

Lesson Plan Checklist Language/Literacy

	Month	Foci
<i>Language</i>		L 1 Communicate so that they will be understood by peers and adults
		L 2 When speaking, show an attempt to use volume appropriate to the situation
		L 3 Communicate using multiple word phrases to respond to questions, describe ideas, and express feelings, needs and wants
		L 4 Use language to enter into a play situation
		L 5 Engage in conversation by making statements or asking questions
		L 6 Make up and/or retell stories and describe experiences
		L 7 Respond to their names, requests for action or information
		L 8 Demonstrate understanding of messages in conversation by listening and responding appropriately
		L 9 Show interest in playing with language
		L 10 Begin to develop familiarity with listening to, identifying, recognizing, and discriminating sounds in words
		L 11 Follow two or three-step directions
<i>Literacy</i>		L 12 Show an interest in books and/or engage in reading related activities
		L 13 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
		L 15 Recognize common sounds at the beginning of words
		L 16 Show increasing awareness of print, familiar signs, and labels
		L 17 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
		L 20 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
		L 22 Begin to write the letters of their first name
		L 23 Begin to answer questions related to a story that has been read or told to him/her

Lesson Plan Checklist Mathematics

	Month	Foci
<i>Number and Operations</i>		M 1 Begin to develop an awareness of numbers and counting as a means for understanding quantity
		M 2 Develop the ability to count in sequence and recognize numerals 0 to 10
		M 3 Begin to make use of one-to-one correspondence when counting objects
		M 4 Begin to use language to compare numbers of objects
		M 5 Develop the ability to determine quantity or “how many”
		M 6 Develop an awareness of broad concepts of time that are part of the daily routine
		M 7 Begin to understand numbers and number concepts as they relate to everyday life
<i>Geometry and Spatial Sense</i>		M 8 Begin to recognize, name, describe, and compare common shapes
		M 9 Progress in their ability to put together and take apart puzzles
		M 10 Begin to understand geometric concepts through block play
		M 11 Begin to develop the concept of same and different
		M 12 Show growth in matching and sorting according to attributes such as color, shape or size
		M 13 Build an understanding of directionality, order, and positional terms
<i>Patterns and Measurement</i>		M 14 Begin to recognize, copy, and extend simple patterns with a variety of materials
		M 15 Show the ability to put objects in a series according to one or two attributes such as shape or size
		M 16 Begin to use non-standard and standard measures
		M 17 Recognize and name measurable attributes such as weight, volume, and length
		M 18 Begin to compare and sort according to those attributes
		M 19 Begin to recognize and name common colors

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
		S 2 Begin to use simple measuring devices and concepts to gather information, investigate materials and observe processes and relationships
		S 3 Begin to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations
		S 4 Begin to collect, describe and record information through a variety of means, such as discussion, drawings, maps, graphs, and charts
		S 5 Begin to observe and discuss differences and similarities among objects
		S 6 Develop an understanding of drawings, graphs, and charts and maps as a way of recording observations
		S 7 Begin to explore the environment through hands-on activities using simple scientific tools such as magnifying glasses, measuring devices, and their five senses
		S 8 Begin to make predictions, explanations and generalizations
<i>Scientific Knowledge</i>		S 9 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
		S 11 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 Creative Arts

	Month	Foci
<i>Music</i>		CA 1 Participate in a variety of music activities
		CA 2 Develop awareness of different musical instruments, tones patterns/rhythms, and tempo
		CA 3 Imitate and recall patterns, songs, rhythms, and rhymes
		CA 4 Be exposed to music from a variety of cultures
<i>Art</i>		CA 5 Show interest in using different art media (such as play dough, paint, etc.) and materials in a variety of ways for creative expression and representation
		CA 6 Plan and create their own drawings, paintings, models, and other art creations
		CA 7 Share experiences, ideas, and thoughts about artistic creations
		CA 8 Use a variety of art materials and activities for sensory experiences, exploration, creative expression, and representation
		CA 9 Express interest in and show respect for the creative work of others
		CA 10 Express experiences and feelings through a variety of artistic processes and creations
<i>Movement</i>		CA 11 Express through movement what is felt and heard in various patterns of beat and rhythm in music
		CA 12 Demonstrate an awareness of different musical tempos, patterns, and beats through movement
		CA 13 Gain awareness of different cultures through experiences with a variety of music and movement activities
		CA 14 Experience and use movement to reinforce learning in all curricular areas
<i>Dramatic Play</i>		CA 15 Participate in a variety of dramatic play activities
		CA 16 Show creativity and imagination in using materials and in assuming different roles in pretend play situations

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
		ES 2 Develop increasing independence in a range of activities, routines, and tasks
		ES 3 Demonstrate satisfaction when completing a task or solving a problem
		ES 4 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>		ES 14 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>		ES 19 Begin to identify their own gender, family, and culture
		ES 20 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
		ES 22 Show an awareness of home, classroom, school, and community
		ES 23 Demonstrate appropriate caution in unfamiliar and/or potentially dangerous situations

Lesson Plan Checklist Approaches to Learning

	Month	Foci
<i>Initiative and Curiosity</i>		AL 1 Participate in a variety of tasks and activities using all five senses
		AL 2 Make independent choices within the limits set by adults
		AL 3 Approach tasks and activities with flexibility, imagination, inventiveness, and confidence
		AL 4 Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks
<i>Engagement and Persistence</i>		AL 5 Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences
		AL 6 Begin to develop a plan for play and follow through
		AL 7 Begin to develop the ability to concentrate despite distractions and interruptions
		AL 8 Begin to demonstrate the ability to follow a sequence of steps to create a finished project
<i>Reasoning and Problem Solving</i>		AL 9 Begin to develop the ability to recognize and solve problems through active exploration, including trial and error and interactions and discussions with peers and adults
		AL 10 Develop the ability to classify, compare and contrast objects, events, and experiences
		AL 11 Demonstrate the ability to sequence events

Lesson Plan Checklist Physical Health Development

	Month	Foci
<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
		PHD 2 Develop hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors
		PHD 3 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>		PHD 4 Develop an awareness of their body, control and balance in walking, climbing, running, jumping, hopping, skipping, marching, galloping, riding a tricycle, and creative movement
		PHD 5 Develop the ability to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing
<i>Health Status and Practices</i>		PHD 6 Progress in physical growth, strength, stamina, and flexibility
		PHD 7 Participate actively in play, outdoor activities, and forms of exercise that enhance physical fitness
		PHD 8 Begin to show growing awareness of nutrition and independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting
		PHD 9 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