Unit 4 DAILY LESSON PLANS AND STRATEGIES FOR CLASSROOM TRANSACTION

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4.1 INTRODUCTION

In any teaching-learning programme, two complementary aspects are working simultaneously. First, the pre-designed and pre-determined inputs which is associated with a prescribed syllabus and text book(s) and then the dynamic and unpredictable process of implementing such a broad scheme in a unique setting. These unique and ‘real’ settings are the classrooms in which particular groups of learners guided by their teachers’ ‘lesson plans’ as well as other inputs from them, participate in activities in ways which suit their individual styles. In fact, the teacher’s job is to adapt what is provided to her as a ‘given’ i.e. the syllabus and course book to the local situation – the characteristics of the particular student in a class.

Teachers all over the world, teaching at any level, or teaching any subject, are aware that they cannot walk into a classroom without a teaching plan in mind. This is relevant to the nursery class and also the college lecturer. Ralph Tyler one of the early educationists stated that it was necessary to have lesson plans for the “effective organization of educational experiences to achieve the educational purpose of the school”.

The days when a teacher could teach without a lesson plan have long since disappeared. In the 21st century the teacher requires a deep knowledge of a variety of issues. A professional approach implies that the teacher’s energy is channelled into planning and setting expectations, targeting key elements which will make a difference to their pupils and the results that they are able to achieve .In essence lesson planning is: “an opportunity to formalise the process that effective teachers undertake, in some form or another everyday”.

In this unit, our main aim is to help you gain an appreciation of both aspects of teaching learning process, i.e. the support that you receive from a pre-arranged syllabus and the unpredictable implementation of this syllabus to a discrete set of learners.

4.2 OBJECTIVES
This unit deals with teaching-learning in the classroom setting where curriculum transaction is primarily located. The teacher takes the lead in generating learning experiences for the student. After going through this Unit, you should be able to:

- develop an awareness and appreciation of the nature of learning experiences that can be generated in classrooms;
- differentiate between ‘teaching’ a body of content and ‘facilitating skill development’;
- appreciate and identify learner diversity as a positive learning resource;
- promote participation of students as partnership with the teacher in the teaching-learning process; and
- understand the nature of planning for English lessons.

- understand the importance of lesson planning;
- recognise the features of an effective lesson plan;
- review some sample lesson plans;
- explain the principle behind integrated lesson plans;
- use some new strategies in the classroom;
- understand some principles of classroom management;

4.4 KEY FEATURES OF LANGUAGE LESSONS.

For millions of school children (with practically no contact with English in the home and neighbourhood), English lessons in classrooms will be the only means of learning the language. So making English lessons effective for all is a challenge. Let us try now to find out how the objectives and pedagogic approach of English course(s) help learning in the classroom.

4.4.1 The Subject Matter of English Courses

A distinction is generally made in the overall school syllabus between skill oriented subjects like language and content oriented subjects. Obviously these are not neat and watertight compartments, but there is an important difference. The syllabus for content subjects (math, environmental studies etc.) lists a number of topics which represent a body of knowledge. This is made up of information, technical terms, concepts and principles associated with the subject, which is often a field of specialization at the university level. The main objective of instruction is to help students gain both knowledge of facts and terminology and understanding of concepts and principles. The central objective of teaching language (especially English taught as a second or foreign language) is different. It is for the student to gain the ability to use language for communication – to express ideas in speech and writing and understand what is in spoken and written texts. English language course books have traditionally had an anthology structure. Here, the anchor of the typical unit is a prose passage or a poem. Most of the exercises are linked to these texts: they deal with the ideas (under ‘comprehension’) and the language forms illustrated in them. We need to be clear about the function of these texts in a language course. It is essentially to provide samples of the language in use which in turn facilitates exposure to or contact with the language. Materials developers follow principles of curriculum design when selecting and ordering these texts, as we will see in later units. The texts illustrate language forms (words, grammatical structures, spelling, etc.) using the content (themes) as a medium. The structure of the language (rules of grammar, spelling, word formation, pronunciation) have to be learnt, but not in a formal way. Such formal descriptive knowledge relating to the language is the main learning objective of a student of linguistics. However, it is important for a teacher of English to have the knowledge of the structure of English. But the learner in class IV or VII needs to learn these rules in a different way. They should be able to apply them when using the language, rather than just know them. All the technical information related to them is not needed. So we have to be careful not to make the English lesson look too much like a linguistics lesson. A helpful distinction to keep in mind is that between learning to use language and learning about language.

Similarly, we need to be clear about the role of the specific content (information and ideas) in the texts. Each text has to be understood by the student (reader), just as a listener needs to understand what a
As the student tries to understand the text, some help (clue or explanation) from the teacher is often necessary. But after the text has been understood to some degree, the specific details are no longer of relevance for language learning. These ideas (relating to the discovery of penicillin, migration of birds, customs of some community, incidents and characters in a story, and so on) serve mainly as illustrations of language in use. The widening of the student’s general knowledge is useful as a bonus, but it is not the primary aim. What is learnt about the way language forms convey meaning in the text is more important. This knowledge becomes a resource for understanding and for producing texts. Unfortunately, as we know, the content of these texts in language has been a major focus. A large proportion of examination questions simply ask for memorized information from them. Students get high marks for remembering details from these texts. This focus changes English into a content subject, which it certainly is not. In a history or chemistry or biology course the content (specific ideas) in the textbook are/is central, and teaching and testing focus on this body of knowledge. This is what makes a content subject fundamentally different from a skill subject like language. So we need to keep the purpose for which texts are included in mind, when using them as a resource for language learning.

