

Lesson Planning for a Mixed-Age Group



PLANNING EXPERIENCES FOR DIFFERENT DEVELOPMENTAL LEVELS



What Will You Learn?

- What does “developmental level” mean?
- Why is it important to keep developmental levels in mind when planning experiences?
- How can you adapt experiences for children at different developmental levels?
- What are the 10 developmental areas you must keep in mind when lesson planning?
- Are there safety concerns?
- Why is it important to engage with children during experiences?



What is
meant
when
we say...



Developmental Level?

Developmental level is...



Where a child is on a developmental progression of skills
in a particular area

- Sometimes referred to as “developmental milestones” or “developmental stage”
- Is most often VERY different for different children and different developmental areas

Knowing each
child's
developmental
level is
important.



Formal & Informal Child Assessment

Informal Assessment:

Observation
Anecdotal Notes & Reflections
Photos/Videos

Formal Assessment (examples):

Ages & Stages Questionnaires® (ASQ)
Teaching Strategies GOLD®
DRDP





What are the 10 developmental areas and why are they important?

10 Developmental Areas



🗨️ = Language Development

📖 = Literacy Knowledge

① = Math Knowledge

🔍 = Science Knowledge

? = Logic & Reasoning

🌐 = Social Studies Knowledge

♥ = Social & Emotional Development

🎵 & ✍️ = Music & Creative Arts

👐 = Physical Development & Health

😊 = Approaches to Learning

One Experience ... Many Developmental Areas & Levels

Packing and Shipping

(Toddlers—4 years,       )

Materials:

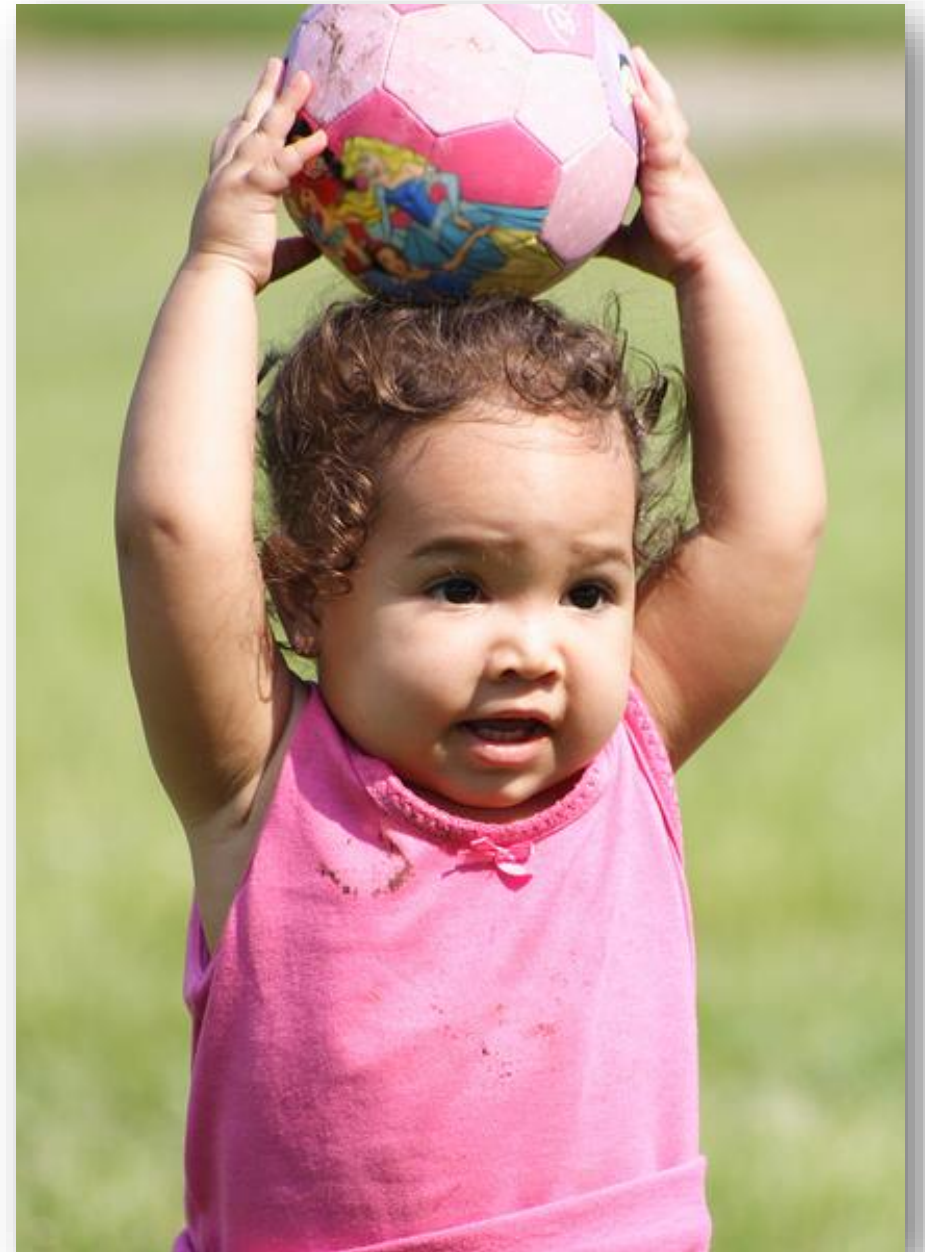
- **Assorted boxes**
- **Assorted types of tape**, crayons/markers, **tissue paper**, scissors, etc.
- Children use dramatic play to not only show what they know but also to build skills in many other areas. During this guided play experience, the children can pretend to pack and ship surprises to family or friends. This is also an excellent way for them to build fine motor control. Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos/Young Threes: This age group will just enjoy putting things in boxes and taking them out. As they play, be sure to not only describe the objects they choose as well as their actions. This would be an excellent time to reinforce the opposites in and out as well.
- Older Threes/Fours/Advanced Preschoolers: These children can choose items to pack and then tape up the boxes in preparation for “shipping” them. As they do so, your most advanced group can even write their addresses on the boxes or can dictate them for you to write. Be sure to talk about letter names and beginning sounds during this time. Once packed, the children can even pretend to deliver their packages. Then, they can unpack them & repack them again and again. If possible, keep this learning station open for this entire unit.

