

Massasoit Community College  
 Early Childhood Education Department  
 Preschool Lesson Plan Instructions (revised February 2024)

The Preschool Lesson Plan Assignment is a NAEYC Key Assessment that is required by all students in ECED 111 Early Childhood Curriculum: A Multicultural Perspective. Each instruction is followed by the NAEYC standard in parenthesis that is being addressed. Using the department-approved lesson plan form from Massasoit's Early Childhood Education Department website or CANVAS course, write a developmentally appropriate, culturally and linguistically relevant, anti-bias, lesson plan that reflects the principles of universal design for learning for children aged 3-4 in the assigned curriculum area.

**1. Required Information:** Using a broad repertoire of developmentally appropriate teaching/learning approaches and the MA Guidelines for Preschool Learning Experiences select an activity suitable for the age group. Complete the heading including your name, the children's age group, the date you plan to conduct the lesson, an estimate of how long the lesson will take, the assigned curriculum area, and the name of the activity e.g. poem, story, finger painting, etc. and the Mass. Guidelines addressed.

Your name:	Date lesson was taught:
Allotted time:	Age group:
Curriculum Area:	Activity Name:

**2. Mass Guidelines for Preschool learning experiences:** After identifying and taking into consideration any prerequisite skills needed before this lesson, identify 3 preschool appropriate (do not use any kindergarten guidelines) guidelines from 3 different content areas of the guidelines that will be addressed by this lesson. Be sure that the first guideline is directly related to the curriculum area identified above. Do not include guidelines from Social and Emotional Development and Approaches to Play and Learning in this section (5a: *Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.*)

Mass. Guidelines for Preschool Learning Experiences addressed from 3 different curriculum areas (include full guideline number and description as well as a page number): <i>Ex. PK.CC.1: listen to and say the names of numbers in meaningful contexts (pg. 80)</i>
1.
2.
3.

**3. Objectives:** Using your knowledge of the MA Preschool Learning Guidelines (do not use the kindergarten guidelines) design 3 positive outcomes that are developmentally meaningful, challenging and measurable so that they can be used to make informed choices about instruction and for planning future lessons in early learning settings. They should describe the exact quality of change in knowledge, skill, behavior, attitude, or value that can be expected from the learner upon completion of the learning experience. The first objective should show your knowledge of curriculum content by being related to the lesson plan's identified curriculum area above and the main developmental domain it represents. The remaining objectives should show your ability to integrate disciplines by including 2 other areas of the MA guidelines and domains of development. Begin each objective with the word "to"

followed with the knowledge, skill, behavior, etc. expected from the learner (use the learning guideline), and then the word "by" followed with a description of what children will do to accomplish the objective (similar to the ideas for learning experience in the guidelines). After each objective write the developmental domain represented and the abbreviated guideline number used from the MA Guidelines e.g. To participate actively in discussions by sharing ideas and experiences related to the story (Language, RI.PK.10). Objectives should be developmentally appropriate, reflected in the lesson, and used as part of the evaluation. *3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.*

Objectives (Curriculum area above should be reflected in the first objective, objectives should include at least 3 different guideline areas and 3 different areas of development such as cognitive, language, fine/gross motor, social/emotional written in To...by... format and cite the guideline represented with an abbreviation.

To <u>knowledge, skill, behavior, etc. expected from the learner</u> (use the learning guideline)	By <u>the description of how children will implement and achieve the objective</u> (similar to the ideas for learning experience in the guidelines)	Developmental Domain (ex. Physical, Social/Emotional, Cognitive, Language)	Abbreviated Guideline
<i>Ex. To participate actively in discussions</i>	<i>by sharing one idea or experience related to the story before, during, or after it is read</i>	<i>Language</i>	<i>RI.PK.10</i>
1.			
2.			
3.			

**4. Materials:** List ALL materials needed in enough detail that a substitute or assistant teacher would be able to gather everything needed to complete the lesson and meet the objectives/goals. Materials used must reflect developmentally appropriate, culturally and linguistically relevant, anti-bias, and evidence-based teaching skills. Include what you will add to the classroom to provide additional play-based practice of the skills listed in your objectives that reflects the principles of universal design by providing a variety of ways for young children to gain access to curriculum content and demonstrate what they know and have learned. To involve families in their child's development and learning include a copy of words, lyrics, recipes, etc. to be sent home. *(4c) Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.*

**Materials:**

**5. Introduction/Procedure/Conclusion/Transitions:**

**Introduction:** List the numbered steps to be followed to implement the lesson that meets the lesson's objectives/goals by including the central concepts, methods, and tools of inquiry and structure and show your understanding of the pedagogical content knowledge—how young children learn in each

discipline—and how to use the teacher knowledge and practices for the academic disciplines represented in the guidelines and objectives for this lesson. Begin your introduction with where the lesson will take place, and how you will introduce the lesson in a way that engages students and supports children’s executive function skills such as maintaining focus, listening attentively, and using appropriate ways of interacting in a group discussion. Include what you will say.

