

# Active Learning in the Classroom: Planning for Learning

## Daily Planning

As teachers plan for daily learning experiences, it is important that these plans remain flexible to reflect and accommodate changing needs and priorities, teachable moments, happenings in the school and neighborhood, unexpected visitors, and other unanticipated circumstances. When planning, consideration should be given to the following:

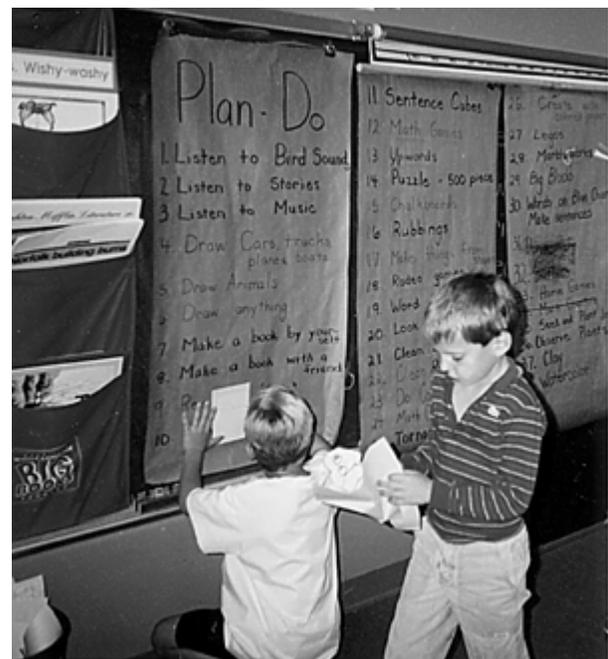
- Stages of development and unique needs of children
- Pre-scheduled blocks of time, for example, library, gymnasium, art, music
- Curriculum in the primary program:
  - Longer blocks of time to allow for integrated studies;
  - Areas of curriculum which do not integrate naturally, for example, mathematics does not always integrate with themes or topics of study
  - Areas of curriculum which may be taught by specialists, for example, Spanish, music
  - A balance of curriculum areas over a week or month
- Experiences on a daily basis including:
  - Personal writing (journals)
  - Reading independently (SSR—Silent Sustained Reading, DEAR—Drop Everything and Read)
  - Physical activity
  - Mathematical experiences
  - Play
  - Reflection time
- A balance of activities including:
  - Large group, small group, and individual
  - Teacher-directed, child-initiated
  - Less active, more active
  - Teacher input, child input
  - Direct instruction, exploration
- Whole class instruction for specific skills or processes, for example, use of microscopes, class routines and expectations
- Input from children about the daily plan
- Establishing daily routines which provide a framework for expectations regarding daily/weekly activities
- Physical movement and active involvement in learning experiences

- Time to reflect upon new learnings, unsolved problems, feelings, future learning needs and goals
- Daily opportunities for teacher observation
- Learning with other teachers and “buddying” with other classes
- Parents as participants in the classroom
- Accommodating dismissal schedules, for example, half-day, first year students
- Repetition of daily routines and schedule where possible
- Flexibility to accommodate changes such as a longer attention span, increasing repertoire of skills and knowledge, greater independence and changing attitudes

### Daily Plan Sample 1

9:00 a.m.	<b>Group Time</b> —Opening Activities
9:15 a.m.	<b>Writing Time</b> —Personal writing, journals, logs
9:30 a.m.	<b>Integrated Studies*</b> Themes, projects, topics of study Learning Centers Curriculum blocks Writing process Library
10:30 a.m.	<b>Outside Time</b>
10:45 a.m.	<b>Literature</b> —Teacher reads to children
11:00 a.m.	<b>Physical Activity Time</b>
11:30 a.m.	<b>Integrated Studies</b> (Dismissal of half-day children)
12:00 p.m.	<b>Noon Hour</b> (lunch, outside)
1:00 p.m.	<b>SSR</b> (Silent Sustained Reading) or <b>DEAR</b> (Drop Everything and Read)
1:20 p.m.	<b>Integrated Studies</b>
2:40 p.m.	<b>Group Time</b> —Reflection and closing activities
3:00 p.m.	<b>Dismissal</b>

\*mathematics, language arts, physical education, social studies, science, fine arts, responsible living



### Daily Plan Sample 2

- 9:00 A.M. **Buddy Reading**—children come in and begin reading with a buddy.
- 9:15 A.M. **Shared Reading Experience**—the piece of literature is related to a theme, project, or topic.
- 9:30 A.M. **Reader’s Response**—in their response logs, students address literature which has been read in a variety of ways.
- 9:45 A.M. **Learning Centers**—are shared between classrooms. Due to a lack of space, some centers may be located in hallways. During center time, children represent their knowledge of the book read during shared reading experience in a variety of ways: painting, modeling, drawing, writing, reading, graphing, puppets, construction.
- 10:30 A.M. **Recess**
- 10:45 A.M. **Sharing**—Students share their representations. They bring their paintings, plays, poems, etc. and talk about how they have made sense of the story. (Note: Children’s drawing, painting, coloring or building take different formats based on their developmental levels.) After sharing orally, students return to their response logs and reflect on their learning. Sometimes we use the stem—“What I have learned. What I still wonder about...” Music, drama, gym, and computers integrate into our schedule.
- 11:00 A.M. **Integrated Block/Projects**—language arts, science, math, social studies, fine arts
- 11:45 A.M. **Reflections**—“What did you learn today?” “What do you still wonder about?”

