

## UNIT 3

### APPROACHES OF TEACHING ENGLISH

#### STEPS IN PLANNING A LESSON

A key aspect of effective teaching is having a plan for what you are going to teach in the classroom. Creating such a Plan involves setting realistic goals deciding how to incorporate course, text books and resource materials and develop activities that will promote learning. The following points will help in planning a lesson.

Setting lesson goals

Lesson goals are most usually stated in terms of what students will achieve at the end of the lesson. Stating goals in this way allows both teacher and learners to know whether the goals have been achieved.

All goals must be SMART

S- Specific Can the goal precise and well defined?

Is it clear?

Can every one understand it?

M- Measurable What evidence is needed to confirm the completion?

How will you judge whether the goal have been attained or not?

A-Achievable Is it within your capacity to achieve?

Are there sufficient resources are available to achieve?

R- Realistic It is possible for you to perform the Goa.

How does it fit in to your work?

T- Timed Is there a deadline?

Is it feasible to attain in time?

Example:

1. At the end of the lesson students will be able to find the area of a sector.
2. At the end of the lesson students will write all the subsets of a set.
3. At the end of the lesson students will be able to construct right angled triangle.
4. At the end of the lesson students will be able to draw a straight line.

#### Designing a Lesson Plan

"Classrooms determine the India's future". Taking the importance of the above statement, lesson plan helps the teacher to plan and prepare classroom teaching. If a teacher goes to class without any preparation, he will not only waste the time but also face-some problems Hence to plan and prepare

what to teach in each period, how to present it with systematic order and evaluation procedures to be done in that class room-all combining and presenting in short is called Lesson plan.

### **Lesson Plan Meaning**

In lesson plan teacher has to clearly indicate, what are the teaching objectives and how he is going to teach the content in a specific teaching period. What are the aids to be used, what are the steps to use formative evaluation and what are the assessment are to be given etc. should be planned and noted in lesson plan.

### **Definitions of Lesson Plan**

Good defines a lesson plan as an "outline of the important points of a lesson arranged in order in which they are to be presented to students by teacher."

Passing defines a lesson plan as an "organized statement of general and specific goals together with the specific means by which these goals are to be attained by the learner under the guidance of the teacher on the given day."

Stand, Lester B defines" a lesson plan is actually a plan of action. It includes the working philosophy of the teacher, her knowledge of philosophy, her information about the understanding of her pupils, her comprehension of the objectives of education, her knowledge of the material to be taught, and her ability to utilize effective methods."

### **Principles for preparing the Lesson plan**

While preparing a lesson plan, the following principles should be kept in mind.

1. Students previous Knowledge, their capabilities must be basic for a lesson plan.
2. Present the subject matter in an organized, systematic and effective manner.
3. All objectives of lesson both general and specific should be known to the teacher.
4. Lesson plan should create interest in students.
5. Questions motivating self thinking, thought provoking etc should find a place in lesson plan.

### **Need and Important features of a lesson plan**

A good lesson have the following important characteristics,

1. All the objectives of the lesson both general and specific should be stated clearly in the lesson plan.
2. A good lesson plan should outline in detail the various steps that the teacher proposes to take in the class.
3. It prevents waste of time, as every step has been planned and written.
4. Lesson plan gives self confidence to the teacher.
5. A good lesson plan should indicate the list of AV aids to be used and should specify when and how to use them while teaching.

6. Sometimes we may give more time to unimportant subject matter. We can rectify this defect while preparing lesson plan.
7. A good lesson plan will integrate previous knowledge and experience to new knowledge.
8. A good lesson plan should stimulate independent thinking, interest, creative, imagination powers of the student.
9. A good lesson plan should be flexible and not rigid.
10. To complete the syllabus in time, lesson plan is needed:
11. It helps the teacher to ask proper and important questions to students.
12. It promotes a healthy learning environment.

### **HERBARTIAN STEPS**

German educator J.F. Herbart advocated five form steps in teaching. They are

1. Preparation
2. Presentation
3. Association
4. Generalization
5. Application

#### **1. Introduction / Preparation**

The introductory phase is called the 'warm-up' phase. The purpose is to create interest in students in the topic. The teacher may relate the new information to the one already taught or to the previous knowledge possessed by them. The new information is anchored with the existing knowledge.

