* **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? |  |
| **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 |  |