

EARLY CHILDHOOD AND CHILD DEVELOPMENT
LESSON PLAN HANDBOOK

Developed by Kristina Bodamer and Jennifer Zaur September 2014



THE UNIVERSITY OF ARIZONA

GLOBAL CAMPUS

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ABOUT THIS HANDBOOK

PURPOSE OF THE HANDBOOK

This handbook was developed to provide Ashford University Early Childhood Education and Child Development students with a resource to utilize when creating effective lesson plans. Educators must be able to create an effective lesson plan so they can successfully teach children the developmental and academic skills they need to grow, develop, and learn. As Kostelnik, Rupiper, Soderman, & Whiren (2014) explain, “Planning is a mental process, and a lesson plan is the written record of that process” (p. 81).

DESIGN OF THE HANDBOOK

“A lesson plan is the instructor’s road map of what students need to learn and how it will be done effectively” (Milkova, 2014, para. 1). This handbook is your “road map” to creating effective lesson plans. Each section of the handbook will serve as a different stop along your journey. With each stop you make, you will gain important information about a component of a lesson plan: what it is, its purpose, how to effectively develop each section of the lesson plan, and concrete examples that model the individual sections. By the end of your trip, you will be able to create effective lesson plans that will allow your students to learn the developmental and academic skills they need to master. So, pack your bags and come along for a fun and informative ride.



LESSON PLAN TEMPLATE

Content Area or Developmental Focus:

Age/Grade of Children:

Length of Lesson:

Goal	
Objective	
Standards Included	
Materials	
Introduction	
Lesson Development	
Differentiation	
Assessment (Practice/Check for Understanding)	
Closing	



GOALS

WHAT IS A LESSON GOAL?

A lesson goal guides the direction of the lesson. “Goals come from an outside source [such as] a text, program goals, or state standards” (Kostelnik et al., 2014, p. 85). The goal is a broad, general statement that tells you what you want your students to do when the lesson is complete. Think of the goal of the lesson as a target that you are trying to reach. The goal of the lesson should provide the framework for you to create a more detailed and measurable learning objective.

WHY ARE LESSON GOALS IMPORTANT?

Lesson goals are important for several reasons. First, lesson goals help provide structure for planning a lesson. Lesson goals also help students know where the lesson is going and what they will be learning. Finally, lesson goals help you communicate with parents about what you are teaching.

HOW DO YOU CREATE A LESSON GOAL?

To create a lesson goal, ask yourself “What do I want my students to *know* at the end of the lesson?” The answer to this question will become your lesson goal. Often lesson goals will be derived from the concepts, topics, and skills that your students need to master.

EXAMPLE OF LESSON GOAL:

Goal	To teach the beginning, middle, and end of a story
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OBJECTIVES

WHAT ARE OBJECTIVES?

The objective in a lesson plan states the purpose of the lesson – what a student will be able to do once he or she has completed the lesson. A well-written objective will provide a clear picture of the outcome(s) or performance you expect as a result of the lesson. An objective should be specific, clear, and most importantly, observable and measurable. “Objectives are the specific learning behaviors children might logically display in relation to a goal” (Kostelnik et al., 2014, p. 84). Objectives focus on student behaviors, not what the teacher is doing during the lesson. An objective should answer the question, “What do you want your students to be able to do as a result of the lesson?”

WHY ARE OBJECTIVES IMPORTANT?

Objectives provide an organized pathway to meet higher goals. They are “tailored to meet the needs of the children involved” (Kostelnik et al., 2014, p. 84). In addition, objectives ensure that learning is focused so that both students and teachers know what is expected of them. Finally, they provide criteria for evaluating student achievement.

HOW DO YOU CREATE EFFECTIVE OBJECTIVES?

In order to create an effective objective, you need to make sure that it focuses on student performance, is observable, and contains criteria for measuring success. A good way to ensure you create effective objectives is to use the ABCD formula (Writing Objectives, 2010) below.

Effective Learning Objective = Audience + Behavior +

Conditions + Degree **Audience:** Who are you writing the learning objective

for?

