Part A: Lesson Plan Template

**Directions:** Complete the lesson plan template by typing your responses within the provided brackets following each prompt. Your lesson plan should not exceed 4 single-spaced pages including prompts. The text in parentheses and italics is here to guide your responses; delete the italicized text as you fill in your own responses. Answer ALL parts of EACH prompt completely and explicitly.

Your Name: [   ] 
Date of Lesson: [   ]

School: [   ] 
Number of Students: [   ]

Grade Level: [   ] 
Subject Area: [   ]

Course Title (if applicable): [   ] 
Lesson Topic: [   ]

Time Allocated: From [   ] To [   ]

Unit and/or Lesson Segment: [   ]
(Identify the unit or lesson segment this lesson is a part of.)

**A. Purpose/Central Focus of Lesson:** [   ]
(State the big idea or focus question of this lesson in a sentence or two.)

**B. Student Learning Objectives:** [   ]
(How will your students demonstrate what they have learned or are able to do as a result of this lesson? Number and list all of your student objectives. After each objective, place in parentheses the standard number that it addresses. Use observable verbs and focus on what your students will be able to do and not on what you as the teacher will do. Whenever possible, include the conditions (or givens) and criteria for acceptability.)

**Examples of Student Objectives:**

**Elementary Lesson:** After reading a children’s book (condition), students will be able to write their own story (behavior) showing a beginning, middle, and end (criteria).

**Middle School Lesson:** After reading two short stories (condition), students will be able to compare and contrast the stories (behavior), including how the plot, setting, characters, and main events are alike and how they differ (criteria) by designing a graphic organizer.

**Secondary Lesson:** Given four primary source documents discussing a historical event (condition), students will be able to demonstrate their knowledge of the event (behavior) by summarizing key concepts and providing supporting details in a short essay (criteria).

**C. Learning Standards:** [   ]
(Number and list all of the New Jersey Student Learning Standards or other applicable standards. Write each out in full.)
D. **Instructional Materials:** [ ]
(List in chronological order all materials that you and your students will need for this lesson, including writing utensils, paper type, highlighters, scissors, glue, books, handouts, whiteboards, computers, videos, other technology, etc. If possible, attach a blank/clean copy of each material to your lesson plan in the order in which they are used and referenced in the “Procedures” section below. Title and reference each material throughout the lesson plan by name and number (e.g., “Persuasive Argument Graphic Organizer, Attachment 1,” “Persuasive Argument Essay Template, Attachment 2,” etc.). Additionally, using either standard APA, MLA, or Chicago/Turabian format (dependent upon your content area), cite all print and online materials that you used for this lesson right under each of the materials listed, if applicable.)

E. **Procedures:** [ ]
(*This is the main part of your lesson plan.*) As you plan your Procedures, think about how you will actively engage your students, encourage student-student interaction, and meet their individual needs as well as differences in learning styles. What exactly will you do and have your students do during this lesson period? Include the key (or essential) questions that you will ask, making sure to provide a variety of levels of critical thinking within Bloom’s Taxonomy. These questions should be written either to the right of or below the appropriate step of your Procedures. Do not create a separate list of questions. Also think about which of Gardner’s Multiple Intelligences will be touched upon through your planned activities. Your Procedures section should be brief but detailed enough for another teacher to present this lesson.

(Number and list each step of your Procedures and the development of the lesson. After each step, write the amount of time needed. Your lesson should generally follow the steps outlined below.)

1. **Motivation / Hook / Anticipatory Set:** [ ]
   (Write exactly what you will say or do to fire your students’ interest and lead into your lesson.)

2. **Activation of Prior Knowledge:** [ ]
   (State how will you set a purpose for learning and help students access prior knowledge.)

3. **Delivery of Lesson Content:** [ ]
   (Describe how you will deliver the content of the lesson. Be sure to rely on more than lecturing. Use visual images, real-life examples, strong questioning techniques, and mini-activities to engage students in the content.)

4. **Guided or Individual Practice:** [ ]
   (What kinds of activities will help students strengthen and deepen their knowledge of the content introduced in the lesson?)

5. **Closure:** [ ]
   (This is the last step of your Procedures. What will you say or do or have your students say or do to summarize/reinforce the important points and provide a clear closure to the lesson?)
F. **Assessments:** [ ]

(Indicate how you will assess whether your students met your student objectives for this lesson. **Number and list** an assessment **for each** student objective written at the beginning of this lesson plan. Remember that assessments can be **summative** or **formative**. For summative/formal assessments, provide any rubrics, checklists, quizzes, or other assessment tools. For formative/informal assessments, what will you observe that will indicate that students are on track and meeting the student objectives? Remember to indicate what the criteria for acceptability are for each assessment. What is the teacher looking for in order to determine whether students are meeting the objectives? What criteria must the students meet at a minimum to satisfy this point?)
Part B: Supplemental Lesson Plan Elements

A. Differentiation: [ ]
(Explain how you will differentiate and support each of the diverse learners you identified in your classroom—i.e., English language learners, more advanced or gifted students, as well as struggling readers, visual learners, and others. Identify concrete differentiation strategies that you will incorporate for each specific student.)

<table>
<thead>
<tr>
<th>Category</th>
<th># of Students</th>
<th>Identify how you will differentiate instruction for these students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Struggling Readers and/or Underperforming Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced and/or Gifted Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Different Learning Styles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Accommodations (if applicable): [ ]
(Explain how you will accommodate and support the needs of learners you identified in your classroom—i.e., students with IEPs or 504 Plans. Identify concrete accommodations that you will make for each specific student.)

<table>
<thead>
<tr>
<th>Category</th>
<th># of Students</th>
<th>Identify how you will accommodate instruction for these students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with IEPs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with 504 Plans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Extension: [ ]
(Describe how you could extend this lesson if time permits. What specific extension activities could students do to continue practicing and building meaning?)

D. Technology: [ ]
(Explain how you will use technology to support and advance student learning.)

E. Language Demands & Supports: [ ]
(What language will students be expected to utilize when illustrating their understanding? Identify each of the following for this lesson and explain how you have planned to support your students with understanding and applying the following language demands.)
i. **Language Function:** [ ]
   (Language function means the *verb* used in the student learning objectives, such as identify, analyze, summarize, define, explain, conclude, justify, compare, sort, etc.)

ii. **Key Vocabulary:** [ ]

iii. **Syntax and/or Discourse** (at least one): [ ]
   (*Syntax* means the rules for organizing words or symbols together into phrases, clauses, sentences, and/or such visual representations as graphs and tables. *Discourse* means how members of a discipline talk, write, and participate in knowledge construction using the structures of written and oral language. Examples include constructing arguments, interpreting graphic representations, and analyzing poetry or primary sources.)

F. **Prior Academic Learning and Prerequisite Skills:** [ ]
   (Describe the prior knowledge that students will need to use and build upon to be successful in this lesson.)

G. **Learning Theories:** [ ]
   (Describe specific research and learning theories that guided your instructional choices. Clearly explain how each is applicable to your lesson.)

H. **Culturally Responsive Teaching:** [ ]
   (Explain how your lesson reflects culturally responsive teaching and how you will recognize the importance of including students’ personal, cultural, and community assets in all aspects of learning.)
Part C: Post-Lesson Elements

A. Follow-up / Data-driven Instruction: [ ]
(Briefly explain how you have collected and analyzed data to advance student learning. When possible, include data charts showing individual student performance and discuss patterns, trends, consistencies, inconsistencies, etc. Describe your plans for your next lesson and how it will build upon and grow from this lesson. How will you support individuals and groups of learners, such as low-, average-, and high-performing students, to improve or enhance their learning relative to the learning strategies and related skills of this lesson? Justify next steps with student performance data.)

B. Feedback: [ ]
(Explain what type of feedback you have or will you provide your students. How have/will you address both strengths and needs related to the learning objectives? How have/will you support your students to understand and use your feedback?)

C. Post-lesson Reflection: [ ]
(How do you feel your lesson went? In your opinion, what went well and what didn’t go as well? Why? If you were to teach this lesson again, what changes would you make and why?)