EARLY IMMERSION
WORKSHEET #3
Foundations of Special and Inclusive Education
Group 1

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Year & Section: I-23
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SY & Term: SY-2025-2026

CONTENT, STANDARDS, AND COMPETENCIES		
Professional Education Course	Course Learning Outcomes	Target PPST Beginning Teacher Indicators
5– Foundation of Special and Inclusive Education	1. Share in-depth observations on the current status of special education in the country and discuss its implications on the special and inclusive education programs 2. Demonstrate knowledge of special and inclusive education policies that promote the development of safe, secure and fair learning environments	1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas. 1.4.1 Demonstrate knowledge of teaching strategies that promote literacy and numeracy skills. 3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences. 3.3.1 Use strategies responsive to learners with disabilities, giftedness and talents. 3.4.1 Demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement, or disasters; child abuse and child labor practices.

Directions:

1. Visit the link to be provided on the recorded classroom discussion at the ITL or at the partner schools.
   LINK FOR LP AND VIDEO REPOSITORY: https://bit.ly/3OMdlsp

   Pre-selected Demo:
   Video: Synchronous_Madlangsakay.mp4 - Google Drive
   Lesson Plan: Madlangsakay_Detailed-Lesson-Plan.pdf - Google Drive

2. Choose a year level and section that you want to observe.
3. Review the lesson plan provided.
4. Watch the class recording asynchronously.
5. Complete the worksheet below based on your classroom observation.

I. General Information

Name of the Demo Teacher Observed:	Jhennalyn A. Madlangsakay
Subject and Topic Taught:	Araling Panlipunan - Kabihasnang Tsina (China) Video: Synchronous_Madlangsakay.mp4 - Google Drive Lesson Plan: Madlangsakay_Detailed-Lesson-Plan.pdf - Google Drive
Mode of Instruction (Virtual or Physical):	Virtual

Grade Level Handled:	Grade 8
Date of Observation:	November 18, 2021

II. Analysis of Lesson Plan

A. Analyze lesson plans and pre-recorded videos if they have elements of differentiated instruction by completing the checklist. Answer the guide questions that follow.

Differentiation by Resource	
1. Resources related for	
a. appropriate readability levels	Y
b. ease of use by students	Y
c. good design	Y
2. Wide variety of media	Y
3. Use of technology	Y
4. Use of study guides	Y
5. Well managed storage and retrieval systems	Y
6. Student preparation	Y
7. Study skills built into course programs	Y

Differentiation by Task	
1. Providing a variety of task	Y
2. Matching of tasks to student abilities, aptitudes, and interests	Y
3. Identifying the outputs tasks lead to	Y
4. Providing a range of tasks to allow choice	Y
5. Building learning routes	Y

Differentiation by Support	
1. Support from other adults and students	Y
2. Individual support from the teacher	Y
3. Support from carefully resourced systems and technology	Y
4. Celebration of achievement	Y
5. Cooperative teaching	Y
6. Small group tutoring	Y

Differentiation by Response	
1. Making course objectives accessible to students	Y
2. Making assessment criteria explicit	Y
3. Response partners	Y
4. Learning logs	Y
5. Small group tutoring	Y
6. Individual action plans	Y
7. Response reflects what the student has previously achieved	Y

Source: https://studylib.net/doc/7693042/differentiation--checklist-for-teachers

Guide Questions:

1. **What are the elements present in the lesson plan?**

The lesson plan laid out clear objectives which are the content standards, performance standards, and specific learning goals. It lists references and online resources. The procedures are detailed from review of prior lessons to evaluation. Activities were a mix of synchronous Zoom interactions with asynchronous tasks. Students join map reading, video viewing, drawing games, and short discussions. There are creative outputs like a comic strip and a timetable. Assessment rubrics and follow-up activities wrap it up.

2. **Does the lesson plan offer DI? Why or why not?**

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Yes. It gives students multiple ways to learn and show what they know. Visual learners work with maps and videos. Kinesthetic learners use the Zoom drawing tool and create comic strips. Those who like writing or research prepare a timetable of contributions. Some tasks are done live, others on the students' own time, giving flexibility for different paces. These choices let students tap their strengths while reaching the same learning goals.

