

## **Guidelines for the Childhood/Early Childhood Department Lesson Plan**

These guidelines are written to help SUNY Cortland teaching candidates especially Early Childhood majors complete the Childhood/Early Childhood Department Lesson Plan that was adopted by the faculty on 3/22/06.

Please note all guidelines are written in **blue**. Lesson Plan components are in **black**.

You may have used a different lesson plan format in another college, school, or program. You may be asked to use a different lesson plan format when you are a teacher. You will find that all lesson plans have similar requirements even if the format looks different.

A lesson plan is a written description for teaching. It is an organizational tool. It helps a teacher to think through and write out how and what he or she will teach. As the teacher, you must be clear about what you want the child to learn, how the child can demonstrate the learning, how you will assess the learning, what you do, what the child does and the materials you need. Lesson plans are written for teaching one child, a small or a large group of children.

Most frequently, a lesson plan is just one lesson in a unit of study. When you plan a unit of study in our majors, it will be an integrated thematic unit plan (ITUP). Instructions for writing an ITUP will be provided in the class where you are required to write an ITUP.

### **Some Basic Advice**

A lesson plan should be written clearly and thoroughly enough so that someone who reads your plan should be able to follow it and teach the children.

Instructors, supervisors and cooperating or host teachers have specific areas they emphasize in lesson plans. Be sure you follow the advice of the person who is reviewing your lesson plan.

When student teaching and for some practicum placements, you will need to type the lesson plan. It does make it much easier to read and follow. Only submit a handwritten lesson plan if it is allowed. Be sure your handwriting is legible.

Some areas of the lesson plan may be left blank if you are not teaching a specific group or class. Leave areas blanks only if it is allowed.

Write you name at the top of the Lesson Plan even though there is no designated place for it.

Name of Teaching Candidate\_\_\_\_\_

## **Childhood/Early Childhood Department Lesson Plan**

**Date of Lesson** \_\_\_\_\_ **Time** \_\_\_\_\_ **Length of lesson** \_\_\_\_\_

The date is the actual date you intend to teach the lesson.

The time is the actual time you intend to teach the lesson. Indicate from and to.

The date and time may be left blank if you are not teaching the lesson to a specific class.

The length of lesson is how long the lesson will take to teach. This is an estimate but it is most likely anywhere from 15 minutes to an hour. Take into consideration the age of the children when you are planning the time.

**Curriculum Area** \_\_\_\_\_ **Content Area:** \_\_\_\_\_

The Curriculum Area should match the NYS Learning Standards or a specific learning discipline such as literacy, mathematics, social studies, science, art, music, physical education or health. For early childhood, a curriculum area could be the NYS Learning Standards, a specific learning discipline or a learning domain i.e. physical including fine and gross motor, social-emotional, speech and language, cognitive, etc. Very often these learning domains in early childhood are referred to as SPLICE (Social, Physical, Language, Intellectual, Creative and Emotional). There can be more than one curriculum area listed which is often true in early childhood because the curriculum is integrated.

The Content Area is one part of the Curriculum Area that is the focus for the lesson plan. An example of a Curriculum Area is Mathematics. The Content Area is Addition.

**Title of Lesson (identify concepts taught)** \_\_\_\_\_

When giving a title to your lesson, include the main concept in the title. An example is Adding One to a Number.

**Age/Grade level** \_\_\_\_\_

An example of age would be three year olds. An example of grade level is Pre K or Kindergarten or Grade 1. Provide either age or grade level.

*Differentiation of activity is to be provided throughout the lesson plan to ensure that children's individual learning needs are met.*

There are many definitions of differentiation. Essentially it means adjusting all aspects of your lesson planning to meet the needs of children including but not necessarily limited to their abilities, learning styles, and interests. You must consider the IFSP or IEP of children with documented disabilities. You must also consider the needs of children who are gifted or talented. In order to differentiate you must know the children. Sometimes an instructor will give you "child examples" and ask you to differentiate based on the description of the "child example." Other instructors may ask you to make up a child and differentiate for them. Other instructors will not require you to differentiate unless you know the children you will be teaching the lesson to.