#### **2. Presentation**

The transaction idea is done step by step following psychological approach. Starting from known things, the teacher leads the students to the new information by using comparisons, analogies, illustrations, demonstrations and other audio-visual aids including the chalk board.

#### **3. Association**

Through assimilation of the new idea through comparison with former ideas and consideration of their similarities and differences in order to implant the idea in the mind.

#### **4. Generalization**

In science lessons generally the learning material leads to certain generalization leading to establishment of certain formulae, principles or laws. An effort should be made that the students draw the conclusions themselves. Teacher should guide the students only if their generalization is either incomplete or irrelevant.

#### **5. Application**

In this step the knowledge gained is applied to certain situations. This step is in conformity with the

general desire of the students to make use of generalization in order to see for them where the generalizations are valid in some other situations.

### **Preparation of lesson plan**

While preparing a lesson plan generally the following steps are followed

1. Motivation / Preparation
2. Presentation
3. Association / Comparison
4. Generalization
5. Application
6. Recapitulation
7. Assignment

#### **1. Motivation / Preparation:**

Students are encourage and motivate to learn new knowledge. The mind of the child should be prepared to receive new knowledge. Preparation may involve.

- Testing previous knowledge to learn new knowledge.
- Integrating the previous knowledge with the new knowledge.
- Arrest attention of the students using new techniques.
- Announcing the aim of the lesson.

#### **2. Presentation:**

Here teaching takes important place. Students learn new knowledge. For an effective learning outcome, teacher should ensure active student participation with the use of audio-visual aids. Teacher should stimulate thinking by asking number of questions while teaching.

#### **3. Association / Comparison**

Here the student understand the nature of the problem and compare the given information and analyze for the solution of the problem. Here knowledge is correlated with existing knowledge.

#### **4. Generalization**

In Mathematics lessons generally the learning material leads to certain generalization leading to establishment of certain formulae, principles or laws. An effort should be made that the students draw the conclusions themselves. Teacher should guide the students only if their generalization is either incomplete or irrelevant.

#### **5. Application:**

Here students apply the rules, formulas that they have learnt to solve the problems. By application of

knowledge, the validity of generalization is tested and verified. Thus the knowledge becomes more meaningful to the learner and becomes permanent in his mind.

## **6. Recapitulation**

Recapitulation helps the students to review the subject matter and consolidate ideas. Here Teacher will ascertain how well the students understood the new knowledge by way of asking few questions. From the answers we will also judge the effectiveness of the Teaching method.

## **7. Assignment / Home Work:**

To learn mathematics effectively, class room activity alone is not enough. To know the mathematical concepts, laws, formulae and applications clearly we need home work along with class room activities. Home work revise the portions done in the classroom. Assignments, motivate and reinforce further learning.

## **Organizing Teaching**

Organizing of teaching-learning is the framework on which effective teaching is based. Careful and thoughtful planning allows instructional time to be maximized, standard to be addressed, prior knowledge to be activated, misconceptions to be controlled and the diverse characteristics and learning needs to be considered.

Effective teachers use different methods for teaching to teach knowledge. In this topic we are going to see three different methods for teaching.

## **MEMORY LEVEL OF TEACHING (HERBATIAN MODEL)**

Teaching is a part of teaching-learning process. It is required to bring specific changes in a person according to the need of his society. It should improve the learning skills of students. Teaching has to bring changes in the behavior of students.

## **Levels of Teaching**

- \* Reflective level
- \* Understanding level
- \* Memory level

## **Memory levels of Teaching**

### **Objectives**

1. The objective of the memory level teaching is just to impart information or knowledge to the learners.
2. Retention and reproduction through recall or recognition.

In this level of teaching content, presentation and its exercise is important for learning. Emphasis is given on the presentation of information and facts in a systematic manner with a view to develop

memory of students. At this level recall and recognition has important place.

Professor Herbart described the following five steps for the memory level of teaching. They are

1. Focus
2. Syntax
3. Social system
4. Support system
5. Evaluation system

We will discuss the above steps in detail.