***III. Classroom Observation*. Watch the pre-recorded video and analyze if they have elements of universal design learning by completing the checklist. Answer the guide questions that follow.**

UDL Checklist	**Y/N?**	**Comments**
I. Provide multiple means of representation (Knowledge Networks)		
1. Provide options for perception	Y	The lecturer is engaging and accommodates the different learning styles (i.e. auditory, visual) through the presentation (visual) and the explanation through her voice (auditory), and drawing activities (kinesthetic).
1.1 Vary ways to display information Visual information: size, contrast, color, layout, spacing, etc. Auditory information: amplitude, speed, timing, cueing, etc.	Y	Used clear and readable visuals through a PowerPoint Presentation. However, the timing and speed of her speech can be slower so that learners can follow through the lesson and instructions.
1.2 Alternatives for auditory information Text provided for spoken language, voice recognition-to-text, visual symbols for emphasis, sound alerts, etc.	Y	Charts and visuals utilized connecting lines, arrows, and engaging characters from famous titles (i.e. Kung Fu Panda) in order to emphasize the lesson.
1.3 Alternatives for visual information Text or spoken equivalents for graphics/video/animation, tactile supports for visuals Use of physical objects or spatial models, etc.	Y	Most of the visuals have text descriptions supporting the charts or images.
2. Provide options for language and symbols		
2.1 Alternative access to key vocabulary & language Pre-teach vocabulary & symbols, highlight components of complex words, embed vocabulary supports in text - hyperlinks, footnotes, definitions, etc.	Y	The teacher introduces and defines key terms such as "Zhongguo," "dynastiya," and "Mandate of Heaven," explaining their meaning in simple words during discussion.
2.2 Clarify language structure & rules Make rules & relationships explicit, clarify links between concepts, use less complex vocabulary or language structures, etc.	Y	The lesson makes relationships between ideas clear, for example linking geography to the growth of Chinese civilization and

		explaining how the dynastic cycle works.
2.3 Alternatives for text symbols & mathematical symbols Text-to-speech programs for digital text, use digital math notations (Math ML) with voicing, use text alternatives (tapes, DVD, digital text) with human voicing, etc.	Y	Arrows, charts, maps, and images were used.
2.4 Provides connections across different languages Key information in dominant and second languages, vocabulary definitions & pronunciations in both languages, shared/related roots identified, syntax/grammar links & differences identified	Y	Both English and Filipino were utilized in the discussion to connect it and learners to understand it in both languages.
2.5 Use non-language alternatives for concepts Present complementary representations (e.g. text with animation/graphics, etc.), link illustrations and verbal enhancements, make text-to-chart or diagram links explicit, etc.	Y	Maps, videos, drawings, and student sketches give visual representations of concepts alongside verbal explanations.
3. Provide options for comprehension		
3.1 Access background knowledge Activate prior knowledge with imagery, concepts, etc., use organizers (KWL, concepts maps, etc.), pre-teach concepts, 'bridge' ideas with analogies & metaphors, etc.	Y	The opening activity recalls the previous lesson on Mesopotamia and the Indus Valley to bridge to China.
3.2 Highlight essential information & "big ideas" Emphasize key elements, use organizer, prompts & cues to identify & connect key elements, use multiple examples and non-examples, mask or reduce extraneous elements, etc.	Y	The teacher points to main contributions of each dynasty and revisits the theme of China as the "Middle Kingdom."
3.3 Guide information selection & processing Use interactive models, explicit prompts and scaffolds, develop multiple points-of-entry & pathways for content, chunk information, release information progressively, etc.	Y	Information is broken into stages like video, guessing games, then focused discussion so students process content step by step
3.4 Support memory & knowledge transfer Checklists, sticky notes, electronic reminders, mnemonic devices, space out reviews, organizers for note-taking, connect new information & prior knowledge, embed analogies & metaphors, etc.	Y	The comic strip and timetable tasks require students to connect ancient contributions to modern life, reinforcing recall and

