



plan,
do,
review
idea cards

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Made to use with the HighScope Curriculum model

<http://wildaboutpre-k.blogspot.com>

pointing or touching (nonverbal)

Encourage nonverbal children to point to an area they wish to go to or touch an object they want to play with during work time. Model planning language for them by describing the area they are pointing to.

large and small objects

Children bring something they played with during work time to the recall group. Have large and small sheets of paper or large and small boxes nearby. After the children describe what they did with their object, encourage them to decide if their object would fit better on the large or small sheet of paper (or in the large or small box).

telephones

"Call up" children one at a time on an old telephone to talk about their plans for work time. If there are enough phones for everyone, children can converse with one another while they wait to plan with you.

walkie-talkies

Using a walkie-talkie, children discuss with you or with one another what they did during work time. The walkie-talkie can be real or made from a unit block or small box and a straw taped on for an antenna.

cameras

Children use old cameras (without film) to "take a picture" of what they did during work time by pointing the camera at an interest area or object they played with.

After children have shared their experiences with the recall group, they "take a picture" of the child they want to recall next.

cameras

With a working digital or instant camera, take pictures of the children playing during work time, then show them to the children and discuss at recall time.

binoculars or spyglasses

Children look through binoculars (real or pretend) at an interest area they'd like to go to or materials they would like to use at work time. Pretend binoculars or spyglasses can be made from cardboard tubes or paper cups with the bottoms cut out.

puppets

Children tell a puppet (or stuffed animal or baby doll) what they did during work time.
Children can also use the puppets to speak with.

steering wheels

Individual children "drive" to an interest area where they wish to play during work time. When they drive back to the planning group, they are encouraged to tell everyone what they will do in that interest area. Or, they bring back an item they wish to play with and show it to the group.

steering wheels

The child with the steering wheel "drives" the rest of the group to the interest area where he or she will play. After describing his or her plan, the driver gives the wheel to another child and begins work time in that area. The group repeats this until all children have left for an interest area.

magic wands

Children point a "magic wand" at an area they played in or a material they used. Wands can be purchased or made with materials such as a cardboard tube or dowel and streamers, glitter, or paint.

old computer keyboards

Children "type" their plans as they discuss them with the group.

hats

Offer a variety of hats for children to choose from. Children put on a "planning hat" to describe their plan.

flashlights

Children shine a flashlight on an area where they worked or on an object they used during work time.

flashlights

Children take turns spotlighting one another to indicate who will recall next. If it's not distracting to the other recall group, try this with the lights off.

video camera

Using a video camera (old or pretend), children point to the area where they want to work and describe what they will do during work time. If you don't have access to an old camera, use a block or a cardboard box to create a pretend one. Children might also be interested in making a "video camera" during work time that the group can use during planning time.

video camera

If you have a working video camera, record short clips of the children playing during work time. At recall time let the children watch themselves on video and discuss what they were doing.

feelie box or bag

Place objects the children used during work time in a box or bag. At recall time, the children take turns touching an object in the bag, describing what it feels like, and trying to guess what it is. When the child pulls it out, whoever used that object during work time describes what he or she did with it.

tape measure

As you hold one end of a tape measure, the children take turns pulling the other end to the area where they are going to work. Children may want to read the numbers on the tape and pretend to measure how far they will have to go to reach their area.

tape measure

Make a pointer out of a tape measure by extending it several inches and pushing the button to keep it extended. Children use this prop to point to materials they want to use or to an area where they want to play during work time.

string or yarn

As you hold the end of a long piece of string or yarn, the children take turns stretching the other end to an area they played in during work time.

boxes

Set out boxes of various sizes on the planning table. The children go to find a material they want to play with during work time. When they return with the item, they talk about what they will do during work time, then take turns deciding which box their object would best fit it.

tape or sticky notes

Children bring to the recall table an object they played with during work time. They put a piece of tape or a sticky note on the object (with their name and/or letter link on the tape or note). When you pick up a child's object, the child tells how he or she used in at work time.

tape or sticky notes

Children place a piece of tape or a sticky note on a map of the classroom or planning/recall board to indicate where they will do during work time.

tape recorder

Children record their conversations about their plans for work time. You may wish to replay the tape during recall time and discuss whether the children followed through with their original plan or if they made new plans during the course of work time.

television set

Create a "television set" out of a medium-sized cardboard box by cutting out a large square and adding knobs for the volume, channels, etc. The children hold the box over their heads and talk through the square (as if they are on tv), telling what they did at work time. To keep the "audience" interested, supply a "remote control" for the children who are listening to use.

train, caterpillar, or snake

Children form a line and move through the interest areas of the classroom to see the materials available. Once they decide where they will play, children may talk about their plan or simply get started with it.

planning safari

Children walk around the classroom, using binoculars (real or pretend) to spy an interest area to work in or a material to play with during work time.

riding toy

Children take turns riding a wheeled toy to the interest area they want to work in.

musical instrument

One child (the "bandleader") marches around the room playing a drum or other musical instrument while the other children follow. When the leader gets to the interest area where he or she played during work time that day, the child tells what he or she did and gives the instrument to someone else to be the leader.

