar animals, babies, water, cars and trucks, separation, fairness, favorite foods, music, friends, scary things, and shopping—in short, all that children experience directly in their daily lives. Almost any of these topics, if adjusted according to the age, ability level, culture, and character of the group, can be the basis of a successful and engaging preschool educational experience.

The teacher would present a theme on water very differently to a group of two- and three-year old children and a group of six- and seven-year old children. Most of the activities planned for the younger group would involve sensory experience and would be simple and concrete. The activities could include providing a variety of materials (funnels, tubes, sieves, cups) with which to play in water; freezing and unfreezing water (tasting ice); walking in the rain and splashing in puddles; drinking water; and water coloring. More complex and abstract activities would appeal to older children: looking at pond water under a microscope to identify one or two micro-organisms; determining the freezing and boiling temperatures of water; visiting different types of bodies of water (river, sea, lake, pond); demonstrating the processes of evaporation and condensation; and determining the path of water from its source to the tap.

Dimensions of the Group

The second factor that influences planning is the particular group of children. Each group of children is unique. They and the teacher form a little community that has its own culture. Curriculum ideas and their manner of presentation must respond to this group; what is engaging to one group of children is not engaging to another. One teacher developed a two week theme about spiders after noticing her children's intense interest in a spider found in the outdoor play area. Another teacher planned a theme about bears when her children became fascinated by a "bear" character in a book. Another teacher planned a theme about the birth of babies when she observed that three of the children's mothers were pregnant and a fourth had just given birth. Hospitalization became a theme in another class when two children were scheduled for surgery. Fishing became a theme for a group of children when the teacher observed the children's excited reactions to people fishing along a river during a walk. Fire fighting and fire safety became a theme after a neighborhood house burned down.

The activities conducted within these themes are adjusted to the skills, age, and interests of the children. To illustrate the bear theme, the teacher made a twenty-five piece puzzle of a bear cub and a mother for a group of children who love to do puzzles. For another group of children who liked art activities and bears, the teacher organized a group project constructing a life-sized bear from boxes and cartons. The construction of this bear — planning, organizing, building, painting, and fixing — lasted over two weeks.

The teacher can incorporate children's individual goals within the activities of the theme. For example, the children whose goal is to count to ten can count all the boxes available and then the specific number of boxes required to construct the bear.

Individualization of Learning

By observing children and talking with their families, teachers get to know each child's strengths, needs, and interests. Based on this knowledge, teachers can formulate learning **goals** for each child. For one child, the goals are to participate in a variety of activities in the classroom and to learn to negotiate taking turns with other children more easily. For another child, the goals are to count to ten and to contribute more to discussions at meal time and during small-group activities. Social, emotional, cognitive, language, health habits, and all other areas of development are considered when setting goals.

Strategies are specific methods for helping children achieve their goals. They are based on a child's interests, strengths, learning style, and personality. It is a good idea to develop several possible strategies for implementing each goal. Strategies for helping a child who is independent to count to ten might involve opportunities to count in solitary games, activities, and routines. The teacher might suggest that the child stack ten square blocks on the shelf when putting the blocks away. Strategies for helping a child who is more social count to ten might involve small-group activities, such as counting with the teacher or a capable peer, pairing the child with another to count out the plates for the lunch table, and interactive counting in a game with other children.

Documenting and Tracking Individual Progress

The teacher's observations and records, as described in Chapter 5, are valuable planning tools. It is useful to maintain this information in a file for each child. Observations should be ongoing, so that when a child's goal is met, a new one can be established. When preparing lesson plans, it is helpful to have a one- or two-page form that lists all the children in the class and a summary of the goals and strategies for each child. The lesson plan should include brief information about the ten children who will participate in an individualized activity: their names (or symbols or initials); how and when an activity will be presented to them (strategies). Lesson plans should describe the individualization that will occur. Many teachers are very creative and can conduct highly effective individualized activities spontaneously. In this case, the teacher should document the activity and its results on the planning forms and in the children's individual files. In reality, the forms serve both a planning and documentation purpose.

