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**Teacher Manual**



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**Top Policies All Employees Must Know**

Teachers and volunteers must **always provide appropriate supervision**.

**This includes and is not limited to**

* Maintain eye contact with ALL students
* Account for all students in their care
* Remain in the same room with ALL students
* Find a stand in before leaving the room (bathroom, gather supplies, etc.)

**Do Not Leave Room Without**

* Alternate supervision for students OR
* Maintaining eye contact with ALL students

**Supervision**

**Entering Classroom**

Teachers and volunteers **must wash their hands** at the following times

* Prior to starting shift
* Prior to interaction with children

**Steps for Entering the Classroom**

1. Wash hands
2. Find iPad
3. Check into classroom using Tadpoles
4. Complete Name to Face recognition to account for all children

\*Use stickies note from classroom for most accurate information on that classroom

**Dress Code**

**Tops (Monday-Thursday) = Scrubs**

* Logoed shirt – gray V-neck, gray long sleeves or navy polo (“In Training” shirt for temporary staff)
* **Friday** – “Friday” logoed shirt or blue long sleeves
* **Under/Over** – solid long sleeves (navy, white, gray, or black) and logoed fleece (earned or purchased)

**Bottoms**

* Preferred - Colored jeans, khakis or dress pants
* Required – solid color, finished hem, and no holes or tears
* Not Allowed – athletic/nylon pants, leggings or tight-fitting pants
* Shorts must reach the knee, full length maxi skirts acceptable

**Shoes**

* Must have back/backstrap
* Must be able to run after children
* Boots for outdoor months

\*\*Violations of dress code may result in being sent home to change into something appropriate.

* All things entering the premises must adhere to our no-peanut/no-tree nut policy.
* Read dietary guidelines and check for allergies before bringing anything into the building
* Hot beverages are not permitted in classrooms
* Label all personal goods in the refrigerators (staff and children) with name and date

**Food & Beverages**

**Timeclock/Timecard/Payroll**

**Timeclock**

* Only job tasks should be completed on the clock
* Personal work should be completed before you clock in, during your lunch break, or after you clock out
* Duties such as signing your timecard, filling out a time off request, or inserting certifications into your online portfolio should be completed on your own time
* Notify admin when you arrive for the day

**Early Arrival**

* Do not clock in if you arrive more than 3 minutes early
* If you come more than 3 minutes early, please ring the bell or ask to be displayed on the touchpad instead of signing in
* Report back to timeclock 3 minutes before your shift to clock in

**Out Time**

* Out times will vary daily based on classroom needs
* Allow relief or replacement staff to complete Entering Classroom Procedures before leaving
* Share information about primary students and challenging behaviors in the class with relief/replacement staff before gathering your belongings to leave

**Timecards**

* In mailbox Monday of pay week
* Turn in by Wednesday of pay week (review for errors before submitting)
* If error, speak with admin before signing
* Late timecards could result in a delayed paycheck (following Monday)

**Payroll**

* Fridays, paid monthly

**Devices included**: cell phones, personal iPads, personal laptops or tablets, and smart watches with Bluetooth or networking technologies

**Calls should be directed to the conference room or outside**

**Devices Should Not Be Used**

* In the classroom
* On the playground
* In the front office
* In bathroom on the clock

**Devices May Be Used**

* In lounge or conference room
* During personal time

**Personal Electronic Devices**

**Cause to Call In** (same for toddlers)

* Violent coughing (coughing that causes you to turn red in the face or puke)
* Fast or difficulty breathing
* Diarrhea
* 100 degree or higher temperature
* Eye discharge/thick nasal discharge
* Open lesions
* Unexplained rash
* Head lice
* Blisters

**Contact**

* Outside of Business Hours – Director’s personal phone number is 915-317-8686 (before 10 p.m. or after 5 a.m. – not in the middle of the night)
* During Business Hours – call the center and speak with admin
* Speak with someone - voicemail, text messages, emails, social media messages, and other forms of communication are not acceptable

**Employees excluded from the following if sick**

* Team meetings
* Family gatherings
* Drop off/Pick Up
* Dropping off Doctor’s note
* Picking up pay check

**Illness & Calling In**

If a biting incident occurs state regulations require that the parent of the child biting and the parent of the child who was bitten be contacted. Names of the children are not shared with either parent.

For every bite incident, two actions will occur

1. Parents will be contacted with a phone call.
2. An accident report will be completed and signed by the parent/guardian at pick up for the child who bit, and the child who was bitten.

**Biting Policy**

**Potty Training**

1. Notify the teacher that it was a successful weekend through a note in the app or face to face conversation.

Note: A successful weekend at home is defined by the child having 3 or less accidents. If your child goes more times during the weekend on the toilet, than in their underwear, this is a sign of success!

2. Bring extra clothes and underwear in case of accidents.

3. Walk the child to the bathroom and show them how it looks just like the one at school. Stay a minute at the school to have the child sit down and become comfortable with a toilet outside of their home.

4. Talk with the child about how excited you are for them to use the potty at school.

5. The teachers will bring the student to the bathroom every 1.5 to 2 hours.

\*Notes on the potty-training process at school will be provided to the parent.

**Disciplinary Policy**

Small World Learning Center & childcare uses praise and positive reinforcement as effective methods of behavior management.

Based on this belief, the school uses a **positive approach to discipline**.

When children receive positive feedback, they develop problem-solving abilities, self-discipline strategies, and a stronger sense of self-love.

**PHYSICAL DISCIPLINE IS NEVER USED**

**Tornado**

* Take all precautions for a Thunderstorm Warning. Direct children and staff to preidentified shelter space (underground area or an interior hallway on the lowest level of the building, away from windows, if possible). Seek protection under a desk or table.
* Teacher must try to take attendance to ensure no missing children.
* Monitor radio continuously.
* Use caution when entering a damaged building.
* Report injuries, structural and utilities damages as required by Child Care Regulations.

**Emergency Policies**

**Fire**

* Evacuate the building (stay low, as smoke and gasses collect near the ceiling first).
* Activate the fire alarm.
* Call 911. Identify alternate methods of communication to use if the fire causes phones to be out of order.
* Account for all children and staff members by using the attendance list; move to other locations as required.
* Once children and staff are in a safe location, notify the Licensing Regional Office.
* Staff trained to use fire extinguishers may use them to put out a small fire.
* All staff should know the location of the fire extinguishers in the facility.
* Parents should be informed of a small fire at time of pick up.