Language is learnt most successfully by experiencing its use. This does not mean that learners have to talk and write (produce complex texts) most of the time. What it means is that during lessons they should get opportunities to experience language in use – exposure to texts that need to be understood and situations where ideas need to be expressed in texts they produce. A major part of the experiences in the language class should be similar to those of the child acquiring a language naturally through exposure to its use in everyday communication. A point to note here is that the child usually experiences only spoken language in use in the world outside, while the child in class deals more with the written language found in books.

### 4.4.2 Transactions in the Classroom Setting

We see now that the main teaching objective guiding English lessons should be to provide experiences of using language to learners. We need to exploit the range of language texts given in the course books in a manner that provides these experiences. The English teacher has certain advantages over the subject teacher when dealing with the textbook. The typical English textbook contains a wide range of texts (stories, poems, plays, essays, comic strips, cartoons, posters, advertisements, etc.). When selecting these, the interests of children of the given age are an important consideration. Some principle of gradation is applied in deciding the sequence of units, but the book does not have to be followed strictly page by page. Jumping ahead to pick up something from a later unit because it seems especially interesting and relevant at some point is possible and indeed desirable (Unusual current events prominent in the media could be the reason: medals at the Olympics, an invention, a spacecraft reaching Mars, some curious incident involving animals, etc.). What is in the book can be supplemented or even replaced by some other text. A text which is seen as interesting can be taken up for some purpose even if it has a new grammatical form or a couple of difficult words. These language items do not have to be taught (and finished) immediately. They will appear over and over again in the same year and in the curriculum of higher classes. The flexibility in choosing the text and related activity allows the teacher to give priority to students’ getting involved in the tasks.

Compared with this, the teacher of a content subject (who also has well designed textbooks as support) has to work with many restrictions. The given sequence of topics/sub-topics has to be followed. Extra material if used must help to illustrate and explain a difficult concept. There is less scope for going in different directions. In the language class, on the other hand, it is the activity that matters, and any text (whatever the topic) that students are likely to engage with is acceptable.

A second advantage that the English teacher enjoys when using language texts in class is related to the way in which they are to be treated. Obviously students should understand what is in the texts whether it is written passages and now increasingly, recorded spoken texts. But it is not necessary to aim for
complete comprehension immediately. After some sense of the overall nature and message has been gained, many questions for discussion can be raised. Who created it? Who is the sender/author? Who is it addressed to? Why was it created? When? Where? Could the same 'message' have been conveyed in some other way(s)? Will other 'receivers' respond in the same way? Students themselves might suggest some of the questions. These are the open-ended questions facilitating discussion that we noted above. Creating an interest in going back to the text to understand it better, should also be among the teacher’s aim. Discussion based on such questions on different texts would lead students to pay attention to words, grammatical elements, and also gradually to organization and style.

Another advantage of English lessons lies in the space for open ended questions and tasks, many of which do not lead to single correct answers. Such tasks can take off from the texts: dramatization, role play, expressing some aspects in a picture or cartoon, imagining different endings for stories, finding or remembering other very similar or dissimilar texts. They provide learners with opportunities to use language, and many are suitable for pair/group work. The absence of right answers allows students to engage with tasks following their own interests, attitudes and styles—which is important for their motivation and morale.

The general principle for language instruction that emerges from this discussion is, that the language lesson should provide for a variety of open-ended tasks demanding attention and effort from all the pupils. There should also be some measure of interaction or communication among them. Of course the use of English is to be encouraged, but the occasional use of the L1 is not in any way undesirable. However, the use of this support should gradually be decreased. This will happen naturally as the ability to use English increases. As noted earlier, presentation and explanation by the teacher (to which pupils listen) should be only one of the strands in lessons. Learner activity should be a planned and major lesson component, and not merely something to be taken up (time permitting) after the teacher has finished her part. But learner activity is not an end itself. It has to be planned (‘when’ and ‘how’) so that relevant learning experiences are generated. Simply reducing ‘teacher talk’ will not automatically lead to better language learning.

Check Your Progress 1

Note: Write your answer in the space given below.

1. Differentiate between the objectives of teaching content oriented and skill oriented subjects like language.

2. What is the role of text content in language classroom?

3. Mention the advantage a language teacher has over the subject teacher when using the text book.

4. A passage on Mohenjodaro and Harappa can occur in an English Reader. The same content (more or less) can also occur in a chapter in the History textbook. Mention one learning activity as an English teacher you would include in a lesson related to this passage, that the History teacher most probably will
4.5 PLANNING AT THE LEVEL OF THE TEACHER

We have noted that the individual teacher is working within the framework represented by the syllabus and course materials. In a typical school the academic calendar for the year (agreed upon at a general staff meeting) will indicate the number of hours/periods for each subject over a term, weekly timetable, dates for units tests and term end tests, and so on. So a lot of planning is already in place. The teacher's real work of planning begins when a unit in the syllabus/course book has to be taken up and covered in, say, about eight lessons spread over two weeks. However elaborate the course book, it will not (and cannot) indicate in detail the transactions for each lesson—involving forty particular learners and their teacher. We noted earlier that only the teacher knows the background and readiness of the group for the matter in the new unit. She can judge whether some revision or special preparation is necessary, and some supplementary material would be useful. She uses this knowledge to work out the overall teaching plan for the unit and for each lesson.

