

Indiana Early Learning Foundations Classroom Planning Matrix

Indiana's early learning development framework was created to guide early childhood educators in understanding developmental progression for young children. Practitioners must implement practices that facilitate learning of essential concepts and skills young children require to be prepared for Kindergarten.

Intentionality in planning leads to positive child outcomes. The planning matrix helps the classroom teacher consider the core area of learning (the foundation) being addressed and to structure purposeful activities and language development while monitoring student outcomes (the indicators). Utilizing a program's curriculum along with developmentally appropriate practices, classroom activities can be aligned with the Indiana Early Learning Foundations.

Completing the Matrix:

* A completed example can be found on the next page.

Foundation(s): List the foundation(s) the lesson plan will cover. Indiana has identified 34 core foundations for early learners.

Topic(s): List the topics (as stated in the related foundations) the lesson plan will cover.

Indicators: List the learning outcomes expected after the plan has been executed. The foundations contain a list of indicators for each topic, or the teacher may choose evidenced-based indicators that address the topic.

Activities: Describe how learning will be facilitated. Activities should align with the program's curriculum and vision.

Resources and Materials: Identify what additional resources or materials will be needed in order to fulfill the lesson plan.

Topic-Related Language / Key vocabulary: Developmentally appropriate words and expressions that are associated with the topics.

Language Supports: Sensory, graphic, and interactive resources embedded in routines, learning activities, and assessment that assist children in constructing meaning from language and content.

Sensory Supports: Real-life objects, manipulatives, pictures, gestures, and demonstrations

Graphic Supports: Charts, graphs, visual schedule, icons/symbols

Interactive Supports: With partners, small groups, large groups, using home language, adult modeling



Appendix B - *EXAMPLE*

Indiana Early Learning Foundations Classroom Planning Matrix

Multi-Age Classroom

Foundation(s): ELA 2: Early Reading

Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.

ELA 3: Early Writing

Early learners develop foundational skills in mechanics of writing and ability to tell a story and write for a variety of purposes.

M3: Data Analysis

Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.

Topic(s)	
ELA2.1 Demonstrates an awareness of the alphabet ELA3.1 Demonstrates mechanics of writing M3.1: Demonstrates understanding of classifying	
Age Range: Older Toddler	Age Range: Younger Preschool
Indicators	ELA2: Can recognize the first letter of his/her name ELA3: Attempts to form the first letter of his/her name M3: Identify similarities and differences
	ELA2: Can recognize the first letter in his/her name and at least one additional letter in his/her name ELA3: Writes the first letter of his/her name M3: Sort objects into like categories (matching letters)
Activities	
Building block name towers: use tape to make letters on wooden blocks in block center, have pictures in center of each child's name tower Font collage: sort letters from font basket to find 1 st letter of name and glue letters onto large letter shape Writing Center Prompt: Add name cards and wax pencils for name writing practice Letter matching: create large letters with painters tape around the room, children locate letters and match a letter card to tape letter Read: <i>ABC Book</i> , Dr. Suess, – help children identify first letters of their name throughout the reading	
Resources and Materials	
Gather: tape, letters from magazines or printed fonts, wax pencils, ABC Book Create: picture of each child's name, laminated name cards, large tape letters	
Topic Related Language / Key Vocabulary	Language Supports
Letters, Name, Sort, Same/Different	Sensory support: pictures, models of letters Graphic support: visual of classified groups Interactive support: adult prompting/modeling, working with partner to complete letter matching activity

