**LESSON PLANNING TEMPLATE**

**Early Childhood Education**

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| **Teacher Candidate Name: School/Grade: Date of Lesson:**  **Topic**:  **Essential Question**: | | |
| **Central Focus** *(explain the lesson focus to be developed and explored by students***):** | | |
| **What do the students already know** *(Justify how your planned learning experiences align with personal, cultural, community assets, prior learning, development).* | | |
| **Standard(s):** | **Learning objective(s):** | **Assessment(s):**  *Please describe, when in the lesson will the assessment take place. Identify- Is this an informal or formal assessment. Name the assessment tool (anecdotal notes, checklist, rubric, ….). Identify the criteria (What are the expectations? What are you looking for students to do?); How will you differentiate this assessment for diverse learners in your classroom?*  *Attach the evaluation tool, including criteria.* |
| **College & Career Ready Practices:** *Identify all college & career ready practices you will introduce or build upon during this lesson.* | | |
| **Planning**:   * **Academic Language/Key Vocabulary** * **Materials & Resources***(e.g. Props/ Manipulatives / Children’s literature; also list all citations for materials that you did not create)* | | |

**Teaching and Learning**

*Include a detailed bulleted list describing your actions during the learning experience. Be sure to list questions and prompts to be posed, and explanations of content and directions for activities. When necessary, add descriptions of what students will be doing during the learning experience and any parings/groupings you are using.*

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| **Beginning (motivation & activation of prior learning and assets)**  *What questions will you ask? What will you do, say, and/or write? What tools/props will you use? What strategies will you use?* |
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| **Middle**  **(questions, opportunities for students to explore, collaborate, practice, receive feedback- use language from process step models; include formal and informal assessments; including formative assessments that guide your instruction)**  *What questions will you ask? What will you do, say, and/or write? What tools/props will you use?* |
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| **Closure**  **(opportunities for students to demonstrate and practice new understandings; include formal and informal assessments, formative and summative assessments)**  *What questions will you ask? What will you do, say, and/or write? What tools will you use?* |
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| **Differentiation:**  *How will you differentiate teaching/learning and assessment for process, product and content based on interest, readiness and learning style?*  *How will you support varied learning needs? How will you promote children’s active and multi-modal nature of learning?*  *Be specific.* |
| **\*\*\*\*\*\*\*Analysis of Student Learning \*\*\*\*\*\*\*\***  **To be completed AFTER lesson implementation**   1. **Based on your assessment data, describe what did your students learn?** 2. **What evidence do you have to support this claim?(attach work samples/documentation)** 3. **Based on your analysis of children’s learning, describe the next steps for instruction for the class/ group. What would you teach next?** |