

Lesson Plan Checklist

Language Literacy

	Month	Foci
<i>Language</i>		L 1 Communicate so that they will be understood by peers and adults
		L2 When speaking, show an attempt to use volume appropriate to the situation
		L3 Communicate using multiple word phrases to respond to questions, describe ideas, and express feelings, needs and wants
		L4 Use language to enter into a play situation
		L5 Engage in conversation by making statements or asking questions
		L6 Make up and/or retell stories and describe experiences
		L7 Respond to their names, requests for action or information
		L8 Demonstrate understanding of messages in conversation by listening and responding appropriately
		L9 Show interest in playing with language
		L 10 Begin to develop familiarity with listening to, identifying, recognizing, and discriminating sounds in words
		L11 Follow two or three-step directions
<i>Literacy</i>		L 12 Show an interest in books and/or engage in reading related activities
		L13 Listen with interest to a story
		L 14 Hold a book upright, turn pages from the front of the book to the back, and scan pages
		L15 Recognize common sounds at the beginning of words
		L 16 Show increasing awareness of print, familiar signs, and labels
		L17 Use scribbles, symbols, or drawings to express experiences through pictures, dictation, and play
		L 18 Experiment with a variety of writing tools and materials
		L 19 Begin to recognize, name, or identify some letters of the alphabet
		L20 Recognize their first name in print written with the first letter in upper-case letter, followed by lower case letters
		L 21 Become aware that there are differences in upper and lower case letters
		L22 Begin to write the letters of their first name
		L23 Begin to answer questions related to a story that has been read or told to him/her

Lesson Plan Checklist

Science

	Month	Foci
<i>Scientific Skills & Methods</i>		S 1 Begin to use the five senses (hearing, smelling, tasting, seeing, and touching) to gather information and explore the environment
		S2 Begin to use simple measuring devices and concepts to _ gather information, investigate materials and observe processes and relationships
		S3 Begin to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations
		S4 Begin to collect, describe and record information through a variety of means, such as discussion, drawings, maps, graphs, and charts
		S5 Begin to observe and discuss differences and similarities among objects
		S6 Develop an understanding of drawings, graphs, and charts and maps as a way of recording observations
		S7 Begin to explore the environment through hands-on activities using simple scientific tools such as magnifying glasses, measuring devices, and their five senses
		S8 Begin to make predictions, explanations and generalizations
<i>Scientific Knowledge</i>		S9 Observe, describe and discuss the natural world, materials, living and non-living things, natural processes, weather and seasonal changes.
		S 10 Expand knowledge of and respect for their body
		S11 Expand knowledge of and respect for the environment
		S 12 Develop an awareness of ideas and language related to time such as daily routines and order of events
		S 13 Show awareness and beginning understanding of changes in materials and cause-effect relationships such as freezing/melting, color mixing, and/or cooking

Lesson Plan Checklist

Emotional/Social Development

	Month	Foci
<i>Self-Concept</i>	ES 1	Develop and express a positive awareness of self in terms of specific abilities, characteristics, and preferences
	ES2	Develop increasing independence in a range of activities, routines, and tasks
	ES3	Demonstrate satisfaction when completing a task or solving a problem
	ES4	Maintain individuality or a positive sense of self within a group
<i>Self-Control</i>	ES 5	Express feelings, needs, and opinions appropriately without harming themselves, others, or property
	ES 6	Begin to understand how their actions affect others and begin to accept the consequences of their actions
	ES 7	Follow simple rules and routines
	ES 8	Begin to use materials purposefully, safely, and respectfully
	ES 9	Attempt to solve a problem in a positive manner
<i>Cooperation</i>	ES 10	Begin to use compromise, negotiation, and discussion in working, playing and resolving conflicts with peers
	ES 11	Begin to demonstrate the ability to give and take during peer interactions by helping, sharing, and discussing
	ES 12	Demonstrate the ability to take turns in games or using materials
	ES 13	Be a helpful member in a group or household through sharing tasks or chores
<i>Social Relationships</i>	ES14	Accept guidance and directions from a range of familiar adults
	ES 15	Show ability to develop friendships with peers
	ES 16	Express empathy and care for others
	ES 17	Feel secure and comfortable communicating with familiar adults
	ES 18	Begin to demonstrate positive social skills, i.e., please, thank you, etc.
<i>Knowledge of Families and Communities</i>	ES19	Begin to identify their own gender, family, and culture
	ES20	Develop an understanding of similarities and respect for differences among people, such as gender, race, special needs, culture, language, and family structures
	ES 21	Develop awareness of community helpers
	ES22	Show an awareness of home, classroom, school, and community
	ES 23	Demonstrate appropriate caution in unfamiliar and/or potentially dangerous situations

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Physical Health Development

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<i>Fine Motor Skills</i>	PHD 1	Develop strength, dexterity and control needed to use tools and materials such as scissors, paper punch, stapler, hammer, play dough, and other manipulative materials
	PHD2	Develop hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors
	PHD3	Show beginning control in the use of writing, drawing, and art tools including pencils, markers, chalk, paint brushes, and various types of technology
<i>Gross Motor Skills</i>	PHD4	Develop an awareness of their body, control and balance in walking, climbing, running, jumping, hopping, skipping, marching, galloping, riding a tricycle, and creative movement
	PHD5	Develop the ability to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing
<i>Health Status and Practices</i>	PHD6	Progress in physical growth, strength, stamina, and flexibility
	PHD7	Participate actively in play, outdoor activities, and forms of exercise that enhance physical fitness
	PHD8	Begin to show growing awareness of nutrition and independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting
	PHD9	Build awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety; and responding appropriately to potentially harmful objects, substances, and activities