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**UNIT:** Child Care Lab**LESSON:** Lesson Plans

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**COMPETENCIES:**

1. Discuss the necessity of lesson planning. (Options 1 and 2)
2. Develop a lesson plan for the classroom. (Options 2 and 6)
3. Identify curriculum areas that should be included in a daily schedule. (Option 3)
4. Demonstrate how to develop a scope and sequence. (Option 4)
5. Observe a classroom to see how the teacher implements a scope and sequence as well as a lesson plan. (Option 5)

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**OVERVIEW/SUMMARY:**

Careful planning of activities and daily routines enables caregivers to organize their thoughts in a constructive manner to stimulate learning in young children. Goals for the group and the individual child must be considered when preparing lesson plans. All areas of development (physical, social, emotional, and intellectual) must be included within the plan. A variety of stimulating activities can be arranged to allow maximum participation on the part of the children. Firsthand knowledge is accomplished by using the senses for learning. Choosing a theme or unit of study that is interesting to the children is the next priority. Use the scope and sequence method to organize your thoughts. Begin to develop activities in the specific curriculum areas.

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**MOTIVATOR:**

**CASE STUDIES--**Read the case studies. Discuss the necessity of preparing a lesson plan when working with children. Children need imagination, exploration, and creativity. In order for these areas to be emphasized and challenging to children, a teacher must be well prepared. (See "Case Studies--Teacher Information.")

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**LESSON OPTIONS/SUPPLIES:**

**OPTION 1--**Competency 1--**CDA V, 12**

**LESSON PLANS DISCUSSION:** Discuss the importance of writing lesson plans using the information "Writing Lesson Plans" and the transparency "Developmental Goals". Discuss how to write a lesson plan.

**OPTION 2--**Competencies 1 and 2

**INTERVIEW:** Have each student interview a preschool teacher, using the "Interview" form. After the interviews, discuss the answers as a class. You may wish to tally the results and see if there is any common advice offered by these teachers.

**OPTION 3--**Competency 3

**BRAINSTORMING ACTIVITIES:** Using a simple concept, have the students brainstorm as many activities as possible that can be used in the following areas: stories, fingerplays, songs, games, creative art activities, field trips, resource people, nutritious treats, food experiences, learning centers.

**OPTION 4--Competency 4--CDA V, 12**

**SCOPE AND SEQUENCE:** Using the "Scope and Sequence" transparency, explain how to use a scope and sequence. Assign students a specific theme and have them plan a simple scope and sequence for one week using the form, "Scope and Sequence."

**OPTION 5--Competency 5**

**CLASSROOM VISIT:** Visit a preschool or day care classroom and observe a teacher using a lesson plan, then complete the worksheet, "Classroom Visit." Is the lesson plan posted? Does there appear to be organization or structure to the class? Are the learning centers reinforcing the lesson plan? Are the classroom bulletin boards pertinent to the theme?

**OPTION 6--Competency 2**

**WRITING LESSON PLANS:** Have the students write a lesson plan. The teacher may determine the length of the lesson plan to meet the needs of their preschool facility. You may wish to use the transparencies "Lesson Plan Formats" and "Transportation Lesson Plan," or you may give students a copy of a lesson plan, using the format you want the students to use. Let the students share their lesson plans with the class.

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**RESOURCES:**

Kids in the Kitchen, By Nellie Edge, ISBN# 0-9181-4618-6  
Peninsula Publishg Inc.  
P.O. Box 412  
Port Angeles, Washington 98362

More than Graham Crackers, ISBN# 0-9126-7469-5  
National Association for the Education of Young Children #316  
1834 Connecticut Ave., NW  
Washington, D.C. 20009-5786  
1-800-424-2460

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