ECED Activity Plan Guidelines

*Differentiation is embedded in all aspects of the lesson. Instruction is tailored to meet the individual needs of students through content, process, products, learning environment, ongoing assessment, flexible grouping, choice in classroom experiences, etc.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Title of Lesson:** |  | **Date:** |  |
| **Author(s):** |  | **Site:** | center/school & district |
| **Cooperating Teacher:** |  | **Grade/Level:** |  |
| **Primary Content Area/Domain:** |  | **Secondary Content Area/Domain:** |  |

|  |  |
| --- | --- |
| Components | **Details** |
| **Infant Toddler Guidelines/PreK Guideline/TEKS** | * *The Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines, Texas Pre-K Guidelines, or the Texas Essential Knowledge and Skills must be included for the appropriate age level and content of the activity (see web link in the syllabus).* * *You must include at least one Guideline but no more than three. You must have a behavioral objective for each guideline. Be sure the guideline selected is appropriate for the age and background of your students. Write out each guideline, including its name and number.* * *Note – The number of guidelines/standards selected and the level of integration across content areas/domains for the lesson is determined by instructor preference/guidance* |
| **Behavioral Objectives**  *Differentiation is embedded in all aspects of the lesson.* | *Behavioral Learning Objectives (for Cognitive Domain)* *Think about:*   * *What will the students be able to know or do by the end of the lesson?* * *What is the overarching purpose or understanding of the lesson?* * *What is the broad goal or curriculum guideline or standard related to the discipline?* * *What the students should be able to do, understand, and care about?* * *What standards of performance are expected?* * *How and when will students be held accountable for what is expected?*   *Behavioral Objectives:*   * *Can be phrased in any of the following formats using acronyms noted:*   + *The student will… OR The learner will be able to …* * *Must be* ***observable*** *and* ***measurable*** *(Bloom’s Taxonomy)*   + [*http://bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf*](http://bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf)   + [*https://www.teachervision.com/teaching-strategies/levels-questions-blooms-taxonomy*](https://www.teachervision.com/teaching-strategies/levels-questions-blooms-taxonomy)   + [*https://www.cloud.edu/Assets/PDFs/assessment/revised-blooms-chart.pdf*](https://www.cloud.edu/Assets/PDFs/assessment/revised-blooms-chart.pdf)   + [*http://www.trentonk12.org/Downloads/05-2Bloom-16-17StemsforInstruction1.pdf*](http://www.trentonk12.org/Downloads/05-2Bloom-16-17StemsforInstruction1.pdf) * *Webb’s Depth of Knowledge* * [*https://www.synergiseducation.com/blooms-taxonomy-and-webbs-depth-of-knowledge*](https://www.synergiseducation.com/blooms-taxonomy-and-webbs-depth-of-knowledge) * *Can add other learning objectives for social-emotional/affective and/or psychomotor domains* |
| **ELPS**  (English Language Proficiency Standards) | * *The English Language Proficiency Standards are leveled descriptions of student expectations in language acquisition.* * *While specifically required for EB students, they are beneficial to all students.* * *For PK4 – 1st Grade, include a Listening and Speaking ELPS.* * *For 2nd – 3rd, you can include Reading and Writing. See the syllabus for a link to the standards.* |
| **Language Objectives** | * *This is based on the ELPS and provides access to the content for ELL Students. It is connected to the content objective and requires the student to use a language domain (listening, speaking, reading, and writing) for communication. Make sure you state what the student will do (from the ELPS) and how or with what. See the “Summary of ELPS Proficiency Expectations” document, for example, Language Objectives.* |
| **Preparation and Materials:** | * *Describe how you will set up the environment for the activity. This includes how the classroom furniture will be arranged in that area and the materials you will place in the area.* * *Describe any materials you will need to create or prepare for the activity.* * *Include a detailed list of materials and resources needed to facilitate the activity. Describe why you chose the item (be intentional) and how they will be presented to the children (remember to choose a variety of items, items that are flexible, and include the number and amount of each item.)* * *Include a copy of any supportive documents (printed material, template, thinking maps, etc.) required for the activity* * *Include a link to digital resources such as videos or presentations.* |
| **Classroom Environment/ Student Groupings** | * *Describe the physical classroom environment for the lesson, including the area of the room, furniture arrangement, location of materials, location of learning stations, etc. Give a justification for why you chose this placement and the area of the room.* * *Describe how the physical structure of the environment promotes independence in young children.* * *Describe the procedures for effectively managing student groupings (pairing students, individuals, and small groups) to facilitate learning.* |
| **Vocabulary** | * *List the key vocabulary words children will encounter and use during the activity Include content and instructional language. Be sure and include the definition – in the words you would use with children.*   1.  2.  3. |
