* **Early Childhood Instructional Planning Template**

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| **Basic Information:** Grade Level: Content Area: Lesson Time: Lesson Date: Location in Classroom:  |  |
| **Summary of the Children’s Characteristics & Needs:** * Developmental Levels of Students
* Learning Styles/Multiple Intelligences
* English Language Learners

***Do not include any children’s names in your lesson plan.*** |  |
| **Accommodations:** List the accommodations you will make for students.  |  |
| **Connection to Theory:** Discuss what theory and/or theorist forms the basis for your lesson.  |  |
| **Guidance Routines & Learning Environment:** Provide information about the classroom management plan and routines. List the management and transition procedures.  |  |
| **Standards:** List the standards which apply to the lesson you are teaching. These standards should also be aligned with your assessment. |  |
| **Learning Objectives**List clear and appropriate objectives. There must be a clear connection between the objective, the standard(s) and assessment.  |  |
| **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.  |  |
| **Materials and Resources:**A bulleted list of all the materials used for the lesson. |  |
| **Instructional Procedures:** * Anticipatory Set-Explain the purpose/objective of the lesson to the students.
* Specific Steps of Lesson First… Next …
* Lesson Closure-How will end the lesson? How will you communicate to students what they have learned from the lesson?
* 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?
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| **Assessment:** The assessment must be directly aligned with the objectives and standards. The assessment should be attached  |  |
| **Multicultural & Developmentally Effective Approaches:** Plan includes multicultural anti-bias educational aims and approaches |  |