**Evacuation**

* Evacuate everyone as quickly and calmly as possible.
* The Director/owner of the school will check all potential hidden areas.
* Evacuate through the nearest exit to a safe spot away from the school.
* Young toddlers can be put in strollers or cribs to move if quick and safe.
* Take attendance once to safe area, get signed off and verified using the school’s communication app.
* The Director, owner or appointed teacher will call local authorities once the evacuation is complete.
* Director, owner or appointed teacher will provide first aid if needed.
* Parents may be called to pick up their children from the designated safe area.

**Missing Child**

* If a child is not accounted for at any time, the staff member responsible for the child will search the premises for them.
* If the child is not located after all potential hiding spots and immediate outdoor areas have been searched, the facility director should be notified that the child is missing.
* Begin Lock Down procedure. All exits monitored by employees letting no one in or out of the facility.
* The staff member responsible for the child will call 911, since he/she will have the best knowledge of what the child was wearing that day, along with other distinctive features. The following information should be written down.
* Child’s name, age, height, weight, date of birth, and hair color
* Child’s clothing that he/she was wearing that day, along with other features
* The time at which the child was noticed missing
* The facility director will notify the guardians of the child that the child is missing from the facility.
* While the police are in route to the facility, the staff of the Child Care facility will continue to search the facility for the missing child. The staff should look in every cabinet, closet, cubby, and every other location where a child may hide.
* The facility director will always stay on the facility premises to be the contact person for the police department, as well as the missing child’s guardian/parent.

**Lockdown**

* The building director or designee will announce that there is a lockdown situation. This will occur (CODE BLUE)
* During a lockdown situation, all children are kept away from danger at their specific classrooms designated lockdown site.
* Staff members are responsible for taking attendance and ensuring all students remain in the designated lockdown site.
* Staff members must ensure that no unauthorized individuals leave or enter the building.
* Staff and children remain in their designated lockdown site, locking the door if possible, turning off the lights, closing the windows.
* Staff members must encourage students to remain quiet and still in their lockdown placement.

**Emergency Policies Continued**

**Injury Procedure**

* Attend to the child and provide the proper first-aid treatment required.
* Notify the director or owner of the incident.
* When student is safe and comfortable, complete proper documentation to report the injury for the school and the child’s parents.
* The director/owner will decide if a phone call to the parents is needed.
* The completed written report will be given to a legal guardian/parent at pickup time. Form must be signed and returned.
* Place the completed report that was signed by the parent in the child’s personal school file.

**Emergency Policies Continued**

**Job Responsibilities and Descriptions**

**Employee Classifications**

Small world leaning center & childcare has the following employment positions: Executive Director, Program Director, Lead teachers, Assistant teachers, Floaters, Substitute teachers and a cook.

**General Descriptions of Classifications**

Small World Learning center & childcare has the following employees on staff to ensure proper supervision and learning environment.

* **Owner:** The owner is in charge of and oversees all elements of the program. The owner handles all business in regard to the city and state. The owner oversees the business finances and the business as a whole.
* **Director:** The childcare director is responsible for the planning and supervision of the program and activities of the children; orientation to newly employed staff; on-site supervision of all staff; and in-service training.
* **Lead Teacher:** The lead teacher is responsible for the academic, social-emotional growth and development of children in their care who are in their care. The main focus for our lead teachers is to work with parents, administrators and other teachers to improve students' experience and meet teaching goals. Additionally, lead teachers plan, evaluate and improve the physical environment of the classroom to create learning and growth opportunities for all.
* **Assistant Teacher:** The assistant teacher will support the lead teacher in general supervision of the class, and the overall classroom management. The assistant teachers’ duties are the following but not limited to, assist in planning and implementing activities to meet the physical, emotional, intellectual and social need of students, assist in teaching social emotional management and independence, assist in the creation and planning of activities, class project, field trips, and other program activities, staying on task and following the daily schedule, and helping to communicate to parents.
* **Floater and Substitutes:** The floater/substitute position act as a support for all teachers in the classroom. This person is required to have all of the same qualifications as an assistant teacher and have the correct paperwork on file.

**NAEYC Code of Ethical Conduct and Statement of Commitment for All Employees**

Core Values Include:

* Appreciate childhood as a unique and valuable stage of the human life cycle.
* Base the work we do on knowledge of how children develop and learn
* Appreciate and support the bond between the child and their family.
* Recognize that children are vest understood and supported in the connect of family, culture, community and the society.
* Recognize that dignity, worth, and uniqueness of each individual including family, child and colleague
* Respect diversity in children, families and colleagues.
* Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect.

**Outline of Job Descriptions**

**Executive Director**

Executive Director is in charge of the overall management of Small World Leaning Center & childcare. The executive director oversees all aspects of the program. Executive director conducts all business affairs dealing with property owners, city departments, government agencies and all other businesses affecting the function of Small World Learning center & childcare. The executive director’s main responsibilities will include:

* creation of school policies, guidelines and procedures
* supervision of all health and sanitation standards
* supervision of all safety and security procedures
* supervision of maintenance of the school
* supervision of all staff members and business they conduct
* evaluations of staff
* overview of assessments of children
* calendars, events, and community involvement
* supervision of public relations and accessibility to customers and staff
* enrollment of new students and marketing tactics
* maintenance of all financial, accounting, staff and students’ records
* recording tuition payments and providing receipts to the parents

**Program Director**

Program Director oversees the school’s daily activities and operation, hires and develops staff, and ensures that the school meets required regulations and educational standards. Program Director is also in charge of management of the school in the absence of the Executive Director. Program Director’s responsibilities shall include:

* general office duties
* maintenance of the school premises
* supervision of the proper execution of the school's policies and curriculum by all staff members
* assisting staff in correcting individual classroom problems if such arise
* advertising for hiring and training new staff members
* report to administration the performance of staff members
* interviewing prospective parents and processing new children into the school
* maintenance of all employees' and students' files
* maintaining employee attendance records, vacation times and sick days
* filling out reports and written records required by the school
* maintenance of all school and office supplies
* preparation and execution of staff meetings
* supervising the performance of food and cleaning services
* reviews lesson plans, assessments and evaluations

**Lead Teacher**

Lead teacher is responsible for providing a safe and developmentally appropriate preschool program in accordance with all relevant legislation, policies and procedures. Lead Teacher is in charge of planning and implementing an age-appropriate program to teach young children. Lead Teacher MUST be respectful of children and parents and ensure that equipment and facilities in their care are clean, safe and well maintained. Lead Teacher responsibilities shall include:

