

## University of Delaware Lesson Plan

Complete each part of the lesson plan. Delete italicized directions after completing each section.

<b>Subject(s):</b>		<b>Date &amp; Time:</b>	
<b>Grade:</b>		<b>Group Size:</b>	
Coplanned	<input type="checkbox"/> yes <input type="checkbox"/> no	Independently planned	<input type="checkbox"/> yes <input type="checkbox"/> no
<b>Common Core Learning Standard(s) Addressed:</b> <i>In this section, list the standard or standards that are being addressed. Include both the number and the description of the standard? Have you identified integration of multiple content standards?</i>			
<b>Learning Goal(s)/Lesson Objective(s):</b> <i>What will students know and be able to do as a result of this lesson? Are these learning target(s)/objective(s) appropriate based on your prior assessment/knowledge of students' understandings? Are your targets/objectives observable and measurable?</i>			
<b>Lesson Assessment and Criteria:</b> <i>In this section, describe the assessment procedures that will be used to reflect learning of the objective. Describe how you will use the assessment and assessment data to determine whether or not students have met the objective (e.g., mastery criteria). Under assessments, list formative/summative assessment approaches, tools, and/or strategies.</i>			
<b>Assessments:</b> 1. 2. 3.	<b>Full Understanding</b> 1. 2. 3.	<b>Partial Understanding</b> 1. 2. 3.	<b>Limited Understanding</b> 1. 2. 3.
<b>Relevance (Connecting to students' lives and prior academic learning):</b> <i>Describe the relevance for the instruction provided in this lesson or progression of lessons, including (a) why the outcomes are essential for future learning and (b) how the learning tasks are appropriate according to personal/cultural/community assets of your students.</i>			
<b>Rationale (Justification):</b> <i>What evidence-based practice did you research, learn about in a UD course or a professional development, or find in a curriculum guide that drove your thinking as you planned some aspect of this lesson? Focus on one aspect and cite the specific source. Describe the research evidence that supports your instruction.</i>			
<b>Collaboration:</b> <i>In this section, describe any collaboration with other professionals. If you are co-teaching, identify the co-teaching model that will be used. Within the instructional sequence of the lesson plan, you should specify the role of each person within the lesson. Describe the role and responsibilities of the paraprofessional(s) in the classroom.</i>			
<b>Instructional Procedures:</b> <i>What learning experiences will students engage in? How will you use these learning experiences and/or their student products as formative assessment opportunities?</i>			
<b>Lesson Introduction &amp; Activating Strategies:</b> <b>Introduction/Activating/Launch Strategies may include:</b> <ul style="list-style-type: none"> <li>• Capture students' interest/hook</li> <li>• Review prior knowledge</li> <li>• Tell students what it is they are expected to know or be able to do ("Today we will...")</li> <li>• Introduce the lesson</li> <li>• Communicate the purpose of the lesson</li> <li>• Create an inquiry-based setting</li> </ul> <p style="margin-left: 20px;">* Homework checks, attendance and other housekeeping duties do not constitute an opening.</p>			

	<p><b>Teaching Strategies:</b>  <b>Teaching Approaches</b> may include:</p> <ul style="list-style-type: none"> <li>• Presenting content, skills, and strategies</li> <li>• Describe the selected teaching methods, instructional procedures, and learning activities that are appropriate for the students and that are aligned with the objective(s)</li> <li>• Model the skill or strategy</li> <li>• Think aloud</li> <li>• Check for understanding</li> <li>• Guided practice</li> <li>• Independent practice</li> <li>• Collaborative practice with peers</li> <li>• Engage students in question and answer</li> <li>• Provide opportunities for exploration</li> <li>• Provide opportunities for discussion</li> <li>• Include critical questions that you might ask</li> </ul>
	<p><b>Lesson Closing/Summarizing Strategies:</b>  <b>Summarizing Strategies (Closure)</b> may include:</p> <ul style="list-style-type: none"> <li>• Engage students in summarizing main points or big ideas of lesson.</li> <li>• Revisit objective/essential question.</li> </ul>
	<p><b>Resources/Materials:</b>  <i>Include a list of all materials you (and the students) will need for the lesson. Provide a citation in APA format for any materials that you did not develop by yourself.</i></p>
<p><b>Access for All Learners:</b>  <i>In this section, describe how you will ensure that all students have access to and are able to engage appropriately in this lesson.</i></p>	
<p><b>Differentiation of Objectives, Content, Process, or Product</b></p>	<p><i>How are you selecting supports that are tied to the learning objectives and address similar group of students' needs and specific individuals' needs? Regardless of IEP/504 plans, enrichment, etc.</i></p> <p><i><b>Process:</b> How will my instructional delivery, materials, or students' engagement in instructional activities differ?</i></p> <p><i><b>Product:</b> Which options or types of assessments might you consider for various learners to demonstrate their understanding of the objectives? (Fast Finisher Work?)</i></p>
<p><b>Instructional and Material Adaptations</b></p>	<p><i>In this section, list instructional and adaptations that will be made for individual students.</i></p>
<p><b>Notes:</b></p>	