**Sacramento State College of Education**

**PK-3rd Program Lesson Plan Template: ECE settings (K-3 settings on Page 6)**

**Section 1: Background Information and Context**

**A: The Basics**

|  |  |  |  |
| --- | --- | --- | --- |
| Name |  | Age Range/Grade level(s) |  |
| Date(s) taught |  | Weekly/Monthly Theme |  |
| Lesson Title |  | Time Frame |  |

**C: Specific Objectives**

|  |  |  |  |
| --- | --- | --- | --- |
| Pre-school learning foundations, specific learning objectives, and Social Justice Standard(s) | **Include relevant reading, literacy and mathematics objectives when lessons focus on social science, science, and/or VAPA.** | | |
|  | | | |
| Identify the relationship of key objectives for THIS lesson with those in prior and subsequent grades. | | | |
|  | | | |
|  | Objectives  In ABCD format w/reference to DRDP goal | Assessment (Multiple means of expression)  \*Include teacher observation focus(i), esp for PK/TK\* | |
| Tools for Assessment (hyperlink your tool for assessment) | Evaluation Criteria |
| DRDP goals and/or foundations |  |  |  |
| Language demands (syntax, discourse, vocabulary, language function) |  |  |  |
| Language development Objective(s) |  |  |  |

**D: Preparation of the learning environment:**

|  |  |
| --- | --- |
| Describe visual reinforcements |  |
| Describe the ways in which the physical environment and related materials support students’ ability to engage tasks with an appropriate degree of independence and choice |  |
| Describe grouping structure (how are small groups determined, etc.) |  |
| Describe the ways in which the physical space and related materials are organized for student safety and mobility and for teacher’s line of sight. |  |
| Other learning environment modifications necessary for the lesson |  |

**E: Differentiation:**

|  |  |
| --- | --- |
| Describe developmentally appropriate practices that will guide instruction. |  |
| Describe different modes of presentation, engagement, input, and output that will serve as supports for students with special needs. |  |
| Describe strategies that will be implemented to support emergent bilinguals access the activities. |  |

**Section 2: Learning Task Implementation**:

| Timing and other procedural notes including use of technology | Pacing  (Approxtimes) | *TEACHER DOES:*  *Indicate instructional strategies that address individual learning needs and the needs of the whole class* | *TEACHING ASSISTANT DOES:*  *Indicate specific strategies that teaching assistant will implement to support students and their learning* | *STUDENTS DO:*  *Indicate performance expectations as well as behaviors linked to classroom norms.* ***BOLD total participation technique(s)*** *that will be used to ensure student engagement.* |
| --- | --- | --- | --- | --- |
| [Launch](https://drive.google.com/file/d/1jJliBOLYRo8CC8cGGTM6qLgqqoIiCqs0/view?usp=sharing) |  | I will …  **[Reviewing Norms]**  **[Orienting students to where the lesson lives in the instructional segment]**  **[Activating prior knowledge (e.g., prior instruction)]**  **[Accessing Funds of Knowledge (e.g., culture, family, home)]**  **[Establishing student-friendly instructional goal]**  **[Identify grouping strategies]**  **[Reviewing discussion protocols (e.g. language supports, expectations for how students will participate)]** | Teaching assistant will… | Students will … |
| Instruction/ Application (Multiple means of representations and engagements)  Refer to the HLP that you are focusing on in this lesson (BRR, EIST, LGD, M&E, etc.). |  | I will …  (Be sure to identify what teacher will observe and how) | Teaching assistant will… | Students will …  (Be sure to prepare for developmentally appropriate behaviors and milestones) |
| [Close/reflection](https://drive.google.com/file/d/19w9lc5-2PxcNo5K6IWjRVZCHR2FzqJiR/view?usp=sharing)  ⎕ Allocating time for closing |  | I will …  **[Commenting and appreciating student contributions]**  **[Summarizing take-aways in a way that connects to the big idea or essential question]**  **[Orienting students to what’s coming next]**  **[Conducting formative assessment]** | Teaching assistant will… | Students will … |

**Section 3: Teacher Reflection (after the lesson)**

1. What specific examples of student learning, *including those specifically related to reading, literacy, and mathematics learning*, do you have that showed students met or made progress toward the stated objectives? Attach checklist, observation list, anecdotal notes, etc.

2. What specific examples of student learning, *including those specifically related to reading, literacy, and mathematics learning,* do you have that showed students struggled to meet or make progress toward the stated objectives?

3. Using this evidence of student learning, a) what changes would you make to your planning and instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)? b) Why do you think these changes would improve student learning? Support your explanation with evidence of student learning.

4. In this lesson, what evidence do you have that developmentally appropriate strategies were robustly integrated into the learning experience for students?

5. Our identities (race, gender, etc.) influence our relationships with our students. How did this show up in your lesson? (Our identity may show up as additional support to students or as a blindspot or bias. You may address either or both, depending upon the experience.)

