

Daily Lesson Plan Template

One page per lesson — print a stack and photocopy as needed.

TEACHER _____ CLASS / GRADE _____ DATE _____

SUBJECT _____ PERIOD _____ DURATION _____

TOPIC / UNIT _____

Learning Objectives

by the end of the lesson, pupils will...

- _____
- _____
- _____

SLOs / Curriculum Link

textbook or syllabus reference

Materials Needed

list everything before the bell

Warm-Up / Introduction

about 5 min — a question, picture or quick recap

Direct Teaching

the main explanation and board work

Guided Practice

together or in pairs, teacher checking

Independent Practice / Classwork

work in copies, teacher circulating

Assessment / Exit Check

2–3 quick questions before the bell

Homework

short, and from today's lesson only

Differentiation

support for strugglers + challenge for fast finishers

Reflection

fill in straight after the lesson

Weekly Lesson Planner

Plan the whole week on one page — fifteen quiet minutes on Sunday.

WEEK OF _____ CLASS / GRADE _____ TEACHER _____

Day	Subject	Topic	Homework
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Tip: fill the Topic column first from your syllabus, then add homework last — it keeps the week honest.

Filled Example — Daily Lesson Plan

Class 4 Mathematics · Equivalent Fractions · steal the pattern, adapt the content.

TEACHER Rehman Ahmad Chaudhary CLASS / GRADE 4 DATE Monday, Week 12

SUBJECT Mathematics PERIOD 3rd DURATION 40 minutes

TOPIC / UNIT Equivalent Fractions — Unit 3: Fractions

Learning Objectives

- Shade and name equivalent fractions: $1/2 = 2/4 = 3/6$.
- Make an equivalent fraction by multiplying the top and bottom by the same number.
- Explain to a partner why $2/4$ covers the same amount as $1/2$.

SLOs / Curriculum Link

Class 4 Mathematics SLO: recognise and generate equivalent fractions using models and the fraction wall (Unit 3).

Materials Needed

Fraction wall chart, paper folding strips, board and markers, textbook Unit 3, exercise copies.

Warm-Up / Introduction

5 min

Ask: 'Ali gets $1/2$ of a chocolate bar, Sara gets $2/4$. Who gets more?' Quick hands-up vote — the answer comes later in the lesson.

Direct Teaching

12 min

Fold a strip in half ($1/2$), in half again ($2/4$), once more ($3/6$) — the covered length never changes. Write the rule on the board: multiply the top and bottom by the same number.

Guided Practice

8 min

Pairs fold their own strips and complete $1/2 = ?/8$, $1/3 = ?/6$, $3/4 = ?/12$ while I circulate, repeating the check: 'same number, top and bottom.'

Independent Practice / Classwork

8 min

Textbook Unit 3, Q1–Q5 in copies: shade, match and write equivalent fractions. Early finishers draw $4/8$ in two different ways.

Assessment / Exit Check

5 min

Exit ticket, 3 questions: 1) $1/2 = ?/6$ 2) Is $3/9$ the same as $1/3$? 3) Write one fraction equal to $2/5$. Note who is stuck — they start tomorrow with the support group.

Homework

Textbook Unit 3, Q6–Q8. Plus: fold one paper strip at home and write down the fractions you make.

Differentiation

Support: pre-folded strips and a fraction wall on the desk. Challenge: find three fractions equal to $6/8$ and order them.

Reflection

Worked: the paper folding — every child could see it. Fix: exit Q3 was too hard for the middle group; revise multiples of 5 first tomorrow.

Filled Example 2 — Daily Lesson Plan

Class 2 English · Is, Am, Are · a shorter period, the same one-page shape.

TEACHER Rehman Ahmad Chaudhary CLASS / GRADE 2 DATE Tuesday, Week 12

SUBJECT English PERIOD 2nd DURATION 35 minutes

TOPIC / UNIT Is, Am, Are — the verb 'to be'

Learning Objectives

- Choose *am* / *is* correctly in simple spoken and written sentences.
- Say one sentence each: 'I am ...' and 'He / She is ...'.

SLOs / Curriculum Link

Class 2 English SLO: use *am* and *is* with *I*, *he*, *she* and *it* in speech and writing (Grammar unit). Note: 'are' follows tomorrow.

Materials Needed

Flashcards (*I*, *he*, *she*, *it*), sentence strips, board and markers, English copybooks.

Warm-Up / Introduction

5 min

Point and say: I point at myself — 'I am a teacher.' Point at a boy — 'He is a student.' The class repeats; laughing is allowed.

Direct Teaching

10 min

Board chart: *I* → *am*; *He / She / It* → *is*. Three model sentences under each, read together twice, then once with half the class 'sleeping' their eyes shut.

Guided Practice

8 min

Hold up a flashcard (*she* / *it* / *I*) — the whole class shouts 'is!' or 'am!' Then pairs build one sentence each with the strips.

Independent Practice / Classwork

7 min

Copybook gap-fill: *I* ____ happy. *He* ____ tall. *She* ____ my friend. *It* ____ a cat. Five sentences, then swap copies and check a partner's work.

Assessment / Exit Check

5 min

Thumbs check: I read 3 sentences — thumbs up if the verb is right, thumbs down if it is wrong. Note the two children who missed 'it is' for tomorrow's starter.

Homework

Write 3 sentences about your family using *am* / *is*, and draw one picture to match.

Differentiation

Support: sentence starters on the desk ('I am ____'). Challenge: write an 'are' sentence about two friends.

Reflection

Worked: the shouting game — full attention for eight minutes. Fix: 'it' confused them; start tomorrow with a cat picture.