### **i. Focus**

Here importance is given on cramming of facts and development of following capacities.

- Training of mental aspects
- Providing knowledge of facts
- Retaining the learnt facts
- Recalling and Representing the learnt content

### **ii Syntax**

Herbert's five steps are

#### **1. Preparation :**

Important function of this step is to bring relevant ideas of the subject matter. The teacher plans about presentation of the contents.

#### **2. Presentation :**

The students are given new knowledge by testing their previous knowledge.

#### **3. Comparison :**

In this level teacher attempts to compare old facts and new facts, its similarities and dissimilarities, relationship between two subjects etc.

#### **4. Generalization :**

Pupils are given opportunities to think the content. Pupils formulate some principles and laws which can be used in the future life situations.

#### **5. Application :**

Teacher generate new situations to use learnt knowledge in new situation.

### **iii. Support System**

Here supportive devise are used to make learning more effective. The Audio visual aids are used to present the content in an observable form.

### **iv. Social System**

This system consist of authoritarian behaviour. The teacher is more active to construct and present the subject matter systematically and logically in the classroom. The learners are passive listeners and they have to memorize and reproduce the content and their activities are directed by the teacher. At this level teacher provides motivation through verbal praise or punishment. If the learner is motivated or reinforced continuously, then they learn better.

#### **v. Evaluation system**

Evaluation is the evidences about the realization of goals of teaching. Usually oral tests are given to measure the learnt material. The objective tests of recall and recognition types are given to evaluate the knowledge of the student.

#### **Features of Memory Level**

- Analysis of the subject matter is more important in this level of teaching. Much emphasis is given on the presentation of subject matter and not the experience of the students.
- Definite and systematic orders of subject matter is presented in this level of teaching.
- Teachers are not very flexible in the presentation of subject matter.
- The Mechanical handling of the various segments of content.
- Learning outcomes is of short duration.
- Interaction between teacher and students is at the lowest level.

#### **Role of Teacher**

- Dominating, active and authoritarian role
- He is the authority to instruct, deliver, direct, control and evaluate the performance.
- Takes initiatives, present the subject matter, directs the learner to do the activity in the desired manner.
- Right from the selection of the subject manner to it evaluation, the key process of teaching-learning remains with the teacher.

#### **Suggestions for Memory Level Teaching**

- Frequent recall or reproduction of content should be practised.
- Whole to part method should be used
- The content should have definite structure
- Teaching content should be integrated
- Contents should be presented systematically.
- Continuous reinforcement should be provided to the students.
- Students retention can be increased by practice.

#### **Merits of Memory Level Teaching**

1. Useful for children at lower classes.
2. The role of the teacher is important in this level of teaching and he is free to make choices of subject matter, plan it and can present it at will.
3. The knowledge acquired at memory level teaching forms a basis for the future.
4. Memory level teaching acts as the first step for understanding and reflective levels of teaching. It is pre-requisite for understanding level teaching.
5. It is useful for slow learners

### **Demerits of Memory Level Teaching**

1. This does not contribute to the development of the students' capabilities.
2. At this level students learn by rote, so the knowledge gained does not prove helpful in real life situations as it does not develop the talents of students.
3. The pupils are kept in strict discipline.
4. Intelligence does not carry any importance in this type of teaching and it lacks motivation.
5. No interaction in the class
6. There is no guarantee of good retention and appropriate reproduction of the memorized material by the learner.

### **UNDERSTANDING LEVEL OF TEACHING (MORRISON MODEL)**

The teaching at the understanding level is of higher quality than the one of the memory level. It is more useful and thoughtful from the point of view of mental capabilities. At this level of teaching, the teacher explains the student about the relationship between principles and facts and teaches them how the principles can be applied. This method enables students to have complete command over subject material. No cramming is encouraged here. The term understanding means to comprehend, to grasp, and to have knowledge of, to learn, to interpret and to infer etc.

Henry C Morrison clearly stated that understanding is not merely being able to recall something. It is not mere generalization deduced from specific facts; it is an insight into how it may be used in future situations. Morrison asserted that the outcome of all teaching is 'Mastery' and not memorization of facts, Morrison is the main promoter of understanding level of teaching.