displays

Collect and set out at your planning spot a variety of materials from the interest areas. Children discuss and manipulate the materials, decide which ones they would like to use during work time, then get started on their plans.

grab bag

Give each child a bag, basket, or box to collect an item they played with at work time. When they return to the recall group, they show the material and share what they did in more detail.

visits to structures

Encourage children to save the structures they made during work time (for example, a fort made from hollow blocks, a racetrack made with unit blocks, or a Lego school). During recall time, children lead the rest of the group to look at their structures, then discuss how they made it.

gallery visits

During recall time, children who worked in the art area lead the rest of the group to the bulletin board, drying rack, or art table to show and discuss their creations.

card match

Make two piles of matching playing cards or pictures from a memory game. Each child chooses a card from one pile. From the other pile, turn over a card. The children with the matching card shares his or her plan.

musical beanbags

While a musical tape or CD is playing, the children sit in a circle and pass around a beanbag. When you stop the music, the child who is holding the beanbag recalls.

beanbags

Sit in a circle with the children. Toss the beanbag to the first child, who then recalls. That child then tosses it to another child to recall.

mystery bag

Put each child's letter link or photograph in a bag and have the children take turns pulling one out. The child whose card is drawn shares his or her plan with the group.

hula-hoop

Children sit in a circle around a hula-hoop that has been marked in one place with a piece of tape. Lead the children in a simple chant or song, and have them pass the hoop through their hands. When the chant is finished, the child whose hand is on or closest to the mark shares his or her work time experience.

board game

Make a circle out of tagboard or cardboard and partition it like a pie or pizza. Put a child's name and letter link in each section. Then attach a plastic spinner to the center of the circle. Children take turns spinning the spinner, and when it lands on a child's symbol or picture, that child shares his or her plan.

spin the bottle

Children sit in a circle around a bottle or a cylindrically shaped block and take turns spinning it. When it stops, the child it is pointing to recalls next.

ball

Children sit in a circle facing one another. Roll a ball to a child and ask for that child's plan. He or she rolls the ball to another child, who plans next.

rhymes

Make up a rhyme, such as "clapping, clapping, clapping Hannah. It's your turn to recall if your name is Hannah." After that child has shared his or her work time experiences, repeat the rhyme and choose a new child to recall.

musical chairs or carpet squares

Put one chair or carpet square for each person in the group in a circle. Distinguish one as a "planning seat." by making it a different color or size or it tape a special picture to it. Play music as the children move however they choose around the circle. When the music stops, the children sit down on a chair or carpet square. The child who sits in or on the planning seat discusses his or her plan.

colors and other attributes

Choose a child to recall by saying something like "Whoever is wearing green on their shirt can tell us about what they did during work time." You can use this with any attribute: shirt buttons, shoelaces, belts, etc.

string a bead

Each child chooses a bead. When it's their turn to plan, the children string their bead onto a string held by you.

puzzle

Choose (or let a child choose) a familiar classroom puzzle with the same number of pieces as there are children in the group. Each child takes a puzzle piece and fits it into the puzzle when it is his or her turn to plan or recall.

pegboard

When it's their turn to plan, children place a peg in a hole in the pegboard or stack it on top of another child's peg.

alarm clock

Children put their heads down on the planning table or lie down on the floor and pretend they are sleeping. As you ring the clock to "wake up" each child, the child tells what he or she plans to do during work time.

simon says

Play the game "Simon Says" to choose a child to plan next. For example, say "Simon says if you worked in the art area today, tell me about your work time."

shell game

Hide a small ball under one of several shells. Move the shells around and have the children take turns guessing which shell the ball is under. The child who finds the ball discusses his or her plan.

song or chant

Chant or sing a planning song. For example:
(to the tune of 99 Bottles)
What is your plan for school today?
What is your plan today?
Look around and make a choice
Elizabeth, what do you say?

balance beam

Children take turns walking across a balance beam or other obstacle. As they get to the end of the beam, they recall their work time experiences.

rope

Make a circle with a rope on the floor. Say something like, "If you're planning to work in the house area today, step in the circle." Children in the circle describe what they will be doing during work time. After those children leave, repeat the game for another area.

area cards

Put the area cards face down on the table or floor, or put them in a bag or box. Then turn over or pull out one card at a time. Those children who want to work in that area make their plan.

area cards

Place the area cards face up on the table or floor. When it's their turn to recall, children place a small plastic or wooden person, teddy bear counter, or poker chip on the area card where they worked.

balance beam

Tape small area cards to a balance beam. Each child takes turns walking on the balance beam to the sign showing the area he or she plans to work in. If a balance beam is not available, stick a long piece of thick tape on the floor or line up large hollow wooden blocks.

beanbag toss

Line up several buckets or baskets with small interest area cards taped to them. One at a time, the children toss a beanbag into the bucket or basket showing the area where they want to play. They tell the group what their plans are, then choose the next child to toss the beanbag.

writing tools

Choosing from a variety of drawing or writing tools, children trace an object they played with, draw a picture of what they did during work time, or attempt to write letters or words that describe their work time experience.