Behavior: What should your students be able to do? Typically you want to use a Bloom’s verb for your behavior. You can find some examples of Bloom’s verbs [HERE](#).

Conditions: How will students achieve the behavior?

Degree: How well must it be done? What is considered mastery?

EXAMPLE OF AN OBJECTIVE:

Objective	The students will be able to recall the beginning, middle, and end of a story using a story map with no more than one detail in the wrong location.
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STANDARDS

WHAT ARE STANDARDS?

Standards are clear written descriptions that explain what teachers are supposed to teach, both developmentally and academically, to children at each age. Educators use these standards as a guide when creating developmental and educational learning objectives. The standards define *what* children need to know or be able to do, but not *how* teachers go about teaching.

WHY ARE STANDARDS IMPORTANT?

Standards are important because they guide what you are supposed to teach and what your students are supposed to learn. In other words, they help you to get your students from point *A* to point *B*. Standards help students to develop their skills and increase their knowledge. Finally, standards help to clarify the developmental and educational goals for parents and teachers.

WHAT ARE THE DIFFERENT TYPES OF STANDARDS?

There are many different types of standards that are used when working with young children. Below are some of the most common types of standards that you will use to guide your instruction of young children.

Developmental Milestones: Developmental milestones are a type of standard that will guide your instruction depending on the age of the children you are working with. You will use this set of standards most often when working with children from birth to age 3, but they can also be used to guide your instruction for children from ages 3 to 5. To locate these standards, view the [Developmental Checklists: Birth to Five](#) handout.

Early Learning Guidelines: Early Learning Guidelines are developed by each state. Typically, early learning standards are broken down into two groups, birth to three and three to five, but they can also be combined. You can view the [State/Territory Early Learning Guidelines](#) document or the [State-by-State](#) interactive map to locate the standards you will use.

Head Start Early Learning Framework: Sometimes different organizations or centers will have their own standards they utilize. Please view [The Head Start Child Development and Early Learning Framework](#) if you will be using these standards.

K-3 Standards: Each state is responsible for developing their own set of academic learning standards. Many states have adopted the [Common Core Standards](#) as their academic standards, but not all states utilize them. You will need to locate your [State's Academic Standards](#) to plan your lesson.

HOW DO I IDENTIFY THE STANDARD TO INCLUDE IN MY LESSON PLAN?

The standard you include must directly relate to your lesson objective. Therefore, you need to find a standard that aligns with your objective. For example, if your objective is “The students will be able to recall the beginning, middle, and end of a story using a story map with no more than one detail in the wrong location,” you will want to locate a standard that focuses on the beginning, middle, and end of a story.

HOW DO I WRITE THE STANDARD IN MY LESSON PLAN?

To identify the standard that you are using, you will need to write a standard statement. Generally, each type of standard shared above will have a standard section title, domain (which may include a standard number), and a performance indicator that needs to be included in order to identify the standard that you are using. Please see the examples below to assist you with this.

EXAMPLES OF STANDARDS WRITTEN IN LESSON PLANS:

Developmental Milestones:

The diagram shows a form titled "DEVELOPMENTAL CHECKLIST - 4 TO 7 MONTHS" in a green box. A purple arrow labeled "Standard Section Title" points to this title. Below the title are three lines for "CHILD'S NAME:", "DATE OF BIRTH:", and "PARENT OR GUARDIAN:". Under the "PARENT OR GUARDIAN:" line is a blue box labeled "VISUAL". A purple arrow labeled "Domain" points to this box. Below "VISUAL" is a list of four items, each with a checkmark: "Looks for toy beyond tracking range (5-6 mos.)", "Tracks moving objects with ease (4-7 mos.)", "Grasps objects dangling in front of him (5-6 mos.)", and "Looks for fallen toys (5-7 mos.)". A purple arrow labeled "Performance Indicator" points to the third item, "Grasps objects dangling in front of him (5-6 mos.)". To the right of the list are four horizontal lines for additional notes.

