IECE Lesson Plan F13

by COE Admin

Lesson Plan

Teaching and Learning Context

Name:	Date:	Age/Grade Level:
# of Children:	# of Children with IEP/IFSP's:	# of Children who are LEP (ELL):
Content Area:	Unit Title (if taught as part of unit):	
Lesson Title:		

Lesson Alignment to the Unit and Characteristics of Children

- If lesson is taught as part of a unit, identify essential questions and unit objectives addressed by this lesson.

- Describe how you will pre-assess or assess children's prior knowledge or the focus of previous teaching or learning. Describe how you will trigger prior knowledge.

- Describe how the instructional planning for this lesson addresses the unique characteristics of the children in the classroom. Describe the characteristics of children that will require differentiated instruction to meet their diverse needs. Diverse needs may include differences in culture, language, learning styles, developmental levels and achievement levels.

Learning Objectives/Learning Targets and Instructional and Differentiated Strategies and Activities

State what children will demonstrate as a result of this lesson. Learning objectives should be child-center, observable and measurable and should state what children will know as a result of this lesson. Learning targets are child friendly language of the objectives for the lesson.

Learning Objectives:

1. Objective:

Learning Target:

2. Objective:

Learning Target:

3. Objective:

Learning Target:

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Learning Objectives, Assessments and Instructional Strategies/Activities

Learning Objectives and Learning Targets	Assessment	Instructional Strategies/Activities
Objective: Learning Target:	Assessment Description: Assessment Accommodation Plan:	Strategies/Activities: Differentiated Strategies/Activities: Accommodations/Adaptations: Media/Technology Resources:

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A assessment accommodation plan may be required due to special needs and characteristics of the children in the classroom.

Describe the sequence of strategies and activities you will use to engage children and accomplish your objectives. Within this sequence, describe how the differentiated strategies will meet individual child needs and diverse learners.

IEP Goals or IFSP Outcomes Embedded into the Lesson

If a child has an IFSP (infant or toddler) or IEP (preschool or kindergarten child) , embed the IFSP Outcome(s) or IEP Goals into the lesson as appropriate.

Example

1. Child A will match pairs of objects in one to one correspondence.

2. Child B will correctly count objects to 10

English Language Learners (ELL) Outcomes

Connections to State Curriculum Standards

Connect lesson objectives to appropriate state curriculum documents. Kentucky Early Childhood Standards (for infant, toddler or preschool), Kentucky Curriculum Documents (for Kindergarten). **Students may also make connections to curriculum assessment outcomes (For example, Teaching Strategies GOLD in infant, toddler or preschool settings).**

Click here to see the Kentucky Early Childhood Standards (Birth-4yrs)

Click here to see the KY Curriculum Documents http://kate.murraystate.edu/resources/pdresource/49/

Procedures

Describe the sequence of strategies and activities you will use to engage children and accomplish the learning objectives. Describe how the differentiated strategies will meet individual child needs and diverse learners. Use this section to identify the who, what, when and where of the instructional strategies and activities.

Opening

Review of prior knowledge (state what was learned prior to this lesson)

State what you want children to learn (lesson objectives). State how you will communicate child friendly learning targets. State how you plan to engage and motivate children during this lesson.

Middle

Describe strategies and activities used to engage children and to accomplish learning objectives. Describe differentiated strategies that will meet to meet individual child needs and the diverse learners in the classroom.

Identify co-teaching strategies if used (one teach, one assist; one teach, one observe; station teaching; parallel teaching; supplemental teaching; alternative (differentiated) teaching, team teaching).

Closing

State how you will review what was learned/taught during the lesson and introduce what will occur in the next lesson.

Lesson Analysis and Reflection

To ensure that the lesson analysis and reflection inform planning and instruction, complete the lesson analysis and reflection no later than two days after the lesson was taught.

1. Explain how the planning, implementation, and assessment of the lesson led to child and/or family progress toward the planned learning objectives.