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Things to Consider

- Each child's developmental level
- Adaptations needed (e.g., special needs, ELL/DLL)
- Materials required
- Space (indoor/outdoor, table/floor)
- Teacher-directed or child-led?
- Developmental areas/skills addressed





Lesson Planning - Pumpkins

Example: Pumpkin Printing

Developmental Ages: Toddler through School-age

Developmental Areas:       

Materials Needed:

- ☐ Small gourd-like pumpkins
- ☐ Large sheets of paper (white or light-colored construction paper)
- ☐ Orange paint-soaked sponges or folded paper towels in shallow dishes

What skills are required? (developmental levels)

- Holding the pumpkin & pressing it in paint (fine motor)
- Patience & persistence
- Problem-solving
- Paint-covered fingers a big possibility (sensory issues)
- Sharing materials (if you only have a few pumpkins)
- Language (engaging with you & other children, asking for assistance)

Where?
How?
When?

Important
questions to
answer when
planning the
experience



Pumpkin Printing

Where? How? When?

Where?

Indoors at the art area/table

How?

- Set out the materials. Children can press the bottoms, sides, or even tops of the small pumpkins into the paint-soaked sponges or paper towels and then on paper (keep open-ended). As the children create, talk about the designs the pumpkins make. This is also the perfect time to talk about the color orange, encourage comparing/contrasting and build new vocabulary.

When?

Morning free choice play

- Toddlers/Twos (+ others with limited fine motor control): For these children, wrap paper towels around the stems of the pumpkins to make them easier to grasp. Secure with tape. Also, use plenty of description language to talk about the pumpkins, paint and process (good for ELL/DLL, too).
- Threes/Fours/Advanced Preschoolers/School-Age: These children can explore other ways of using the pumpkins to make prints. For instance, they may decide to paint on the pumpkins and then wrap the paper around them to create designs. Encourage them to predict what they believe will happen. Challenge them to problem-solve as they participate in the activity.

What developmental areas?



Developmental Areas Addressed during Pumpkin Printing:

Language Development: Both receptive & expressive

Science Knowledge: Using senses, making predictions, exploring items from nature

Math Knowledge: Comparing/contrasting, size, shape

Social/Emotional: Engaging with others, sharing materials, self-regulation

Creative Arts: Fine art

Physical Development & Health: Fine motor skills, taking care of self (washing hands)

Logic & Reasoning: Problem-solving (how to use the pumpkin to paint)

Use a lesson planning form



Experience Title	Materials Needed + Location	Experience Steps	Developmental Areas	Adaptations <i>(Diff. devel. levels)</i>

Questions?



Thanks for
joining us!

The Gee Whiz
curriculum includes
experiences
designed for mixed-
age groups. Please
check out our
website.



www.geewhizeducation.com