BELC curriculum is based on the OEC (Office of Early Childhood) CT pre-school framework standards with an emphasis on preparing our children to meet the common core education objectives. Our “whole-child” approach to child care and education incorporates a strong focus on social-emotional develop and well-being coupled with our objective of meeting and surpassing established academic benchmarks.

The Sample Lesson plans and weekly objectives below are provided to offer insight into your child’s daily routine and are subject to change. If you would like to discuss your child’s specific curriculum in greater detail, parents are welcome to schedule a meeting time with our director, Diane Pappacoda (Dianapappacoda@yahoo.com).

**Branford Early Learning Center Pre-school Lesson Plans (SAMPLE)**

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| CT Preschool Framework Standards: P&S 7 Interacts cooperatively with peers  Cog:5 Compares and orders objects and events  Cog: 60.2 Express interest in learning about a specific topic over time.  Cog: 60.5 Plan and complete learning activity with a peer  Cre.3: Represents experiences and fantasies in pretend play  Se.48.13 Interacts with one or more children   (including small groups) beginning to work together to build or complete a project  DLL.M.3 Demonstrate understanding of familiar words and simple phrases in L2, especially objects, actions and basic social vocabulary  DOTS: Symbolic Representation | ELDS C.48.7  C.60.8  C.48.2  C.48.4  C.48.16  C.60.2  C: 60.5  C.48.6  C.48.16  C.36.3  CA.48.9  PH.48.9  Se.48.11  D.LL.B.1  D.LL.M.1  D.LL.M.3  D.LL.M.4  DLL.M.9  SE.60.19  SE.48.13  SE.60.16  CC.K.L.5 | Family Engagement  1 Families are the child's first teacher. We welcome input from all parents and hope you will share your culture with us and any knowledge we should know about your child.   2 The Branford Early Learning Center has a Family sharing plan that requires a family member to donate one hour of time to the center each year. This can be done by sharing your job or culture with the children, volunteering in the classroom, or doing a project, reading or playing a game with the class  3. Peek of the week is posted each Monday to discuss with parents and ask for input, books, and our weekly reader. Teacher will send home name tags and paper to provide parents with expanding activities to practice writing first and last name.  DOTS: Sense of Self |
| Developing the plan: These standards are chosen based on data collected in child portfolios, child observations, and reflective assessment, Children’s interest, and family suggestions, using the Child and Classroom Profiles of the CTPAF. Preparing children for the common core standards  CC.K.L.5 Language  DOTS: Conventions of Conversation.  Expression of Ideas, Feelings and Needs | ELL/DLL Support: 1. Read stories and demonstrate projects and games individually before introducing in large group 2. use pictures cues if needed   3. Support child with home language and English Activity  Reinforcement sheets for patterns this week!  Dots: Language Comprehension/ Receptive language | Children's interest: the children are learning to express themselves and to learn about who they are and what they like to do, learn and to discover and accept the differences of others. The children made a graph of what they liked to do and found they all like to dress up and play outside, they then wanted to learn more about each other. We are learning to recognize, write and learn each other’s last name.  Dots: Sense of Self  Family: Intake guide to Interests |

(SAMPLE) MON TUES WED THURS FRI

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| **Welcome Arrival Child Choice**  **Creative Play**  7:30- 8:30  One of the children came in very excited, he went to a pizza restaurant and got to make his own pizza, he was so excited about the pizza oven…. soooo  Plans changed! Everyone wanted to set up a pizza restaurant! | Children choose learning centers they prefer, and the teaching team facilitates interaction between peers and models early language conversations  Share Peek of the week with parents, ask for books, weekly reader Send home REM family cards with parents’ activity: write family names or sister/ brother etc./ For DLL parents send home primary language REM cards of family members and ask them to do the writing activity  Set out the three different language cards in class for added activity expansion | Teachers will review the learning centers children used the previous day and encourage the child to use a different center  DOTS:  Creativity  Cognitive Flexibility  Family: How do you know when your child is interested in something? | Use the observation from yesterday to enhance learning on an individual basis focusing on the strengths and needs of the individual  Child/ support child’s creativity during this time  DOTS: Curiosity and Initiative | Support ongoing learning based on the observation obtained    Family: What do you find that   your child is curious about at home? | Teachers will review the learning centers children used the previous day and encourage the child to use a different center  DOTS: Encourage exploration,  choosing and planning  DOTS:  If conflicts arise, use language to Express ideas, Feelings and Needs |
| **Bathroom, wash hands, helpers set up breakfast**  8:30-9:00 | Children will have breakfast with peers. Teachers will encourage language through conversations  L36.11  Clean-up  And transition back to the classroom  PH.48. Pour liquid from a small pitcher  Se.36.5 make transitions and follow basic routines and rules and rules with adult supervision SE.60.15  PH.48.10  DOTS: Healthy  Behaviors | Transition from the bathroom to the lunchroom counting the steps as we go children will have breakfast with peers. Teachers will encourage language through conversations  SE.36.5  SE. 48.5  Ph.48.10  DOTS: Number Operation  “It takes 12 steps to go to the gym, it takes 20 steps to the kitchen!” | Using the observation from the previous day, transitions are needed to move from one area to another we will move like a bagel Pizza  to breakfast  SE.60.15  PH. 48.10  DOTS:  Cooperation with Peers in Learning Experience | Children will have breakfast with peers. Teachers will encourage language through conversations  L36.11  Clean-up  And transition back to the classroom  PH.48. Pour liquid from a small pitcher  Se.36.5 make transitions and follow basic routines and rules and rules with adult supervision SE.60.15  PH.48.10 | Children will have breakfast with peers. Teachers will encourage language through conversations  L36.11  Clean-up  And transition back to the classroom  PH.48. Pour liquid from a small pitcher  Se.36.5 make transitions and follow basic routines and rules and rules with adult supervision SE.60.15  PH.48.10 |

