 **GEE-PMT Module 6**

**MANAGEMENT OF INSTRUCTION**

Weeks 10 - 11



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1. **LEARNING OBJECTIVES:** Upon successful completion of this module, you should be able to:
2. Discuss the meaning, nature and importance of instructional planning
3. Explain the principles in instructional planning
4. Name the components of lesson plan
5. Examine the guidelines and principles to the preparation of lesson plan
6. Write sample lesson plan
7. **Preliminary Activity**

* What is your idea on this statement?

Coming to class without a lesson plan is the most unpardonable fault of the teacher.

1. Discussion

# MANAGEMENT OF INSTRUCTION

**What is Instructional Planning?**

* An instructional plan may be likened to a roadmap or a guide that assists in the smooth flow of movements from the start until the end.
* The ability to visualize the future classroom events.
* A means to manage learning time and activities.
* Involves decision-making based on the student’s prior learning experiences, context presented in the curriculum and support materials, and the actual conditions of the instructional setting.

# Purpose:

* Provide an overview of instruction
* Facilitate effective management of instruction
* Provide for logical and purposeful learning
* Efficient utilization of available time and material resources
* Enable teachers to organize and rehearse thoughts and movements prior actual teaching
* Ensure strong link between the curriculum and the actual teaching-learning processes

# Principles of Instructional Planning

1. The important components of instruction must be identified -- content, concept, skill, values. These must be congruent with:
   * + - the objectives of the course
       - fostering critical or high order thinking skills
       - students’ interests and abilities
       - available resources
       - the scope and sequence
2. The strategies and techniques are appropriate and can optimize the learning opportunities and needs of the students
3. The assessment procedure must be able to give information on the learners’ attainment of the course and their difficulties.

Why should Objectives, strategies, techniques and assessment be congruent?

# Levels of Instructional Planning

* + 1. Yearly Plan - for establishing general content, basic curriculum and for ordering/reserving materials
    2. Term Plan - for scheduling the content in details for the next few months, and to establish weekly budget of content that conforms with the goals or theme of the term
    3. Unit Plan - for scheduling in more detailed manner the content and activities on a month to week basis
    4. Weekly Plan - for reorganizing content and activities in order to adapt to the specific context or setting, disruptions, and special needs
    5. Daily Plan- for organizing the activities to accommodate immediate concerns and/or last- minute adjustments.

# Types of Lesson Plans

1. Brief – an outline of instructional tasks usually prepared by seasoned teachers. Shorter than the semi-detailed. It copies all the objective, subject matter, evaluation & assignment from the semi-detailed. In the procedure, only important greetings are copied from preparatory activities and lesson proper. The different steps are omitted.
2. Semi-detailed – shorter that the detailed. No longer divided into two columns because SA is omitted. It copies the different steps in the procedure from the preparatory to the lesson
3. Detailed – a Detailed Lesson Plan (DLP) is a teacher’s “roadmap” for a lesson. It contains a detailed description of the steps a teacher will take to teach a particular topic. a plan that presents all the teacher’s questions to be corresponded by the learners’ responses, in full detail, required to be prepared by pre-service teachers. It is divided into 2 column----The TA and SA. It is the longest plan because it contains the procedure w/ questions and answer from the learners.