* plan and implement activities to meet the physical, emotional, intellectual and social need of students
* purchase adequate eco-friendly materials for the classroom when needed including lesson plan materials
* ensure equipment and the facility are clean, well maintained and safe AT ALL TIMES
* maintain classroom storage space
* keep the inventory of classroom materials
* maintain record of classroom budget money
* provide weekly lesson plans in advance
* develop rotating materials which introduce math, literacy, science and cultural concepts
* establish acceptable disciplinary policies
* be familiar with emergency procedures
* attend professional meetings, educational conferences, and teacher training workshops in order to improve professional competence
* plan and supervise class projects, field trips, events, or other experiential activities
* provide well written weekly newsletters and keep the classroom app updated with fun and proper pictures daily
* ensure children are supervised at all times
* provide various experiences and activities for children including songs, games and story telling
* teach basic skills such as color, shape, number and letter recognition, personal hygiene, and social skills
* build children’s esteem
* comfort children as needed
* clearly and effectively communicate in a manner that children understand
* observe children and complete assessments
* respect children and their feelings and emotions
* develop positive relationships with parents
* keep parents informed of program expectations, program activities and their child’s progress
* conduct parent conferences once/twice a year
* train assistants, substitutes and floaters
* keep track of the classroom cleaning schedule and ensure that the classroom and equipment get cleaned on regular basis
* create a professional relationship of teamwork and cooperation
* ensure that assistants have jobs assigned for nap time
* share classroom responsibilities in maintaining healthy environment and positive learning experience

**Assistant Teacher**

Assistant Teacher shall be at least 18 years of age and have a minimum of a high school diploma. AT will assist Lead Teacher in general supervision and management of classroom. The main responsibilities of Assistant Teacher will include:

* prepare for activities planned by the Lead Teacher
* decorate and keep the classroom attractive and relevant to the theme
* ensures shelves and toys are clean and sanitized
* participates in all activities
* helps with the classroom projects, and lessons
* organize the classroom as directed by Lead Teacher
* attend required Staff Meetings
* keep communication current with Lead Teacher and Director
* maintain professional attitude and loyalty to the school
* treat children, parents, other teachers with respect and dignity
* share classroom responsibilities in maintaining healthy environment and positive learning experience
* create a professional relationship of teamwork and cooperation
* ensure children are supervised at all times
* provide various experiences and activities for children including songs, games and story telling
* teach basic skills such as color, shape, number and letter recognition, personal hygiene, and social skills
* build children’s esteem
* comfort children as needed
* clearly and effectively communicate in a manner that children understand
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* develop positive relationships with parents
* develop rotating materials which introduce math, literacy, science and cultural concepts
* establish acceptable disciplinary policies
* be familiar with emergency procedures
* attend professional meetings, educational conferences, and teacher training workshops in order to improve professional competence

**Floater**

Floaterreports to the Director or Assistant Director and provides children with developmentally appropriate activities, a nurturing environment, and interacts with the children, their parents, staff members, and volunteers. The Floater must be able to maintain a friendly / professional rapport with the staff members and parents. The Floater is responsible for supporting and implementing all decisions made by management. Floater’s main responsibilities shall include but are not limited to:

* Floats between classrooms when needed
* Helps to keep the school orderly and clean
* Is flexible with their duties
* Assists with potty training and other bathroom needs
* Assists during outside playtime
* Assists in the kitchen when needed
* Assists during events and big projects
* Assists the director when needed
* Assists during nap time
* Follows all policies and procedures of the school

**Substitute**

Substitute shall have the same personal, health, administrative, and professional qualifications required of staff, for who they substitute, including completion of a background check as required. Substitute’s main responsibilities shall include, but not limited to:

* Performing all the duties of the person they substitute for
* Assist teachers throughout the day with all activities
* Helps to keep the school orderly and clean
* Is flexible with their duties
* Assists with potty training and other bathroom needs
* Assists during outside playtime
* Assists in the kitchen when needed
* Assists during events and big projects
* Assists the director when needed
* Assists during nap time
* Follows all policies and procedures of the school

**Cook**

The Cook is responsible for preparing and serving nutritionally balanced meals for the children. This position is responsible for maintaining high standards of quality food production and portion control using standard recipes and for appropriate quantities of food needed to meet menu requirements. The Cook is also responsible for assisting with supervision of the children at times during the day and when teachers need assistance. This includes but not limited to cleaning, sanitizing and preparing meals. In addition to assisting the children during their mealtimes, encouraging and teaching portion control. The Cook should encourage the children to try new foods and observe basic nutrition habits as they make their own salads from a selection of seasonal fruits and vegetables. The cooks’ main responsibilities shall include, but not limited to:

* Food preparation
* Food Serving
* Staying in compliance with state licensing and health standards
* Documentation of food serving temps
* Maintenance of menus
* Cleaning and general maintenance of kitchen
* Serving food/meals in timely manners
* Being knowledgeable of allergies and good restrictions
* Wearing proper cooking attire
* Food sanitation
* Assists with ordering food and supply when necessary
* Ensure proper portions of food are served
* Sanitization of food serving supply and overall kitchen
* Ensure all food is not expired
* Helps to supervise children when asked
* Ensures a safe and healthy environment with the school team
* Follows all protocols and policies of the school

**Teacher Checklist**

* Activities are organized and set up for the day
* Students have been signed in
* Attendance is taken prior to breakfast
* Breakfast is documented on the daily report
* Morning learning activities are documented
* Student observations/assessments are conducted
* Gross motor activities are documented/pictures on the app are taken
* Lunch is documented on the daily report
* Naps times documented
* Lesson plan activities are prepared for the upcoming day or weeks
* Daily report notes are taken including meals, nap times, bathroom breaks, activities and behaviour notes
* Enrichments are documented on the daily report/pictures on the app are taken
* Students have been signed out
* Daily reports have been sent home
* Activities are organized and ready for the next day
* Toys, materials, and other objects are sanitized and cleaned
* Classroom is organized and ready for the next day

**Assistant Teacher Daily Duties**

* **Set up the classroom for the day** – furniture, bathrooms are stocked, lights on
* **Learning** – learning circle, centers, art, and other activities are ready for the day
* **Classroom Cleanliness** – Ensure classroom daily cleaning duties are complete
* **Observations** – Conduct daily observations and assessments of students
* **Meals** – Monitor students, document meals, serve and clean up
* **Outdoors** – Monitor students, ensure safety measures are completed, play
* **Nap** – Comfort students, document nap times
* **Prep for Next Day** – Learning centers, art, lesson plans, all activities
* **Supervision** – Use positive communication and discipline, make sure all students are in eyesight
* **Incidents** – complete accidents and observations forms if needed
* **Classroom Decor** – Ensure bulletin board, birthday board and other classroom information is up
* **Play** – Observe play with students and interact by asking questions
* **Parent Communication –** Check in with parents and communicate about child’s day
* **Lead Support** – Support your lead with anything they ask and need
* **Flexibility –** Be flexible in all positions and duties

**LEAD TEACHER WILL EDIT FOR ASSISTANT TEACHER**

|  |  |  |
| --- | --- | --- |
| **Daily** | **Weekly** | **Monthly** |
|  | **Monday**: Sample Text |  |
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|  | **Tuesday:**Sample Text |  |
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|  |  |
|  | **Wednesday**:Sample Text |  |
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|  |  |
|  | **Thursday**:Sample Text |  |
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|  | **Friday**: Sample Text |  |
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**Classroom Management Tips, Tricks and**

**General Checklist**

**Classroom Management**

The term classroom management refers to the procedures, strategies, and instructional techniques teachers use to manage student behavior and learning activities. Effective classroom management creates an environment that is conducive to teaching and learning. Ineffective classroom management often creates chaos and increase behavioral problems in students. Classroom management strategies help create an organized classroom environment that's conducive to teaching.

