**Classroom:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Identified in Lesson Plans and Represented Weekly**

* Study
  + Children’s Interests
* Integrate intentional movement into activities/daily routines
* Individualization for all children
* Individualization for children with IEPs around their IEP goals
* Reference to utilizing assessments for planning noted for most activities
* Cultural Experiences
* Classroom materials are rotated and changed intentionally throughout the Interest Areas.

|  |  |  |
| --- | --- | --- |
| Creative Curriculum Interest Areas | Sand and Water (Sensory) | Toys and Games |
| Dramatic Play | Music and Movement\* | Library |
| Discovery | Blocks | Art |
| Cooking\* | Technology\* | Outdoors |

\*These areas can be combined with other areas if necessary.

**Creative Curriculum Areas of Development and Learning**

* Social Emotional
* Physical
  + Large Motor
  + Fine Motor
* Language
* Cognitive
* Literacy
* Mathematics
* Science & Technology
* Social Studies
* The Arts

**Creative Curriculum Content Areas**

* Literacy
* Math
* Science
* Social Studies
* Creative Arts
* Technology
* Process Skills
* Integrating Learning through Studies

**Identified in Daily Routine/Schedule**

* Active & Quiet time
* Large Group
* Small Group
* Teacher-directed time
* Child-initiated time (at least 60 minutes, if possible)
* Outdoor Time (40-60 minutes)

**May be in Lesson Plans or Identified in Other Places**

* Transitions are planned and prepared for between activities/overlapping times
* Intentional plans to promote learning at meal/snack time
* Plan alternative quiet learning activities for non-resting children
* Parent Suggestions & Communication
* Reflecting on the week
* Ready Rosie

**Things to Always Consider**

* Developmentally Appropriate
* Activities are open-ended, process vs. product
* Plan for scaffolding *Scaffolding = Base planning on each child’s individual skill level, and then provide experiences that are challenging enough to help them move to a higher level but not so challenging as to frustrate them. (eg., hints, prompts, etc)*

What do I need to add to have more comprehensive lessons/daily routine?

Are there pieces to my lessons/daily routine that are not useful or could be removed?

GLOWS:

GROWS: