

**Rutgers University**  
**Teacher Preparation Program**  
**Lesson Plan Format**

The lesson plan format that follows is the format used by the Teacher Preparation Program. The TPP recognizes, however, that there are many other designs and variations of appropriate lesson plan formats. These can vary based on subject area, type of lesson, and/or state, district, school, or teacher preference.

**Teacher's name:**

**Lesson Date and time:**

**Room number:**

**# of Students:**

**Enduring Understandings/Unit Goals:** What key knowledge and skills will the students acquire as a result of this unit?

**Essential Question:** What is the over-arching question that will stimulate thought and will be answered in more than one word during the lesson? What part of the core content/program of study will students be addressing through this lesson? This should be written in a way that there is no "right" answer; it should emphasize concepts, while requiring students to use knowledge in developing answers, and it should cause the students' learning to uncover and recover important ideas

**Standards addressed:** List the standards – use NJ Core Curriculum Standards and write out the entire indicator.

**What is the lesson objective?** What will the students know, be able to do and apply as a result of instruction? Be specific and be sure to use action, measurable verbs.

**Materials Needed:** List all materials - Be complete!

**Technology/21<sup>st</sup> Century Learning:** What type of technology did you and/or the students use for this lesson?

**Teaching / Instructional Process:**

**Anticipatory Set:** The "Hook" – How will you capture student attention and bring relevance and importance for the student to the subject matter?

**Process:** This is the roadmap to your lesson. Write out everything you are going to do. This is the longest part and should be a step by step instruction manual of the lesson. Bullets and/or a numbered list are often the best way to present this part. Be sure to list out what questions will be asked to focus students on the topic. Also be sure to identify what information the teacher will disseminate (direct instruction/teacher-centered) and how the students will be involved in their learning (indirect instruction/student-centered). This can be done by simply labeling the steps in the process as direct or indirect. You can put the appropriate term in parenthesis at the end of the statement, i.e. as above.

**Guided Practice:** How you will model and guide students through concepts and check for their understanding?

**Check for Understanding/Closure:** Statements or actions that help students make sense out of what has just been taught, to help form a coherent picture, to eliminate confusion and frustration, and to reinforce major points to be learned. Questions should again be planned and written out and should be used to make sure the students are on track to achieving the lesson objectives. The closure should prompt the students to identify key learnings and summarize what has been learned during the lesson, specifically checking the student's understanding of the lesson objectives. Most often used before transitioning to a new objective, or at the end of the lesson, the teacher can assess the students' progress toward the lesson objectives with a brief closure activity.

**Independent Practice:** What are the students doing independently to reinforce and extend the learning beyond the lesson and into real world settings.

**Differentiated Instruction:** What modifications do you need to make in order for all learners to succeed with this lesson?

**Interdisciplinary Components:** How is this lesson tied to other subject areas?

**Assessment/Rubrics:** How will you assess the students' understanding of concepts, strategies, and skills? What will you do to know that the objectives of the lesson and the larger unit were met? Multiple forms of assessment should be used and described here.