

Early Childhood/Preschool, Unit 5 –Lesson Plan Project

**Desired Results**

<p><b>Established Goals:</b>          -Create materials to be used in a preschool setting          -Use information learned and apply it to their unit lesson plan project          -Demonstrate information learned all semester</p> <p><b>Common Core:</b>          -CC.11-12.R.1.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.          -CC.11-12.W.1.c Text Types and Purposes: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.          -CC.11-12.W.1.d Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.          -CC.11-12.W.2.c Text Types and Purposes: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.          -CC.11-12.W.3.d Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.          -CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.          -CC.11-12.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.          -CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.          -CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>Unit Objectives/Learning Targets:</b>          -To explore developmentally appropriate activities related to a theme          -To create developmentally appropriate lessons for unit plan          -To evaluate activities used in unit plan          -To analyze content learned throughout the semester</p> <p><i>Is this language sufficiently student friendly?</i>          Yes</p> <p>Other –Habits of Mind? Transfers? Content Standards?  <i>What kind of long-term independent accomplishments are desired?</i>          -To create lesson plans that could be used in future careers          -To evaluate developmentally appropriate activities          -To understand and create developmentally appropriate lessons for preschoolers          -To prepare for future careers</p>
<p><b>Essential Questions:</b>  <i>What thought provoking questions could students consider to foster inquiry, meaning making or transfer?</i>          -How can I involve parents in the classroom?          -What activities and materials are developmentally appropriate?</p>	<p><b>Key Understandings:</b>  <i>What specifically do we want students to understand?</i>  <i>What inferences should they make or realize?</i>          -For students to apply what they have learned and create an eight lesson thematic unit plan that is developmentally appropriate          -For students to demonstrate knowledge of other teaching duties – creating a newsletter          -For students to analyze their lessons and critique them</p>

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<p><b>Students will know:</b>  <i>What basic facts or concepts should students be able to recall?</i>          -Preschool curriculum          -Identifying developmentally appropriate materials          -How to critique lessons and activities</p>	<p><b>Students will be skilled at:</b>          -Reflection, writing, communicating, analyzing, understanding  <i>What discrete skills and processes should students be able to use?</i>          -Identifying developmentally appropriate activities to write and create their unit plan          -Critiquing preschool lessons with inclusion of special needs children          -Preschool development          -Preschool curriculum</p>
<p><b>Key Vocabulary: Common Language:</b>          Illustrating, manipulative, direct learning, indirect learning, teachable moments, process-centered curriculum, objective, inquiry, content</p>	
<p><b>Evidence</b></p>	
<p><b>Formative Assessments:</b>          -Exit slips, critique  <i>What qualities does this assessment exhibit?</i>          -Checks the understanding of material          -Allows for self-reflection on material</p>	
<p><b>Summative Assessments:</b>          -Preschool Unit Plan          -Final exam  <i>How does this assess allow students to demonstrate understanding or meaning making through complex performance?</i>          -Students are creating an 8 lesson unit plan with activities and sample projects for their final project (based on one theme)          -Final exam: multiple choice          -Lesson plans entail material learned related to preschool curriculum; students will perform critiques on their lesson plans as well</p>	
<p><b>Other Evidence:</b>  <i>What other evidence can we collect to determine if these goals are met?</i>          -Progress on in-class assignments – daily checks with teacher to monitor progress on lesson plans          -Study guide for final exam</p>	
<p><b>Learning Plan</b></p>	
<p><b>Pre Assessment? Interventions? Progress Monitoring?</b>          -Monitor progress through weekly assignments (students receive points each day for working on their PUP Project)  <b>Does the learning plan set out activities for acquisition, meaning and transfer of learning?</b>          -Students will apply information learned throughout the semester in their comprehensive PUP Project          -Students will apply information learned throughout the semester on their final exam  <b>How will teachers monitor progress towards acquisition? What are potential rough spots? How will students get feedback?</b>          -Provide verbal and written feedback on their PUP projects (with daily progress checks)          -Potential rough spots include being absent during the planning process (will be difficult to make up work outside of class because all materials are in class)</p>	