		application.
II. Provide multiple means for engagement (Affective Networks)		
4. Provide options for recruiting interest	Y	The instructor provided sufficient icebreakers and interactive activities to engage the students to the topic, i.e., using the map activity and allowing ample time for students to analyze the video presentations internally.
4.1 Support individual choice & autonomy Challenge levels, types of recognition used, vary content or context for learning, choice of information tools, design of products, timing & sequence of tasks, etc.	Y	One noticeable aspect of the activity was the challenge levels wherein the students' tasks were progressing through the short amount of time, e.g. basic: identifying one's dynasty contribution, intermediate: comparative, and advanced: contemporary examples.
4.2 Make learning personally relevant & valuable Activities personalized to students' lives, socially relevant, age & ability appropriate, active participation, authentic & purposeful outcomes, use of self-reflection, etc.	Y	The gamified tasks embedded in the lessons created a dynamic that not only retains the interest of students but also entertains them to be interested in the lesson in itself by using an activity that allows students to use real life examples to further exemplify the time relevancy of the lesson.
4.3 Reduce distractions and perceived threats Vary novelty & risk-taking activities & transitions (predictability, scheduling, routines, novel events, etc.), vary sensory stimulation levels (background noise, # of items, etc.), vary pace & length of work sessions, vary social demands required for activities, etc.	Y	The lesson plan already shows evidence of reducing distractions and perceived threats. It follows a clear and predictable structure (review, video, introduction of China, Po's challenges, outputs) which minimizes uncertainty, while novelty is safely introduced through Po's storyline and short guessing/drawing games that are balanced with routine content. Sensory load is managed by presenting maps, videos, and visuals one at a time with guided prompts, while short interactive tasks like 30-second games and Zoom reactions are alternated with longer discussions to vary pace and maintain focus.

5. Provide options for sustaining effort & persistence		
5.1 Strengthen connection to goals and objectives Develop explicit goals, restate goals for clarity, clearly display goals, develop short-term objectives for long-term goals, use prompts to visualize & clarify outcomes, etc.	Y	The teacher begins by presenting clear content, performance, and learning competencies, which gives students an explicit sense of what they are expected to achieve. Throughout the session, goals are reinforced and clarified — for example, when learners are reminded that understanding geography helps explain the rise of civilizations, or when Po's "training challenges" are tied to dynasties and their contributions. The final outputs, such as the comic strip and timetable, act as short-term objectives that connect directly to the long-term goal of valuing and applying contributions of Ancient China in the present. Prompts like guided questions after the video (*"Which contribution caught your attention?"*) and visual tools (maps, drawings, timelines) help students imagine and clarify desired outcomes.
5.2 Vary levels of challenge & support Vary difficulty in core activities, use tools & scaffolds to provide alternatives, use collaboration, vary ranges for acceptable work, emphasize process, effort & improvement, etc.	Y	Core activities are offered in ways that can challenge different levels of learners: some tasks are simple (e.g., circling civilizations on the map, giving reactions), while others are more complex (e.g., analyzing dynastic contributions or creating a comic strip). Scaffolds are built in through prompts, guided questions, and visual aids like maps and videos, which support understanding before moving into independent outputs.

5.3 Support collaboration & communication with peers Cooperative learning groups, clarify roles & responsibilities, positive behavioral supports, differentiated supports, peer tutoring & support systems, connect to virtual communities, etc.	Y	Cooperative learning is encouraged through interactive tasks such as guessing drawings in chat, using Zoom reactions, and helping Po succeed in his "dynasty challenges," which creates a shared sense of responsibility and teamwork. Roles are clarified informally — one student draws while others guess, or groups contribute answers in chat — ensuring everyone participates. Positive behavioral supports are embedded through praise, reactions, and recognition of effort, which fosters a safe and encouraging environment. Differentiated supports are present as students can engage at different levels: quietly reacting, typing answers, or actively drawing.
5.4 Focus feedback on effort, practice, and mastery Encourage perseverance, self-awareness & self-efficacy, emphasize effort & improvement, give frequent, on-going & substantive feedback, model evaluation strategies, etc.	Y	Self-awareness is developed through reflection prompts like *"Which contribution from Ancient China is most useful today?"* that ask students to connect learning to their own lives. Effort and improvement are emphasized in interactive activities, where students are praised for participation (e.g., giving correct map locations, attempting drawings) rather than only for accuracy. Feedback is frequent and ongoing — the teacher validates answers, reacts positively to attempts, and uses immediate reinforcement through Zoom tools (likes, hearts). Mastery is supported by modeling evaluation strategies, such as connecting geography to civilization development, and by guiding learners step by step through dynastic contributions before asking them to produce outputs like the comic strip and timetable.

