

PREPARING LESSON PLANS

Lesson Planning Questions...

Before planning a lesson, the teacher should consider important information to understand what she/he is teaching, why she/he is teaching it and how she/he will teach it. This will help her/him plan an effective lesson.

1. Learners

- a. What do learners already know about the subject?
- b. How can you make this subject interesting for learners?
- c. How will learners use this information in their everyday lives?
- d. How can the information be connected with learners' lives?
- e. Do learners speak enough English to understand key vocabulary?
- f. Do all learners have the same or different abilities?

2. Objectives

- a. What information, social skills, thinking skills, classroom routines or abilities do you want learners to develop? In this lesson?

- b. By the end of the marking period? By the end of the year?
- c. How will this lesson help you achieve marking period and year curricular goals?

3. Activities

- a. What activities will be used?
- b. Why will be these activities be used?
- c. In which order will activities be used?
- d. How will learners be grouped for each activity?

4. Teaching Aids

- a. What teaching aids are already available to support teaching?
- b. What teaching aids need to be made or purchased?

5. Classroom Management

- a. How long will each activity take?
- b. What behavior problems might occur during the activities?
- c. How can these problems be prevented?
- d. How will you give instructions for these activities?

HANDOUT 9.2.3/1: LESSON PLANNING

Section A: Teachers Talk about Lesson Planning...

Read what these teachers say about planning a lesson and answer the question:

M. It takes a long time to write a full lesson plan. Sometimes I just write some quick notes about what I want to do.

N. I feel more confident when I have a lesson plan because I know what to do and what materials I need.

O. I've been teaching for fifteen years and I don't need to write a lesson plan because I have a lot of experience.

P. I always write a lesson plan and I am strict about following it, even if the students don't completely understand.

Q. I write lesson plans because it gives me more control over what happens in my class.

R. I don't write lesson plans because I don't know how.

S. I've learned a lot of new information in the teacher training. If I don't write lesson plans, then I forget to use what I've learned in my classes.

Are these teachers right or wrong? Why do you think so?

Section B: Lesson Plan Example 1

Date: September 23, 2008

Class: 5A

Theme: Writing a Friendly Letter

Objectives – learners will be able to...

1. Identify the parts of a friendly letter.
2. Write a letter to a pen pal that correctly uses the parts of a letter learned in class.

Materials

1. Poster with a sample letter from a pen pal.
2. Tape or tacks.

<i>Teacher Preparation</i>	<i>Learners</i>	<i>Time</i>
<p>Write the bell ringer activity on the chalkboard:</p> <ul style="list-style-type: none"> • What information about Liberia can you tell someone from another country? (food, plants, language, schools, how our country looks) 	<ul style="list-style-type: none"> – Work on the bell ringer activity after they arrive in class. 	3 minutes
<p>Write on board:</p> <ol style="list-style-type: none"> a. What information is in the letter? b. How does the letter begin? End? c. What is at the top of the letter? d. How does each paragraph begin? 	<ul style="list-style-type: none"> – Read the letter and look for the answers to the questions written on the chalkboard. 	3 minutes
<p>Ask students to report their answers to the questions and write answers on the chalkboard.</p> <ol style="list-style-type: none"> a. About Los Angeles and California, about Dylan's school. a. Dear Martha, Sincerely, Dylan b. The address and the date c. There's space at the beginning of the line. 	<ul style="list-style-type: none"> – Share their answers with the class. 	5 minutes
<p>Explain how to write a friendly letter and write this outline on the chalkboard.</p>	<ul style="list-style-type: none"> – Take notes. 	7 minutes

<p><i>A letter has six parts:</i></p> <ol style="list-style-type: none"> 1) <i>The address (space)</i> 2) <i>The date (space)</i> 3) <i>The salutation: Dear + person's name, (space)</i> 4) <i>Paragraphs that tell information (space at the beginning of the line.)</i> 5) <i>The closing: Sincerely, (space)</i> 6) <i>The writer's signature.</i> 		
<i>Assessment</i>		
<ul style="list-style-type: none"> - <i>Write these instructions on the board:</i> <ul style="list-style-type: none"> • <i>Write a letter to an American penpal about Liberia.</i> • <i>Remember the six parts of a letter.</i> 	<ul style="list-style-type: none"> - <i>Work in groups to write a letter to an American penpal that uses the six parts of a letter.</i> 	<p>10 minutes</p>
<ul style="list-style-type: none"> - <i>Write instructions on the board</i> <ul style="list-style-type: none"> • <i>Check the other group's letter – does it have the six parts?</i> • <i>Find each part and write the number of the part by it</i> 	<ul style="list-style-type: none"> - <i>Exchange letters with another group.</i> - <i>Check the letter to see if it has the six parts of a letter.</i> - <i>Write the number of the part next to the letter.</i> 	<p>7 minutes</p>

