



Lesson Planning Checklist

1. Lesson Objective(s)

- Clear and Specific Goal(s):** Does the lesson have one or more clear learning objectives?
 - Age-Appropriate:** Are the goals appropriate for the developmental level of the children?
 - Aligned with Standards:** Are the objectives aligned with curriculum standards (e.g., state or national guidelines)?
-

2. Developmental Considerations

- Developmentally Appropriate:** Is the lesson plan based on the cognitive, social, and emotional development of the children?
 - Differentiation:** Are there accommodations for diverse learners (e.g., children with special needs, English language learners)?
 - Social-Emotional Learning:** Does the lesson provide opportunities for children to practice social-emotional skills (e.g., turn-taking, cooperation)?
-

3. Materials and Resources

- Materials List:** Have all the necessary materials been listed (e.g., books, art supplies, toys)?
 - Accessible Materials:** Are materials easily accessible for the children and age-appropriate?
 - Technology (if applicable):** Is there a plan for using technology (e.g., apps, videos, or interactive devices)?
 - Cultural Relevance:** Are the materials inclusive and reflective of diverse cultures and backgrounds?
-

4. Engagement and Motivation

- Engaging Introduction:** Does the lesson include an engaging introduction (e.g., a song, question, story) to capture children's attention?





Free resource developed by www.ChildCareED.com

- Active Participation:** Are children encouraged to actively participate in the lesson (e.g., through hands-on activities, discussion)?
 - Varied Learning Styles:** Does the lesson incorporate different learning styles (e.g., visual, auditory, kinesthetic)?
-

5. Activity Planning

- Active Learning Opportunities:** Are there opportunities for children to engage in both structured and unstructured play?
 - Skill Development:** Does the activity support development in areas like fine motor skills, language, problem-solving, and critical thinking?
 - Social Interaction:** Are there opportunities for children to work with others (e.g., pair work, group activities)?
 - Time Allocation:** Is the duration of each activity appropriate for the children's age and attention span?
-

6. Assessment and Evaluation

- Ongoing Observation:** Are there opportunities for teachers to observe and assess children's understanding during the lesson?
 - Formative Assessment:** Are there informal methods for assessing children's progress (e.g., questioning, informal quizzes, group discussions)?
 - Documentation:** Is there a system for recording children's progress (e.g., notes, checklists, portfolios)?
 - Reflection:** Is there time planned for reflection on how well the objectives were met and what could be improved?
-

7. Classroom Management

- Clear Expectations:** Are expectations for behavior (e.g., turn-taking, quiet listening) clearly communicated to the children?
- Transitions:** Are transitions between activities planned to minimize disruption and maintain focus?
- Positive Reinforcement:** Is there a plan for positive reinforcement (e.g., praise, rewards) to encourage desired behavior?
- Conflict Resolution:** Are strategies in place for managing conflicts and guiding children in resolving disagreements?



Free resource developed by www.ChildCareED.com



8. Cultural Sensitivity and Inclusivity

- Respect for Diversity:** Does the lesson incorporate diverse perspectives, cultures, and backgrounds?
 - Language Support:** Are language needs considered, particularly for children who speak different languages or dialects?
 - Inclusivity for All Learners:** Does the lesson include accommodations or modifications for children with special needs?
-

9. Health and Safety Considerations

- Safety:** Are the activities and materials safe for young children to use?
 - Hygiene Practices:** Are hygiene practices (e.g., handwashing, sanitizing materials) incorporated into the lesson?
 - Allergy and Health Considerations:** Are any known allergies or health concerns taken into account in the lesson planning?
-

10. Reflection and Adaptation

- Post-Lesson Reflection:** Is there a plan to reflect on what worked well and what didn't after the lesson?
 - Adjustments:** Are there considerations for modifying the lesson for future use based on children's responses and needs?
 - Feedback Opportunities:** Is there an opportunity for children to provide feedback on the lesson (e.g., through a simple discussion or drawing)?
-

By using this checklist, early childhood educators can ensure they are preparing lessons that are well-rounded, engaging, and suitable for the developmental needs of the children they teach. It encourages reflection and adaptability, key traits for effective teaching in early education settings.

