

Planning 3

Objective

By the end of these sessions teachers will:

- have planned lessons to fit into a unit of work.

Resources

For the trainer

- Computer with data projector, Microsoft PowerPoint and Presentation 11.ppt
- Whiteboard or flipchart
- Plain A4 paper
- Actual resources, or video demonstrating the use of particular resources, to show teachers in the last part of the session
- *Sample lesson plans for mathematics: Grades 1 to 12*

For each teacher

- *Teacher's pack*
Handout 11.1
- *Sample lesson plans for mathematics: Grades 1 to 12*

For each school group, brought by teachers

- Mathematics textbooks
- Examples of lesson plans that they have developed themselves (one per teacher up to a maximum of three per school group)

Session outline

Introduction Slides 11.1–11.2	Whole group presentation	10 minutes
The elements of a good lesson plan Slides 11.3–11.5	Task 1: Identifying the elements of a good lesson plan Whole group presentation Task 2: Information in a lesson plan	25 minutes
Lesson planning	Task 3: Planning a lesson	45 minutes
Sharing ideas and improving lesson plans Handout 11.1	Task 4: Sharing ideas Task 5: Improving lesson plans	45 minutes
Incorporating the use of specific resources in lesson plans	Demonstration and discussion of the use of specific resources	30 minutes
Conclusion	Whole group presentation	5 minutes

Introduction

10 minutes

Welcome everyone back and make any introductions. Deal with any domestic or administrative matters.

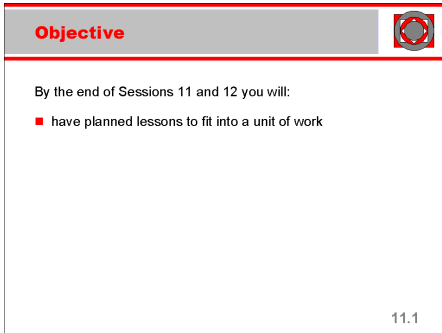
Refer to the *Teacher's pack*. Point out the programme for the fourth day, the evaluation form for completion at the end of today's sessions and the reduced copies of the slides at the back of the pack.

Explain that the fourth day of this workshop focuses on lesson planning. Use **slide 11.1** to introduce the objective for Sessions 11 and 12.

Before the session starts, brief any interpreter about the key points of the session. If necessary, clarify how the word *plenary* will be translated into Arabic.

Make sure that each teacher has a copy of the *Sample lesson plans*.

Load **Presentation 11.ppt**.



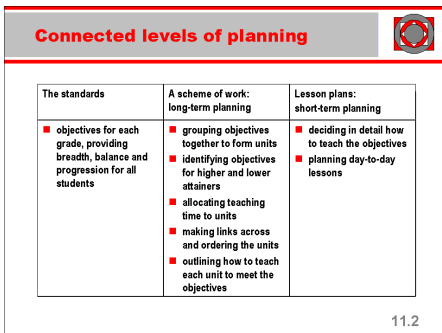
Objective

By the end of Sessions 11 and 12 you will:

- have planned lessons to fit into a unit of work

11.1

Remind teachers again of the connected levels of planning. Show **slide 11.2**.



Connected levels of planning

The standards	A scheme of work: long-term planning	Lesson plans: short-term planning
<ul style="list-style-type: none">■ objectives for each grade, providing breadth, balance and progression for all students	<ul style="list-style-type: none">■ grouping objectives together to form units■ identifying objectives for higher and lower attainers■ allocating teaching time to units■ making links across and ordering the units■ outlining how to teach each unit to meet the objectives	<ul style="list-style-type: none">■ deciding in detail how to teach the objectives■ planning day-to-day lessons

11.2

Say that this third session on planning will focus on the right-hand column, lesson planning. Make these points.

- Each unit of work is likely to consist of several lessons, some of which may be grouped around a theme: for example, an 8-hour unit may be planned in blocks of 3, 2 and 3 one-hour lessons.
- Units may 'interleave' with other units, for example, to connect a unit on geometry to one on algebra, or one on measures to one on data handling.
- Lesson plans are teaching notes for a block of lessons or individual lessons, showing how the work will unfold to achieve its intended objectives.
- Lesson plans are developed to match individual class requirements, for example, students' differing abilities and the resources available.
- The best lesson plans take account of the formative assessments that teachers have been making. They therefore cannot be finalised too much in advance of the lesson. For example, they cannot all be planned at the beginning of a school year but have to be developed as the year progresses.

