

## Implementation & Planning (Pre-K)

### Statement Builder Prompts

PROMPT	WRITER'S TIPS
<p>What is the program's process for developing lesson plans? (Required Levels 4 &amp; 5)</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ When/How often does lesson planning take place?</li> <li>~ What curriculum is used to guide your lesson planning?</li> <li>~ What resources are used to plan activities that align with the children's:               <ul style="list-style-type: none"> <li>▪ ages</li> <li>▪ Interests</li> <li>▪ background experiences, cultures, or home languages</li> <li>▪ developmental levels &amp; skills</li> </ul> </li> <li>~ What resources are used to plan activities that align with developmental domains?</li> </ul>
<p>How does the program determine which content areas are included in lesson plans? What are some examples of activities used in the program that address the different content areas? (Required Levels 4 &amp; 5)</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ What content areas are part of the daily activities?</li> </ul> <p>Development Children Ages 3 - 8 (Maryland Early Learning Standards )</p> <ul style="list-style-type: none"> <li>▪ Social and Personal Development</li> <li>▪ Language and Literacy</li> <li>▪ Mathematical Thinking</li> <li>▪ Scientific Thinking</li> <li>▪ Social Studies</li> <li>▪ The Arts</li> <li>▪ Physical Development and Health</li> </ul> <ul style="list-style-type: none"> <li>~ How do activities, experiences, or lessons include more than one content area?</li> <li>~ How does the program ensure that children participate in activities, experiences, or lessons across all the content areas?</li> </ul>

PROMPT	WRITER'S TIPS
<p>How does the program ensure that the lesson plans reflect the children's interests? (Required Levels 4 &amp; 5)</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ What recent activities have included the children's interests? How were those activities planned? Was there a plan to include children's interests in a curriculum or learning goal?</li> <li>~ Did observations help identify the children's interests and plan an activity or experience around those interests?</li> </ul>
<p>How does the program ensure that the lesson plans reflect the children's skills? (Required Levels 4 &amp; 5)</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ Describe the ages of the children enrolled in your program. What types of activities and experiences are planned for the children based on their ages?</li> <li>~ Describe the developmental levels and skill levels of the children in the program. How do the children's developmental levels influence planning? How do the children's skill levels influence planning?</li> </ul>
<p>How are the developmental needs of each child addressed in lesson planning? (Required Levels 4 &amp; 5)</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ Describe different ways activities, experiences, or lessons are individualized to meet the children's needs.</li> <li>~ How do some children receive support while others are challenged?</li> <li>~ How are activities, experiences, or lessons individualized based on the children's background experiences, cultures, or home languages?</li> </ul>
<p>How are observations used to help plan lessons? (Required Levels 4 &amp; 5)</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ Describe the type of observations the program uses and how observation informs planning.</li> </ul>

<p>How is information gained from families used to help plan lessons? (Required Levels 4 &amp; 5)</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ Describe how the program gains information from families (formal conferences, daily communication, weekly contact, exchanging written communication - notes, weekly logs, email, text messages).</li> <li>~ What type of information from families influences planning (examples: background experiences, cultures, interests, activities at home, habits and preferences, and home languages)?</li> <li>~ Provide specific examples that support the statement.</li> </ul>
<p>If provided, how is information from an IFSP or IEP incorporated into the lesson plans? (Required Levels 4 &amp; 5)</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ If a child has an IFSP or IEP that a family shared, how is that information used in planning?</li> </ul>
<p>How are ongoing assessments used to plan lessons? (Required Level 5)</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ Describe the type of assessments the program uses and how information from assessments informs planning.</li> </ul>
<p>How is instruction modified based on the knowledge gained from children's assessments?</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ How do the assessments inform the instruction for individual children?</li> <li>~ What types of modifications are made to instruction based on assessment results? (For example, alternative materials, scaffolding, etc.)</li> <li>~ What are examples of when modifications were made to instruction based on a child's assessment results?</li> </ul>