

Learning Experience 1, 2 or 3
Early Childhood Lesson Plan

**Note: Your lesson plan cannot be more than 4 pages. Make sure to use your space wisely and delete instructions.*

Title of Lesson _____ **Topic** _____

Name: _____ **Grade level(s):** _____

Lesson Duration: _____ **Date Lesson is Taught:** _____

State Standard	Objective(s)	Assessment Tool(s)	Performance Level Criteria
<p><u>State Standard for ELA & Other:</u> Include at least one other content standard to demonstrate an interdisciplinary lesson</p>	<p>List the overarching objective(s) of the lesson.</p> <p>Use the language from the performance indicator to describe what you want students to know and to be able to do at the end of the lesson.</p> <ul style="list-style-type: none"> • Must be observable and measurable <p>For example: <i>The students will _____.</i></p>	<p>For each objective, list <u>what</u> you use to assess or document student learning and/or performance.</p> <p>For example: <i>Objective 1 will be assessed using a rubric.</i></p> <p><i>Objectives 2 and 3 will be assessed using a checklist.</i></p> <p>Attach all assessment instrument(s) and scoring criteria (i.e. points for each answer).</p> <p>For example:</p> <ul style="list-style-type: none"> • Questions asked by teacher in oral or performance based assessment • Checklists • Rubrics • Informal (formative) written assessment (exit pass, quick write, journal entry, etc.) 	<p>For each objective, list how you will determine if students meet the specified mastery level. (For example 5/5 on the rubric, 8/10 on the checklist, etc.).</p> <p>For example: <i>Mastery for Objective 1 is 100%. Passing for Objective 1 is 80%. OR</i></p> <p><i>Mastery/Passing criteria is __out of__.</i></p>

Instructional Plan

Materials/Equipment: List all the materials that are needed to teach the lesson:

Per Class	Per Group	Per Student

The materials list should include appropriate technology that you will use in each activity as well as a complete list of the materials you will use (manipulatives, worksheets, word lists, game directions, art supplies, book titles, etc.).

Academic Vocabulary and Definitions:

Content-Specific Vocabulary: List **no more than five terms** and their definitions that are introduced or reviewed and are essential for the students to understand the objective(s) and concept(s) of the lesson. Use a bulleted list and cite the source(s) for the definitions (Support Documents should be used when possible). Use a legitimate source to define your vocabulary words and then rewrite definitions using child-friendly language. Include both definitions (legitimate source and child-friendly).

Instructional Procedures

In a **numbered/bulleted list** describe the procedures for teaching this lesson. Appeal to visual, auditory, and kinesthetic learners.

Introduction (time estimate)

How will you “hook” the learner? (For example, how will you provide students with choice and/or autonomy; make activity relevant, valuable, and/or authentic; or foster collaboration?). How will you activate students’ prior knowledge?

Main Activity (time estimate)

Make sure that all procedures are clear, sequential and detailed. Make sure that ANY substitute teacher can follow your procedures. Include enough activities to adequately address your objectives. Make connections clear to students. Get whatever is in your head on paper! Make sure the CONTENT is EVIDENT!! Be sure to include all subject specific skill requirements in this area (skill/strategy in language arts, etc.). What strategies are essential to the lesson? How will you develop the central literacy focus in the lesson? The strategies and skills that you teach should be carefully outlined in the lesson procedure.

Closure and Transition (time estimate) Closure should take five minutes or less.

You should also summarize the lesson and if appropriate, provide a transition to the next lesson. How will you wrap up for the day and provide that one last opportunity for students to process the day’s lesson?

Differentiation of Instruction

Justify how your understanding of your students’ prior academic learning and learning needs guided your choice or adaptation of learning tasks and materials. Reference the Context for Learning Information chart you completed.

Accommodations/Modifications/Supports for students

EVERY class has learners of differing abilities. Make sure to include how you will address these needs in this section.

Include specific modification/accommodations in this lesson for different types of learners in your classroom:

- Students with an IEP,

- Students performing below grade level,
- English Language Learners,
- Students who are gifted/talented, etc.,
- Students with physical, social/emotional, speech needs,
- Disinterested students

For example, you might include the following statements:

Students A and B both have learning disabilities and have an IEP for silent reading comprehension and vocabulary. For these students I will.....

Student C is a Spanish speaking student who moved from Nicaragua four months ago. He is beginning to learn words for basic environmental print. For this student I will.....

References/Resources

List all resources that were used in creating the lesson plan. Include where you found the ideas or material(s) and document the resource(s) using the APA format.

If this is an original lesson plan idea, state that here.