



Intentional Planning Using the Georgia Early Learning and Development Standards

Laura Evans and Nicole Cook

Why Do We Need Early Learning Standards?

- They promote **QUALITY** learning experiences for children from birth through age 5.
- They support children's **INDIVIDUAL** rates of development, approaches to learning, and cultural context.
- They support the early identification and referral of children with special **LEARNING NEEDS**.
- They help teachers and parents understand the developmental **PROGRESS** of children.
- They provide a **UNIVERSAL LANGUAGE** for all stakeholders to use regarding the learning and development of children.

What are Early Learning Standards?

- Early learning standards are guidelines that tell us what children should KNOW and be able to DO from birth to age 5.

How Do Teachers Use Early Learning Standards?

- To plan instruction
- To measure a child's progress
- To guide curriculum and assessment decisions

How Do Teachers Use Early Learning Standards?

Lesson planning should always begin with the standards

EARLY LEARNING STANDARDS
What do I need to teach?

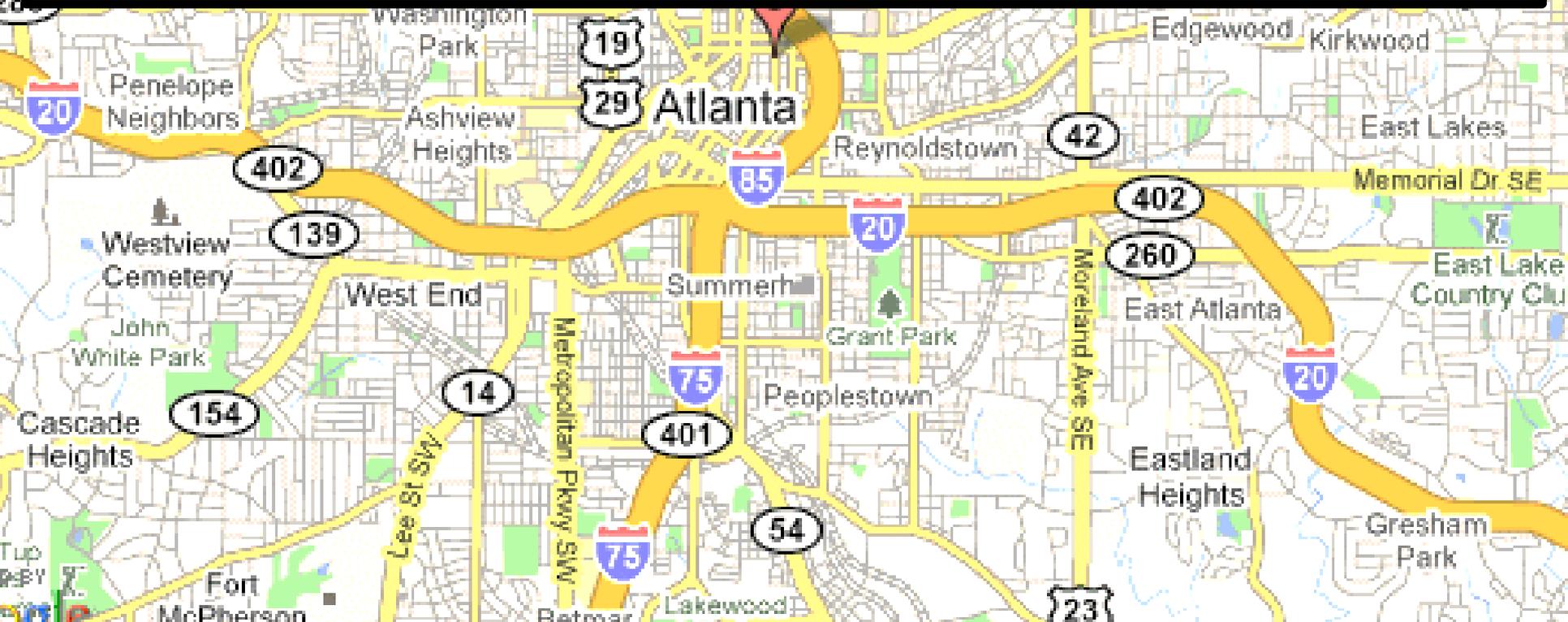
Standards should guide decisions regarding curriculum and assessment

CURRICULUM and LESSON PLANNING
How do I teach it?