The skill development orientation of language teaching (which is different from that of 'body of knowledge' based content subjects) is important. The English teacher has much less presenting to do, but much more organization of learners' activity. For the subject teacher the planning and preparation for a lesson will be based centrally on the topic. How can I best present-explain this concept? What types of exercises/problems will help consolidate the new ideas? For the English teacher the central questions would be: Given the theme (story, passage, dialogue, puzzle) serving as the base, how can I get my learners to use the ideas or situations or characters they find, to participate in tasks/activities requiring them to read or speak or write? Most course books today include several activities in each unit, usually related to a set of texts, both spoken and written. (These represent the language exposure students receive in a given lesson. Other lessons will give them, exposure to different samples.). The teacher can select what would be most appropriate, and sometimes modify them. As noted in section 4.4.2, it is possible (even desirable sometimes) to jump to something in a later unit if it seems 'appropriate'. 'Appropriate' here means likely to get students interested and involved.

The next step is to decide what kind of revision and or special preparation the students need so that the text and activities seem manageable to them. Sometimes this could be through presentation and explanation of some concept or principle by the teacher. This will help in getting the students get started on the activities on the right lines. After that the teacher has to observe and step in where help seems needed. These are occasions when the teacher’s input can be very effective, because of the need and readiness we noted above. The important principle is that they cannot be planned in the usual sense, as they emerge in an unpredictable way. But they can be prepared for.

4.6 THE IMPORTANCE OF LESSON PLANNING

In any teaching learning process if the objectives for the process is to be achieved then it is important to list the same down. Write down why planning is an important aspect of any teaching activity. Compare your answer with the following list.

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<thead>
<tr>
<th>Lesson Planning:</th>
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- Is conducive to efficient teaching
- Guarantees that the teaching follows an organized approach
- Ensures that the syllabus is covered
- Gives the teacher confidence when delivering the lesson
- Acts as a base for future lessons
- Helps in dealing with differences
- Is indicative of the effort put in by the teacher.

Lesson plans also have a great effect on the teaching process. Here are some more reasons for the same:

- **Clarity**: It provides clarity on the decisions to be made to help students move towards learner goals.
- **Unpredictable events**: Teachers can deal better with unpredictable events as they are likely to have an alternative plan already lined up.
- **Framework**: It gives teaching a format, a kind of sequence.
- **Professionalism**: It provides a professional base for the work in hand, namely, teaching.
- **For the learner**: It makes them feel that the teacher is well organized and is concerned about their learning.

### 4.7 PLANNING A LESSON

The teacher actually imagines a lesson before it has happened. This involves prediction, anticipation, sequencing, organising and simplifying. Of course the final decisions would depend on the teaching-learning situation in the classroom, the learner’s needs and interest. However most often decisions would depend upon:

- the aims of the lesson.
- the content.
- the group that is being addressed.
- the tasks to be presented.
- the available resources.

The format for a lesson can differ between subjects and also between schools. By and large it is said that the traditional lesson plan of objectives, content, methods, materials and evaluation needs to be replaced by a strategic approach which is learner-centred. Whatever approach is adopted, there are some key curriculum principles that go into lesson planning. They are:

- **objectives**
- **differentiation**: Dealing with a diverse population of children.
- **breadth and balance**: The subject matter to be dealt with.
- **progression**: The movement from easy to difficult.
- **continuity**: Logical connectives within the subject.
- **depth**: How much exposure is expected?
- **relevance**: Is it within the student’s learning sphere?
- **personalisation**: How can teaching-learning be made meaningful to every child?
- **assessment**: Does it incorporate both formative and summative assessment?

A good lesson plan will try to cover a range of accepted learning behaviours and experiences like the ones given below:

Opportunities for:

- developing enquiry skills
- **problem solving individually and in groups**
- evaluating outcomes
- **processing information**
Check Your Progress 2

Note: Write your answers in the space given below:

1) Give five reasons which support the view that a teacher should always have a plan in mind, if not actually written down.

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2) List the curriculum principles that go into lesson planning.

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3) What learning behaviours should be included in a lesson plan?

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4.7.2 Choosing a Lesson Plan Format

Usually schools have a lesson plan format worked out. Often, the subject teams work out their own formats. Finding the right format is a process of trial and error. It is a dynamic process and value must be attached to making mistakes and correcting them.

Once a lesson planning culture is developed, it is necessary to identify the learning opportunities. These should include the opportunities listed earlier. All lesson plans should include subject, class, unit of work and place in the sequence of learning. The evaluation process should also be included to ascertain the success of the lesson in question. Teachers need to reflect at the end of each lesson to plan further lessons for the future. They need to ask at the end of the lesson:

- What happened?
- What effect did the lesson (plan) have?
- Why did the events unfold as they did?
- How could the plan be improved?
- How might the teacher/students have behaved differently?
- How should things be done the next time?

Some other aspects that can be included in a lesson plan These are:

- Class details
- Seating plan for group work/pair work/individual work/whole class
- Subject details—in terms of sequence of learning
- Learning objectives
- Link to previous lesson
- Resources available
- Procedures (under this head we could include the following key issues)
  - Are the activities clearly stated?
  - Is there a clear structure?
  - Are the key points apparent?
  - Are differentiated strategies highlighted?
  - What is the role of ICT?
  - Is inclusive education taken care of?

