**LESSON PLAN**

**BACKGROUND INFORMATION**

**Subject:**

**Grade level:**

**Topic:**

**Subjects to be integrated:** *Choose appropriate area(s), e.g.**English, IT …*

**Number of students:**

**Duration of lesson:**

**Context:**

*Provide information as to what was done prior to this lesson (activities or topics) which may facilitate the acquisition of this new content AND*

*What the main objective(s) of the current lesson is/are given that a specific objective may not be fully achieved in one lesson/period*

**General Objective(s)** *can be taken from various subject curricula if there is integration*

1.

2.

**Specific Objective (s)** *can be taken from various subject curricula if there is integration*

1.

2.

**TEACHING MATERIALS** *(examples)*

* *Textbook*
* *Photocopies / graphic organisers*
* *Blackboard, chalk / projector*

**STUDENT MATERIALS** *(examples)*

* *Textbook*
* *Crayons, pencils*
* *Blank paper/notebooks*
* *Photocopies (graphic organisers, etc.)*

**INTRODUCTION**

*Brief introductory statement as to what will be covered in unit* (5-10 seconds).

***Introductory activity*** (1-3 minutes)

*Explain the steps*

***Verification of Prior Knowledge*** (2-3 minutes)

*State questions that will allow you to make the link between what was learnt before and the introductory activity so as to make a determination regarding the quality of students’ prior knowledge*

**DEVELOPMENT** *(Most of the time in the lesson would be spent here engaging students in various tasks to facilitate the acquisition of the content. Number of activities to be determined. Otherwise, break down complex activities into steps to facilitate student learning)*

***Activity 1* –** *Title* (… minutes)

*Explain steps, including questions that you make ask students*

***Activity 2* –** *Title* (… minutes)

*Explain steps, including questions that you may ask students*

***Activité 3* –** *Title* (… minutes)

*Explain steps, including questions that you may ask students*

**CONCLUSION** (1-3 minutes)

*Verify students understanding of what was taught. Teachers can use exit slips/drawings, have students formulate their understanding of concept in their own words, etc…*

**ANNEX**

*Place each set of photocopied items or graphic organisers in a separate annex.*

*Homework assignments should also be attached in a separate annex, with the corresponding instructions and rubrics where applicable*