

School N 88 after Yohannes Lepsius

Research Paper

The Title – Writing an Individual Lesson Plan

Naira Sargsyan

2021

Contents

Introduction	2
1. The Lesson Plan and Its Importance	5
1.1 Pre-Planning	6
2. An Effective Lesson Plan	9
2.1 Lesson objectives	10
2.2 Lesson Materials	11
2.3 Lesson Procedure	11
2.4 Time Requirements	12
2.5 Anticipated Problems and Solutions	12
2.6 Assessment	13
2.7 Evaluation and Reflection	14
3. Lesson Plan Model	15
Conclusion	16
Bibliography	17

Introduction

The overarching goal of lesson planning is to make learning more impactful for students...

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 will 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 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.

A well-developed lesson plan reflects the interests and needs of students. It incorporates best practices for the educational field. The lesson plan correlates with the teacher's philosophy of education, which is what the teacher feels is the purpose of educating the students.

It is important to note that lesson planning is a thinking process, not the filling in of a lesson plan template. A lesson plan is envisaged as a blue print, guide map for action, a comprehensive chart of classroom teaching-learning activities, an elastic but systematic approach for the teaching of concepts, skills and attitudes.

The first thing for setting a lesson plan is to create an objective, that is, 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. The objective drives the whole lesson plan; it is the reason the lesson plan exists. The teacher should ensure that lesson plan goals are compatible with the developmental level of the students. The teacher ensures as well that their student achievement expectations are reasonable.

Creating a reliable lesson plan is an important part of classroom management. Doing so requires the ability to incorporate effective strategies into the classroom, the students and overall environment. There are many different types of lesson plans and ways of creating them. Teachers can encourage critical thinking in a group setting by creating plans that include the students participating collectively. Visual strategies are another component tied into lesson plans that help with classroom management. These visual strategies help a wide variety of students to increase their learning structure and possibly their overall comprehension of the material or what is in the

lesson plan itself. These strategies also give students with disabilities the option to learn in a possible more efficient way. Teachers need to realize the wide range of strategies that can be used to maintain classroom management and students. They should find the best strategies to incorporate in their lesson planning for their specific grade, student type, teaching style, etc. and utilize them to their advantage. The classroom tends to flow better when the teacher has a proper lesson planned, as it provides structure for the students. Being able to utilize class time efficiently comes with creating lesson plans at their core.

Having a daily structure in place helps teachers:

Approach each lesson with confidence: The planning process gives teachers a chance to check their own knowledge of the concepts being taught and ensures they've gathered all the materials they need to teach those concepts ahead of time, so they can more effectively pass that learning on to their students. That, in turn, helps inspire more respect and engagement from the learners throughout the lesson.

Manage classroom time more effectively: How will the lesson flow from the moment students sit down at their desks until the bell rings at the end? Lesson planning helps teachers break down each lesson into a defined flow with specific classroom activities – and gives them a schedule they can stick to. Well-managed classroom time aids in the pace of learning as well, meaning important parts of the lesson aren't crammed in as time runs out (or cut altogether), and that students are kept engaged evenly through the class.

Align learning with standards: While each lesson should have an objective of its own, it also fits into a much larger landscape of national, state or school standards that dictate what students need to learn in each grade level and subject. When a lesson plan includes those standards, teachers can make sure students stay on track with expected milestones, while making it easier to look back and measure progress. At the end of the year, they should be able to see how all the lessons add up to meet those standards.

Bring substitute teachers up-to-speed: A detailed and well-organized lesson plan is a perfect way to make sure a substitute teacher knows what he or she needs to cover during class. It creates a consistency of learning for students, as their progress isn't interrupted. It helps the substitute lead a class they may not be familiar with. Plus, it gives the regular teacher confidence knowing that class time is being used effectively – and that he or she won't need to repeat the lesson later.

Plan and perfect into the future: Daily lesson planning is demanding. It requires a repeated upfront investment of time and effort. Even after the lesson, teachers should gather feedback and practice self-reflection to identify things they can improve for next time. However, once a teacher creates a plan, they have a solid foundation upon which they can create future lessons – for their current class and the next – with only minor iterations needed.

