

University of Delaware Lesson Plan (S20)

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

Subject(s):		Date & Time:	
Grade:		Group Size:	
Coplanned	<input type="checkbox"/> yes <input type="checkbox"/> no	Independently planned	<input type="checkbox"/> yes <input type="checkbox"/> no
Common Core Learning Standard(s) Addressed: <i>In this section, list the standard or standards that are being addressed.</i> <i>Include both the number and the description of the standard? Have you identified integration of multiple content standards?</i>			
Equity and Social Justice Standard(s) Addressed: <i>In this section, list the standard or standards that are being addressed.</i> <i>Use the following link to identify the standards:</i> https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf			
Learning Goal(s)/Lesson Objective(s): <i>In this section, list the lesson objectives.</i> <i>Consider 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>			
Assessments: <i>List formative/summative assessment approaches, tools, and/or strategies (worksheet, exit ticket, group project quiz, etc.)</i> 1. 2. 3.		Criteria: <i>For <u>each assessment</u> listed, describe the criteria that will be used to reflect learning of the objective.</i>	
		Full Understanding	Partial Understanding
		1.	1.
		2.	2.
		3.	3.
Relevance (Connecting to students' lives and prior academic learning): <i>Describe the relevance for the instruction provided in this lesson: (a) how the learning tasks are appropriate according to personal/cultural/community assets of your students? (b) Which aspect(s) of CRP are you trying to implement</i> Culturally Responsive Pedagogy: https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0			
Instructional Procedures: <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>			
Beginning Of Lesson	Lesson Introduction & Activating Strategies: Introduction/Activating/Launch Strategies may include: <ul style="list-style-type: none"> 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 Create an inquiry-based setting <i>* Homework checks, attendance and other housekeeping duties do not constitute an opening.</i>		

Middle Of Lesson	<p>Teaching Strategies: Teaching Approaches may include:</p> <ul style="list-style-type: none"> • Presenting 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 • Think aloud • Check for understanding • Guided practice • Independent practice • Collaborative practice with peers • Engage students in question and answer • Provide opportunities for exploration • Provide opportunities for discussion • Include critical questions that you might ask
End Of Lesson	<p>Lesson Closing/Summarizing Strategies: Summarizing Strategies (Closure) may include:</p> <ul style="list-style-type: none"> • Engage students in summarizing main points or big ideas of lesson. • Revisit objective/essential question.
	<p>Resources/Materials: <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>Access for All Learners: <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>	
Differentiation of Objectives, Content, Process, or Product	<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>Process: <i>How will my instructional delivery, materials, or students' engagement in instructional activities differ?</i></p> <p>Product: <i>Which options or types of assessments might you consider for various learners to demonstrate their understanding of the objectives? (Fast Finisher Work?)</i></p>
Instructional and Material Adaptations	<p><i>In this section, list instructional and adaptations that will be made for individual students.</i></p>
Notes:	