



## LESSON PLAN GUIDELINES

This document will guide the teacher on what to consider/look into the different learning episodes when crafting his/her lesson plan.

LEARNING EPISODE	GUIDELINES	GUIDE QUESTION/S
<b>I. OBJECTIVE</b>	<ol style="list-style-type: none"> <li>1. must be taken from the CGMELCs</li> <li>2. SMART (Specific, Measurable, Attainable, Result-Oriented and Time-Bound)</li> <li>3. maybe localized/indigenized/contextualized (if applicable)</li> <li>4. sub-tasking is a must if the objective is broad and if the learner's ability so requires</li> <li>5. observe the behavior and content in the objective as your compass throughout the session</li> <li>6. if entry or pre-requisite skill is needed for the lesson, teacher should start with the prerequisite</li> </ol>	(A) What is the source? CG? MELCS? Others? (B) What is the behavior and content? (C) Broad or specific? Does it need to be broken down into smaller tasks especially for lower sections? (D) Does it need entry/prerequisite skill?
<b>II. SUBJECT MATTER</b>	<ol style="list-style-type: none"> <li>1. must be based on the content of the objective</li> </ol>	
<b>III. LEARNING RESOURCES</b>	<ol style="list-style-type: none"> <li>1. indicate here the references used (to include the Teacher's Guide pages, Learner's material pages, textbook pages and other reference materials used)</li> </ol>	(A) Is/are learning resource/s and content appropriate/congruent to the objective? (B) localized/ contextualized? Not necessary or applicable? (C) sufficient/ICT-aided/ enabled? (D) References? Sufficient? Varied? (E) support instructional materials used? Sufficient/varied/localized/ indigenized/contextualized/ relevant?
<b>IV. PROCEDURE</b>		
<b>A. Preliminary Activities</b>		
<b>1. Drill</b>	<ul style="list-style-type: none"> <li>• Words to be used in the new lesson may be written in flashcards.</li> <li>• Teacher models the reading of the words but may assign good readers to do the modelling.</li> <li>• Flashcards must be of standard size and font.</li> <li>• Individual and group practice is recommended.</li> <li>• is optional if it has no relation to the new lesson</li> <li>• Song may be used as an opener to perk up the learners.</li> </ul>	
<b>2. Review</b>	<ul style="list-style-type: none"> <li>• It is done if it is a prerequisite or entry skill to the new lesson.</li> <li>• Previous lesson related to the lesson proper. If not, do not review.</li> </ul>	



# Lesson Planning Guide

**RM Cervero**



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