High Scope Daily Planning Form:

Observation and Reflection: Many children are still engaged in the salon area taking on roles and signing up for "appointments." It was noticed that girls are primarily playing in the area. "Barber shop" props will be added to salon to see if boys will join more in this area. To extend play and incorporate math into salon play, a cash register will be added. With increased interest in salon, we will begin webbing what children know and what children want to know to kick off the Hair salon project. Yesterday children developed rules for block play due to recent challenges in this area. Use small blocks at planning time to encourage cooperative play and station self in block area during work time to provide positive descriptive feedback when children are following block play rules. It was noted that K bumps into children or items during play time and seems to not be aware of his own body in space. Set up an obstacle course and do freeze dance during large group to support K in group movement activities.

Date	**November 22, 2019**	**Teachers**	Xena and Hillary
Arrival	*Hillary*-greet families, greet children using choice board for personal greeting, encourage children to move picture to communicate if they will be having open snack *(competent and build relationships with adults, make plans and follow through)*		
Greeting Time	Welcome song and message board (*Building relationships)*		
Child Messages *(Participate in Community)* *1.* New animals in block area and review of rules children created for block play *(Problem-solving)* *2.* I wish you well ritual, acknowledge children who are absent *(Empathy)* 3. Two no school days *(number words and symbols)*			
Open Snack/Books	*Xena*-read with children *(read for pleasure and information)* *Hillary*-Open snack *(express self using language)*		
Large Group	Easy to join activity song, "We are the Dinosaurs" *(Gross motor skills)* Child lead with daily schedule rule and group time rules. Freeze dance *(Body awareness)* *support K by verbally commenting on where is body is in space*		
Planning Time *(make plans and follow-through)*	**Hillary** Use phone and pair up children to call one another and tell one another where they will play *(make plans and follow-through, participate in community, children express themselves)*	**Xena** Provide each child with a small block. Come up with an idea of what to build (castle, house, etc…) then as each child adds to the creation with their block they share where they are going to play. *(Gross and fine motor and pretend play)*	

Work Time	*Hillary*-invite Bria to play in the salon area *(build relationships with adults)* and encourage taking on roles *(pretend play)* *Xena*-encourage building structures and support play and problem solving in block area, provide positive descriptive feedback linked back to block rules children created *(Cooperative play and problem solving)* Materials: Add cash register and display of salon prices *(Number words and symbols),* male photos, and magazines to dramatic play.	
Clean up	5-minute verbal warning and use of sand timer, individual transition strategy 5, 4, 3, 2, 1 visual for K and M *(Regulate)*	
Recall time *(Reflection)*	**Hillary** Use phone and pair up children to call one another and tell one another what they did *(Reflection, relationships, speaking)*	**Xena** Children return to the structure they built and take away their block while sharing what they did during work time and put the block away and get ready for outside *(Reflection, speaking)*
Outdoors	Set up an obstacle course *(Body Awareness)* *support K by verbally commenting on where is body is in space*	
Lunch	Focus on supporting meaningful conversations *(express self when using language)*	
Stories	Hillary-encourage children to choose books to transition to rest time, A collects books *(reading, competent)*	
Rest	Play quiet music, daily planning time	
Small Group	**Hillary** Begin webbing what children know about hair salons *(Reflection)*	**Xena** Provide a variety of small blocks and animals to see what children might create with the blocks. *(pretend play)*
Music/Movement/Dismissal	Song choices, list 6 songs on a chart, have child roll dice and sing the corresponding song *(appreciate creative arts)*	
To Do	Write letter to families about hair salon project, ask if any families could serve as an expert in the project and add barber shop supplies to dramatic play area	

Individualizing	K: Support awareness of body space in time outdoors during obstacle course and during large group easy to join activity by commenting on what his body is doing. K and M: 5, 4, 3, 2, 1 visual for individualized support during transitions