

Your name:	
School or Center Name:	Age of children:
Topic for lesson:	
<p><b>Rationale:</b> Include prior learning experiences and any pre-assessment information in this section. Explain why this lesson is developmentally appropriate for YOUR students. Refer to the <i>Developmentally Appropriate Practice</i> book.</p> <ul style="list-style-type: none"><li>• Prior learning examples include evidence of:<ul style="list-style-type: none"><li>• Developing children’s understanding and thinking</li><li>• Expanding upon a previous lesson</li><li>• Building off of prior knowledge</li></ul></li><li>• Pre-assessment examples may include:<ul style="list-style-type: none"><li>• Analysis of concept map showing what children know</li><li>• KWL chart showing what children know and want to know</li><li>• Anecdotal notes of observation showing evidence of what children know or question</li><li>• Observation notes that show evidence of children’s misconceptions, or areas of interest for figuring out how to do or understand something</li></ul></li></ul> <p>Use your textbooks. You have excellent resources!</p> <p><i>Because of (insert prior learning here) and (insert pre-assessment here) I chose to.....</i></p> <p>Refer to the <i>Developmentally Appropriate Practice</i> book to explain why.</p>	
<p><b>Learning goals/objectives:</b> What do you want children to know and/or do as a result of today’s lesson? Do not attempt to change the world here. Remember this is just for one learning experience. Use Bloom’s taxonomy when writing your objectives.</p> <ul style="list-style-type: none"><li>• You MUST use <a href="#">Bloom’s Taxonomy</a></li><li>• <a href="#">Depth of Knowledge</a> can be a used as a resource.</li><li>• Write 1 or 2 objectives. Do not write more than 2.</li><li>• Be aware that what you declare as an objective MUST be measured/evaluated.</li><li>• Include via, by, through... then state how these will be accomplished.</li></ul> <p><i>Example: “The Learner Will (TLW) identify key details in a text via shared reading, shared writing, and discussion.”</i></p>	
<p><b>Standards:</b> Which <a href="#">Early Learning Developmental Standards (TN-ELDS)</a> or <a href="#">Head Start Early Learning Outcomes Framework: Ages Birth to Five</a> or <a href="#">Tennessee Academic Standards K-3rd</a> will you address?</p> <ul style="list-style-type: none"><li>• Use 1 or 2 current standards—no more than 2.</li><li>• These must be written here exactly as they are in the standards.</li></ul>	

- Always include the letter/number prefix.
- You can have standards from more than one content area- For Example: one ELA and one Science
- Note that you need to underline your language/vocabulary words.

**Materials/equipment needed:** What supplies, materials, and equipment will you need? If you will need a book or a video, remember to cite the reference.

- Make a list of printed materials (posters, anchor charts, handouts, etc.), general materials (glue, colored paper, wipe-off boards, etc.), and technology (SMART boards, websites, videos, etc.).
- Describe how these materials and resources add value, depth, and extend students' learning.

**Procedures (numbered steps for the implementation of the lesson plan):**

**1. Set/motivator:** How are you going to “hook” the students to your lesson? How will you set the mood for what is going to happen next? You may also need to make connections to prior learning or their related experience. Remember to make meaningful connections.

Ideas for set/motivator:

- Use visuals (photos, books, drawings) related to topic/concept
- Use props
- Use technology resources (photos, stories, songs/movement)
- Make reference to prior lesson or learning.
- Include some vocabulary related to the lesson. Consider having terms in print at this stage.

The set/motivator must be clearly linked to the objective(s).

Be sure to include ACTIVE student engagement.

**2. Instructional Steps:** These should be detailed so another person would be able to teach your lesson the way you intend it to be implemented.

- This is the BIGGEST part of the lesson plan.
- Where is this appearing in the sequence of instruction? Is this a lesson on a new topic? Is it a review?
- This must be step-by-step instructions, utilizing a variety of teaching strategies (i.e. teacher modeling, turn and talks, etc.)
- Bullet or number these.
- This is the “recipe” for instruction.
- Provide questioning examples and vocabulary instruction.
- Indicate where you are applying and using formative assessments in this lesson (summarized from assessment section below).

**3. Closure:** This is an important component of instruction, your final check-in. This is

your opportunity to be sure that children have learned what was intended. Let the children restate their learning or act it out, etc. You may also give out information that may lead them to anticipate about what is going to happen next (the following day or lesson). This is a good time to refer to your objective(s). This may include what learning is next. *“What did we learn today about rocks?” (responses) “Yes, we did discuss characteristics of different types of rocks. Can you remember any of these? (Responses). “Tomorrow we will look at rocks that formed from a volcano!”*

This is a time to have learners restate or reuse the learning.

Examples of instructional strategies for closing the lesson:

- Journals
- Think-pair-share
- Acting
- Restating
- Completing the “L” of the KWL
- Adding to the concept map
- Other

*Assessment:* How will you assess if the students met the objectives you identified for the lesson? Be specific. Include a formative assessment plan, as well as an end-of-the-lesson checkpoint.

*Briefly restate the learning objective. What are students doing to meet the learning objective?*

**Informal Formative Assessments:** How will you monitor student progress towards lesson objectives as you are teaching (i.e., formative, informal, and/or formal assessments)?

**Informal formative assessments:**

- Help you form the instruction. This is done throughout the instruction. *Example. Thumbs-up/sideways/down, anecdotal notes/jottings, checklists, evaluating responses, or evaluating work in progress.*
- It must be clearly and explicitly aligned to the objective(s).
- This is a time to be guided by the learner’s responses to instruction. Be sure to provide time for child initiated/child led conversation and questions.
- Meaningful feedback (not just praise, good job, kiss your brain). It must be provided specific to the learning objective.
- This should be evident in the instruction portion of the lesson plan. How and when are you gathering this formative information?

**Summative Assessment:** What final evidence will you collect to document student learning/mastery of lesson objective(s)?

- This is how we determine the degree to which our learners have met our objective(s) for this lesson.
- This is clearly and explicitly aligned to the objective(s).

- When selecting assessments, consider the use of technology (iPad, camera, video/audio recording).

Examples of summative assessment:

- Documentation of the learning (for example - work samples) that can be included in a developmental portfolio
- Checklist
- Rubric
- Photographs
- Journal notes or drawings
- Other artifacts from the child's work

**Reference(s):** Use [APA 7<sup>th</sup> edition](#) to list every reference you used in your lesson.