6. Provide options for self-regulation		
6.1 Support and guide personal goal-setting Model goal-setting process, coach or mentor students in goal-setting, use prompts, rubrics, checklists, etc. to support self-regulatory goals, on-task behaviors, and self-reinforcements, etc.	Y	Objectives and expected outcomes were stated at the beginning of the lesson.
6.2 Develop individualized coping skills Use differentiated models & feedback to develop skills e.g. managing frustration, seeking emotional support, and developing internal controls, etc.	Y	Positive reinforcements were given to students who answered, which encouraged participation. Differentiated models for coping skills were not clearly observed.
6.3 Support self-monitoring and self-assessment Use tools & models to collect & determine own behaviors (e.g. charts, recording devices, peers, etc.), build student self-awareness (and reduce scaffolds) over time, etc.	Y	Opportunities for reflection were provided through recap questions & interactive activity, but no formal self-assessment tools were observed.
III. Provide multiple means for action & expression (Strategic Networks)		
7. Provide options for physical actions		
7.1 Varied and alternative physical responses Alternatives in rate, timing, amplitude, range-of-motion, materials, manipulatives, & technologies, allow response alternatives from standard means (e.g. computer response vs paper & pencil), etc	Y	Students were able to respond through the use of reaction (emojis), oral answers (by raising hands), chat box, and drawing tool.
7.2 Varied ways to interact with materials Use multiple means of navigating materials (e.g. by hand, by voice, by switch, by keyboard, etc.)	Y	Slides with texts and pictures were presented, and drawing tool was used during interactive activity, but only at the end of each discussion.
7.3 Use assistive technologies for access to learning Determine appropriate technologies (physical, sensory, cognitive, communication) needed to access instruction, integrate training to support & enhance learning and goal achievement, etc.	Y	Screen sharing, visual aids, chat box, and oral responses functioned as assistive technology making the lesson accessible and engaging to students.

8. Provide options for expressive skills and fluency		
8.1 Vary choices for expression of knowledge Choices may include text, speech, illustration, physical models, film, video, pictures, music, art, etc.	Y	Oral responses, chat box participation, and interactive activity using drawing tool were observed as options for students to express their understanding about the lesson.
8.2 Vary tools for composition & problem solving Choices may include spell checks, grammar checks, word prediction, speech-to-text software, dictation, recording, sentence starters, story webs, concept webs, outlining tools, calculators, graphing calculators, software for problem solving skills, Computer-Aided Design (CAD), etc.	Y	The use of slides, recording, images, charts, maps, and annotation tools were observed.
8.3 Vary ways to support practice and performance Differentiated approaches, strategies, skills to achieve same outcomes, use diverse mentors to guide differentiation processes, gradual release of supports to increase independence, etc.	Y	The gradual shift from teacher-led to independent output, fit the idea of varying support and easing it off as learners gain confidence. Early in the session the teacher models and gives clear prompts during games and discussions. Students then work with peers to guess drawings and react in the chat.
9. Provide options for executive functions		
9.1 Guide & support effective goal setting Use a variety of tools (e.g. prompts, scaffolds, models, guides, checklists) to support process of individualized and appropriate goal-setting, etc.	Y	The lesson plan uses key questions. These aim to draw kids in. They think about how land shapes the old world in China. For instance, in part B ("Setting a goal for the lesson"), kids watch a clip. They then tackle key questions. These questions help push the kids. They set goals to grasp what the clip shows. Example: "Anong kontribusyon ng sinaunang kabihasnang Tsina ang nakapukaw ng iyong atensyon? Bakit?" (What contribution of ancient Chinese civilization caught your attention? Why?) - This prompts students to reflect on their learning and potentially set goals related to further exploring this contribution.

