# Heartland Community College Lesson Plan Format

**Note:  Please use the guidelines on this form to assist you in developing your lesson plan.**

**Name:**                                    **Date:**

**Age/Grade of Children:**                 **Planned Duration of Activity:**

## Part 1:  Planning

**Developmental Domain:**

**Curricular Area or Topic of Investigation:**

**Relevant standards:**

**Learning Objectives:**
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**Materials Needed:**

**Grouping Structure:**

**Procedures:**

   **Teaching Strategies:**

   **Outline of activity:**

   **Potential adaptations, accommodations, or modifications:**

**Opportunities for Family Involvement:**

**Ongoing Assessment Strategies:**

## Part 2:  Reflection

Summary of Activity Strengths:

Summary of Activity Challenges:

Suggestions for Future Adaptations/Accommodations to Activity

# Guidelines for Developing a Heartland Community College Lesson Plan

The four phases of the curricular process include theory, planning, implementation, and assessment. Although the field often refers to each phase separately, it is important to recognize that each facet of the process is dependent on the other. Heartland's Lesson Plan is divided into two main parts: Part 1 focuses on planning developmentally appropriate activities and the steps to implementing them. Part 2 focuses on reflection. It is important to note that each of these parts must be informed by theory and knowledge of effective practice as well as ongoing assessment.

**Glossary of Lesson Plan Terms**

**Part 1:**

**Developmental domain**: What areas of children's development will this activity impact?

**Curricular area or topic of investigation**: What is the focus of your activity, either in terms of the curricular (or content) area of focus or the specific topic you will be investigating with the group?

**Relevant standards**: What standards are guiding the development of your lesson plan? These can include, but are not limited to, the Illinois Early Learning standards, content standards, or existing curriculum standards, such as High/Scope or Creative Curriculum.

**Learning objectives**: Specific instructional objectives for the children's learning and/or development. These should align with relevant standards identified.

**Materials needed**: An overview of materials/resources needed to carry out your lesson plan.

**Grouping structure**: How children will be grouped for the activity?

**Procedures:**

    **Teaching strategies**: Overview of strategies you plan on utilizing.

    **Outline of activity**: Brief synopsis of your activity plan.

    **Adaptations**: Adjustments made to the classroom environment, curriculum, and/or assessment

    **Accommodation**: The provision of equipment, or conditions, or an environment that supports child interactions

    **Modifications:** A change in what is being taught or expected of a student

**Opportunities for family involvement**: Strategies you will use to create home-program connections.

**Ongoing assessment strategies**: A brief overview of formal and informal assessment techniques you will use throughout activity planning, implementation, and evaluation.

# Heartland Community College Lesson Plan Grading Rubric

## Part 1: Planning

| | Novice | Developing (represents midpoint between novice and mastery—please make appropriate comments indicating performance) | Emerging Mastery |
|---|---|---|---|
| Selecting curricular area or topic of investigation | Area/topic not tied to classroom interests/activities<br><br>Developmental needs of children not taken into account | | Area/topic selected reflects children's interests and complements classroom activities<br><br>Children's developmental needs taken into account |
| Selecting relevant standards | Standards selected do not complement activity<br><br>Standards selected not based on age or developmental level of children | | Standards selected directly relevant to activity<br><br>Standards selected developmentally appropriate |
| Identifying learning objectives | Learning objectives not related to activity<br><br>Learning objectives not tied to standards | | Learning objectives related to activity<br><br>Learning objectives tied to standards |
| Identifying materials | Incomplete materials list<br><br>Materials selected not appropriate for activity<br><br>Materials selected not developmentally appropriate | | Complete materials list<br><br>Materials selected appropriate for activity<br><br>Materials selected developmentally appropriate |
| Grouping structure | Appropriate grouping structure not taken into account<br><br>No rationale for grouping | | Appropriate grouping planned for<br><br>Clear rationale provided for grouping |

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|---|---|---|---|
| Activity outline | Lack of detailed outline, other professionals would not be able to pick up and implement<br><br>Activities are not aligned with the learning objectives | | Clear, detailed outline understood by other professionals<br><br>Activities are clearly aligned with the learning objectives |
| Teaching strategies | Do not complement activity<br><br>Limited in terms of scope and potential<br><br>Choice not appropriate to development of children | | Clearly complement activity<br><br>Fully address range of interactions<br><br>Choice appropriate to development of children |
| Adaptation/Accommodations/ Modifications<br><br>Planning for individual children<br><br><br><br><br><br>Planning for classroom community | Needs of individual children not taken into account<br><br>Lack of attention to adaptations or modifications<br><br><br><br>No attention to needs of classroom community | | Needs of individual children accounted for,<br><br>Appropriate adjustments to physical and social-emotional environment made<br><br>Adaptations and/or modifications planned for<br><br>Classroom community needs taken into account |
| Opportunities for family involvement | No opportunities for program-home connection planned for<br><br><br><br>Family involvement not taken into account | | Plan includes opportunities for program-home connections<br><br>Family involvement strategies clearly outlined in the plan |
| Ongoing assessment strategies | Lack of attention to assessment<br><br>Assessment strategies listed incomplete, not addressing individual needs or scope of activity | | Formal and informal assessment strategies included<br><br>Assessment tied to needs of individual children and include planned and potential activity |

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| | | | modifications |
| | Lack of alignment between standards, objectives, activities and assessment | | Assessment reflects a clear alignment with standards, objectives and activities |

## Part 3: Reflection

| | Novice | Developing (represents midpoint between novice and mastery—please make appropriate comments indicating performance) | Emerging Mastery |
|---|---|---|---|
| Summary of strengths | Does not include examples from lesson plan<br><br>Strengths do not address each facet of curriculum process (theory, planning, implementation, assessment) | | Strengths include examples from the lesson plan<br><br>Each aspect of the curriculum process (theory, planning, implementation, and assessment) well addressed |
| Summary of challenges | Does not include examples from lesson plan<br><br>Challenges do not address each facet of curriculum process (theory, planning, implementation, assessment) | | Challenges include examples from the lesson plan<br><br>Each aspect of the curriculum process (theory, planning, implementation, and assessment) well addressed |
| Identification of future adaptations and/or accommodations | Not present<br><br>No rationale provided for suggestions | | Fully described<br><br>Rationale provided for suggestions that is based on assessment and activity implementation |