

*Best practice indicates that this activity should not be taught in isolation but should be incorporated into a unit based on the Delaware Content Standards and the Backward Design framework and philosophy.*

General Information	
Name:	District/School or Organization:
Subject Area/Topic:	Grade Level(s):
This activity will be incorporated into the following unit of study:	

### Part 1 – How will this Thinkfinity Learning Activity fit into my unit of study?

Delaware Content Standard(s):
Technology Standards: (i.e., NET-S, 21 <sup>st</sup> C. Skills, Computer Skills Growth Chart)
Activity Goals – what will students know or be able to do as a result of this activity?
Students will:
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
Selected Thinkfinity Learning Object(s) / URL(s):
What will inform me about the effectiveness of this learning activity?

### Part 2 – How will this Learning Activity integrate technology with instruction?

A. Which type of Thinkfinity learning object is this?	B. Where will I use this learning object in the instructional cycle?
<p><b>Learning Object for Teacher Use</b></p> <input type="checkbox"/> Online (requires a computer) <input type="checkbox"/> Offline (no computer required) <p><b>Learning Object for Student Use</b></p> <input type="checkbox"/> Online (requires a computer) <input type="checkbox"/> Offline (no computer required)	<input type="checkbox"/> Opening Motivational Activity <input type="checkbox"/> Central Focus of Lesson Plan <input type="checkbox"/> Research Tool for Students <input type="checkbox"/> Closure Activity <input type="checkbox"/> Assessment Tool <input type="checkbox"/> Remediation Tool <input type="checkbox"/> Enrichment Tool
C. Which instructional strategies will I employ?	
<input type="checkbox"/> Direct instruction – teacher-directed, effective for introducing topics or knowledge construction <input type="checkbox"/> Indirect instruction – student-centered, involves investigating, problem-solving, and other HOTS <input type="checkbox"/> Experiential learning – learner-centered with an emphasis on personal reflection and application <input type="checkbox"/> Independent study – students work alone, in pairs, or small groups within a planned independent study structure <input type="checkbox"/> Interactive instruction – relies heavily on listening, discussing, and sharing among the participants, may include reciprocal teaching <input type="checkbox"/> Other (list):	
Notes:	

### Part 3 – What is my classroom management plan for this Learning Activity?

**A. How will I configure my classroom for the learning activity?**

<p><b>Classroom Configuration:</b></p> <input type="checkbox"/> Computers not needed - printable resource <input type="checkbox"/> Whole group instruction, using a projector and / or interactive white board <input type="checkbox"/> Whole group activity, with small groups using mobile laptops simultaneously <input type="checkbox"/> Small group, using classroom computers or mobile laptops as rotating stations <input type="checkbox"/> One to one, using classroom computers or mobile laptops as rotating stations <input type="checkbox"/> One to one, in a computer lab setting <input type="checkbox"/> One to one, with individual student laptops <input type="checkbox"/> Other (list):	<p>Notes:</p>
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**B. How will I manage implementation?**

<p><b>Classroom Management:</b></p> <input type="checkbox"/> General computer rules / procedures <input type="checkbox"/> Specific directions for activity <input type="checkbox"/> Helping Hands <input type="checkbox"/> Other (list):	<p>Notes:</p>
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**C. What additional considerations will support successful implementation?**

<input type="checkbox"/> Software <input type="checkbox"/> Hardware <input type="checkbox"/> Supplemental Materials <input type="checkbox"/> Other (list):	<p>Notes:</p>
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**Part 4 – How will I use this Learning Activity to enhance my unit of study?**

**A. Describe the steps in this learning activity. What will students be asked to do with the Thinkfinity learning object(s)?**

<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
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**B. Describe how the Learning Activity can be differentiated to meet the diverse needs of your students.**

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**Part 5 – Review and reflect.**

Do a trial run of the Learning Activity to determine any issues that may arise. Then note any changes or additional preparation needed to ensure student success.

<p>Issues noted:</p>  <p>Additions/changes to this plan:</p>	
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