Objectives :

- Acquisition of required knowledge/ facts
- To see the relationship between acquired facts

Morrison has described five steps in his teaching model, —

They are 3

1. Exploration



2. Presentation
3. Assimilation
4. Organization
5. Recitation

Let us discuss the above steps in detail

### **1. Exploration**

In this step, the teacher tries to know the students 'entry-level behaviour' (Previous knowledge)

### **2. Presentation**

The overview of the subject matter is given and the structure of the whole unit is discussed with the students.

### **3. Assimilation**

In this step, the students study the subject matter deeply and try to related presented material to their internal self.

### **4. Organization**

The student present the acquired knowledge in a systematic manner without the help of teacher.

### **5. Recitation**

This step is related to the students' verbal expression of the subject matter which is learned by them. They visit the whole content.

## **MORRISON'S INSTRUCTIONAL PATTERN**

Morrison's teaching plan involves the following steps

1. Pretest
2. Teaching
3. Testing the result of instruction.
4. Changing the instruction procedures and
5. Teaching and testing again until: the unit has been completely mastered by the student.

Subject matter and its presentation

The subject matter for the understanding level teaching is quite structured in terms of planning sequential and organized presentation and meaningful learning. It needs to be linked with the previous knowledge of the students and with its utilization for acquiring new facts and application to practical life.

### **Role of the teacher**

Like memory level of teaching, the teacher plays a dominant and authoritarian role at the understanding level of teaching. This type of teaching is also subject centered and hence teacher has to pay his full

attention in presenting the subject matter to his students to attain the desired understanding objectives besides the knowledge objective. He has to take care of the fact that the students gain complete mastery over the subject matter in term of its full understanding and generalized insight rather than its mere memorization. Lecture, Demonstration of explanation, question and answer method, inductive followed by deductive approach and analytic method with synthetic approach are all carried out at the understanding level.

### **Evaluation**

Well planned oral written and practical examinations are conducted in and outside the classroom. However emphasis is given to test to know ability to analyze, synthesize and apply the generalized principles for deducing new facts and solving novel problems.

### **Merits of Understanding Level of Teaching**

1. At this level of teaching students to make use of their thinking abilities.
2. Knowledge acquired at this level forms the basis of the reflective level of teaching
3. Here the teacher present subject matter before the students in an organized and sequential form. The new knowledge acquired is related to the previously acquired knowledge.
4. Here the students do not learn by rote. They learn by understanding the facts and information and their and purpose.

### **Demerits of Understanding Level of Teaching**

1. Teaching at this level is subject centered. There is no interaction between the teacher and students at this level.
2. In this type of teaching mastery is emphasized.
3. Ignore higher cognitive abilities.

### **REFLECTIVE LEVEL OF TEACHING (BIGGE AND HUNT MODEL)**

This level of teaching is the highest level of teaching -learning activity. Reflective level of teaching means: problem centered teaching. Hunt is the main promoter of reflective level of teaching. Reflective level teaching does not depend upon the memorization, understanding of concepts, and their application only; it demands the use of higher mental processes as

- Reasoning
- Thinking
- Analyzing concepts
- Imagination
- ideas and thoughts

The learner will develop new insight to

- solve problems
- to discover
- to present generalization in the light of the new evidence
- to explore the field of knowledge
- to test and retest the achieved facts.
- This level basically involves the use of the scientific method.

Objectives

To develop insight into solve problems

To develop rational and critical thinking

To develop the ability of independent thinking and decision making.

### **Model of Reflective level of Teaching**

Hunt developed the following steps for the Reflective level of Teaching. They are

#### **1. Focus**

To develop problem solving, critical and constructive, Pendent, original thinking.

#### **2. Syntax**

Steps

- Creating a problematic situation
- Formulation of Hypothesis
- Verify hypothesis
- Collection of data
- Testing of hypothesis

#### **3. Social system**

Student occupies the primary place and teacher secondary place.

#### **4. Support system**

Objective type test is not used but essay type test is used. Attitude, beliefs and involvement is evaluated.

### **Features of Reflective level of teaching**

- It is the highest level of teaching.
- It is problem - centric approach of teaching.
- The students are assumed to adopt some sort of research approach to solve the problem
- Classroom environment is independent. The learners are self-motivated and active.
- It leads to the development of creative skills.

