

Prekindergarten IND Lesson Plan Explanation

ESOL strategies will be used for children potentially identified as English Language Learners based on the Home Language Survey. The ESOL strategies in Appendix D-2 will be included in the daily lesson plans with the names of potential English Language Learners.

ESOL Strategies throughout the day: 1, 2, 3, 4, 5, 6, 7, 9, 13, 19 and The HighScope Adult/Child Interaction Strategies

English Language Learners

Greeting Time: Adults and students gather in the Gathering Place. Adults lead the children in greeting one another, building attachment with I Love You Rituals, singing songs, saying rhymes/fingerplays and other oral language activities using mirrors, props, and other materials. Children participate by looking, listening, touching, vocalizing, making choices, and using voice output. Greeting activities are at a developmentally appropriate level (building a sense of self and attachment with familiar adults rather than calendar activities or pre-academics).

► Positioning: Children are positioned on or near the floor and adults sit at children's eye level. Suggested positions include feeder seat, Rifton corner floor sitter, Rifton toddler chair, boppy pillow.

► Objectives: The children will... 1. Develop sense of time (beginning of day/ transition from home) 2. Listen and respond to adult voices 3. Make choices and participate in oral language using pictures and voice output 4. Form attachments to primary caregivers 5. Develop a sense of self by seeing themselves in mirrors and photos

► Adaptations: Pictures/photos, voice output, physical assistance for reaching/grasping, choice boards/objects

Small Group Time: Each adult interacts with a small group of students using prepared materials. Each adult introduces activity/materials, then assists and interacts with the children (each in turn if needed). Activities focus on PROCESS, not PRODUCT. Materials are adapted to match each child's goals and/or abilities. Children make choices throughout, build cause/effect understanding and demonstrate purposeful use of voice output with activity specific messages.

► Positioning: Children are positioned at an appropriate level for the activity (i.e., chairs at the table for finger painting, standers at the water table for pouring, prone wedge for knocking down a block tower) and adults meet them at this level.

► Objectives: See lesson plan for activity specific objectives that focus on communication and language, creative representation, early quantity and number, exploring objects, space and time (see Infant and Toddler Key Experiences posters).

► Adaptations: Adapted gripping tools, physical assistance, switch activated toys, switch with control unit for electrical appliances, pictures, voice output, mounting and stabilization of toys and materials, adapted scissors

Large Group Time: Adults lead activities that focus on music and/or movement in the Gathering Place, inside the Island or outside. Children can be positioned but independent or assisted movement of large and small muscles is the goal. The focus is on PROCESS, so music/action/directions are paced for student response time. Materials are used that encourage movement: bubbles, scarves, parachute, blanket, gait trainer, ball bath, etc. Children participate by standing, rocking, and moving as much as they are physically able as well as vocalizing, holding props and turning music on and off with switch.

Children build cause/effect understanding and purposeful use of voice output with activity specific messages.

► Positioning: Children are positioned for movement, suggestions include: facilitated standing/walking/dancing, gait trainers, walkers.

► Objectives: The children will... 1. Move with and without objects 2. Move to a common beat 3. Listen and respond to music 4. Experience "fast" and "slow"

► Adaptations: Physical assistance, voice output, switch activated music player

Work Time: Adults position and interact with students in any areas of the room (the Gathering Place, Island, Spa, computer, ball bath, swing, etc.) and offer choices of play objects/activities using objects, pictures and/or voice output. Work Time allows children time for independent, less structured exploration, builds cause/effect and other play skills, allows adults to observe children's play and make adaptations, and allows for important positioning that might be difficult during other times of the routine.

- ▶ Positioning: Children are positioned at an appropriate level for the activity or area of the room (prone wedge in the Spa, pulling to stand at the mirror in the Island, supine stander in the book area, etc.)
- ▶ Objectives: The children will... 1. Explore sensory and cause/effect materials 2. Express initiative 3. Solve problems encountered in play 4. Explore objects with the hands, feet, mouth, eyes, ears and nose 5. Explore building and art materials
- ▶ Adaptations: Switches and adapted toys, physical assistance, adult modeling, mounting and stabilization of toys and materials, computer with switch access or Intellikeys, books with adaptations for page turning

Breakfast/Lunch/Snack Times: Adults position children and use adapted materials to implement self-help goals.

- ▶ Positioning: Supportive seating systems such as: Rifton seating system, Rifton toddler chair, Ski chair, other chair as directed by the child's physical or occupational therapist.
- ▶ Objectives: See individual goals/benchmarks for each child.
- ▶ Adaptations: Adapted plates/utensils/cups, Dycem, hand-over-hand, picture choices, voice output

Outside Time: Adults and children experience a variety of activities (movement, small group, sensory, story, etc.) in an outdoor setting.

- ▶ Positioning: Children are positioned for movement or safe outdoor play, suggestions include: facilitated standing/walking/dancing, gait trainers, walkers, adapted tricycle, adapted swing, wagon, prone on blanket.
- ▶ Objectives: The children will... 1. Experience different set of environmental stimuli (breeze, sounds, sun/shade) 2. Move with and without objects 3. Explore and notice locations of objects 4. Experience different speeds and types of movement
- ▶ Adaptations: Physical assistance, supervision to ensure physical safety, adaptations for any materials listed above

Story Time: Adults share a story/rhyme/finger play/oral language activity with a small group of children. Adults hold or sit close to children at children's level and speak in soft, inviting voices. Props, objects, books with simple pictures or photos of children and familiar adults (including family) are used. Oral language activities that use simple vocalizations, repeated lines, rhythm and rhyme are chosen. Children participate by listening, making simple choices, pointing to pictures, joining in using voice output

- ▶ Positioning: Positioning is used to promote comfort and attachment as well as visual and physical access to books/materials. Suggestions include: Feeder seats, boppy pillows, bean bag chairs, in an adult's lap, supine on wedge, sidelying, Rifton toddler chair.
- ▶ Objectives: The children will... 1. Listen and respond to voices 2. Look at and touch books/materials 3. Point to pictures 4. Participate in vocal exchanges or use voice output to participate in repeated words/line of the story 5. Build relationships with adults and peers
- ▶ Adaptations: Big Books, object books, tactile books, Adapted Stories to Go materials, dycem, Velcro, page fluffers, props/puppets, physical assistance, picture symbols, voice output (single, sequenced or multi-message devices), mounting and stabilizing of books

Closing Time: Children and adults come together for closing of the day's activities. Adults review (with words and/or pictures) the events of the day. Adults prepare the children's bags, including notes home. Adults lead children in goodbye songs/routines that build attachment.

- ▶ Positioning: Children are positioned on or near the floor and adults sit at children's eye level. Suggested positions include feeder seat, Rifton corner floor sitter, Rifton toddler chair, boppy pillow.
- ▶ Objectives: The children will... 1. Develop sense of time (end of day/transition to home) 2. Listen and respond to adult voices 3. Form attachments to primary caregivers
- ▶ Adaptations: Pictures/photos, voice output, physical assistance for reaching/grasping, choice boards/objects