When writing the objectives of the lesson these points should be clearly articulated and should indicate
what the student would be able to do at the end of the lesson.
Here are some examples of how the teacher can articulate what the student should take back from the teaching-learning process in behavioural terms.
At the end of the lesson the student should be able:
- to identify and describe;
- to explain;
- to recognise;
- to participate in;
- to combine;
- to communicate ideas in writing/speaking;
- to generate ideas;
- to use a range of vocabulary/expressions/structures;
- to develop an awareness of formal/informal writing;

When planning a lesson teachers need to remember that every student is different. Sometimes it is good to invite another teacher to observe your lesson and give feedback. Lessons are effective when students are clear about what they are doing and why they are doing it. An environment that is challenging and stimulating, offers a variety of learning opportunities for the students. Lesson planning supports teachers in their “search for excellence and transformation and for this to happen it must be relevant and purposeful, long on impact and short on tedium. In the hands of skilled and professional teachers, structure and purpose will be tempered by flexibility and intuition, enriched by creativity and imagination and distilled by professionalism and the belief that every child matters, as does every teacher” Lynn Maidment (2008).

Check Your Progress 3
Note: Write your answers in the space given below:
1) Why is it important for teachers to assess themselves at the end of a lesson?
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2) What should a teacher consider when planning a lesson?
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4.7.3 Lesson Planning : Using Into, Through and Beyond.
Sometimes we can also plan a lesson by using the verbs Into, Through and Beyond. How do we do this?

**Into**
This is actually preparing students to receive the new material to be presented. In other words to get the material. This helps in increasing their interest, and motivation to learn, and creates a positive and receptive atmosphere. This also helps in preparing for the new learning experience.

Decide what preparation is necessary.
- Vocabulary?
- Stimulate curiosity?
- Provide some relevant background information?
- Talk through the new subject and highlight some parts?
- Relate previous material to the new material?
- What additional material could you use—videos, music, storytelling or an excursion?

This preparation if incorporated with a true understanding of your students will make the new learning more meaningful.
Through
After the stage has been set by taking students into the material we now look at how to take them through the material. This implies helping them understand, comprehend, explore the terms, concepts etc. How can this be done?

● Through reading response logs;
● Relating story to personal experiences;
● Recording questions as you proceed;
● Dramatization;
● Visualisations;
● Illustrations;
● Discussions

Beyond
This is the stage when an opportunity is taken to expand and deepen the students learning experience. It means helping students develop new insights, think critically and clarify their understanding of what has been introduced. How can we do this?

● Ask them to share their insights, individually, and in groups;
● Design activities to apply and extend their comprehension;
● Get them to work in groups and move beyond the classroom into the community;
● Offer credits for individuals who can really move beyond the text.

Check Your Progress 4
Note: Write your answers in the space given below:
Take up any one aspect of lesson planning-into, through, beyond and write about it with an example that you tried out in your class.

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4.7.4 Hints for Effective Lesson Planning
Given below are some cues which you could use when planning lesson.

● When planning, think about your students and your teaching context first.
● Prepare more than you may need. It is advisable to have “reserve” activity ready in case of extra time. Similarly, it is important to think in advance which component(s) of the lesson may be skipped, if you find yourself with too little time to do everything you have planned.
● Keep an eye on the time allotted. Include timing in the plan itself. The smooth running of your lesson depends to some extent on proper timing.
● Think about transitions (from speaking to writing or from a slow task to a more active one).
● Include variety if things are not working the way you have planned.
● Pull the class together at the beginning and at the end.
● End your lessons on a positive note.
● Planning enables you to think about your teaching in a systematic way before you enter the classroom. The outcome of your planning is a coherent framework which contains a logical sequence of tasks to prepare the field for more effective teaching and learning.
● Plans not only express your intentions, there are projects which need to be implemented in a real classroom with real students. Many things may happen which you had not anticipated. In the end you need to adapt your plans in order to respond to your pupils’ actual needs. It is important to bear in mind Jim Scrivener’s words: Prepare thoroughly. But in class, teach the learners not the plan.
Check Your Progress 5

Note: Write your answers in the space given below:

1) List at least five qualities of an effective lesson from the hints given above.

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4.8 SAMPLE LESSON PLANS

Given below are examples of lesson plans:

4.8.1 Writing Newspaper Article

Students often read newspapers for a wide variety of reasons, not least of which is to keep informed in English. As you know, newspaper writing style tends to have three levels: Headlines, leading sentences, and article content. Each of these has its own style. This lesson focuses on calling students’ attention to this type of writing style on a deeper, grammatical level. It ends with students writing their own short articles with a follow-up listening comprehension opportunity.

Objectives

- To develop an understanding of newspaper writing style –differentiating between headline, leading sentence and article content;
- To familiarize learners with newspaper writing style;
- To develop writing skills in the style of newspaper article writing; and
- To develop listening comprehension.

Activities:

- Writing short newspaper articles
- Listening to an article

Outline:

- Ask students to get the previous day’s newspaper to class.
- Ask students to read the newspaper article selected and summarize the contents.
- Have students analyze the difference between the headline, leading sentence and article content in terms of tense usage and vocabulary in small groups (3-4 students).
- As a class, check that the differences between headline, leading sentence and article content are clear. Here is a short guideline to the main differences:
  - Headline: Simple present or past tense, idiomatic, catchy vocabulary, no use of function words.
  - Leading sentence: Present perfect tense often used to give general overview.
  - Article content: Proper tense usage, including a change from present perfect to past tenses to give detailed, specific information about what, where and when something happened.