- The students can solve problems of their lives by reasoning logic and imagination and lead successful and happy lives.
- Essay type test is used for evaluation. Attitude, belief and involvement are also evaluated.
- clear goals for pupil learn

#### **Methods used for Reflective level of teaching**

- problem-solving method
- investigating projects
- Heuristic method
- Experimental method
- Inquiry oriented method
- Analytic method

#### **Merits of reflective level teaching**

- The teaching at this level is not teacher - centered or subject-centered it is learner-centered .
- There is an interaction between the teacher and the student at the reflective level teaching.
- At this level, teaching is appropriate for the higher class.
- At this level teaching is highly thoughtful and useful then the teaching at the memory or understanding level.
- This method is very useful for gifted children.

#### **Demerits of reflective level teaching**

1. It is not suitable for small children. It is suitable only for mentally matured children.
2. At this level, the study material is neither organized nor pre-planned. Therefore students cannot acquire systemic and organized knowledge of their courses.
3. It is a time consuming process.
4. It is not suitable for Indian class room.
5. It is not applicable for dull students.

### **DESIGNING A UNIT PLAN**

Different meaning has been assigned to the term unit, They are i) The lesson of the day ii) As a chapter in textbook etc. syllabus contains many topics / units such as Prose, Poetry, Syntax, Grammar, etc.

Definition of a unit Preston defines a unit as," a large block of related subject matter as can be over viewed by a learner."

Samford defines as," A: unit is an outline of carefully selected subject matter".

Hence unit represents a careful organization of subject matter and learning experiences around a unifying principle.

For example the unit circle contains topics such as

1. Circle - definition and its elements
2. Area and circumference of a circle
3. Angle properties in a circle
4. Tangents to a circle

### **Characteristics of a Good unit**

- A unit should be meaningful segments of well organized subject matter.
- It should give new experience and Knowledge students.
- It should help the individual differences in learning.
- A unit should not be too lengthily or too short.
- The length of the unit should be such as to retain the interest of the students

### **Unit planning**

A unit plan involves planning of teaching a unit, teaching ‘methods, evaluation of teaching activities, diagnosing and, remedial steps all together is called unit planning.

### **Proforma of a Unit Plan**

Name of the Teacher:

Subject : English

Standard:

Unit:

Class and section:

Total no of periods:

SL No	Subject-units	Content analysis	Objectives and specifications	Teaching and learning activities	Teaching aids used	Evaluation

### **Advantages of unit planning**

1. Since we are dividing the unit into small parts and teach to the students, the students are able to understand the Subject matter clearly.
2. Unit plan helps the teacher to teach the students in Systematic manner.

3. Unit plan help the students to understand the relationship between the facts and principles that make up the unit.
4. Unit plan help us to study all information pertaining the unit.
5. Unit plan helps to teach according to individual difference of students.
6. It helps the teachers to prepare teaching aids.
7. It helps to develop self confidence in students.

### **Steps followed to perform unit plan.**

We will see the steps to be followed for a better teaching- learning process in unit plan.

\*Analysis of content

\*State Instructional objectives

\*Instructional Resources Required

\*Planning the learning activities

\*Evaluation procedure

\*Remedial measures

#### **1. Analysis of content**

After selecting a unit, teacher has to analyse the contents of the unit in-depth. This helps the teacher to breakup the unit into meaningful sub-units and retain the continuity throughout the unit.

#### **2. Instructional Objectives**

Knowledge of content skill learnt is analysed here.

#### **3. Instructional Resources Required**

Teaching aids required to deal the unit has to be planned and prepared well in advance.

#### **4. Planning the learning activities**

This part deals with the students activities in teaching learning process keeping in mind individual difference, the psychology of learning and objectives. The teacher also has to plan suitable teaching methods that are to be employed here.

#### **5. Evaluation procedure**

Teacher has to evaluate with reference to aims at the end of the unit or sub unit. Achievement test may be done and students progress and the effectiveness of teaching strategies may evaluate.

#### **6. Remedial measures**

After analyzing the achievement test of the students, take remedial measures if the performance is not satisfactory.

