**UMD Early Childhood Lesson Plan Format**

Please follow the outline below in order to complete your lesson plan

**1. Title**

* Date
* Subject
* Age/Grade Level
* # of students
* Time frame

**2. Purpose/Rationale**

Should include: National NSTA and Minnesota and NAEYC ), or district standards and/or learner outcomes

*Explain how the lesson fits into the full picture.*

**3. Objectives/Outcomes and how they will be assessed (in table form)**

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| --- | --- |
| **Objectives/Outcomes: (Example)** | **How Assessed? (Example)** |
| Students (children) will explore various materials in order to differentiate textures | Correct identification of categories of textures (Soft, rough, smooth, etc.) |
| Students will put together and take apart the various components of several soil samples | Drawings and labels in student science journal |

**4. Skills to be learned:** Be specific! Make sure they are skills!

**5. Resources/Materials**

Includes what needs to be prepared prior to lesson

**6. Procedure (*Clearly spell out each of the below components as subtitles. Also include the amount of time)***

* Transition into the lesson *(maximum 3 minutes)*
* Introduction to and motivation for the lesson *(maximum 5 minutes)*
* Lesson Body
* Closure to the lesson *should also include some form of assessment of lesson, (maximum 5 minutes)*
* Transition out of lesson *(maximum 3 minutes)*

***7.* Accommodations for Diverse Learners (*children with special needs or those with different learning styles). Be specific with the learners in your classroom***

**8. Assessment**

* **Pre-Assessment** *what will you do to ascertain what the students already know*
* **Evaluation of the objectives/outcomes** *this comes after implementing lesson*

**9. Self Reflection on Lesson***this comes later and would include your thoughts about how the lesson went and your recommendations for what you would do differently next time*

**10. References:** *(list here what references you used in preparing your lesson. Include books read. Use MLA formatting)*

|  |  |
| --- | --- |
| **Phases of the 5E model** | **Questions** |
| Engage.  Ask questions about objects, organisms, and event in the environment. | 1. Have you ever eaten ice cream? (Knowledge)  2. Describe the taste of the ice cream? (Comprehension)  3. Name the materials you think the ice cream was made from? (Knowledge)  4. How do you think is ice cream made? (Analysis) |
| Explore.  Ask questions to gather evidence to answer the question posed. | 1. How can you make an ice cream with the materials? (synthesis)  2. Find several ways to make an ice cream (synthesis).  *Bring the materials for making ice cream. Each student puts the ingredients into a sandwich size ziplock bag. Put three or four of the studentâ€™s bags into a large Ziploc bag that is half-filled with ice and salt and shake the bag for about 5 min. Continue shaking for several more minutes if necessary.* |
| Explain.  Ask questions to use new knowledge and observable evidence to construct scientific explanations and answer initiating questions. | 1.Why are the liquid ingredients turning into ice cream? (Analysis) 2. How long does it take to turn ingredient into ice cream? (Knowledge) 3. What does the salt do in the ice cream making process?  (Analysis) |
| Elaborate.  Ask questions to apply new understandings to new problems. | 1. Is it possible to make different flavors of ice cream? (Applications) 2. Can you make an ice cream excluding one of the ingredients? (synthesis)  *Students will have a fieldtrip to an ice cream factory and will find out how ice cream is made in the factory.* |
| Evaluate.  Ask questions to assess developing understandings and inquiry skills. | *Use continuous (formative) assessment; assess performance on the activity sheet (for older children),and/or oral explanations and predictions*. |

3030 Lesson Plan Rubric

**This grading rubric is used for all lesson plans in this course: Lake Superior Zoo, Great Lakes Aquarium, Science Mini Unit**

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| --- | --- | --- | --- | --- |
|  | **Beginning**  **0-34** | **Developing**  **35 - 40** | **Accomplished**  **41 - 44** | **Exemplary**  **45 - 50** |
| Instructional Purpose, and Rationale and Objectives  0-5 pts | Instructional goals, purpose, rationale and objectives are not stated. Learners can not tell what is expected of them. Learners can not determine what they should know and be able to do as a result of learning and instruction. | Instructional goals, purpose, rationale and objectives are stated but are not easy to understand. Learners are given some information regarding what is expected of them. Learners are not given enough information to determine what they should know and be able to do as a result of learning and instruction. | Instructional goals, purpose, rationale and objectives are stated. Learners have an understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction. | Instructional goals, purpose, rationale and objectives clearly stated. Learners have a clear understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction. |
| Instructional Strategies (Procedure) 0-5 pts | Instructional strategies explanations are missing or strategies used are inappropriate. | Some instructional strategies are explained appropriate for learning outcome(s). Some strategies are based on a combination of practical experience,theory, research and documented best practice. | Most instructional strategies explained and scripted and are appropriate for learning outcome(s). Most strategies are based on a combination of practical experience,theory, research and documented best practice. | Instructional strategies clearly explained in detail throughout procedure. Instructions are scripted and appropriate for learning outcome(s). Strategy based on a combination of practical experience,theory, research and documented best practice. |
| Assessment (Pre, Post, Student Learning) 0-5 pts | Method for assessing student learning and evaluating instruction is missing. | Method for assessing student learning and evaluating instruction is vaguely stated. Assessment is teacher dependent. | Method for assessing student learning and evaluating instruction is present. Can be readily used for expert, peer, and/or self-evaluation. | Method for assessing student learning and evaluating instruction is clearly delineated and authentic. It is found throughout lesson. It can be readily used for expert, peer, and/or self-evaluation. |
| Inquiry Based Approach Used 0-5 pts | Selection and application of inquiry based instruction is inappropriate (or nonexistent) for learning environment and outcomes. | Selection and application of inquiry based instruction is beginning to be appropriate for learning environment and outcomes. The inquiry based activities applied does not affect learning. | Selection and application of inquiry based instruction is basically appropriate for learning environment and outcomes. Some inquiry based activities applied enhance learning. | Selection and application of inquiry based instruction is appropriate for learning environment and outcomes. Inquiry based activities enhanced learning. |
| Materials Needed 0-2.5 pts | Material list is missing. | Some materials necessary for student and teacher to complete lesson are listed, but list is incomplete. | Most materials necessary for student and teacher to complete lesson are listed. | All materials necessary for student and teacher to complete lesson clearly listed. |
| Organization and Presentation 0-2.5 pts | Lesson plan is unorganized, has errors and is not presented in a neat manner. | Lesson plan is organized and has grammatical errors and not professionally presented. | Lesson plan is organized and has been neatly presented. | Lesson plan is easy to read and is free or grammatical errors. All resources are documented. Lesson is complete well organized and presented in a professional fashion. |