An area that is not included in the department lesson plan is **Pre-Requisites**. What skills do the children need to succeed with the lesson? You do not need to list all skills or everything that they need to know or be able to do but do list what is essential for the child to have as a prerequisite. For example, if a child needs to cut out pictures from a magazine, he or she must be able to use scissors to cut the pictures. Some children may have the skill but not others so you will need to differentiate for those who cannot use scissors to cut or need an adaptation. If there are Pre-Requisites needed in your lesson plan, list them before the Learning Objectives or use the chart below when you are differentiating for specific children.

To indicate differentiation for specific children, some instructors require the use of the following chart. The chart helps you differentiate your lesson by identifying children who have particular learning needs, the learning domain in which their need exists, the teaching strategies you will use to meet each child's needs and if necessary, the teaching staff members you will assign to support children. The chart includes examples.

Child (Initials)	Learning Need (SPLICE)	Teaching Strategy	Teaching Staff
MC	Social	Pair with a partner	Mr. Boyce, aide
SJ	Physical – fine motor	Provide left handed scissors	Ms. Martinez, assistant teacher

In the department lesson plan, there is no area where you indicate what you want children to know (key concepts, facts, information, vocabulary) or to understand (principles, generalizations, ideas). These areas are part of a Unit Plan but should be indicated specifically for the lesson plan by either taking them from the Unit Plan or writing them for the lesson plan if it is not part of a Unit Plan. Include the **Content Knowledge** that you want children to know or what you plan to teach them before you write the learning objectives. For **Vocabulary**, write the definitions at the level the children will understand them. Establish the goal for the lesson.

### 1. Learning Objectives

Objectives must be measurable. The assessment and the objectives are connected. You have to be able to observe what the child does so that you can make an inference about the child's learning. There must be an objective for each curriculum area. A good strategy to ensure that you are writing objectives and addressing all curriculum areas is to write the curriculum area(s) in parenthesis after the objective.

Describe what the child will do that demonstrates learning. Refer to the verbs from Bloom's Taxonomy in writing the objectives. Aim to use higher order verbs. You can write the objective in terms of what one child will do or what the children will do. If you use the word child, it may focus your attention on assessing each child and not a group of

children. Use one behavioral verb in each objective. Your objectives must relate to your content area.

Example of objectives with curriculum area (Curriculum areas can be learning disciplines, learning domains or NYS Standards areas. Use what you have indicated for the curriculum area(s).

The child will draw a picture to represent his or her family. (Art, Social Studies)

The child will explain how his or her family is similar to the families of other children in the classroom. (English Language Arts, Social Studies)

The child will describe how physical surroundings affect the way people live. (Social Studies or more specifically Geography)

The child will dramatize the job of a firefighter. (Creative Arts, Social Studies)

The child will predict what will be the number if one item is added to a number. (Mathematics)

The child will work in a group to create a solution to the class problem of sharing materials (Social-Emotional)

## **2. Assessment**

(a) Learning outcomes of previous lesson related to this topic:

You complete this only if you had a previous lesson related to the same topic. The prior lesson may give you the pre-requisite skills and the knowledge that is needed for this lesson.

(b) Focus of assessment in this lesson (related to objectives)

This is the area in the objective that you are focusing your assessment on. For example, the child's drawing of his or her family.

(c) Method of assessment used in this lesson (example attached)

Assessment is what the teacher does to determine how each child accomplished each of the objectives. Sometimes teachers ask a child to self assess and this information can be used by the teacher to determine the extent to which the child attained the objective.

What methods will you use to make an inference about what the child learned? You can use observational methods such as running records and anecdotal records. Remember you must assess each child. You may not be able to do a running record or anecdotal on each child while you are also involved in carrying out all aspects of the lesson.

You might use a rating scale or a checklist but these lists will need to be prepared in advance. A rubric is a type of rating scale. You could design a rubric to assess a child's work. Quizzes or tests are other ways to assess but are more traditional.

Depending on what you use, you must attach the assessment tool such as rating scales, rubrics, and quizzes to the lesson plan.

(d) Differentiation (of expected outcomes)

This refers to the differentiation you use for assessing the learning outcomes for individual children you identify who need differentiation.