Standards Included	Developmental Checklist- 4 to 7 Months, Visual: Grasp objects dangling in front of him
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Early Learning Guidelines:

Kansas Early Learning Standards: COMMUNICATIONS AND LITERACY STANDARDS (CL)				
Young Infant: "YI" (By 12 months)	Mobile Infant: "mi" (By 18 months)	Toddler: "T" (By 36 months)	Domain	Pre 4: "p4" (By 60 months)
Standard Section Title CL.L.1: With prompting and support, adult's lap while looking at pictures and gazes at pictures and pats individual pictures.	Standard Number CL.L.m.1: With prompting and support, looks at picture (e.g., "Oh look there is a cow, can you show me the cow?").	Performance Indicator CL.L.t.1: With prompting and support, asks and answers simple questions about story content using pictures. CL.L.t.2: Retells some events from a familiar story with close adult prompting (e.g., T: Tell me what happened to baby bear's chair? C: "It broke").	Performance Indicator CL.L.p3.1: With prompting and support, asks and answers simple questions about story content using pictures to tell and retell parts of a story.	Performance Indicator CL.L.p4.1: With prompting and support, asks and answers questions about key details in a text. CL.L.p4.2: With prompting and support, retells stories with increasing detail and accuracy. CL.L.p4.3: With prompting and support, identifies characters, settings and major events in a story.

Standards Included	Kansas Early Learning Standards-Communications and Literacy Standards-Toddler-CL.L.t.1- With prompting and support, asks and answers simple questions about story content using pictures.
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Head Start Early Learning Framework:

△ MATHEMATICS KNOWLEDGE & SKILLS		
Standard Section Title NUMBER CONCEPTS & QUANTITIES The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).	Domain	Performance Indicator Recognizes numbers and quantities in the everyday environment. Recites numbers in the correct order and understands that numbers come "before" or "after" one another.

Standards Included	The Head Start Child Development and Early Learning Framework-Number Concepts & Quantities: Recognizes numbers and quantities in the everyday environment.
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K-3 Standards:

Arizona's College and Career Ready Standards – English Language Arts – Speaking and Listening Standards K-2

The following standards for K-2 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Domain

Standard Section Title

Standard Number

Performance Indicator

1.SL.4

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

experience with appropriate...
ative details, speaking...
... (2.SL.4)

Standards Included	Arizona's College and Career Ready Standards-English Language Arts- Speaking and Listening Standards K-2- 1.SL.4-Describe people, places, things and events with relevant details, expressing ideas and feelings clearly
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MATERIALS

WHAT IS THE MATERIALS SECTION OF A LESSON PLAN?

The materials section of a lesson plan is a place to list all of the resources needed to successfully teach the lesson. The materials listed should include both the resources the teacher needs to teach as well as the materials the students will use throughout the lesson.

Your materials section should also identify “any concerns for safety or adaptations for children with special needs” (Kostelnik et al., 2014, p. 81). Think about the materials section as a checklist of everything you need to teach the lesson.

WHY IS IT IMPORTANT TO LIST THE MATERIALS YOU WILL NEED?

The materials section of a lesson plan is important because it allows you to be prepared with everything you will need to teach a lesson. If you do not have all of the materials, then you will not be prepared to help your students meet the lesson objective.

HOW DO YOU CREATE A MATERIALS LIST?

A good way to start creating your materials list is by writing down the items you will need as you develop the lesson that you will teach. Each time you complete an additional section of your lesson plan, read back through it and check to see if there are any more materials that you need to teach the lesson. If there are, add them to the materials section of the lesson plan. Some guiding questions you can use as you write your materials list are noted below.

- What items or supplies will I need as the teacher to teach the lesson?
- What items or supplies will my students need to complete the lesson?
- Will I need to use any special equipment (computer, digital camera, etc.) when teaching the lesson?

EXAMPLE OF A MATERIALS LIST:

Materials	Beginning, Middle, and End Story Map (copy for each child) Lon Po Po by Ed Young Chart Paper with the Story Map drawn on it
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INTRODUCTION

WHAT IS THE INTRODUCTION?

