

Block -3 unit 4

Lesson plans:- Meaning and Importance

Structure

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4.1 Introduction

A lesson plan is a teacher's detailed description of the course of instruction or 'learning trajectory' for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details may vary depending on the preference of the teacher, subject being covered, and the needs of the students. There may be requirements mandated by the school system regarding the plan. A lesson plan is the teacher's guide for running the 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, worksheets, homework etc.)

4.2 Objectives

After going through this unit, you will be able to:

- Create a well organized lesson plan
- Understand the needs of the student and learning style
- Be prepared and confident while teaching in the classroom
- Help the students to achieve the aim/objective of the lesson

4.3 Why is lesson planning important?

Every teacher is required to prepare a lesson plan because this is considered as guide for the day's lessons. Lesson planning is important because it gives the teacher a concrete direction of what she/he wants to take up for the day. Research has shown that student learning is correlated to teacher planning. One major explanation is that when plan is ready, teachers can focus on its implementation. When teachers do not have to think so much about what they need to do next they are able to focus on other parts of the lesson.

Lesson planning is important because it helps teachers ensure that the day-to-day activities that go on in their classrooms are providing students with an adequate level of long –term progress toward the goals outlined in their scope and sequence, as well as their individual education plans when necessary.

An effective lesson plan includes several elements: learning objectives, quality questions, supplies and activities. It is important to have the learning objectives in mind because those should drive the development and implementation of all activities in the classroom. Quality questions are inquiries that the teacher plans to direct at the students over the course of the lesson. Sometimes these questions are rhetoric in nature, but more often they are designed to help the student think at a higher level than simple memorization and comprehension. It is important to come up with a plan for assessment to determine whether the class has met its targets.

Lesson planning is a complex yet essential part of the teaching process that changes over time as teachers gain more hands-on experience.

4.4 Need of lesson planning

FAIL TO PLAN = PLAN TO FAIL

- Through lesson planning the subject is organized properly.
- It keeps the teacher free from the faults of thoughtless teaching.
- It makes the proper atmosphere for learning process.
- The teacher also gets a clear idea about when they should start evaluation and when they should proceed to the next lesson.
- Lesson plans helps in organized teaching and saves time.
- Lesson plans allow the teacher to apply appropriate strategy.
- Teacher will be more prepared and confident while teaching the lesson.

4.5 Characteristics of good lesson planning

Learning to plan is just like any other skill. It takes time and practice. At first lesson planning may seem like a time consuming process but by creating detailed lesson plans as a beginner teacher one is able to develop routines that can become more automatic over time.

- 1) Lesson planning should be in a written form.
- 2) In lesson planning, the general and important objectives should be clearly defined.
- 3) The lesson plan should relate to suitable teaching method and its use.
- 4) A continuity component reviews and reflects on content from the previous lesson.
- 5) Subject, time , class, average age of the students should be mentioned in the lesson plan.
- 6) Important examples should be included in lesson planning.
- 7) Inspirational or motivational methods should be experimented in lesson planning.
- 8) In lesson planning, the time for each topic should appropriately be pre determined.
- 9) In lesson planning, the techniques and supportive materials of education like charts, maps and other audio-visual materials and its utilization should be written.

I have always realized that when you start teaching it is 90% planning and 10% management. But for an experienced teacher, it is 10% planning and 90% management. If, having developed a set of effective management skills and teaching routines, having experienced how to be resourceful with very little, and above all having learned to trust your learners, you are ready to fly on your own. It's then that you will experience the (almost) unbearable lightness of teaching.

4.6 HERBARTIAN APPROACH OF TEACHING

While Herbart emphasized only four steps, i.e. *clarity, association, system and method*, his followers modified the four steps. Thus, the five steps are termed as Herbartian five steps of teaching.

Preparation/Introduction

Some questions are asked from the pupils in order to test their previous knowledge so that curiosity may arouse in them for learning of new knowledge. By testing their previous experiences pupils are prepared for acquiring new knowledge.

Statement of aim

Here, the topic becomes clear to the pupils and the teacher himself is supposed to write the topic on black-board in clear words.