**Sacramento State – College of Education**

**PK-3rd Program Lesson Plan Template**

**For K-3rd Settings**

**Section 1: Background Information and Context**

**A: The Basics**

|  |  |  |  |
| --- | --- | --- | --- |
| Name |  | Grade level(s) |  |
| Date(s) taught |  | Course/Subject |  |
| Lesson Title |  | Time Frame |  |

**C: Specific Standards and Objectives**

|  |  |  |  |
| --- | --- | --- | --- |
| Content Standard(s) and Social Justice Standard(s) | Insert screenshot or picture of the standards of the lesson on the first page of the teacher’s edition if you use any textbook. If you don’t use the textbook, you can skip this section.  **If standard is abbreviated, write out the entire standard.**  **Bold the part of the standard you will be teaching.**  **Include relevant reading, literacy and mathematics standards when lessons focus on social science, science, and/or VAPA.** | | |
|  | | | |
| Identify the relationship of key content standards for THIS lesson with those in prior and subsequent grades. | | | |
|  | | | |
|  | Objectives  In ABCD format w/reference to standard(s) by # | Formative Assessment (Multiple means of expression)  \*Include teacher observation focus(i), esp for PK/TK\* | |
| Tools for Assessment (hyperlink your tool for assessment) | Evaluation Criteria |
| Content Objective(s) |  |  |  |
| Language development Objective(s) |  |  |  |
| Language demands (syntax, discourse, vocabulary, language function) |  |  |  |

**D: Preparation of the learning environment:**

|  |  |
| --- | --- |
| Describe visual reinforcements |  |
| Describe the ways in which the physical environment and related materials support students’ ability to engage tasks with an appropriate degree of independence and choice |  |
| Describe the ways in which the physical space and related materials are organized for student safety and mobility and for teacher’s line of sight. |  |
| Other learning environment modifications necessary for the lesson |  |

**E****: Differentiation:**

|  |  |
| --- | --- |
| Describe developmentally appropriate practices that will guide instruction. |  |
| Describe different modes of presentation, engagement, input, and output that will serve as supports for students with special needs. |  |
| Describe strategies that will be implemented to support emergent bilinguals access the activities. |  |
| What, if any, IEP or 504 plan information should be incorporated into this lesson? (learning goals, adaptations, etc.) |  |

**Section 2: Learning Task Implementation**:

| Timing and other procedural notes including use of technology | Pacing  (Approxtimes) | *TEACHER DOES:*  *Indicate instructional strategies that address individual learning needs as well as those that address whole group learning needs* | *STUDENTS DO:*  *Indicate performance expectations*  ***Bold the total participation technique(s)*** *that will be used to ensure student engagement.* |
| --- | --- | --- | --- |
| [Launch](https://drive.google.com/file/d/1jJliBOLYRo8CC8cGGTM6qLgqqoIiCqs0/view?usp=sharing) |  | I will …  **[Reviewing Norms]**  **[Orienting students to where the lesson lives in the instructional segment]**  **[Activating prior knowledge (e.g., prior instruction)]**  **[Accessing Funds of Knowledge (e.g., culture, family, home)]**  **[Establishing student-friendly instructional goal]**  **[Reviewing discussion protocols (e.g. language supports, expectations for how students will participate)]** | Students will … |
| Instruction/ Application (Multiple means of representations and engagements)  Refer to the PK-3rd HLP that you are focusing on in this lesson (BRR, EIST, LGD, M&E, etc.) and add each element as appropriate into your lesson plan. |  | I will … | Students will … |
| [Close/reflection](https://drive.google.com/file/d/19w9lc5-2PxcNo5K6IWjRVZCHR2FzqJiR/view?usp=sharing) |  | I will …  **[Commenting and appreciating student contributions]**  **[Eliciting or summarizing take-aways in a way that connects to the big idea or essential question]**  **[Orienting students to what’s coming next]**  **[Conducting formative assessment]** | Students will … |

**Section 3: Teacher Reflection (after the lesson)**

1. What specific examples of student learning, *including those specifically related to reading, literacy, and mathematics learning,* do you have that showed students met or made progress toward the stated objectives?

2. What specific examples of student learning, *including those specifically related to reading, literacy, and mathematics learning,* do you have that showed students struggled to meet or make progress toward the stated objectives?

3. Using this evidence of student learning, a) what changes would you make to your learning environment, planning and instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)? b) Why do you think these changes would improve student learning? Support your explanation with evidence of student learning.

4. In this lesson, what evidence do you have that developmentally appropriate strategies were robustly integrated into the learning experience for students?

5. Our identities (race, gender, etc.) influence our relationships with our students. How did this show up in your lesson? (Our identity may show up as additional support to students or as a blindspot or bias. You may address either or both, depending upon the experience.)