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:

• ___________________________
• ___________________________
• ___________________________

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

<table>
<thead>
<tr>
<th></th>
<th>Novice</th>
<th>Developing (represents midpoint between novice and mastery—please make appropriate comments indicating performance)</th>
<th>Emerging Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting curricular area or topic of investigation</td>
<td>Area/topic not tied to classroom interests/activities</td>
<td></td>
<td>Area/topic selected reflects children’s interests and complements classroom activities</td>
</tr>
<tr>
<td></td>
<td>Developmental needs of children not taken into account</td>
<td></td>
<td>Children’s developmental needs taken into account</td>
</tr>
<tr>
<td>Selecting relevant standards</td>
<td>Standards selected do not complement activity</td>
<td>Standards selected directly relevant to activity</td>
<td>Standards selected developmentally appropriate</td>
</tr>
<tr>
<td></td>
<td>Standards selected not based on age or developmental level of children</td>
<td>Standards selected developmentally appropriate</td>
<td></td>
</tr>
<tr>
<td>Identifying learning objectives</td>
<td>Learning objectives not related to activity</td>
<td>Learning objectives related to activity</td>
<td>Learning objectives tied to standards</td>
</tr>
<tr>
<td></td>
<td>Learning objectives not tied to standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying materials</td>
<td>Incomplete materials list</td>
<td>Complete materials list</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials selected not appropriate for activity</td>
<td>Materials selected appropriate for activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials selected not developmentally appropriate</td>
<td>Materials selected developmentally appropriate</td>
<td></td>
</tr>
<tr>
<td>Grouping structure</td>
<td>Appropriate grouping structure not taken into account</td>
<td></td>
<td>Appropriate grouping planned for</td>
</tr>
<tr>
<td></td>
<td>No rationale for grouping</td>
<td></td>
<td>Clear rationale provided for grouping</td>
</tr>
<tr>
<td>Activity outline</td>
<td>Lack of detailed outline, other professionals would not be able to pick up and implement</td>
<td>Clear, detailed outline understood by other professionals</td>
<td>Activities are not aligned with the learning objectives</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Teaching strategies</td>
<td>Do not complement activity</td>
<td>Clearly complement activity</td>
<td>Limited in terms of scope and potential</td>
</tr>
<tr>
<td>Adaptation/Accommodations/ Modifications</td>
<td>Needs of individual children not taken into account</td>
<td>Needs of individual children accounted for,</td>
<td>Lack of attention to adaptations or modifications</td>
</tr>
<tr>
<td>Planning for individual children</td>
<td>No attention to needs of classroom community</td>
<td>Adaptations and/or modifications planned for</td>
<td>Planning for classroom community</td>
</tr>
<tr>
<td>Planning for classroom community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities for family involvement</td>
<td>No opportunities for program-home connection planned for</td>
<td>Plan includes opportunities for program-home connections</td>
<td>Family involvement not taken into account</td>
</tr>
<tr>
<td>Ongoing assessment strategies</td>
<td>Lack of attention to assessment</td>
<td>Formal and informal assessment strategies included</td>
<td>Assessment strategies listed incomplete, not addressing individual needs or scope of activity</td>
</tr>
</tbody>
</table>
Part 3: Reflection

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