

Lesson Plan

1. Definition of Lesson Plan

According to Pathak and Chaudhary (2012, p.198) in the book of educational technology:

- “A lesson Plan is defined as a blueprint, a guide map, a plan for action in the near future”
- “**Lesson Planning** refers to the process of sequencing acts or events or episode that we plan, organize, and carry out in order to generate teaching environment for our students”
- N.L. Bossing in his book entitled “Teaching in Secondary school” provides this definition:

“A lesson plan is the title given to a statement of all achievements to be realized and the specific means by which these are to be attained as a results of the activities engaged day to day under the guidance of the teacher” (qtd. in Pathak and Chaudhary, 2012, p.198).

2. Components of a Lesson Plan

A typical lesson plan has several components that help teachers organize and deliver effective instruction. Here are the key components:

- ✓ **Lesson Title:** A clear and descriptive title that summarizes the content and goal of the lesson.
- ✓ **Lesson Objectives:** Specific, measurable learning goals that students are expected to achieve by the end of the lesson.
- ✓ **Materials Needed:** A list of all the materials, resources, and equipment required for the lesson, including textbooks, handouts, multimedia, and any other teaching aids.
- ✓ **Lesson Duration:** The estimated time needed to complete the lesson, including time for each activity and transition.
- ✓ **Instructional Procedures /Activities:** A detailed outline of the sequence of activities and tasks that will take place during the lesson, including introduction, presentation of new material, guided practice, independent practice, and closure.
- ✓ **Extensions:** Optional additional activities or resources for students who finish early or need extra challenge.
- ✓ **Assessment:** Description of how student learning will be assessed, including formative and summative assessment strategies (tests, exercises, home works, written assignments)
- ✓ **Closing Section:** A summary or review of the key concepts covered in the lesson, as well as any homework or follow-up activities.
- ✓ **Professional Reflection:** A section for the teacher to reflect on the lesson, including what went well, what could be improved, and any adjustments for future lessons. This section may include also strategies for meeting the diverse learning needs of students, including modifications for students with special needs or English language learners.
- ✓ **Warming Up Activities:** activities used at the beginning of a lesson to engage students, activate prior knowledge, and prepare them for learning. These activities can take various forms depending on the subject and lesson objectives, but their main purpose is to get students mentally and physically ready for the lesson ahead

These components provide a framework for teachers to effectively plan and deliver instruction, ensuring that learning goals are met and students are engaged and supported throughout the lesson.

3. The importance of Planning a lesson

1. **Relevance to the Learning Goals:** Planning ensures that the lesson activities and assessments are designed in a way which is relevant to the intended learning objectives put forward, helping both teachers and students to focus on instruction and maximize learning within the required framework.
2. **Effective Use of Time:** Planning allows teachers to structure the lesson in a way that optimizes the use of class time, ensuring that the content is covered during the time allocated to the learning experience
3. **Improvisation avoided:** Planning ahead reduces the need for last-minute decisions, which can be stressful for teachers. Delivering a lesson without planning reflects the act of improvising which could hold a lot of problems. Knowing that the lesson is well-prepared can help teachers feel more confident and relaxed.
4. **Adaptability:** While planning provides a structure for the lesson, it also allows for flexibility and adaptability based on student responses and needs, enabling teachers to make real-time adjustments as necessary.
5. **Professional Growth:** The process of planning encourages reflection on teaching practices and the effectiveness of instructional strategies, leading to continuous improvement and professional growth.
6. **Accurate expectations:** undertaking the process of planning a lesson enables the teacher to expect the exact forms of problems, questions, clarifications, responses, or even additions given by students. (Thus, he/she will have enough time to find out answers for the future questions)
7. **Systematized teaching-learning experience:** Planning helps the teacher to organize the learning process. The activities of the lesson play as horse blinders to direct both participants to the most relevant and required input

