Lesson Plan Format
School of Education
The College of New Jersey

Planning lessons has two purposes: first, the process of planning encourages deep thinking about the elements of a lesson; second, the plan guides you while delivering instruction. Experienced teachers may plan more informally, but novices need to create thorough plans that prevent them from delivering mediocre lessons or from forgetting crucial items. There is no one correct way to plan a lesson, but during your field experience your plans should contain the following elements:

1. **Title or Topic of the Lesson and Grade Level**

2. **Lesson Essential Question(s):** Write an overarching question that best frames the understanding you want your students to develop.

3. **Standards:** Identify the appropriate standards that you will assess in this lesson.

4. **A. Learning Objectives and Assessments:** Write a sentence for each of your desired learning outcomes. These must be written in observable terms and be assessable. These must also correlate to the NJCCC Standards addressed above.

   **B. Assessments:** Describe the assessments you will use to measure student progress towards or success in attaining the learning objectives. You may include homework assignments.

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<th>Learning Objectives</th>
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5. **Materials:** List materials/resources you and the students will need to teach/learn this lesson.

6. **Pre-lesson assignments and/or prior knowledge:** Describe the prior knowledge that you believe your students bring to the lesson. This may include relevant background knowledge, possible misconceptions, or prior lesson content. Consider student readiness.

7. **Lesson Beginning:** Describe the activity you plan to use to focus the learners in this lesson. How will you engage and motivate them? This activity may serve as an informal assessment (examples include homework review, brainstorming, writing prompts, etc.)

8. **Instructional Plan:** Break down the activities by giving a detailed description of what you and the children are going to do in each part of the lesson. Consider how you will engage students in the learning activities. The following elements also need to be considered.

   - **Differentiation:** Explain how you are going to make this lesson work for the range of students you have in your class. Describe the different ways that you will provide input and differentiate instruction so as to give students access to the content. Describe accommodations and adaptations you are going to make for specific students with special needs. Identify extra work that you will give to early finishers.
Questions: List key open-ended questions you are going to pose in each activity. Consider Bloom’s Taxonomy as you write your questions.

Classroom Management: Consider strategies such as grouping, distributing materials, and identify potential behavioral problems.

Transitions: Describe how you will transition and make connections between activities.

9. Closure: Describe how you will bring your lesson to a meaningful closure that summarizes the lesson and provides you with information on what your students have learned and need to learn in the future.