

# Learning Experience Plan (LEP) Components



A Learning Experience Plan (LEP) is a blueprint of learning with a clear beginning, middle and end.

Many lesson planning models exist, most of which contain similar elements. Your employer may require you to use a specific template and they may refer to the LEP as a "lesson plan" or an "activity plan." We use the term Learning Experience Plan because it describes the multi-faceted nature of the

ideal learning experience. A LEP is more than just a plan for a single activity – it is a rich and engaging plan with larger goals. For this course, you will use the provided LEP Template.

In this unit, you will study a sample LEP that was created specifically to use in this course. The LEP is built around the book *The Rainbow Fish* (Pfister, 1992). The next section explains each component of this sample LEP.

## Learning Experience Plan (LEP) Components

### Top of the LEP (Items a-d)

- a. **Title of the Lesson** – This should not be the name of the book you are reading but should reflect what you want them to learn. For example, if reading *The Rainbow Fish*, the title of your lesson might be "Sharing".
- b. **Number of Children in Group** – This could be any size. Discuss this with your Cooperating Teacher.
- c. **Children's Age Group**
- d. **Length of Lesson** – This will be approximate and should be appropriate for the age group.

## 1. Early Learning Standards

Your LEP needs to be based on Early Learning Standards that include:

**The Domain** – type of lesson. For example, “Language and Literacy”

**The Strand** - procedures to be followed

**Learning Progression:** behavioral expectations

**Indicator:** what the students are expected to do or know and how they will demonstrate that.

While every state has developed its own Early Learning Standards, the format varies from state to state and many states do not include “Domain”, “Strand”, “Learning Progression” and “Indicator”. So, unless your state includes those four components, you need to use the CT ELDS for this LEP assignment.

Here is an example from the Sample LEP for *The Rainbow Fish*, by Pfister, 1992

**Domain:** Language and Literacy

**Strand:** D: Early learning experiences will support children to gain book appreciation and knowledge

**Learning Progression:** Understanding of Stories or Information

**Indicator:** L.60.14 Use connections between self and character, experience and emotions to increase comprehension

## 2. Key Objectives

This is where you write the purpose of your lesson. You need to state what the students will be able to do at the conclusion of the lesson. Each Objective must be measurable and should be written as a sentence that includes a verb naming the behavior itself (“The student will describe, explain, compare, use, etc.”).

Here is an example from the Sample LEP for *The Rainbow Fish*, by Pfister, 1992

1. The children will listen and respond to a story about sharing.
2. The children will practice new vocabulary.
3. The children will create their own rainbow fish.

## 3. Materials

List all materials needed to present the lesson. Include before-hand materials such as table covers and children’s smocks when planning a lesson with a painting activity. Include any equipment you may need if you are using technology.

#### 4. Vocabulary

Introduce words that may be new to the students, that require explanation, and that are pertinent to the lesson. The list should include words that appear in any resources you are using or questions you may pose.

#### 5. Higher Order Thinking (HOT) Questions (six questions)

An essential part of planning your lesson is creating Higher Order Thinking (HOT) Questions to ask before, during and after reading the book, with the goal of building comprehension and encouraging higher level thinking. Use the six levels of Bloom's Taxonomy of Educational Objectives as a guide to help structure questions.

- 1) Understanding, 2) Remembering, 3) Applying, 4) Analyzing, 5) Evaluating, 6) Creating. (Suggestion: write your questions on sticky notes and place within the book.)

#### ACTION VERBS BASED ON BLOOM'S TAXONOMY

These can be used for Key Objectives and Higher Order Thinking (HOT) Questions

REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
describe	explain	complete	compare/ contrast	justify	plan
name	compare	use	examine	assess	invent
find	discuss	examine	explain	prioritize	compose
list	predict	illustrate	identify	recommend	design
relate	outline	classify	categorize	rate	construct
write	restate	solve	investigate	decide/ choose	imagine

#### 6. Instructional Procedure

##### Introduction and Storytelling –

- Before you begin the actual lesson, you need to capture the children's attention to "hook them in". This could be as simple as holding a prop, asking a leading question, or directing a short exercise/dance related to the lesson.
- Ask at least two prepared questions to develop excitement for the story and

- give children something to think about so they listen with purpose.
- Tell and show the children the title and name of the author of the book.
  - Read the book to the class, emphasizing vocabulary words, asking prepared HOT questions.
  - At the end of the story, ask planned follow-up HOT questions.

**A. Related Activity** – write out the steps of the follow-activity that you create to extend the learning from the story portion of the lesson. Examples of activities are related art projects, songs, poems, movement, games, written expression, dramatic arts, problem solving and inquiry.

**B. Closing** – Describe how you will conclude the activity. For instance, ask students to say what they liked or learned from the activity, display the student's work, review the vocabulary words.

## 7. Home-School Connection

Include an activity to complete at home that reinforces the objectives of the lesson to inform and engage parents to involve them in their children's educational growth.

## 8. Modifications

Tell how this lesson was modified or changed to accommodate a student's needs.

## 9. Assessment

Illustrate the assessment method used to determine if students achieved the Key Objectives of the lesson, such as a checklist, rubric, or anecdotal records.

## References

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