

One Page Resource: *Weekly Lesson Plans*

Purpose:

Whether you are planning curriculum for an infant/toddler, preschool, or mixed-age classroom, a weekly lesson plan provides a format for educators to document the varied experiences they provide to children in their classrooms. A lesson plan should be based upon sound child development principles; the needs, interests, desires, and relevant life experiences of the children and families served; family language and cultural values; and program philosophy, goals, and objectives.

Components of a Quality Early Childhood Lesson Plan Include:

- Weekly reflections to inform ongoing planning and preparation.
- Intentional planning for indoor/outdoor learning experiences, routines/rituals, and transitions.
- Family engagement to build and sustain ongoing partnerships.
- Intentional learning goals and teaching strategies to support individual and group needs.

Getting Started with Lesson Planning

Domain – Domains reflect the key areas of a young child's growth, development and learning. In the NM Early Learning Guidelines, there are 5 areas of development (domains) for infant/toddler learning and development; 7 areas of development in preschool.

Component – Within each domain, components are identified and represent one aspect of learning and development within that domain.

Indicator – An indicator is an observable behavior or skill the child will demonstrate in relation to a specific outcome.

Steps for Completing a Quality Early Childhood Lesson Plan

- First, consider the age, abilities and interests of the children in the group.
- Identify learning goals (component or indicator) for each section of the lesson plan and use key words to describe them (e.g. learning experiences/centers, large/small group, Individual reading experiences and outdoor learning experiences).
- Provide a teacher support strategy that will state how you as educators, will support the learning and activity with the children.
- Provide an additional plan, as needed, to outline the additional strategies or materials to support learning goals.



Reflect: Watch & listen to ensure the plan is right for the children & meet their needs.

Next steps: Make adjustments or modifications from reflections. Take time to notice what went well and plan for next week, in order to build on children's knowledge.

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Tips and Strategies:



When working with Infant/Toddlers

- Does the child fall within the reasonable expectations for their age?
- What activities and experiences (based on interests & strengths) can I plan in order to support or scaffold learning for this infant or toddler?
- Important: We do not move infants and toddlers to the “next step,” because we are allowing their development to unfold naturally.
- Learning takes place during play, exploration, and routines.
- When we respond to the needs of infants & toddlers, we intentionally create learning opportunities for them as we interact.
- We consider the child’s temperament, relationships and culture as we reflect on their actions.
- When we implement a planned activity, we watch & listen (REFLECT) to ensure the “plan” is right for the infant or toddler and meets their need(s).

When working with Preschoolers

- How will I support children’s learning and what vocabulary words would I like to focus on in the centers, during large or small group?
- What activity can I plan to help the child move to the next steps?
- What modifications do I need, for what purpose and for who?
- What questions will I ask?
- What experiences can children have during meal time?
- What outdoor experiences can I provide?
- What materials do I need?
- What family engagement strategies do I need to support and encourage?



At the end of the week, reflect on what learning goals were met and what learning goals are still in progress.

Consider how you will continue to support the learning goal and provide enough time and opportunity for the child to achieve that goal.