Document their own progress: Lesson plans provide a full and ongoing picture of all the learning that's occurring in a classroom, as well as a quick reference of learning that has happened in the past, making them a perfect resource for teachers to share with administrators and supervisors who need a front-line view of classroom progress. They can even help measure teachers' professional performance and even become portfolio pieces when looking for teaching jobs.



“The best teachers are those who think carefully about what they are going to do in their classes and who plan how they are going to organize the teaching and learning.” Jeremy Harmer.

1 The Lesson Plan and Its Importance



A lesson plan is a framework for a lesson. If you imagine that a lesson is like a journey, then the lesson plan is the map. It shows where you start, where you finish and the route to take to get there. Lesson plans are the product of teachers' thoughts about their classes; what they hope to achieve and how they hope to achieve it. They are usually, though not always, in written form. There are as many different kinds of plan as there are teachers. Trainee teachers often have to produce very detailed written plans, with descriptions not only of each activity but also listing the exact questions and instructions they will give the class as well as the timings for every activity. In a full-time teaching situation, however, it is impractical to expect teachers to plan with this level of detail each lesson they teach. Newly qualified teachers may rely on a less detailed, but still fairly comprehensive written plan. As teachers gain experience and confidence, planning is just as important, but teachers develop the ability to plan much quicker and with less need for detail. Very experienced teachers may be able to go into a class with just a short list of notes or even with the plan in their head. Whatever the level of experience though, it is very important that all teachers take the time to think through their lessons before they enter the classroom.

Imagine starting a journey but with no idea where you are going. You are the driver of a bus full of students and although you know you have to drive them for a particular period of time, without your map you have no idea where you want to go or how to get there. It may still be an

interesting journey but it would be very easy to get lost and your passengers would not be very happy!



Without some kind of planning, a lesson could be just as chaotic and could leave the students with no clear idea of what they were doing or why. This kind of uncertainty is not good for effective learning or class discipline. One of the most important reasons to plan is that the teacher needs to identify his or her aims for the lesson. Teachers need to know what it is they hope to achieve in the class, what it is they want the students to be able to do at the end of the lesson that they couldn't do before.

Here are some more reasons why it is essential to plan:

- Planning is a sign of professionalism. Students expect teachers to be professional. If you are prepared, the students can tell. They also know if you are not prepared. Planning is a way to help gain the respect of your students.
- By planning you are considering your teaching situation and your particular students. However good your teaching material or course book may be, it is unlikely that it was prepared for your particular students. Planning gives you the opportunity to tailor your material and teaching to your class
- Planning gives the teacher a chance to predict possible problems in the class and think about ways to deal with them. By thoroughly researching the target language and being prepared for difficult questions, for example, the teacher can feel confident in the classroom.

Before writing a plan one should first think it over carefully. This stage is called Pre-Planning.

1.1 Pre- Planning

As it is mentioned in the book “Action Plan For Teachers” by Callum Robertson and Richard Acklan, every lesson is unique and is made up of different stages. Lessons can focus on grammar, vocabulary, reading or writing. They may contain listening and speaking activities and

concentrate on introducing new language items or on revision. The actual content of any lesson will depend on what the teacher aims to achieve during the lesson, the students and the teaching situation. However there are some ideas that can be considered for every lesson. Students who are interested in, involved in and enjoy what they are studying tend to make better progress and learn faster. As teachers, it is important then to provide students with lessons that are not only well-structured but which are also interesting and enjoyable. Careful thought and preparation will help to achieve this. When thinking about an English lesson it is useful to keep the following three elements in mind: *Engage, Study and Activate*.

As for *engage* it is said that it is very important to engage the students. This means getting the students interested in the subject, in the class and in the language point and hopefully enjoying what they are doing. But why is this important? After all, you may feel that students come to school to learn, not to be entertained! If students are engaged, if they're genuinely interested and involved in what's going on, the chances are that they're going to learn an awful lot better because they're not just doing what they have to do because they're in school, they're also actively involved in what's going on. Engaging students is important for the learning process. Engaged students learn better and are likely to cause fewer discipline problems.

In the *Study* stage one must consider that in any lesson students usually need something to study. In an English teaching lesson there needs to be some language focus for the class. Students need to be introduced systematically to the way that English is put together. The Study element of a lesson could be a focus on any aspect of the language, such as grammar or vocabulary and pronunciation. A Study stage does not have to be new language input. It could also cover revision and extension of previously taught material.

