A Lesson Plan Template

# Incorporating LTK+ and Competency Based Curriculum (CBC) Elements

This document explains the framework of an LTK+ infused lesson plan that integrates the Competency Based Curriculum.

The first block, or the **index block**, provides general information pertaining to subject/learning area, roll, grade and date. The second block, or the **guiding principles**, outlines fundamental concepts that will be woven throughout the lesson plan. Finally, the third block is the **lesson development** section where you will see the guiding principles come to life during the lesson.

Take note that *Core Competencies*, *Values*, and *Pertinent Community Issues* do not have a designated section, rather these important elements will be incorporated within the body of the lesson.

## Block 1 – Index

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| **GRADE** | **LEARNING AREA** | **WEEK** | **DATE** | **LESSON** | **TIME** | **ROLL** | |
| \_\_\_\_\_ | Literacy/English Language Activities  Mathematics Activities | #\_\_\_\_ | MM/DD/YYYY | #\_\_\_\_ | \_\_:\_\_ | # of girls | # of boys |

## Block 2 – Guiding Principles

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| **Strand** | * *Mathematics Activities, the strands are: Numbers, Measurement, Geometry* * *Literacy Activities and English Language activities, the strands are: Listening, Speaking, Reading, Writing* |
| **Sub-Strand** | * *Mathematics Activities such as: Addition, Mass, Shapes* * *Literacy Activities and English Language activities such as: Storytelling, Phonemic Awareness, Spelling* |
| **Essence Statement** | *This statement sets the stage for the learning environment in terms of what learners will be exposed to and how it will support them once learning has taken place.*  *Example from an ELM lesson plan: The learner can count forwards and backwards from 1-20 and understand how number sequences can be applied to the counting of objects in both real-life and the digital context.* |
| **KIQ**  Key Inquiry Question | *This is a question that generates curiosity, inspires lifelong learning and ultimately responds to the learning outcomes of the lesson.* |
| **Specific Learning Outcomes**   1. Know how to… 2. Be able to demonstrate… 3. Have an appreciation for… | *This section displays the progression of learning starting from knowledge acquisition to how a learner can demonstrate a skill and finally how a learner can apply this skill in other areas of everyday life.* |
| **LTK+**  ABRA, READS, ELM, ePEARL | *Which activity will you be using or referencing in your lesson?* |
| **Other Learning Resources** | *Will you be using real objects/realia, a resource person, course books/learners’ books, teachers’ guides, flash cards, digital resources, or worksheets in your lesson?* |
| **Learning Organization**   1. Learners work in pairs on the LTK+ to enhance a skill 2. Learners use this skill in pairs and engage in an oral activity 3. Game in groups | *This is an introduction to what the learning stations will include. Will learners work individually? In pairs? In small/large groups? Or whole class? Will this be in the computer lab, classroom or outside? What is the seating arrangement? Are students on the floor/mat or benches?* |

## Block 3 – Lesson Development

This is where you can tie in core competencies, values, and PCIs.

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| **Review of Previous Lesson**  Suggested time: 2 minutes | *What elements from the previous lesson can I use to remind learners of prior knowledge?*  *Is there a song or game I can use as a hook? Or is there a visual I can put on the board to help learners warm-up for this lesson?*  *Consider using flashcards or other materials from the previous lesson to engage with the learners.* |
| **Introduction**  Suggested time: 5 minutes | *How can I effectively engage learners with the new material?*  *How do I effectively begin my lesson? Do I use a song, a recital, questions, flashcard activities etc.*  *What can I bring forward from the previous lesson to link what we will learn today? Eg. review of previous lesson or previously learnt concepts that relate to the lesson.* |
| **Lesson Development**  Suggested time: 10 minutes  Step1, Step 2… | *Step by step describe what the learners will be doing.*  *For example:*   * *Ask learners to brainstorm other possible outcomes (critical thinking)* * *Encourage learners to work as a team and engage in peer feedback (responsibility) (life skill).* |
| **Differential Learning: Learning Stations**  Group 1, Group 2…  Suggested time per station: 10 minutes  \*See lesson plans for suggested activities, however the teacher can use alternative activities available to them. | *Learning stations directly compliment the CBC as the learner is at the core of the learning experience.*  *Clearly outline what learners will do at each station: are they on a device? Are they using manipulatives? Are learners using pencil and paper? Are learners speaking to one another?* |
| **Conclusion**  Suggested time: 5 minutes | *How can I review what we’ve learned in less than 5 minutes? Is there a song we can sing or a game I can model? This aids in wrapping up the lesson.* |
| **Learner Refection** | *How can I engage learners in reflection? This can be as simple as asking learners to express their opinion on the material or it can be an open-ended question that will inspire them to take their learning outside of the classroom and share with others. Or use self-reflection strategies such as exit cards, traffic light, one wish and a star, 3-2-1 etc. to enhance self-efficacy.* |
| **Extended Activity** | *How can I extend the learning outside of the classroom? Also, what can the learner do at home based on today’s learning?*  *Consult extension activities within Teacher Resources in the LTK+.* |
| **Summary Statement** | *This statement answers the KIQ from the beginning of the lesson and gives an overview of the learning that took place in this lesson.* |
| **Reflection** | *What went well? What areas of the lesson that need to be revisited and why? Did my instruction reach all learners? How can I make changes for next time?* |
| **Assessment** | *Note: ABRA and ELM have an assessment module from which the teacher can derive an assessment report for the learner.*  *Consider a formative assessment piece that will not only guide your instruction for future lessons but also give learners a chance to demonstrate their learning.* |