Educating the Educator: Lesson Planning for Preschool Students

Lysandra Alexander, Migrant Coordinator, Pennsylvania Department of Education
Dámaso Albino, Regional Migrant Director, Millersville University of Pennsylvania
Objective

The purpose of this workshop is to present a lesson plan format that you can start using today!
Lesson Plan Components

✓ Student Information
✓ Lesson Title or Name
✓ Lesson Purpose
✓ Early Learning Standards Addressed in the Lesson
✓ Lesson Activities
✓ Materials Needed for the Lesson
✓ Family and Parent Engagement
✓ Assessment/Evaluation of Learning
✓ Teacher Reflections
Name: Dembe, 5.1 years old

**Sociocultural Context:** Dembe’s family migrated to this country two years ago from Uganda. Dembe’s family members are bilingual English-Luganda, but they primarily speak Luganda at home and Arabic for religious purposes. Dembe did not make the kindergarten cut-off date. He has been at home with his mom and 6-month-old sister. He and his sister are now in a family child care run by Dembe’s aunt. Dembe’s aunt cares for Dembe, Dembe’s baby sister and a three-year-old monolingual English speaker in the morning. Two other 5-year-olds (English speakers) attend with Dembe in the afternoon for a couple of hours.
Name: Jorge. 3 yrs. 2 mo.

**Sociocultural context:** Jorge’s family speaks primarily Spanish, although he has two older siblings who are bilingual. Jorge has many cousins around his age with whom he plays regularly. Jorge just joined the center a month ago. This is his first experience in a formal setting. Prior to this he stayed at home with his grandmother until she returned to Mexico.
Sample Lesson Plan

Pull out the sample lesson plan. After each section we will show the Dembe example and we’ll give you a chance to write Jorge’s lesson plan section with a partner
Sample Lesson Plan

Migrant Education Program

Preschool Lesson Plan Template

Student Information:
Name: Carlos
Age: 4
Home Country and Language: Mexico/ Spanish
Vocabulary Skills: Recognizes and names 4 jungle animals and their habitats, able to say 4-5 word sentences
Numeracy Skills: Currently counts to 10, 1-to-1 correspondence to 6
Literacy or Pre Literacy Skills: Knows and identifies 5 letters (letters in child’s name).
ELL Adaptations: Provide pictures of real jungle animals when possible, allow for “yes” or “no” answers with opportunity for sentence expansion
Additional Modifications to Consider: Provide manipulatives if possible, use multi-sensory approach

Lesson Name: Jungle Habitat

Purpose of Lesson: Students will learn about a jungle and what animals live in a jungle.

Early Learning Standards: Physical Development: Approaches to Learning; Social and Emotional Development: Language; Communication and Emergent Literacy; Cognitive Development and General Knowledge

Lesson Activities: (Briefly describe)

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<td>Weekly readers to learn about jungles. What is a habitat?</td>
<td>Students will write describing a paper plate</td>
<td>Students will imagine sounds and body movement of the animals in the book: Over in the jungle.</td>
<td>Students will use model animals to create a habitat</td>
<td>Using book, Over in the jungle, Students will count animals in the story.</td>
<td>Writing activity</td>
<td>Students will share ideas/questions, teambuilding, social skills</td>
<td>Students will create habitat</td>
<td>Animated jungle clips</td>
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Beginning (brainstorming, vocabulary, etc.):
Together with teacher, do KWL. However, the “K/W” will be used at the beginning and “L” at the end.
Vocabulary: jungle, habitat,ebra

Middle

End
### Materials:
- Books: Zebras by Melissa Stewart
- Over in the Jungle by Rainforest Rhyme
- Pictures of jungle animals
- Bilingual nightly reading materials for parents
- Paper plates, paint, pencils, crayons, blocks

### Family and Parent Engagement:
Practicing writing letter “J”. Nightly reader for animal of the day. (Bilingual version)

### Assessment/Evaluation of Learning:
Review the “L” part of the KWL. Children can paint/draw a picture of the jungle and their favorite jungle animal.

### Teacher Reflections:
Ask yourself the following questions:
- What did I learn about my students?
- Was this a successful lesson?
- What worked?
- What did not work?
- What would I do the same?
- What would I do differently next time?
The student information section provides you with the opportunity to think about and plan for the individual needs of the student(s) you will be teaching.

Consider the following:

- Name
- Age
- Home Country and Language
- Vocabulary Skills
- Numeracy Skills
- Literacy or Pre Literacy Skills
- ELL Adaptations
- Additional Modifications to Consider
ESL & Other Modifications

- ESL Adaptations:
  - ✔ Provide Visuals
  - ✔ Understand the Silent Period
  - ✔ Buddy System
  - ✔ Allow the use of Physical Responses

- Additional Modifications to Consider:
  - ✔ ADA Compliant Resources
  - ✔ Multisensory Approach
  - ✔ Adaptive Writing Tools
  - ✔ Books on Tape
Stop & Do: Student Info

Look at the Dembe Example and fill out the Lesson Plan for Jorge, with your partner.
Lesson Title or Name

Adding a title or name to your lesson can be helpful for the following reasons:

✔️ It helps students know the lesson topic
✔️ It helps teachers access the lesson at a later time
✔️ It helps with sharing the lesson with other teachers
✔️ It helps provide a focus to the lesson
Look at the Dembe Example and fill out the Lesson Plan for Jorge, with your partner.
Purpose of the Lesson

Planning and sharing with students the purpose of the lesson helps:

✓ Communicate the lesson goal to students
✓ Keep the lesson focused on an intended outcome
✓ Define what the student will be able to do at the end of the lesson
Stop & Do: Purpose

Look at the Dembe Example and fill out the Lesson Plan for Jorge, with your partner.
Early Learning Standards

Be sure to familiarize yourself with your state’s early learning standards.