As for the *Activate* stage we see that simply telling students about the language is not usually enough to help them to learn it. In order for students to be able to develop their use of English, they need to be given the chance to produce it. In an Activate stage the students are given tasks, normally writing and or speaking activities which require students to use not only the language they are studying that day, but also other language that they have learnt.

Here are some reasons why it's important to let students have this kind of practice:

- It gives students the chance to rehearse English, as if they were doing it in the real world but in the safe environment of the classroom.
- Some theories of language learning suggest that by giving students this kind of practice, it helps them to 'switch' language they have been studying, into language which they can use instinctively without having to think about it.

- These kind of activities are often fun for the students. As we have mentioned before, providing an enjoyable classroom experience for students helps the learning process.
 - This kind of activity is fun, because it does not restrict the students to using only a particular area of language, is an effective way for both students and the teacher to assess how well the class is progressing.
 - Providing suitable tasks which the students can achieve using lots of different language has a positive motivational effect on students. Motivated students tend to learn better.
- Engage, Study and Activate – three important considerations for any lesson.



2. An Effective Lesson Plan

Creating an effective lesson plan is much more than filling in a template. If a lesson is going to achieve all the benefits mentioned above, teachers need to consider its structure, the goals they set for themselves and their class, the way they deliver the material and much more.

1. Always plan with students in mind

Think about what learning looks like from the other side of the classroom. What might students think, feel and question? Are there points where they're likely to get confused? Is the amount of new material overwhelming? Is learning interesting and relevant to their everyday lives? Putting themselves in their students' shoes helps teachers make each lesson more engaging – and helps the information stick.

2. Keep the same overall structure every time

While the material and delivery will change with each lesson, the broader flow – from recap of previous knowledge to introduction of new concepts to reinforcement and conclusion – should remain the same. Consistency helps students know what to expect and build good classroom habits while making the planning process more efficient (and less time-consuming) for teachers.

3. Set SMART objectives for each lesson

What should students know or be able to do at the end of each lesson? Having a goal in mind means teachers have a yardstick against which they can measure student learning, and helps teachers work backward in creating the class' learning activities. But those objectives need to be SMART ones – meaning they're **specific, measurable, attainable, relevant, and time-based**.

4. Plan a variety of classroom activities

It's not enough to stand at the front of the classroom every day and deliver a lecture. Students learn best when they're actively engaged with the content, meaning teachers need to plan variety into their lessons. Whether it's a group activity, film, presentation, quiz, independent reading assignment, class discussion, journal entry, or hands-on experiment, keeping things fresh and interactive takes a lesson from bad to great.

5. Leave room for discussion

A lesson should never be a one-way flow of information from teacher to student. The best lessons leave room for an open-ended discussion about each day's learning – before each lesson, teachers can even prepare questions ahead of time to probe student thinking.

A good lesson plans, regardless of subject, grade level, school, teacher or class, share some common components.

The most effective lesson plans have some key parts:

1. Lesson Objectives
2. Lesson Materials
3. Lesson procedure
4. Time requirements
5. Anticipated Problems and Solutions
6. Assessment
7. Evaluation and Reflection

The first part of every lesson plan -- the lesson objectives!

2.1 Lesson Objectives



Lesson objectives list what students will be able to do after completing the lesson.

These objectives let us easily tell if the lesson has effectively taught our students new concepts and skills. First, it's best to view lesson objectives as goals for the class and students. One of the most popular goal-setting strategies is the SMART criteria, which ensures goals are focused.

In the context of lesson planning, one can use the SMART criteria to determine your lesson objectives:

- Is the objective **specific**?
- Is the objective **measurable**?
- Is the objective **attainable** by all students?
- Is the objective **relevant** to your class and students?
- Is the objective **time-based** to align with your syllabus?

- For each objective, it's important to start with an action that relates to what students should be able to do after the lesson.

Depending on what topic of teaching and the level of knowledge ones students have, these actions will vary. For example, when teaching brand new concepts, you may define actions like *define*, *identify*, *explain*, and *determine*. However, if your lesson involves more advanced tasks, the objectives may include actions like *create*, *use*, *perform*, or *measure*. When creating lesson objectives, one keep in mind that it's easier to measure student success when you have specific goals.

