



## EDUCATION

**PATHWAY:** Early Childhood Education

**COURSE:** Internship

**UNIT 1.5:** Lesson Planning



## INTRODUCTION

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**Annotation:**

Students will write developmentally appropriate lesson plans.

**Special Note:**

The internship course is a capstone experience allowing students to demonstrate their mastery of pathway content. Students apply what they have learned in the first ECE courses. Some of the content in the first courses is repeated here – **ONLY AS A REVIEW. Teachers should review selected content as necessary based on the needs of the particular class.**

**Grade(s):**

<input type="checkbox"/>	9 <sup>th</sup>
<input type="checkbox"/>	10 <sup>th</sup>
<input type="checkbox"/>	11 <sup>th</sup>
<input checked="" type="checkbox"/>	12 <sup>th</sup>

**Time:** 90 min.

**Author:** Diann Powers

**Additional Author(s):** Joanne Matricardi, Bettye Deriso, and Dr. Barbara G. Harbort

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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### GPS Focus Standards:

#### EDU-ECEI-9.

Students will demonstrate knowledge of content, students, resources, and select instructional goals as evidenced in written lesson plans.

- a. Locate the Georgia Performance Standards or NAEYC standards for the area and age group the candidate will be working with in the lab setting.
- b. Collect various formats used in unit planning and daily lesson plans.
- c. Interview the mentor on the school's practice of collaborative planning.
- d. Identify resources that are used in the school for field trips and speakers from the community.
- e. Identify the procedure for learning about a student's ability through assessment and the student's permanent record as appropriate.

### GPS Academic Standards:

- ELA10RL5
- ELA10RC3
- ELA11W2
- ELA11W4
- ELA11LSV1

### National / Local Standards / Industry / ISTE:



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

- The students will use knowledge of content, students, resources, and selecting instructional goals to create lesson plans.

### Essential Questions:

- Why are there standards for teaching each age group?
- What are the Georgia Performance Standards?
- What are the NAEYC standards for teaching early childhood education?
- Why is unit and lesson planning important?
- What are appropriate field trips for young children?
- How does a teacher plan a field trip that will enhance understanding and learning?
- What resource speakers can be used for in-house field trip experiences?
- What resources are available to teachers to learn the abilities of the students?

### Knowledge from this Unit:

- Students will understand how to develop a unit plan and daily lesson plans.
- Students will utilize age appropriate learning activities and adapt lesson plans to meet special needs including gifted.

**Skills from this Unit:**

- Students will demonstrate how to develop a unit plan, lesson plans and block plans.



# ASSESSMENT(S)

**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
  - Quizzes/Tests
  - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - Self-check rubrics
  - Self-check during writing/planning process
  - Journal reflections on concepts, personal experiences and impact on one's life
  - Reflect on evaluations of work from teachers, business partners, and competition judges
  - Academic prompts
  - Practice quizzes/tests
- Subjective assessment/Informal observations
  - Essay tests
  - Observe students working with partners
  - Observe students role playing
- Peer-assessment
  - Peer editing & commentary of products/projects/presentations using rubrics
  - Peer editing and/or critiquing
- Dialogue and Discussion
  - Student/teacher conferences
  - Partner and small group discussions
  - Whole group discussions
  - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
  - Chart good reading/writing/listening/speaking habits
  - Application of skills to real-life situations/scenarios
- Post-test

**Assessment(s) Title:**

Lesson plan rubric (The Childcare Professional teacher resource binder 1999)

**Assessment(s) Description/Directions:**

Students will self-check their block, unit and lesson plans. Then students will have a peer critique their work. Finally the teacher will critique the student's work. All units, block and lesson plans will be placed behind *Lesson planning tab* in portfolio with pictures of lesson taught. A self evaluation should be attached to lesson plans taught (Journal entry may also be reflective of experience).

**Attachments for Assessment(s):**



# LEARNING EXPERIENCES

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## Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

2. Review Essential Questions.

3. Identify and review the unit vocabulary:

- NAEYC
- Bright from the Start
- High Scope
- creative curriculum
- Georgia Early Childhood Program
- Montessori curriculum
- developmental goals
- developmentally appropriate practices
- field trip

## 4. Lesson Planning

Unit plan and daily lesson plan

Resource: Herr, J. (2004). *Working With Young Children*, Tinley Park: Goodheart-Willcox Company, Inc.

Curriculum

- Research NAEYC standards and Bright from the Start performance standards
- Research various curriculums
  - High Scope
  - Creative Curriculum
  - Georgia State Early Childhood Program
  - Montessori or others known by instructor
- Utilize advisory committee members to speak to the class regarding community resources and possible field trips.
- Develop list of units to be taught in a nine-month school year.

- Select one unit from curriculum and develop into a detailed block plan. Include the following developmentally appropriate activities: Art, Block building, Storytelling, Science/Sensory, Dramatic Play, Music, and Math
- Describe difference between block plan and lesson plan.
- Students identify different parts of a lesson plan.
- Explain purpose of developmental goals
- Use Bloom’s taxonomy to create developmental goals
- Use transparency to discuss parts of learning objectives (flowchart)
  - Flowchart – concepts to be taught with unit
- Write open-ended questions. (Suggest 4 – 10)
- Identify different ways to close activities.
- Discuss with mentor ways to collaboratively plan lessons.
- Write a lesson plan for a developmentally appropriate activity as listed in the student developed block plan. Include the following parts: Activity title, developmental goals/objectives, materials needed, introduction, procedures, and closure.
- Teacher use attached rubric to assess students’ lesson plans.
- Collaborate with the mentor to teach the lesson.
- Determine how assessment data is used in evaluating children’s progress.
- Identify questions to ask concerning a child’s progress, strengths, abilities, and development.

**Attachments for Learning Experiences:**

Lesson plan rubric

**Notes & Reflections:**

Students will place lesson plans in Portfolio under Lesson Plan tab.



## UNIT RESOURCES

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**Web Resources:**

- American Federation of Teachers Educational Foundation <http://www.aftef.org>
- Association of childhood Education International <http://www.acei.org>
- National Network for Child Care <http://www.nncc.org>

- National Association for the Education of Young Children <http://www.naeyc.org>

**Attachment(s):**

**Materials & Equipment:**

- Computer
- Internet
- Printer
- Paper
- Optional: Gordon, A.M. & Browne, K.W. (2004). *Beginnings and Beyond*. Clifton Park, NY: Thomson Delmar Learning.
- Herr, J. (2004). *Working with Young Children*. Tinley Park, Illinois: Goodheart-Willcox Co.

**What 21st Century Technology was used in this unit?:**

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		