### **Method of Performing Unit Plan**

English syllabus for the class may be divided into many units. Each unit is to be divided into small parts/lessons and then decide the number of periods to be allotted for each lesson. Plan all the units of

the syllabus has to be completed in time. According to content of the unit divide it into required number of small parts require number and allot of periods.

**Format to divide the syllabus into units**

Unit No.	Name of the unit	Topics	No of periods required	Remarks

Signature of the Teacher.

After dividing the syllabus into units and into Small Topics, Prepare the Teaching plan for each Lesson/ topic and Complete it as per the time allotted to it.

**Content of a Unit**

S. No	Sub division of the content	No of periods required	Teaching method	Resources materials	Evaluation
1.					
2.					
3.					
4.					
5.	Revision and test				At the end achievement test will be conducted

**DIFFERENCE BETWEEN LESSON PLAN AND UNIT PLAN.**

Sr. No.	LESSON PLAN	UNIT PLAN
1.	Planned for a small portion to give effective teaching in one period.	Planned to teach a large content continuously for 6 to 10 periods or more
2.	Lesson plan is partial	Unit plan is complete
3.	Full concept in learning is not achieved	Full concept in learning is achieved
4.	Teaching alone will take place	Teaching, evaluation, remedial teaching will take place.
5.	Questions will find a place in lesson plan to motivate self thinking, language ability etc..	There are no questions in unit plan.
6.	Assignments will find a place at the end.	There are no assignment

7.	Lesson plan is written for each period.	According to length of the unit, unit plan is written for 6 to 10 periods or more.
8.	Method of teaching is not specified here.	Method of teaching is specified here.

## **STRUCTURE OF A FOUR-FOLD LESSON PLAN**

### **Introduction**

We use the introduction to tell us a little about our lesson plan. Briefly describe the instructional techniques, what students to learn and any activities or assessments that you think are particularly note worthy. The title of the lesson plan should be concise, clear and descriptive. It should invite teachers to take a closer look at the plan. Remember that teachers may see only the title and a short abstract of our plan in a page of search results.

### **Objectives**

We should give some general and specific objectives of the teaching lesson. These objectives should be written clearly to achieve the learning outcomes. Learning outcomes are what students are expected to learn after completing the lesson plan.

Learning outcomes should be closely related to the curriculum alignment but should not simply repeat goals and objectives of the standard course of study. Learning outcomes may be broader, address particular aspects of curriculum objectives or teach the curriculum in a special context. Each learning outcome should be clearly reflected in the activities and assessed at the conclusion of the lesson,

Session time: Session time is the amount of time a teacher will need to schedule for the lesson plan. We might specify minutes, hours, class periods.

**Materials:** Materials needed include resources used by both teacher and student, including books, handouts, teaching aids, paper and pencils, art supplies and so on.

### **Previous knowledge of Learners**

Write the previous knowledge required to understand the lesson plan.

### **Procedures**

We should follow the following procedures to take the lesson.

- 1.Motivation
- 2.Preparation
- 3.Presentation
- 4.Review/Recapitulation
- 5.Follow up/Assignments

#### **1. Motivation**



- \* It could be through interesting introduction.
- \* The essence of introduction consists of arousing the interest of the pupil by supplying a motive for the study of a new unit.
- \* It is therefore better to call motivation,
- \* The essence of motivation consists in making the understand what they are about and fell the worth wellness of studying it.
- \* The most desirable motivation is for the pupil to see purpose in what he is doing. He must
- \* Recognize their need and its significance
- \* Identify the cause of his difficulties
- \* Have confidence in his ability to correct the difficulties
- \* Be given the proper exercise materials, which provide self-evaluation, and
- \* Be provided with opportunities for application of skills they have learnt

## **2. Preparation**

- \* This is for laying the basic foundation for construction of the new lesson.
- \* Test the previous knowledge of the students, so that they could understand the present topic based on, those previous knowledge/concepts. .
- \* If the pre requisite concepts are not clear, they may not understand the present concept.

## **3. Presentation**

- \* The most important part of teaching all skills learnt through micro teaching must be applied here to make the teaching effective.
- \* Make thorough content analysis-concept by concepts and then present the concept from simple to complex, from easy to difficult etc.
- \* Provide various activities group work, demonstration, explanation, questioning and blackboard work.