4. Samples of Lesson Plan

Lesson Plan (number 04)	Lesson title: Daily Life Routine
<p>Teacher:</p> <p>Module:</p> <p>Time: 1.30 min</p>	<p>School:</p> <p>Place: Classroom N07</p> <p>Session: Monday, at 10 a.m.</p> <p>Unit:</p> <p>Sequence:</p>
<p>1. Learning Objectives:</p> <p>By the end of the session, learners will be able to:</p> <ul style="list-style-type: none"> ✓ Recognize the different personal pronouns ✓ Recognize the ending forms of verbs in the present simple ✓ Differentiate between forms of first and third personal pronouns ✓ Conjugate verbs in the present simple ✓ Locate correctly adverbs of frequency with the verb “to be” and other verbs ✓ Express their daily routines in form of sentences using present simple ✓ Write a short paragraph about their daily routine 	<ul style="list-style-type: none"> ✓ Objectives need to be expressed in form of action verbs because we try to teach a skill not only knowledge <ul style="list-style-type: none"> • Knowledge= set of information • Skill= ability to use this information in real life situation ✓ Objectives need to be stated following one direction (from simple to difficult) ✓ Learning objectives need to be relevant to the content of the lesson ✓ Learning objectives need to be specified in the lesson plan (i.e., before the delivery of the lesson)
<p>2. Warming Up</p> <ul style="list-style-type: none"> • <i>Introduce yourself using verb to be in the present simple</i> • <i>Now try to introduce your classmate</i> • <i>Describe your house</i> 	<ul style="list-style-type: none"> ✓ Engaging students, activate prior knowledge, and prepare them for learning ✓ This phase could also require physical activities and games to refresh learners (as they move from one session to another)
<p>3. Teaching Activities: Daily life routine</p>	<ul style="list-style-type: none"> ✓ The teaching activities need to be relevant to the learning objectives ✓ The teaching activities need to be presented from something simple to something difficult ✓ Each teaching activity should have sub-objectives to reach the global objectives stated above

4. Samples of Lesson Plan

Activity 01: *Observe and match the phrases to the relevant pictures*

Get up / brush my teeth / get dressed / have my breakfast / go to school

Activity 02: *Read the following sentences and answer the questions*

- *I get up at 7 o'clock*
- *Sara gets up at 7 o'clock*
- *Sara and Meriem get up at 7 o'clock*
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Questions: What is the subject in each sentence?

What is the verb in each sentence?

How is the ending of the verb in each sentence?

Who can guess why is the end of the verb is different (one time with "s" and another time without "s")?

Is the ending of the verb related to the type of the subject we have?

(here the teacher starts explaining the lesson of the present simple and drawing the rules)

Activity 03: *Read the following paragraph and then state whether the following statements are true or false*

Hello, my name is Johan. I am 12 years old. I am a pupil at middle school. I am from Algeria. I usually get up at 6 am. I have a shower and pray at 6.30 a.m.

Learning Activity 01: Sub-objective: Learners will be able to recognize the different daily life activities using English

- **Learning activity 02: sub-objective:** learners will be able to differentiate between the end forms of verbs conjugated with first personal pronouns and verbs conjugated with third personal pronouns

Learning Activity 03: Sub-objective: learners will be able to write sentences expressing their daily life activities

4. Samples of Lesson Plan

<p><i>I have my breakfast at 7 o'clock. I go to school at 7.15 a.m. I study from 8 to 12 o'clock. I go home at 12.30 where I can have my lunch and pray.</i></p> <ul style="list-style-type: none"> ✓ <i>Johan is from Italy</i> ✓ <i>Johan gets up at 8 a.m.</i> ✓ <i>Johan goes to school after he has his breakfast</i> ✓ <i>Johan goes home at 12.30</i> 	
<p>4. Teaching Materials</p> <ul style="list-style-type: none"> ✓ Pictures of daily life activities ✓ Sentences illustrating the form of verbs with different personal pronouns ✓ A short text in which Johan talks about his daily life routine 	<ul style="list-style-type: none"> ✓ The teaching materials need to be clear and relevant to the learning objectives. ✓ The teacher needs to guarantee the availability of the teaching materials before the delivery of the lesson ✓
<p>5. Time allocated to each activity</p>	<ul style="list-style-type: none"> ✓ <i>Activity 01 = 6 min</i> ✓ <i>Activity 02: 15 min</i> ✓ <i>Activity 03 = 15 min</i>
<p>6. Assessing the learning outcomes</p> <p><i>Activity 01: Put the verbs between brackets into the present simple</i></p> <p><i>Activity 02: Write a short paragraph about your daily routine activities</i></p>	<p>The assessment phase needs to be undertaken in order to have some information about the learning outcomes obtained after the teaching process.</p> <p>The difference between the learning outcomes and learning objectives</p> <p>Learning objectives Learning Outcomes</p>

