

“LESSON” (ACTIVITY/EXPERIENCE) PLAN FORM

1. **ACTIVITY:** What is the name and nature of this activity?

2. **RATIONALE:** What is the important reason for doing this? Is it an observed need or interest, built from a child-initiated activity or idea, curriculum integration, a general developmental need or important foundation experience, etc.?

3. **PRIMARY CONCEPT/SKILL/VALUE:** What is the particularly central concept, skill or value that you want to emphasize in this activity? (If it was child-driven, it might not have one.)

4. **CORE LEARNING STANDARDS:** What are a few of the New York State “Core Learning Standards” that this activity meets? Refer to specific standards as listed in the reprint.

5. **READINESS:** How old are the children participating? What assumptions are you making about each child’s preparedness for this activity? What physical, cognitive, social or linguistic skills, prior experiences or understandings, behaviors or attitudes, etc. must the child come into this activity already having in order to be appropriately expected to be able to do it?

6. **MATERIALS:** What materials (including containers, charts, clean-up, furniture) are needed?

7. **MOTIVATION:** Is something – a discussion, story, experience, pre-activity – needed *prior to* the activity, so as to provide the interest, experience, understanding or context necessary to purposefully choose and do this activity? If this activity is *self-motivating*, explain how.

8. **SET-UP:** How should this be set up? For how many children should it be set up? In what area should it be set up, and at what time period? Be specific as to the arrangement, sequence, etc.

9. **INTRODUCTION:** Is there a particular way that this activity needs to be started – a question, a suggestion, a direction, a discussion, etc. – or will children notice it, know what they want to and are able (or not able) to do or be able to start it on their own?

10. **PROCEDURE:** If there is a specific procedure, such as a recipe, lyrics, a set of steps, directions or rules, etc., what is it? What does another teacher have to know about doing this activity?

11. **OPTIONS/LIMITS:** What are the options and choices available to each child within this activity (what *can* they do), and what are the limits (things children cannot do or choose to do)?

12. **TEACHER ROLE(S):** What principal role(s) (facilitator, observer, supervisor, nurturer, role model) and function(s) (reader, transcriber, instructor {only of lyrics, rules, etc.}, participant), do you expect that the teacher will have to or want to play during this activity? Explain specifically how and why.

13. **OBSERVATIONS:** What specifically should the teacher be observing during this activity, in determining what children may have gotten out of it, how successful it was, etc.

14. **DEVELOPMENTAL OPPORTUNITIES:** In addition to the primary concept, skill or value, what other opportunities for holistic development exist or can be facilitated within the activity?

Cognitive: _____

Physical: _____

Social: _____

Affective: _____

Linguistic: _____

Conceptual: _____

15. **CLOSURE:** How will the teacher determine when the activity is over, or bring it to a close? What can or must be done to close out this activity (sharing, use, discussion, choice, clean-up, etc.)?

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16. **EXPERIENTIAL OBJECTIVES:** What might children do or have an opportunity to do that could indicate that the activity was purposeful and effective in making the intended learning or development accessible to the children? (We should understand that the outcome of the activity should not be pre-ordained but should, rather, be the reflection of children's choices, expressions and needs, which we can hopefully anticipate and provide for but should not try to control or be too certain of.)