Sample Daily Schedule for Three- and Four-Year-Olds

7:00 - 10:00	Arrival, Breakfast, Morning Activity Time: Children arrive, are greeted by the teacher, and offered breakfast. As they finish, they can choose an activity center to begin their work.
10:00 - 10:15	Group Activity Time: One large or two small groups meet with the teacher. Children who are busy at work may choose to continue working and not participate in the group activity.
10:15 - 10:30	Snack and Clean-Up Time
10:30 - 11:30	Outdoor Play
11:30 - 12:30	Wash up, set tables, and have lunch
12:30 - 12:45	Group Story or Individual Book Time
12:45 - 2:15	Rest and Quiet Time
2:15 - 3:15	Afternoon Free Time: Children choose among activity centers.
3:15 - 3:30	Snack and Clean-Up Time
3:30 - 4:30	Outdoor Play
4:30 - 4:45	Group Activity Time: One large or two small groups meet with the teacher. Children who are busy may choose to continue working and not participate in the group activity.
4:45 - 5:30	Quiet Activities

Sample Daily Schedule for Five- and Six-Year-Olds

9:00 - 9:15	Morning Meeting: Choices for beginning activities. Teachers discuss special activities and materials for the day, and children choose where they want to work. Children share news and events.
9:15 - 10:30	Work Choices: Children work in the area they selected and move as they complete their work.
10:30 - 11:00	Clean-Up and Snack
11:00 - 12:00	Outdoor Choices
12:00 - 12:45	Wash up, set tables, and have lunch
12:45 - 1:15	Group Story or Individual Reading Time
1:15 - 2:30	Rest and Quiet Time
2:30 - 3:10	Work Choices: Children continue to work at their selected activities.
3:10 - 3:30	Clean-Up and Snack
3:30 - 4:15	Outdoor Choices
4:15 - 4:45	Group Time: Children discuss activities of the day, play games, sing, or listen to stories.
4:45 - 5:30	Quiet Activities: Time with family members.

Friendship Theme

QUOTES

A friend in need is a friend indeed.
-English Proverb

A friend is someone who likes you.
-Joan Anglund

Make New Friends

Make new friends
But keep the old.
One is silver and the
other's gold.

A circle is round
And has no end.
That's how long
You will be my firned.

I have one hand
And you have the other.
Put them together
And we have each other!
Girl Scout song

READING

-Collate a poem notebook:
"Friends" by Sonja Dunn
"Tug O' War" by Shel Silverstien
"A New Friend" by Marjorie Anderson
"New Kid on the Block" by Jack Prelusky
-*The More We Get Together*, big book by Wright Group.
-*Clifford's Birthday* by Norman Bridwell: discuss Clifford's friends.
-Petunia stories by Roger Duvoisin
-*Friends* by Heine: list rules for good friends.
-*Frog and Toad* by Arnold Lobel: Compare the two friends; tell how they are different.
-Famous quotes about friends and discuss.

SOCIAL STUDIES

- On map of USA, plot where friends live.

DRAMATICS

SCIENCE

MATH

-Graph various facts about your friends (hair, eyes, age, etc.)

WRTING

-Read *May I Bring a Friend* by deRegniers and write about whom you'd bring.
-Start penpals with a local class and a distant one.
-Interview a friend and write a biography.
-Make acrostic for F-r-i-e-n-d.
-List favorite activities to do with a friend.
-Write a Clifford story.

ART

-Make a friendship quilt about classroom friends.
-Draw a portrait of best friend.
-Make tagboard ships and glue cut-out shapes of friends inside. Hang friend-ships from ceiling.

MUSIC

-"Make New Friends," a Girl Scout song
-"We Have a Friend," Kathie Cloonan *Sing Me a Story, Read Me a Song.*

We have a friend and her name is _____.
_____ is her name.
Hello _____, Hello _____,
Hello _____.
We're so glad you're here!

Ann Lessard

The Farm
Skills in Context
- Depends on grade level -
Writing
- Visit a farm and write about the field trip
- Innovation on text
The farm Concert
The Halloween Concert
The Pond Concert
The Zoo Concert
Skills in Context
Literature
- Charts: Baa, Baa, Black Sheep
Science
- Study one animal (ex: sheep) and find out what we can:
Interviews
Research
Guest Speakers
Farmer Weaver
- Make butter
- Hatch eggs
- Rewrite from *The Farm Concert* - What do animals give us? (ex: sheep give us wool)
Art
- Make a diorama of a farm.
- Weave on small weaving boards.
- Make mural of *The Farm Concert.*
- Make big book of *Mrs. Wishy Wash.*
Music
- *The Farmer in the Dell*
- *Old MacDonald Had a Farm*
Social Studies
- Locate a map - talk about "olden days" farming and cities
- Bring old tools to school
- Visit historic farm museum in your local area or invite a farmer to school to tell about "olden days"
Math
- Farm animal stamp set
- Gummy worms
- Gummy piggies
Drama
- *The Farm Concert* - play or puppet show
- *Mrs. Wishy Wash* play
- *The Little Red Hen*

Jay Buros

Weekly Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning Meeting	Read Book about the river. Discuss water/bridge.	Discuss field trip and ask children to take paper and crayons. Have clipboards to share.	Tell children to plan to write in their News Books today. What might they write?	Remind children about store. Give out play money.	
Art	Add new collage materials.	Only afternoon. Add new paint.	Sponge art.	Make sculptures for store.	Set up table for cooking activity.
Literacy	Have books on rivers and bridges.	Have books on rivers and bridges.	News Books. Miss P. will help.	Begin pricing for store.	Have blank books available (use colored paper) with markers.
Blocks	Add blue colored paper so children can make rivers.	Add blue colored paper so children can make rivers.	Teacher can settle in this area to help with bridge building.	Add boats and people.	
Family/Drama	Include doctor kit this week.			Put rocker/boat in area with sailor hats.	Put rocker/boat in area with sailor hats.
Sand/Water	Not open - will be outside today and Tuesday.	For afternoon only.	Put boats in water table.	Add cars, planks and boats.	Add cars, planks and boats.
Manipulatives	Introduce new lotto game. Teacher will join the group.	In afternoon, play lotto again.	Remove stones from sorting tray.	Begin pricing new items for store.	Have buttons for sorting.
Outdoors	Take water table outside. For building bridges, use stones.	Water table outside in afternoon.	Free play. Nature walk.	Set up balance beam.	Balance beam.
Group Time	Music - Mrs. Z. will play guitar and teach songs.		Language experience story - visit to the bridge.	Have store time.	Read their language experience story. Play "Who is Hiding?"
Other Activities	Snack - make carrot sticks at square table in afternoon.	Visit to covered bridge.	Collect wood on nature walk.	Mary's birthday - cake at lunch.	Cooking - make fruit salad for afternoon snack.

SPECIAL THEMES - Water and Bridges

TO DO: Remember to send note home about trip to bridge. Invite parents to come.

Ask Jo's aunt to help with News Book time on Wednesday.

Send note to Mrs. Z. - Thank her for guitar playing.

Mary has a birthday on Thursday.

Monthly Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Art - Leaf collage. Story or news books. Mrs. Z. helps. Trip to library. Introduce card game.	Mix paints. Make snack: mashed potatoes. Soap and sponge to water table. Read new books.	Make play dough. Cars and trucks to blocks. Nature walk - collect leaves. Evening Meeting: Children and Play.	Art - Leaf rubbing. Science - float and sink toys in water table. Put leaves and acorns in sorting tray.	Bake bread. Mr. Y. helps. Science - float and sink toys in water table. Make leaf chart for wall.
Art - Make finger puppets. Story or news books. Mrs. Z. helps. Add leather scraps to woodwork.	Art - make finger puppets. Add magnets to table toys. Put puppets in family center.	Lara's birthday. Have cake. Make cards and decorations. Build puppet stage out of box - children paint.	Art - Paper for puppets on sticks. Make play dough. Puppet show.	Discuss trip - Where does food come from? Trip to market. Mr. Y. and Miss. A. help. Write language story.
Set up family area as market for the week. Story or news books. Mrs. P. helps. Read book on food.	Make play money for store. Have paint for floor painting mural.	Make clay "food" for market. Add scale to weigh food.	Make vegetable soup for lunch. Mrs. B. helps. Pick lettuce from garden for soup.	Use scale in table toys to weigh different materials.
Balance Beam outside all week - Observe children's balance.				
Story or news books. Mr. Y. helps. Add cotton to art center.	Collect rocks to weigh and paint. Pull carrots and wash for snack. Introduce new board game.	Music with Sara - she will bring violin. Put musical instruments in family corner.	Read book on music. Put leaves, sticks and acorns in sand table.	Uno's birthday. Make cards and decorate. Cook apple sauce. Add markers and make books.
Large and Small Balls outside - observe catch and throw.				