4. Samples of Lesson Plan

	Are specified before the learning process	are determined after the learning process
7. Professional Reflection	10 Learning objectives	07 Learning outcomes

LESSON PLAN SAMPLE

2017.12.07 Thursday 3rd Period

Title	Help Yourself!	Grade Level	5/6
Theme	Conversations related to food/drinks	Textbook Page	104-105
Objective	Create a brochure about a food/drink and introduce it to friends.	Instructional Model	Activity-Oriented

Class Phase	Class Element	Student-Teacher Interaction		Time	Materials & Anticipated Problems/Solutions
		Teacher	Student		
Introduction	<i>Warm-up</i>	<input type="checkbox"/> <u>Sing a Song</u> "I am a pizza". <input type="checkbox"/> <u>Greetings</u> - Hello, class! - How is it going? - Did you have breakfast this morning? - What did you have?	- Sing together. - Hello, teacher! - I'm good, So so, Sad... etc. - Yes/No - Rice, Bread, Fruit... etc.	5'	Music Video Clip Required Student Characteristic: Interest and Curiosity
	<i>Identifying Objectives</i>	<input type="checkbox"/> <u>Motivation & Review</u> - Young-Jin, Did you have breakfast? (No, I didn't) - Can you tell us about your food? (It's salty, It's sweet) - Let's review food and taste.	- Rice, Bread, Fruit... etc. - (Match taste to food)	5'	Pictures of foods/tastes Review last class Think about what words go in the blank
	<i>Identifying Activities</i>	<input type="checkbox"/> <u>Class Objectives</u> - Can you guess today's objective? - Tell me the missing words.		<input type="checkbox"/> Students guess what today's class objectives are. - Introduce, Flyers	
		Let's create food flyers and introduce them to our friends.			
		<input type="checkbox"/> <u>Introduce today's activities</u> Activity 1: Making Food Flyers Activity 2: Survey			
Development	<i>Activity 1</i>	<input type="checkbox"/> <Activity 1> Making food flyers. - I will show you a video clip. - What food did the boy make? - What ingredients were there? - Have you ever eaten bibimbap?	- Bibimbap - Rice, Vegetables, Chicken, Hot pepper paste... etc. - Yes/No	15'	EBSe Content Required Student Characteristic: Creativity Scissors, glue, flyers, worksheet.

		<ul style="list-style-type: none"> - How does it taste? - First activity is making food flyers. - Cut out the food picture and paste it on your worksheet. - And complete the sentence. - Did you complete the flyers? - Would anyone like to share? - Come up and present please. <p><Activity 2> Survey Now, we will do a 'survey' with your flyers. Young-Jin, please explain how to play.</p>	<ul style="list-style-type: none"> - It is hot and sweet. - (Make food flyers) - Yes/No - Yes, I do. 	10'	<p>Look at the reference, find and write down the various foods, ingredients, and tastes.</p> <p>Projector</p> <p>Lack of participation: Call student numbers.</p> <p>PPT Required Student Characteristic: Cooperation , Order</p> <p>Sticker, Chef's Hat</p>
		<p><How to play></p> <ol style="list-style-type: none"> 1. Walk around the classroom and introduce your food to serve to your friends. 2. When your friend asks "Do you want some?" Say "No, thanks" If your food has the same ingredients. Say "Yes, please" if not. 3. Give one sticker to friend and paste on the worksheet. 4. The student who has the most stickers in "Yes, please" will be the 'Best Chef'. 			
		<ul style="list-style-type: none"> - How many stickers do you have? - Chef ○○, what food did you make? - Tell us about your food. 	<ul style="list-style-type: none"> - I made ___. - This is ___. It has ___ and ___. - It is ___. 		
Closing	<p><i>Wrap-up</i></p> <p><i>Evaluate</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pass the mike. - If you have the mike, say part 'A' loudly. - Everyone else say part 'B' together. - You can choose anyone. <input type="checkbox"/> Evaluate Comprehension - Can students Recommend and answer questions about food/drinks? <input type="checkbox"/> Next Class Preparation 	<ul style="list-style-type: none"> A: I like ___. B: Please go ahead. Help yourself. A: Thank you. B: Do you want some more? A: Yes, please./No, thanks. - Evaluate comprehension 	5'	<p>PPT, Mike</p>

	<i>Next class Preparation</i>	- Tomorrow, we are going to have a snack party.	- Learn about next classes Theme.		
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