**Daily Classroom Management Procedures and Ideas to Implement**

* **Daily Schedule and Consistency:** Follow your daily class schedule each day. This is very important to create a routine for students. From the very first day, students need a roadmap for navigating the classroom. Post daily activities and procedures prominently so they know what they need to do from the moment they come into the classroom. Follow the same procedures every day when it comes to bathroom use, eating times, play times and playground times.
* **Visual Schedule:** A visual schedule is a representation of the events that will occur in each time period. This visual helps students to think about and plan out tasks in an appropriate sequence, helping to build strong executive functioning skills. this schedule helps students to remain calm and reduces inappropriate behaviors.
* **Transitions**: Use the floor decals to have the small groups go from place to place, where to sit when waiting for the bathroom or when they are dressed to go outside, and even during cognitive centers to keep the small groups connected. The students can create a caterpillar system an inch from place to place so the group stays connected. You can use songs or dance moves to make it more fun!
* **Mighty Minutes**: Use the mighty minutes list or index cards to come up with quick transition ideas!
* **Music**: Use songs or dance moves for transition times like cleaning up or coming to the carpet. The same song each day will trigger the behavior you would like the students to perform.
* **Doorbell for Transitions:** A doorbell is encouraged to use as a classroom management tool. When you would like your student's attention, a bubble in their mouth and look at you. Teach this in the beginning of the year with modeling and lots of practice. Make this fun and enjoyable to the students!
* **Talk Differently**: Try to whisper or lower your voice so students have to stop and listen.
* **Focusing with Action:** Catching a bubble or mirror a teacher. One to Three eyes on me! Or saying something like “Baby is Sleeping.”
* **Hand Signals**: For students to follow or counting down when the behavior needs to stop. Use hand signals to save your voice.
* **Timer:** Count down for transitions or behavior
* **Bell:** To grab attention
* **Talk it Out Time**: Sitting silently is no fun for anyone, especially little kids that have a lot on his or her mind. Designate a time when chatting is allowed and welcomed. “I like to offer free time every now and then at the end of lessons for students to chat if the class has behaved. I write the amount of free time on the board at the beginning of class and start subtracting every time they get too loud. Even five minutes is a good motivator.”
* **Assigned Seats:** Assign seats for a nap, eating and circle time. Switch them up bi-monthly to provide direction for your students.
* **Classroom Rules:** Go over them daily so they stay on your students’ minds.
* **Celebrate:** Celebrate and reward when they do not do the behavior you have talked to them about. Any of the above positive reinforcement reward systems would work!
* **Group Contract:** Have everyone sign stating they will be kind, listen or whatever the group concern is.
* **Quiet Turtles** (or any animal) – Hand out an object to all those who were quiet when asked, and then take them back each time.
* **Voice Level Chart:** Use a chart as a visual and clothes pin that moves up the chart when it is too loud in the classroom, and down when the voices have been lowered.
* **Quiet Spray:** Used to lower the volume of the classroom. Spray this in the air to help control the volume of the classroom.
* **Music Box:** Play a music box. For the students who get quiet, it shows they are listening, for the students who are still talking it shows they are not listening. The students must lower their voices in order to hear the music. You can also use the music box as a timer. If the students are not quiet by the time the music box stops, they need to have a talking to about inside voices and listening.
* **Use a Calming Kit or Calming Corner:** This is a kit, box or area that provides students with tools and strategies to calm themselves and help regulate their emotions. Building a calming kit is a great way to help children learn to understand and better manage emotions. When emotions run high, offering your student a chance to calm down by playing, tinkering or talking goes a long way. Create a calming kit and use it with the students when they are CALM so they will also learn to use it when they are angry.
* **Mystery Scholar:** Choose a [mystery scholar](https://easyteachingtools.com/2015/05/vip-supply-caddy.html)and remind students throughout the day that you're paying close attention, especially to that person. If the person did well all day, announce who it is. If not, let them know how sad you are that you can't tell them.
* **Have a Quiet Manager:** Student uses a sand timer and watches for the quietest student to take their spot when timer is up.
* **Talking Stick or Item:** During learning circle or times when students talk, pass around a visual item like a talking stick. When the child is holding it, they can speak. This will help control the chatter in the classroom.
* **Movement Breaks:** Animal crawls, jumping jacks, dance games, yoga, meditation, and stretching.
* **Give Important Duties:** door holder, backpack helper.
* **Social Stories:** A social story is a simple and clearly illustrated story that focuses on a behavior you want to change. You read the story each day at the same time of the day. When a student does behavior that is on that is addressed in a social story, the teacher uses the terminology from the story to reinforce the change in the behavior you want to see. Social stories can be about hands not for hitting, I can listen to my teacher, or I can be nice!

**Tips and Tricks to Working with Tantrums and Hard Behavior**

* **Body Language:** get down to their level and keep your body calm and open. Ask questions to show you care: “I love you.” “I am your friend.” “I am here for you.” “Would you like a hug?” “What do you need to feel better?”
* **Use Empathy:** “It makes me sad when you…”
* **Sensory Activities:** sensory bottles, sensory bin, sensory bags, play dough and sand.
* **Calming Activities:** reading, writing, coloring, puzzles, and books.
* **Relax the body:** Give soft hug, tickles, or massages
* **Persuade them with steps**: “I will give you a sticker if you count to ten.”
* **“First and Then” communication:** “First we clean our face, then we do our activity.”
* **Dim the lights**
* **Calming Technique Cards:** Provide 3 different calming strategies using visuals and have him choose one to calm-self. After 2 minutes, give him an option to return to work or use another strategy to help him calm. Continue until he is ready to re-integrate back to the group safely and calmly. Provide positive reinforcement for using strategies e.g., sticker, hug, extra time with an activity of their choosing.
* **Use a Feeling Chart or Index Cards:** Have the student point out which picture represents how they feel. The acknowledge the feeling and ask how to turn it to happy (point to the smiling picture).
* **Deep Breathing techniques:** Count to 10 – take a deep breath with each count
* **Rhythmic movements:** Rocking and swinging while hugging
* **Take them to a quieter area of the room.**
	1. Sit back and keep them safe if they are kicking and screaming.
	2. “I will sit and wait until you’re ready”
	3. When they’re quiet or calm down, first ask if they need a hug to break the tense situation.

