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# PLANNING FOR INSTRUCTION

- I. What Is Instructional Planning?
- II. Types Of Instructional Planning
- III. Writing An Objectives
- IV. Developing A Lesson
- V. Designing A Lesson
- VI. Assessment Of Learning
- VII. Teaching Strategies



# Instructional planning

 is the ability of the teacher to visualize and forecast into the future of what, why and how of the teaching-learning process

# Importance of Instructional Planning

-  Provides for logical sequencing and pacing lessons
-  Economizes cost - time and energy
-  Provides for a variety of instructional objectives
-  Creates the opportunity for higher level of questioning
-  Guides teachers

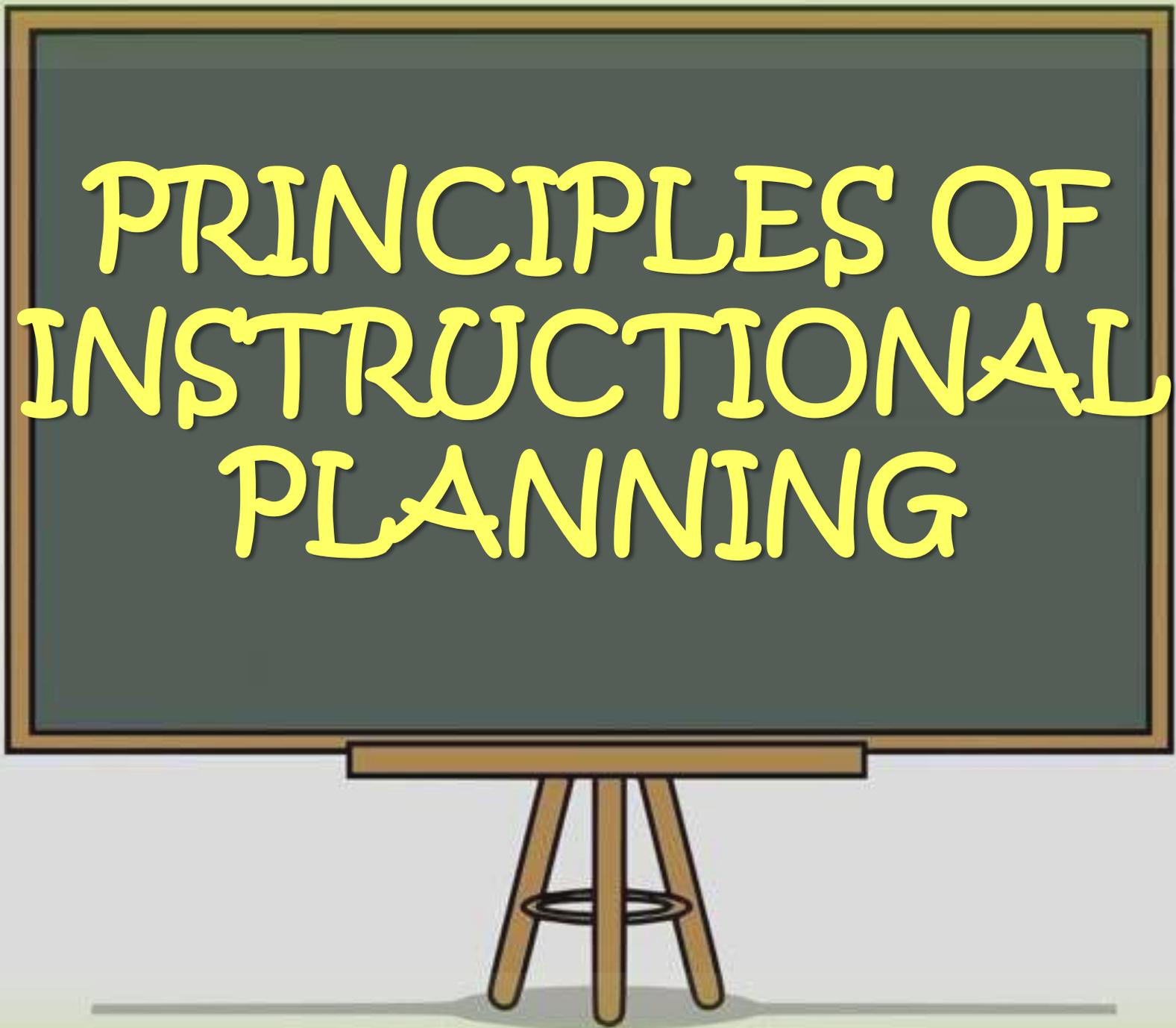
- ✎ Provides direction for the teachers
- ✎ Correlates instructional events
- ✎ Develops a sequence of well-organized learning experiences
- ✎ Presents a comprehensive, integrated and meaningful content at an appropriate level
- ✎ Prepares pupils/students for the day's activities