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| **Group circle time**  9:00-9:15 | Welcome song movement and finger plays  My name Is Flo  L48.19  Butterfly song  Arabella Miller  CA.48.2  Children will discuss Theme for Restaurant, how to set it up and placement in room  Calendar, weather, explain added learning centers  Encourage children to use the choice board | Welcome song  My Name is…  **:** Children will learn the different phases a caterpillar goes through before becoming a butterfly.  Read” The Very Hungry Caterpillar”  Discuss   SE. 60.8  Calendar, weather, encourage children to use the choice board  Observe and document | Welcome song  Red is Rojo  D.LL. B1  Sign Language  Bugs/ spiders/caterpillars  PH.60.4  Calendar, weather, encourage children to use the choice board  Observe and document  DOTS: Seeks answers and discusses evidence related to own questions and observation | Welcome song movement and finger plays  L.48.19  Science we will grow our own butterflies from a caterpillar. Read “From Caterpillar to Butterfly” Using a picture walk strategy  Calendar, weather, explain added learning centers (colors/ words)  L.36.10  Encourage children to use the choice board | Welcome song  My Name is… write last names on the board and help children to recognize their last names and the last names of their friends  L.48.18  L.48.19  Check our butterfly jars  Evaluate the changes in growth  C.48.2  Calendar, weather, encourage children to use the choice board  Observe and document |
| **Transition**  Use picture schedules to assist in transitions | Play the game Ghost to pick   out who will go to the choice board  L. 60.21  DOTS: | If your last name starts with “” go to the choice board and then say the letter of someone else’s last name so they can pick from the choice board.  SE.36.4  Se.48.4 | Have children use a number wheel to pick their turn at the choice board  C.60 .5  Observe how the children are following directions | Teacher will use sign language to call children the choice board by signing the first letter of the child’s last name  Observe which children are ready to sign their last name or if there is any frustration during activity | If your last name starts with “” go to the choice board and then say the letter of someone else’s last name so they can pick from the choice board.  SE.36.4  Se.48.4 |