Once the differences have been understood, have students divide into pairs or small groups (3-4 students).

Using the work sheet, small groups should write their own newspaper articles using the headlines provided or come up with their own stories.

Have students read their newspaper articles aloud allowing you to incorporate some listening comprehension into the lesson.

Task

Choose a Headline and Write Your Own Newspaper Article.

Newspaper Article 1

TRUCK CRASHES INTO LIVING ROOM

Leading sentence: provide your leading sentence
Article content: write at least three short paragraphs about the incident

Newspaper Article 2
SCHOOLS CLOSED-INTENSE COLD
Leading sentence: provide your leading sentence
Article content: write at least three short paragraphs about the situation.

Newspaper Article 3
NO FAILURES IN SCHOOLS-AUTOMATIC PROMOTIONS
Leading sentence: provide your leading sentence
Article content: write at least three short paragraphs about the new policy development.
Students can work on these articles as a group or in pairs.

4.8.2 Listening and Speaking

Objectives
- To develop listening skills;
- To develop speaking skills and;
- To practice listening and speaking skills with classmates.

Materials
- Video of people speaking clearly and in simple English (if available/can be created)
- Pencils and erasers
- "Have You Ever..." search paper, 1 copy per student (see procedures below)
- Computer with Internet access (optional)

Procedures
1. Before beginning the lesson, create a "Have You Ever?" search paper by dividing a piece of white paper into 16 equal squares: Draw four columns down and four rows across the sheet of paper. At the bottom of each square write something that at least one student in the class may have experienced or a quality at least one student may have, such as "broken a bone," "loves pizza," "speaks two foreign languages," "has been on train," or "is good dancer." Photocopy one copy of the search paper for each student.

2. To begin, play a few rounds of telephone with the class to demonstrate the importance of having good speaking and listening skills. Then have students watch video on Speaking and Listening Strategies to further explore good skills.

3. After watching the program, talk about experiences when students have had to ask questions or follow directions. Ask them: Why is it important to give clear directions? What kinds of situations have you been in when you have had to listen very carefully to someone talking? Why is it important to develop good speaking and listening skills? Have students describe situations when they have not used good speaking or listening skills. What were the results?

4. Explain to students that they will play a scavenger hunt-type game with their classmates. Hand out copies of "Have You Ever?" and tell students that the object of the game is to be the first person in the class to complete the squares. To do so, they must match a classmate's name to the criteria written in a square. Each square must represent a different person, so a winning "Have You Ever?" sheet cannot have one student's name on it in more than one square.

5. Tell students that they will walk around the classroom and ask their classmates questions to fill in the squares on their sheet, such as "Have you ever broken a bone?" If a classmate has broken a bone, they meet the criterion, and the student should write the classmate's name in that square. If not, the student can choose to ask the person a different question or move to a different classmate until they have found one who has broken a bone. Explain to students that they will also answer questions. For example, if Mary is asking John a question, she cannot leave him when he has answered her question. She should wait until John asks his question and they are both ready to move to new classmates.

6. Remind students that everyone in the classroom will be working on their scavenger hunt at the same time, so it is important that students spoken quietly, listen to what their classmates are saying very carefully, and not to run. The first person to fill in all of their squares without repeating a name wins. Tell students to raise their paper and call out if they think they have won.
7. Give students time to complete their scavenger hunt. Walk around the classroom while students are engaged to make sure everyone is playing fairly and nobody is running. Call time when a student has announced they have finished and have the students quietly freeze where they are standing while you check the possible winning sheet. If the student is mistaken, have the class resume the activity. If not, ask the students to return to their seats.

8. Discuss the scavenger hunt with students. Who learned something new about their classmates? What did they learn? Why was it important to use good listening skills during the scavenger hunt? Why was it important to use good speaking skills?

9. If time allows, students can practice their reading and listening skills online with interactive stories at this Web site [http://www.alfy.com/Storyville](http://www.alfy.com/Storyville). A classroom management skill involves controlling noise levels with adequate signals. While the task is to be completed individually, there is a lot of interaction between the students.

**Evaluation**

Use the following three-point rubric to evaluate students' work during this lesson.

- **Three points:** Students were highly engaged in class and group discussions; enthusiastically participated in the scavenger hunt; followed the rules of the scavenger hunt without needing teacher guidance or supervision; and demonstrated a clear understanding of the importance of having good speaking and listening skills.
- **Two points:** Students generally engaged in class and group discussions; participated in the scavenger hunt; followed the rules of the scavenger hunt with some teacher supervision or guidance; and demonstrated a basic understanding of the importance of having good speaking and listening skills.
- **One point:** Students participated minimally in class and group discussions; were unable to participate in the scavenger hunt without constant teacher supervision or refused to participate in the scavenger hunt; and were unable to demonstrate a basic understanding of the importance of having good speaking and listening skills. (adapted from [www.discoveryeducation.com](http://www.discoveryeducation.com))

### 4.8.3 Beginning Reading (Vocabulary)

- **Subject:** Reading
- **Duration:** 1-2 class periods

**Objectives**

- Define the terms antonym, synonym, and homophone; and
- Identify pairs of antonyms.