# Components of Instructional Planning:

-  The teachers' attitudes, beliefs, orientations and teachers' social background
-  The pupils' / students' age, background, knowledge, motivational level of interest
-  The type of content that influences the planning process, textbook and other instructional materials.

-  The learning content which is characterized by the subject matter guidelines
-  Material resources which include equipment/tools for teaching
-  Time frame which is considerable

# PRINCIPLES OF INSTRUCTIONAL PLANNING



- ∞ To understand the rationale of the course in the context of the goals of the educational institution
- ∞ To determine what content to incorporate into the course in relation to the set objectives.
- ∞ To clarify thrusts of the course

- To decide on the reasonable time frame for the course
- To identify the important components of the lesson; see if they meet
- To determine the appropriate approach in view of the goals



# TYPES OF INSTRUCTIONAL PLANNING

# COURSE PLAN



A long-range teacher guide is usually called a map or course of study.

**MAPPING** – identifies and details the content, concepts, skills and sometimes, values to be taught for the entire course.

# GUIDELINES FOR MAPPING

1. Be sure you understand the rationale of the course in the context of goals of the school.
2. Be sure you understand the objectives of the course, according to DepEd or district guidelines.
3. Clarify the focus of the course designed to stress subject matter, learner's need, or social needs.

4. Determine if there is a special need (special audience, special instructional program) for the course
5. Identify the important components: content, concepts, skills and values
6. Examine the components to see if they

7. Decide on important components so that they can be used as framework for your unit planning
8. Show the map to an experienced colleague or supervisor. Revise it in light of the feedback received.
9. As you used the map, evaluate, modify and improve it. Note components that should be

A cartoon-style illustration of a chalkboard on a wooden stand. The chalkboard is dark grey with a brown frame. The words "UNIT PLAN" are written in a bold, yellow, hand-drawn font in the center of the board. The stand has three legs and a small circular base. The background is a light green gradient.

# UNIT PLAN

- A unit plan reflects long-range goals and is means of organizing various aspects of the course of the study and serves as a basis for developing a set of related daily teaching plans and educational activities.

1. Objectives
2. Content
3. Skills
4. Learning activities
5. Resources and Materials
6. Evaluation procedures

A cartoon-style illustration of a chalkboard on a wooden stand. The chalkboard is dark grey with a brown frame. The words "LESSON PLAN" are written in a bold, yellow, hand-drawn font. The stand is made of light brown wood with three legs and a circular base. The background is a light green gradient.

# LESSON PLAN

•A lesson plan is a very important tool of a teacher. It is a guide which includes the aims and objectives, subject matter, materials and devices to be used, time frame, anticipated problems and procedures, e.g., motivation, teaching strategies and techniques and evaluation for achieving the desired results.

# COMPONENTS OF THE LESSON PLAN

- objectives
- motivation
- outline
- methods
- materials and media
- assignment or homework

# TYPES OF LESSON PLAN

1. Mastery Learning Lesson Plan
2. Thinking Skills Lesson Plan
3. Flexible Grouping Lesson Plan



# WRITING AN OBJECTIVE

# PRINCIPLE FOR GOALS AND OBJECTIVES

SMART (Specific, Measurable, Attainable, Result-oriented, and Time-bound and Terminal)

# TYPES OF OBJECTIVES:

1. Performance Objectives
2. Process Objectives



DEVELOPMENT

&

DESIGNING

A LESSON

# DIFFERENT TYPES OF LESSON

1. Development Lesson
2. Supervised Study Lesson
3. Appreciation Lesson
4. Drill Lesson
5. Application Lesson

# THREE PHASES OF DEVELOPING A LESSON

1. The Initial Phase
2. The Lesson Proper
3. The Concluding Phase

# ASSESSMENT



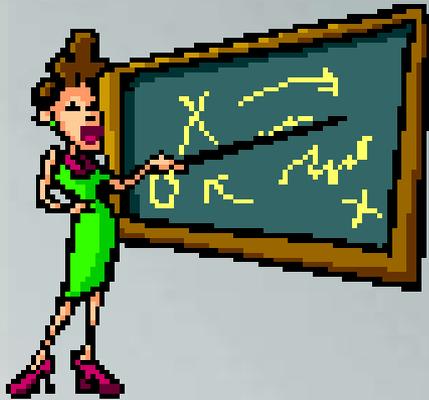
 Is the ongoing process of interpreting the evidence of what a student can do

