

EFFECTIVE LESSON PLANNING: THE TOOL TO SUCCEED



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Definition of Lesson Plan

A detailed description of the individual lessons that a teacher plans to teach on a given day. A lesson plan is developed by a teacher to guide instruction throughout the day. It is a method of planning and preparation. A lesson plan traditionally **includes the** name of the lesson, the date of the lesson, the objective, the lesson focuses on, the materials that will be used, and a summary of all the activities **that will be used.** Lesson plans are a terrific set of guidelines for teachers.



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It helps the teacher in both planning and executing the lesson. And it helps the students, unbeknownst to them, by ensuring that they receive an actual lesson with a beginning, a middle and an end, that aims to help them learn some specific thing that they didn't know at the beginning of the lesson (or practice and make progress in that specific thing).

To summarize, and in very basic terms: a lesson plan is the teacher's guide for running a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached (test, worksheet, homework etc).



Selecting lesson plan material

A lesson plan must correlate with the text book the class uses. The school usually selects the text books or provides teachers with a limited text book choice for a particular unit. The teacher must take great care and select the most appropriate book for the students.

Types of Assignments

The instructor must decide whether class assignments are whole-class, small groups, workshops, 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 discussions.

Small groups—students work on assignments in groups of three or four.



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Workshops— students perform various tasks simultaneously. Workshop activities 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 student establish an agreement that the student must perform a certain amount of work by a deadline.



Developing a lesson plan:

While there are many formats for a lesson plan, most lesson plans contain some or all of these elements, typically in this order:

- **Title of the lesson**
- **Time required to complete the lesson**
- **List of required materials**
- **List of objectives, which 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) that focuses students on the lesson's skills or concepts—these include showing pictures or models, asking leading questions, or reviewing previous lessons**



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- An instructional component that describes the sequence of events that make up the lesson, including the teacher's instructional input and guided practice the students use to try new skills or work with new ideas
- Independent practice that allows students to extend skills or knowledge on their own
- A summary, where the teacher wraps up the discussion and answers questions
- An evaluation component, a test for mastery of the instructed skills or concepts—such as a set of questions to answer or a set of instructions to follow



QUOTATION

Arrow goes forward only after pulling into backwards. Bullet goes forward only after pressing the trigger backward. Every human being will get happy only after facing the difficulties in their life path.....So do not afraid to face your difficulties. They will push you forward.

**“Tell me & I forget. Teach me & I remember.
Involve me I learn”.**



Lesson Plan Phases:

Phase 1: Introduction

- Set a purpose- Describe the overarching reason for this lesson.
- Introduce the key concepts, topic, main idea- Get students on the right track. This step may be a note on the board, a diagram, or a probing question of the day's lesson focus.
- Pull students into the excitement of learning- Seize students' attention with items like an amazing fact, a funny quirk, a challenge, or other mind tickler.
- Make the learning relevant- Explain how this lesson extends past learning and leads to future learning—that is, the significance of the concepts, skills, and focus of the lesson



Phase 2: Foundation

- **Check on previous knowledge-** Verify what students already know.
- **Clarify key points-** Double-check on learning from the past.
- **Focus on specific standards, objectives, goals-** Link the lesson to the standards, and let students know exactly what they will know and be able to do as a result of this lesson
- **Check for correctness and add to background knowledge** Add extra information for the day's learning and beyond—just enough to launch into the main lesson.
- **Introduce key vocabulary-** See it; say it; read it; write it.



Phase 3: Brain Activation

- **Ask questions to clarify ideas and to add knowledge.** Engage students in the learning and build background with probing questions.
- **Brainstorm main ideas.** Fill students' heads with ideas, concepts, possibilities; allow them to expand and clarify their thinking.
- **Clarify and correct misconceptions.** Engage students in activities that will inform you as to whether students are confused or have incorrect ideas so corrections can be made before the misconceptions become worse or detrimental to learning.

Phase 4: Body of New Information

- **Provide teacher input.** Lecture, add key points and new information, read the text or articles, and solve problems. Present the body of the lesson. This may be a whole-class lecture, a small-group activity with teacher supervision, or a partner activity with teacher supervision. The learning is active



Phase 5: Clarification

Check for understanding with sample problems, situations, questions- Have students practice with the information just taught. Guide the learning.

Phase 6: Practice and Review

Provide time for practice and review- Allow students time to practice under your supervision. You and the students work together.

Phase 7: Independent Practice

Supervise students' independent practice- Select additional strategies for small groups of students who still do not "get it." Other students may begin to work independently, with the final goal being that all students can work on their own. This practice prepares students for successful homework, and it prepares them for future learning.