# Components of a Daily Lesson Plan

# Specific objectives of the lesson

# Appropriate motivation

# Development or outline of a lesson/ content and activities

# Varied methods, including drill, questions and exercises

# Varied materials and media to supplement and clarify content

# Provision for an assignment or homework

# Writing the Lesson Plan

1. Learning Objectives
   1. General - aim is usually broad in scope and may be the objective of a course, subject or semester
   2. Specific - Usually attainable in a specific lesson and contributes to the accomplishing of the general aim.
      1. Cognitive - refers to the mental ability (Learning facts & Information)
      2. Affective - refers to the behavior & characteristics (Attitude Appreciation)
      3. Psychomotor - refer to the action (Habits & Skills)
2. Subject Matter
3. Concepts/Skills: Title of the day’s lesson
4. References: Title of the book, Author/s, pages
5. Materials: colorful, meaningful, attractive visual aids
6. Learning Activities/Procedure
   1. Preparatory Activities
      1. Daily Routine – this includes prayer, checking of attendance, and classroom atmosphere
      2. Preparatory Activities/Drill – activity that will enable the students to automize response to a pre-requisite skill of the new lesson
      3. Review – activity that will refresh or renew previously taught
      4. Material Introduction – activity that will set the purpose of the day lesson. All activities should be motivating to arouse the interest of the learners
   2. Developmental Activities/ Lesson Proper
      1. Presentation - activities that incorporate real-life situations or examples that help translate the concept/skill/value into an opportunity for learning
      2. Discussion - an active exchange of questions and answers between and among the teacher and the students that promote understanding of the new lesson
      3. Abstraction/Generalization – this is the summary of the lesson, organizing significant information about the lesson presented
   3. Closure Activities
      1. Application - These are activities where the students are given the opportunity to try-out their new learning by applying and/or translating it in new, more realistic situations.
7. Evaluation – these are tasks done to determine whether the objectives are met and achieved and the extent of students’ mastery of the subject matter
8. Assignment

A set of activities intended to reinforce or enrich the learning of the day’s plan, and/or to prepare for the next day’s activities. Set the materials that students have to bring to school to implement the next lesson

**Guidelines to the preparation of Lesson Plan**

1. Adequate knowledge of the subject matter
2. Knowing the nature of the students
3. Familiarity with a variety of teaching strategies and different methods
4. Materials and teaching aids and devices that will facilitate the teaching-learning process
5. Thorough understanding of the objectives that relate to thrusts of Philippine education

* *There is no ideal format to follow for a lesson plan. Teachers should modify the suggestions of methods experts and learning theorists to coincide with their teaching style and the suggestions of their school.*

# Developing Learning Objectives - are specific skills, tasks and attitudes that are stated in behavioral terms and which are set as a guide or standards of performance in a particular level and class; the steps be taken to reach the goal.

* **WHAT the learner will do in order to demonstrate whether or not he learned.**

Guidelines in Formulating Behavioral Learning Objectives:

**S – specific M – measurable A – attainable R – result-oriented T – time bound**

**3 Types of Objective:**

1. **Cognitive**- refers to the mental processes and activities that involve thinking, learning, problem-solving, and decision-making. It encompasses various aspects of mental functioning, including
   1. Perception: Processing sensory information from the environment.
   2. Attention: Focusing on specific stimuli or tasks.
   3. Memory: Storing, retaining, and retrieving information.
   4. Language: Understanding and using verbal and nonverbal symbols.
2. Executive functions: Planning, organizing, and regulating cognitive processes.
3. Reasoning: Drawing inferences, making deductions, and solving problems.
4. Problem-solving: Identifying and resolving challenges.
5. Decision-making: Selecting options based on reasoning and evaluation. In essence, cognitive processes enable us to process information, adapt to situations, and generate responses.
6. **Affective**- refers to the emotional, attitudinal, and motivational aspects of an individual's personality and behavior. It encompasses:
   1. Feelings: Emotions, sentiments, and emotional responses.
   2. Attitudes: Beliefs, values, and dispositions that influence behavior.
   3. Motivation: Drive, interest, and enthusiasm that directs behavior.
   4. Interpersonal skills: Social skills, empathy, and relationships
7. Self-concept: Self-awareness, self-esteem, and self-identity. In the context of

teaching and learning, affective goals and objectives focus on developing students' emotional intelligence, social skills, and motivation, such as: -

Developing a positive attitude towards learning - Building self-confidence and self-esteem - Enhancing creativity and imagination - Fostering empathy and understanding towards others - Encouraging teamwork and collaboration

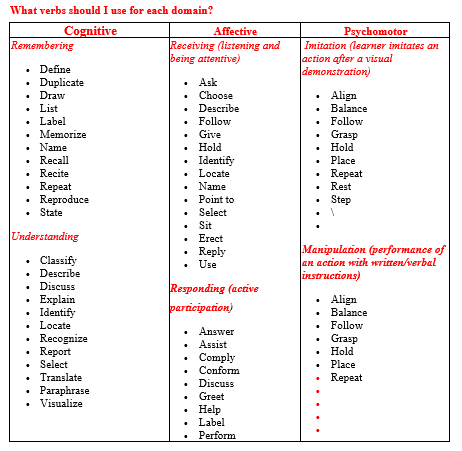
By addressing affective aspects, education can shape students' personalities, values, and social skills, complementing cognitive development.

