Create a developmentally appropriate literacy lesson plan that supports language and literacy experiences.

Include the following in your lesson plan, using the Lesson Plan Template:

1. Identify the lesson objectives.
2. Describe the alignment with language and literacy standards.
3. Describe the lesson procedure. This should be detailed so that another teacher could use this to implement the lesson.
4. Explain strategies to support children learning a second language.
5. Explain modifications for students with special needs.
6. Identify appropriate materials.  Use the textbook and at least one outside resource, with citations in APA format.
7. Create an assessment plan.  How will you measure improvement?

It is required that you use the Lesson Plan Template to complete this portion of your assignment. While certain components of the lesson plan template are highlighted in the steps above, it is required that you complete all sections of the template.  It is suggested that you utilize the Early Childhood and Child Development: Lesson Plan Handbook  as a guide for how to more effectively  plan this lesson.  Your assignment must be formatted according to APA style, citing two to three scholarly resources

I could not include the links to the Templet or lesson plan handbook. These are listed below. The **first one is the templet Overview** and **a blank templet** the **second one is the handbook.** I have included an **example please don’t copy it.**

Lesson Plan Template – *Overview*

***For a more detailed explanation, including examples, of each section within the Lesson Plan Template, please view the Lesson Plan Handbook.***

Content Area or Developmental Focus:

Age/Grade of Children: K

Length of Lesson:

|  |  |
| --- | --- |
| Goal | The goal is the purpose of the lesson.  |
| Objective | The objective is what students will be able to know or do at the end of the lesson. |
| Standards Included | Standards are the knowledge or skills that students will be expected to demonstrate. Depending on the age of the children you are working with, you will choose the appropriate standard from the list below:**K-3**: to locate the Kindergarten through 3rd grade standards for your state. **The state is AL. Grade K is the grade I would like the lesson plan for.**http://alex.state.al.us/ccrs/ |
| Materials | The materials section lists all items needed throughout a lesson. |
| Introduction | The introduction is how you will introduce the activity so your students are interested, engaged, and have the opportunity to think about any background knowledge/experience that they may have. |
| Lesson Development: | The lesson development section includes the steps that you will take to teach the lesson including any modeling, direct instruction, centers, etc. that will be utilized. Sometimes this is also referred to as the “procedures” section of the lesson plan.  |
| Differentiation | Often times you will have students that you will need to include modifications for when you are developing a lesson. In this section you will need to explain how you could modify your lesson to meet the needs of the different children you are working with. These modifications may apply to the lesson development section, the practice/check for understanding section, or both. |
| Assessment(Practice/ Checking for Understanding) | Students are given the opportunity to apply what they have learned in a formal or informal way. You will need to describe what you will do to assess student learning. It can be through guided practice and/or independent practice. Guided practice allows students to demonstrate their understanding of the material while the teacher is present and can provide needed assistance. Independent practice might be group work, projects, or homework. |
| Closing | Here the ECE teacher/provider reviews the highlights of the lesson and brings closure to the activity. |

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/ Checking for Understanding) |  |
| Closing |  |

**Early Childhood and Child Development: Lesson Plan Handbook**

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?

**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.

**Lesson Plan Example**

**Please do not copy this, this is just an example**

Subject: Language and Literacy

Grade: 3rd

Topic: Narrative Writing (story creation) and Reading Core skills

Duration: 30 to 45 minutes (In the language class).

Goals/Objectives:

 The objective of narrative writing or story creation is to strengthen the core reading abilities of students, also to teach students basic language skills need for the reading and writing, meets the core standards of curriculum related to language art. They will also learn to describe setting, character and events in the story. As "The very act of writing helps me discover what I feel or know about something" (Palmer, 1998).

Standards Covered:

 This lesson makes sure that kindergarten standards are met by encouraging creativity, aesthetic sense, and language and literacy skills. teacher give emphasis to different situations and events in story narration in order to teach better understanding of different settings , situation and character of story.

Materials:

 Paper, pencil, Story book (The Golden Eggs) and pictures of different character and correlating pieces (such as eggs, hens, nest etc).

Make crowns for every character in story, and give it to different students at the end of lesson.

Introduction:

 This narrating story activity will be held in language class, to understand the lesson in a better way, teacher narrate a story with the help of different materials. The teacher show pictures to the class explain the character in the picture.

Story creation with the help of pictures also helps to access the psychological needs of a child. Murray (1943) describes it as a “method of revealing to the trained interpreter some of the dominant drives, emotions, sentiments, complexes, and conflicts of personality".

Teacher starts the story and introduces all characters, their roles in the story. To build students interest in lesson teacher make different sounds of different characters, teacher increase and decrease voice to make better understanding as well as to build interest in story.

Teacher involves their class like they feel situation in reality by explaining each and every mini details of every setting (color, taste, temperature, dressing, voice, shapes etc.)

Repeat questions, statements, and naming of objects/characters once in native language then in Desired Language.

Modifications for children with special needs.

Physical special needs: involve them in reading activity or no change as there is little to no physical activity.

Mental or learning special needs: any student in class having mental and learning problems or special needs, involve them in physical activity for their better understanding. Ask them to wear crowns of any character and act like character.

Hearing impaired: Move child to the front desk to include the child in the assignment or assign a teacher aid with special sign for hearing impairment.

Sight impairment: Move child in front seats to make thing, pictures visible, or give him/her set of pictures using for lesson.

**Lesson Development:**

 Once all the children have arrived, the lesson will begin with the hello song (English version only), we will then move on to the story where the teacher can incorporate different children to help with the felt storyboard and pieces. Once the story and discussion (ask questions about different aspects of the story book) we then assign different character to different students and ask them to write about character, and at the end write whole story in their own style. We then ask to wear character crown and play story for better understanding.

Practice/ Checking for Understanding:

 The way to make certain that all children understand the lesson is to ensure all children partake in all of the activities (singing, movement, weather and story discussion) in both languages. To determine development a teacher should be able to compare the child’s social skills to a previous time and by comparing the child’s fluency in both their native language as well as the second language to an earlier time.

Closing:

 This lesson should result in the children having the ability to narrative writing and core language skills. Children will also improve their language acquisition of both English and Spanish.

Personal Reflection: This is a curriculum based activity that helps children in story writing, narrating different situations and settings and improve their core language skills. Students learn the story writing within a very small amount of time.