

## University of Delaware Lesson Plan (S25)

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

<b>Subject(s):</b>	<b>Date &amp; Time:</b>		
<b>State Standards:</b> <i>List the standards that are being addressed. Include both the number and the description of the standard.</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>Assessments (name the formative/summative assessment approaches, tools, and strategies):</b>	<b>Criteria (identify criteria for success to align with each type of assessment):</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:</i> (a) <i>how the learning tasks are appropriate according to personal/cultural/community assets of your students?</i>  (b) <i>Which aspect(s) of culturally relevant teaching are in your lesson?</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>Include within procedures HOW you will differentiate for students and WHO those students are that may be challenged by the lesson.</b>			
	<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> <i>* Homework checks, attendance and other housekeeping duties do not constitute an opening.</i>		
	<b>Teaching Strategies:</b> <b>Teaching Approaches may include:</b> <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>		
	<b>Lesson Closing/Summarizing Strategies:</b> <b>Summarizing Strategies (Closure) may include:</b> <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>		