 Means finding out what students know and are able to do. Its emphasis is on observation of what is happening now



# **PURPOSE OF ASSESSMENT**

-  To assist in student learning.
-  To assess and improve student learning
-  To identify children's strengths and weaknesses.
-  To assess the effectiveness of a particular instructional strategy.



# TEACHING STRATEGIES

# PURPOSE OF BRAINSTORMING:

- ✓ Is to get as many ideas to the surface as possible, no matter how unusual they may seem.



# DISCUSSION

✏ It is students' exchange and share ideas about the lesson or about the assigned task. When planned properly, it can provide the students activities that will help develop thinking skills and allow them to engage in higher-level thinking.



# BRAINSTORMING

 is used when there is an issue that has to be clarified or a problem that calls for a solution. The basic design of a brainstorming session is presenting an open situation and creating an environment where students feel free to contribute their ideas without fear of failure.



# THREE WAYS IN CONDUCTING DISCUSSION:

## 1. Whole-class Discussion

- ☑ All students in the class exchange and share ideas about given topic with the teacher as a leader.

## 2. Small-class Discussion

- ☑ This provides teachers opportunities to note students' behavior, attitudes, and abilities to express ideas. Teachers find discussion situations as valuable source of information about students' needs, personalities and backgrounds.

### 3. Panel Discussion

- ☑ This strategy affords the presentation of a variety of perceptions on a single topic.

# DEMONSTRATION

 this strategy designates the teacher or a designated individual to model the behavior of presentation, analysis and synthesis. It calls for a carefully planned presentation that shows how to perform an act as a procedure.



# FAMILIAR DEBATE

 this strategy in which two sides of an issue are presented and argued by two or more individuals within a given time period. This is formal approach in which oral presentations are made by members of two opposing teams on topics pre assigned and researched, and the speeches are followed by rebuttals from each other.



# CLASS DEBATE -

✎ Instead of having two contending parties, it involves seven members in a group assigned to debate on a topic.



# RESPONSIBILITIES OF EACH MEMBER TO PERFORM (Armstrong,1980)

“PRO” position is the defenders’ attempt to marshal evidence in support of the proposition being debated.

“CON” position seek to find evidence and develop a line of logic that opposes the proposition being debated.

SKEPTICAL CRITIC seeks to find information that will be useful in attaching both arguments of the “pro” and the “con” sides.

# MOCK TRIAL

✎ this strategy helps students develop concepts of justice, learn key aspects of curriculum procedure, analyze issues, interpret facts, and evaluate decisions. In the conduct of mock trial, students need to know the roles of judges, attorneys, and witnesses as well as classroom procedures and rules of conduct.



# THREE PHASES IN CONDUCTING MOCK TRIAL

Briefing - pre planning in which the teacher's task is the identification of the case drawn from the unit of study.

Conducting the trial - simulation of the conduct of the trial

Debriefing - asking questions like:

What was the case about?

Who were the participants in the mock trial?

How were the roles played?

What was the issue?

What facts were relevant?

# ROLE PLAYING

 this strategy is used when resolving problems or dilemmas and in creating empathy and understanding for another person's views or behavior. The process enables students to identify with others in a variety of situations, develop empathy, concern for others, and other personal behaviors by having a student enact an incident or situation.



# SIMULATION

- ✎ provides students with activities that are designed to provide lifelike problem-solving experiences.
- ✎ They provide a representation of some phenomenon, event, or issue that actually exists or existed in the real world.
- ✎ It can represent historical events, international affairs, family problems, military operations, schools, politics, or any activity.
- ✎ They permit students to perform vicariously expressive roles in decision making. It provides participants with an illusion of involvement in reality



# LECTURE



- ✎ it is a well-prepared oral presentation of a lesson by the teacher. This most widely used exposition strategy when properly organized and planned for. This is a teacher-directed strategy designed to help learners understand relationships in organized bodies of knowledge.