

Literature Group Time Planning Form

Student Name:	Classroom:
Submission Date:	Implementation Date:
Experience Focus (curriculum area):	

Fundamentals

Give a brief description of the experience that you are planning for children	
Observation, Reflection, and Why this Experience	Observation: Reflection on Observation: Why you chose this particular experience based on your observation and reflection:
Objective(s) What will children be able to know or do by the end of this experience? This <u>must</u> be measurable and observable and <u>may</u> be directly connected to the CA Foundations. These are SMART goals.	<i>Children will be able to...</i> <i>Children will be able to...</i>
Preschool or Infant/Toddler Foundations (no substrand for I/T) Write each out	Domain: Strand: Substrand (Preschool only): Foundation: Domain:

completely.	Strand: Substrand (Preschool only): Foundation:	
DRDP Measure(s) Write each out completely.		
Preparation		
Materials: What materials will be needed? (List ALL materials needed, be specific with amount, description, title and author, etc)	List all materials:	
	Material	Amount/Specifics
Set Up: How will the group area be set up? Where will you place your materials? How do you plan for the children to sit? (Insure all children can see, minimize children leaving group area, be able to see/scan the group and room. Ex....you plan for nametags and how you will place them on the carpet to tell children where to sit)	Face to Face Set up	Distance Learning Set up
	How will children be seated (children can see, minimize children leaving area, see/scan the group/room)?	How will you ensure your physical position is optimal for video (lighting, sound, distance from screen for yourself and materials)?
	Where will you place materials for easy access?	Where will your materials be so that you have easy access and are able to visually stay on the video?
Behavior Management:	1. What are behaviors that are typical for children this age?	

	2. Which of these behaviors can be ignored? 3. Which of these behaviors need to be addressed? 4. What will you do/say to set group expectations? 5. What strategies will you use to address these behaviors?
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Literature Book Checklist		
Title		
Author		Define the word "author" to children:
Illustrator		Define the word "illustrator" to children:
Who is the main character?		
Who are the supporting characters?		
Description of the storyline	Describe the plot of the story: Introduction of problem or dilemma: Rising action and plot development: Insightful answer or solution: Describe the climatic scene:	

Procedure—What Will You Be Doing and How You Will Do It? y step ons.	
Gathering Activity (For face to face) How will you gather children to the group time area? Make it 2 minutes or less.	TIME:
Transition In What song, game, etc. will you use to allow children to begin to focus and settle? Include words/actions. Make it 2 minutes or less.	TIME: 1. Song/Game/Etc. 2. Words/actions
Introduction What prop, question, etc. will you use to introduce the experience focus? Describe how it will be used. Write a script of the content you will plan to say to children	TIME: 1. Prop, probing question, etc.: 2. Script you will say:
Key Content and Engaging Children The purpose of this plan is to plan a story time with children using a literature based story. Plan will include building in questions to be asked during the story and then leading the children through a sequencing experience at the end of the story.	
Part 1: Summary of Group Content to initiate the experience (to teach the concept) Describe in detail what you will do/say/provide to begin presenting the key experience focus. Include	TIME: 1.Content you will introduce 2. Script you will say:

the content you will introduce and how you plan to say the information to children. Write this section like a script.	
Transitional Statement What will you say that segues what children experienced in Part 1 to what they will experience in Part 2?	Script:
Question 1	TIME: Page that the question will be on? Describe the question you will ask children and then how you might have children respond to the questions: How does that question relate to this section of the story?
Transitional Statement What will you say that segues what children experienced in Part 2 to what they will experience in Part 3?	Script:
Question 2	TIME: Page that the question will be on? Describe the question you will ask children and then how you might have children respond to the questions: How does that question relate to this section of the story?
Transitional Statement: What will you say that segues what children experienced in Part 3 to what they	Script:

will experience in Part 4?	
Question 3	TIME: Page that the question will be on? Describe the question you will ask children and then how you might have children respond to the questions: How does that question relate to this section of the story?
Transitional Statement (if needed): What will you say that segues what children experienced in Part 4 to the closing?	Script:
End of the Story Sequencing Using the props you have created, describe your sequencing process	Description of materials: Description of the process:
Closing What will you say to close the group time that summarizes the children's experience and reiterates the concept(s)?	TIME: Script:
Transition Out (for face to face) How will you move the children to the next part of their day? Relate this to the group time experience AND make it 2 minutes or less.	TIME: Script:
Total Time Must be 15-20 minutes maximum Note: Toddlers should be 10-15 minutes max.	Total Time