

Time	Learning Experience	Age Group: Learning Outcome			Development Focus: Physical, Cognitive, Socio-Emotional
		3 years	4 years	5 years	
		Piaget Stage of Development: Pre-operational. *egocentric thought, NO conservation of number, intuitive thought (Why? questioning) & symbolic function (can picture objects w/out it in front of them) substages*			
		Vygotsky: Ensure students are at Zone of Proximal Development & provide scaffolding			
8:15	Real & Perceived Risk Assessment - Facilitators will check all areas that are to be used that day, including the bathrooms, for any unsafe items & situations.				
8:30	Free exploration, greet families, make sure children are adequately dressed for the activity that day.				
8:45	Print Literacy - Themed read aloud to set the tone for the day. Review concepts of print, grapheme & phoneme correspondence	Active listening, engagement of visuals	Active listening, engagement of visuals, questioning & making predictions	Active listening, engagement of visuals, questioning, making predictions, phonemic awareness & reading-like behavior	Cognitive & Socio-emotional: attention to task, concepts of print, identify with subject & self (modeled), sharing observations with peers, connections to direct experience.
9:00	Ecology Lesson - as a group we will talk about different ecological concepts that emerge through children's exploration in nature. (Observe current weather, season, direct link to Colorado Ecology Focus)	Active listening, experiment with manipulatives found in environment. Experiment with applicable science tools. Name & identify concepts.	Active listening, experiment with manipulatives found in environment. Experiment with applicable science tools. Identify & name concepts. Begin to ask questions. Attempt predictions.	Active listening, experiment with manipulatives found in environment. Experiment with applicable science tools. Select, identify, name, or recognize concepts. Ask questions. Make predictions.	Physical, Cognitive, Socio-Emotional: Gross motor & fine motor skill development through movement & interaction with environment. Asking of Why? & How come? questions as verbal proof of inquiry process.
9:15	Student Led Exploration - Students will apply the ecology lesson. Observation and recording of ecological concepts from self-discovery or small group participation.	Observation, verbal communication about discoveries.	Observation, verbal communication about discoveries. Begin to connect lesson to exploration; build on background knowledge.	Observation, verbal communication about discoveries. Begin to connect lesson to exploration; build on background knowledge.	Physical, Cognitive, Socio-Emotional: Gross motor & fine motor skill development through movement, cooperation with peers, collaborative learning.
9:30	Bathroom Break				
9:45	Ecological Walk - Our nature walks will have different themes that will follow the ecology lesson that day. We will encourage children to use their five senses to constantly be observing what is going on around them.	Simple observations. Begin to notice patterns. Begin to see change over time. Relate experience to five senses. Communicate needs.	Simple observations. Notice & explain patterns. See change over time. Relate experience to five senses. Begin to define similarities & differences. Communicate needs.	Simple observations. Notice, explain, and infer patterns. See and describe change over time. Relate experience to five senses. Define similarities & differences. Communicate needs.	Physical, Cognitive, Socio-Emotional: Gross & Fine motor development through movement. Questions to drive understandings guided by Bloom's Taxonomy. Conversation skills modeled & practiced by teachers and students; turn-taking, listening (receptive language). Communication of ideas. Vocabulary development. Use of words of position.
10:00	Ecological Walk Check In - Connect with students and check in with their physical & emotional status. Address needs. Continue with walk. Connect back to Ecological lesson.				
10:15	Journaling - Students will choose a spot to sit in a safe and designated area and record observations, feelings and connections that they have made along the ecological walk.	Mark making. Experimentation with print. Intentional scribbling for meaning making. Collecting specimens.	Mark making, attempts at meaning. Continue experimentation with print. Drawing or scribbling to attempt to generate representations to express ideas. Collects specimens and saves them.	Mark making & intentional meaning making through print experimentation. Drawing pictures to generate, represent, and express ideas. Shares information. Collects specimens and saves them; shares findings.	Physical, cognitive, socio-emotional: fine-motor skill practice; pencil grasp experimentation. Mark making/printing as higher-order thinking skill requiring memory retrieval. Collecting and saving to classify specimens according to students' sorting criteria; placing importance. Communicates through journaling & sharing of student created works.
10:30	Bathroom Break and Handwashing				Opportunity for self care.
10:45	Snack and Free Exploration in immediate area.				Opportunity for self care.

