Lesson Plan - Part A

A. NJ Student Learning Standard(s):

B. Purpose:

C. Student Learning Objective(s):

D. Delivery of Lesson Plan Content/Procedures
   ● Motivation/Hook/Anticipatory Set:
   ● Activation of Prior Knowledge:
   ● Presentation and Facilitation of Content and/or Skill(s):
   ● Guided Practice:
   ● Independent Practice:
   ● Closure:

E. Critical Thinking and/or Focus Question(s):

F. Assessment(s):

G. Instructional Material(s):

H. Assessment Material(s):
Lesson Plan - Part B: Lesson Materials and Resources

Directions:
• For “Part B: Lesson Materials and Resources” attach the materials included in the lesson and provide a title for each.
• Provide a description for each of the materials.
• When completed, you will have one document for the Instructional Materials and one document for the Assessment Materials. (In total, you will have two documents for Part B.)

Instructional Materials
• All “Instructional Materials” should be included in one document.
• Attach all materials that you will need to teach the lesson.
• Put the attachment(s) in the order in which they are used and referenced in the “Procedures” section of Part A.

Submit all of the Instructional Materials used in the lesson. Instructional materials may include items such as class handouts, assignments, interactive whiteboard images, texts, new vocabulary, key slides, brainstorming activities, teacher models, technology, paper, pencils, crayons, etc.

Instructional Material/Title: Order materials as they are used in the lessons/learning segment and label each material as follows: “Instructional Material 1: Title of the Material.”

Describe each instructional material: What is it? How is it used? Why? How frequently? etc. Include any references or citations.

Insert an image/copy/photo/scan of the material. Enlarge and/or modify your images to make sure they are legible and easy to see/read.

Create a caption for each image and place it just below your image. Your caption should identify the image (“Instructional Material 1: Title of the Material.”) and briefly describe the image.

Assessment Materials
• All “Assessment Materials” should be included in one document.
• Attach all materials that you will need to assess student performance (including rubrics, checklists, observation forms, etc.).
• The attachment(s) should be a blank/clean copy of each assessment tool to your lesson plan as referenced in the “Procedures” section above.
• Title and reference each material throughout the lesson plan by number and name (e.g., “Assessment 1: Writing Rubric” “Assessment 2: Student Discussion Checklist” etc.).
• Additionally, using standard APA, MLA, or Chicago/Turabian format (dependent upon your content area), cite all print and online assessment materials that you used for this lesson right after each of the materials listed, if applicable.)
Submit all of the Assessments used in the lesson.

For summative assessments, submit the blank assessment to be given to students; student work samples for this task are optional. Make sure to also submit rubrics, criteria for assessment, and grading scales (if applicable).

For formative assessments, you must describe how the assessment will be used in class with examples of teacher prompts and student responses. Create a script to show how this assessment might play out in class. Make sure to also submit criteria for assessment and grading scales (if applicable).

Order assessments as they are used in the lessons/lesson plan and label each assessment as follows: “Assessment 1: Title of Assessment.”

Describe each assessment. What is it? How is it used? Why? How frequently? What are the directions, if any? etc.

Insert a copy/photo/scan or script of the assessment. Enlarge and/or modify your images to make sure they are legible and easy to see/read.

Create a caption for each image and place it just below your image. Your caption should identify the image (“Assessment 1: Title of Assessment.”) and briefly identify the image.
Lesson Plan Part C: Supplemental Lesson Plan Elements

A. Differentiation:

<table>
<thead>
<tr>
<th>Category</th>
<th># of Students</th>
<th>Identify how you differentiated instruction for these students in your lesson.</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)*:

<table>
<thead>
<tr>
<th>Category</th>
<th># of Students</th>
<th>Identify how modified and/or accommodate instruction for these students in your lesson.</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:

D. Technology:

E. Language Demands & Supports:
   i. Language Function:
   ii. Key Vocabulary:
   iii. Syntax and/or Discourse *(at least one)*:

F. Prior Academic Learning *(Including Prerequisite Skills)*:

G. Learning Theories:

H. Culturally Responsive Teaching:
Lesson Plan - Part D: Post-Lesson Elements

A. Follow-up/Data-driven Instruction:

B. Feedback:

C. Post-lesson Reflection: