

## The “Group Planning Form”

The “Group Planning Form” helps you think about all of the children in your group and decide what changes to make to the environment, daily schedule, and routines. It also helps you determine what activities to offer during the week. It gives you an overall sense of direction for the week and a list of the materials you want to use. To complete the “Group Planning Form,” think about the following questions:

- What interests the children now?
- What materials are the children using?
- What skills are the children developing?
- What is working well? What is not working well?

The following example of a completed form shows how to incorporate information from the “Child Planning Form” as you plan your week.



# Group Planning Form

Week of: 5-3-2009

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## Changes to the Environment:

- Add a clutch ball and a picture/word lotto game to the toys area.*
- Add spider puppet, song and fingerplay books, books with simple pictures, and books about exercise to the library area.*
- Add whistles and kazoos to the music and movement area; add feathers, cotton balls, and pinwheels to the toys and games area.*
- Set up obstacle course outdoors.*
- Bring out some simple exercise equipment (light weights, hula hoops, jump ropes).*
- Add birthday party prop box to the dramatic play area.*

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## Changes to Routines and Schedule:

- Add finger foods for Jeremy's meals and snacks.*
- Add 15 minutes to outdoor time for children to use the bubbles, pinwheels, obstacle course, and exercise props.*

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## Family Involvement:

- Coordinate Jeremy's new food with Karen.*
- Talk to Karen about coming next week to do yoga with the children.*
- Send home LearningGames:*
  - Jeremy—Game 32, "Sing Together"*
  - Jorge—Game 88, "In, Out, and Around"*
  - Nathan—Game 125, "Move and Say"*
  - Rosa Maria—Game 147, "Props for Pretending" (in Spanish and English)*
  - Keisha—Game 105, "Match and Name Pictures"*



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# Group Planning Form, continued

Week of: 5-3-2009

## Events and Play Experiences

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning meeting	Introduce large box; use positional words	Play with large box and use words <i>in, out, on, under, through, around</i>	Introduce kazoos.	Sing "Row, Row, Row Your Boat" with variations ("Blow, Blow, Blow Your Boat").	
Choice time	clutch ball game, picture lotto, large box in block area, birthday party prop box →		<i>The Itsy-Bitsy Spider</i> in library with felt board and finger puppet; kazoos in music area	Add blowing races in the water table. →	
Outdoor time	obstacle course with positional words; bubbles →		Play with exercise props and feathers →		Play with exercise props; blow like the wind and like the wolf in <i>The Three Little Pigs</i> .
Read-aloud time	Read and move to "Head, Shoulders, Knees, and Toes."	Read <i>The Itsy-Bitsy Spider</i> and demonstrate movements.	Read <i>Wiggle</i> . Have children perform the actions.	Read "Row, Row, Row Your Boat" and demonstrate movements.	Read <i>The Three Little Pigs</i> and have children pretend to blow the house down.
Special activities	Play blowing games with cotton balls, pinwheels, etc. →		Marching band with instruments that children can blow	Ariel's visit	Play Ariel's new blowing game with small groups of children

**Notes:** Check with Jorge frequently to see if he needs to use the toilet. Have Nathan blow the toy sailboat across the water table. Continue to describe Nathan's actions and encourage his use of words. Buy pinwheels. Explore whether the children are interested in exercise as a study topic.

**Thoughts for Next Week:** Add *The Three Little Pigs* felt board pieces to the library.

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