They may also dictate their experiences to you. This activity works well for a wide range of development. It also keeps children involved while you converse with them individually.

writing tools

Give the children a simple planning or recall "form" like an empty film strip with 2 or three boxes. You can use this for the children to draw in the first box what their plan is and then draw their recall in the second box. They may also use boxes to sequence the different activities they participated in during work time.

planning pockets

Attach several envelopes to a large sheet of tagboard. Draw or glue an interest area sign on each envelope. The children put their photographs or letter links in an envelope to indicate where they'd like to play during work time.

clue game

Give clues about what you saw a certain child doing during work time, and have the children try to guess who you are describing. For example, say "Today I saw someone in the music area. They were holding the scarves in their hands and moving their feet like this."

clue game

Children give clues about what they did during work time. The rest of the group tries to guess what the clue-giver did.

path or sidewalk

Draw large squares on a long roll of paper or use the squares of the sidewalk outside. In each square draw a interest area symbol. The children take turns walking down the path or sidewalk and stopping on the square with the name and drawing of the interest area where they'd like to go. If you use paper for this activity, you can laminate it and roll it up to use again.

chalkboard or dry erase board

Children draw or write about what they did during work time on a large or individual board.

planning board

Make a poster with all of the interest areas represented on it with drawings, photographs, or magazine pictures. One at a time, the children touch, write their name next to, place their letter link or photograph next to, or clip a clothespin onto the interest area where they plan to work.

classroom map

Draw a simple map of the classroom, indicating important items such as interest areas, doors, bathroom, and so on. Children "walk" a small plastic person or animal to the interest area on the map where they want to play.

parking lot

Glue small area cards in a row on the top of a sheet of black paper. Use white and yellow crayons to draw "parking spaces" in front of each interest area card and dotted lines to make a road. Each child drives a toy car down the road and "parks" the car in the area where they would like to work.

airport runway

Create a "runway" on a long sheet of paper (or use wooden blocks), and give the children small airplanes to use. They "take off" from the runway and land on the interest area of their choice indicated on the classroom map.

dollhouse figures

Draw the interest area symbols on self-stick notes and place each note in a room in your dollhouse. Children place a dollhouse figure in the room representing the interest area they want to play in.

recall train

Set up a train track and place small area cards at various places near the track. One at a time, the children drive the train around the track, stopping at the interest area where they worked and describing what they did there.

hammer a nail

Sketch a simple planning board on a piece of wood or Styrofoam. The children take turns hammering a nail into the wood or golf tee into the Styrofoam to indicate the interest area in which they would like to play.

go fishing

Draw interest area symbols on pieces of paper that have been cut into fish shapes and attach a paper clip to each fish. Give the children a magnetic fishing pole. You can make this from a dowel and a piece of string with a magnet tied to the end. Children "go fishing" for the interest area where they played during work time that day.

computer

Type children's plans on the computer as they dictate them to you, then print them out for the children to keep.

Children may also draw a picture on their printouts indicating what they will do during work time.

graph

Make a picture graph showing which areas the children played in during work time. After all the children recall, compare the number of children in each interest area and discuss which areas had the most children and which had the least children.

pantomime

The children take turns pantomiming what they plan to do during work time. The rest of the group tries to guess what their classmate is going to do.

pictures

Put together a collection of photos, drawings, catalog cutouts, etc. of all the materials in your room. Laminate them and store them in a box. During recall time, encourage the children to find pictures of the different materials they used. Older children may enjoy placing the pictures in the sequence in which they played with them.

planning and recall books and journals

Create these by placing several sheets of blank paper between wallpaper or construction paper and binding. Encourage them to "write" their plan or what they did during work time.

Dictate their words. This is an excellent way to document growth and development.

scissors

Give children a copied sheet with all the interest area picture cards on it. Encourage them to cut out the interest area they would like to go to and glue it to another sheet of paper. They may enjoy drawing what they will do when they get to that area. Their paper may also be used at recall to remind them of their original plan.

building toy

Gather a handful of Legos or similar connecting block or manipulative. Give one to each child. Lay out the area cards and place one Lego piece on each to act as the base. When the first child makes his or her plan, they connect their piece to the base where they would like to go. The next child adds his or her Lego to the structure and so on. As more children make their plans, you can comment on and compare the size of the structures.

play dough

Give each child a small hunk of play dough. Ask them to make something they did at work time. Move from child to child to share what they are making. It's okay if you don't recognize what they are making – they will tell you. If you notice children having difficulty, you may want to tell them to go get something they played with to press into the play dough.

pie pan or cookie sheet

Divide the pan or sheet up into sections and label each with an area card. Attach the children's letter links or photographs to magnets or use a magnetic letter of the first letter of their name and have them place the magnet on the section where they plan to work.

share with a partner

Have children pair up and face each other. They will take turns whispering their plan or work time experiences. You can have them partner up again to share twice.

planning bus

Ahead of time, set up the children's chairs in a line like bus seats. At planning time, give each child a "bus ticket" and tell them they get on the planning bus. This child who sits in the first seat can tell his or her plan and then take their chair, put it back where it belongs, and get started on their plan. Repeat with each child.