**Classroom Management Plan Checklist**

* **Familiarization With School Policies and Procedures**

|  |
| --- |
| * + Familiarize self with computer programs for attendance, grades, etc.
 |
| * + Class Lists and schedules.
 |
| * + Dismissal, sign-out, student hall procedures.
 |
| * + Fire drills, emergencies, and other safety measures.
 |
| * + Library, technology, and other resources available to students and teachers.
 |
| * + Student assemblies, councils, extra-curricular activities, and handbook
 |
| * + School-wide rules and behavior expectations
 |
| * + Teacher handbook, curriculum, and expectations
 |

* **Classroom Organization**

|  |
| --- |
| * + Desk/table arrangement.
 |
| * + Teacher desk arrangement.
 |
| * + Computer/projector arrangement.
 |
| * + Instructional material storage (student supplies) i.e., scissors, glue, tape, writing tools, paper, hole-punch, stapler, student learning manipulatives, art materials, books, Kleenex, student textbooks/workbooks, student folders, and personal items
 |
| * + Teaching material storage (teacher supplies) i.e., class-specific storage, unit storage, photocopying materials, lesson planning materials, grading materials, instructional materials
 |
| * + Bulletin boards and displays.
 |
| * + Learning centers and shelves.
 |
| * + Assignment hand in and “go home” folder center.
 |

* **Develop Routines and Procedures**

|  |
| --- |
| * + Develop routines for leaving the classroom as a group and individually.
 |
| * + Develop procedure for taking attendance
 |
| * + Arrival and pack up procedures including assignment turn in, handing back papers, collecting papers, sending home parent communications
 |
| * + Develop a system for grading and tracking marks.
 |
| * + Develop a routine for students entering the room late or leaving early
 |
| * + Develop a policy for late or missed work and assessments.
 |
| * + Develop a procedure for handing out, using, and gathering materials
 |
| * + Develop a homework policy
 |
| * + Develop procedures for individual work, group work, and whole class activities/ discussions
 |
| * + Develop procedures for early finishers
 |
| * + Develop routines for water and bathroom breaks
 |
| * + Develop routines for class start-up and wind down.
 |
| * + Develop procedure for textbook/workbook distribution and tracking
 |

* **Define Classroom Rules and Expectations**

|  |
| --- |
| * + Develop classroom rules and expectations
 |
| * + Determine consequences for not following the rules.
 |
| * + Communicate rules/consequences to students and families.
 |
| * + Develop a procedure for keeping records of issues.
 |
| * + Develop action plan for serious behavior
 |
| * + Read student profiles
 |
| * + Practice routines and procedures
 |
| * + Determine reactive strategies
 |

* **Materials to Collect and Prepare**

|  |
| --- |
| * + Textbooks and accompanying materials
 |
| * + Supplementary teaching materials
 |
| * + Unit plans
 |
| * + Lesson plans for first week
 |
| * + Get to know you ice breaker activities
 |
| * + Prepare take home folder materials/ family communications
 |
| * + Copies
 |
| * + Early finisher activities
 |

* **Building Relationships with Students**

|  |
| --- |
| * + Conduct self in a fair and consistent manner.
 |
| * + Display/model respect for all.
 |
| * + Maintain a positive attitude with students.
 |
| * + Display student work in the classroom and halls.
 |
| * + Celebrate individuality and differences. Differentiate instruction.
 |
| * + Use positive reinforcement strategies.
 |
| * + Relate content to student interests.
 |
| * + Share relevant personal stories and allow students to do the same.
 |

* **Building Relationships Between Students**

|  |
| --- |
| * + Provide get to know your activities.
 |
| * + Provide opportunities for students to talk and work together.
 |
| * + Allow for positive student to student feedback on work/projects/activities.
 |
| * + Provide regular group activities.
 |
| * + Encourage positive peer relations
 |

* **Building Relationships with Families**

|  |
| --- |
| * + Communicate student expectations
 |
| * + Encourage parents to visit the class and school website often.
 |
| * + Happy calls.
 |
| * + Provide many opportunities for parent volunteers.
 |
| * + Send home parent communications/newsletters.
 |
| * + Provide multiple ways to communicate (phone, email, video conference, in-person meeting, notes)
 |
| * + Send home activities and photographs showing class learnings and activities
 |

* **Classroom Rules**

|  |
| --- |
| * + Be positive! Use words like “I can”.
 |
| * + Be Polite.
 |
| * + Give 5 to the speaker.
 |
| * + Follow directions.
 |
| * + Be kind and respect others.
 |
| * + Take care of classroom materials.
 |
| * + Walking feet.
 |
| * + Inside voices.
 |

* **Behavior Interventions for Low-Key Disruptions**

|  |
| --- |
| * + Re-direction
 |
| * + Close proximity
 |
| * + Eye contact
 |
| * + Short verbal cue
 |
| * + Request to cease the behavior
 |
| * + Remain respectful and positive
 |
| * + Remain vigilant for other factors (difficulty seeing board, peer distraction)
 |
| * + Follow any School-Wide intervention procedures.
 |

**Classroom Management Assessment**

|  |  |
| --- | --- |
| Date: |  |
| Classroom: |  |
| Teachers: |  |
| Time Observed: |  |