9.2 Support goal-related planning and strategy development Use 'stop & think' prompts, use checklists and templates to prioritize & sequence, model 'think-aloud' process, guide transition from long-term goals to short-term objectives, etc.	Y	The "establishing a purpose" section uses a video and guiding questions. While the questions primarily aim to introduce the topic, they also provide opportunities for students to pause and reflect on what they're learning. Example: "Anong kontribusyon ng sinaunang kabihasnang Tsina ang nakapukaw ng iyong atensyon? Bakit?" prompts reflection. Application Question This question promotes a 'stop & think' moment, encouraging students to link historical knowledge to their modern-day experiences and set related goals
9.4 Enhance capacity for formative progress self-monitoring Develop self-monitoring through guided questions, frequent representations of progress, self-reflection templates, differentiated self-assessment strategies, etc.	Y	The guiding questions in the initial video discussion encourage students to reflect on the video and form opinions. For example, "Anong kontribusyon ng sinaunang kabihasnang Tsina ang nakapukaw ng iyong atensyon? Bakit?" (What contribution of ancient Chinese civilization caught your attention? Why?) encourages students to think about their own interests and connect them to the material. While this is mainly knowledge-based, it is the first step for self-assessment. The final action involves answering drawing contributions of Chinese Civilization. While mainly used as a method of assessing the student's learning, it also gives the student to formatively assess how much Chinese Civilization impacts current contemprary society The use of rubrics for the comic strip and timetable activities provides students with clear criteria for success. Students can use these rubrics to self-assess their work before submission,

		identifying areas where they meet the criteria and areas where they need to improve. This is a form of formative progress self-monitoring, as it allows them to track their progress against the desired outcomes and adjust their work accordingly.
IV. Use multiple means of assessment of student understanding (All Networks)		
10. Assessment for outcome determination (student understanding)		
10.1 Options for methods Discrete vs. elaborative response (i.e. multiple choice vs. essay), varied time allowance, individualized vs. group or peer-supported, location varies within the curriculum, embedding assessment opportunities, etc.	Y	Discrete vs. Elaborative Response: Zoom Drawing Activity (Discrete): The "Po's training" activities, where students guess the word being drawn on Zoom, utilize a discrete response format. Students provide a single-word answer. Comic Strip (Elaborative): The comic strip assignment requires students to elaborate on their understanding of ancient Chinese contributions and express their knowledge in a creative and detailed manner. Timetable (Elaborative): The timetable activity requires students to provide an organized and detailed overview of Dynastic contributions, which necessitates a detailed, elaborative response. Varied Time Allowance: Zoom Drawing Activity (Limited Time): The drawing and guessing activity on Zoom has a strict 30-second time limit, creating a fast-paced, discrete assessment. Comic Strip & Timetable (Extended Time): The comic strip and timetable assignments are asynchronous and have a longer deadline (November 26, 2021), allowing students more time to plan, create, and refine their work. Individualized vs. Group or

		Peer-Supported: Zoom Drawing Activity (Peer-Supported): While one student draws, the entire class can participate by typing their guesses in the chatbox. This is a form of peer-supported assessment. Comic Strip & Timetable (Individualized): The comic strip and timetable assignments are individual tasks, allowing each student to demonstrate their understanding independently. Location Varies Within the Curriculum: Embedded Formative Assessments: The Zoom drawing activities and the "find contributions in daily life" activity are embedded within the lesson to check for understanding during the learning process. Summative Assessments: The comic strip and timetable assignments serve as summative assessments, evaluating the student's overall understanding of the topic at the end of the unit. Embedding Assessment Opportunities: Online Discussion: The video discussion for students involves a link for students to answer the question and reply to students with similar answers. This is embedding assessment as part of instruction
10.2 Options for formats Visual information: photographs, pictures, picture-symbols, written, computer text, computer text-to-speech, video, kinesthetics supports (with low-tech), etc. Auditory information: Oral, technology-supported (taped, computer speech-to-text, voiced word processing, kinesthetic supports (with low-tech), etc.	Y	Look at a Map (Pictures): The first step is to look at a map of China. It shows where it is & how big it is. This uses pictures to show ideas. PowerPoint (PC Text/Pics): They use slides for the class. These slides have words, pictures, & maybe short film clips. Zoom Draw (Do & See): Kids draw in Zoom. They use the "draw" tool. This mixes doing (drawing) with seeing.