**Materials**

- Writing paper
- Dictionaries and thesauruses
- Index cards, 20 per student
- Crayons, markers, or coloured pencils
- Pencils and erasers

**Procedures**

1. Ask students to define the terms synonym, antonym, and homophone. Ask them how homophones differ from synonyms and antonyms?

2. Ask each student to share at least one example of a pair of synonyms, antonyms, and homophones. Write examples on the board or on a piece of chart paper and discuss them. Discuss any questionable examples with the class. Are the words actually (synonyms, antonyms, homophones)? Why or why not? Assess the students' understanding of the types of words and make sure they understand the differences before moving on.

3. Next, tell them that they will create a game called Antonym Match-Up. Have students quietly and individually create lists of 10 pairs of antonyms. Tell them not to share their lists with one another. Students may use a dictionary or thesaurus.
4. Give each student 20 blank index cards: They will write one word from their list on each card and draw a picture representing it on the same card. If they have difficulty drawing images of certain pairs, allow them to come up with new antonyms that might be better suited to the game.

5. Next, have students pair up and play their games by mixing up their antonym pairs and laying the cards on a surface in rows of five so their partner can see all the cards. Partners must correctly match all the antonym pairs. Each partner should take a turn. If time permits, allow students to play with a different student. Walk around the classroom and assess student behavior and understanding while they are playing.

6. After students have finished playing, discuss some of the antonyms. Which were easier antonyms to match? Which were difficult? If any antonym pairs did not seem clear, discuss them with the class to see if they are actually antonyms.

7. Have students keep their match-up games in their desks to play during free time. If time and resources permit, allow students to create match-up games for homophones or synonyms.

The lesson is planned as a pair work activity. The teacher should ensure that both the students are involved.

**Assessment**

Use the following three-point rubric to evaluate students' work during this lesson.

- **Three points:** Students easily and clearly defined the terms synonym, antonym, and homophone and provided clear examples of all three types of words; created unique and colorful match-up cards with 10 pairs of true antonyms; were able to easily determine all 10 pairs of antonyms in the game with little or no assistance.

- **Two points:** Students sufficiently defined at least two of the terms synonym, antonym, or homophone; provided adequate examples of at least two of the types; created somewhat unique and colorful match-up cards with at least eight pairs of true antonyms; were able to determine at least six pairs of antonyms in the game with some assistance.

- **One point:** Students were unable to define the terms synonym, antonym, or homophone and did not provide examples of any of the types of words; created incomplete or incorrect match-up cards with four or fewer pairs of true antonyms; were unable or unwilling to determine the pairs of antonyms in the game without a great deal of assistance.

**Vocabulary**

Antonym

*Definition:* A word having a meaning opposite of another word.

*Context:* Hot and cold are antonyms because they are opposites.

Homophone

*Definition:* One of two or more words that are pronounced the same but differ in meaning, origin, and sometimes spelling.

*Context:* The words see and sea are homophones.

Synonym

*Definition:* A word having the same or nearly the same meaning as another word or other words.

*Context:* Fast and rapid are examples of synonyms because they have the same meaning.

(adapted from [www.discoveryeducation.com](http://www.discoveryeducation.com))

**5.5.4 Creative Writing**

*Primary Subject* - English (Creative Writing)

*Secondary Subject* - Computers and Internet

**Objectives** – By the end of the lesson the student should be able to:

- write the outline of a story
- develop content for the story in the form of images
- use Microsoft word
- use internet
**Materials**
- Picture of a desert
- Music of waves
- Computer access

**Introduction**
“I want everyone to close your eyes. (Turn on the music of the waves.) Ok, I want you all to imagine that you are on a boat enjoying your vacation. All of a sudden, your boat is faced with a terrible storm. Your boat is tossed about on the ocean. You realize that the only way that you and your family are going to survive is if you jump off your boat and swim to the little island 20 miles away. You throw on your life jacket, and you and your family jump off the boat. In the process of jumping, you hit your head and you are knocked unconscious. You wake up on the shore of the little island with your family and a few of the supplies from the boat: a large piece of wood, a tarp (like a blanket, but made of plastic), some netting, and a box. Ok, open your eyes. This island is yours and your family’s new home (hold the picture of the deserted island up), at least until you are rescued.”

**Transition:**
“Now that you have survived the jump and are now on the island, I want you to write and tell me in story form what you are going to do on your island. How are you going to survive? What are you going to do for shelter, entertainment, etc? Remember to look at the picture for help. Also remember that you have some supplies from your boat. You can hand write some ideas, but the final copy must be typed.”

**Task**
Each group to write a story what they were going to do in the island, and their strategies for survival. Ask them to brainstorm and collect ideas from everyone and then attempt writing. They should use support vocabulary, edit their work and also add illustrations.

**Closure**
Ask each group to display the story on the board. Students walk around to read each other’s story. Get students together and draw out what was a good story, what could be improved upon. Also discuss any grammatical errors, style of writing and the development of content.

**Home Task**
Write a story in about 250 words on “The Day I got lost in the market”.
The lesson advocates group work. Teachers should ensure that all the students participate actively and also have well defined roles.

Here is a sample lesson plan that integrates the teaching of science with the teaching of English.

