

 GRADES 1 to 12 Detailed Lesson Plan	School:		Grade Level:	Grade 10
	Teacher:		Learning Area:	TLE-ICT
	Teaching Date:	November 29, 2021	Quarter:	1 st Quarter

I. OBJECTIVES	
A. Content Standards:	The learner demonstrates understanding of the basic concepts and underlying theories in configuring and maintaining computer systems and networks.
B. Performance Standards:	The learner independently demonstrates competencies in configuring and maintaining computer systems and networks as prescribed in the TESDA Training Regulations.
C. Learning Competencies/Objectives Write the LC Code for each	LO 2. Maintain computer systems and networks. 2.2 Check normal function of computer systems and networks in accordance with manufacturer's instructions (TLE_IACSS9-12MRCN-III-j-41) At the end of the lesson, students should be able to: 1. Identify the different parts of digital multimeter; 2. Enumerate procedure on how to test the power supply using a digital multimeter; and 3. Demonstrate how to check the functionality of a power supply using digital multi meter
II. CONTENT	Use and operation of tools/instruments/testing devices (Digital Multi- Meter)
III. LEARNING RESOURCES	
A. References	
1. Learner's Material Pages	
2. Additional Materials from Learning Resource (LR) portal	
3. Other Learning Resources	Laptop, power point presentation, system unit, power supply and digital multimeter
IV. PROCEDURES	
Teacher's Activity	Student's Activity
A. Preparation A. 1. Daily Routine: 1. Greetings Good morning class! 2. Checking of classroom environment Arrange your chair and pick up the pieces of paper under your chair. 3. Opening Prayer 4. Checking of attendance 5. Review of past Lesson What was our topic yesterday? Teacher will pick one student.	Good morning Sir! (Students arrange their chairs and pick up the pieces of papers) One student will lead the prayer. The secretary will stand and tell who are absent. The student will raise their hands Our topic yesterday is all about power

Lesson Plan 5 Teach Ict

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Lesson Plan 5 Teach Ict:

Teaching ICT Carl Simmons, Claire Hawkins, 2009-03-26 Reflective practice is at the heart of effective teaching and this book helps you develop into a reflective teacher of ICT Everything you need is here guidance on developing your analysis and self evaluation skills the knowledge of what you are trying to achieve and why and examples of how experienced teachers deliver successful lessons The book shows you how to plan lessons how to make good use of resources and how to assess pupils progress effectively Each chapter contains points for reflection which encourage you to break off from your reading and think about the challenging questions that you face as a new teacher The book comes with access to a companion website www.sagepub.co.uk/secondary where you will find Videos of real lessons so you can see the skills discussed in the text in action Links to a range of sites that provide useful additional support Extra planning and resource materials If you are training to teach ICT this book will help you to improve your classroom performance by providing you with practical advice but also by helping you to think in depth about the key issues It also provides examples of the research evidence that is needed in academic work at Masters level essential for anyone undertaking an M level PGCE [Lesson Planning 3rd Edition](#) Graham Butt, 2008-05-01 In this fully updated third edition Graham Butt provides in depth practical advice on how to plan lessons effectively Topics covered include Understanding the importance of lesson planning Planning for difference Using lesson plans to aid behaviour management Examples of effective lesson plans across the curriculum **Teaching Children 3 - 11** Anne D Cockburn, Graham Handscomb, 2006-02-18 This book has something for all students combining theory with useful practical advice Issues I know students often find challenging such as behaviour management making the most of the tutor s visit and working with other adults are all included a worthwhile investment for students on any ITT course *Child Education Teaching Children 3 11* is a book for those contemplating a career in primary teaching those about to embark on initial teacher education and those who are simply interested in the business of teaching children aged three to 11 years It provides an overview of the key aspects involved in becoming a primary teacher both in terms of new government initiatives e g the National Primary Strategy collaboration and networking and personalization but also in terms of what it is to be a trainee teacher in the rapidly evolving world of primary schooling This Second Edition brings readers up to date with the many changes that have taken place in primary education in the last five years and the book now takes into account the many different ways of becoming a trainee teacher including open learning in school training and modular study New material in this edition includes a look at CPD studies especially reflection lifelong learning and mentoring collaborative practice and further discussion on professional values and working with other adults in the classroom [Primary Curriculum - Teaching the Core Subjects](#) Rosemary Boys, Elaine Spink, 2008-06-15 This textbook focuses on how to teach the core curriculum subjects effectively to the 5 11 age group by focusing upon the underlying principles of teaching each area Covering all manner of good practice including planning teaching assessment and evaluation along with practical tips from teachers at all

