

LESSON PLAN

School	:	
Stage/Semester	:	
Teacher	:	
Lesson	:	
Unit/Topic	:	
Date	:	
Learning objectives		
Lesson focus/success criteria		You are an expert Cambridge curriculum designer and mathematics educator with strong expertise in CLIL (Content and Language Integrated Learning) and student-centered pedagogy. Generate a high-quality Lesson Focus / Success Criteria based on the following Cambridge Learning Objectives (LO): {Insert Learning Objectives here} The lesson focus must: ● Transform the LO into student-centered, observable learning outcomes ● Reflect deep understanding, not just procedural skills ● Align with Cambridge standards and classroom practice Ensure the success criteria include: ● Conceptual understanding (what students understand) ● Procedural skills (what students can do) ● Reasoning (how students explain or justify) ● Mathematical communication (students express ideas clearly in English) Do not copy the LO directly; instead, operationalize it into measurable classroom outcomes. Write the output in the following format: Lesson Focus / Success Criteria: Students should be able to: ● [Criterion 1] ● [Criterion 2] ● [Criterion 3] ● [Criterion 4] ● [Criterion 5 (optional)] Additional requirements: ● Use clear and formal academic English ● Each point must be specific, observable, and measurable ● Arrange from basic to higher-order thinking (Bloom's Taxonomy) ● Include at least one criterion that requires students to explain their thinking in English ● Keep the total number of criteria between 3–5 points

Prior knowledge/previous learning	Using the Learning Objectives (LO) and topic below, generate a well-structured Prior Knowledge / Previous Learning section that reflects a clear learning progression. Learning Objectives: [Insert LO here] Topic: [Insert topic here] format Prior Knowledge / Previous Learning: Students should already be familiar with: • ... • ... • ...
Approach – CLIL – Deep Learning	You are an expert instructional designer in Cambridge curriculum, CLIL pedagogy, and deep learning frameworks, specializing in mindful, meaningful, and joyful learning design. Using the Learning Objectives, topic, and teacher-defined context below, generate a high-quality ‘Approach’ section, based on CLIL and Deep Learning approach Learning Objectives: [Insert LO here] Topic: [Insert topic here] Teacher-defined Context: [Insert context here] Requirements • Fully integrate mindful, meaningful, and joyful learning into the Cognition and Culture components • Ensure: ○ Mindful: reflection, awareness of thinking ○ Meaningful: strong connection to context ○ Joyful: engaging, interactive, motivating learning experience • Provide: ○ 5–8 key vocabulary items ○ 2–3 sentence frames • Align with Cambridge <i>Thinking and Working Mathematically</i> • Avoid generic output; ensure specificity and classroom applicability Format: Approach – CLIL – Deep Learning: Content: ... Cognition: ... Communication:

	• Language of Learning: ... • Language for Learning: ... • Language through Learning: ... Culture/Context: ..
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Plan

Steps	Planned activities	Time Allotment	Notes
Introduction	Design a high-quality Introduction (Planned Activities) for a 15-minute lesson opening based on the Learning Objectives below: [Insert Learning Objectives here] Requirements: • Include: ○ Greeting, prayer, and attendance ○ Activation of prior knowledge ○ Contextual hook related to students' real-life experience ○ A short interactive or questioning activity • Ensure alignment with: ○ CLIL (communication through questioning) ○ Student-centered learning • Embed: ○ Mindful learning (reflection, awareness) ○ Meaningful learning (real-world connection) ○ Joyful learning (engaging and motivating atmosphere) • Use teacher-friendly, practical instructions Use format below: Introduction (15 minutes) 1. ... 2. ... 3. ... 4. ...	15 minutes	

	Learning Principles Applied: • Mindful: ... • Meaningful: ... • Joyful: ...		
Main activities	Create a clear and structured description of the Main Activities (60 minutes) based on the following Learning Objectives: [Insert Learning Objectives here]. The lesson topic is: [Insert Topic here]. The learning model/syntax used is: [Insert Learning Syntax here]. The teaching methods used are: [Insert Teaching Methods here]. Design the main learning activities by applying deep learning principles: mindful, meaningful, and joyful learning, so that students actively construct understanding and engage in meaningful learning experiences. Organize the activities into the following stages: Understanding, Applying, and Reflecting, ensuring that each stage is aligned with the selected learning syntax and teaching methods. The activities should: • Encourage students to explore, discuss, and construct mathematical concepts • Promote critical thinking, collaboration, and communication (DPL) • Include opportunities for students to explain their reasoning in English (CLIL) • Be student-centered and interactive	60 minutes	

	At the end of each activity step, indicate the Graduate Profile Dimensions by adding: <i>(Critical Thinking, Collaboration, Communication)</i> Also, explicitly identify which parts of the activities reflect: • mindful learning • meaningful learning • joyful learning Use clear, concise, and practical classroom language. Format: Main Activities (60 minutes): Understanding: ... Applying: ... Reflecting: ... Learning Principles Applied: Mindful: ... Meaningful: ... Joyful: ...		
Closure/Summary	Create a clear and concise description of the Closure / Summary (5 minutes) based on the following Learning Objectives: [Insert Learning Objectives here]. Design the closing activities that explicitly incorporate the Reflecting stage (deep learning) as the central focus of the lesson closure. The activities should include summarizing the lesson, facilitating reflection, providing feedback, planning	5 minutes	

	the next learning activity, and ending the lesson with prayer and greeting. Ensure that the closing activities: • Emphasize Reflecting as a core activity, where students: ○ reflect on what they have learned ○ identify key ideas or strategies ○ express their understanding in their own words • Include structured opportunities for: ○ Self-reflection (individual thinking or quick written/verbal response) ○ Peer reflection (students share and respond to a partner's idea) ○ Group reflection (short group discussion or summary) • Encourage students to briefly summarize key concepts • Include a short reflective or formative check (e.g., exit question, reflective prompt) • Provide teacher feedback based on students' responses • Connect the lesson to future learning • Include a respectful closing routine (prayer and greeting) • Provide opportunities for students to communicate their ideas in English (CLIL) Apply deep learning principles throughout: • Mindful: students are aware of their thinking and learning process • Meaningful: students connect learning to prior knowledge or real-life context		
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	• Joyful: the lesson ends in a positive and engaging atmosphere At the end of the paragraph, explicitly identify which parts of the activities reflect: • mindful learning • meaningful learning • joyful learning Use clear, concise, and practical classroom language.		
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