BLOOM'S TAXONOMY:

Benjamin Bloom, an American psychologist, wanted to find a way to measure how well students have learned new information. In 1956 he developed a way to evaluate learning called *Bloom's Taxonomy*. It has three parts, or domains: *cognitive*, *affective* and *psycho-motor*. The *cognitive domain* measures how well students learned new information. The *affective domain* measures learners' attitudes about new information. The *psycho-motor domain* measures how well students can do a physical activity (for example, to play a musical instrument or learn a new dance). Every domain has different levels of ability, from easiest to hardest. Bloom's cognitive domain has six levels of thinking or processing information. It is important for teachers to include tasks and questions that require learners to use higher and more difficult levels of thinking like application, analysis, synthesis and evaluation. This will help students learn to apply information in many different ways – not just remember it. Below are example questions or tasks for each level:

1. Knowledge – What do learners already know?

- Who? Where? What? When? How much? How many? (What food do you like to eat? Where can we buy food? How much does rice cost?)
- Identify (Identify foods that grow in our community.)
- Name (Name fruits that you know. Name vegetables that you know.)
- List (Make a list of foods that you buy in a store. Make a list of foods that grow at home.)

2. Comprehension – Did learners understand the new information?

- Give an example (Give an example of a food that is not good for your health.)
- Retell (What foods does the textbook say are good for building bones?)
- Match (Match foods with their benefit)
- Explain (Why should we eat healthy food?)

3. Application – Can students use the information in another situation?

- Draw a plan for our school garden.
- Plan a healthy menu for your family for a week. Then make a list of things you will need to prepare your menu.

4. Analysis - Can students analyze information?

- How are ideas and objects the same? Different
- How can you classify the objects

5. Synthesis – Can students use the information to create something new?

- Make an advertisement that convinces people to eat healthy food.
- Predict (What would happen to your family if you don't eat healthy food?)

6. Evaluation – Can students evaluate the information?

- Explain which is best (Which foods should you buy if you don't have very much money? Why?)
- Judge which is the most/least_____ (Which Mexican food is the most nutritious? What makes it so nutritious?)

HANDOUT: LESSON OUTLINES A AND B

LESSON OUTLINE A

1. Class Discussion: Daily Activities –10 minutes

- What do you do every day? Do you do different things on weekends? What do you do when you have a vacation from school?

2. Read Aloud: *Sam and Sarah's Week* – 10 minutes

- Learners take turns reading the text aloud.

3. Teacher Presentation: Adverbs of Frequency – 10 minutes

- Teacher introduces adverbs of frequency.
- Teacher asks learners to find adverbs of frequency in the text.
- Teacher and learners make rules for using adverbs of frequency.

4. Class Discussion: Exercises A, B – 8 minutes- minutes

- Teacher asks learners questions from an exercise in the book.

5. Class Discussion: Daily Activities – 5 minutes

- Teacher asks learners to tell what things they do every day or only on weekends.

6. Homework Assignment – 2 minutes

- Teacher asks learners to interview a family member or other adult and write five sentences about usual and unusual activities with adverbs of frequency.

LESSON OUTLINE B

1. Individual Writing: Daily Activities – 5 minutes

- What do you do every day? Do you do different things on weekends?

2. Class Discussion: Daily Activities – 5 minutes

- Learners share their answers with the class.

3. Individual Reading: *Sam and Sarah's Week* – 5 minutes

- Learners read silently.

4. Teacher Presentation: Adverbs of Frequency – 10 minutes

- Teacher introduces adverbs of frequency and asks learners to find examples.
- Teacher asks learners to find adverbs of frequency in the text.

5. Pair Discussion: Exercise A – 5 minutes

- Learners work in pairs to answer the questions in the book.

6. Report Work: Exercise A – 5 minutes

- Pairs report their answers to the class.

7. Pair Discussion: Daily Activities – 8 minutes

- Learners work in groups to interview each other about daily activities and write a summary using adverbs of frequency.

8. Homework Assignment – 2 minutes

- Teacher asks learners to interview a family member or adult and write five sentences about usual and unusual activities using adverbs of frequency.