

LESSON PLAN INSTRUCTIONS

1. Using the department approved lesson plan form located outside FA449 or on the CCED Website, write a theme related lesson plan based on developmentally appropriate practice (DAP) for children aged _____ in the assigned curriculum area. Submit lesson plan with rubric attached.

2. Using a broad repertoire of developmentally appropriate teaching/learning approaches and the MA Guidelines for Preschool Learning Experiences select an activity suitable for the age group. Complete the heading including: your name, the children's age group, the date you plan to due the lesson, an estimate of how long the lesson will take, the assigned curriculum area and the name of the activity e.g. poem, story, finger painting, etc. (4c)

MASSASOIT COMMUNITY COLLEGE # _____
CHILD CARE EDUCATION LESSON PLAN

(Numbers in parenthesis correspond with instruction numbers.)

(2.) **6pts. HEADING**

TEACHER: _____ AGE GROUP: _____

DATE: _____

HOW LONG IT WILL TAKE: _____ CURRICULUM AREA: _____

ACTIVITY: _____ (Refer to "Guidelines for Preschool Learning Experiences" for ideas.)

3. Using your knowledge of the MA Preschool Learning Guidelines design at least 4 positive outcomes that are developmentally meaningful and challenging. They should describe the exact quality of change in knowledge, skill, behavior, attitude or value that can be expected from the learner upon completion of the learning experience. The first outcome should be related to the curriculum area. The remaining outcomes should include other areas of development and related strands from the MA Guidelines. Begin each outcome with the word "to" followed with the knowledge, skill, behavior, etc. expected from the learner (learning guideline) and then the word "by" followed with a description of how **children** will implement and achieve the outcome (idea for learning experience). Beside each outcome write the page and guideline number used from the MA Guidelines e.g. To participate actively in discussions by sharing ideas and experiences related to the story (p.7, #2). Outcomes should be developmentally appropriate, reflected in the lesson and used as part of the evaluation. (5c)

(3.) **24pts. OUTCOMES:** ("Curriculum Area" listed above is the first outcome. Incorporate other strands and areas of development from MA Guidelines including guideline page and number.)

- 1.
 - 2.
 - 3.
 - 4.
-

4. Include individual planning for children. Use your understanding of positive relationships and supportive interactions as a foundation. This may be for children with diagnosed special needs or those who need additional support in a particular area of development. In order to uphold ethical standards and maintain professionalism list the initials only of the child(ren), the need for modification(s) and the suggested DAP adaptation(s). The adaptation can include materials, environment or teaching methods. At least one child must be addressed. Insert the initials and adaptations in the lesson plan where applicable. (4a)

(4.)**6pts. INDIVIDUAL PLANNING:** List initials of child(ren); need for modification; suggested DAP adaptation i.e. materials, environment, teaching methods. (Insert in lesson plan where applicable.)

5. List all the materials to be used in the lesson, including the concrete/visual object used in the introduction. Materials used must reflect developmentally appropriate teaching/learning approaches. To involve families in their child's development and learning include a copy of words, lyrics, recipes etc. to be sent home. (4c)

(5.)**9pts. MATERIALS:** (List all materials including those used in the Introduction. Include words, lyrics, recipes, etc. to copy and send home.)

6. Write the procedure to be followed when presenting the lesson.

6.A. Begin with the “**Introduction**” section. Indicate where the activity will begin. Using an effective approach, strategy and tool for early education, choose a concrete, visual or technological object related to the activity but not used in the next section of the procedure (the Development). Explain how you will use this object. Be specific with how you will manipulate the object and the questions you will ask about it. Include a question that relates the object to the child's personal experience. At the end of the introduction create a bridge to the next section with a statement that connects the introduction to the development. If children need to move to a new area for the development include a transition that is related to the theme and moves children individually or in small groups. (4b)

(6.)**PROCEDURE:**

(6.A.)**15pts. INTRODUCTION:** *Where does activity begin?* _____

What is your concrete/visual object(not used in development)? _____

How will you use the concrete/visual object?

What will you say to connect the Introduction to the Development?

Do children need to move to a new area for the development? If yes, what will your transition be?

(OVER)

6.B. In the “**Development**” section, list the numbered steps to be followed to implement the lesson that reflect content knowledge/resources in the academic discipline e.g. language and literacy; the arts etc. Record each specific step like a recipe to be followed. Make sure to include central concepts, inquiry tools and structures of content areas or academic disciplines related to the activity. Ask before telling. Details included should allow someone else to follow the plan. (5a, 5b)

(6.B.)20pts. DEVELOPMENT: (NUMBER THE STEPS)

6.C. In the “**Conclusion**” section, review the development and the introduction .Use your own knowledge, Ma Guidelines or other resources to design and implement developmentally meaningful and challenging curriculum for each child. Include questions to determine what children learned. Make sure to include at least one open-ended question. When all children are ready at the same time the conclusion immediately follows the development. However, when the children are not all completing the development at the same time e.g. art, the conclusion begins as each child works and finishes. (5c)

(6.C.)10pts. CONCLUSION: (INCLUDE A REVIEW)

6.D. In the “**Transition**” section include a method to release the children to the next activity. If all children finish the activity at the same time, they can be released singularly or in small groups. If they finish on a staggered basis (art) the transition should reflect individual release. Using your positive relationship with the children, provide a supportive interaction during transition time that is related to the theme, tells how they will move and where they will go next. (4a)

(6.D.)5pts. TRANSITION:

An “**Optional Follow-Up Activity**” related to the theme that is specific and in another curriculum area can be listed for additional credit.

OPTIONAL FOLLOW UP ACTIVITY:

7. **A.** Complete the evaluation of the lesson plan. This is a two-step process. When writing the lesson plan complete the first section. Refer back to the outcomes and indicate what you anticipate the children to do in order to meet the outcome. Focus on the “by” section of each outcome. (4d)

(7.A.)*5pts.* **A. EVALUATION:** Complete this section when writing the lesson plan. Refer back to the outcomes.

The outcome will be met when children can:

- 1.
- 2.
- 3.
- 4

7. **B.** After implementing the lesson plan, practice responsible assessment by filling out the second section. Indicate if each outcome was met or not. Under “Comment” list initials of children who could not meet the outcome and the reason (if known). This section can serve as a guide for future individual planning and to promote positive outcomes for each child. In the “Reflection” section integrate knowledgeable, critical and reflective perspectives on early education to assess the activity based on children’s reactions. How were your child guidance techniques? Were you flexible? How would you improve this lesson? What would you change? Would you do this again? (4d)

(7.B.)*Up to -5pts.* **B.** Complete this section after implementing the lesson. Indicate if outcome was met or not.

Outcome #1 YES _____ NO _____ Comment:

Outcome #2 YES _____ NO _____ Comment:

Outcome #3 YES _____ NO _____ Comment:

Outcome #4 YES _____ NO _____ Comment:

REFLECTION: Evaluate your teaching skills when you presented this lesson (i.e. behavior management, voice tone, flexibility, etc.). How would you improve on this lesson?

8. Spelling and grammar should be accurate throughout

NAEYC Standards:4a, 4b, 4c, 4d, 5a, 5b, 5c
Supportive Skills: 1, 2, 3, 4, 5