

Tips to Writing Lesson Plans

Title

You can make your lesson plan title as creative or plain as you would like. It's your title, name it in a way to make it easier for you to remember what the lesson plan in the future.

Age Group

Age group can be a tough one but it really is just the age group that is most developmentally ready for the lesson plan. It could be that the lesson can work with infants but it could also work with toddlers. You could put preschool/school age or you could choose preschool and put a note that it could be also used with school age children.

Objectives

Learning objectives are what you want the children to practice or learn during the lesson. It could be as simple as practice their fine motor skills to something more exact like stringing beads. Oftentimes, learning objectives are one of the hardest parts for educators to figure out because they aren't sure how to word it, however they don't have to be perfect. You can always go back and edit the learning objectives later or add more to them after you have done the lesson with the children. The children may learn more or different than you thought they would, which will then require adjusting the objectives to fit. The learning objectives may be easiest to write last when creating a lesson plan. The learning objectives may not come together completely until you think through the whole lesson.

Materials List

There isn't a trick to developing the materials list. However, it is always good to make sure you are exact as possible with the materials list so that if someone else is covering for your classroom, they can still do the lesson with the children.

Procedure

Just like the materials list, you are going to want to think about the lesson from another person's point of view so that everything is covered that should happen with the lesson. If you plan on saying something to the children before the lesson,

include that in the procedure. If you plan on having the children share 4 colors of paint, include that in the procedure.

Developmentally Appropriate

You're going to want to think about your lesson plan and decide: "Is this something that infants could do on their own?" Or "Do I really think that preschoolers can cut all of these shapes out on their own for the lesson?" If you look over your lesson plan and think, NOPE! Then adjust it! Maybe you cut the shapes out first and then the children get to use them because that's more developmentally appropriate for them. But you might be thinking how do you know if they can do something in your lesson plan before you do it? You should always be observing and watching them in the classroom. If you've seen 1 out of the 7 toddlers in your classroom can hold scissors and cut accurately, then you probably know that most of the children will struggle and they aren't ready. If you've seen that 8 out of the 10 preschoolers in your classroom can cut accurately, then you know that they are developmentally ready. This is where you'd write, on your lesson plan that you know it's developmentally appropriate because the children can safely hold scissors and accurately cut because you've seen them do it before, or something like that.