**EVALUATION SCALE**

E – EVIDENCE

NE – NO EVIDENCE

N/A – NOT APPLICABLE

|  |
| --- |
| **Environment and Culture** |
| **Classroom Appearance and Layout** |
| **Eval Scale** | **Objective** |
|  | The classroom is organized and well maintained |
|  | The classroom is clean, neat and uncluttered |
|  | Areas of the classroom are clearly defined with visual/structural parameters |
|  | The classroom is orderly and specific areas for learning and play are designated |
|  | Student’s work is displayed |
|  | Each learning environment has a clear purpose or function |
|  | Distractions are minimized in the direct instruction and independent work areas |
|  | Children are seated and positioned to maximize focus on task or person |
|  | Materials needed for activities are in appropriate places in the classroom where students can access them easily |
|  | Adaptations are made to materials where appropriate to maximize student success |
| **Classroom Management and Organization Techniques** |
|  | The classroom is safe |
|  | The classroom is orderly and specific areas for learning and play are designated |
|  | Evidence that the student understands behavioral expectations |
|  | Evidence the students share responsibility for effective day to day operations |
|  | Positive behavior is reinforced |
|  | Positive behavior techniques are in play: marble jar, behavior scale, sticker charts |
|  | Negative behavior is addressed through the use of management techniques like redirecting, modeling, calming techniques and others |
|  | Teachers circulate throughout the classrooms |
|  | Teachers are spread out and do not have their back to the children |
|  | Teachers multitask |
|  | Teachers work ethic is proactive, calm, and supportive |
|  | Teachers display excitement |
|  | Time is used efficiently |
|  | Total group response (white boards, show of hands, choral response) |
|  | Visual chart of daily tasks is used |
|  | Students are aware of their responsibilities  |
|  | Daily operations are consistent |
|  | Evidence of lesson plan implementation |
|  | Flexible and fluid grouping of children for activities |
|  | Alternating small and whole group activities |
|  | In large group activities, students are actively addressed at least every 2 to 3 minutes by the teachers |
|  | A classroom daily schedule of class activities is posted where all students and staff can see it |
|  | Daily scheduled is followed as closely as possible |
|  | The classroom schedule is consistent and predictable from day to day |
|  | A staff schedule is posted outlining staff responsibilities |
|  | Students planning/organizational skills are assessed, and goals are developed if appropriate |
|  | Targeted students have individual schedules which include each major transition |
|  | Schedules are reviewed with students/staff on a daily basis and are used as a tool to teachorganizational/planning skills |
|  | Classroom management techniques are in play: lining up markers, creative and organized transition methods, use of timers, countdowns, warnings, songs, movements to help organize the student’s daily actions. |
|  | Transitions are clear and easy to understand and navigate  |
|  | Distractions during transitions are limited |
|  | Students transition skills are assessed and goals are developed if appropriate |
|  | When appropriate, instructional programs for transition skills are developed and specify setting, materials, prompts, error correction and reinforcement to be used |
|  | There are clear and consistent signals used to indicate need for transition |
|  | Teacher or activity is prepared when the student reaches the destination |
|  | When appropriate, students are taught how to wait to use appropriate visual cues and activities |
| **Classroom Culture** |
|  | Student-teacher relationships are evident |
|  | Student-teacher relationships are respectful |
|  | Student-teacher relationships are positive |
|  | Students demonstrate respect for one another and the community |
|  | Students are comfortable asking questions |
|  | Students are comfortable sharing ideas |
|  | Students are comfortable speaking their needs |
|  | Students are comfortable expressing their feelings |
|  | Students feel comfortable expressing their concerns |
|  | There is evidence of celebrating students’ success |
|  | There is evidence of students developing leadership skills |
|  | There is evidence of students developing independence |
|  | The classroom integrates elements of diversity and culture  |
|  | Students try new things and enjoy exploration |
| **Classroom Rules and Procedures** |
|  | Procedures for materials storage, accessing materials, and maintenance of maters is reviewed and reinforced to the students on a regular basis |
|  | Procedures regarding classroom boundaries (teachers’ desk, storage area) are taught, reviewed and reinforced on a regular basis |
|  | Routines for entering, exiting, and moving within the classroom are taught, reviewed and reinforced on a regular basis. |
|  | Procedures for asking for help, getting a drink, using the bathroom, are taught, reviewed and reinforced on a regular basis |
|  | Procedures for free time and or quiet time is taught, reviewed and reinforced on a regular basis |
|  | Procedures for transitions for outside time, lunch, leaving the school and other predictable times are taught, reviewed and reinforced on a regular basis |
|  | Visuals around the classroom are appropriate and students are able to understand the visuals and their objectives, and use them as reinforcement reminders |
|  | Classroom rules regarding behavior expectations are posted, taught, reviewed and reinforced on a regular basis |
|  | Classroom rules are stated in positive language |
|  | Classroom rules are limited to no more than a few, based on the cognitive development and age of the children |
| **Student Learning Relevance and Engagement** |
| **Whole Class** |
|  | Students ask questions |
|  | Students respond to questions |
|  | Students listen |
|  | Students participate in discussion |
|  | Students are excited and enthusiastic to learn |
|  | Students stay on task |
|  | Students are focused |
|  | Students are passionate and determined |
|  | Students remember lessons |
|  | Students have an understanding of what is being taught |
|  | Students apply the knowledge |
|  | Students analyze topic study |
|  | Students create, modify and freely explore  |
| **Small Group** |
|  | Students share work |
|  | Students have defined responsibilities  |
|  | Students support one another |
|  | Students encourage one another |
|  | Students work collaboratively |
|  | Students’ problem-solve |
|  | Students participate in discussion |
| **Individual** |
|  | Students work independently producing a product |
|  | Students work independently to solve a problem |
|  | Students independently silently read |
|  | Students independently work or writing |
|  | Students independently stay on task  |
| **Instructional Practices and Strategies** |
| **General Learning Strategies and Integration** |
|  | Cooperative learning |
|  | Reciprocal learning |
|  | Collaborative learning |
|  | Thinking maps and charts |
|  | Evidence of math and science |
|  | Evidence of social emotional learning |
|  | Evidence of social studies |
|  | Evidence of gross motor and fine motor learning |
|  | Evidence of art and creativity |
|  | Evidence of music |
|  | Evidence of play |
|  | Evidence of opportunity for exploration |
|  | Evidence of sensory play |
|  | Activities have a clear purpose |
|  | Activities are age and developmentally appropriate |
|  | A variety of activity-types are available including independent, cooperative, teacher directed and large and small group learning |
|  | Modeling is used |
|  | Evidence of guided practice |
|  | Evidence of visual aids for instruction |
|  | One, two, or three step instructions based on age level |
|  | Question and Answer structure |
|  | A variety of instructional strategies are being used and are based on the skills being taught and the student’s strengths |
|  | Specific curriculum (eg. PECS,social stories/comic strip conversations, etc.) areimplemented as intended and when appropriate |
|  | A variety of prompts are used and based on the skill being taught and the individualstudent |
|  | There is consistency in general teaching methods |
|  | Data is collected and progress is documented on an ongoing basis |
| **Implementation of Literacy** |
|  | Writing practice across curriculum |
|  | Reading in content areas |
|  | Phonics integration |
|  | Rhyming integration |
|  | Segmentation of sounds |
|  | Evidence of syllables breakdown |
|  | Read the onset and rime of a word (i.e. sh-ip) |
|  | Recognize word families |
|  | Drive meaning from root words, prefixes, and suffixes |
|  | Evidence of writing process |
| **Instructional Materials** |
|  | Manipulative materials used |
|  | Hands-on, sensory based materials used |
|  | Materials are age appropriate |
|  | Variety of materials present |
|  | Materials are safe and nonhazardous  |
|  | Materials are strategically used for lessons |
| **Technology Implementation** |
|  | Technology used is age appropriate |
|  | Technology use is apparent |
|  | Technology used is time appropriate |
|  | Technology used is accessible to all  |
|  | Technology used relates to the content |
|  | Technology equipment used by teacher to enhance lesson delivery (computer, projector, audio, smartboard) |
| **Classroom Communication** |
| **Student Communication** |
|  | Student communication skills are observed and addressed |
|  | Appropriate goals are developed for student’s communication skills |
|  | Instructional Programs for expressive communication are developed and specify setting, materials, prompts, error correction and reinforcement to be used |
|  | Students have appropriate expressive systems to request, state needs, and make choices |
|  | Expressive systems are conventional so that peers and responders can comprehend them |
|  | The environment is set up so that students need to communicate frequently |
|  | Student initiated communication is responded to immediately  |
|  | Adults respond to student communication similarly |
|  | Communication system is used across the school day  |
|  | Communication system is used in a variety of environments |
| **Teacher Communication** |
|  | Teachers have a flow of communication between each other to keep consistency in the classroom |
|  | Teachers speak positively to one another and the students |
|  | Teachers speak clearly and slowly to ensure all understand |
|  | Teachers break down communication, so other educators and students understand |
|  | Teachers use nonverbal communication to express feeling and emotions |
|  | Teachers are willing to learn new language to help with those who speak a language besides English |
|  | Teacher communicates with staff and volunteers regarding their specific roles and responsibility |
|  | Teacher communicates with staff and volunteers regarding confidentiality |
|  | Teacher communicates with staff and volunteers regarding policies and procedures and professionalism in the workplace |
|  | Teachers’ communication with parents timely, efficiently and professionally |
|  | Teacher provides regular feedback to classroom staff |
| **Personal Independence and Competence** |
|  | Independence is facilitated by an adult when necessary, but not excessively to promote prompt dependence |
|  | Students set up, complete and put away activities (learning to do this) |
|  | Students are able to learn independence by observing others |
|  | Students are able to learn by imitating others  |
|  | Students’ abilities to stay on task and work independently  |
|  | Instructional programs for on task and independent work skills are developed and specify setting, materials, prompts, error correction and reinforcement to be used |
|  | What independent work, amount of work, and what student should do following independent work are specified using visuals whenever possible |
| **Motivation** |
|  | Ongoing reinforcer assessments of students occur |
|  | A variety of student selected rewards are available |
|  | Reinforcement contingencies are in place (behavior contracts, token systems) |
|  | Reinforcement plans are contained within behavior plans and instruction plans for each student goal |
|  | Staff provide much enthusiastic social praise! |
|  | Rewards are delivered in a timely manor |
|  | Highly desired activities follow less desired activities on the daily schedule |
|  | Student motivation is kept high through frequent changes in materials/activities |
|  | Student motivation is kept high through maintenance, trials, insured success during difficult tasks |
| **Student Behavior** |
|  | Students are given adequate positive reinforcement and feedback regarding their behavior from staff |
|  | Minimal social engagement is given to unwanted behaviors |
|  | Intervention occurs immediately before escalation |
|  | Staff utilize proactive strategies to management behavior (rather than negative consequences) |
|  | Students who engage in behaviors which are dangerous or interfere with learning have IEP’s or behavior plans |
|  | Behavior plans and IEPs are in writing and all employees have access too.  |
|  | Staff have been trained in plan implementation for IEP’s |
|  | Behavior plans and IEP’s have been reviewed by administration. therapists and the child’s parents |
|  | Behavior plans include prevention, response to behavior, teaching and reinforcement of the alternative behaviors |
|  | Students have an overall understanding of behavior that is appropriate for the classroom |
|  | Students have behavior goals and teachers see progress  |
|  | Students work together to have appropriate classroom behavior |
|  | Incident reports are used when appropriate |
|  | Physical management of students is not used except in emergency situations |
|  | Staff are trained in approved physical strategies for responding to assaultive behavior and/or emergency behavior |
|  | Behavior plans are implemented consistently by all teachers |