**4.8.5 Insect Travel Brochure**

**Topic:** Insects and their habitats

**Mode:** project mode

**Time:** 2 to 3 days

**Objectives**

**Science**
- The student will become familiar with the habitats of different insects;
- S/he will be able to understand various concepts such as carnivore, herbivore, omnivore, producer, consumer, autotrophy, heterotrophy etc;
- S/he will observe various habitats and find out why some habitats are suitable for some insects and why some are not suitable;
- S/he will develop the skill of scientific enquiry—the ability to use evidence effectively; and
- S/he will draw conclusions based on evidence.

**Language skills**
- Develop vocabulary associated with the insect world.
- Learn to communicate conclusions of observations effectively.
- Learn to design a brochure.
- Develop interviewing skills.
- Develop presentation skills.
- Develop comprehension and research skills.

Steps

Introduction
Begin by asking the class if they could talk about a favourite vacation. They could share this in groups as the teacher walks around and supports the discussion with adequate vocabulary. Some questions that could help take the discussion forward are:
- Where did you go?
- Was it near or far from home?
- Why did they like it?
- Was it similar to home?
- How did they learn about it?

The teacher will show them advertisements from the newspapers and travel guides about vacation spots. Attention will be drawn to vocabulary and language used in such guides to attract people. They will also look at the layout and the general attractiveness of the brochure. The features of a brochure will be listed on the board.

Setting the task
Students will be asked to create a travel brochure that will entice an insect to travel to that site. In doing this they have to keep in mind what they know about the insect:
- Habitat
- Food habits
- Basic needs of the insect

The brochure should have a picture and description of the insect and the place advertised.

Students may also be provided reference material in the class.

Students may also be asked to use technology if needed, accessing the internet under supervision.

Presentation
Students work in groups. Teacher facilitates responsibilities, eg. art work, writing, collecting information, collating information and preparing for presentations. Leaders to be identified by the groups. Students be guided within the group to give constructive criticism, to question, and to remain with the group when presenting eventually.

As students present they will be questioned on their scientific knowledge about insects by a subject expert.

Students share information, teach each other, improve their knowledge on insects and their habitats, develop confidence as they are able to communicate better. Ensure that every student has a part to play.

They are also exposed to the language of a brochure.

Moving ahead
The project can move forward to a finale involving an exhibition of insects and their habitats. They can include a poster that creates an understanding of how insects play a role in the environment. They develop a better understanding of what is needed for a healthy habitat. All the new vocabulary gained and the facts learnt can be listed and displayed so that the students imbibe the information.

The activity can be related to other content areas. Through social studies they can look at landscapes and features of other lands and find out about insects in foreign lands.

To add to language learning they can write stories of how the insect visited the land advertised and its reflections on visiting that land.

It can be tied to mathematics if they can create graphs of the number of different types of insects selected.

Assessment
Information presented: 10 marks
It should be accurate, in depth and demonstrate knowledge about the insect.
Brochure: 10 marks
Design and language of the brochure. Pictures used, do they support the information given etc.

Creativity: 10 marks
Is the brochure attractive and presented well?

Presentation skills: 10 marks
Confidence and language skills in the final presentation.

Group skills: 10 marks
Team skills of sharing and collaborating. Leadership skills exhibited.

Assessment should have clearly stated rubrics under each head to make it as objective as possible. It will also help in the new scheme of CCE.
Since it is a group activity all the principles of this type of activity must be kept in mind.
The teacher is the person who must ultimately decide what is best for the students. Do remember however that while subjects are compartmentalised for us the child comprehends better when it is integrated as she has then a holistic view to learning.

Check Your Progress 6

Note: Write your answers in the space given below.

1) Design a lesson plan on “tenses” using any of the models given above.

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4.8 SOME STRATEGIES TO USE IN YOUR LANGUAGE LESSONS

Given below are some useful strategies in your language class.

Using Images to generate writing/speaking
Using images is a key strategy to use with learners of English. Once the class is shown the picture which could be on the computer screen/printed copies/overhead, students are asked to write whatever they observe at random. Then they are asked to write down any questions they would like to ask about the picture. They ask each other the questions. Once they have been able to locate the answers, then they are asked to categorise the information. They then write different paragraphs. The class can be given a single picture or many different ones group wise. The teacher facilitates the writing by helping with vocabulary and correct sentence structures.

Students can select a photo and record what they see. They can then listen to their recordings. There are many internet sites that can help you select the right pictures.
The best pictures are the ones that raise some curiosity, have something strange about them.

Thought Bubbles and Picture Dictation

They can use thought bubbles for the people in the pictures. In picture dictations students draw pictures as the teacher dictates. It can also be a partner activity where half the class is given one picture and the other half another picture. Students with different pictures partner with each other. One student describes and the other draws. Roles are then reversed. When it is completed the feedback is given.

Thought bubbles
Write in the bubble what you think the girl is thinking.
Activity: Listen and draw

1. In the middle of the picture is a round table.
2. A dog is under the table. It is a brown dog.
3. A fruit basket is on the table. Near the basket is a Knife.
4. Near the table is a chair. A girl is sitting on it. She is eating ice cream.
**Blooms Taxonomy**
Pictures are given to students and questions are framed according to Blooms taxonomy.
Knowledge: In which geographical area is the picture located?
Comprehension: What do you think is happening in the picture?
Application: How would you describe the picture in one sentence?
Analysis: What do you think is likely to happen to the people in the picture?
Synthesis: What are they thinking?
Evaluation: Are they too young/old to be doing what they are doing?

**Compare and Contrast**
In this case the students are provided with two images and they are asked to compare the two. They should then generate a paragraph about the similarities and differences in the pictures.

