

Welcome

The background features a dark blue gradient with a subtle pattern of white dots. On the left side, there are several overlapping circular elements. A prominent one is a large circle with a scale from 140 to 260, with major ticks every 10 units and minor ticks every 2 units. Other circles are partially visible, some with dashed lines and arrows, suggesting a technical or scientific theme.

PEDAGOGY OF ENGLISH

UNIT -2

PLANNING FOR INSTRUCTION

STEPS IN PLANNING A LESSON FOR INSTRUCTION.

- *Planning for instruction* refers to what the teacher does and prepares for presentation/Teaching Of a lesson in class. Effective Teaching depends on the effective planning of a lesson by teacher.
- *Planning the instruction* is more difficult than **delivering the instruction**. In planning for instruction , the teacher develops lesson contents to match them with standards.
 - **STEPPING IN PLANNING A LESSON**
 - *Setting lesson goals*
 - *Planning a unit plan*
 - *Writing a lesson plan*



1.SETTING LESSON GOALS.

- *The first step in planning a lesson involves,*
 - *Setting realistic goals*
 - *Deciding how to incorporate course textbooks and other supportive instructional materials.*
 - *Developing activities that will promote learning.*
- *While setting lesson goals,the teacher should:*
 - *Identify the topic/unit for lesson.*
 - *Identify specific linguistic content.*
 - *Identify specific language learning tasks to be completed by students.*
 - *Identify specific learning strategies.*
 - *Create goal statements.*



2. DESIGNING UNIT PLANS.

- A **UNIT PLAN** is developed by the teacher. It serves as a Long-range plan.
- A Unit plan contains multiple lessons that are related in curriculum or textbook.
- A unit plan is often part of a larger thematic unit.

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| Subject area; Grade level | What is subject area(s) and grade level(s) for which the unit is designed? |
| Unit name | What is the name of the unit of instruction? |
| Unit goals | Unit goals are long-range goals. What are the goals for this unit of instruction? How does this unit fit with year-long goals? |
| Specific ways to relate goal(s) to curriculum | Describe how the unit goals relate to the team/department, system and state frameworks. |
| Characteristics of the students | List the needs for the students whom this unit is intended in the cognitive, social, emotional, and physical areas. |
| Introductory procedures | How will you introduce the unit and the goals to the students? List these procedures. |
| Materials /media | Identify the software, websites, other materials and/or media needed to teach this lesson. |
| Assessment and evaluation | Identify the methods that the teacher will use to identify the student learning levels and needs. Describe when these will be used during the unit. |
| Assessment instruments to outcomes | Relate assessment instruments to the outcomes stated in the goals. |

3. DESIGNING A LESSON PLAN.

- Lesson plan is a procedure developed by the teacher to guide his everyday instruction in class.
- In the daily lesson plan, the teacher writes down all the details to assist the smooth delivery or presentation of content.

• COMPONENTS OF A LESSON PLAN.

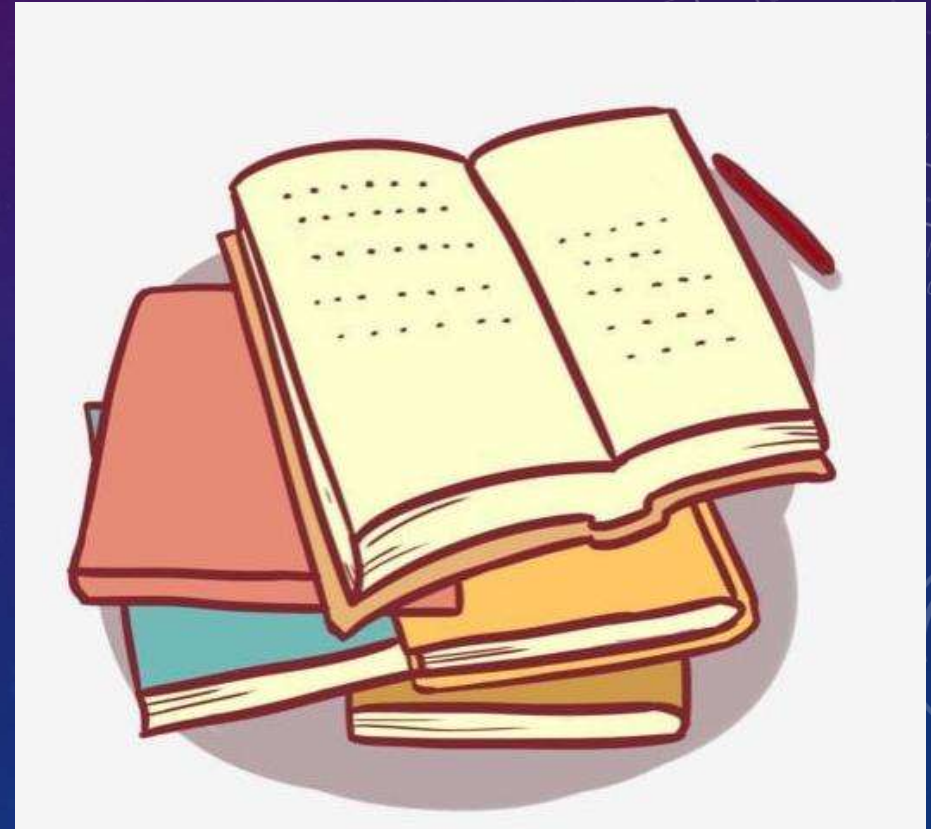
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|-----------------------------|--|
| Unit name | What is the Unit that this lesson is a part of? <i>Write the name of the unit.</i> |
| Lesson Title | What is the title of the lesson? <i>Write a descriptive title of the lesson that identifies the content for the reader.</i> |
| Name of the student-teacher | Who is the student that writes the lesson plan. <i>Enter your name.</i> |
| Grade Level / Subject Area | What is the grade level and subject area for which this lesson is written? <i>Enter the grade level and subject area that this lesson is designed for.</i> |