Presentation

The lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn themselves by stimulating their mental activity. The teacher tries to receive most of the point from the pupils by questioning so that the new knowledge may get related to the previous knowledge.

Comparison and Association

In this, the facts, events and application taught are related mutually by comparison to enable the pupils to understand the taught material. The teacher establishes a relationship between two subjects and also between the facts and events of one subject and the facts and events of other subject. The compares them so that the new knowledge may get stabilized and clarified in the minds of the pupils.

Generalization

Herbart termed this step as 'system'. After explaining the main lesson, the pupils are provided with opportunities to think. They formulate such principles and rules which may be used in various situations of the future life.

Application

In Application it is observed whether the acquired knowledge may be applied to the new situations. The teacher verifies this by asking recapitulate question or by providing opportunities to apply the acquired knowledge in the new situations. This stabilizes the new knowledge and validity of the rules may also be proved.

HERBARTIAN LESSON PLAN MODEL

Date.....

Class.....

Period.....

Subject.....

Topic.....

1.General Objectives

These objectives are formulated by the teacher in his subject keeping in view the entering behaviors of the learners. For example: 1. to develop the knowledge of grammar among the students.

2.Specific Objective

These objectives are formulated on the basis of general objectives and considering the nature of the topic and level of students. These are specified in terms of knowledge, skill or appreciation. These objectives are written in behavioral terms. For Example:(i) Students will be able to recall the definition of noun. (ii) Students will be able to enumerate the examples of noun.

3.Introduction.

Here, the teacher employs his insight and experiences for linking new knowledge with the previous knowledge of the students. The topic is not introduced directly but it is usually emitted by the students' responses by asking introductory questions.

4.Teaching Aids

Audio-visual aids are selected according to the proposed topic.

5.Previous knowledge

Students' previous knowledge is mentioned. For example: Students are familiar with figure of speech. They know that nouns are naming words.

6.Statement of Aim

The teacher gives his statement of teaching topic by incorporating the students' responses. For Example: "Today, we will study about the noun and its kinds."

7.Presentation

The teacher prepares the developing questions after introducing the topic. The questions are arranged in logical sequence, i.e., from simple to complex, considering the structure of the topic.

8.Explanation

The teacher is supposed to explain the answers of the given developing question. As a whole of the content-matter is in the question-answer form.

9. Black board Summary

The teacher has to prepare the black-board summary of his teaching point and explanations.

10.Review Questions

The purpose of these questions is to practice the students' learning and to evaluate their performance whether they have comprehended the teaching unit or not. These review questions are asked only after rubbing the black-board summary. For example:

Q.1.What is the definition of Noun?

Q.2. Give some examples of Noun.....

11.Home assignments

At the end of the lesson plan, home assignment is given to the students on the same teaching unit. The purpose of home work is to practice, to organize and to study the topic for better understanding and retention.

Advantages

1.Organized Teaching

Each step has been organized in a logical order which provides an opportunity to the fresh teacher to become aware of future mistakes. Originality is never affected and the teaching goes on in a very organized way.

2.Acquiring thoughts as apperception.

Herbart believed that when the new thought related to the thoughts lying in unconscious mind of the pupils are presented, the thoughts of unconscious mind come to the conscious mind, establish relationship with the new thought and again go to the unconscious mind. Herbart termed this material process of acquiring thoughts as apperception.

3.Use of Inductive and Deductive Methods

While presenting the new knowledge, help of various examples is sought through generalization and rules are derived. It is an inductive method. In the step application, these

rules are to be executed, this is a deductive method. Thus, both inductive and deductive methods are used in this five steps approach.

4. Recapitulation

Such question is asked while recapitulating which, on answering, result in the learning and application of the acquired knowledge in new situations.

5. Correlation Possible

Herbart considered entire knowledge as a single unit. The knowledge of the pupils is acquired in a single unit. This allows to establishing a correlation between previous and new knowledge and between all subjects of the curriculum.

Disadvantages

1. Mechanical Method of Teaching

The use of these steps takes away the freedom of the teacher as he cannot incorporate his independent thought in any step. This reduces his originality. Hence, Herbartian approach is a mechanical method of teaching.

