**General Lesson Plan Template for ECE and ECSE**

 **[Note: All words and phrases in RED can be found in the EdTPA Glossary]**

**Teacher:**

**Grade Level:**

**Number of Students/Children:**

**Instructional Location:**

**Date:**

**Part 1**

**Learning Objectives**

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| **Focus and Standards** |
| **Central Focus of Lesson:****Standard(s) Addressed:** * ***Primary Benchmarks (include number and description)***
* ***Secondary Benchmarks (include number and description)***

**What is your student population?**  |
| **Academic Language Demands** |
| **List Key Vocabulary:*** **Using Language (how do you expect the children to use the language?):**
* **Supporting Language (how will you support the children’s use of the language?):**
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| **Prior Academic Knowledge and Misconceptions** |
| **Prior Academic Learning and Prerequisite Skills:****Misconceptions:**  |

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| **Learning Objectives and Assessment** |
| **What are the learning objectives (instructional outcomes) for this lesson? What will the *children learn, not do.*** | **Assessment, formal or informal: What the children will do to demonstrate attainment of instructional outcome.**  |
| ***For all children:***  |  |
| ***Needs additional support******Needs additional challenge*** |  |
| ***For individual children (with IEPs or 504s, for children who are ELLs , or other types of individual needs)*** |  |
| **Learning Objectives and Assessment** |
| **What are the learning objectives?** *(What will the children learn? What the children will understand,* ***not do****)* | **Assessment: What the children will do to demonstrate attainment of instructional outcome.** *(what the children will do to show they understand)*  | **Description of Assessment:** How will the children show their attainment of the instructional outcome? ***Include how you will collect assessment data*** *(the data should correlate to the evaluation criteria).* | **Evaluation criteria:** Performance indicators or dimensions that are used to assess evidence of student learning. Provide 3 performance levels, one meeting, one for needs additional support, one for needs additional challenge |
| **For all children:** **For individuals children (with IEPs or 504s, for children who are ELLs, or other types of individual needs:** |  |  |  |

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| **Differentiation/Planned Support** |
| **Differentiated/Planned Supports for** (*How are you supporting the diverse needs of the following children?)***:*** ***Needs additional Support***
* ***Needs additional challenge***
* ***For individual children (with IEPs or 504s , for children who are ELLs , or other types of individual needs***
* ***Misconceptions stemming from children’s development and/or experiences***
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| **What reasoning/problem solving/thinking strategies will children use in this lesson? What will the children be *doing in their mind?* Refer to Bloom’s Taxonomy.**  | **How will you support these strategies?** | **How will you support these strategies for children with IEPs, 504s, and children who are ELLs?** |
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| ***Child interactions: How will you structure opportunities for children to work together in partners or in groups? What criteria will you use when forming groups? How will you support social and emotional development in child groups? How will you support social and emotional development for chlidren working independently?***   |

**Part 2**

**Lesson Procedures**

*Do not begin Part 2 until Part 1 is complete.*

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| **Lesson Plan Details:** *Write a detailed outline of your class session including**instructional strategies, learning tasks, key questions, key transitions, child supports, assessment strategies, and conclusion. Your outline should be detailed enough that another teacher could understand them well enough to use them and should present lesson activities chronologically. Include what you will do as a teacher and what your children will be doing during each lesson phase.* ***Note:*** *The italicized statements and scaffolding questions are meant to guide your thinking and planning.*  |
| **Materials:**  |
|
| * *How will you arrange* ***the learning environment*** *environment for* ***this lesson?***
 |
| * *What materials does the teacher need for* ***this lesson?***
 |
| * *What materials do the children need for* ***this lesson?***
 |
| * *What role will other adults in your classroom (co-operating teacher, assistant teacher, parent volunteer, etc) have in the implementation of* ***this lesson?***
 |
| **Features, Planning, and Instructional Strategies:**  |
| *(Circle or highlight all that apply to this lesson)* |
|   |  |  |   |
| **Scaffolding** | **Group Options** | **Behavior Management** | **Assessment**  |
|  Modeling |  Whole class  | Procedures |  Individual Data |
|  Guided practice |  Small groups  | Routine |  Group Data |
|  Independent practice |  Independent  | High Interest |  Oral Expression |
|  Comprehensible input |  | Specific Pos. Reinforcement |  Oral Comprehension |
|  |  | Incentives | Matches Language and Content Objectives |
|   |  | Clear Expectations |   |
|   |  | Extra Personnel | **Integration of Processes** |
| **Application** |  |  | Hands-on (Engaged Bodies) |
|  Hands-on |  |  | Meaningful (Engaged Minds) |
|  Meaningful |  |  | Connected to interests (Engaged hearts)  |
|  Linked to objectives |  |  |  |
|  Promotes engagement |  |  |

