



Universal Prekindergarten Standards of Practice

UPK SMALL GROUP PLANNER



This planner is a suggested sequence to get you started with small group/learning area time. If your class is having a hard time following rules and procedures, you may need to repeat a day several times or decrease the daily minutes spent on group time until you feel satisfied that they can maintain independence.

either is the case, it may take longer than 20 days to complete this planner; OR you can move through the planner more quickly by increasing the daily minutes sooner than is suggested. This would allow more than one group to practice in any given area on a given day.




D A Y	TIME (flexible)	GROUP TIME GOAL Introduce Learning Area rules	What is the <i>TEACHER</i> doing? ** Classroom Learning Areas may be introduced in a sequence determined by the teacher	What are the <i>STUDENTS</i> doing?
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Phase I of GROUP TIME: Whole Group Teacher Monitors				
1	45 (min.)	 Math/Manipulatives	<ul style="list-style-type: none"> Teacher explains each of the rules for Math/Manipulatives Area. Teacher chooses students to model each rule while the whole class watches. Teacher and teacher assistant engage with all students in the Learning Area modeling appropriate use of materials and clean-up procedures. 	<ul style="list-style-type: none"> Students learn about rules and discuss importance of each rule with the whole group. Individual students model for others what the rules mean. All students work with teacher and teacher assistant in Learning Area practicing appropriate use of materials and clean-up procedures.
2	45 (min.)	 Reading	<ul style="list-style-type: none"> Teacher quickly reviews each of the rules for Math/Manipulatives Area. Teacher chooses students to model some rules in the Math/Manipulatives Area while the whole class watches. Teacher introduces Reading Area following same procedure as Day 1. Teacher and teacher assistant divide students into small groups in Math /Manipulatives and Reading Areas, and model appropriate use of materials and clean-up procedures. 	<ul style="list-style-type: none"> Students listen while teacher reviews rules. Individual students model for others what rules to follow in Math//Manipulatives Area. Students are introduced to Reading Area following the same procedure as Day 1. All students work with teacher and teacher assistant in Math/Manipulative and Reading Areas practicing appropriate use of materials and clean-up procedures.


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3	45 (min.)	 Dramatic Play	<ul style="list-style-type: none"> Teacher quickly reviews each of the rules for Math/Manipulatives and Reading Areas. Teacher chooses students to model some rules in the Math/Manipulatives and Reading Areas while the whole class watches. Teacher introduces Dramatic Play Area following same procedure as Day 1. Teacher and teacher assistant divide students into small groups in Math, Reading, Dramatic Play Areas, and model appropriate use of materials and clean-up procedures. 	<ul style="list-style-type: none"> Students listen while teacher reviews rules. Individual students model for others what rules to follow in Math//Manipulatives and Reading Area. Students are introduced to Dramatic Play Area following the same procedure as Day 1. All students work with teacher and teacher assistant in Math/Manipulatives, Reading and Dramatic Play Areas practicing appropriate use of materials and clean-up procedures.
4	45 (min.)	 Writing/Listening	<ul style="list-style-type: none"> Teacher quickly reviews each of the rules for Math/Manipulatives, Reading and Dramatic Play Areas. Teacher chooses students to model some rules in the Math/Manipulatives, Reading and Dramatic Play Areas while the whole class watches. Teacher introduces Writing/Listening Area following same procedure as Day 1. Teacher and teacher assistant divide students into small groups in Math /Manipulatives, Reading, Dramatic Play and Writing/Listening Areas, and model appropriate use of materials and clean-up procedures. 	<ul style="list-style-type: none"> Students listen while teacher reviews rules. Individual students model for others what rules to follow in Math/Manipulatives, Reading and Dramatic Play Areas. Students are introduced to Writing Area following the same procedure as Day 1. All students work with teacher and teacher assistant in Math/Manipulatives, Reading and Dramatic Play and Writing/Listening Areas practicing appropriate use of materials and clean-up procedures.
5	60 (min.)	Practice and Review Learning Areas previously introduced rules	<ul style="list-style-type: none"> Teacher quickly reviews each of the rules for all Learning Areas previously introduced. Teacher chooses students to model for others some rules to follow at Learning Areas previously introduced. Teacher lets small groups of students go to the Math/Manipulatives, Reading, Dramatic Play and Writing/Listening Areas. Teacher and teacher assistant monitor the classroom, intervening as needed, but allowing children to gain some independence in the Learning Areas. 	<ul style="list-style-type: none"> Students listen while teacher reviews rules. Individual students' model for others what rules to follow in Learning Areas previously introduced. One group of students works in the Math/Manipulatives Area. One group of students works in the Reading Area. One group of students works in the Dramatic Play Area. One group of students works in the Writing/Listening Area.