**Summary of Assessment**

**Summary of Notes**

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**Changes and Suggestions**

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**Goals and Future Objectives**

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Employee Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administration Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Classroom Activity Observation Form**

|  |  |
| --- | --- |
| Date: |  |
| Classroom Observed: |  |
| Teachers Observed: |  |
| Time Observed: |  |
| Activity Observed: |  |

**EVALUATION SCALE**

5 – Exceeds expectations

4 – Is fully competent in this area, but could use improvements

3 – Is average in this area

2 – Is below average and needs to make improvements

1 – Need to make improvement immediately

|  |
| --- |
| **Preparation and Organization** |
| **Eval Scale** | **Objective** |
|  | The teachers have the materials organized and ready to be used for the activity |
|  | There is adequate quantity of materials to be used |
|  | The materials used are safe for children |
|  | The materials used are age appropriate |
|  | Materials used were kept in great shape and can be used again |
|  | Materials for the activity were mostly handmade and came from supplies found in the school |
|  | The activity involved items that the students can touch, see, smell (3D items, figurines) |
|  | The activity was age appropriate |
|  | The activity created is relevant and interesting |
|  | The activity created is linked to previous teaching or learning |
|  | The activity was created for all students to learn from in the classroom, including those with various needs and learning backgrounds |
|  | The activity was prepared to be modified for those students who need any adjustments due to their specific development |
|  | The activity created connected to the real world |
|  | The activity created focused on problem-based learning |
|  | The activity overall was organized and well planned |
| **Implementation and Execution** |
|  | The activity occupied a comfortable amount of time (did not go too quickly, did not take too long) |
|  | The activity focused on goals and objectives from state standards |
|  | The objectives and instructions were communicated clearly at the start of the lesson |
|  | There was structure in the activity |
|  | There was flexibility in the activity for students to explore and be creative |
|  | A variety of activity and questioning techniques were used |
|  | The teacher had gone through the knowledge of the subject content covered in the lesson |
|  | The activity had a clear conclusion and the knowledge learned summarized at the end of the lesson |
|  | Multiple subject areas were integrated when planning this activity |
|  | Students used materials in constructive ways based on the activities focus |
| **Student Response, Reaction and Understanding** |
|  | The lesson was interesting to the students |
|  | The activity drew upon the student’s ideas and experiences |
|  | All students participated in the activity |
|  | Students understanding was assessed throughout the lesson by the use of teacher’s questions |
|  | Students asked questions |
|  | Students were excited about the activity |
|  | Students felt comfortable to ask for help |
|  | Students worked collaboratively |
|  | Students remained on task with the activity and engaged |
|  | Students actively exchanged ideas |
|  | Students were challenged |
|  | Students discussed the results after the lesson |
|  | Students understood the content and had an understanding of how the activity connected to the weekly thematic unit |
| **Teacher Guidance and Collaboration** |
|  | The teachers involved all students in the activity |
|  | The teachers listened to all students and responded appropriately |
|  | Students were praised and encouraged during the activity |
|  | Prompt action was taken to support students who needed help inunderstanding |
|  | All students were treated fairly during the activity |
|  | Teachers were spread out throughout the classroom  |
|  | Mistakes and misconceptions were recognized and usedconstructively to facilitate learning |
|  | The teachers worked together to have the actively flow effortlessly |
|  | All teachers had a role in the creation and implementation of the activity |
|  | Teachers documented the activity for the student’s daily reports |

