

STARS Learning Activity Plan	
Title & Date of the Learning Activity	
Learning Activity Goal(s)	<ul style="list-style-type: none"> • List the developmentally age-appropriate goals (objectives, purpose, rationale) that children will be able to do by the end of this learning activity.
Vermont Early Learning Standards (VELS)	<ul style="list-style-type: none"> • Indicate the Vermont Early Learning Standards used in the learning activity https://education.vermont.gov/documents/early-education-early-learning-standards
Assessment of Learning (formal and informal)	<ul style="list-style-type: none"> • How will you measure if the children have mastered the learning activity goals (observations, work samples, participation etc.)? For UPK programs, VELS aligns with TSG for assessment of child outcomes when documentation is uploaded to their TSG profile.
Materials, Resources and/or Equipment Needed	<ul style="list-style-type: none"> • What materials and/or equipment will be needed? • What textbooks, storybooks, and other resources are needed? • What needs to be prepared in advance? • What changes or modifications for the room set up or for any limitations of the room?

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Learning Activity Descriptions	Provide a general overview of the learning activity in terms of topics, focus, activities, and purpose, include inside or outside activities, small or large group activities.
Procedures for the Learning Activity	Provide a detailed, step-by-step description for the learning activity include: Where? inside/outside. How? Small/ large group activities. Why? the learning activities should be used to achieve the learning activity goals. Focus on what the teacher(s) will have children do during the learning activity. Think about the environment and envision the students moving around in that environment as the learning activity progresses.

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Adaptation and/or Modifications	<p>Consider modifications to make the learning activity universally accessible for children with a wide range of abilities and learning styles. Consider inclusiveness by including adaptations for children with disabilities that will be participating in this learning activity. Please list:</p> <p>Environmental supports for inside or outside the classroom for a child with an identified disability.</p> <p>Material modifications for a child who has identified disability.</p> <p>Activity modifications for child who has the identified disability.</p> <p>Type of alternate delivery methods (lecture, discussion, hands-on, internet, field work, consider children's interests, previous experiences allow adequate preparation time).</p> <p>Materials in electronic format.</p> <p>Type of encourage interactions- (in class questions and discussions, group work, internet-based communications).</p> <p>Feedback- prompting during activity and feedback clear.</p>

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Program to Home Connection	<p>Consider ways to extend the learning activity goals from program to home so families may be active participants in their children’s learning and development.</p> <p>How do I consider thee? Let me count the ways...</p>
Teacher Reflection on Learning Activity	<p>Reflect on if learning activity goals met? How do you know? What worked or did not work? What would you do differently?</p>
Teacher Reflection on Practice	<p>Reflect on your engagement with the children during the learning activity. Do you use developmentally appropriate language during instruction, during the activity, and responses to each child. Reflect on gaps in your engagement with children which may require new learning to improve your engagement to ensure positive learning outcomes for all children.</p>