**Procedure:** List the STEP BY STEP instructions needed to complete the lesson and meet the guidelines/objectives/goals. Make sure the instructions are detailed enough that a substitute or assistant teacher can carry out the lesson and meet the guidelines/objectives/goals. Insert more rows if needed)

**Conclusion:** Include how you will conclude the lesson, either individually with each child as they have finished or with the whole group at the end of the lesson once all students have finished, in a way that reviews what was learned and assesses students’ understanding of the concept being taught. Your conclusion must include an open-ended question (encourages oral language by not having a yes/no answer) and should help you determine if students have met the goals of the lesson.

**Transition:** If appropriate, include how you will demonstrate positive, caring supportive relationships and interactions as the foundation of your work with children by identifying how you will transition the children to the procedure and how you will transition children to the next activity/routine after the conclusion of the lesson. Use a transition based on the theme of the lesson whenever possible. After the lesson has ended, include a method to release the children to the next activity. If all children finish the activity at the same time, they can be released singularly or in small groups. If they finish on a staggered basis (art) the transition should reflect individual release. *(5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher’s knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.)*

<b>Transition to the lesson:</b>
<b>Introduction</b> (1. where will the lesson begin, 2. how will you engage students, 3. how will you support executive functioning skills, 4. what will you say to let students know what you will be doing during the lesson?):
1.
2.
3.
4.

<b>Procedure</b> (What are the STEP BY STEP instructions needed to complete the lesson and meet the guidelines/objectives/goals? Make sure the instructions are detailed enough that a substitute or assistant teacher can carry out the lesson and meet the guidelines/objectives/goals. Insert more rows if needed) <b>DO NOT INCLUDE ANY OF THE INTRODUCTION IN YOUR PROCEDURE!</b>
1.
2.
3.
4.
5.

6.
7.
8.
9.
10.

Conclusion (what will you say to...):
Review the concept:
Assess children's understanding:
Open-ended question:
How will you transition children (individually or as a group) to the next scheduled activity/routine:

**6. Social Emotional Development and Approaches to Play and Learning:**

Show your understanding of positive, caring, supportive relationships and interactions as the foundation of your work with young children. Demonstrate your ability to support children by choosing one of the MA Guidelines in the SEL/APL section that is addressed in your procedure. Identify the full guideline and the step of the procedure that meets that guideline. *4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.*

SEL/APL Guideline: (written out in full w/page #)
Step/s of the procedure that support the guideline:

**7. Individual Interventions:**

How will you modify/adapt the lesson for students who may need extra support due to diagnosed special needs or social-emotional/behavioral needs (or challenge/extension for more advanced students) to participate in the lesson? List the initials of a student in order to uphold ethical standards and maintain professionalism. Indicate the need for modification and interventions you will use to make this lesson a success-oriented experience for the student/s. At least one child must be addressed. Be sure to include this in your introduction/procedure/conclusion/transition as it applies by inserting the initials and adaptations in the lesson plan where applicable. *4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.*

Individual Interventions: Initials of child/children, need for modification/intervention, where in the lesson plan modification/intervention is needed:

--

**8. Home-School Connection:** Collaborate as partners with families in young children's development and learning by communicating the lesson objectives to families and providing ideas to support learning at home. How will you communicate (verbally, written email/newsletter, communication app) to parents what this lesson is intended to teach children in a way that is respectful of families' native languages How can families support their child's continued learning in this area (what is a follow-up activity that can be done at home)? How do you encourage respectful, reciprocal relationships and engagement by incorporating the varied languages/cultures of the children in your classroom in their learning of this concept? *2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.*

<b>Home-School Connection:</b>
Mode of communication:
What will you say to communicate lesson objectives: (include what you would write in easy-to-understand wording to families):
Describe a follow-up activity you will include in your communication to families that they can do at home to continue learning the concept and what household materials will they need to carry it out.
How will you incorporate the language/culture of families in order to encourage respectful, reciprocal relationships:

**9. Goals:**

Demonstrate your understanding of how you embed assessment-related activities in the curriculum and make assessment an integral part of professional practice by using the objectives to write 3 aligned measurable goals that will be used to assess students by finishing the statement "The objective will be met when the student can ..." for each objective above. This should be done before implementing the lesson with children. Your goals should allow for a variety of ways for children to show their mastery such as observing young children in play and in spontaneous conversations and interactions as well as in adult-structured assessment contexts such as answering a teacher's question. Be prepared to comment on whether the goal was met and how this will inform your future instruction and planning in the comment section of the evaluation. *3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.*



## 12. Professionalism:

The finished copy of the lesson plan must include all required information including the self-evaluation, be computer-generated, and without spelling, grammar, and typographic errors. *(Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues. 6c)*

[To see a sample of a completed lesson plan, click here.](#)

## 13. Lesson Planning Self Evaluation (to be used at the discretion of the instructor):

Use the Preschool Lesson Plan grading rubric to complete this grading summary before submitting the lesson plan. Add what you believe you should receive for points for each instruction in the appropriate column using the noted NAEYC competency standard in parentheses and calculate what you believe your final grade will be at the bottom of the chart. (Note: Your instructor will calculate your actual final grade. This self-evaluation is for self-reflection purposes only. Be honest! Remember that you are learning and we are looking for progress, not perfection! This will help your instructor to better support your instructional needs!)