ASSESSMENT
Have my children learned it? Do I need to reteach any skills?

Why Do We Plan Lessons?

Imagine going on a trip without having any idea where you were going or how you would get there and you don't have a map to help you find your way.



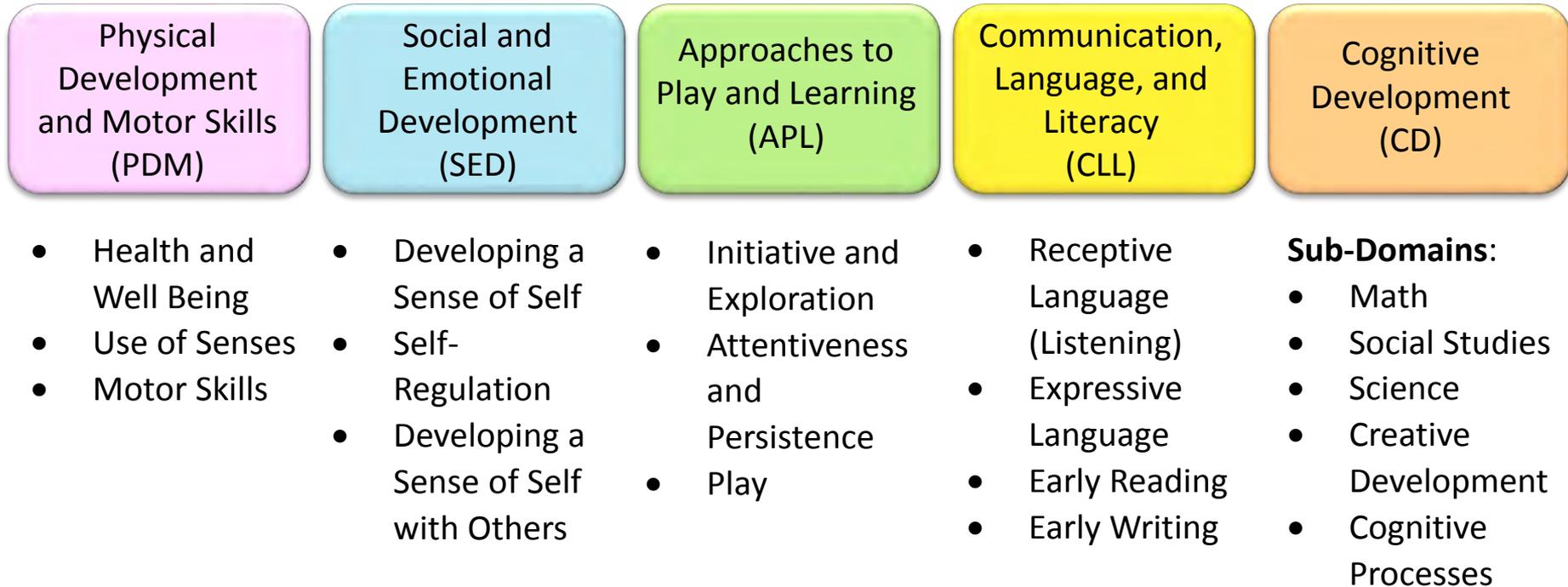
Let's take a look at the
lesson planning process...

Lesson Planning Process...

- First thing: Start with your early learning and development standards
- Georgia has developed new Early Learning and Development Standards for birth through age five
- They are available online at www.gelds.decal.ga.gov

Lesson Planning Process...