2. No Place for Individual Differences

While using Herbartian approach. Similar questions are asked to the entire. This overlooks individual differences.

3. Useful in Knowledge Lesson only

Herbartian approach is useful in the knowledge lesson only, not in appreciation and skill lessons.

4. Teacher More Active

In Herbartian approach, the teacher has to be more active. It is more desirable if the pupils remain more active than the teachers. As this teaching method is not activity-centered, pupils don't get any motivation for learning.

5. No need of Generalization

Generalization is not needed while teaching language, geography, history, music and arts etc. Thus, all the five steps are not needed while teaching.

6. Uninteresting

This approach stresses upon the teaching of all the subjects of curriculum in a similar sequence overlooking the interests, attitudes, abilities, and capacities of the pupils according to their mental development. The entire teaching becomes monotonous. The

pupil does not show any interest in acquiring new knowledge. Thus, Herbart's teaching method is not interesting

7. Difficulty of Correlation.

Considering the knowledge as a complete unit, Herbart emphasized correlation between different subjects for the unity in the mental life of the pupils, but following these five steps teachers impart the knowledge of different subjects to the pupils differently. They seek to establish a correlation between various subjects in order to bring integration in the mental life of the pupils which is essentially difficult, if not impossible. So, in nutshell it can be concluded that Herbartian Five-Step Approach, is an impressive and psychological teaching method. It includes both inductive and deductive methods. A correlation among all the subjects of the curriculum is possible by its use. There is a provision of recapitulation in the step under application.

However, some educationists point out that this method is useful only for knowledge lessons. Generalization is not needed in every lesson. Herbart's method is mechanical. There is no place for individual differences. It does not motivate the pupils to learn by doing. The correlation between the different subjects is essentially difficult. **Glower** points out that in Herbartian approach, emphasis is laid on teaching only instead of learning. This reduces the freedom of the teacher. Pupils also become passive. Neither is their character formed nor do they reach their desired goals. However, the pupil-teachers should follow this approach with necessary changes keeping its merits in view.

Check Your Progress

Note: a) Write your answer in the space provided after each item.

b) Compare your answers with those given at the end of the unit.

1. Write 6 characteristics of good lesson planning.

2. Why some educationists consider "Herbart's" method is mechanical?

4.7 Prerequisite of Lesson Planning

When should we plan a lesson?

Avoid planning lessons several days or weeks ahead of time because a teacher will not be aware of the students' needs or what problems they might be faced with at that particular time. It is best to plan lessons daily and bring them into class because as the lesson is progressing (as students are interacting with their teacher and with the language they are studying) things evolve and develop, depending on what has happened and what is happening moment to moment, and this way the teacher has a better and more accurate understanding of what students need to focus on in future lessons.

Why should we plan a lesson?

Lesson planning is essential because:

- It helps the teacher conduct his/her lesson in an orderly fashion and it allows students to know what they are going to be learning and how it fits into the course syllabus.
- Students also feel that the lessons are sequenced properly. Having a good lesson plan will also increase confidence in the teacher; on the other hand, not having a plan will result in complete failure for both teacher and students. In addition, a detailed plan clearly demonstrates that the teacher has taken the time, as well as, put in the thought and effort into making the lesson.
- Teachers who do not produce a lesson plan are often lazy, or feel that they can create a lesson (known as jungle path lessons) based on what is happening in the room at that moment. This can sometimes work, but to continue to never have a lesson plan proves to be ineffective, besides, your students will become frustrated and feel a sense of negligence or carelessness on the teacher's part as well as not getting their money's worth.
- Planning detailed lessons will avoid problems in class. This will give the teacher confidence that they have done their best to plan for any eventuality, or at least minimize some problems.

It is important to note that lesson planning is a thinking process, not the filling in of a lesson plan template. Lesson plan envisaged a blue print, guide map for action, a

comprehensive chart of classroom teaching learning activities. A systematic approach for the teaching of concepts, skills and attitudes.

- 1) Needs, capabilities and interest of the learner should be considered.
- 2) Prepared on the sound psychological knowledge of the learner.
- 3) Provide a new learning experience; systematic but flexible.
- 4) Related to social and physical environment of the learner.
- 5) Setting 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. **Harry Wong** states that “ Each (objective) must begin with a verb that states the action to be taken to show accomplishment. The most important word to use in an assignment is a ‘verb’, because verb states how to demonstrate if accomplishment has taken place or not.” The objective drives the whole lesson, it is the reason the lesson exist. Care should be taken when creating the objective for each day’s lesson, as it will determine the activities the students engage in. The teacher also ensures that lesson plan goals are compatible with the developmental level of the students.

6) Selecting lesson plan material

A lesson plan must correlate with the text book the class uses.

7) Lesson planning and tools

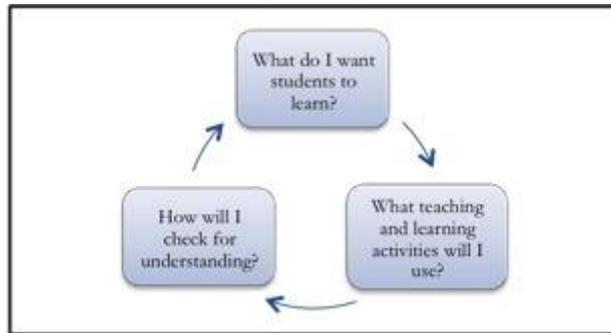
Making use of technology is an absolute best way of meeting the target of lesson plan. Teacher can use various technology like Projectors, Computer, Internet, etc. to give that interesting learning atmosphere to the students.

4.8 Strategies for effective lesson planning

A lesson plan is the instructor’s road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components:

- Objectives for student learning
- Teaching/learning activities
- Strategies to check student understanding

Specifying concrete objectives for student learning will help you determine the kinds of teaching and learning activities you will use in class, while those activities will define how you will check whether the learning objectives have been accomplished (see Fig. 1).



Steps for Preparing a Lesson Plan

Below are six steps to guide you when you create your first lesson plans. Each step is accompanied by a set of questions meant to prompt reflection and aid you in designing your teaching and learning activities.

(1) Outline learning objectives

The first step is to determine what you want students to learn and be able to do at the end of class. To help you specify your objectives for student learning, answer the following questions:

- What is the topic of the lesson?
- What do I want students to learn?
- What do I want them to understand and be able to do at the end of class?
- What do I want them to take away from this particular lesson?

Once you outline the learning objectives for the class meeting, rank them in terms of their importance. This step will prepare you for managing class time and accomplishing the more important learning objectives in case you are pressed for time. Consider the following questions:

- What are the most important concepts, ideas, or skills I want students to be able to grasp and apply?
- Why are they important?
- If I ran out of time, which ones could not be omitted?
- And conversely, which ones could I skip if pressed for time?

(2) Develop the introduction

Now that you have your learning objectives in order of their importance, design the specific activities you will use to get students to understand and apply what they have learned. Because you will have a diverse body of students with different academic and personal experiences, they may already be familiar with the topic. That is why you might start with a question or activity to gauge students' knowledge of the subject or possibly, their

preconceived notions about it. For example, you can take a simple poll: “How many of you have heard of X? Raise your hand if you have.” You can also gather background information from your students prior to class by sending students an electronic survey or asking them to write comments on index cards. This additional information can help shape your introduction, learning activities, etc. When you have an idea of the students’ familiarity with the topic, you will also have a sense of what to focus on.

Develop a creative introduction to the topic to stimulate interest and encourage thinking. You can use a variety of approaches to engage students (e.g., personal anecdote, historical event, thought-provoking dilemma, real-world example, short video clip, practical application, probing question, etc.). Consider the following questions when planning your introduction:

- How will I check whether students know anything about the topic or have any preconceived notions about it?
- What are some commonly held ideas (or possibly misconceptions) about this topic that students might be familiar with or might espouse?
- What will I do to introduce the topic?