### **3. New York State Learning Standards**

The NYS Learning Standards can be found on the Internet. Many instructors include these sites as resources on elearning. There should be congruence between the Curriculum Area and the NYS State Learning Standards. Your instructor will advise you on how to indicate the NYS Learning Standards. Some instructors may require the area and the number for example, Arts; 1, 3. Others instructors may require more detail. The NYS Learning Standards may not be appropriate for young children.

### **4. Materials**

Include all materials and/or equipment you need to carry out the lesson. This includes what the teacher needs and what the child needs. Do not include what you will not use.

### **5. Lesson Process**

#### **(a) Introduction** (approximate time) /Links to prior knowledge

How will you introduce the activity so that it gets the children's attention and makes them excited about learning or doing the activities you have planned? If appropriate, make links to prior lessons or knowledge.

The introduction is sometimes called the anticipatory set. It is a short activity that focuses the child's attention before the actual lesson is done. You should begin to gather a repertoire of ways to introduce a lesson. You might use a surprise box or a puppet or a new book that you will read. You could have a question posted for children to think about or solve. You can use the anticipatory set as you transition to the activity. Be creative but there must be a connection to the lesson. It must be relevant.

Include the approximate time you expect it will take to do this part of the lesson.

#### **(b) Learning procedures relating to objectives** (approximate times)

Be sure that the activities are connected to accomplishing the objectives. Don't do activities that are just meant to keep children busy. In general, worksheets are not activities. In some cases they can be used for assessment or recording but they should be used sparingly. Coloring should not be considered Art. At best it is a fine motor activity (keeping between the lines using a pencil or crayon). Instead of coloring sheets, give children paper on which to draw and color as they see appropriate. The drawing must be related to the lesson content etc.

A good rule for projects that require teacher preparation is that the teacher should not have to prepare more than two aspects for the lesson. For example, if you want children to create something, the teacher should not have to cut out all of the parts.

Remember to use different ways to teach. You do not need to teach the whole group of children at the same time. You can begin with a class meeting and move to small groups or to learning centers with only one center having the activity. Think about how you will model without stifling creativity, provide guidance, check for understanding and have independent practice.

Be specific on what you do as part of the procedure and what the child does. Prepare and write questions that will require critical thinking.

Think about and plan some alternate strategies. Sometimes you have to make changes as you are teaching if what you have planned does not work. Thinking about this beforehand can help you.

Some instructors prefer that you write detailed procedures. Others recommend bulleted steps.

Include the approximate time you expect it will take to do this part of the lesson. If appropriate, list times for different parts of the procedures.

**(c) Conclusion** (approximate time)/Checking for understanding

How will you bring closure to the lesson? One idea is you can end with a class meeting where you have children show what they have learned. In this way you can check for understanding. Be cautious about assuming that all children have learned or understand when you have only asked or observed a group.

Include the approximate time you expect it will take to do this part of the lesson.

**6. “If time”/ extensions**

Sometimes activities do not take as long as you expect or your activity is not sufficient for fully teaching what you want to teach. What other things can you do to extend or reinforce what you want to teach?

For older children, this is a good place to include follow up activities or projects that can be done independently or as homework. It could also include ideas for the next lesson plan(s).

**7. References** (sources used in creating lesson plan)

If you take lesson plans from written sources without crediting the source, it is considered plagiarism. Be sure to give credit to any written source you have used. You should also give credit to people who may have helped you create the lesson plan.

Include any sources you used for your content or for information for the children to use for learning more about the topic.

If you used any books, videotapes, DVDs, or CDs etc. with the children, provide full information.

Complete the Lesson Plan Reflection on the following page only if you teach the lesson.

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Lesson Plan Reflection**

*Reflect on each lesson you teach on the same day that you teach it.*

1. Were the learning objectives met? What evidence do you have for this?
2. How did the children respond to the activity?
3. What would you do differently next time?
4. What do the children need to do/learn next?
5. What do you need to plan for the next activity?
6. Describe your professional development concerning: children's learning, your planning; your teaching; use of resources; classroom management; and, assessment.
7. Teaching targets for next lesson:

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