Phase 8: Closure

Bring the lesson to closure- Link the lesson phases and information together. Summarize the learning of the day, and discuss how it fits into the big vision for learning. Have students demonstrate what they know and can do by writing a brief note to hand in as they leave; the note may include questions, problems, or ideas on the learning. Alternatively, they may write in their journals or explain their understanding to a partner.



Additional Considerations for Planning Great Lessons

As you plan your lessons, keep the following things in mind:

- ✓ Attention span of your students, age group, and diversity of learners.
- ✓ Complexity of material and time requirements for each instructional component.
- ✓ Decisions concerning whether whole-class presentation, small groups, or partners are best for teaching and learning a particular concept.
- ✓ The best configuration of student groups for optimal learning, for example, homogeneous or heterogeneous ability groups, complementary interests, or personalities that work well together.
- ✓ Activities that best facilitate the learning of each student

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- ✓ Preassessment of skills and background knowledge to determine what students already know, what they need to know, and what their misconceptions are.
- ✓ Selection of regular and supplemental materials to augment learning.
- ✓ Strategies for frequently monitoring and adjusting the lesson.



After the Lesson

After each lesson, consider what went well and what needs to be adjusted. This is easily done with a post lesson appraisal, Great teachers always reflect on their lessons. An appraisal form can also be completed by paraprofessionals, volunteers, or substitute teachers who have worked with your students to provide feedback on their instruction and student learning.

Postlesson Appraisal

What went well? Why?

What needs work? What will I do to improve the lesson?

What do I need to do in tomorrow's lesson? How will I get it done?

What special considerations are there, and how should I handle them?

In addition to your own lessons and lesson plans, ask students to give you feedback on the lesson quality, organization, clarity, and goals reached. This feedback is especially beneficial when students analyze a unit of study that may have caused them to struggle with time management.



Seven Things Teachers Can Do to Help Students Succeed:

Fostering Student Success

- **Have High Expectations**
- **Create Effective Classroom Procedures to Keep Disruptions to a Minimum**
- **Continually Grow in Your Profession**
- **Vary Your Instructional Techniques**
- **Apply Effective Classroom Management Skills**
- **Be Transparent With Students About How to Succeed**
- **Truly Believe in Your Students and Want Them to Succeed**



EFFECTIVE LESSON PLANNING

A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on a cold iron. Horace Mann

EFFECTIVE TEACHERS...

- Know the content
- Understand the development of the student
- Value the diversity of the students within the class
- Plan strategic lessons using research-based practices
- Use multiple assessments to evaluate progress
- Create a suitable learning environment

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GOOD PLANNING

- Keeps the teacher and students on track
- Achieves the objectives
- Helps teachers to avoid “unpleasant” surprises
- Provides the roadmap and visuals in a logical sequence
- Provides direction to a substitute
- Encourages reflection, refinement, and improvement
- Enhances student achievement

POOR PLANNING

- Frustration for the teacher and the student
- Aimless wandering
- Unmet objectives
- No connections to prior learnings
- Disorganization
- Lack of needed materials
- A waste of time
- Poor management




ACTIVITY BASED LEARNING

- **Activity-based learning** or ABL describes a range of pedagogical approaches to teaching. Its core premises include the requirement that learning should be based on doing some hands-on experiments and activities. The idea of activity-based learning is rooted in the common notion that children are active learners rather than passive recipients of information. If child is provided the opportunity to explore by their own and provided an optimum learning environment then the learning becomes joyful and long-lasting.




HISTORY OF ACTIVITY-BASED LEARNING

- Activity-based learning started sometime in 1944 around World War II when a British man David Horsburgh came to India and finally decided to settle down there. He was an innovative thinker and charismatic leader. He started teaching in Rishi Valley School. He joined the British Council and worked in Chennai and Bangalore for many years. After his voluntary retirement, he located a 7-acre site in Kolar District and opened his school, Neel Bagh. Neel Bagh was based on an innovative idea of Horsburgh and known for its creative methods in teaching well-planned learning materials.
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ABL OBJECTIVES

(ABL):

- It enhances creative aspect of experience.
 - It gives reality for learning.
 - Uses all available resources.
 - Provides varied experiences to the students to facilitate the acquisition of knowledge, experience, skills and values.
 - Builds the student's self-confidence and develops understanding through work in his/her group.
 - Gets experiences, develop interest, enriches vocabulary and provides stimulus for reading.
 - Develops happy relationship between students and students, teachers and students.
 - An activity is said to be the language of the child.
 - Subjects of all kind can be taught through activity.
 - Social relation provides opportunity to mix with others.
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Thank You.