- State early learning standards define what a student should know and be able to do at a specified age or developmental level.
- Early learning standards are considered to be the foundation upon which to build a locally designed curriculum or lesson.
- Early learning standards provide teacher and student focus that is aimed at school readiness.
You can get both early learning standards and resources related to those standards on the Portal, [www.pdesas.org](http://www.pdesas.org).

Go to: at the bottom of the page;

Then search standards>choose grades and subjects>grades>PK

Let’s take a tour!
Refer to PA’s Early Learning Standard Example. Look at the Dembe Example and fill out the Lesson Plan for Jorge, with your partner.
Lesson Activity Essentials

- **Preparation**
  - Materials
  - Copies
  - Technology

- **Pacing**
  - Length of lesson
  - Length of each activity
  - Adjusting lesson as necessary

- **Creating a Positive Learning Environment**
  - Wherever you are
  - Encourage student participation
  - Engage students
Think Break: Activity

What tools or activities do you consider introducing when planning a lesson?
Lesson Materials

✓ Think about materials you might already have on-hand:
  ▪ Books, magazines, articles
  ▪ Websites and other online resources
  ▪ Paper, fat pencils, markers, fat crayons, round-tipped (blunt) scissors
  ▪ Student copies of printed material

✓ Materials you might need to requisition/purchase ahead of time:
  ▪ Projector
  ▪ Internet access
  ▪ Computers
  ▪ Lesson-specific needs (games, cards, manipulatives, etc.)
  ▪ White boards, dry erase markers,
Think Break: Materials

- What are some resources you already have?
- What materials are you going to need to deliver the lesson?
Lesson Domains

✓ Literacy and Language
✓ Art
✓ Music and Movement
✓ Science/Nature/Sensory
✓ Math/Numbers
✓ Fine Motor
✓ Gross Motor
✓ Character Education
✓ Dramatic Play/Blocks
✓ Computer/Technology
Tip Time: Literacy

Tips for Teachers:

- Be responsive
- Allow for active play
- Have quality/developmentally appropriate materials
- Provide real life learning experiences through story telling
- Teach in context
- Talk about reading, writing, listening and writing

And now, brace yourself! It's... TIP TIME!
Tips for Parents:

- Read every day!
- Model reading and writing
- Limit your child’s Tech-Time!
- Use TV, computers and devices for literacy purposes
- Explore their communities and neighborhoods
- Go to the library
- Have print materials in the home
- Have child cut out favorite signs and symbols to create lists
- Use photography
- Art projects!
Family Engagement

Considerations

- Meet family where they are – Every family is different
- Consider family culture and values
- Build a trusting relationship
- Involve families as participants and team members, and as their child’s first and most important teacher.

Tips

- Model the lesson for the parent, using everyday materials (e.g. to sort, count)
- Make sure the lesson is culturally-sensitive.
- Encourage family members to share suggestions or concerns. Share stories about your own experience.
- Set the expectation that a family member is to be an active participant. Think of ways to involve them.
Stop & Do: Family Engagement

Look at the Dembe Example and fill out the Lesson Plan for Jorge, with your partner.
The assessment of student learning is an important component to your lesson plan. This is where you determine what the students learned from the lesson and where you need to go next.

✓ Examples of Assessment/Evaluation:
  ▪ Question and Answer
  ▪ Observations
  ▪ Anecdotal Notes
  ▪ Student gives examples of knowledge and skills gained (for example; draw a picture, recall information, sequence a story by arranging pictures in correct order)
If you have a lesson about the letter m, can the student write the letter m, or identify words that begin with the letter m? If the lesson is about a story, can students recall details about the story, or draw pictures about the story or story characters. Some examples of assessment are verbal questions and answers, recalling the sequence of a story, graphic organizers for sorting, compare and contrast, or correctly identifying the number of objects in a group.
Think Break: Evaluation

- What kind of assessment tools do you have at your disposal?
- How do you know your lesson taught the student what you intended?
- How does the child show you at the end of the lesson that they have captured the concept?
Reflecting on your lesson is a crucial component of good teaching.

**Ask yourself the following questions:**

- What did I learn about my student(s)?
- Was this a successful lesson?
- What worked?
- What did not work?
- What would I do the same?
- What would I do differently next time?
Conclusion
Resources

- Migrant Literacy Net [www.migrantliteracynet.com](http://www.migrantliteracynet.com)

- OSY Migrant [www.osymigrant.org](http://www.osymigrant.org)

- PA Training Modules [http://video.paiunet.org/categories/migrant_education_program_training_modules](http://video.paiunet.org/categories/migrant_education_program_training_modules)

- WIDA Can Do Descriptors [https://www.wida.us/standards/CAN_DOs/](https://www.wida.us/standards/CAN_DOs/)

- Pennsylvania SAS Portal [www.pdesas.org](http://www.pdesas.org)
  - ELL Overlay [www.pdesas.org/curriculumframework/elloverlay](http://www.pdesas.org/curriculumframework/elloverlay)
Contact Info

Lysandra Alexander
Pennsylvania Department of Education:
lyalexande@pa.gov
717-783-6465

Dámaso Albino
Millersville University
Damaso.Albino@millersville.edu
717-341-0690
For more information on Lesson Planning, please visit the Preschool Initiative Clearinghouse at [www.preschoolinitiative.org](http://www.preschoolinitiative.org)