The elements of a good lesson plan

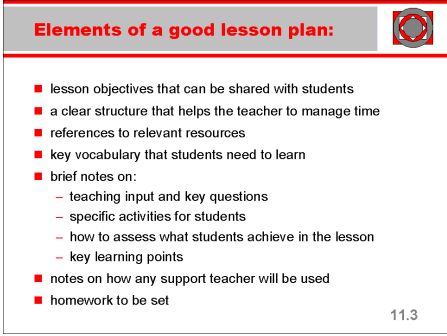
25 minutes

Task 1: Identifying the elements of a good lesson plan

Put this question to the whole group: ‘What are the key elements of a good lesson plan?’ Ask everyone to discuss the question in pairs, choosing a teacher from a different school as a partner. Allow 2 or 3 minutes for the discussion, then take feedback, inviting the pairs in turn to suggest one element. List the suggestions on a flipchart.

Summarise with **slide 11.3**, relating the points back to those on the flipchart.

Omit this slide if the points have been covered on the flipchart.



Elements of a good lesson plan:

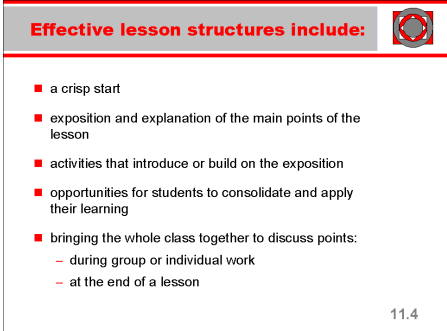
- lesson objectives that can be shared with students
- a clear structure that helps the teacher to manage time
- references to relevant resources
- key vocabulary that students need to learn
- brief notes on:
 - teaching input and key questions
 - specific activities for students
 - how to assess what students achieve in the lesson
 - key learning points
- notes on how any support teacher will be used
- homework to be set

11.3

Make these points about the objectives for the lesson.

- The objectives for the lessons should be drawn from the standards, as indicated in the unit.
- It is important not to have too many objectives in a particular lesson or block of lessons, so that the teacher and students can remember them.
- Lessons may also have subsidiary objectives that are not written down.
- The objectives for each unit are written for teachers, but need to be adapted into appropriate language and given to students so that they are aware of the goals for their learning.

Stress the importance of a lesson having a good structure. Show **slide 11.4**.



Effective lesson structures include:

- a crisp start
- exposition and explanation of the main points of the lesson
- activities that introduce or build on the exposition
- opportunities for students to consolidate and apply their learning
- bringing the whole class together to discuss points:
 - during group or individual work
 - at the end of a lesson

11.4

Expand on the purposes of the parts of the structure as follows:

- a crisp start
 - to develop oral and mental skills and recap prior knowledge, often in a specific starter activity;
- exposition and explanation of the main points of the lesson
 - to introduce new information or skills;
- activities that introduce or build on the exposition
 - to allow students to process the new information, to identify patterns, rules and conventions arising from it and to develop understanding;

- opportunities for students to consolidate and apply their learning to encourage students to engage in a range of written, diagrammatic, physical/practical, visual, auditory or oral activities and responses;
- bringing the whole class together during and at the end of a lesson:
 - to allow the teacher to check on students' progress and to discuss and rectify students' misunderstandings;
 - to allow students to reflect on their achievement, what they have learned and how they learned it;
 - to draw out the broad purpose of the lesson and key learning points, and how these link to other lessons.

Emphasise that the planning structure helps teachers to manage the use of time and build on students' previous learning. It allows development from a shared, whole class context, through supported application of skills and knowledge by students in groups or pairs, to independent work.

Say that, as with the scheme of work, there is no right or wrong way to set out a lesson plan. The main criterion is that it helps a teacher to teach an effective lesson.


Task 2: Information in a lesson plan

Put this question to the whole group: 'What information do you normally include in your lesson plans? What headings do you use?'

Ask everyone to discuss the questions in pairs, again choosing a teacher from a different school as a partner. Allow two to three minutes for the discussion, then take feedback, inviting the pairs in turn to suggest one element. List the suggestions on a flipchart.

