

Lesson Planning

By Nazia Ashraf

nazia.ashraf1536@gmail.com

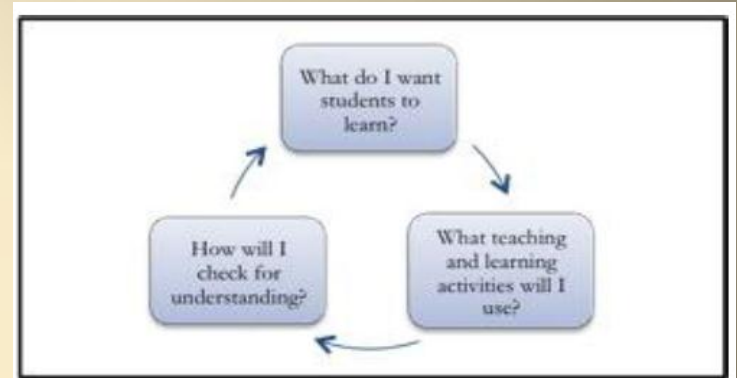
Lesson Planning

A lesson plan is a road map of the instructions.

- It helps in achieving goals and objectives, and same can be said on the part of the students.
- It helps to get rid of problems or avoid them.
- It gives a reality check of everyday performance.
- It improves the habit and attitude of the students.
- It improves the teaching skills.
- It makes teaching ordinary and easy.
- It makes the teacher organized during teaching.
- Lesson planning determines when to include the interesting facts to attract the students' attention.
- It enables the teacher to impart the things the students can do at the best of their abilities.

Process of lesson planning

1. Objectives for student learning
2. Teaching/learning activities
3. Strategies to check student understanding



Designing a Lesson Plan

- Introduction
- Development
- Conclusion
- Ask for questions
- Summarize the main points and explain how they relate to the course
- Next lesson
- Recapitalize or one-minute writing about the taught lesson

Approaches To Lesson Planning

basic elements:

- 3-5 lesson objectives
- Content to be covered
- Activities (lecture, group work, problem-solving, etc.)
- Resources and materials needed (including technology)
- Timing
- Out of class work and assessment

The following classic lesson planning models are most popular in lesson planning. These are

1. Gagne's frame work for instructional development,
2. Hunter's seven steps of lesson planning and
3. The 5 E's lesson planning model

Gagne's frame work for instructional development

- Gaining attention
- Informing learners of the objective
- Stimulating recall of prior learning
- Presenting the content
- Providing learning guidance
- Providing opportunities to practice
- Providing feedback (information about how to improve)
- Assessing performance (exam, tests, papers)
- Enhancing retention and transfer

Madeline Hunter's Seven Steps Lesson Plan

- Getting Students Ready to Learn
 - Review
 - Protective Set
 - Stating the objective
- Instruction
 - Input and modeling
- Checking for Understanding
 - Check for understanding
 - Guided practice (provide feedback without grading)
- Independent Practice
 - Independent practice (usually for a graded assignment)

5 E's of Lesson Planning

- Engage
- Explore
- Explain
- Elaborate
- Evaluate

Course And Unit Planning

- Decide a topic
- Determine objectives
- Identify learning outcomes- (the desirable results)
- Determine assessment
- Design learning experiences and organize material- the content
- Develop evaluation mechanism-evaluation Information marketing-course description

Levels of Abstraction

COMPETENCE	SKILLS DEMONSTRATED	QUESTION CUES
Remembering (Knowledge) Can the student RECALL information?	<ul style="list-style-type: none"> • Observation and recall of information • Knowledge of dates, events, places • Knowledge of major ideas • Mastery of subject matter 	List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Understanding (Comprehension) Can the student EXPLAIN ideas or concepts?	<ul style="list-style-type: none"> • Understanding information • Grasp meaning • Translate knowledge into new context • Interpret facts, compare, contrast • Order, group, infer causes • Predict consequences 	Summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Applying (Application) Can the student USE the new knowledge in another familiar situation?	<ul style="list-style-type: none"> • Use methods, concepts, theories in new situations • Solve problems using required skills or knowledge 	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

<p>Analysing (Analysis) Can the student DIFFERENTIATE between constituent parts?</p>	<ul style="list-style-type: none"> • Organisation of parts • Seeing patterns • Recognition of hidden meanings • Identification of components 	<p>Analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer</p>
<p>Evaluating (Evaluation) Can the student JUSTIFY a decision or course of action?</p>	<ul style="list-style-type: none"> • Compare and discriminate between ideas • Assess value of theories, presentations • Make choices based on reasoned argument • Verify value of evidence • Recognise subjectivity 	<p>Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarise</p>
<p>Creating (Synthesis) Can the student GENERATE new products, ideas or ways of viewing things?</p>	<ul style="list-style-type: none"> • Use old ideas to create new ones • Generalise from given facts • Relate knowledge from several areas • Predict, draw conclusions 	<p>Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalise, rewrite</p>

Writing up Outcomes

Outcomes can be written up in the following format:

- At the end of this course students should be able to:
 - Define...
 - Summarize...
 - Demonstrate...
 - Analyses...
 - Critique...
 - Integrate...
 - Discussion of Outcomes
- Discussion of Outcomes
- Check of Understanding
- Assessment
- Planning Content
- Important Points
- Evaluation
- Course Descriptions

Steps In Lesson Planning

- Outline learning objectives
- Develop the introduction
- Plan the specific learning activities (the main body of the lesson)
- Plan to check for understanding
- Develop a conclusion and a preview
- Create a realistic timeline

The Lesson Plan Format

- **Title**
- **Time**
- **List of required materials**
- **List of objectives**
 - The objectives may be behavioral objectives (what the student can do at lesson completion) or knowledge objectives (what the student knows at lesson completion)
- **The set (bridge-in)**
 - Focuses students on the lesson's concept or skills. these include pictures or models and asking leading questions or recalling the previous lessons

- **An instructional component**
- **Independent practice**
 - This practice allows students to extend knowledge and skills by them selves
- **A summary**
- **Analysis**
- **A continuity component**
 - It reviews and relates to the content from the previous lesson.

Self Assessment Questions

Q. 1 It is necessary to plan the lesson before teaching, comment.

Q. 2 What is lesson planning? Explain the process of lesson planning?

Q. 3 Describe the classical models of lesson planning.

Q. 4 Describe the process of course design and planning.

Q. 5 Write down the strategies for daily and weekly planning.

Q. 6 Highlight the steps involved in lesson planning. Discuss the importance of each step. How teachers can take more benefits in teaching through these steps?

Q. 7 Why is outlining of goals/objectives necessary before planning a lesson? How are objectives stated in behavioral terms?

Q. 8 Highlight the steps of planning “development of instruction”.

Q. 9 What is the main body of the lesson, to which a teacher has to focus his/her attention?

Q. 10 How teachers can plan and check the students’ understanding of the newly taught lesson?

Q. 11 How does conclusion and a preview help a teacher in closing the instruction?

Q. 12 Discuss the elements of a lesson plan format. Are these sufficient for planning? How?

Q. 13 i) Explain the elements of a lesson plan format.

ii) Does the elements covered in a lesson plan format make the teacher fully/completely prepared for teaching? Give suggestions to improve the format.