

This example focuses intensely upon students’ academic knowledge and performance, but shows **no diagnostic processes or consideration for students’ learning or developmental needs.**

### Short Lesson Plan Directions

**Intern Name:**

**Subject:**

**Date:**

**Number of Students:**

**Grade Level/Course Name:**

**Time:**

<b>Planning</b>	<p><b>LEARNING TARGETS:</b>  <b>Common Core and/or State EALRs:</b> Identify which common core or state EALR standards will be addressed.  <b>Learning Objectives:</b> Clearly state in specific &amp; measurable terms what you expect students to <b>know and be able to do</b> as a result of this lesson.  <b>Student Friendly Learning Objectives:</b> State the learning objectives in student-friendly language.</p>
	<p><b>FORMAL ACADEMIC ASSESSMENT</b>  1. Identify prior academic learning and prerequisite skills.  2. Identify or design your preassessment (if needed) for the prior academic learning and prerequisite skills. (Attach a copy.)  3. Identify or design your assessment for the behavioral objectives identified above. (Attach a copy.)  4. Identify the evaluation criteria for you and/or your students will use to determine whether the objectives are mastered.</p> <p><b>FORMAL STUDENT SELF-ASSESSMENT:</b>  Design a tool for students to complete that includes:  a) How students will show that they know the learning targets and how to meet them;  b) How students will monitor their progress toward meeting the learning targets;  c) How students will access additional resources or support when needed to meet the learning targets.</p>
<b>Opening</b>	<p><b>Introduction:</b>  1. Script the hook you will use to pique your students’ interest.  2. Script what the teacher and students will say to make clear <i>what</i> students will learn and be able to do, including stating the <i>importance</i> of the learning.  3. Script your behavioral expectations.  <b>Review:</b> Identify how you will link students’ prior academic learning to the new learning.  <b>Academic Vocabulary:</b> List and define (in student-friendly language) the academic vocabulary that will be used in the lesson.</p>
<b>Lesson Body</b>	<p><b>Teaching Strategies:</b> Outline the sequence of <i>learning tasks</i> designed to engage students in the lesson.</p> <p><b>1. Develop</b> students’ understanding by explicitly modeling, explaining, or demonstrating concepts and linking prior academic learning to new instruction.  Informal Assessment:</p> <p><b>2. Practice</b> with appropriate scaffolding (i.e. guided practice) that supports students in building or deepening understanding of concepts. (Attach a copy of the practice examples.)  Informal Assessment:</p> <p><b>3. Apply</b> skills and knowledge independently.  Informal AND Formal Assessment:</p>
<b>Closure</b>	<p><b>Student Self-Assessment:</b>  Identify how you and your students will complete the assessment.</p> <p><b>Lesson Summary:</b>  1. Script how you will wrap up the lesson and how your students will communicate their understanding of the target and its importance.  2. Script how you will connect today’s learning with past learning and tomorrow’s target.  3. Script how you will provide behavioral and academic feedback.  4. Make plans for what you will do if the class or some students finish the lesson early.</p>
<b>Analyzing Student Learning</b>	<p><b>AFTER THE LESSON</b></p> <p><b>1. Formal Assessment Results:</b> Illustrate whole class results in a graphic form (table or chart).  <b>2. Type of Feedback:</b> Provide specific examples of the feedback (strengths and weaknesses) that was provided to your students (verbally or in writing).  <b>3. Focus Students:</b> Describe how you will support three focus students to apply the feedback that you provided.</p>

The following sample format allows for individual differences relative to development and learning needs, but there is **no diagnostic process** whereby students are actually measured for those characteristics within or prior to instruction.

### Sample Early Childhood Lesson Plan Format

**Name:**

**Section:**

**Title of Project:**

**Title of Lesson:**

**Ages of Children:**

**Group Size:**

**Content Knowledge:**

**Rationale:**

**Project Progress:**

**Additional Information:**

- **Source of Knowledge:**
- **Parent Involvement:**
- **Anti-bias considerations**
- **Subject Areas Integrated:**

**Goals:**

1. Children will understand the terms “sink” and “float.”

Objective 1

2. Children will understand spatial concepts and that objects have different attributes.

Objectives 2 and 3

3. Children will create and test hypothesis.

Objectives 4, 5, 6, 7, 8 and 9

Objective/Outcome	Formative Assessment	Early Learning Standards	NAEYC Standard (Number & Standard)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

Procedures	Content Knowledge	Sensorimotor, Representational & Symbolic Levels		
Lesson Beginning: Introductory Review				
Lesson Beginning: Motivation				
Procedures	Content Knowledge	Sensorimotor Level	Representational Level	Symbolic Level
Lesson Development: Presentation of Content				
Lesson Development: Student Involvement				
Procedures	Content Knowledge	Sensorimotor Level	Representational Level	Symbolic Level
Lesson				