

Lesson Plan Template

Grade: Infants		Subject: Language, Communication, and Literacy	
Materials:		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (Teacher/Student interaction) Explain:	
Standard(s) Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction		Differentiation Below Proficiency: If they aren't smiling and cooing at you, then just look for the interaction in their eyes. If they are making eye contact and focusing on your face and your voice they are still interacting with you as you talk. Above Proficiency: Look for more cooing and grunts in addition to the facial expressions. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Auditory- There is auditory in my words and explanations Visual- I will be giving facial expressions for the infant to look at.	
Objective(s) <ul style="list-style-type: none"> • The child will use facial expressions and gestures to interact with the teacher when prompted in communication Bloom's Taxonomy Cognitive Level: Application			
Classroom Management- (grouping(s), movement/transitions, etc.) Ideally the infant will be in an individual setting where it is just me, as the teacher and the infant. However, if there are other babies around and they need some attention, it could easily be adapted to a small group situation where you do it with multiple babies at the same time.			
Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The baby(ies) will be laying on their back next to you.			
Minutes	Procedures		
	Set-up/Prep:		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Hey there ____! Let's have a conversation! I know you can talk to me with your facial expressions and some different sounds!		
	Explain: (concepts, procedures, vocabulary, etc.) Vocabulary: Communicate, Smile, Respond Interact with the child by asking/saying things long these lines: <ul style="list-style-type: none"> • Hey there buddy! Are you going to communicate with me! I'm going to talk and you're probably going to respond with a smile! • When I say something in this silly voice you are going to respond with a facial expression that will look probably like a smile! • Maybe you won't be so happy, but hey, we're going to communicate! • See, when I say something, you respond with your face! Some day you'll be able to respond with words, but for now a smile is going to have to be your response! Maybe you'll respond with some words or syllables. What do you think? 		
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) While you talk to the child, you can ask these types of reflective questions: <ul style="list-style-type: none"> • What are you telling me, huh? • What words are going through your head? • Why are you smiling? • What's making you laugh? • 		
	Review (wrap up and transition to next activity): We just had a great conversation! I'm so happy I got to talk to you!		

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<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Observation. While doing this look for their receptiveness to what you are saying and the different ways that they are expressing a response to what you are saying.</p> <p>Consideration for Back-up Plan: If it's not really going well, just come back to it later. At some point they're going to be more open to interacting with you and expressing their own thoughts.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	