University of Delaware Common Core Aligned Lesson Plan
And Guiding Questions

Subject(s): ____________________ Grade: _______________ Date(s): _______________ Time: _______________

1. Common Core Learning Standard(s) Addressed: (Have you identified integration of multiple content standards?)

2. Learning Target(s)/Objective(s): (What will students know & 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?)

3. Relevance/Rationale: (Why are these outcomes essential for future learning? Why are the learning tasks appropriate according to personal/cultural/community assets of your students? How does research/theory support your instructional decisions?)

4. Formative Assessment Criteria for Success: (How will you & your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson’s outcomes look like? What evidence will you consider to analyze individual and collective understandings?)

5. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?)

- Sequence the key learning tasks for daily instruction.
  - Consider how you will build connections from prior knowledge to new knowledge.
  - Include how you will help students make connections
  - Identify the language demands embedded in the lesson.
  - Consider how you will help students at different academic and language proficiency levels develop this academic language. Consider how you will support students with specific learning needs.

**Activating Strategies** may include:
- Capture students’ interest; hook.
- Review prior knowledge.
• Tell students what it is they are expected to know or be able to do (“Today we will...”)
• Introduce the lesson.
• Communicate the purpose of the lesson.

* Homework checks, attendance and other housekeeping duties do not constitute an opening.

**Teaching Strategies** may include:
• Present content, skills, and strategies.
• Describe the selected teaching methods, instructional procedures, and learning activities that are appropriate for the students and that are aligned with the objective(s).
• Model the skill or strategy. (Go through the process and explain what is expected.)
• Check for understanding.
• Provide guided practice. (Use strategies to insure that students practice desired behavior; teacher is readily available; teacher should be monitoring groups and providing feedback.)
• Include critical questions that you will ask.

**Summarizing Strategies (Closure)** may include:
• Engage students in summarizing main points or big ideas of lesson.
• Revisit objective/essential question.

6. **Resources/Materials:** (What texts, digital resources, & materials will be used in this lesson?)

7. **Access for All:** (How will you ensure that all students have access to and are able to engage appropriately in this lesson? What curriculum modifications and/or classroom accommodations will you make for students with disabilities in your class? Consider all aspects of student diversity.)

**Common Core Aligned Lesson: Reflection**

Following your lesson, in preparation for your next lesson, consider the following questions based on your examination and analysis of student work:

• Who got it? Who didn’t get it? How do you know?
• Will you form small groups to remediate/extend instruction? Who will be in the group(s) and why?
• Does the content need to be re-taught to the whole class? If so, how would this re-teaching differ from previous instruction?
• What feedback will you give to students? How will you support students in using your feedback?