

Missouri Child, Inc.  
Head Start  
Policy and Procedures

## Lesson Plan

**Purpose:**

Provide a well balance format for instruction based on sound curriculum principals which will be all inclusive and will meet all the requirements set forth by the Head Start Performance Standards.

**Scope:**

This applies and will be followed by all MCI Head Start education staff.

**Authority:** Head Start Performance Standards 1304.21(a)(1)(i)-(v), 1304.21(a)(2)(i)(ii), 1304.21(a)(3)(i)(A-E)1304.21(a)(3)(ii), 1304.21(a)(4)(i)-(iv), 1304.21(a)(5)(i)-(iii), 1304.21(c)(1)(i)-(vii)

**Policy:**

MCI Head Start will ensure that lesson plans will be developmentally and linguistically appropriate. Lesson plans will reflect the philosophy based the Pyramid Model for promoting Social and Emotional development of young children. Lesson plans will be appropriate to the needs of each child providing individuality with respect to language, temperament, cultural background and learning style. Education Staff will encourage the Head Start families to participate in the development of the weekly lessons. Lesson plans will be inclusive of children with disabilities. The lesson plan will encompass all the requirements of the Head Start Performance Standards, and curriculum requirements set by MCI Head Start. Each lesson plan will be submitted and reviewed by the Supervisor prior to implementation.

**Procedure:**

- Education Staff will implement the Creative Curriculum for overall child development in combination with the 2<sup>nd</sup> Step curriculum to aide in fostering social emotional growth.
- Head Start families remain the primary resource of the classroom especially in the area of heritage and cultural activities.
- The lesson plan will provide activities, to include family traditions, milestones, and food preparation unique to the classroom community which may be diverse in literature, music, and games.
- The lesson plan may be modified periodically or adapted to meet the needs of the classroom community.
- Staff will input and use information obtained from the families of the Head Start children in the lesson plan in order to individualize activities to meet the needs of the children within the class.
- Within the first four weeks of the program year a unit of study will be introduced on both “self” and “family”.
- The education staff will provide a learning climate to encourage children to solve problems, explore experiences, ask questions and gain mastery by doing.

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- Education staff will foster cognitive functions, understanding, reasoning, and conceptualizing through scaffolding.
- Education staff will implement one health and one nutrition lesson a week. The Health and Nutrition objectives are located in the resource area, you are encouraged to use these objectives but you are not limited to them. A Health & Nutrition lesson plan form will be completed for each lesson, and then attached to each week's lesson plan.
- Education staff will encourage Head Start families to contribute to curriculum by assisting in developing lesson plans, home activities, home activity logs, and volunteering where needed.

**Special needs-** Education staff will accommodate children with special needs by adapting, and modifying classrooms as required.

Education staff may obtain adaptive devices to assist children with disabilities by contacting the Director of Health Services. Education staff will incorporate weekly routine activities and experiences in the lesson plans that assist in achieving the goals of the IEP.

If an IEP reflects the need for additional staff to meet goals, the program will actively seek to meet these needs. The Director of Health Services will be available to provide technical assistance and additional training to staff, Head Start families, and volunteers to enhance delivery of services as needed.

Center staff works closely with Head Start families and the community to obtain an interpreter for non-English speaking children as needed.

Each weekly lesson plan will be completed on the Teaching Strategies GOLD (TS-GOLD) program two weeks prior to implementation.

Education staff will write comprehensive weekly lesson plans that encourage language understanding in an atmosphere that promotes easy communication between children and adults.

The 2<sup>nd</sup> Step curriculum activities will be included in each weekly plan.

Each Lesson plan will encourage children to tell stories as well as listening to them to foster expressive language skills.

Activities that foster hands on, “no fail” experiences will be provided. Such as:

1. finger plays
2. games
3. story telling
4. a print rich environment
5. music and songs

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The following reports from TS GOLD will be used as a guide in providing appropriate activities for the individual classroom, children, or child after individual observation data has been entered into the TS-GOLD program (education staff will have the first 45 days to enter that data).

- Individual child profile
- Developmental Area report
- Class profile

The lesson plan will then be submitted to the Area Supervisor. The Area Supervisor will then approve or return for modifications. Once approved the plan may be implemented in the classroom.

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**Guidance:**

Each lesson plan will address a unit of study and must follow these guidelines:

- Be grounded in the interest of the children
- Contain age appropriate activities that address the current goals and objectives of both the individual child and the classroom as a whole.
- Contain elements that will help support the culture, language and ethnicity of the classroom community.
- Include any form of adaptation for special needs children
- Incorporate the Head Start mandated outcomes for children. This could be done in either small/large group settings or as center choices. They include:
  - Language Development
  - Literacy
  - Mathematics
  - Science
  - Creative Arts
  - Approaches to Learning
  - Social and Emotional Development
  - Physical Health and Development
- Provide opportunities for both teacher directed and child initiated activities
- Provide opportunities for music in various areas and ways throughout the day to include:
  - A Cappella.
  - Various musical Instruments
  - With CD's, LP's Cassettes
- A Health and Nutrition lesson (weekly)
- A 2<sup>nd</sup> Step Curriculum lesson (refer to 2<sup>nd</sup> step kit to be done at a minimum weekly)
- Picturing America (bi-weekly)
- Missouri Conservation Curriculum (bi-weekly)
- Emergency drills (each one done monthly, for tracking see facility section)
  - Earthquake
  - Tornado
  - Fire
  - Bus Safety

**Planning**

*Environment:*

Keep the environment interesting; in order to provide children with lots of learning experiences and to keep their interest, the environment must be changed out on a regular basis to coincide with your study unit.

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*Group time:*

Large and small group activities support social and emotional experiences. Group activities should be tailored to meet the developmental level of the group of children the teacher is instructing. Incorporate this time to make assessment observations.

Story Time emphasizes early literacy skills. During this time use flannel stories, puppets and other props to provide multiple means of instruction. Factual books as well as story books should be incorporated. Focus on phonological awareness, early writing, and print awareness and book knowledge experiences.

*Transitions:*

Transitioning from one activity to the next can be unsettling for some. Having a well planned activity ready may assist in this time period. Place under the specific activity in the group planning section of the lesson plan, the name or activity that will be used to transition to the next activity. Earmark this as the transition activity.

*Individualization:*

The activities that will be implemented throughout the lesson plan will be based on the information staff gain through observation and progress reports.

The ongoing child assessment program *Teaching Strategies-GOLD*® provides information on each child's progress through the developmental continuum. The following reports that will aid in planning are:

- Individual Child Profile
- Developmental Area Report
- Class profile

These reports show where the children are in regards to the Developmental Continuum. Those who are showing the greatest need to move forward will have their initials assigned to a specific activity to visually remind staff to encourage that child to participate in that activity.