Class Time Sequence Set/Hook (mins.)	
problem	interest, or generate questions.
Post an Image	Introduction/Purpose (mins.)
Tell a story	Make connections among and between the
	hook, LOs, and purpose of content.
Open Questions Naïve Task	Discuss the plan to work towards the LOs and how learners will demonstrate their knowledg
Chunk #1: Pre-asses, 7	Feach/Model, Activity/Assess, Feedback/Review (mins.)
KWL	Pre-assess (5 mins.)
	Surface and supplement what students know.
Four Corners	Make connections among and between
Assumption Wall	content, students' prior experiential
Send-a-Problem	knowledge, cultural backgrounds, future
Clickers	careers, and previous/ subsequent class
PERCHOPOLOGOGIA	sessions, courses, and readings. Teach/Model (15 mins.)
Chunking Content	Open chunk with important concepts. Learner
Demonstrate a	best remember that which comes first (primar
process or task	effect).
Think Aloud	Use multiple methods to communicate conter
	to help all learners reach higher levels of
Improved PPT Slides	understanding.
	Activity/Assess (5 mins.)
Retrieval Practice	Use multiple methods of student-centered
Think-Pair-Share	pedagogies to actively sustain learners' effort
	and motivation; encourage equitable
Brain Dump	participation; and check for understanding.
Most Important	Use approaches that help all learners express
Point (MIP)	themselves fluently.
Lecture Wrapper	Feedback/Review (5)
Weekly/Unit/	Quickly review and debrief the activity.
Module Wrapper	Provide feedback
	Close the chunk.
Chunk #2+: Pre-a	sses, Teach/Model, Activity/Assess, Review (mins.)
11	Repeat a similar workflow. Make transparent how each chunk relates.
	Teach the last chunk with important concepts
	as learners remember second best that which
	comes last (recency effect).
	Close (mins.)
All and a Dance	Reinforce/revisit LOs.
Minute Paper	Review key ideas.
Muddlest Point	Discuss where you've been; the progress mad
3-2-1	today; and what is to come next (online)?
RAFT	Connect to a larger unit or course outcomes.
Gots & Wants	Provide multiple methods for students to
Wikis	reflect upon and self-assess their learning as
Portfolios	well as provide you feedback on the effectiveness of the lesson.

DO NOT TEACH ANOTHER LESSON WITHOUT USING ONE OR MORE STRATEGIES.



Lesson Plan Guidelines For Teachers

Rachel Sandford

Lesson Plan Guidelines For Teachers:

Lesson Plan Guidelines For Teachers Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the power of words has be more evident than ever. They have the capacity to inspire, provoke, and ignite change. Such could be the essence of the book **Lesson Plan Guidelines For Teachers**, a literary masterpiece that delves deep into the significance of words and their effect on our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall affect readers.

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