(3) Plan the specific learning activities (the main body of the lesson)

Prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles. As you plan your examples and activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. These questions would help you design the learning activities you will use:

- What will I do to explain the topic?
- What will I do to illustrate the topic in a different way?
- How can I engage students in the topic?
- What are some relevant real-life examples, analogies, or situations that can help students understand the topic?
- What will students need to do to help them understand the topic better?

(4) Plan to check for understanding

Now that you have explained the topic and illustrated it with different examples, you need to check for student understanding – how will you know that students are learning? Think about specific questions you can ask students in order to check for understanding, write them down, and then paraphrase them so that you are prepared to ask the questions in different ways. Try to predict the answers your questions will generate. Decide on whether you want students to respond orally or in writing. You can also ask yourself these questions:

- What questions will I ask students to check for understanding?
- What will I have students do to demonstrate that they are following?
- Going back to my list of learning objectives, what activity can I have students do to check whether each of those has been accomplished?

An important strategy that will also help you with time management is to anticipate students' questions. When planning your lesson, decide what kinds of questions will be productive for discussion and what questions might sidetrack the class. Think about and decide on the balance between covering content (accomplishing your learning objectives) and ensuring that students understand.

(5) Develop a conclusion and a preview

Go over the material covered in class by summarizing the main points of the lesson. You can do this in a number of ways: you can state the main points yourself ("Today we talked about..."), you can ask a student to help you summarize them, or you can even ask all students to write down on a piece of paper what they think were the main points of the lesson. You can review the students' answers to gauge their understanding of the topic and then explain anything unclear the following class. Conclude the lesson not only by summarizing the main points, but also by previewing the next lesson. How does the topic relate to the one that's coming? This preview will spur students' interest and help them connect the different ideas within a larger context.

(6) Create a realistic timeline

How easy it is to run out of time and not cover all of the many points they had planned to cover. A list of ten learning objectives is not realistic, so narrow down your list to the two or three key concepts, ideas, or skills you want students to learn. Instructors also agree that they often need to adjust their lesson plan during class depending on what the students need. Your list of prioritized learning objectives will help you make decisions on the spot and adjust your lesson plan as needed. Having additional examples or alternative activities will also allow you to be flexible. A realistic timeline will reflect your flexibility and readiness to adapt to the specific classroom environment. Here are some strategies for creating a realistic timeline:

- Estimate how much time each of the activities will take, then plan some extra time for each
- When you prepare your lesson plan, next to each activity indicate how much time you expect it will take
- Plan a few minutes at the end of class to answer any remaining questions and to sum up key points
- Plan an extra activity or discussion question in case you have time left
- Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan

Presenting the Lesson Plan

Letting your students know what they will be learning and doing in class will help keep them more engaged and on track. You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class. You can outline on the board or on a handout the learning objectives for the class. Providing a meaningful organization of the class time can help students not only remember better, but also follow your presentation and understand the rationale behind in-class activities. Having a clearly visible agenda (e.g., on the board) will also help you and students stay on track.

Reflecting on Your Lesson Plan

A lesson plan may not work as well as you had expected due to a number of extraneous circumstances. You should not get discouraged – it happens to even the most experienced teachers! Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom. For additional feedback on planning and managing class time, you can use the following resources: student feedback, peer observation, viewing a videotape of your teaching, and consultation with a staff member.

Conclusion

To be effective, the lesson plan does not have to be an exhaustive document that describes each and every possible classroom scenario. Nor does it have to anticipate each and every student's response or question. Instead, it should provide you with a general outline of your teaching goals, learning objectives, and means to accomplish them. It is a reminder of what you want to do and how you want to do it. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other.

4.9 Preparation of lesson planning

Following points should be kept in mind while preparing a lesson plan:

- 1) Lesson number
- 2) Date
- 3) Time
- 4) Class
- 5) Subject
- 6) Average age of children
- 7) Topic of the lesson
- 8) Aims of the lesson
 - a) Specific aim
 - b) General aim
- 9) Material aids

- 10) Previous knowledge
- 11) Introduction
- 12) Statement of the aim
- 13) Presentation
- 14) Comprehensive question
- 15) Black-board summary
- 16) Application or Recapitulation
- 17) Home-work

Topic of the lesson

For effective teaching the reading material is divided into various topics. If a topic is small in size, then it works as a lesson for the day. But if it is lengthy, then it is divided into sub topics, according to our ideas and accordingly each heading is also determined.