2.2 Lesson Materials



The second section on lesson plan is the list of materials that one needs to teach the lesson and measure student outcomes.

Common types of lesson materials include:

- Student handouts
- Textbooks
- Visual aids
- Grading rubrics
- Activity packets
- Computers/ Tablets

2.3 Lesson Procedure

The lesson procedure is an in-depth explanation of how the lesson will progress in the classroom. The lesson procedure is essentially step-by-step instructions that walk you through everything from the time students enter the classroom until the bell rings at the end of the period. It's smart

to be very detailed in this portion of your lesson plan. When writing a lesson procedure, you need to choose the type of activities that will help students meet the lesson objectives.

To do that, you can answer a list of questions, including:

- How will you introduce the topic?
- What's the best way to teach this information to your students?
- How can you incorporate problem solving and critical thinking?
- What real-life scenarios relate to this topic?
- Does this topic lend itself to group work?

2.4 Time Requirements

It's helpful to pair learning activity with a timeline to help keep the class on schedule. It's also a great way to figure out if the lesson is realistic given the class time available. Start by estimating how many minutes will be spent on each learning activity and include that information alongside the description. Adding a bit of extra time to this estimate will provide some flexibility in case students have questions or need additional help along the way. Planning a bonus activity near the end of class helps fill in any gaps should the lesson go by more quickly than expected.

At the end of each lesson, teachers can compare their estimates to actual class time spent on each activity for more accurate preparation in the future.

2.5 Anticipated Problems and Solutions

Anticipating problems that may happen during the lesson is like checking the road ahead to make sure you have a comfortable journey and arrive at your destination on time. Perhaps you will need to reduce your speed, avoid some roads or find a different route. What could prevent you from achieving the lesson aim? What could create stress for you or your learners? With answers to these questions and some planning, you can then respond confidently to problems during the lesson and avoid wasting class time or confusing the learners. When preparing an activity for a lesson, you might ask yourself 'Have the learners done this activity before or will it need extra time? How will I make the instructions clear? What pairs/ groups do we need?'. For a grammar or vocabulary lesson you might ask 'What mistakes do learners usually make with this grammar? What makes the pronunciation of this word difficult? Are there any irregular verbs?'. Other areas to consider are the learners, the classroom/ environment, the materials and resources and the topic. Here are some common problems that the teachers mention

1. I am always surprised by the language problems that happen. I plan carefully but there will still be a problem with pronunciation, a word I can't explain or a question I can't answer.
2. There are so many things to think about with lesson planning that I don't have time to think of all the problems before the lesson, and then I feel stupid when I don't know the answer
3. The problem for me is when I try to use technology. There is always a problem and it's something different EVERY time
4. Things go wrong when I try to do a new activity. The learners don't understand what to do and often it is a complete waste of time.

2.6. Assessment

The assessment method measures whether your students learned a lesson's information and met your lesson objectives. The methods listed on your lesson plan will most often be formative assessment and vary from lesson to lesson. To start, there are dozens of ways to measure student learning through formative assessments. Some of the most common assessment options include:

- Quizzes
- Hands-on activities
- Writing assignments
- Group presentations
- Exit slips
- Class journal entries

In addition, your assessment method may be an in-class assignment or homework for students to complete prior to the next class. When choosing your assessment method, it's important to incorporate your lesson objectives. If an objective was related to understanding a concept, consider an assessment that requires students to explain that concept. If an objective was for students to demonstrate a skill, design an assessment to confirm they can do that skill.

Also, while many assessments receive grades in a class, formative assessments don't always need to be graded! Ultimately, the purpose of this assessment is to measure how well your students learned a lesson's material based on the way you presented information.

This measurement will help you wrap up each lesson plan with the lesson reflection.

