PCSD Lesson Planning Template

| Grade Level: 10-12 | Teacher/Room: | Rutledge / 317 | Course(s)/ Period(s): | ECE I / 4th | Week of: December 14 |

Unit Vocabulary: DAP, developmental acceleration, developmental delay, teachable moment, developmental tasks

Instructional Strategies Used: text-based exercises, online tools, videos, lecture/notes,reading guides, and group activities

Day 1	Day 2	Day 3	Day 4	Day 5
GSE/GPS Standard(s): ET-ECE-11 Determine components of a well-organized, developmentally appropriate learning environment.	**GSE/GPS Standard(s)**: ET-ECE-11 Determine components of a well-organized, developmentally appropriate learning environment.	**GSE/GPS Standard(s)**: ET-ECE-1-13	**GSE/GPS Standard(s)**: Final Exams - 1st/2nd	**GSE/GPS Standard(s)**: Final Exams - 3rd/4th
Essential Question: What is the difference in a DAP classroom and a DIP classroom?	**Essential Question:** What are the procedures to follow in using a fire extinguisher?	**Essential Question:** What are the highlights from ECE I?	**Essential Question:**	**Essential Question:**
Mini Lesson: • Questions 1-7 pg. 564 from "Child Development" text **Activating Strategies:** • DAP classroom YouTube clip **Lesson:** • DAP classroom ppt. **Resource/Materials:** • Textbooks, handouts, Teacher Pay Teachers, Texas Tech University, American Red Cross	**Mini Lesson:** • Questions 7-14 pg. 564 from "Child Development" text **Activating Strategies:** • DAP classroom, con't YouTube clip **Lesson:** • Lesson Planning for DAP **Resource/Materials:** • Textbooks, handouts, Teacher Pay Teachers, Texas Tech University	**Mini Lesson:** • Inventory of standards covered **Activating Strategies:** • Topics review **Lesson:** • Flippity Game Review **Resource/Materials:** • Textbooks, handouts, Teacher Pay Teachers, Texas Tech University	**Mini Lesson:** • **Activating Strategies:** • **Lesson:** • **Resource/Materials:** •	**Mini Lesson:** • **Activating Strategies:** • **Lesson:** • **Resource/Materials:** •
Differentiation: *Content/Process/Product:* • process - note taking organizer *Grouping Strategy:* • whole group - seating chart- mixed ability *Assessment:* • teacher observation	**Differentiation:** *Content/Process/Product:* • product - DAP project could do in an early learning classroom *Grouping Strategy:* • whole group - seating chart- mixed ability *Assessment:* • teacher observation	**Differentiation:** *Content/Process/Product:* • Process -game to review *Grouping Strategy:* • whole group - seating chart- mixed ability *Assessment:* • teacher observation	**Differentiation:** *Content/Process/Product:* • *Grouping Strategy:* • *Assessment:* •	**Differentiation:** *Content/Process/Product:* • *Grouping Strategy:* • *Assessment:* •
Assessment : *Pre-Test:* *Post-Test:* *Formative:* DAP Quiz *Summative:* *Performance Based:*	**Assessment :** *Pre-Test:* *Post-Test:* *Formative:* DAP project *Summative:* *Performance Based:*	**Assessment :** *Pre-Test:* *Post-Test:* *Formative:* Ticket out - mock test questions *Summative:* *Performance Based:*	**Assessment :** *Pre-Test:* *Post-Test:* *Formative:* *Summative:* *Performance Based:*	**Assessment :** *Pre-Test:* *Post-Test:* *Formative:* *Summative:* *Performance Based:*
Homework:	**Homework:**	**Homework:**	**Homework:**	**Homework:**

Resources and Reflective Notes: It is important to note that one of the ultimate forms of differentiation is to have flexible, observant knowledge of each class and with the students' varying levels of prior knowledge, experiences, competence, intelligence, work ethic, ability, interests, learning style, etc…to guide and determine the activities to be employed each day. A lesson plan is only a framework to be considered, but not to be seen as a rigid set of blue prints for the week.