**Summary of Observation**

**Summary of Notes**

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**Changes and Suggestions**

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**Goals and Future Objectives**

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Employee Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administration Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How to Make a Lesson Plan**

**Developmentally Appropriate Practice:**

* What is Developmentally Appropriate Practice?
	+ Developmentally Appropriate Practice is a teaching approach to promote age-appropriate teaching while encouraging engagement & optimal learning in a healthy environment
	+ Examples of Developmentally Appropriate Practice include providing children with age-appropriate skillsets to make sense of the world around them through communication & exploration!

**Domains:**

* What are Learning Domains?
	+ Learning Domains are different areas of skillsets promoted in different parts of the brain through different methods of play and exploration that increase in difficulty with age.
* Language & Literacy: Children learning skills to improve their communication.
	+ Examples of Language & Literacy activities per age group:
		- Infant: Reading to them, practicing repetition, etc.
		- Toddler: Identifying letters, reading with them, flashcards, identifying objects on their own, etc.
		- 4+: Tracing letters, tracing words, writing simple words, etc.
* Art: Children learning skills to improve their imagination, creativity, & artistic skill.
	+ Examples of Art activities per age group:
		- Infant: Putting paper & paint covered in plastic on the floor for tummy time or sitting smushing, turning hand &/or footprints into fun theme-related paintings, etc.
		- Toddler: Fingerpainting on their own, using glue when appropriate, using stickers, etc.
		- 4+: Collages, creative freedom, watercolor paints, etc.
* Mathematics: Children learning to identify numbers & count.
	+ Examples of Math activities per age group:
		- Infant: Helping them use their fingers to count, holding up the number one or a finger while annunciating “one”, etc.
		- Toddler: Counting out loud together, identifying numbers, etc.
		- 4+: Number tracing, counting on their own, etc.
* Science: Helping children gain confidence when observing & exploring the world around them.
	+ Examples of Science activities per age group:
		- Infant: Identifying colors in nature, identifying creatures with toys, etc.
		- Toddler: Simple theme-related science projects to observe, identifying the weather, etc.
		- 4+: Science projects, making observations, making predictions, etc.
* Fine Motor: Children strengthening their hand muscles to improve their skills when completing day-to-day tasks.
	+ Examples of Fine Motor activities per age group:
		- Infant: Grasping with rattle toys, moving objects from hand-to-hand with teacher help, etc.
		- Toddler: Sorting shapes, playdoh mats, sorting (with toy tweezers for older toddlers), etc.
		- 4+: Lacing cards, moving objects with toy tweezers, activities involving water droppers, etc.
* Gross Motor: Children moving their bodies and gaining confidence through motion.
	+ Examples of Gross Motor activities per age group:
		- Infant: Tummy time, crawling, standing practice, kicking, etc.
		- Toddler: Walking, climbing, rolling on a mat, etc.
		- 4+: Running/racing games, throwing balls, stretching/yoga, etc.
* Sensory: Helping children gain confidence when using their 5 senses to explore the world around them.
	+ Examples of Sensory activities per age group:
		- Infant: Theme-related sensory bottles, listening to music or sounds of different things (for example: for ocean them the teacher puts on ocean noise), etc.
		- Toddler: Playing with age-appropriate musical instruments, theme-related sensory bins, feeling different textures, etc.
		- 4+: Theme-related sensory bins, fun science experiments, singing & playing with age-appropriate musical instruments, etc.
* Social/Emotional: Helping children learn about emotions, social cues, & social skills.
	+ Examples of Social/Emotional activities per age group:
		- Infant: Playing peek-a-boo, interacting with their own reflection, chit chat, etc.
		- Toddler: Identifying their own emotions/feelings, pretend play/encouraging imagination, taking turns, etc.
		- 4+: Behavioral scenarios (cards with a dilemma on them where the students pick the outcome), keeping hands to self, making decisions, etc.

**Finding Activities:**

* Helpful Resources: Parents & other teachers have cornered the market on getting creative! Anytime you get stuck/can’t come up with something on your own resources like Google & Pinterest are your friend! There are so many activity ideas, especially on Pinterest that are easy to adapt as your own. When looking for helpful imagery clipart-library.com is useful. Websites like TamingLittleMonsters.com are great resources.
* Getting Creative: Adapting ideas you come across to be your own/theme-related is easy, just have fun with it! The more fun you have making the lesson plan the more fun the students will have when completing its activities. For example, if you come across a Halloween activity that you want to use on Valentine’s Day sub out the pumpkins for hearts!

**Finding Additives:**

* Songs: Pinterest & Google Images are your friend when hunting down theme-related songs! It can also be easy to make your own, for example if you need one more song and just can’t seem to find one, pick a 5 letter word that coincides with your theme and turn it into a rendition of “B-I-N-G-O”!
* Books: Amazon is FULL of books for any theme imaginable & will tell you the appropriate age group for readers in each book’s description!
* Images: Clipart-Library.com
* Fonts: Downloading fonts can be a great way to make worksheets more fun, create tracing worksheets, etc. & it’s easy & safe through dafont.com

**Preparation for Activities & How to Format:**

* Make life easier for your future-self by listing out every single thing you will need for each activity. Italicize anything you may need to prep ahead of time or save for a future activity. Be concise but thorough in your descriptions to make it easier on you as well as a possible substitute teacher.

**Putting Your Lesson Plans into Action:**

* The most important key to remember: Make learning fun!! The activities should be fun for you as well as the children. Get excited about what you are doing to encourage each student’s excitement for learning development. Make note of any tweaks you would make in the future in case you use that lesson plan again, for example maybe one part of the activity got the kids a little too excited...note to skip it next time! Always be willing to accommodate change depending on each child’s developmental level/needs. Always encourage students to try new activities. Assist students when they need it but encourage them to try things on their own first.

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