1. **Psychomotor**-refers to the physical and motor aspects of learning and behavior, involving the coordination of mental and muscular activities. It encompasses:
   1. Motor skills: Fine and gross motor abilities, such as movement, coordination, and dexterity.
   2. Physical abilities: Strength, endurance, and flexibility.
   3. Hand-eye coordination: Integration of visual and motor skills.
   4. Kinesthetic awareness: Sense of body position and movement
   5. Manipulation skills: Ability to handle and use objects, tools, and equipment. In the context of teaching and learning, psychomotor goals and objectives focus on developing students' physical skills and abilities

such as: - Developing handwriting and typing skills - Mastering sports and game skills - Learning dance or musical instrument techniques - Acquiring laboratory or workshop skills - Enhancing physical fitness and coordination

By addressing psychomotor aspects, education can help students develop physical competence, coordination, and overall physical literacy.

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1. **Assessment: Choose a topic from any of your major subjects. Write sample lesson plan.**

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**Sample Detailed Lesson Plan in English**

1. Learning Objectives

At the end of the lesson the students should be able to:

1. General:

Demonstrate understanding on the basic sentence structure

1. Specific
2. Classify sentences according to their uses.
3. Construct declarative, interrogative, imperative, and exclamatory sentences.
4. Read sentences correctly and clearly with expressions.
5. Show teamwork and cooperation through participating in a group activity.
6. **Subject Matter:**
7. Concept: Sentences According to Structure
8. References:
   1. Grammar and Composition

Prentice Hall, pages 36-39

* 1. Proficiency in English by Simeon Tabunda, pages 29-34
  2. https://www.vedantu.com/english/types-of-sentences

1. Materials: Visual aids, chart, flash cards, name tags

**III. Procedure**

**Preparatory Activities:**

**A. Daily Routine**

| **Teacher’s Activity** | **Students’ Activity** |
| --- | --- |
|  |  | |
| Good morning class! | Good Morning Ma’am! | |
| Let us pray first. |  | |
| Is anyone absent? | None ma’am. We are all here. | |
| How’s your day? Is it good so far? | It’s great Ma’am! | |
| That’s good to know. |  | |

## B. Review

Let us have a review of our last topic.

Can you tell us what was our lesson last meeting?

Yes, Mr. Bas? Ma’am, last meeting we discussed about sentences.

Can you define sentences? Yes, Ms. Arellano? Yes, Ma’am. A sentence is a statement which tells a complete thought.

Very good! What are the parts of a sentence?

A sentence has two parts, the subject and the predicate.

Can you please give an example of a sentence?

Yes, Ma’am.

Covid 19 is a kind of virus.

Very good!

## **C. Motivation**

### Group Activity. Listen to instruction class.

The class will be divided into four; each group will be given pieces of paper with words written on them. You will be asked to arrange the words in order to make a sentence. (The students will come up with the following sentences:)

1. Philippines is rich in natural resources.
2. When did you go visit the white island?
3. Please give the certificate.
4. I can’t believe it! We won!