Aims of the lesson

Before lesson is taught, it is necessary to decide its aim or objectives. Every lesson has following two types of aims:

a) **General aims:** By general aims we mean aims related to the subject. In these aims, no change is made as they are definite and have direct relation with the full subject.

b) **Specific aims:** Those aims which are not related to the full subject, instead, they are related to a part of the lesson and with a particular context. These are changed in accordance with the changes in lesson and context.

Material aids

In order to make the teaching successful, effective and interesting, a teacher uses material aids or devices and techniques. The time and manner of which should be included in the lesson plan.

Previous knowledge

Previous knowledge is the knowledge, which the students already possess before teaching them a new lesson. In previous knowledge not only the previous reading material, but all the experiences of the child, which he has achieved till now is included. By taking into

consideration the previous knowledge, this will also be kept in mind, but previous knowledge of the students should be in accordance to the selected lesson.

Introduction

Before starting a new lesson, a teacher should prepare his students to acquire new knowledge. Here a question arises, how can a teacher may ask 3 or 4 questions based on the students' previous knowledge, in order to inculcate interest, enthusiasm and curiosity among his students for accepting the new lesson. In order to make the student accept and adopt a new lesson, following methods can be used:

- a) Asking questions based on the lesson
- b) Narrating a story
- c) Showing a picture
- d) Explaining the subject
- e) Narrating poems
- g) Presenting any example or incident etc.

Statement of aim

After completing the introduction of the lesson, students get a picture of the objectives of that lesson. After giving the introduction, teacher should tell the specific aims. While students are acquainted with the specific aims of lesson, enthusiasm is generated among them. Secondly, they choose the correct way for the study of the lesson. Their attention is centralized towards the reading subject and the teacher will feel comfortable while teaching.

Presentation

After statement of aim, when the attention of both, the teacher and the students are centralized towards the lesson, the teacher should use the principle of selection and division. For the development of the units, a teacher is required to use various educational techniques like questions, examples, explanation, narration and exhibition.

Comprehensive questions

Comprehensive questions are those questions, which are asked by the teacher from his students after teaching every unit of the lesson, in order to ascertain, whether the children have properly understood the lesson or not. Comprehensive questions are usually of two types – first related to the teaching matter and second related to the language.

Black – board summary

The black board summary should always be formed with the help of students, but not much time should be devoted to this purpose. Black –board summary consists of important sentences which should be small, clear, relevant and written in a serial form so that students can adopt lesson matter easily and comfortably.

Recapitulation

Recapitulation exercise should be done so that whatever has been taught to the students till now, can be retain in their brains. The teacher comes to know about the success or failure in achieving his aim.

Home – work

Home assignment should be given to the students related to that lesson.

Check Your Progress

Note: a) Write your answer in the space provided after each item.

b) Compare your answers with those given at the end of the unit.

3. When should we plan a lesson?

4. Why material aids are useful in teaching?

4.10 Samples of lesson plan

Lesson Plan 1

Date :

Class : VII A

Subject : English (Grammar)

Period : II

School :

Duration : 40 mins

Topic : Adjective

General Objective:

1. To make the students acquainted with the rules of English grammar.
2. To enable the students to use grammar rules practically.
3. To enable the students to speak and write correct English.
4. To develop their interest and confidence in English language.

Specific Objectives:

1. To expose the students the use of adjectives and its various kinds.
2. To give them practice of adjective through exercise.

Previous Knowledge:

The students are familiar with the parts of speech.

Material Aids:

Ordinary classroom equipments, Charts and pictures.

Statement of the aim:

Well students, today we shall learn about 'Adjective.'

