

NM PreK

Lesson Plan Components Checklist

The lesson plan is a roadmap for teaching and learning for each week. All components listed on this checklist support high quality instruction and align with the NM PreK Program Standards. At the beginning of each program week, lesson plans should be posted. Lesson plans must be dated, filed, and maintained for two years.

Lesson Plan Required Components Checklist

(Descriptions to these checklist components can be found on the next page.)

<input type="checkbox"/>	Early Learning Guidelines Essential Indicators	<input type="checkbox"/>	*Oral Language-Key Questions
<input type="checkbox"/>	Family Engagement	<input type="checkbox"/>	Outdoor/Large Motor
<input type="checkbox"/>	Heggerty Phonological and Phonemic Awareness (if implemented)	<input type="checkbox"/>	Repeated Reading Plan (1 st , 2 nd , 3 rd Read Aloud)
<input type="checkbox"/>	Individualization	<input type="checkbox"/>	Transition Activities
<input type="checkbox"/>	Intentional Embedded Writing Opportunities	<input type="checkbox"/>	Self-Reflection (recommended)
<input type="checkbox"/>	Large and Small Group	<input type="checkbox"/>	
<input type="checkbox"/>	Learning Centers	<input type="checkbox"/>	
<input type="checkbox"/>	Mealtime Activities		
<input type="checkbox"/>	*Oral Language-Key Vocabulary Words	<input type="checkbox"/>	

Lesson Plan Descriptors

<p>Essential Indicators: One essential indicator from the New Mexico Early Learning Guidelines (ELG) is chosen that will be the primary learning goal and child objective for daily instruction and learning centers. The Essential Indicators guide intentional teaching instruction, interactions, and observations. Essential Indicators should change on the lesson plan to support instruction and ongoing child assessments. Ongoing assessment and progress monitoring is documented using the Early Childhood Observation Tool (ECOT). Student learning is evaluated on a regular basis to provide useful feedback about performance. Progress monitoring allows teachers to track students' academic progress or growth across the entire school year.</p>	<p>*Oral Language-Key Questions: High level questions are used (literal and inferential) from <i>Big Questions for Young Minds</i> (6 tiers) to scaffold and extend children's learning.</p>
<p>Family Engagement: Intentional planning of opportunities for families to participate in classroom and program activities. Encourage families to share cultural heritage and practices, stories, activities, holiday celebrations, and languages spoken in the home.</p>	<p>Outdoor/Large Motor: Outdoor play is an extension of the classroom and planning for playful learning is important. The materials and equipment provided during outdoor play enrich children's experiences and enhance large motor skills. Outdoor time is at least 30 minutes for half-day programs and at least 45 minutes for extended-day programs <i>regardless</i> of weather conditions.</p>
<p>Heggerty Phonological and Phonemic Awareness (if implemented): Heggerty Phonological and Phonemic Awareness Pre-Kindergarten lessons are a supplement to the existing literacy curriculum and are integrated into half-day and extended-day preschool programs for 3 and 4-year-olds.</p>	<p>Repeated Reading Plan (1st, 2nd, 3rd Read Aloud): Current best practices recommend that target books are read at least three times, over a short period of time, to build children's understanding, background knowledge, and ability to retell a story. First read: to help children gain an overall understanding of the book. Second read: to further children's understanding by pointing out things they may not know. Third read: to reinforce story comprehension.</p>
<p>Individualization: A process of planning and implementing learning experiences that are responsive to each child's interests, strengths, and needs. Teachers reflect on their observations of each child and then plan the most effective ways to support each child's learning and development.</p>	<p>Small Group: Small group time allows for opportunities to work with children more directly. Small groups are planned for no longer than 20 minutes in duration. Extended-day programs plan for two small group times that are separate from Learning Centers. Small group time may occur during Learning Centers in half day programs, but at least one adult must be interacting with the children at centers.</p>

<p>Intentional Embedded Intentional Writing Opportunities: This occurs in large group, small group, learning centers, and throughout the day. Teachers model writing and providing opportunities and materials for children to develop handwriting skills. Strategies include:</p> <ul style="list-style-type: none"> • Own name writing • Message writing (teacher or child directed) • Picture Story/Word Story 	<p>Transition Activities: An intentional way to keep children actively engaged and enhance various skills while moving from one activity to another. Transition activities should be less than 3 minutes in length.</p>
<p>Large Group: Large group learning activities consist of math, literacy, social emotional, or science concepts that are aligned to the Essential Indicators. Large group does not necessarily mean the whole class at one time, it can be divided into two groups if needed and should be 20 minutes or less and discontinued if 25% or more of the children are not engaged.</p>	<p>*Oral Language: The system through which we use spoken words to express knowledge, ideas, and feelings. Teaching practices that respond to children’s comments, questions, and understanding through conversations develops their oral language skills</p>
<p>Learning Centers: At least one hour of the day is planned for Learning Centers, equipped with materials that are connected to the curriculum theme and Essential Indicators. Intentionally designed Learning Centers promotes investigation, exploration, choice, and purposeful play. All centers are open and available to children for at least one hour for half-day programs and two hours for extended-day programs.</p>	
<p>Mealtime: Provide multiple opportunities for quality interactions and oral language development. Each meal is served “family style” with teachers and children sitting together and engaging in meaningful conversations.</p>	
<p>*Oral Language-Key Vocabulary Words: 8-10 words children are unlikely to know are selected. Three to four (One, Two, and Three Tier) vocabulary words are chosen to target and teach across the curriculum based upon developmental levels of the children in the classroom. Generally, Tier two words are necessary for comprehension and usable in children’s lives. There should be opportunities to teach these words across the curriculum and relate them to other vocabulary being taught.</p>	