

LESSON PLAN MODAL



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LESSON PLAN



- A lesson plan is a guide which helps execute a mission that is to be accomplished in the classroom with the children.
- A lesson plan can also be defined as a creative process which provides a framework for purposeful learning.

LESSON PLAN NEEDS IN B.ED. PROGRAMME



- Lesson plan is important **throughout the service of a teacher.**
- Every class or generation of **students offer different experience** to the teacher.
- Lesson plan is important for **A newly trained teacher** who could be faced with **varied unpredictable situation.**
- Teachers and persons who are participating in some kind of **training program especially that much includes observation.**
- Teachers who want to **reduce over reliance on textbooks and to adapt situations.**

IMPORTANTS OF LESSON PLAN

- Lesson plan serves as a **checklist** that guides teachers to be systematic in the delivery of their lessons.
- Teachers know **what to do next at every point** of delivery.
- Lesson are **orderly presented**.
- The teacher is **able to look back, reorganize and update** his lesson future usage.
- This helps **influence positive attitudes of students towards learning** . Learning does not create cumbersome and clumsy atmosphere.

IMPORTANTS OF LESSON PLAN CONTD.,



- Lesson plan **prevents the over reliance on text books** as a direct material for teaching some books are written in such a way that they serve as guide to teachers.
- A good lesson plan **minimizes the negative effect of learning on the children** when there is swapping of teachers.

Blooms Taxonomy

Cognitive Domain Objectives

Level	Student Actions
Knowledge	Identify, define, list, match, state, name, labels, describe, select
Comprehension	Translate, convert, generalize, rewrite, summarize, distinguish, infer, alter, explain, and paraphrase.
Application	Use, operate, produce, change, solve, show, compute, prepare, determine.
Analysis	Discriminate, select, distinguish, separate, subdivide, identify, breakdown, analysis, compare
Synthesis	Design, plans, compose, organize, conclude, arrange, construct, devise, compile
Evaluation	Appraise, justify, criticize, evaluate, conclude, summarize.

Affective Domain Objectives



Level	Student Actions
Receiving	Follow, select, rely, choose, ask, hold, give, locate, attend
Responding	Read, confirm, help, answer, practice, present, report, tell, perform, assist, recite
Valuing	Imitate, ask, invite, share, join, follow, purpose, read, study, work, accept, argue.
Organization	Defend, alter, integrate, synthesize, listen, influence, adhere, modify, relate, combine
Characterization	Adhere, relate, act, service, use, verify, question, confirm, propose, solve, influence.

Psychomotor Domain Objectives



Level	Student Actions
Fundamental Movement	Track, crawl, hears, react, move, grasp, walk, climb, grip, jump, stand, run
Generic movement	Drill, construct, demand, change, clean, manipulate, follow, use, march, hop
Ordinate Movement	Play, connect, fasten, make a sketch, weigh, wrap, manipulate, play, swim, repair, write
Creative Movement	Create, invent, construct, manipulate, play, build, pantomime, reform, make

LESSON PLAN FRAMEWORK



- **Name of the Pre-Service Teacher** :
- gapw;rpMrphpah; ngah;**
- **Name of the School** :
- gs;spapd; ngah;**
- **Class/Section and session** :
- tFg;G/gphpT kw;Wk; fhyk;**
- **Subject** ghlk; :
- **Unit** myF :
- **Topic** jiyg;G :

Instructional Objectives : The Student

fw;gpj;jypd; Nehf;fq;fs;: khzth;



- czNt kUe;J ghlj;jpy; cztpd; ,d;wpaikahik vd;w ghlg;gFjpia **thrpj;Jf;fhl;Lthh;**
- cly;eyk;> cseyk; ngWk; Kiwfig;gw;wp fw;gpj;jg; ghlg;gFjpapy; Mrphpah; Nfl;Fk; tpdhf;fSf;Fg; **gjpYiug;ghh;.**
- nghUe;jpa czT> nghUe;jh czit jdJ **nrhe;j thf;fpaj;jpy; vOJthh;**
- jtph;f;f Ntz;ba czT tiffis **fz;lwpe;J vOJthh;**
- cztpd; ,d;wpaikahikg; ghlg;gFjpia **njhFj;Jf;\$Wthh;.**

English



- comprehends the prose lesson
- reads the lesson with correct pronunciation, stress and appropriate pause
- frames their own sentences for unfamiliar words in the paragraph
- writes the new words and phrases in the paragraph
- answers the comprehensive questions related to the paragraph.

Maths



- identifies the different mathematical shapes.
- recalls the formulae on area and volume of the cube
- explains the relationship between the area and the volume of the cube.
- computes the problems with speed and accuracy.
- formulates the problems on their own.

Instructional Resources:



- Flash cards
- Charts
- Model of a boat
- Photos of Chola Kings

PREVIOUS KNOWLEDGE

- Prior knowledge refers **to the information, no matter how limited**, a learner has at the start of learning a new topic. This knowledge will likely have been gathered over time in a variety of ways. If the prior knowledge is correct and consistent with the new information being taught, the effect on learning is positive.

Previous knowledge of Learners



Teacher asks a few questions to motivate the students

- Have you ever gone for a ride in a boat?
- Name the three kings who ruled South India
- Do you know who built the dam Kallanai?



CONTENT

SPECIFICATIONS

**LEARNING
EXPERIENCE**

EVALUATION



THANK YOU