Here's a quick overview of the GELDS:
The GELDS have 5 domains of learning:



Lesson Planning Process...

- You will be planning with GELDS indicators.
- Here is an example:

SED5.0b

- That code means it is in the Social and Emotional Development domain, it is the 5th standard, the age range is 0-12 months, and it is the second indicator for that standard (indicator b)
- On the [website](#) you have access to a rationale that gives you explanations and examples for every indicator. Let's take a look.....

GELDS: Coding

P D M 1 . 2 C

LEARNING DOMAIN

STANDARD

AGE

INDICATOR

- Getting familiar with the GELDS will help you....
 1. Understand where your children are developmentally and pinpoint their strengths and weaknesses.
 2. Understand which skills (indicators) you need to cover.

Be sure that you are *INTENTIONAL* in what you teach. That means that you are:

- Basing your lessons on where children are developmentally.
- Choosing specific GELDS indicators across different domains to teach each week.
- Taking into consideration children's individual needs and interests.

Choosing a Lesson Plan Template

- The sample lesson planning book has a template that you can find on the Bright from the Start website.
- There are many different templates teachers may use to plan lessons.
- Here are some other examples you can find on the GELDS website under resources.

Weekly Lesson Plan

Week Of:

Classroom:

Theme:

Teacher:

Age Group:

	Monday	Tuesday	Wednesday	Thursday	Friday
Physical Development and Motor Skills (PDM)	GELDS:	GELDS:	GELDS:	GELDS:	GELDS:
Social and Emotional Development (SED)	GELDS:	GELDS:	GELDS:	GELDS:	GELDS:
Approaches to Play and Learning (APL)	GELDS:	GELDS:	GELDS:	GELDS:	GELDS:
Communication, Language and Literacy Development (CLL)	GELDS:	GELDS:	GELDS:	GELDS:	GELDS:
Cognitive Development and General Knowledge: Math, SS, Science, Creative Dev., Cognitive Processes (MA) (SS) (SC) (CR) (CP)	GELDS:	GELDS:	GELDS:	GELDS:	GELDS:

Special Adaptations Needed

Key: I=Indoor O=Outdoor SG=Small Group LG=Large Group II= Individual	Activity: Initial/ Adaptation:				
---	-----------------------------------	-----------------------------------	-----------------------------------	-----------------------------------	-----------------------------------

Weekly Lesson Plan

Week Of:
Teacher:

Classroom:
Age Group:

Theme:

Instructions: <i>Use as a guide for weekly activities in the classroom.</i>	Physical Development and Motor Skills (PDM)	Social and Emotional Development (SED)
<i>(Use this box for schedule)</i>	GELDS:	GELDS:
Approaches to Play and Learning (APL)	Communication, Language and Literacy Development (CLL)	Cognitive Development and General Knowledge: Math (MA), Social Studies (SS), Science (SC), Creative Dev.(CR), Cognitive Processes (CP)
GELDS:	GELDS:	GELDS:

Adaptations:

Weekly Lesson Plan

Week Of:
Teacher:

Classroom:
Age Group:

Theme:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CIRCLE TIME	GELDS:	GELDS:	GELDS:	GELDS:	GELDS:
SMALL GROUP	GELDS:	GELDS:	GELDS:	GELDS:	GELDS:
READING	GELDS:	GELDS:	GELDS:	GELDS:	GELDS:
INDOOR	GELDS:	GELDS:	GELDS:	GELDS:	GELDS:
OUTDOOR	GELDS:	GELDS:	GELDS:	GELDS:	GELDS:
Special Adaptations Needed:	Activity: Initial/Adaption:	Activity: Initial/Adaption:	Activity: Initial/Adaption:	Activity: Initial/Adaption:	Activity: Initial/Adaption:

