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| Course Learning Outcomes: | | | | | |
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| Lesson Learning Objectives: | | | | | |
| 1 |  | | | | |
| 2 |  | | | | |
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| 4 |  | | | | |
| Bridge-in / Connecting Learning from previous learning:  What previous learning can be connected to this lesson to bridge-in earlier lessons? | | | | | |
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| Pre-Assessment:  What pre-assessment can help students reflect on their current understanding of this topic? | | | | | |
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| Time | | Stages | Instructional Process (Considerations when you are creating your lesson plan) | Content/Activities (Describe and list your teaching strategies and activities) | Required Resources |
|  | | Beginning | * Check-in activities facilitate a focused learning atmosphere, gauge learners' grasp of prior lessons, and ignite interest in the topic. These activities respect learner variability by recognizing each learner's unique learning style, pace, and proficiency, and enabling tailored instruction. * Simple check-in strategies include: brief quizzes about the previous or upcoming lesson, one-minute paper activities for quick summarizing or question-posing, online polls or surveys to quickly gather input or gauge comprehension, icebreaker activities to encourage participation, and entrance tickets where learners note something from the prior lesson or what they anticipate in the new one. All these activities are aimed at setting a positive, engaging, and inclusive tone. * Introduce the lesson topic and provide an overview of what will be covered. * Clearly state the learning outcomes to be achieved by the end of the lesson. * Engage learners by asking questions or presenting a real-life scenario related to the topic to capture their interest and activate their prior knowledge. * Introduce the lesson topic and provide an overview of what will be covered. * Clearly state the learning outcomes to be achieved by the end of the lesson. * Engage learners by asking questions or presenting a real-life scenario related to the topic to capture their interest and activate their prior knowledge. |  |  |
|  | | Middle | * Present the main content of the lesson using a variety of instructional strategies, such as lectures, demonstrations, visual aids, or interactive activities. * Break down complex concepts into smaller, more digestible parts and provide clear explanations, examples, and illustrations. * Encourage learner participation and engagement through discussions, group work, or hands-on activities. * Continue delivering the content of the lesson, ensuring that learners are actively involved in the learning process. * Use formative assessment techniques, such as quizzes, concept maps, or think-pair-share activities, to check for understanding and provide immediate feedback. * Address any misconceptions or difficulties learners may have encountered during the learning process. |  |  |
|  | | End | * Summarize the key points and concepts covered in the lesson. * Provide opportunities for learners to ask questions and seek clarification on any remaining doubts. * Conclude the lesson by relating the learned concepts to real-life applications or future lessons to reinforce the relevance of the material. |  |  |
| Assessment / Homework:  Consider using exit tickets as a form of assessment at the end of the lesson. Exit tickets are short activities or questions that learners complete independently before leaving the class. | | | | | |
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| Notes For Next Class: | | | | | |
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