The introduction, or anticipatory set, focuses students' attention on the lesson and why you are doing the lesson. The introduction should be directly related to the lesson objective. In the introduction, you want to build your students' interest and excitement about the lesson so that they will be engaged. The introduction is also used to activate your students' prior knowledge and introduce key vocabulary relating to the lesson.

WHY IS THE INTRODUCTION IMPORTANT?

The introduction is important because it prepares and motivates students for learning. By including an introduction that is connected to what will be learned you are able to shift your students' attention to the learning that is about to take place. As a result, students will be more likely to master the learning objective for the lesson.

HOW DO YOU CREATE AN EFFECTIVE LESSON INTRODUCTION?

The key to creating an effective introduction is to keep the purpose of the introduction in mind. Remember the purpose of the introduction is to engage your students in the lesson, activate prior knowledge, introduce key vocabulary, and prepare students to master the learning objective. Some guiding questions you can use as you write your lesson introduction are noted below.

- How can I introduce the lesson so that my students will be interested and excited?
- How I can engage my students before I start teaching my lesson?
- How can I activate my students' prior knowledge regarding the topic of my lesson?
- How can I introduce the learning objective to my students?
- How can I get my students to start thinking about the topic of the lesson?
- What key vocabulary terms will my students need to know in order to master the learning objective for this lesson?

EXAMPLE OF AN INTRODUCTION:

Introduction	“Hi class! This week we are reading many different versions of Little Red Riding Hood from all over the world. Who can tell us about some of the Little Red Riding Stories we have heard this week?” “Wait for student responses. “Today, I am going to share a new version of Little Red Riding Hood with you. This version is the story that they tell in China. Does anybody know where China is?” Wait for responses and show them on a map. “When we are reading the story today, I want you to listen for what happens at the beginning of the story, the middle of the story, and the end of the story.”
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LESSON DEVELOPMENT

WHAT IS THE LESSON DEVELOPMENT SECTION?

The lesson development section is the heart of the lesson plan. Sometimes this section of the lesson plan is referred to as the procedures. In this section you describe, often with step-by-step directions, what you will do to teach the main objective of the lesson. These steps do not list every little thing that the teacher will do, but it should list the sequence of the activities you will use to teach the objective of your lesson to mastery. This section should “incorporate strategies for teaching that are appropriate for the age of the children, that are flexible enough to meet individual needs, and that will enable you to document the learning that takes place” (Kostelnik et al., 2014, p. 81).

WHY IS THE LESSON DEVELOPMENT SECTION IMPORTANT?

The lesson development section provides a structured framework to help your students master the learning objective. By having a clear plan in place before starting, you will be able to more effectively help your students master the learning objective.

HOW DO YOU CREATE THE LESSON DEVELOPMENT SECTION?

In order to create a clear lesson development section, you need to consider all of the necessary steps you will need to take when teaching a lesson. It is important to think about how you will have the students learn the information (whole group lesson, modeling, small group lesson, learning centers, etc.) so that you can think about the best way to present the information. Once you know how you want to present the information, you will want to write out step-by-step directions about how you will use this method to teach your students the lesson objective. Some guiding questions you can use as you write your lesson development section are noted below.

- How do my students learn best?
- What is the first, second, third, fourth, etc. thing that I need to do to teach my students the objective of the lesson?
- Does each step I have listed lead to mastery of the learning objective?

EXAMPLE OF LESSON DEVELOPMENT:

Lesson Development	1. Read Lon Po Po to the students. As you are reading, stop at the beginning, middle, and end of the story and discuss what happened in each section. 2. Explain to the students that every story has a beginning, middle, and an end. 3. Show students the chart paper that has a picture of the story map drawn on it. 4. Start with the “Beginning” section on the Story Map. Explain what the beginning of a story is. Do a think-pair-share to come up with ideas for what happened in the beginning of the story. Record the students’ ideas on the chart paper Story Map. 5. Next, explain what the middle of a story is. Do a think-pair-share for the “Middle” section on the Story Map. Record the students’ ideas on the chart paper Story Map. 6. Explain what the end of a story is. Do a think-pair-share for the “End” section on the Story Map. Record the students’ ideas on the chart paper for the Story Map.
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DIFFERENTIATION

WHAT IS THE DIFFERENTIATION SECTION?

