



# Teacher Preparation Program Daily Lesson Plan Model

Header		
Name of the teacher candidate	Pedro E. Hernandez Borrero	
Grade	4th	
Subject	English	
Date	August 30, 2025	
Unit	4.1 Writing dialogues	
Theme	Word Web	
Subtheme (Optional)	Graphic organizers	

Standard	Expectation	Indicator
Listening and speaking	Contribute to class, group, and partner discussions by	4.LS.2.1
	following rules, asking and answering questions, and adding relevant information.	Respond to the writing prompts on paper and spoken.
Reading	Identify facts/details that support main idea(s) from the texts.	4.R.1.1d  Identify specific details.
Writing	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.	4.W.4.1a  How to use correct grammar when writing or speaking.

Concepts	Graphic organizers represent information in visual form.  "About me" personal information one wants to share.
Skills	Recall any knowledge they have on graphic organizers and how to use them.  Prepare the "about me" organizer in complete sentences and in detail.  Complete the organizers and explain what they understood.
Academic Teaching Strategy	X_ExplorationConceptualizationX_Application Other:





Objectives			
Type of Objective (verbs from Bloom)	Conceptual (concepts, principles, data, facts)	Procedural (processes, skills, strategies)	Attitudinal (attitudes, values, norms)
	Recall	Prepare	Respect
	Students shall recall any knowledge they have on graphic organizers and how to use them independently.	Students will prepare the "All about me" organizer in complete sentences and detail.	Students shall respect classmates' opinions when sharing and recognize that views may differ.
Depth of Knowledge	X Level I	Level I	X Level I
(Webb)	Level II	X Level II	Level II
	Level III	Level III	Level III
	Level IV	Level IV	Level IV

	Initiative or Innovative Project			
X	Equity and respect among all human	X	Cultural identity and interculturality	
	beings			
X	Education for environmental and		Entrepreneurship and innovation	
	ecological awareness			
	Health awareness		Information and communication	
			technology	

Activities					
	Developing	Closing			
Initial					
We shall discuss the question of the day. The teacher will pass rollcall, and students shall bring out their pens and erasers.	The teacher will review graphic organizers, students shall recall any information they remember. After discussion of graphic organizers, we shall inquire on how we shall work on "All About me" paper.	Discuss and review the information. Students shall willingly discuss and share their papers with the rest of the class. We shall review the materials discussed today.			

# **Cross-Curricular Integration**





X Spanish		Science	X Technology
Mathematics		Other:	Home Economics
Fine	arts (music, art, dan theater)	ce, Physical Educatio	n Health
Drama	atization	Rhythm	Environment
Repres	sentations	Movement	Diseases
Songs		Exercises	Self-esteem
Construction		Marches	Interpersonal relationships
Simulations		Follow instructions	Health
Dancing		Games	Healthy snacks
Dioramas (models)		Nature	Violence
Art Pr	esentation	Cooperative Play	Gender equity
Genre Change		Reflect X	Respect X

	Assessment			
	Formative Assessment		Summative Assessment	
	Conceptual Map		Partial test	
	Targeted list		Comprehensive Examination	
	Reflective diary	X	Performance task	
	Open-ended questions		Oral report	
	Execution task		Written report	
X	Creative work		Essay	
	Critical commentary		Project	
	Creative writing		Major Assignment	
X	Group dynamic		Other:	
X	Brainstorming			
	Debate			
	Assignment			
	Other:			

	Reasonable Accommodation or Curricular Modification		
	Staggered activities	X	Group research
	Agendas		List of interest
X	Flexible seating	X	Multiple intelligences
	Visual aid	X	Guiding questions
	Folders	X	Learning contract
X	Extended time	X	Reading equipment
	Accessible classrooms	X	Independent study
	Formatting changes		Lecture recording





Alternate assignment	Alternate instruction format
Laptop access	Sign language interpretation
Printed materials	Assistance with note-taking
Testing accommodations	Reduced distractions
Assignment options	Text to speech technology
Progress log	Breaks X
Preferential seating	Other:

Differentiated Instruction			
Task adaptation X Additional examples			
Flexible grouping	X	Additional time X	
Student choice		Individual attention	
Songs/games		Flexible seating X	
Tiered assignments		Reader	
Simplify steps		Change of location	
Multiple intelligences	X	Other:	

	Materials				
X	Notebook		Dictionary		
	Computer		Newspaper/magazine		
	Projector	X	Task sheet		
	TextbookPage		Test		
	Notebookp		Slate		
	Other: book, video, smartboard, ppt,		Whiteboard or chalkboard		

Homework Assignment (optional): None

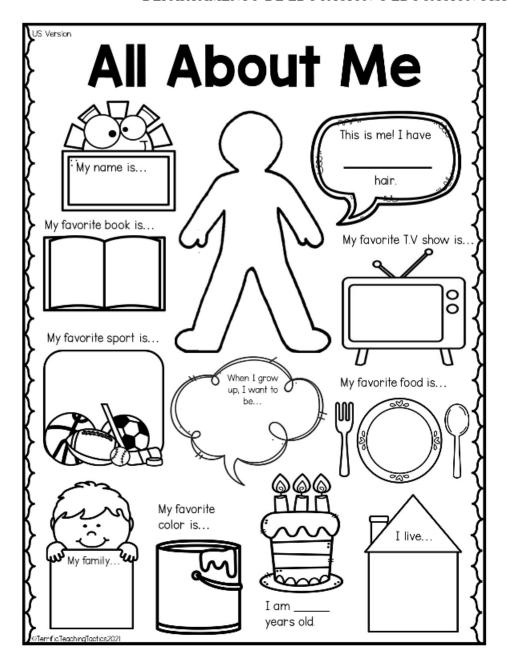
Reflection on the lesson (praxis): The class was well executed, one detail to fix is how the general flow of class can be adjusted.

**Observations:** Some students asked me on how to get started on their work, their ability to recall past information was generally slow today.

Appendixes: Include all materials as appendixes.







- © Document developed at UPR Aguadilla by Professor Nydia E. Ugarte Avilés, Supervisor of Teaching Practice. Revised January 2017, integrating basic aspects of Circular Letter No. 03-2016-2017 of the DEPR.
- © Reviewed by Dr. Lissette Hernandez Villanueva according to Circular Letter 02-2019-2020 DEPR and Planning in Line (PeL) 2021, DEPR. August 2022
- © Translated by Dr. Alison Torres Ramos, Spring 2023. Revised Fall 2024.