levels of their profession There is even advice from school inspectors A one stop resource for trainees and Newly Qualified Teachers for developing their teaching skills within the core areas of the National Curriculum This is also the companion book to Primary Curriculum Teaching the Foundation Subjects **Good Practice in Science Teaching** Jonathan Osborne, Martin Monk, 2000 This volume provides a summary of the findings that educational research has to offer on good practice in school science teaching It offers an overview of scholarship and research in the field and introduces the ideas and evidence that guide it **Using Stories to Teach ICT Ages 5 to 6** Anita Loughrey, 2012-08-16 Using stories to teach ICT is a new excellent series of four books that will make the teaching of ICT a more exciting and creative cross curricular experience The aim of the series is for ICT to be presented in a format that shows how information technology is used in our everyday lives and demonstrates ways how ICT skills can be taught and extended while linking to a wide variety of other subject areas of the curriculum Ages 5 6 contains 6 fun and original stories detailed lesson plans up to 4 worksheets with each lesson activities to develop a range of ICT skills Stories include Playground Proposal Modelling Football Crazy Word Banks Song Quest Presenting Information The Cycle Of Life Labelling and Classifying In The Garden Pictograms How Does This Work Instructions *The Best Web Sites for Teachers* Vicki F. Sharp, Martin G. Levine, Richard M. Sharp, 2002

Towards the Introduction and Application of Information and Communication Technologies in African Universities Akin Adubifa, 2001 *The School Science Review*, 2005 *Guerilla Guide to Teaching 2nd Edition* Sue Cowley, 2007-06-05 Fully updated second edition user friendly entertaining realistic book with a vivid insiders perspective into the work of being a teacher A practical and definitive guide brought to you by Sue Cowley *Education Strategic Plan, 2002-2006* Seychelles. Ministry of Education and Culture, 2001 *Primary History*, 2005 *Planning, Teaching, and Class Management in Primary Schools* Denis Hayes, 1999 This second edition has been fully updated in line with the standards for Qualified Teacher Status QTS 202 It will prepare student trainee teachers to meet the competencies required for the Teaching Standards The author looks at Professional values and practice Planning and Targets Monitoring and Assessment Teaching and Class Management Written in a lucid and engaging style it offers the reader a well informed set of insights into the complexities challenges and opportunities presented by the new requirements Checklists diagrams and clearly defined sections for key areas make this book extremely accessible for trainee teachers class teachers and mentors It is essential reading for all those who want to clearly understand the ideas behind and practical application of the standards

Australian Language & Literacy Matters, 2004 **Primary Plans**, 1913 *Education and Training Sector Improvement Programme (ETSIP)* Namibia, 2006 The book provides Education Sector Improvement Programme phase 1 2006 2011 *Courses and Degrees* Stanford University, 1992 *Computing and ICT Lesson Plans for the Primary School* Will Fastiggi, 2017-07-29 This book is a compilation of lesson plans for Computing Information Communication Technology ICT lessons for use by teachers in the primary school Designed to be used with students from 5 to 11 years Computing ICT