In this section of the lesson plan, you will want to explain how you will differentiate, or modify, your instruction based on the needs of your students. This does not mean creating a second lesson plan; it refers to changing or providing alternative options for how you will present your lesson, the materials you will use, the way you will arrange your classroom for teaching the lesson, or with how you will assess student learning. Often you will need to differentiate your instruction for English language learners, children with special needs, or gifted learners. In other words, this section provides a place for you to include how you will meet the varying needs of the students you will be working with.

WHY IS THE DIFFERENTIATION SECTION IMPORTANT?

As classrooms have become more diverse, it is more common to have ELL students, students with special needs, high achievers, underachievers, and average students all in the same class. In order to meet the needs of all of these students, differentiation is essential.

Providing differentiation in a lesson allows each student to experience success and maximizes growth.

HOW DO YOU CREATE THE DIFFERENTIATION SECTION?

In order to determine how you may need to differentiate your lesson, you will need to consider all of the types of learners that you will be working with. You will want to think about if there are any specific needs that you will have to address or an individual child who may need more support or to challenge their learning. Once you have identified these potential areas of need, you will want to determine how you can differentiate your instruction to meet these needs. Some guiding questions you can use as you write the differentiation section of your lesson plan are noted below.

- Will I need to adapt the curricular goals (remediation or enrichment) in order to ensure all students will be successful?
- Will I need to make any adjustments to the classroom environment in order to ensure all can master the learning objective?
- Will any students need to use different materials in order to master the learning objective?

- Can the students understanding be increased by changing the delivery of instruction or teaching style?
- Will any students need extra support in order to master the learning objective?
- Will a different activity need to be designed and offered for the student or small group of peers?

EXAMPLE OF DIFFERENTIATION:

Differentiation	ELL Learners: Along with writing the students' responses on the story map, I will draw a picture Gifted Learners: During guided practice, I will have the students draw a picture of the beginning, middle, and end of the story and write what happened underneath their picture Remediation: I will have students who typically struggle sit in the front of the group and choose an example off of the chart to fill in on their story map
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ASSESSMENT

(PRACTICE/CHECK FOR UNDERSTANDING)

WHAT IS THE ASSESSMENT SECTION?

In the assessment section of the lesson plan, you are providing your students with an opportunity to apply what they have learned while you, the teacher, assess their learning in a formal or informal way. In other words, you are allowing an opportunity for your students to practice the skill or concept that you just taught in the lesson development section. This practice can be done through either guided or independent practice. Guided practice allows students to show their understanding of the material that you just presented while working with the teacher. Independent practice, on the other hand, is done without the teacher. You will assess by checking for understanding through observing the students performing the skill, asking questions, or collecting work samples.

WHY IS THE ASSESSMENT SECTION IMPORTANT?

The purpose of assessment is to inform your instruction. According to Kostelnik et al. (2014), lesson plans “should have provisions to assess child learning and a plan for recording progress towards goals” (p. 81). They “should also include provisions to assess the effectiveness of the plan as a whole and to identify areas where improvements could be made” (p. 81). By including a section in your lesson plan that allows your students to demonstrate their understanding of the content or skill you have taught, you will be able assess their learning and make informed decisions about the next steps you need to take. When we take the time to assess, we are more likely to notice the need for remediation or enrichment early on and can better plan subsequent lessons or activities.

HOW DO YOU CREATE AN ASSESSMENT SECTION?

In order to effectively assess student learning, you must start by thinking about how you want your students to practice the skill or concept that you have just taught. A good way to do this is to list the different ways in which your students can practice the skill or concept you have taught. Next, for each way to practice, list a way you could check for understanding while they are completing the practice opportunity. Then, choose one of the methods of practice and checking for understanding to use together in order to ensure that you are able to assess student learning of the lesson objective. Some guiding questions you can use as you write your practice and check for understanding section are noted below.

- What will I have students do to demonstrate that they understand the concept or skill? (practice)
- What activity can I have students do to check whether they have mastered the learning objective? (practice)
- What questions will I ask students to check for understanding? (check for understanding)
- What method of assessment, formal or informal, would provide me with the information I need in order to check for mastering of the learning objective? (check for understanding)

EXAMPLE OF A PRACTICE/CHECK FOR UNDERSTANDING:

Assessment (Practice/Check for Understanding)	1. Explain to the students that they are going to have the chance to complete a Story Map to show that they understand what happened in the beginning, middle, and end of Lon Po Po. 2. Pass out a copy of the Story Map to each child. 3. Tell your students that in the beginning box, they need to draw a picture of what happened in the beginning of Lon Po Po, in the middle box they need to draw a picture of what happened in the middle, and in the end box, they need to draw a picture of what happened at the end. (practice) 4. While students are working, walk around and record on a clipboard which students were able to successfully complete their story map and which students did not. As needed, provide support students who are struggling to complete their story map. (check for understanding)
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CLOSING

WHAT IS THE LESSON CLOSING?

The closing of a lesson wraps up the lesson that you have just taught. In the lesson closing you want to come back to the lesson objective and to reinforce the most important concepts from the lesson. Typically, the lesson closing summarizes the learning that took place. The closure of a lesson should be meaningful by reviewing the key points of a lesson and allowing students the chance to show what they know.

WHY IS THE CLOSING IMPORTANT?

The closing of a lesson brings together all of the learning that has taken place. The closing helps the students to reflect on what they learned and to make sure they understand the key ideas they should have taken away from the lesson. Finally, the closing ensures the effectiveness of the learning that took place during the lesson.

HOW DO YOU CREATE AN EFFECTIVE CLOSING?

An effective closing should only take between five and ten minutes. To create an effective closing you want to emphasize the objective of the lesson and its importance, as well as assess student mastery of the lesson objective. Some guiding questions you can use as you write your lesson closing are noted below.

- What did we learn today and why is it important?
- How can I reinforce the lesson objective?
- How can I check for student understanding of the lesson objective?
- How can I summarize the learning that took place?

EXAMPLE OF A CLOSING:

Closing	Bring the students together as a whole group. Students share their story maps to show the beginning, middle, and end of the story. Ask the students who can tell you the three parts of a story. Summarize what the students share and make sure to restate what the beginning, middle, and end of a story are.
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SAMPLE ACADEMIC LESSON PLAN

Content Area or Developmental Focus: Beginning, Middle and End of a story

Age/Grade of Children: 2nd grade

Length of Lesson: 30 minutes

Goal	To teach the beginning, middle, and end of a story
Objective	The students will be able to recall the beginning, middle, and end of a story using a story map with no more than one detail in the wrong location.
Standards Included	Arizona's College and Career Ready Standards-English Language Arts- Literature K-2- 1.SL.4- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Materials	Beginning, Middle, and End Story Map (copy for each child) Lon Po Po by Ed Young Chart Paper with the Story Map drawn on it Markers
Introduction	"Hi class! This week we are reading many different versions of Little Red Riding Hood from all over the world. Who can tell us about some of the Little Red Riding Stories we have heard this week? "Wait for student responses. "Today, I am going to share a new version of Little Red Riding Hood with you. This version is the story that they tell in China. Does anybody know where China is?" Wait for responses and show them on a map. "When we are reading the story today, I want you to listen for what happens at the beginning of the story, the middle of the story, and the end of the story."

