

Rutgers University Teacher Preparation Program Lesson Plan Format

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

Lesson Date and time:
Room number:

of Students:
Teacher's name:

Unit Goals: What key knowledge and skills will the students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill? What over-arching questions will be answered?

Standards addressed: List the standards – use NJCCCS and write out the entire indicator.

What is the lesson objective? What will the students learn and / or demonstrate during and after this lesson? Be sure to use action, measurable verbs.

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?

Materials Needed: List all materials – charts, books, pencils, paper, etc. Be complete!

Technology: What type of technology did you or the students use for this lesson?

Teaching / Instructional Process:

Anticipatory Set: The “Hook” – How will you excite the students about 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.

Direct Instruction: What information will the teacher disseminate?

Indirect Instruction: How will the students be involved in their learning?

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

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. The closure should reiterate the above stated objectives and should fit appropriately into the unit.

Independent Practice: This can be a question or problem for students to ponder on their own or in small groups or pairs. The aim is to reinforce and extend the learning beyond the lesson and ideally into real world settings.