

EDU 331 Lesson Plan Walk Through

Read my comments on each section thoroughly

EARLY CHILDHOOD LEARNING SEQUENCE

Early Childhood Lesson Plan

Administrative Details	
Title of Lesson:	
Candidate:	Date of Lesson:
Host Teacher:	Approx. Length (min):
Grade level/Age:	Anticipated # of Children:

1

FOUNDATIONAL ELEMENTS OF LESSON
Objectives/Learning Outcomes: 1.
Academic Standards¹: 1.

2

Remember to use formula for writing SMART objectives

Every objective should have **1 best fit standard aligned to it** – e.g., if you have 3 objectives, then you should have 3 best-fit standards (1 for each objective)

Introduction to the ECLS Lesson Plan 1

DOCUMENTATION PLAN

List all planned assessments AND the data to be collected and analyzed

Formal Assessments (*either formative or summative*)

Informal Assessments

3

Detail all forms of formal assessment, either formative or summative - What assessment will you be collecting for each objective?

Detail all forms of informal assessment – what forms of assessment will you be capturing to enhance your teaching? This could be host teacher observation, personal reflection, or instructor feedback

Introduction to the ECLS Lesson Plan 2

CONCEPT PLANNING/SCAFFOLDING

Description of the Lesson Content/Concepts

-

Description of the activity in **2-3 sentences**.
Include major concepts, content areas, and/or
topics being conveyed.

Background Knowledge Required

-

Provide descriptive, brief sentences for
each unique form of background
knowledge required

Instructional Sequencing

-

In **2-5 bullet points**, outline the sequence of major events in your
lesson (i.e., events are major steps or movements to an from
classroom areas)

4

Introduction to the ECLS Lesson Plan 3

Targeted Vocabulary Words²

Include at least 2 targeted vocabulary words & child-friendly definitions you will be focusing on in your lesson

5

Teacher Materials/Resources

•

List the materials/resources you will use in the lesson (e.g., books, images, etc.)

Student Materials/Resources

•

List the materials/resources the children will use in the lesson (e.g., instruments, crayons, paper, glue, etc.)

6

Introduction to the ECLS Lesson Plan 4

LEARNING ACTIVITIES		
Introduction/Opening /Anticipatory Set	<p>The <i>Intro/Opening</i> should be written in numbered format and introduces the activity to elicit interest</p>	7
Body <i>*Activities must integrate multi-modal learning³, play, and developmentally appropriate practices</i>	<p>The <i>Body</i> should be written in numbered format with concise, descriptive statements outlining the entire planned activity</p>	8
Conclusion	<p>The <i>Conclusion</i> should be written in numbered format and describes how the activity will end.</p>	9

Introduction to the ECLS Lesson Plan 5

Differentiation Plan for Children⁴

All children listed on your Context for Learning Form should be considered here – have a plan for how to accommodate

10

Intentional Communication & Possible Open-Ended Questioning

Remembering

-

Understanding

-

Applying

-

Analyzing

-

Evaluating

-

Creating

Plan for intentional communication and **create at least 1 question or discussion extender** for each level of Bloom's thinking skills that relates to your lesson (note: these should be written as questions, not "student will be able to..." statements)

11

FINAL NOTES

Next Steps

Identify **at least 1 activity** that could follow your activity – make sure the two activities connect clearly

12

References/Resources Used

13

Notes to Self

This space **can be left blank** – it is for you to write in notes the day you teach the lesson.

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