|  |  |
| --- | --- |
| **Presentation**  “Very nice! I am very pleased you were able to finish the task given to you. Now let’s discuss your answers. Anybody who can tell to the class what he/she notices with the following sentences?” |  |
| **D. Lesson Proper/Method (Discussion with Q&A)**  “Very good observation! Now, let me introduce to you the four types of sentences. Would someone read this sentence for us?” | A declarative sentence states a fact or opinion and ends with a period. |
| “Thank you. Very good! Now, let’s take a look at the sentence that group 1 came up with. This one is a declarative sentence. Could you tell the reason why it’s classified as declarative?” | Ma’am, because it gives an idea and it states a fact. It also ends with a period) |
| Very good. Well said. Now, can somebody give an example of a declarative sentence? | Bulacan is under alert level 2 starting November 15. |
| Nice answers! Now let’s talk about the second type of sentence. Would someone read the definition written on the board? | An interrogative sentence asks a question and ends with a question mark. |
| “Nice one and could you give an example as well?” | Are you going to school? |
| “Very good! Remember that an interrogative sentence ends with a question mark. |  |
| Please be reminded that you have to read an interrogative sentence well. You have to sound like you’re really asking a question. Don’t just read it as if it’s a declarative sentence so you won’t be misunderstood when someone listens to you. |  |
| So let’s proceed to the next type of sentence which is the imperative sentence. Please read the definition on the board. | An imperative sentence expresses a request or gives a command or direction. It also and ends with a period or exclamation mark. |
| Thank you. Now, let’s check the sentence that group 3 came up with. It ends with a period but that doesn’t mean it’s a declarative sentence. Can somebody explain the class why?” | Ma’am, it’s because the sentence do not state a fact an opinion. It states a request. |
| Very good! give an example of an imperative sentence that gives an order or direction.” | Go to your room. |
| Well done! So, what about an imperative sentence that expresses a request?” | Can you please bring this to your teacher? |
| Now let’s discuss the last type of sentence. Exclamatory sentence. Kindly read the definition on the board. | An exclamatory sentence conveys emotion and ends with an exclamation mark. |
| Can somebody give an example?” | Oh! I was shocked with that news! |
| Now let’s have a short activity before you take the quiz. |  |
| Using the pictures shown on the board, please form different types of sentences according to function. |  |
| Picture 1 | 1. Declarative: Daniel Padilla is an actor. 2. Interrogative: Is he famous? 3. Imperative: Could you please give me his phone number? 4. Exclamatory: OMG! I saw Daniel Padilla! |
| Picture 2 | 1. Declarative: They are asking for directions. 2. Interrogative: Are they lost? 3. Imperative: Would you please tell us how to get there? 4. Exclamatory: Help! We are lost! |
| Picture 3 | 1. Declarative: The team won the contest. 2. Interrogative: Did they win the contest? 3. Imperative: Let’s clap our hands for the winning team! 4. Exclamatory: Hurray! We won! |
| Picture 4 | 1. Declarative: She reach the mountain top. 2. Interrogative: Did she hike alone? 3. Imperative: Please take me to the mountain top. 4. Exclamatory: At last! I reached the top! |
| * + 1. **Generalization**  Now, class, let’s remember that sentences have four functions. They can be declarative, interrogative, imperative or exclamatory. Can you again tell the differences of the four?   Very good! | A declarative sentence states a fact or opinion and ends with a period.  An interrogative sentence asks a question and ends with a question mark.  An imperative sentence expresses a request or gives a command or direction. It also and ends with a period or exclamation mark.  An exclamatory sentence conveys emotion and ends with an exclamation mark. |

### F. Application

Group Activity: Make a short presentation depicting different situations. Make sure to use all types of sentences.

Group 1: You and your friends are in a concert.  
Group 2: You are lost when you meet a group of friends having fun on the road.  
Group 3: A famous actress visited your village.  
Group 4: Your teacher informed you about your failing marks.

IV. Evaluation

Directions: Read each sentence carefully and identify their function. Write DC if it is declarative, INC if it is interrogative, IMC if it is imperative and EC if it is Exclamatory.

1. Samar Island is known for its beautiful caves and water falls.
2. Did the organization approve her proposal?
3. Isn’t her voice magnificent!
4. It’s a baby boy!
5. Call the insurance agent, please.
6. Watch out for that car!
7. What harm did the delay cause?
8. Most people do enjoy taking risks.
9. Is there anything else that I can get you?
10. Keep off the grass.
    1. Assignment
       * 1. Write a short narrative about your most unforgettable experience using at least 4 declarative, 4 imperative, 4 exclamatory and 4 interrogative sentences.

Reference: Grammar and Composition 4 by Prentice Hall pages 52 - 58  
Proficiency in English 8 by Simeon Tabunda pages 60-65

**END OF SAMPLE LESSON PLAN**

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