**Early Childhood Instructional Lesson Planning Template**

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| **Basic Information:**  Grade Level:  Content Area:  Lesson Time:  Lesson Date:  Location in Classroom: |  |
| **Learning Objectives & Standards:**  List clear, measurable/observable objective(s) that apply to the lesson you are teaching. There must be a clear connection between the objective(s), the standard(s) and the assessment**.**  List the standards which apply to the lesson you are teaching. These standards should also be aligned with your objectives and assessment. |  |
| **Connection to Theory:**  Discuss the theory and/or theorist that inform the basis for your lesson.  Ensure relevant research is evident in instruction. Explain why the lesson is appropriate for students. |  |
| **Prior Knowledge:**  List what the students already know about concepts and/or skills directly connected to the lesson. Make a connection to what has been previously taught in this area. Consider students' funds of knowledge. |  |
| **Classroom Learning Environment & Guidance and Routines:**  Describe how the room is organized to facilitate learning and child agency.  Explain how you will organize your classroom so that students achieve the objective(s) (whole class, small groups, individual, team learning, learning centers, individual centers, group projects).  List procedures related to transitions and handling materials.    Describe how you will support positive social interactions through modeling, clear expectations, classroom environment, and routines, etc. |  |
| **Instructional Procedures/Process(es):**  Consider which teaching method(s) will most likely bring about the desired understanding and/or skill development.  One way to organize your instructional procedures is:   1. Anticipatory Set 2. Explain the purpose/objective/goal of the activity to the students, connecting to prior knowledge and experiences. 3. Instructional Input- share information with students 4. Model activity/skill 5. Check for understanding 6. Guided practice 7. Independent Practice (this is where assessment typically takes place)   Lesson Closure-end activity and review what was learned  Early and Late Finishers-What activities or procedures do you have planned for these students? What will the early finishers do while the rest of the class is still working? |  |
| **Materials/Resources:**  List materials required for the activity.  Technology Integration (if applicable)**:**  In what way(s) will you use technology to enhance student engagement and support learning objectives?  Examples: GoPro, iPads, cameras, ramps, pathways, rulers. |  |
| **Inclusion:**  Consider the needs of your students, including students with IEPs, IFSPs, or 504 Plans.  How will you differentiate your instruction based on the needs of students?  List the accommodations/modifications you will make for students.    How will you take into account Universal Design for Learning? |  |
| **Multicultural and Developmentally Effective Approaches**  Describe how the plan is culturally and linguistically sustaining regarding students’ experiences, linguistic repertoire, and/or community funds of knowledge.  Explain how the activity and interactions are designed to honor all students’ languages, abilities, gender identities, and cultural knowledges. |  |
| **Assessment of Students' Performance:**  Describe how you know students have met the objectives including procedures, tools, and/or instruments to determine if your students met the learning objective(s)?  Assessment must be directly aligned with the objectives and standards.  Attach artifacts/evidence (e.g., rubric, exit ticket, picture, product, data chart) of your assessment methods. |  |

**Post Lesson Reflection**

As part of becoming an early childhood professional you must continually reflect on your teaching, practices, and planning skills.

Address each of the following in your post reflection:

* What were the strengths of your lesson? What worked well?
* What were the weaknesses of your lesson? What did not work?
* Was the implementation of the lesson effective on student learning? Why or why not?
* How did the students perform? Did they meet expectations?
* How would you reteach this information to those students who did not master the material from your first lesson?
* How would you improve your future teaching based on what you learned about yourself during this lesson?
* Address how the lesson was multicultural/anti-bias?