	<b>Not Yet Competent</b>	<b>Developing Competency</b>	<b>Competent</b>	<b>Very Competent</b>
Instruction 2 (5b)				
Instruction 3 (3a))				
Instruction 4 (4c)				
Instruction 5 (5a)				
Instruction 6 (4a)				
Instruction 7 (4b)				
Instruction 8 (2b)				
Instruction 9 (3a)				
Instruction 10 (6e)				
Instruction 11 (6c)				
<b>Final Grade:</b>	59 and below	60-69	70-89	90-100

Massasoit Community College  
 Department of Early Childhood Education  
 Lesson Planning Form

Your name:	Date lesson was taught:
Allotted time:	Age group:
Curriculum Area:	Activity Name:

Mass. Guidelines for Preschool Learning Experiences addressed from 3 different curriculum areas (include full guideline number and description as well as a page number): <i>Ex. PK.CC.1: listen to and say the names of numbers in meaningful contexts (pg. 80)</i>
1.
2.
3.

To <u>knowledge, skill, behavior, etc.</u> expected from the learner (use the learning guideline)	By <u>the description of how children will implement and achieve the objective</u> (similar to the ideas for learning experience in the guidelines)	Developmental Domain (ex. Physical, Social/Emotional, Cognitive, Language)	Abbreviated Guideline
<i>Ex. To participate actively in discussions</i>	<i>by sharing one idea or experience related to the story before, during, or after it is read</i>	<i>Language</i>	<i>RI.PK.10</i>
1.			
2.			
3.			

Materials:
------------

Transition to the lesson:
Introduction (1. where will the lesson begin, 2. how will you engage students, 3. how will you



support executive functioning skills, 4. what will you say to let students know what you will be doing during the lesson?):

1.
2.
3.
4.

**Procedure** (What are the STEP BY STEP instructions needed to complete the lesson and meet the guidelines/objectives/goals? Make sure the instructions are detailed enough that a substitute or assistant teacher can carry out the lesson and meet the guidelines/objectives/goals. Insert more rows if needed) **DO NOT INCLUDE ANY OF THE INTRODUCTION IN YOUR PROCEDURE!**

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

<b>Conclusion</b> (what will you say to...): Review the concept:
Assess children's understanding:
Open-ended question:
How will you transition children (individually or as a group) to the next scheduled activity/routine:

<b>SEL/APL Guideline:</b> (written out in full w/page #)
<b>Step/s of the procedure that supports the guideline:</b>

<b>Individual Interventions:</b>
----------------------------------

Initials of child/children, need for modification/intervention, where in the lesson plan modification/intervention is needed:

**Home-School Connection:**  
Mode of communication:

What will you say to communicate lesson objectives: (include what you would write in easy-to-understand wording to families):

Describe a follow-up activity you will include in your communication to families that they can do at home to continue learning the concept and what household materials will they need to carry it out.

How will you incorporate the language/culture of families in order to encourage respectful, reciprocal relationships:

### Assessment

Goals:  
*Ex. The objective will be met when the student can contribute one idea or experience related to the story before, during, or after the story during a class discussion.*

1. The objective will be met when the student can

2. The objective will be met when the student can

3. The objective will be met when the student can

<b>Goal 1: (highlight/bold one of the below)</b> Met          Not Met (comment if not met)	<b>Comments:</b>
<b>Goal 2:(highlight/bold one of the below)</b> Met          Not Met (comment if not met)	<b>Comments:</b>
<b>Goal 3: (highlight/bold one of the below)</b> Met          Not Met (comment if not met)	<b>Comments:</b>

**Reflection:** how did the lesson go and what you might do in the future. How were your child guidance techniques? Were you flexible? How would you improve this lesson? What would you change? Would you do this again?

**12. Lesson Planning Self Evaluation** (to be used at the discretion of the instructor):

Use the Preschool Lesson Plan grading rubric to complete this grading summary before submitting the lesson plan. Add what you believe you should receive for points for each instruction in the appropriate column using the noted NAEYC competency standard in parentheses and calculate what you believe your final grade will be at the bottom of the chart. (Note: Your instructor will calculate your actual final grade. This self-evaluation is for self-reflection purposes only. Be honest! Remember that you are learning and we are looking for progress, not perfection! This will help your instructor to better support your instructional needs!)

	<b>Not Yet Competent</b>	<b>Developing Competency</b>	<b>Competent</b>	<b>Very Competent</b>
Instruction 2 (5b)				
Instruction 3 (3a)				
Instruction 4 (4c)				
Instruction 5 (5a)				
Instruction 6 (4b)				
Instruction 7 (2b)				
Instruction 8 (3a)				
Instruction 9 (6e)				
Instruction 10 (6c)				
<b>Final Grade:</b>	59 and below	60-69	70-89	90-100