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| Time allotted for lesson | How many class meetings (or hours) will this lesson take for completion? <i>Write the time planned for the lesson.</i> |
| Short Description of Lesson | Write a brief overview (approximately 50 words) of your lesson that explains the content to the reader. <i>Write the lesson description.</i> |
| Instructional objectives | Instructional objectives are the <i>learning outcomes</i> for the lesson. In other words, what do you want the student to be able to do when the lesson is over? <i>Write the instructional objectives for the lesson.</i> |

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| Instructional Procedures | There are a number of items to consider in the procedures section of the plan. Each lesson should begin with a Lesson set which is an introduction to the lesson. In this segment, you should relate this lesson to previous learning and to real life experiences. Explain the <i>importance of the learning</i> to the students and determine what procedures you are going to use to teach the content. The set is followed by the <i>key questions</i> that you plan to use to develop the lesson, motivate the students, facilitate thinking or monitor |
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- **OTHER CONSIDERATIONS WHILE WRITING A LESSON PLAN:**

- *1. classroom layout and grouping of students*
- *2. Materials, resources and technology*
- *3. student's present level of performance and skills*
- *4. Supplemental activities: Extension and Remediation*
- *5. Adaptation for special Learners*
- *6. Student products.*



COGNITIVE DOMAIN

The **COGNITIVE DOMAIN** receives the **most attention** in instructional programs and includes objectives related to information or knowledge.

REVISED BLOOM'S TAXONOMY

1. REMEMBERING
2. UNDERSTANDING
3. APPLYING
4. ANALYSING
5. EVALUATING
6. CREATING

| BLOOM'S TAXONOMY | |
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| REMEMBERING KNOW IT! What do you know about? Can you define, list, recall or identify...? How would you describe...? Who, What, When, Where, Why questions | ANALYZING Sort It! How would you organize...to show...? How is... related to...? What ideas justify...? How does...compare or contrast to...? |
| Process Verbs recognizing, restating, listing, grouping, describing, naming, identifying, retrieving, finding/locating | Product Nouns test, quiz, definition, fact, list, workbook, worksheet, label, reproduction |
| Process Verbs analyzing, interpreting, organizing, comparing, contrasting, examining, deconstructing, investigating | Product Nouns conclusion, report, chart, diagram, summary, survey, outline, illustration, report, questionnaire |
| UNDERSTANDING Got It! How would you explain or describe...? How would you summarize or retell...? What is the main idea? What statements support...? | EVALUATING Judge It! Do you agree or disagree and why? How would you justify, rate, evaluate, defend the importance of...? Based on what you know, how would you explain...? |
| Process Verbs classifying, outlining, explaining, inferring, interpreting, comparing, paraphrasing | Product Nouns outline, explanation, collection, definition, story problems, summary, test, journal response |
| Process Verbs supporting, defending, prioritizing, assessing, hypothesizing, rating, critiquing, justifying, evaluating | Product Nouns editorial, book review, survey, debate, media product, opinions, text dependent response, design collage |
| APPLYING Do It! What examples can you find to...? What is a situation like...? How would you use...? What would result if...? | CREATING Know It! What would happen if...? Can you propose alternative solutions? How can you design, invent, compose or arrange...? |
| Process Verbs practicing, doing, planning, developing, implementing, solving, operating, applying, executing, using | Product Nouns journal entries, news story, demonstration, timeline, simulation, demonstration, teach a lesson |
| Process Verbs designing, combining, formulating, adapting, constructing, devising, improving, changing, producing, generalizing | Product Nouns product, invention, advertisement, game, poem, song, research, project, experiment, media product |

OBJECTIVES AND THEIR SPECIFICATIONS

1. The student understands ENGLISH when spoken at Normal conversational speed.
2. The student speaks ENGLISH correctly and effectively.
3. The student reads aloud ENGLISH passages and poems correctly.
4. The student reads ENGLISH silently with comprehension.
5. The student writes ENGLISH correctly and effectively.
6. The student acquires knowledge of the elements of ENGLISH language and textual content.
7. The student reveals an interest in ENGLISH language and literature.

