**University of Delaware Lesson Plan (F21)**

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

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| **Subject(s):** | | | | **Date & Time:** | | | |
| **Grade:** | | | | **Group Size:** | | | |
| Coplanned | | | * yes * no | Independently planned | | * yes * no | |
| Common Core Learning Standard(s) Addressed:  *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?* | | | | | | | |
| Learning Goal(s)/Lesson Objective(s):  *In this section,* ***list*** *the lesson objectives.*  *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?* | | | | | | | |
| Assessments: ***List*** *formative/summative assessment approaches, tools, and/or strategies (worksheet, exit ticket, group project quiz, etc.)*  **1.**  **2.**  **3.** | | | | Criteria: *For each assessment listed,* ***describe*** *the criteria that will be used to reflect learning of the objective.* | | | |
| **Full Understanding**  **1.**  **2.**  **3.** | **Partial Understanding**  **1.**  **2.**  **3.** | | **Limited Understanding**  **1.**  **2.**  **3.** |
| Relevance (Connecting to students’ lives and prior academic learning):  ***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*  Culturally Responsive Pedagogy: [*https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0*](https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0) | | | | | | | |
| **Instructional Procedures:**  *What learning experiences will students engage in? How will you use these learning experiences and/or their student products as formative assessment opportunities?* | | | | | | | |
| Beginning  Of  Lesson | Lesson Introduction & Activating Strategies:  **Introduction/Activating/Launch 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 * Create an inquiry-based setting  ***\**** *Homework checks, attendance and other housekeeping duties do not constitute an opening.* | | | | | | |
| Middle  Of  Lesson | Teaching Strategies:  **Teaching Approaches** may include**:**   * 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 | Lesson Closing/Summarizing Strategies:  **Summarizing Strategies (Closure)** may include**:**   * Engage students in summarizing main points or big ideas of lesson. * Revisit objective/essential question. | | | | | | |
|  | Resources/Materials:  *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.* | | | | | | |
| **Access for All Learners:**  *In this section,* ***describe*** *how you will ensure that all students have access to and are able to engage appropriately in this lesson*. | | | | | | | |
| Differentiation of Objectives, Content, Process, or Product | | *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.*  ***Process:*** *How will my instructional delivery, materials, or students’ engagement in instructional activities differ?*  ***Product:*** *Which options or types of assessments might you consider for various learners to demonstrate their understanding of the objectives? (Fast Finisher Work?)* | | | | | |
| Instructional and Material Adaptations | | *In this section, list instructional and adaptations that will be made for individual students.* | | | | | |
| Notes: | | | | | | | |