

Activity Plan

(Hot Sheet)

CF/E-6a & b Revised 1-14
(Optional)

Each classroom team must develop an activity plan and post it in the classroom. A general schedule of the day's routines must also be posted.

The Activity Plan documents:

1. *Study/Theme*: List theme or project.
2. *Focus/Concepts*: List any concepts or the focus for the activities that will be highlighted.
3. A brief description of the activity in each of the following:
 - *Large Group Activity*: consists of 6-20 children to provide a story, a group discussion, a celebration, a movement and music experience, a visitor presentation, or sharing of play and work projects. Group time can be divided into two manageable groups rather than the entire class.
 - *Small Group Activities*: consist of 2-6 children and are facilitated by an adult at the classroom's interest areas, on the tables, or outdoors.
 - *Individual Activities*: consist of a variety of activities, which are offered for individual selection to target the children's needs and interests.
 - *Outdoor Activities*: Indoor activities can be extended to outdoors by providing activities beyond what is already available to children on a daily basis. Additional gross (large) motor activities must also be provided.
 - IEP Goals/Objectives need to be considered when planning activities.
4. *Changes to the Environment*: (planned or spontaneous)
 - The environment (indoor/outdoor) should be changed on a regular basis to reflect children's interests and the focus of the classroom activities. Delegate agencies will determine what is considered a "regular basis." For example, 1 – 2 times a month for each interest area.
5. *Notes*: List any field trip, meeting, visitor, special event or interest a child may have had during the week.

Please Note: Activities may be extended throughout the week or over several days to provide adequate time for repetition, child initiated extensions and a project approach. Staff are therefore not expected to list several new activities in each area daily.

Delegate agencies will determine their documentation requirement in relation to listing concepts or objectives under each activity.

Each instructional staff member should be able to explain the concepts they are focusing on and how daily activities are individualized.

A link must be documented between the lesson plan and individualized goals. Documentation may be done in a variety of ways. For example, placing the child's identifying number next to a specific activity so that she/he may be encouraged to participate. Circle the number if child completed the activity.

Performance Standard requirements related to curriculum plans and health and safety are printed on the back.

Activity Plan Guide with examples provided on next page.