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| **Learning centers**  **Child choice**  9:20- 10:20  Staff will direct some activities, set up others for child direct activities and rotate between play areas and centers | Identify and write last name with teacher  C.48.2  Use upper- and lower-case board to match letters  Cog 13  L.60.21  C.36.3  Name recognition  Cog 13  **Art**:  Restaurant menu, placemats, theme  Pizza oven  Dramatic play  Housekeeping dress up P.S.7  Cre.3 Work with ELL students to build vocabulary and encourage speaking by maintaining interest in self- selected activities, teacher interacting with children to help form friendships.  DOTS:  Play/ Friendship  Sense of Self | **Math graph** about April showers and sunshine  C.48.2  M.48.5  Write words for menu board  Ph.36.7  **Art:**  Posters for our special lunch tomorrow  Add craft items, recycled to make food  Hungry Caterpillar sequencing  Draw caterpillar, fruit, make booklet in a small group teacher directed  C.36.6  Science/Health  make  Fruit sticks for snack  CA.48.4  Family: give parent recipe for Fruit snacks, ask parents to share a snack they make with their child or their favorite snack  Chart if interested at school | **Language:**  Name recognition cog 13  Matching name game  C.36.3  C.48.4  **Art:**  Make a table cloth to get ready for our pizza lunch!  Large group read Cloudy with a Chance of Meatballs  Curious George at the Pizza Parlor  If children have shown an interest to have a play about “Cloudy with a Chance of Meatballs”  expand activity  CA.48.8   What would we need to act out the story? | **Science /Sensory**  Use salt to write first and last names  C.48.1  Ph.36.7  **Art:**  Money Work on repeating patterns writing- letters- numbers for “money” have examples printed in area for added support. Expand on activity from last week  KCC.3  PH.48.6  Cre.3  DOTS: creativity  Observe and document number recognition  M.60.3   Working in a restaurant  Purchasing food from our store   (expanding from last week) preparing and  Serving food in the restaurant  Dramatic Play  CRE.3 | Music with miss V.  **Drama:**  Act Out Cloudy with a Chance  CA. 60.6  DOTS: Uses complex or abstract representations  through play  Se.48.11  **Art**: Expand upon Restaurant,  Menu!  CA.60.7  Work with ELL students to build vocabulary and encourage speaking by maintaining interest in self- selected activities, teacher interacting with children to help form friendships.  L.36.2 work with PL individually to follow two step directions  Add some directional words to expand vocabulary with teacher one on one and then with peers and teachers DLL.L6 |
| **Transition to our door time**  10:20-10:30 | 5 minutes till clean up, 1 minute till clean up, cleanup to music | 5 minutes till clean up, 1 minute till clean up, cleanup to music | 5 minutes till clean up, 1 minute till clean up, cleanup to music | 5 minutes till clean up, 1 minute till clean up, cleanup to music | 5 minutes till clean up, 1 minute till clean up, cleanup to music |
| **Outdoor play**  10:30 – 11:10 | Sand area, bikes  PH.36.11  PH.48.9  PS.7 | Sand area, bikes  Small group games  PH.36.11  PH.48.9  PS.7 | Sand area, bikes  Large group games  PH.36.11  PH.48.9  PS.7  Look for Hungry Caterpillars | Sand area, bikes  Red Light Game  PH.36.11  PH.48.9  PS.7 | Sand area, bikes  PH.36.11  PH.48.9  PS.7 |
| **Specials**  10:30 -11:00 | Creative Play children’s choice  SE.48.11  During Free choice have children make signs about AA’s parents coming in to be our special reader and cook on Wednesday.  (Family Involvement)  Talk about family and different jobs we have, different food we like, how we are alike and different  DOTS: Social studies Individual Development and Identity/ Culture | Music/ Instruments  CA.24.6  CA.24.7   Use this opportunity to expand language skills by having discussion about instruments we are using support for new words and peer conversations, teacher can work one on one, then in a small group with peers and then observe the results; assess  DLL.M.5  DOTS: Creates with more Control/ Responds to music/art | Creative Play children’s choice  SE.48.11 AA’s, mother will bring in food, books and authentic clothes from the Pizza Restaurant AA’s father  (who works in a restaurant) will come to be our cook for the day so the ABC class will help wash, prepare, and serve food to other classes form their Very Hungry Caterpillar Café!  L.60.5 | Yoga  Se.48.11  DOTS: Mobility.  Self-Expression  Coordinates several gross motor movements  Family: What are some activities you do to relax together at home? | Dance  CA.48.2  CA.48.3  CRE.4  SE.60.1 |
| **Wash Hands/ bathroom/**  **Lunch**  11:00- 11:35 | Review hand washing techniques  PH.48.10  Children will have lunch with peers; serve themselves Family  Style Ph.48.8  Teachers will encourage conversations  L.36.11  Clean-up transition back to classroom | Review hand washing techniques  PH.48.10  Children will have lunch with peers; serve themselves Family  Style Ph.48.8  Teachers will encourage conversations  L.36.11  Clean-up transition back to classroom | Review hand washing techniques  PH.48.10  Children will have lunch with peers; serve themselves Family  Style Ph.48.8  Teachers will encourage conversations  L.36.11  Clean-up transition back to classroom | Review hand washing techniques  PH.48.10  Children will have lunch with peers; serve themselves Family  Style Ph.48.8  Teachers will encourage conversations  L.36.11  Clean-up transition back to classroom | Review hand washing techniques  PH.48.10  Children will have lunch with peers; serve themselves Family  Style Ph.48.8  Teachers will encourage conversations  L.36.11  Clean-up transition back to classroom |
| **Wash hands/ brush teeth**  **11:35 – 11:45** | PH.36.12discuss healthy practices including hygiene, nutrition and sleep | PH.36.12discuss healthy practices including hygiene, nutrition and sleep | PH.36.12discuss healthy practices including hygiene, nutrition and sleep | PH.36.12discuss healthy practices including hygiene, nutrition and sleep | PH.36.12discuss healthy practices including hygiene, nutrition and sleep |

