

A Well Developed Lesson Plan

A well developed lesson plan reflects the interest and needs of the students. It incorporates best practices for the educational field. The lesson plan correlates with the teachers philosophy of education which is what the teacher feels is the purpose of educating the students.

Secondary English Program lesson plans, usually center around 4 topics. They are literary theme, elements of language and composition, history and literary genre. A broad thematic lesson plan is preferable because it allows a teacher to create various research, writing, speaking and reading assignments. It helps on instructor teach different literature genre and incorporate videotapes, films and television programs.

Also it facilitates teaching literature and English together.

Similarly, history lesson plan focus on content, analytic thinking, scaffolding and the practicality of lesson plan focus on content and structure and meeting of educational goals school requirements and a teachers personal taste determine the exact requirements for a lesson plan.

Unit Plans follow much the same format as a lesson plan, but cover an entire unit of work, which may span several days or week, ~~which~~ Modern constructivist teaching styles may not require individual lesson plans. The unit plan may include specific objectives but lesson plans can be more fluid as they adapt to student needs and learning styles.

Unit planning is the proper selection of learning activities which presents a complete picture. Unit planning is a systematic arrangement of subject matter.

Dictionary of Education - A unit is organization of various activities, experience and type of learning around a central problem or purpose developed incorporatively by a group of pupils under a teacher leaderships involving planning, execution of plans and evaluation of results.

CRITERIA OF A GOOD UNIT PLAN

- ✿ Needs, capabilities, interest of the learner should be considered.
- ✿ Prepared on the sound psychological knowledge of the learners.
- ✿ Provide a new learning experience, systematic but flexible.
- ✿ Sustain the attention of the learner till the end.
- ✿ Related to social and physical environment of the learner.
- ✿ Development of learner's personality.

● It is important to note that lesson planning is a thinking process, not the filling in of a lesson plan text. Lesson plan envisaged a blue print, guide & map for action, a comprehensive charts of classroom, teaching-learning activities, elastic but systematic approach for the teaching of concepts, skills and attitudes.

SETTING OBJECTIVES

The first thing a teacher does is to create an objective, statement of purpose for the whole lesson, an objective statement 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 student engage. The teacher also ensure that lesson plan goals are compatible with the development level of the students.

The teacher ensures as well that their students achievement expectations are reasonable.

ASSIGNMENT

Assignments are either in class or take home tasks to be completed for the next class period. These tasks are important because they help ensure that the instructions provide the students with a goal and the power to get there as well as the interest to be encouraged in rigorous academic contents, as they acquire content and skills necessary to be able to participate in academic course work.

These are several assignment types so that the instructional person i.e. the instructor must decide whether the class assignments are whole-class, small groups, workshop, independent work, peer learning or contractual.

Whole Class - The teacher lectures to the class as a whole and has the class collectively participate in classroom discussion.

Small Groups - Students work on assignment in groups of three or four.

Workshops - Students perform various tasks simultaneously. Workshop activity must be tailored to the lesson plan.

Independent Work - Students complete assignments individually.

Peer learning - Students work together, face to face, so they can learn from one another.

Contractual Work - Teacher and students establish an agreement that the student must establish & perform a certain amount of work by a deadline.

These assignment categories can also be used to guide the instructor's choice of assignment assessment measures that can provide information about student and class comprehension of the material. These are additional questions an instructor can consider when choosing which type of assignment would provide the most benefit to students.

These include :

Which level of learning do the students need to attain before choosing assignment with varying difficulty level.

What is the amount of time the instructor wants the students to use to complete all assignment?

How much time and efforts does the instructor have to provide student grading & feedback?

What is the purpose of the assignment?

Does the lesson plan fit a particular framework?

Eg: A common core lesson plan.

Pupil Teacher Name -
Subject - Social Science
Class - VIII

Time - 35 mins

TOPIC - ROCKS
ROLL NO -

INSTRUCTIONAL OBJECTIVES -

KNOWLEDGE - Students will come to know the different ways of rocks are formed. They will know about their comparison.

UNDERSTANDING - The students will understand about the formation of rocks. They will understand about different types of rocks.

APPLICATION - The student will be able to apply the gained knowledge to recall and recognize the different types of rocks.

SKILL - The students will be able to differentiate and compare rocks. They will require & acquired the skill of identifying different rocks.

INSTRUCTIONAL AIDS TO BE USED -

Chalkboard, chart, pointer, duster, etc.

PREVIOUS KNOWLEDGE TESTING -

In order to test students knowledge, Pupil Teacher asks following questions -