**Check Your Progress** 7

**Note**: Write Your answer in the space given below.

1) Using any of the strategies discussed in section 5.6, plan an activity for your class and write a report.

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..................................................................................................................

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5.7  CLASSROOM MANAGEMENT

Classroom Management
1. **Group Work**

<table>
<thead>
<tr>
<th></th>
<th>Pair Work</th>
<th>Group Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td>5 to 7 minutes</td>
<td>10 to 15 minutes</td>
</tr>
<tr>
<td><strong>Size of the group</strong></td>
<td>2 students</td>
<td>4 to 6 students</td>
</tr>
<tr>
<td><strong>Type of activity</strong></td>
<td>- Information gap</td>
<td>- Meeting</td>
</tr>
<tr>
<td></td>
<td>- Interview</td>
<td>- Panel discussions</td>
</tr>
<tr>
<td></td>
<td>- Completing tables</td>
<td>- Drafting written work</td>
</tr>
<tr>
<td></td>
<td>- Filling maps</td>
<td></td>
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<tr>
<td></td>
<td>- Puzzling out meanings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Answering short Qs.</td>
<td></td>
</tr>
</tbody>
</table>

2. **Role Play**
4.6 LET US SUM UP

In this unit we have looked at the main features of classroom based instruction which is in the hands of the teacher. We noted how the older view of good lessons as efficient transmitters of predetermined knowledge to students who silently receive what is given is being replaced by the image of lessons with learners actively participating, contributing with their ideas, often enriching what the teacher presents. Organizing such instruction requires more skill and effort than conventional teaching. We learnt that in such a learner centred view, diversity in a class is an advantage rather than a burden. We went on to look at the essential features of English (language) instruction which is different from that for content subjects. We noted that materials should expose learners to language texts, and classroom transaction should provide opportunities for learners to try and comprehend texts and express their ideas using whatever language they know at any stage. We learnt that planning English lessons involves using the syllabus/textbook matter as a base and preparing a range of possible activities— which will be taken up in a flexible manner because the classroom process will be somewhat unpredictable.

The importance of lesson planning cannot be undermined. All teachers need to ensure that lessons are planned carefully and that they provide the teacher with the guidance to proceed with the lesson. Teachers must constantly update themselves with the relevant and new strategies used in classrooms to ensure that the lessons are interactive and learner centred.
4.7 SUGGESTED READINGS


4.8 ANSWERS

Check your progress 2

1. The course/lesson writer provides a general framework of, ideas and suggestions which is the same for all classes of the same level in thousands of schools in the state’s system. The teacher adapts the general plan given by the lesson writer to suit the learners in her classroom.

2. A teacher is expected to adapt the text content given in a common course book to suit the unique nature of the learners in her classroom. Therefore, a teacher may provide additional input in the form of content or activity or some time may skip a part of the text content or ask students to read on their own or may postpone for the time being. So, lessons based on the same unit of a course book taught in different classes/schools are likely to be different.

Check your progress 1

1. 
   - The main objective of teaching content oriented subject is to help students gain both knowledge of facts, terminology and understanding of concepts and principles.
   - The main objective of teaching language is to help the student to gain the ability to use language for communication- to express ideas in speech and writing and understand what is in spoken and written texts.

2. Text contents serve mainly as illustrations of language in use. It helps in learning about the way language forms convey meaning.

3. A language teacher does not have to follow the sequence of lessons strictly page by page. Content from a later lesson or current events can be picked up for illustrating certain language forms and use. A subject teacher has to follow the given sequence of the topics/subtopics. There is very little scope or going in different directions. Extra material if used must help to illustrate and explain a difficult concept. In the language class, on the other hand, it is the activity that matters, and any text whatever be the topic that students are likely to engage with is acceptable.

Check your progress 2

1. Clarity: It provides clarity on the decisions to be made to help students move towards learner goals
   - Unpredictable events: Teachers can deal with unpredictable events as they are likely to have an
alternate plan lined up.

- Framework: it gives teaching a structure.
- Professionalism: It provides a professional base for the work in hand namely teaching.
- For the Learner: The learner feels reassured that the teacher is well organized and is concerned about their learning.

2. Objectives
- Differentiation - dealing with a diverse population of children
- Breadth and balance - the subject matter to be dealt with
- Progression - the movement from easy to difficult
- Continuity - logical connectives within the subject
- Depth - how much exposure is expected?
- Relevance - is it within the student’s learning sphere?
- Personalisation - how can it be made meaningful to every child?

Assessment - does it incorporate both formative and summative assessment

3. Developing enquiry skills
- Problem solving individually and in groups
- Evaluating outcomes
- Processing information
- Reflecting and reviewing
- Developing social skills
- Taking responsibility for learning
- Converting mistakes into learning opportunities.

Check your progress 3
1. Teachers need to reflect at the end of each lesson in order to plan further lessons for the future. They need to ask at the end of the lesson:
   - What happened?
   - What effect did it have?
   - Why did it happen?
   - How could it be improved?
   - How might the teachers/students have behaved differently?
   - How should things be done the next time?

2. When planning a lesson teachers need to remember that every student is different. Sometimes it is good to invite another teacher to observe your lesson and give feedback. Lessons are effective when students are clear about what they are doing and why they are doing it. An environment that is challenging, stimulating, offers a variety of learning opportunities for the students.