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| **Outdoor play**  11:45- 12:15 | Sand area, bikes  PH.36.11  PH.48.9  PS.7 | Sand area, bikes  PH.36.11  PH.48.9  PS.7 | Take photos of Spring!! Take a walk and look for signs of spring  PS7 | Sand area, bikes  PH.36.11  PH.48.9  PS.7 | Sand area, bikes  PH.36.11  PH.48.9  PS.7 |
| **Wash hands**  **Bathroom**  12:15-12:30 | PH.36.12discuss healthy practices including hygiene, nutrition and sleep | PH.36.12discuss healthy practices including hygiene, nutrition and sleep | PH.36.12discuss healthy practices including hygiene, nutrition and sleep | PH.36.12discuss healthy practices including hygiene, nutrition and sleep | PH.36.12discuss healthy practices including hygiene, nutrition and sleep |
| **Literacy/ story time**  12:30- 1:00  Comprehension  And discussing books read | Read Caterpillars  by Philemon Sturges using dialogic reading.  Discuss the same/ different characteristics of caterpillars, bees and Millipedes  How do they help in the garden?  Cog 8  Work with children having difficulties using words to express emotions and feelings, acknowledge and encourage them to help master this skill  SE. 60.8 | Read Franklin’s Restaurant Discuss healthy food choices. Discuss our menu for the school day and ask children which foods are healthy, which foods we grow and which foods we buy from the store healthy foods.  Provide children with photos of healthy foods  Ask children open ended questions to promote vocabulary and comprehension | Read Plant a Rainbow  Observe how our beans are growing. Discuss what beans will need when they sprout   (Do we need to plant them or leave them in bags?)  Use prediction and if someone says leave in bag, leave one of the bean sprouting’s in the bag!  DOTS: Questioning and Defining  Shows interest in learning about | Read  “Little Nino’s Pizzeria  C.48.4  Have discussion about favorite restaurants/ favorite food we eat at school and favorite food we eat at home.  DOTS:  Engage children in forming opinions, based on questions they have about the world. | Preform play for all classes  CRE.3 |
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| **Nap time**  1:00- 2:30  Staff will meet to discuss observations taken and analyze data team planning using PCF planning web | Children will rest quietly on their cot for approx. 30 minutes, then be allowed to look at a book quietly on their cot | Children will rest quietly on their cot for approx. 30 minutes, then be allowed to look at a book quietly on their cot | Children will rest quietly on their cot for approx. 30 minutes, then be allowed to look at a book quietly on their cot | Children will rest quietly on their cot for approx. 30 minutes, then be allowed to look at a book quietly on their cot | Children will rest quietly on their cot for approx. 30 minutes, then be allowed to look at a book quietly on their cot |
| **2:30- 300**  **Wash hands/ snack** | Snack encourage small and large group discussions | Eat our fruit sticks! | Snack encourage small and large group discussions | Snack encourage small and large group discussions | Snack encourage small and large group discussions |
| **Gross Motor activities**  **3:00- 4:15** | Parachute/ Games/  IMIL music movement  PS7 | Outdoor Play  Bikes/ games/creative play  PH.36.11  Observe and document Gross motor skills | Outdoor Play  Bikes/ games/creative play | Outdoor Play  Bikes/ games/creative play  Observe how the children are following directions | Large group games  PS7 |
| **Transition from outside to inside**  **Wash hands/ bathroom**  **4:15- 4:30** | PH.36.12discuss healthy practices including hygiene,  use picture schedules to assist in transitions | PH.36.12discuss healthy practices including hygiene,  use picture schedules to assist in transitions | PH.36.12discuss healthy practices including hygiene,  use picture schedules to assist in transitions | PH.36.12discuss healthy practices including hygiene,  use picture schedules to assist in transitions | PH.36.12discuss healthy practices including hygiene,  use picture schedules to assist in transitions |
| **Afternoon small group activities 4:30- 5PM** | Centers: drawing, puzzles, books, games, felt board | Centers: math, literacy, drawing,  blocks | Legos, town blocks, trains, drawing  PH.48.6  Individualized game time | Centers: drawing, puzzles, books, games, felt board | Housekeeping  Restaurant  Cook Books  Individualized game time |