Lesson Plans for the Primary School contains hundreds of exciting challenging and academically relevant lessons for all children at primary age who use computers in school Whether you are teaching in England or overseas this book is an excellent pick up and go resource which is sure to provide you with a wealth of engaging lessons for your students The lesson plans provided in this book are aligned with the expectations outlined under the National Curriculum for England and at the same time can easily be adapted to an international context In fact all of the lessons featured here have been tried and tested successfully in the classroom within an international setting running concurrently with the International Primary Curriculum IPC In terms of curriculum content computer science is at the core of many of these lesson plans in which students are taught the principles of computation how digital systems work and how to put this knowledge to use through programming Building on this understanding students are equipped to use information technology to create content using a variety of software This book also ensures that students develop digital literacy able to use and express themselves and develop their ideas through ICT as active participants in a digital world There is a particular focus for example on Digital Citizenship and E Safety so for every year group dedicated lesson plans are provided for these topics Various apps and other resources are recommended for the school setting The most important objective of this book however is to help ensure that students get a thorough grounding in the use of digital technology itself This is an exciting time to teach Computing ICT By delivering the ambitious program of study presented through the lesson plans in this book you will be helping to develop your students knowledge skills and understanding across the Computing ICT curriculum which will prepare them well for the all encompassing digital sphere of 21st century life

Preparing to Teach in Secondary Schools Val Brooks,Ian Abbott,Liz Bills,2007-12 Review of the first edition An excellent introduction to all of the core professional issues that trainee teachers need to address during their training a first port of call for all student teachers keen to understand the challenges involved in becoming a professional teacher in today s schools Professor John Furlong Director Department of Educational Studies Oxford University UK The new edition of this bestseller is the definitive guide for all trainee secondary school and newly qualified teachers Using practical examples it covers the range of core professional skills and concepts that all student teachers need to acquire irrespective of their subject specialism or training route Updated and revised throughout to take into account recent developments in teaching the second edition covers topics such as Every Child Matters Special Educational Needs and ICT in the classroom making it suitable for use by newly qualified teachers to support their early professional development Informative accessible and engaging the book offers students Use of examples and illustrations to make abstract or unfamiliar ideas concrete and meaningful An interactive approach whereby readers are invited to engage with the text and respond to it through a set of objectives to be achieved by the end of the chapter Thought provoking research to alert readers to fresh thinking and initiatives which are at the cutting edge of developments in the field Self contained tasks to enable readers to complete them there and then

Proposed Loan and Technical Assistance Grant,

Republic of Indonesia Asian Development Bank, 2008

Unveiling the Magic of Words: A Report on "**Lesson Plan 5 Teach Ict**"

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Table of Contents Lesson Plan 5 Teach Ict

1. Understanding the eBook Lesson Plan 5 Teach Ict
 - The Rise of Digital Reading Lesson Plan 5 Teach Ict
 - Advantages of eBooks Over Traditional Books
2. Identifying Lesson Plan 5 Teach Ict
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Lesson Plan 5 Teach Ict
 - User-Friendly Interface
4. Exploring eBook Recommendations from Lesson Plan 5 Teach Ict
 - Personalized Recommendations
 - Lesson Plan 5 Teach Ict User Reviews and Ratings
 - Lesson Plan 5 Teach Ict and Bestseller Lists

-
5. Accessing Lesson Plan 5 Teach Ict Free and Paid eBooks
 - Lesson Plan 5 Teach Ict Public Domain eBooks
 - Lesson Plan 5 Teach Ict eBook Subscription Services
 - Lesson Plan 5 Teach Ict Budget-Friendly Options
 6. Navigating Lesson Plan 5 Teach Ict eBook Formats
 - ePub, PDF, MOBI, and More
 - Lesson Plan 5 Teach Ict Compatibility with Devices
 - Lesson Plan 5 Teach Ict Enhanced eBook Features
 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Lesson Plan 5 Teach Ict
 - Highlighting and Note-Taking Lesson Plan 5 Teach Ict
 - Interactive Elements Lesson Plan 5 Teach Ict
 8. Staying Engaged with Lesson Plan 5 Teach Ict
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Lesson Plan 5 Teach Ict
 9. Balancing eBooks and Physical Books Lesson Plan 5 Teach Ict
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Lesson Plan 5 Teach Ict
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Lesson Plan 5 Teach Ict
 - Setting Reading Goals Lesson Plan 5 Teach Ict
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Lesson Plan 5 Teach Ict
 - Fact-Checking eBook Content of Lesson Plan 5 Teach Ict
 - Distinguishing Credible Sources
 13. Promoting Lifelong Learning

-
- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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