| Accommodations/Modifications/Differentiation | * *Include specific accommodations or modifications for children with an IEP or 504 plan. An accommodation changes how a child learns the material. A modification changes what the child learns or expectations for mastery of the objective. If you do not have a child in your Field Experience site with a specific accommodation/modification, you can choose a common exceptionality such as ADHD, autism, or dyslexia.* * *Include a description of how you will differentiate the activity to meet the needs of all children. This might mean adjusting the way the activity is presented, the method the child uses to demonstrate mastery, the materials used, etc. Differentiation is done with all students and does not require an IEP or 504 plan.* |
| Opening Transition | * *The Opening Transition moves the students physically and mentally into the activity.* * *Ideally, this will serve as a lead-in to the Provocation/Invitation.* |
| **Invitation/Provocation** | * *The invitation is something that encourages students to explore a concept. The invitation is led by the teacher and is used to spark interest in a concept.* * *The provocation. The Provocation is something that provokes action and stimulates children’s ideas or thinking about the activity. It initiates their imagination without additional teacher interference.* * *Describe your invitation or provocation indicating which you are using. Both are used in the inquiry classroom to evoke curiosity and encourage active engagement. Describe exactly what you are going to do or say to the children and how the provocation relates to the objective of the activity.* |
| **Activity Description**  *(Includes differentiation of instruction)* | * *Include a description of the activity, including the type and purpose of the activity.* * ***If the activity requires Instruction/Input***   + *What knowledge/content will be shared with the student?*   + *How will that knowledge/content be shared to help the student understand the objective? i.e., book, discussion, video, pictures, etc.* * ***If the activity requires Modeling***   + *How will the teacher show/demonstrate the skill/competence/activity, so that the student will know what/be able to do?*   + *Demonstrate/model an example of the finished product/process.* |
| **Supportive Strategies During the Activity** | *Describe your role during the activity. Include a description of what you expect to do or say for each of the following strategies:*   * *Supportive Presence – How will you scaffold the children to a higher level of thinking or assist them in meeting the activity objective?* * *Invite – What will you say or do to encourage and extend children’s engagement?* * *Describe – What specific actions by the children will you describe out loud in order to show you are interested and respect their work or to point out an action to promote higher-level thinking?* * *Encourage – What behaviors will you specifically look for and give descriptive praise?* * *Provide a Challenge- What will you do or say to challenge students who have mastered the objective?* * *Open-ended Questions – These cannot be answered with one word, such as “yes” or “no”. Questions that have more than one right answer or more than a “set” of possible answers. Questions that can be answered in many ways. Include at least two. Costa's Levels of Questioning -* [*https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/2615/ Costas\_3\_Levels\_of\_Thinking.pdf*](https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/2615/%20Costas_3_Levels_of_Thinking.pdf) |
| **Closing Transition** | * *Like the Opening Transition, the closing transition moves the students physically and mentally on to the next the activity. Ideally, this will allow the children to begin to reflect on their learning from the activity.* |
| **Student Reflection and Representation** | * *How will the children document and reflect on their own learning? What open-ended questions will you ask to encourage children to reflect on their learning?* |
| **Assessment/Teacher Documentation of Learning** | * *How will you determine if students demonstrate mastery of the objective? What will they do that you can observe? This section also includes how you will document mastery. Assessment needs to be authentic - no worksheets.* |

**References**

* *Be sure to include an APA 7th ed. reference for all sources of information used in planning this lesson.*

**Candidate Reflection Questions (to be completed after implementation)**

1. Answer the following questions about your Activity Plan.
2. Total # of children participating/# of children refusing the activity.
3. How did the children respond to the invitation/provocation provided? What did they do and/or say? Why do you think they responded in this manner?
4. How did the children respond to my support strategies? What did they do and/or say? Why do you think they responded in this manner?
5. What was new for the children in this experience (what did they learn)?
6. What evidence did I see or hear that children were moving towards mastery of the objective?
7. What did you learn from the total experience, including how they feel about their knowledge and ability to impact student learning?
8. How did this experience align with or influence your own values, goals, or teaching philosophy?
9. What were the comments from the cooperating teacher regarding the lesson? How will you address these comments in your future lessons?
10. How would you expand or follow up on the activity to extend learning? How would you improve this activity in the future?