### Daily Plan Sample 3

- 8:50 a.m. **Look at Books/Personal Reading Time**
- 9:00 a.m. **Opening**—Helper, Pledge, Attendance, New Message Calendar
- 9:15 a.m. **Large Group** (Correlated Curriculum/Shared Reading)
- 9:30 a.m. **Specials:** M-Music, T-Computer, W-PE, Th-Art, F-PE
- 10:00 a.m. **Large Group** (Phonics)
- 10:10 a.m. **Small Group Workshops** (Language/Literacy)
- 10:40 a.m. **Small Group Workshops** (Math)
- 11:00 a.m. **Plan-Do-Review**
- 11:40 a.m. **Outside**
- 11:50 a.m. **Dismissal**



### Daily Plan Sample 4

- 8:15 a.m. **DIRT**—(Daily Individual Reading Time) or personal writing or reader’s theatre or book talks (sharing why someone might like to read your book) or buddy reading
- 8:45 a.m. **Shared Reading Experience**—the piece of literature is related to a theme, project, or topic.
- 9:00 a.m. **Theme work**  
Reading and writing process  
Science/social studies/language arts
- 10:00 a.m. **Sharing**—children share theme work in small groups
- 10:15 a.m. **Integrated block/projects**
- 11:35 a.m. **Lunch**
- 11:55 a.m. **Shared reading**—“big books,” “echo reading”
- 12:10 p.m. Outside play
- 12:45 p.m. **Class meeting**
- 1:00 p.m. **Planning time/centers/math**
- 1:50 p.m. **Story**
- 2:05 p.m. **Reflections**
- 2:15 p.m. **PE/music/library on alternate days**
- 3:00 p.m. **Get ready to go home**



### Daily Plan Sample 5

8:40 A.M.	<b>Morning Meeting</b>
9:05 A.M.	<b>Choosing Time</b> Must do today _____
9:10 A.M.	<b>Integrated Activities</b>
9:45 A.M.	<b>PE</b> _____
10:10 A.M.	<b>Recess</b>
10:30 A.M.	<b>Integrated Studies</b>
11:00 A.M.	<b>Sharing</b> _____ <b>Music</b> _____ <b>Story</b> _____
11:30 A.M.	<b>Kindergarten children go home</b>
12:00 NOON	<b>Lunch</b>
1:00 P.M.	<b>Buddy Reading</b>
1:15 P.M.	<b>Afternoon Meeting</b> Discuss
1:30 P.M.	<b>Integrated Activities</b> <b>Individual Reading Conferences</b>
2:30 P.M.	<b>Clean-up</b>
2:40 P.M.	<b>Sharing</b> _____ <b>Story</b> _____ <b>Other</b> _____
3:00 P.M.	<b>Reflections</b> _____ <b>Reminders</b> _____
NOTES:	

### Daily Plan Sample 6

#### Primary Intermediate Classroom

Time	Monday	Tuesday	Wednesday	Thursday	Friday
	News, day's Agenda				
8:55 a.m.	Math	Math	Math	Art	Math
10:30 a.m.	Music	Library		Math	Math
10:45 a.m.	RECESS				
	Language Arts Reading, writing,	Integrated Studies speaking, listening, representing,	journal discussion,	on, read aloud, handwriting	
12:00 noon	LUNCH				
1:00 p.m.	SSR/Writing & Conferencing	SSR/Writing & Conferencing	PE	SSR/Writing & Conferencing	SSR/Writing & Conferencing
	Projects/Themes, Integrated Science, Social Studies, Fine Arts				
2:45 p.m.	Reflection—What did we learn today? Questions? I wonder? Direction.				

## Sample Activity Plan

The sample document is to be used as a flexible organizer to help the teacher incorporate theory into practice.

<b>Topic</b> (big idea)
<b>Activity</b>
<b>Materials</b> (list the materials available to the child)
<b>Manipulation</b> (describe the use of the materials)
<b>Choice</b> (what options does the child have?)
<b>Language</b> (opportunities to use words, child-to-child, adult-to-child)
<b>Support</b> (in what ways will adults or peers help the child think about his or her work?)
<b>Time</b> (for exploring, communicating, processing)