Weekly Lesson Plan

Class: _____

Age Group: _____

Theme: _____

<i>Adapt times to fit your program</i>	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<u>Breakfast & Transition</u> Time: (Example: 7:40 a.m. to 8:00 a.m.)					
	GELDS:	GELDS:	GELDS:	GELDS:	GELDS:
<u>Morning Meeting</u> Time:					
	GELDS:	GELDS:	GELDS:	GELDS:	GELDS:
<u>Exploration, Play, Centers</u> Time:					
	GELDS:	GELDS:	GELDS:	GELDS:	GELDS:
<u>Small Group</u> Time:					
<u>Transition</u> Time:	GELDS:	GELDS:	GELDS:	GELDS:	GELDS:
<u>Gross Motor</u> Time:					
<u>Transition</u> Time:	GELDS:	GELDS:	GELDS:	GELDS:	GELDS:
<u>Lunch</u> Time:					
<u>Transition</u> Time:	GELDS:	GELDS:	GELDS:	GELDS:	GELDS:

WEEK OF:

CLASS:

AGE GROUP:

THEME:

EXPLORATION & PLAY

GELDS:

GELDS:

GELDS:

GELDS:

GELDS:

MEALS & SNACKS

GELDS:

OUTDOORS

GELDS:

TRANSITIONS / ARRIVAL / DEPARTURE

GELDS:

STORY TIME (list book titles)

GELDS:

MUSIC & MOVEMENT

GELDS:

ADAPTATIONS

DID I PLAN FOR...? PDM SED APL CLL MA SS SC CR CP

KEY: SG = SMALL GROUP LG = LARGE GROUP I = INDIVIDUALIZED INSTRUCTION

Exploration and Play

- Exploration and Play is a large portion of the day. Different programs call this time different things – free play, center time, table time.
- It can and should include some teacher directed activities as well as some child choice activities.
- These activities should be appropriate for the age of the children in your class.
- Think about using really open-ended materials – that means they have more than one purpose. Dittos and worksheets usually only have one correct answer, they are very abstract and not hands on for young child – they should be saved for elementary school.

WEEK OF: *October 12th*

CLASS:

EXPLORATION & PLAY

The children will put animals in and out of a barn.

GELDS: *CD-MA4.0a*

GELDS:

GELDS:

Music and Movement

- Engage children in gross motor movement using beanbags, scarves and other props. Singing, clapping, chanting, marching, skipping and dancing to the music help children develop and use creativity, coordination and rhythm.
- Use a variety of age-appropriate recorded music, as well as teacher-led songs and chants.

MUSIC & MOVEMENT

Children will sing “Wheels on the Bus”

GELDS: CD-CR1.1a, PDM5.1a, PDM3.1a

Meals and Outdoor Time

- It may not seem necessary to make a plan to teach concepts during meals or outdoor time but sometimes this is the easiest time to take a moment to have a conversation with a child or to plan something that you know they are interested in doing.
- There are several GELDS indicators that are about nutrition, you can also introduce new vocabulary at snack time or practice language or math skills.

MEALS & SNACKS

Children help prepare a fruit salad and discuss using senses (taste, smell, touch, sight)

GELDS: PDM2.2a, PDM4.2a

OUTDOORS

Set up the water table outside and let children explore and feel the water.

GELDS: PDM4.2a, CD-SC2.2a

Story Time

- Reading and telling stories helps children become familiar with sounds, words, language and the value of books. This all builds the child's early literacy skills, helping him/her to go on to read successfully later in life. Be sure to read to children on an individual basis, in a small group or large group.
- Plan specifically which books you will read each week so you can have them on hand.
- Always make sure you are familiar with the book ahead of time to make sure it is appropriate for your children.

STORY TIME (list book titles)

- Talk about the cover of “No, David, No!” and help children guess what the story is about based on the cover illustrations.
- Read the book
- Have children draw a picture from the story

GELDS: CLL9.3b, CLL5.3b

Transitions/Arrival/Departure

- What is the purpose of making a plan for those things?
- We know children often spend a lot of time waiting – do they like to wait – NO, it is stressful and it often causes management problems because they are not developmentally ready to wait for long periods of time.