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| **Lesson Introduction: *Setting the stage, activate and build background knowledge, introduce and explain****Using prompts to guide your thinking, write your lesson procedure chronologically in the boxes provided. Information for prompts should be embedded into your procedure-copy and paste them next to the part of the procedure that addresses the prompt.* * *How will* ***you set a purpose*** *and help children learn why today’s lesson is important to them as*
* *readers/writers/learners?*
* *How will* ***you pique interest and/or curiosity*** *regarding today’s topic?*
* *How will you* ***access prior knowledge and experiences*** *related to the topic?*
* *How will* ***you introduce and explain*** *this strategy/skill so that children will understand the how and why?*
* *What* ***modes of communication*** *will you use; oral, visual (written, pictures)?*
* *How will you* ***engage*** *children and* ***activate meaning*** *making at the start of the lesson?*
* *How will you* ***assess learning*** *during the lesson introduction?*
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| **Time** | **What are you (and other teachers) doing and saying?** | **What are the children doing and saying?** | **Modifications (Including specific corrective/positive feedback and/or extension)** |
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| **Learning Activities: *Active engagement in meaning making, explicit instruction, practice****,* ***checking for understanding****Using prompts to guide your thinking, write your lesson procedure chronologically in the boxes provided. Information for prompts should be embedded into your procedure-copy and paste them next to the part of the procedure that addresses the prompt.* * *How will your* ***state and reinforce******expectations****?*
* *How will you* ***engage*** *children in active meaning making of key concepts and ideas?*
* *How will you* ***model*** *this strategy/skill for your children (exemplars and/or demonstrations)?*
* *How will you provide opportunities for* ***guided practice****?*
* *What will* ***teachers (all teachers) be doing*** *while children work?*
* *How will children* ***independently practice*** *using the strategy and the skill it targets?*
* *What* ***planned supports*** *will you use for the whole class, individuals, and/or children with specific learning needs?*
* *How will you* ***assess learning*** *during the learning activities?*
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|  | **What are you (and other teachers) doing and saying?** | **What are the children doing and saying?** | **Modifications (Including specific corrective/positive feedback and/or extension)** |
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| **Closure: *Restate teaching point, clarify key points, extend ideas, check for understanding****Using prompts to guide your thinking, write your lesson procedure chronologically in the boxes provided. Information for prompts should be embedded into your procedure-copy and paste them next to the part of the procedure that addresses the prompt.* * *How will you continue to* ***engage children in active meaning*** *making through the conclusion of the lesson?*
* *How will children* ***share or show*** *what they have learned in this lesson?*
* *How will you* ***restate*** *the teaching point and clarify key concepts?*
* *How will you engage children in* ***reflection*** *on how the strategies/skills learned today can be used?*
* *How will you provide opportunities* ***to extend ideas*** *and* ***check for understanding****?*
* *How will you* ***assess learning*** *during the closure?*
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| **Time** | **What are you (and other teachers) doing and saying?** | **What are the children doing and saying?** | **Modifications (Including specific corrective/positive feedback and/or extension)** |
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| **Extension:** * *How could you extend this lesson if time permits?*
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| * *How will you* ***extend to home?***
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| **Theoretical Principles and/or Research-Based Best Practices:** *Why are the learning tasks for this lesson developmentally appropriate for your children?* |
| **NOTE: Attach any relevant handouts, activities, templates, PPT slides, etc. that are referenced and utilized in this lesson.** |

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| **Acknowledgements** |
| **Sources:***If ideas in this lesson were based on work from others, acknowledge your sources here* |

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| **Complete your reflection after implementation of this lesson** |
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