Lesson Development	1. Read Lon Po Po to the students. As you are reading, stop at the beginning, middle, and end of the story and discuss what happened in each section. 2. Explain to the students that every story has a beginning, middle, and an end. 3. Show students the chart paper that has a picture of the story map drawn on it. 4. Start with the “Beginning” section on the Story Map. Explain what the beginning of a story is. Do a think-pair-share to come up with ideas for what happened in the beginning of the story. Record the students’ ideas on the chart paper Story Map. 5. Next, explain what the middle of a story is. Do a think-pair-share for the “Middle” section on the Story Map. Record the students’ ideas on the chart paper Story Map. 6. Explain what the end of a story is. Do a think-pair-share for the “End” section on the Story Map. Record the students’ ideas on the chart paper for the Story Map.
Differentiation	ELL Learners: Along with writing the students’ responses on the story map, I will draw a picture Gifted Learners: During guided practice, I will have the students draw a picture of the beginning, middle, and end of the story and write what happened underneath their picture Remediation: I will have students who typically struggle sit in the front of the group and choose an example off of the chart to fill in on their story map
Assessment (Practice/Check for Understanding)	1. Explain to the students that they are going to have the chance to complete a Story Map to show that they understand what happened in the beginning, middle, and end of Lon Po Po. 2. Pass out a copy of the Story Map to each child. 3. Tell your students that in the beginning box, they need to draw a picture of what happened in the beginning of Lon Po Po, in the middle box they need to draw a picture of what happened in the middle, and in the end box, they need to draw a picture of what happened at the end. (practice) 4. While students are working, walk around and record on a clipboard which students were able to successfully complete their story map and which students did not. As needed, provide support students who are struggling to complete their story map. (check for understanding)

Closing

Bring the students together as a whole group. Students share their story maps to show the beginning, middle, and end of the story. Ask the students who can tell you the three parts of a story. Summarize what the students share and make sure to restate what the beginning, middle, and end of a story are.

SAMPLE DEVELOPMENTAL LESSON PLAN

Content Area or Developmental Focus: Motor Skills

Age/Grade of Children: 3 years

Length of Lesson: 15 minutes

Goal	To teach how to walk across a balance beam
Objective	The child will walk across a balance beam using different movements without falling off more than one time.
Standards Included	Mississippi Early Learning Guidelines- Physical Development Standards- Gross Motor Skills- 1. With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).
Materials	Balance beam Foam mats, cushions, or pillows
Introduction	Hi friends. Yesterday we read a story the story “The Greatest Gymnast of All” and learned about the different activities that gymnasts can do. Ask, “Who remembers something that a gymnast can do?” Wait for student responses and summarize and share the ideas. Say, “Today we are going to practice walking on a balancing beam just like a gymnast does. As we practice we are going to be working on our balance. It’s going to be a lot of fun.”
Lesson Development	1. Place the balance beam on a firm surface so it will not tip over. 2. Place soft materials such as foam mats, cushions, or pillows beside the beam. 3. Model how you can walk across the balance beam for the children. 4. Make sure as you model you point out how you keep your balance.
Differentiation	If children quickly master walking across the beam, they can try walking in different ways. Some other options for walking across the beam are to walk backwards, toe to heel to toe, walking like a butterfly walk, or walking like a chicken.

Assessment (Practice/Check for Understanding)	1. Have the children line up at the end of the balance beam. 2. Have one child at a time walk across the beam. 3. Monitor children as they walk across and provide support, such as holding their hand, when needed to guide them safely across. 4. As children walk across the balance beam record anecdotal notes about how they are walking (do they frequently fall, do they move across quickly without wobbling, do they move slowly but still maintain their balance, etc.) 5. Modify the way the children are walking, using the ideas in the differentiation section as needed.
Closing	Bring the children back together as a group. Summarize the learning by talking about what the children did. Ask the children to describe what they were doing as they walked across the balance beam. Reinforce that the child had to balance in order to be able to walk across without falling.

LESSON PLANNING RESOURCES

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- Standards by state. (2014). Retrieved from <http://www.educationworld.com/standards/state/>
- Writing objectives. (2010). Retrieved from the Education, Technology, Design, Innovation, Community website at Pennsylvania State University: <http://ets.tlt.psu.edu/learningdesign/objectives/writingobjectives>