



Types of lesson Plan

Types of Lesson plan

- There are several types of Lesson plan the following:
 - **Detailed lesson plan**
 - **Semi-detailed lesson plan**
 - **Understanding by Design (UbD)**

Detailed Lesson plan

- It provides mastery of what to teach, and gives the teacher the confidence when teaching. In this plan, both teacher's and students' activities are presented.

Semi-detailed Lesson Plan

- A semi-detailed lesson plan is less intricate than the detailed lesson plan. It is having a general game plan of what you wanted to cover for that subject on that particular day.

Parts of Lesson Plan


- There are five parts of detailed and semi-detailed lesson plans:
 - **Objectives**
 - **Subject matter**
 - **Procedure**
 - **Evaluation**
 - **Assignment**

Objectives

- The first thing a teacher does is create an objective, a statement of purpose for the whole lesson. An objective statement itself should answer what students will be able to do by the end of the lesson.
- The objective drives the whole lesson, it is the reason the lesson exists. Care is taken when creating the objective for each day's lesson, as it will determine the activities the students engage in.

Subject matter

- Subject matter or specific topic includes sources of information, e.g., textbooks and library references.

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- The subject matter includes the following:
 - **Topic** – particular lesson
 - **Reference/s** – usually from the book and internet websites.
 - **Materials** – refer to objects or tools that serve as instructional aids for particular subject.

Procedure

- The procedure is the body of your lesson plan, the ways in which you'll share information with students and the methods you'll use to help them assume a measure of mastery of that material.

- In detailed lesson plan, the expected routines, lesson proper, activities are presented. Questions and answers are written.
- In semi-detailed lesson plan has only contains procedures or steps to be used in the lesson proper.

Evaluation

- It can take the form of formative test consisting of a 10-item multiple choice questions after the day's lesson to determine the mastery of learning, e.g., 95% of the class got 100% correct answers.

Assignment

- It includes questions, exercises, and/or a set of practice specified by the teacher. In order to succeed in discussing the assignment for the following day, a teacher give focused/specific questions for students to answer.

Understanding by Design (UbD)

- It is a framework for improving student achievement through standards-driven curriculum development, instructional design, assessment and professional development (Wiggins & McTighe, 2006)
- The emphasis of UbD is on "backward design", the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction

STAGE 1 – DESIRED RESULTS

Established Goal:

- Identify the different parts of digestive system.
- Determine the process of digestion in the digestive system.
- Understand the importance of digestive system in the body.

Understandings:

- Students will identify the different parts of digestive system
- Students will understand on how to digest food to our body
- Students will understand how we can take care of our digestive system

Essential Questions:

- Why is it important to study the digestive system?
- What happens to the food inside our body?
- Why do we need to study our digestive system?

Students will know...

- The different parts of digestive system
- The process of digestion in the body
- The importance of digestive system in the body

Students will be able to...

- Aware and protect our digestion
- Taking care of our digestive system
- Develop good eating habits

STAGE 2 – ASSESSMENT EVIDENCE

Performance Task:

Students will be group into 3. Each group will explain the following pictures.

Group I – Eating biscuit

Group II – Burping after eating

Group III – drinking water

Other Evidence:

The students should be able to demonstrate the achievements of desired results by:

- Identifying the different parts of digestive system.
- Preparing a video presentation about
- Preparing an exercise to show to the class the lessons about the digestive system.

STAGE 3 – LEARNING PLAN

Learning Activities:

- Activity 1. Call some pupils and ask the following:
 1. Where does digestion start and end?
 2. Explain how each part of digestive system performs its work.
 3. Why is digestion necessary?
- Activity 2. Write T if the statement is true and F if the statement is false.
 1. Mechanical digestion causes a physical change in the food by breaking it into tiny pieces.
 2. Saliva is a gastric juice.
 3. Large intestine is a narrow coiled tube connected to the stomach.
 4. The chemical substances which you eat and drink in order to grow and become healthy are called nutrients.
 5. Large intestine is only about two meters long but it is twice as wide as the small Intestine.
- Complete Test yourself from page 92-93 of science and health.

Parts of Understanding by Design (UbD)

- There are three stages of Understanding by Design or UbD:
 - Stage 1 - Desired results
 - Stage 2 – Assessment Evidence
 - Stage 3 – Learning Plan

STAGE 1 : Desired Results

- There are five parts in the stage 1:
 - Establish Goals
 - Understandings
 - Essential Questions
 - Students will know...
 - Students will able to...

Stage 1 – Desired Results

Established Goals:

State Competency/Competencies and Curriculum Codes

What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?

Understandings:

Students will understand that...

What understandings are desired about the big ideas of this unit?

Essential Questions:

What question(s) will guide inquiry and point toward the big ideas and transfer goals of the unit?

Students will know....

What will students know to do by the end of the unit? (List the few most important discrete knowledge and skill goals that are separate from the transfer goals.)

Students will be able to....

What will students be able to do by the end of the unit? (List the few most important discrete knowledge and skill goals that are separate from the transfer goals.)



STAGE 2 : Assessment Evidence

- There are two parts in the stage 2:
 - Performance tasks
 - Other Evidence

Stage 2 – Assessment Evidence

Performance Task: *summary in GRASPS form*

Here is where you will develop a scenario for the activity/project.

This section is for you to develop a guide for the students on what to do.

Goal(s):

(Scenario for Assignment/Project)

Role:

(Student's role)

Audience:

(Who will see this information? It can be the teacher only.)

Situation:

(How – individually, partners, groups – the goal will be accomplished.)

Performance:

(What will the student do?)

Standards:

(The criteria for success and how it will be assessed.)

Other Evidence

Summarized (tests, essays, work sample(s), etc.)

What other evidence (quizzes, observations, Homework, etc.) will be collected to determined whether or not Desired Results identified in Stage One have been achieved?



STAGE 3 : Learning Plan

- This part include the Learning activities.

Stage 3 – Learning Plan

Learning Activities

Consider the WHERETO elements

These questions are/can be directed as....

What the teacher and/or the student do in regards to the WHERETO.

W

Where are we going? What is expected?

H

How will we hook (Introduce this to) the students?

E

How will we equip students for expected performances?

R

How will you rethink or revise? What are likely or predictable student misunderstandings and/or performance weaknesses in this unit? What do the research and teacher experience say we can expect the greatest difficulties to be? What suggestions can you offer about how to troubleshoot these issues?

E

How will students self-evaluate and reflect on their learning?

T

How will we tailor learning to varied needs, interests, and learning styles?

O

How will we organize the sequence of learning?

Similarities and Differences of three Lesson plans

Detailed	Semi-detailed	UbD
Objectives		Desired Goals
Not included the understandings and essential questions able to show the students their understand the lessons		Understandings and essential questions for the students
Procedures are detailed from daily routines to lesson proper. Conversations, questions, and answers between the teacher and students.	Procedures omits the student activity in the lesson plan	Procedures are included in learning plan.



Detailed	Semi-Detailed	Ubd
Evaluation		Evaluation is in the learning plan that includes the particular activities
Subject Matter		Materials and other references are included in the resources
Assignment		Assignment usually found in the assessment evidence



Thank you!

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