TRANSITIONS / ARRIVAL / DEPARTURE

How can you address some skills during transitions?

Get with a partner and share.....

GELDS: ???????

Adaptations:

- Teachers may need to plan specific activities to meet a particular child's needs.
- For dual language learners, place books in the reading area or recorded stories in the listening area that are written/narrated in that child's home language (CLL5.2b).
- Some children with sensory challenges may not prefer to touch paint or sand, so they can be given a zip-seal bag partially filled with that substance so they can manipulate it through the bag (PDM4.2a).

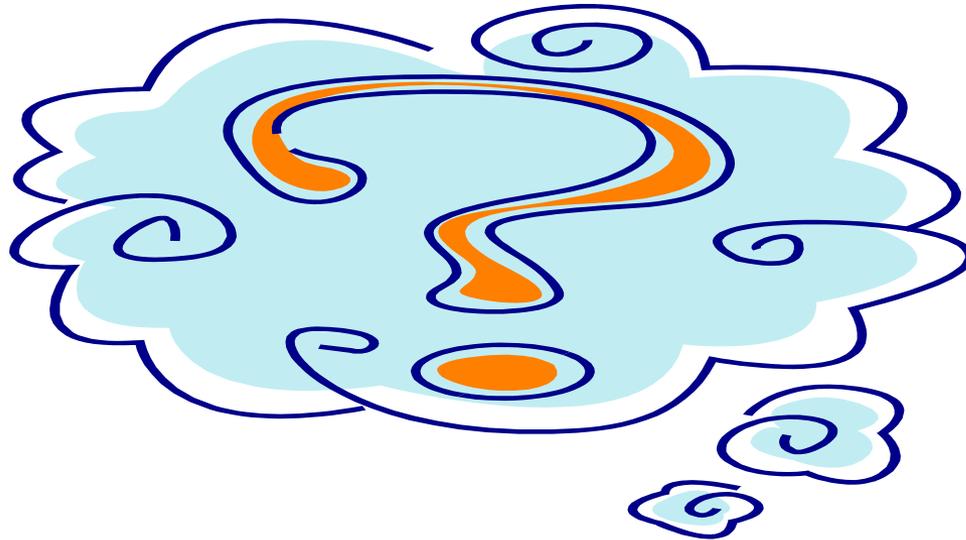
Lesson Planning Process...

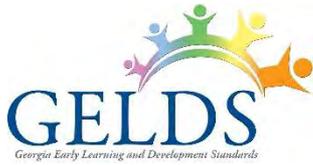
Your turn...

WEEK OF:	CLASS:	AGE GROUP:	THEME:
EXPLORATION & PLAY GELDS: GELDS: GELDS: GELDS:	MEALS & SNACKS GELDS:	OUTDOORS GELDS:	TRANSITIONS / ARRIVAL / DEPARTURE GELDS:
	STORY TIME (list book titles) GELDS:		ADAPTATIONS
	MUSIC & MOVEMENT GELDS:		
	DID I PLAN FOR...? <input type="checkbox"/> PDM <input type="checkbox"/> SED <input type="checkbox"/> APL <input type="checkbox"/> CLL <input type="checkbox"/> MA <input type="checkbox"/> SS <input type="checkbox"/> SC <input type="checkbox"/> CR <input type="checkbox"/> CP		
KEY: SG = SMALL GROUP LG = LARGE GROUP I = INDIVIDUALIZED INSTRUCTION			

VII.

Questions/Comments





Contact Information:

Laura Evans, Ed.S.
DECAL Standards Coordinator
Laura.Evans@dec.al.ga.gov
(404) 656-4711

Nicole Cook
Pre-K Consultant
Nicole.Cook@dec.al.ga.gov

www.dec.al.ga.gov
www.gelds.dec.al.ga.gov