## **4. Review**

- \* Provide the summary of concepts taught in that period.
- \* It may be fast restating by teacher or by asking questions and eliciting answers from students.
- \* This also will help to identify which part not understood well by students and brief explanation could be given.

## **5. Follow up**

- \* It could be or simple assignment of asking to solve problems in exercise or
- \* Project work.

Students may be asked to observe from society or computer centers. It could be referring to nets/webs books etc.

The structure of a four-fold lesson plan is given below:

**Name of the Student Teacher : Date :**

**Class / Section and session**

**Name of the school**

**Subject**

**Unit**

**Topic**

**Instructional Objectives :** Write the list objectives of the Topic to be covered. i.e. Write what the student knows at lesson completion.

**Instructional Resources Required :** Write the list of Materials Aids required to explain the topic.

Previous knowledge of learners: write the previous knowledge required to understand the new topic

Content/concept	Specifications of behavioural objectives	Learning activities (teacher/ learner experience)	Evaluation
Preparing and giving motivation to receive new knowledge/ sequence of events that make up the lesson/ Independent practice- recapitulation	Behavioural objectives are the smaller, observable understandable and measurable. It describes learning outcomes	Learning activities refers to all interaction, and practice in which learning takes place in classroom. In this column teacher/ student activities will take place to attain the objectives	On the basis of content/ concept and learning experiences. Formative questions are framed here step by step.

Follow up activities: Give homework and assignment in the topic covered.

Signature of the Student Teacher

Signature of Guide Teacher

## **MODEL LESSON PLAN**

Name of the Student Teacher: Ramya.G

Name of the School: XYZ School

Class: VII Standard

Subject: English

Title: Sea Fever -Poem

Date:

Duration: 45 minutes

**Instructional Objectives:**

- Introduce the author of the poem “Sea fever”
- Read the poem “Sea fever”
- Explain the poem “Sea fever”
- Give the meanings for the hard words in the poem
- Explain the poetic devices used in the poem
- Give the rhyming words used in the poem

**Instructional Recourse Required:**

- Models, Charts

**Previous Knowledge of the Learner:**

Q. Name some seas around the world?

A. Arabian Sea, Bay of Bengal, etc.

Q. What is used to sail in the sea?

A. Boat, Ship, etc.

Content	Specification	Learning Experience	Evaluation
The poet John Masefield	Introduces	The teacher introduces the author of the poem John Masefield. John Masefield (1878-1967) was an English poet and writer. He was appointed poet Laureate of the United Kingdom in 1930. Students listen	Introduce the author of the poem “Sea fever”

		carefully and know about the author.	
The poem “Sea fever”	Read	The teacher reads the poem “sea fever” written by John Masefield Students listen carefully	Read the poem “Sea fever”
The poem “Sea fever”	Explain	The teacher explains the poem “Sea fever” with the help for model and charts. Students listen carefully	Explain the poem “Sea fever”
Hard Words	Give	The teacher give the meaning for the hard words in the poem “sea fever” Star to steer – the north star is the pole star which tells the sailor where north is and thus they can steer the ship correctly. Flung – threw Spume – Sea foam Vagrant – wandering Flurried - worried Students write down the meanings for the words	Give the meaning for the word “flurried”

Poetic devices	Explain	The teacher explains the poetic devices used in the poem “sea fever”. Simile – “where the winds like a whetted life:” Students listen carefully.	Explain the poetic devices in the poem “sea fever”
Rhyming words	Give	The teacher give the rhyming words present in the poem Sky – By Shaking – Breaking Tide – Denied Flying – Crying Life – Knife Rover - Over Students listen carefully	Give the rhyming words present in the poem

**Recapitulation:**

Q. Who is a author of the poem “sea fever”?

A. John Masefield

Q. Give some rhyming words present in the poem?

- A. a. Sky – By
- b. Shaking – Breaking

**Home Assignment:**

Explain the poem “Sea Fever” along with its poetic devices.

Signature of the Student Teacher    Signature of the Guide Teacher    Signature of the Teacher Educator