2.7 Evaluation and Reflection

The lesson reflection portion of a lesson plan encourages teachers to take notes on how to improve a lesson after it has been completed. Once the lesson is over, teachers can step back and take a few notes about both their observations during class and their own thoughts about the lesson. This component is all about continuous improvement, identifying gaps in learning and building stronger lessons in the future. By this point, your lesson has clear objectives, a plan for teaching, and a way to assess student learning. But if you don't critically consider whether you succeeded, you're doing a disservice to your future students! When completing your lesson reflection, ask yourself questions like:

- Did a part of the lesson take longer than expected?
- Was there a portion that students asked for a lot of help with?
- Did students breeze through the information with no problem?
- Were students engaged and interested in the lesson?
- Were the objectives met by most (or all) of the students?

Essentially, you want to note any part of your lesson that didn't go as expected.

In addition, it's smart to record ideas for improvement or adjustments in this section as well.

That way, when you go to teach your lessons in the future, you have all of the information for improvement in one place!

3. Lesson Plan Model

Subject	English
Grade	9
The theme of the lesson	Unit 2C Present Perfect Since and For
Lesson Objectives	1 By the end of the lesson the pupils should know the usage of since and for with present perfect 2 They should differ present perfect from past simple
Lesson Materials	a book, a blackboard, copy-books, signal word cards
Lesson Procedure	1 Introduction of Present Perfect 2 The usage of Present Perfect Tense 3 The formation of the tense form 4 Study of Signal Words 5 The difference between Present Perfect and Past Simple 6 A task based on Present Perfect tense
Time Requirements	Stage 1- 5 minutes Stage 2 – 10 minutes Stage 3- 5 minutes Stage 4- 5 minutes Stage 5 – 10 minutes Stage 6 – 10 minutes
Anticipated Problems and Solutions	The Pupils may not remember the formation of the tense Solution- They will be given the formation forms as stickers to have in the copy-books Pupils may confuse present perfect with past simple Solution- They will be given signal words of two tenses in the form of a small poster
Assessment	The pupils will be given 5 sentences and asked to fill in the present perfect form the verbs in brackets and 5 more sentences to choose between since and for
Evaluation and Reflection	Most of the pupils were able to form present perfect tense sentences easily, few of them needed extra guidance

Conclusion

To summarize it can be said that writing an individual lesson plan is the most important part of the lesson. If the lesson is not thought carefully before the its start, it won't be effective. It is essential for educators to prepare their lessons on a daily basis beforehand and implement the most ideal teaching methods. Attending classroom sessions without a lesson plan is detrimental to teachers and students. When the teacher is not properly prepared, she/he will create the impression of being unprofessional and incompetent among peers, administrative staff and students.

As it has been noted having a lesson plan that has been carefully constructed boosts teacher's confidence and maximizes the possibility of having purposeful learning sessions. And when the lesson is productive, it not only refers to everything going according to a plan, it also ensures that students and teachers learn from each other. All teachers, no matter with a long teaching experience or not , need to maximize the importance of a lesson plan to enhance how they educate their learners. An individual lesson planning is like a map that directs the teacher to cover different topics within the curriculum and serves as an amazing tutoring tool. Through lesson planning teachers can understand what is expected from the lesson and enable the students to understand their objectives.

To meet the students' expectation one must write a good lesson plan. A lesson plan does not necessarily have to be detailed script that contains the plan of every interaction with students in the classroom. Lesson planning is like producing a show for each day and utilizing each minute the teacher has with her/his learners to get the most out of it in a limited time period. The driving force behind lesson planning is the motivation for the teacher and the hunger to learn more from students is what keeps a teacher going. Each educator should be well prepared for the each lesson and as once Benjamin Franklin said: "By failing to prepare, you are preparing to fail".

Bibliography

1. https://www.google.com/amp/s/www.aeseducation.com/blog/what-is-a-lesson-plan%3fhs_amp=true career education blog
2. <https://www.eln.co.uk/blog/3-reasons-why-it-is-important-to-plan-lessons> e-learning network
3. <https://www.chalk.com/introduction-to-lesson-planning/why-lesson-plan/>
4. <https://www.cambridge.org/core/books/abs/tkt-course-modules-1-2-and-3/planning-an-individual-lesson-or-a-sequence-of-lessons/7A0EF9F17CC25A8B67700FC9A94F43FD>
5. Callum Robertson and Richard Acklam “Action plan for Teachers” a guide to teaching English , British Broadcasting Corporation 2000
6. Mary Gorman and Kristeen Donaghy “Planning Lessons and Courses” British Council 2019