**Weekly Plan—Preschool Classroom Example**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Day** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
|  | **Date** |  |  |  |  |  |
| **Sign-in (arrival)** | Activity | Name notebooks—help children sign their name in their notebook | Name notebooks—help children sign their name in their notebook | Name notebooks—help children sign their name in their notebook | Name notebooks—help children sign their name in their notebook | Name notebooks—help children sign their name in their notebook |
| Purpose | Fine motor skills, literacy skills, and writing | Fine motor skills, literacy skills, and writing | Fine motor skills, literacy skills, and writing | Fine motor skills, literacy skills, and writing | Fine motor skills, literacy skills, and writing |
| Differentiation | Varied support based on each child’s target skill (e.g., graduated guidance to form letters, visuals to demonstrate routine) | Varied support based on each child’s target skill (e.g., graduated guidance to form letters, visuals to demonstrate routine) | Varied support based on each child’s target skill (e.g., graduated guidance to form letters, visuals to demonstrate routine) | Varied support based on each child’s target skill (e.g., graduated guidance to form letters, visuals to demonstrate routine) | Varied support based on each child’s target skill (e.g., graduated guidance to form letters, visuals to demonstrate routine) |
| Data collection | Permanent product (name notebook) reviewed weekly | Permanent product (name notebook) reviewed weekly | Permanent product (name notebook) reviewed weekly | Permanent product (name notebook) reviewed weekly | Permanent product (name notebook) reviewed weekly |
| **Circle time** | Activity | Lead circle, which includes reviewing schedule, singing songs, reviewing rules, sharing, introduce new center |  | Lead circle, which includes reviewing schedule, singing songs, reviewing rules, sharing, introduce new center |  |  |
| Purpose | Building community, social-emotional development, literacy, communication |  | Building community, social-emotional development, literacy, communication |  |  |
| Differentiation | PECS notebook for Cyan, review circle schedule so all children know what to expect |  | PECS notebook for Cyan, review circle schedule so all children know what to expect |  |  |
| Data collection | Communication IEP goals for Cyan, Berkley, and Jonah |  | Communication IEP goals for Erik, Kylia, Marcus |  |  |
| **Table activities** | Activity | Manipulatives—puzzles, shape sorters, Unifix cubes, pipe builders, geoboards |  |  |  |  |
| Purpose | Build fine motor skills, work on IEP objectives |  |  |  |  |
| Differentiation | Children will choose materials to play withI will use prompting as needed to support children’s skills |  |  |  |  |
| Data collection | Cognitive IEP goals for Tobias, Mabel, and Dash |  |  |  |  |
| **Centers** | Activity | Math center—High Card, measurement materials (string, rulers, clipboards with measuring sheets), small objects and challenge cards to encourage counting and sorting | Math center—High Card, measurement materials (string, rulers, clipboards with measuring sheets), small objects and challenge cards to encourage counting and sorting | Math center—High Card, measurement materials (string, rulers, clipboards with measuring sheets), small objects and challenge cards to encourage counting and sorting | Math center—High Card, measurement materials (string, rulers, clipboards with measuring sheets), small objects and challenge cards to encourage counting and sorting | Math center—High Card, measurement materials (string, rulers, clipboards with measuring sheets), small objects and challenge cards to encourage counting and sorting |
| Purpose | Provide child-directed opportunities to practice math skills | Provide child-directed opportunities to practice math skills | Provide child-directed opportunities to practice math skills | Provide child-directed opportunities to practice math skills | Provide child-directed opportunities to practice math skills |
| Differentiation | I will use invitations to encourage children to try different activities and system of least prompts to encourage their counting. | I will use invitations to encourage children to try different activities and system of least prompts to encourage their counting. | I will use invitations to encourage children to try different activities and system of least prompts to encourage their counting. | I will use invitations to encourage children to try different activities and system of least prompts to encourage their counting. | I will use invitations to encourage children to try different activities and system of least prompts to encourage their counting. |
| Data collection | Checklist of math skills for each child at center | Checklist of math skills for each child at center | Checklist of math skills for each child at center | Checklist of math skills for each child at center | Checklist of math skills for each child at center |
| **Centers** | Activity | Dramatic play—add materials related to a car lot, such as large photos of cars, desk for salesperson, checkbooks, keys, etc. | Dramatic play—add materials related to a car lot, such as large photos of cars, desk for salesperson, checkbooks, keys, etc. | Dramatic play—add materials related to a car lot, such as large photos of cars, desk for salesperson, checkbooks, keys, etc. | Writing center—“word hunt” of vocabulary words; words and picture posted around the room; children will have data sheet and clipboard they can mark on when they find a word/picture; also will have tubs of sand with letters hidden in them that children can find and match to letters on an alphabet chart | Writing center—“word hunt” of vocabulary words; words and picture posted around the room; children will have data sheet and clipboard they can mark on when they find a word/picture; also will have tubs of sand with letters hidden in them that children can find and match to letters on an alphabet chart |
| Purpose | Encourage dramatic play, conversations, and peer interactions around current project | Encourage dramatic play, conversations, and peer interactions around current project | Encourage dramatic play, conversations, and peer interactions around current project | Vocabulary, literacy (letters) | Vocabulary, literacy (letters) |
| Differentiation | Encourage use of solution kit if there are problems; encourage peer interactions, particularly for Tobias and Dash | Encourage use of solution kit if there are problems; encourage peer interactions, particularly for Tobias and Dash | Encourage use of solution kit if there are problems; encourage peer interactions, particularly for Tobias and Dash | Alternative materials for Mabel (sand and letters in baggy so her hands don’t get dirty);words and pictures at different levels for kids who walk and use wheelchair | Alternative materials for Mabel (sand and letters in baggy so her hands don’t get dirty);words and pictures at different levels for kids who walk and use wheelchair |
| Data collection | Anecdotal notes of children who engage in project-related play and conversations | Anecdotal notes of children who engage in project-related play and conversations | Anecdotal notes of children who engage in project-related play and conversations | Letter identification checklist | Letter identification checklist |