2.

a) What does this analysis tell you about teaching and learning in this setting?

b) What does this analysis tell you about the success of the strategies you used? Describe how you differentiated instruction.

c) Reflect on co-teaching strategies, if any were used.

d) How did the assessment methods selected provide information to assess teaching and learning?

e) What patterns and trends of child learning can inform your ongoing planning and instruction?

f) How will you involve families to address child learning targets?

3. Describe how you have reported or plan to communicate learning results to children and families.

Domain 1 Planning & Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities	Domain 5 Student Growth
A. Demonstrating Knowledge of Content and Pedagogy i. Knowledge of Content and the Structure of the Discipline ii. Knowledge of Prerequisite Relationships iii. Knowledge of Content-Related Pedagogy B. Demonstrating Knowledge of Students i. Knowledge of Child and Adolescent Development ii. Knowledge of the Learning Process iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency iv. Knowledge of Students' Interests and Cultural Heritage v. Knowledge of Students' Special Needs C. Selecting Instructional Outcomes i. Value, Sequence, and Alignment ii. Clarity iii. Balance iv. Suitability for Diverse Learners D. Demonstrating Knowledge of Resources i. Resources for Classroom Use ii. Resources to Extend Content Knowledge and Pedagogy iii. Resources for Students E. Designing Coherent Instruction i. Learning Activities ii. Instructional Materials and Resources iii. Instructional Groups iv. Lesson and Unit Structure F. Designing Student Assessment i. Congruence with Instructional Outcomes ii. Criteria and Standards iii. Design of Formative Assessments iv. Use for Planning	A. Creating an Environment of Respect and Rapport i. Teacher Interaction with Students ii. Student Interactions with One Another B. Establishing a Culture for Learning i. Importance of the Content ii. Expectations for Learning and Achievement iii. Student Pride in Work C. Managing Classroom Procedures i. Management of Instructional Groups ii. Management of Transitions iii. Management of Materials and Supplies iv. Performance of Non-Instructional Duties v. Supervision of Volunteers and Paraprofessionals D. Managing Student Behavior i. Expectations ii. Monitoring of Student Behavior iii. Response to Student Misbehavior E. Organizing Physical Space i. Safety and Accessibility ii. Arrangement of Furniture and Use of Physical Resources	A. Communicating with Students i. Expectations for Learning ii. Directions and Procedures iii. Explanation of Content iv. Use of Oral and Written Language B. Using Questioning and Discussion Techniques i. Quality of Questions ii. Discussion Techniques iii. Student Participation C. Engaging Students in Learning i. Activities and Assignments ii. Grouping of Students iii. Instructional Materials and Resources iv. Structure and Pacing D. Using Assessment in Instruction i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students iv. Student Self-Assessment and Monitoring of Progress E. Demonstrating Flexibility and Responsiveness i. Lesson Adjustment ii. Response to Students iii. Persistence	A. Reflecting on Teaching i. Accuracy ii. Use in Future Teaching B. Maintaining Accurate Records i. Student Completion of Assignments ii. Student Progress in Learning iii. Non-Instructional Records C. Communicating with Families i. Information About the Instructional Program ii. Information About Individual Students iii. Engagement of Families in the Instructional Program D. Participating in a Professional Community i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry iii. Service to the School iv. Participation in School and District Projects E. Growing and Developing Professionally i. Enhancement of Content Knowledge and Pedagogical Skill ii. Receptivity to Feedback from Colleagues iii. Service to the Profession F. Demonstrating Professionalism i. Integrity and Ethical Conduct ii. Service to Students iii. Advocacy iv. Decision Making v. Compliance with School and District Regulations	A. Student Growth i. Student Growth Goal Setting Results ii. Rigorous Student Growth Goals iii. Student Growth Goal Setting Process iv. Student Growth Percentiles

SOURCEBOOK PAGES TO REVIEW

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