		Comic Strip (See): For the big test, kids make a comic strip. They use pictures. Link to Pics: The links show photos & maps of China. Hear Info: Teacher Talks (Hear): In the Zoom class, the teacher talks a lot. They explain things by talking. Video (Hear & See): They use a Youtube clip. It has both sound & pictures. Kids Talk (Hear): In class, kids talk or type answers. The teacher reads the typed ones out loud.
10.3 Options for scope/range/level Choice in number of items. Choice in focus. Deconstructs grade-level expectations. Connects across grade levels. Tiered assessments - from "big idea" (all learners) to complex details (some learners), Multiple levels of understanding - concrete through synthesis, etc.	Y	Comic Strip (Content): The students has the agency to create a comic strip that is used in contemporary society Drawing Daily Life Connections: This activity allows students to choose which connections they wish to draw, allowing focus. Tiered Assessments - from "big idea" (all learners) to complex details (some learners): Participation in synchronous session vs comic strip: Students who may struggle with synthesizing information into a complex activity can still master participation. Multiple Levels of Understanding - concrete through synthesis: Remembering: the recall of key information in the Powerpoint such as yellow river Understanding: drawing similarities with Kung Fu panda Applying: Students relate ancient to contemporary contributions Analyzing: Students identify important dynasties Evaluating: Students identify why dynasty went

		up or down Creating: Students make their own comic
10.4 Options for product & outcome Consider formative vs. summative assessment. Consider authentic assessments with "real-world" products. Include differentiated products (e.g. plays, video productions, essays, point-of-view "rafts", "tic-tac-toes", debates, artistic productions, student-driven assessments, etc.)	Y	Formative: The synchronous Zoom activities (drawing and guessing) and the initial video and discussion forum serve as formative assessments to gauge student understanding in real-time and guide instruction. Summative: The comic strip and the timetable are summative assessments that assess overall learning at the end of the lesson. Authentic Assessments with "Real-World" Products: Comic Strip: The comic strip challenges students to demonstrate how ancient Chinese contributions are still relevant today, connecting historical knowledge to contemporary life. Differentiated Products: Comic Strip: Students are given freedom in the medium they choose for the comic strip (drawing on paper or digital editing), supporting the final product, which fosters creativity. No strict format for timetable: Students are given freedom in the method for creating timetable, which supports the final product

10.5 Options for feedback Teacher: acknowledgment, probing, challenging questions, positive feedback, detained response, real-time vs. delayed, etc. Student: journals, writing, prompts, reflection, peerfeedback, self-evaluation, self-awareness, etc.	Y	Praise & Good Words (Now): The teacher says good job ("Mahusay!") in live class. This is to cheer on right answers & urge more talks. Help Queries: By asking small helps, & looking at the slides, kids can get the main ideas. Grades: How well kids do is looked at & helped by the grades they get.

Source: https://studylib.net/doc/7134644/-udl--checklist

Guide Questions:

1. **What are the elements present in the lesson plan?**

> The lesson plan laid out clear objectives which are the content standards, performance standards, and specific learning goals. It lists references and online resources. The procedures are detailed from review of prior lessons to evaluation. Activities were a mix of synchronous Zoom interactions with asynchronous tasks. Students join map reading, video viewing, drawing games, and short discussions. There are creative outputs like a comic strip and a timetable. Assessment rubrics and follow-up activities wrap it up.

2. **Does the lesson plan offer UDL?**

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> Yes. The lesson plan has the core ideas of Universal Design for Learning, or UDL. It gave multiple ways to get information. For instance, students see maps, watch a short video, and hear explanations. It also offered different ways to act and show learning. They can draw on the Zoom screen, play guessing games, build a comic strip, or make a timetable. It keeps students engaged through stories and game-like challenges with the character Po. That gives choice and a sense of play while sticking to the lesson goals. These moves support a wide range of abilities and learning styles without needing separate lessons.

***III. Classroom Observation*. What are your insights from this activity? Mention at least 3.**

It is an eye opening activity as it showcases methods of applying UDL, inclusive education, while keeping it engaging and a safe learning environment. Particular things we have observed during the lecture were that students stay active even when tasks shift often, this is likely because of the use of various multimedia tools like video and image, and activities like map work, and drawing keeps attention from drifting. Secondly, Clear structure builds confidence in the learners, each [sub]topic flows into the next, so students know what to expect and can focus on the lesson itself. Lastly, Visual aids, spoken explanation, and hands-on drawing give every type of learner a way to connect with the topic.

References:
IRIS Center. (n.d.). Page 16: Lesson Plan Design. https://iris.peabody.vanderbilt.edu/module/cnm/cresource/q4/p16/