

# Sample Lesson Plan Coded with Protective Factors

## LESSON PLAN Page 1

**Theme:** Things That Grow

**Date:** Week of 11/1

**Note:** The astericks (\*) in each cell explain how protective factor(s) are strengthened.

<b>ART</b> <b>IN* - SR* - A/R</b>	<b>BLOCKS</b> <b>IN* - SR* - A/R</b>	<b>COMPUTER</b> <b>IN - SR* - A/R*</b>
<p>Make paw/hand prints</p> <p>*Let children decide if they want to trace their hands, paint, or use a big or small stamper.</p>	<p>Add gardening tools to area</p> <p>*Ask children to think about how they are going to use the tools and the blocks together (plan ahead play).</p>	<p>Standard counting software</p> <p>*Children help make the sign-up list for the computer and set the timer for turn taking.</p>
<b>DISCOVERY</b> <b>IN - SR* - A/R</b>	<b>DRAMATIC PLAY</b> <b>IN* - SR - A/R*</b>	<b>LIBRARY</b> <b>IN* - SR - A/R</b>
<p>Plant seeds and watch them grow with magnifying glasses</p> <p>*Talk about patience with the children: How does it feel to wait? What can we do while we are waiting?</p>	<p>Put baby stuff in area</p> <p>*Model ways to take care of babies. Put simple board books in the area for the children to “read” to the babies.</p>	<p>Add all books from library about growing up</p> <p>*Talk with the children about all the ways we grow—physically, socially, and emotionally as well. Let children take baby dolls into the library corner.</p>
<b>MUSIC &amp; MOVEMENT</b> <b>IN* - SR* - A/R</b>	<b>SAND &amp; WATER</b> <b>IN - SR* - A/R</b>	<b>TOYS &amp; GAMES</b> <b>IN* - SR* - A/R*</b>
<p>Act out <i>The Peach in The Garden Grew</i></p> <p>*Allow children to select a part, or just enjoy the show. Children will practice stopping with “cut” and starting with “action” (use movie director film board).</p>	<p>Add soil and seeds to the sensory table</p> <p>*Plan for extra time to get really messy, and then get really clean. (Use soapy water and washcloth in a bowl).</p>	<p>Set up small blocks or Legos for stacking tall</p> <p>*Have children work in groups of three, taking turns being the builders (2) and the foreman (1).</p>
<b>Good Morning Plan</b>	<p>We are all seeds (crouch in a ball) this week when we arrive, we pop up when we say hello. (SR)</p>	
<b>Good-Bye Plan</b>	<p>We sings our “Good Growing” song at departure. (A/R)</p>	
<b>Transition Ideas</b>	<p>Let children be a flower or a tree during transitions (hands on sides of face for flower, arms as branches for trees). (SR)</p>	
<b>Nap Time Plan</b>	<p>Relax-time story: <i>The Napping House</i> (A/R and SR)</p>	

## LESSON PLAN Page 2

Theme: \_\_\_\_\_ Date: \_\_\_\_\_

	MON.	TUE.	WED.	THUR.	FRI.
LARGE GROUP	<p>IN* - SR* - A/R*</p> <p>Measure each child on a class height chart.</p> <p>*Talk about growth, height, and other areas of development while making each child feel special.</p>	<p>IN - SR* - A/R</p> <p>Discuss things that are small that get big.</p> <p>*Practice getting tiny, then slowly standing. Vary the speed of growing fast and slow to music.</p>	<p>IN* - SR* - A/R*</p> <p>Bring in sponge grow capsules and let each child drop them in water and watch them grow.</p> <p>*Work in groups of two. Blindfold one child and have the other child describe what is happening and then switch.</p>	<p>IN - SR - A/R*</p> <p>How to help a seed grow (with props)</p> <p>*Pair children together in the large group to create a list (with drawings).</p>	<p>IN* - SR - A/R*</p> <p>Bring in baby pictures and play "guess who."</p> <p>*Talk about our classroom community. Let each child share memories of when they were a baby.</p>
SMALL GROUP	<p>IN* - SR - A/R</p> <p>Make sun on a stick.</p> <p>*Let children make anything they choose related to how seeds grow.</p>	<p>IN* - SR* - A/R*</p> <p>Body measurement with string</p> <p>*Children each get a turn to measure and cut string for a buddy in the small group. Send a long piece of string home so a child can measure someone in their family and come back and share.</p>	<p>IN* - SR* - A/R*</p> <p>Draw pictures of babies (people, puppies, etc.)</p> <p>*Talk about things babies do that are "a little frustrating," and how we deal with frustration.</p>	<p>IN* - SR - A/R*</p> <p>Decorate a classroom tree.</p> <p>*Use the hand prints and paw prints we created.</p>	<p>IN* - SR* - A/R</p> <p>Build a popsicle stick tower as tall as we can.</p> <p>*Discuss how we need to be gentle, and keep our body calm and steady by taking deep breaths and concentrating, and other ways to keep the tower steady.</p>

	<b>MON.</b>	<b>TUE.</b>	<b>WED.</b>	<b>THUR.</b>	<b>FRI.</b>
<b>STORY TIME</b>	IN* - SR* - A/R <i>The Little Seed That Could</i>	IN* - SR - A/R <i>Kissed by the Sun</i>	IN - SR - A/R* <i>When I Was Small</i>	IN* - SR* - A/R <i>How I Grow</i>	IN* - SR - A/R <i>Isty, Bitsy, Big and Brawny</i>
<b>TEACHING PRACTICES</b>	<b>Daily Routines</b>	<b>Environment</b>	<b>Caring Connections</b>	<b>Activities &amp; Experiences</b>	<b>Partnerships Between Teachers and Families</b>
	Explain the special event early in the week, revisit the morning of the event to explain schedule for day (D1.4).	Various art supplies and props around seeds and growth (babies, gardening tools, etc.) (E1.4).	Safe and kind touches talk; review of class rules related to touch (C7.3).	Provide activities and experiences that are more fun when done together or in small groups (A3.2).	Invite families to SPCA visit on Thursday (P3.5).

**Note: The asterisks (\*) within each cell correspond to the protective factors being promoted.**