Summarise with **slide 11.5**, relating the points back to those on the flipchart.

Omit this slide if the points have been covered on the flipchart.

Typically, lesson plans: 

- show the title and the unit on which the lesson is based
- list the lesson's objectives
- identify key vocabulary
- list resources such as apparatus, textbooks, ICT applications
- outline how the lesson will start
- show how the lesson will develop through teaching input and student activities, including key questions
- indicate how the lessons will be consolidated, summarised and rounded off and students' responses assessed
- where appropriate, suggest homework

11.5

Remind the group that, with the exception of the first and last bullets, the *Sample lesson plans for mathematics: Grades 1 to 12* have these features. (The sample lesson plans don't suggest the unit or homework because they are single examples taken out of sequence.)

Lesson planning

45 minutes

Task 3: Planning a lesson

Leave slide 11.5 on display. Ask teachers to work in school groups and to prepare a lesson. For example, they could prepare a lesson to fit into the unit of work that they prepared in Sessions 7 and 8, somewhere near the beginning of the unit. They should aim to include all the features on the slide. Offer spare plain paper to any groups that need it.

Advise the groups:

- not to spend too long on designing a layout for their lesson plan – for today’s exercise, a straightforward list down the page will do;
- to discuss the whole lesson thoroughly before attempting to write the plan so that they have a clear overview of it before they begin;
- the lesson should promote active teaching and learning, and develop one or more reasoning and problem solving skills;
- to select appropriate material from the textbooks that they have brought (for example, a practical activity or practice exercise) and to include a reference to it in their lesson plan.

Allow 40 to 45 minutes. Groups that finish quickly should plan a second lesson.

Take a break at this point.

You may wish to give teachers a specific topic on which to base their lesson plan which could be followed up by specific activities later in the session, e.g. place value in primary schools.

Sharing ideas and improving lesson plans

45 minutes

Task 4: Sharing ideas

Ask the school groups to join up so that the larger groups represent two schools of a similar type. For example, put teachers of Grades 4 to 6 together. Invite the groups to show each other the design of their lesson plan and to talk through the content. They should explain carefully how their lesson plan fits into the whole unit.

Ask those looking at a plan from another school to comment on whether the plan provides enough detail to enable the lesson to be taught effectively and to suggest any improvements.

Allow 18 to 20 minutes for this task.

Bring everyone together for further feedback and discussion, allowing 10 more minutes. Take brief feedback from two or three groups on one of their planned lessons.

Answer any questions that participants may have and discuss any issues.

Task 5: Improving lesson plans

Explain that the purpose of this part of the session is for participants to reflect on their own current lesson planning.

Ask everyone to work in school groups. They should refer to the lesson plans that they have brought to the session and use **Handout 11.1** to decide which

aspects of their lesson plans they like and which they think they can develop. The focus should be on any actions that the department will take to refine and improve their lesson plans.

Allow 10 to 15 minutes for this task.

Bring the whole group together and take brief feedback from the groups, picking up suggestions for what they might change and why.

Incorporating the use of specific resources in lesson plans

30 minutes

Say that this part of the session turns to a new theme: the use of specific resources that could help to extend students' range of experiences. It is an opportunity to share local ideas and resources.

For example, you could:

- invite one or more publishers to show a selection of their books;
- demonstrate yourself the use of a selection of books, software, materials or equipment suited to the age range of students in the teachers' schools;
- invite one or two teachers to describe how they use particular resources in their schools.

Make sure that there is enough time for teachers to ask questions about the resources.

Conclusion

5 minutes

Say that in the sessions on planning teachers have looked at the relationship between the standards, the long-term plan or scheme of work composed of a number of units, and the short-term or lesson plan that fits into a unit. Lesson plans should be annotated after the lesson has been taught to suggest how they might be amended if taught again.

To round off the sessions on planning, reiterate these points.

- There is no set format for lesson plans.
- Lesson planning takes time but is worthwhile, especially at a time of curriculum reform. Collaborative planning is better than planning alone, so that a common understanding of teaching approaches is developed.
- Joint planning as a subject team provides an opportunity for professional dialogue and continuing professional development.
- After the lessons have been taught, it is worth annotating the plans with suggestions for improving them.