Teaching Point	Teaching Objective	Pupil-Teacher Activity	Students' Activity	Black-board work/Material Aids	Evaluation
Developing grammar	To expose the students the use of adjectives and its	Q. What is this? Q. Which part of speech does	Ans. Sir, this is a doll. Ans. Sir, the doll represent	A picture	To develop the students the use of adjectives and its

	various kinds	a doll represent? Q. What is the colour of her dress? Q. What does the word 'red' represent?	noun. Ans. Sir, the colour of her dress is red. Ans. No response.		various kinds.
Developing grammar	There was a brown bird. Rahul is healthy boy. Green parrot was flying in the sky.	1. What is 'bird' in grammar? 2. What is the colour of the bird? 3. What is 'boy' in grammar? 4. What type of boy he is? 5. What is 'parrot' in grammar? 6. What is the colour of the parrot?	1. The 'bird' is noun in grammar. 2. The colour of the bird is brown. 3. The 'boy' is noun in grammar. 4. He is a healthy boy. 5. The parrot is noun in grammar. 6. The colour of parrot is green.	Adjective is a word used with a noun to add something to its meaning.	Fill in the blanks: 1.
Home Work		Define Adjectives with proper examples.	Students will write on their note-books.		

Lesson Plan 2

Date:

Class: VI

Subject: English

Period: III

School:

Duration: 40 mins.

Topic : Sohrab and Rustam(Prose)

General Objective:

1. To make the students to speak and write correct English.

2. To enable the students to read the lesson with correct pronunciation.
3. To develop the vocabulary of the students.
4. To develop the writing ability in students.

Specific Objectives:

1. To enable the students to understand the story ‘Sohrab and Rustam’.
2. To enable the students to understand the ideas, expressed in the passages of the lesson.

Previous Knowledge:

The students are familiar with stories of warriors.

Material Aids:

Ordinary classroom equipments, Charts and pictures.

Statement of the aim:

Today we shall study about the lesson “Sohrab and Rustum”. It is the story of two great warriors Sohrab and Rustum. Rustum was the father of Sohrab.

Teaching point	Teaching objective	Teacher’s activities	Students’ activities	Material aids	Evaluation
Development of speaking skills	Students speak in simple English	Q. What is this? Q. What is this? Q. What is this? Q. What do you know about the lesson ‘Sohrab and Rustum’?	Ans. Sir, this is a sword. Ans. Sir, this is a spear. Ans. Sir, this is a shield. Ans. Sir, warriors use it. No response	Pictures and charts	To develop pre knowledge and proceed simple to complex
Development of reading skill	Students read the passage correctly	Rustum was Teacher reads the passage with correct pronunciation			

		Now teacher listens to the students	Students read the passage one by one		
Development of pronunciation skill	Students are now able to pronounce the words correctly	Pronunciation drills: Teacher pronounces some difficult words as: Warrior Beautiful Palace Princess	Students pronounce these words with the teacher	Black board	Pronounce these words: Worried Married Happily Please
	Students are now able to read the passage accurately	Silent reading: Teacher remain silent during the silent reading	Students read the passage		Fill in the blanks
Home work		1. Who was Rustum? 2. What was the name of his wife? 3. Where did they live?	Students will write on their note-books.		

Lesson Plan 3

Date:

Class: VIII

Subject: English

Period: 1st

School:

Time: 40 mins.

Topic: The Ferryman (Poetry)

General Objective:

1. To enable the students to enjoy the beauty of the poem.
2. To enable the students to appreciate poetry.
3. To develop the imagination of the students.

4. To enable the students to enjoy the rhythm and style of the poem.
5. To enable the students to understand the thoughts contained in the poetry.

Specific Objectives:

1. To enable the students to enjoy the beauty of the poem 'The Ferryman'.
2. To enable the students to appreciate the rhythm and style of the poem.
3. To enable the students to understand the ideas, expressed in the poem.

Previous Knowledge:

Students have already learnt the similar poems.

Material Aids:

Ordinary classroom equipments, Charts and pictures.

Statement of the aim:

Well students, today we shall recite an interesting poem 'The Ferryman'.