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6	60 (min.)	 Art	<ul style="list-style-type: none"> • Teacher quickly reviews each of the rules for all Learning Areas previously introduced. • Teacher chooses students to model for others some rules to follow at Learning Areas previously introduced. • Teacher introduces Art Area following same procedure as Day 1. • Teacher and teacher assistant divide students into small groups among the five areas introduced so far, and model appropriate use of materials and clean-up procedures. 	<ul style="list-style-type: none"> • Students listen while teacher reviews rules. • Individual students' model for others what rules to follow in Learning Areas previously introduced. • Students are introduced to Art Area following the same procedure as Day 1. • All students work with teacher and teacher assistant in the five areas introduced so far, practicing appropriate use of materials and clean-up procedures.
7	60 (min.)	 Blocks	<ul style="list-style-type: none"> • Teacher quickly reviews each of the rules for all Learning Areas previously introduced. • Teacher chooses students to model for others some rules to follow at Learning Areas previously introduced. • Teacher introduces Block Area following same procedure as Day 1. • Teacher and teacher assistant divide students into small groups among the six areas introduced so far, and model appropriate use of materials and clean-up procedures. 	<ul style="list-style-type: none"> • Students listen while teacher reviews rules. • Individual students' model for others what rules to follow in Learning Areas previously introduced. • Students are introduced to Block Area following the same procedure as Day 1. • All students work with teacher and teacher assistant in the six areas introduced so far, practicing appropriate use of materials and clean-up procedures.
8	60 (min.)	 Sand / Water Sensory	<ul style="list-style-type: none"> • Teacher quickly reviews each of the rules for all Learning Areas previously introduced. • Teacher chooses students to model for others some rules to follow at Learning Areas previously introduced. • Teacher introduces Sand and Water/Sensory Area following same procedure as Day 1. • Teacher and teacher assistant divide students into small groups among the seven areas introduced so far, and model appropriate use of materials and clean-up procedures. 	<ul style="list-style-type: none"> • Students listen while teacher reviews rules. • Individual students' model for others what rules to follow in Learning Areas previously introduced. • Students are introduced to Sand and Water/Sensory Area following the same procedure as Day 1. • All students work with teacher and teacher assistant in the seven areas introduced so far, practicing appropriate use of materials and clean-up procedures.

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9	60 (min.)	 Computer Technology	<ul style="list-style-type: none"> Teacher quickly reviews each of the rules for all Learning Areas previously introduced. Teacher chooses students to model for others some rules to follow at Learning Areas previously introduced. Teacher introduces Computer/Technology Area following same procedure as Day 1. Teacher and teacher assistant divide students into small groups among the eight areas introduced so far, and model appropriate use of materials and clean-up procedures. 	<ul style="list-style-type: none"> Students listen while teacher reviews rules. Individual students' model for others what rules to follow in Learning Areas previously introduced. Students are introduced to Computer/Technology Area following the same procedure as Day 1. All students work with teacher and teacher assistant in the eight areas introduced so far, practicing appropriate use of materials and clean-up procedures.
10	60 (min.)	Practice and Review Learning Areas previously Introduced rules	<ul style="list-style-type: none"> Teacher quickly reviews each of the rules for all Learning Areas previously introduced. Teacher chooses students to model for others some rules to follow at Learning Areas previously introduced. Teacher lets small groups of students go to all of the Learning Areas previously introduced. Teacher and teacher assistant monitor the classroom, intervening as needed, but allowing children to gain some independence in all of the Learning Areas. 	<ul style="list-style-type: none"> Students listen while teacher reviews rules. Individual students' model for others what rules to follow in all of the Learning Areas previously introduced. All students begin to work independently in all of the Learning Areas previously introduced.
11	60 (min.)	Introduce SMALL GROUP TIME Rules	<ul style="list-style-type: none"> Teacher defines what SMALL GROUP TIME is. Teacher explains each of the rules for SMALL GROUP TIME using a poster that will be displayed in classroom. Teacher chooses students to model each rule. Teacher divides students among all of the areas. Teacher Assistant will facilitate between the Learning Areas, interacting with students and attending to any needs they may have. Teacher pulls a group of students (4) to 	<ul style="list-style-type: none"> Students listen while teacher defines what SMALL GROUP TIME means and introduces the SMALL GROUP TIME Rules poster. Individual students are asked to model for others what some of the rules mean. Students are actively engaged in Learning Areas under the guidance of the teacher assistant. Small groups of students are pulled from Learning Areas to work with teacher for SMALL GROUP TIME.

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				<p>work in a small group for approx. 5-10 minutes. At the end of SMALL GROUP TIME, students will return to Learning Areas and another group of students will work with the teacher in small group</p> <ul style="list-style-type: none"> Teacher continues to work with students until all have had opportunity to participate in SMALL GROUP TIME. 	
	12-20	60 (min.)	<p>Practice SMALL GROUP TIME Rules</p>	<p>(Same as Day 11 above)</p> <p style="text-align: center;">SMALL GROUP TIME</p> <p>will progressively increase over time.</p>	(Same as above)
	21	60 (min.)	<p>Review SMALL GROUP TIME Rules</p>	<ul style="list-style-type: none"> Teacher defines what the Teacher Assistant's SMALL GROUP TIME means. Teacher reviews each of the rules for SMALL GROUP TIME. Teacher chooses students to model each rule while the whole class watches. Teacher and teacher assistant each pull a group of students (4) to work in a small group. At the end of SMALL GROUP TIME, students will return to Learning Areas and another group of students will work with the teacher and teacher assistant in small group Teacher and teacher assistant continue to work with students until all have had opportunity to participate in SMALL GROUP TIME. 	<ul style="list-style-type: none"> Students listen while teacher defines what SMALL GROUP TIME means and reviews the SMALL GROUP TIME Rules poster. Individual students are asked to model for others what some of the rules mean. Students are actively engaged in Learning Areas while the teacher and teacher assistant are conducting SMALL GROUP TIME. Small groups of students are pulled from Learning Areas to work with teacher for SMALL GROUP TIME.