Teaching point	Teaching objective	Teacher's activities	Students' activities	Method and Material aids	Evaluation
		<p>Introductory Questions: Q. What are the means of travelling? Q. What are the means of voyage? Q. What is called the man who rows the boat? Q. What is the synonym of boatman?</p>	<p>Ans. Bus, car, train etc. are the means of travelling. Ans. Boat, ship etc. are the means of voyage. Ans. The man who rows the boat is called boatman. No response</p>	<p>Question and answer method Pictures</p>	

Development of reading skill	The students read the poem with rhythm	The teacher reads the poem with rhythm and gesture	The students hear attentively	Reading method	
Improvement in pronunciation and development in word sound	The students know the pronunciation of the words and tell the words of same sound	Pronunciation drill: The teacher writes down a few words on the board and pronounce the same correctly. Then he ask the students to pronounce the words	The student pronounce the words	Direct method	Pronounce the word of same sound
Testing of rhythm and pronunciation	The students read the poem with correct rhythm and proper pronunciation	Imitation reading: The teacher ask the students to read the poem with proper rhythm and pronunciation	The students read the poem		
Comprehending vocabulary	The students tell the meaning of the following words as Devices, Ferryman etc.	The teacher writes the meanings and tough words			
Explanation of the poem		Teacher explains the poem	The students will listen carefully		
Reading aloud by the teacher		Once again the teacher will give a model reading of a	The students will listen to the teacher carefully		

		stanza			
Comprehension questions		Q.1. What is the meaning of this line "And my eyes are blue"	Ans. 1. The child wants to impress the boatman through the beauty of his eyes. It is blue.		
Home work		Learn the poem with rhythm	Students will write on their note-books.		

4.11 Let us sum up

In this unit we have discussed the need of lesson planning. We have discussed the Herbartian approach of teaching. Lesson planning is very essential as it helps the teacher conduct his/her lesson in an orderly fashion and it allows students to know what they are going to be learning and how it fits into the course syllabus. It will help pupil teacher to plan his lesson in orderly manner. The samples may help the teacher to construct the lesson plan and also exploring more opportunities for integration of alternative resources in your classroom.

4.12 Questions for reflection

- Does the lesson plan fit a particular framework?
- What are the benefits of lesson planning.
- Why should we plan a lesson?
- What might a detailed lesson plan look like?
- In your opinion what should be included in a lesson plan. Discuss.

4.13 Answers to check your progress

1. 1) Lesson planning should be in a written form.
 - 2) In lesson planning, the general and important objectives should be clearly defined.
 - 3) The lesson plan should relate to suitable teaching method and its use.
 - 4) A continuity component reviews and reflects on content from the previous lesson.
 - 5) Subject, time , class, average age of the students should be mentioned in the lesson plan.
 - 6) Important examples should be included in lesson planning.
2. Some educationists point out that this method is useful only for knowledge lessons. Generalization is not needed in every lesson. Herbart's method is mechanical. There is no place for individual differences. It does not motivate the pupils to learn by doing. **Glomer** points out that in Herbartian approach, emphasis is laid on teaching only instead of learning. This reduces the freedom of the teacher. Pupils also become passive.
3. Avoid planning lessons several days or weeks ahead of time because a teacher will not be aware of the students' needs or what problems they might be faced with at that particular time. It is best to plan lessons daily and bring them into class because as the lesson is progressing things evolve and develop, depending on what has happened and what is happening moment to moment, and this way the teacher has a better and more accurate understanding of what students need to focus on in future lessons.
4. In order to make the teaching successful, effective and interesting, a teacher uses material aids or devices and techniques.

4.14 Reference and suggested reading

- Kaur Manmeet: English Lesson Plan(IGNOU help book for English lesson plan in English)
- Lesson Plan Steps (Herbartian Approach). Retrieved from <http://freenaleen.blogspot.in/2013/12/lesson-plan-steps-herbartian-approach.html>
- Serdyukov, Peter, and Ryan, Mark. *Writing Effective Lesson Plans: The 5-Star Approach*. Boston: Allyn & Bacon, 2008.
- Unit Plans for Teacher. Retrieved from <http://www.education.com/reference/article/unit-plans-teachers/>

