**Lesson Plan**

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# Few words about myself

My name is Christodoulos Asiminidis and this is a lesson plan constructed by me. In the frist place, I would like to introduce myself. I hold a Bachelor(Honours) degree in Mathematics. I have been teaching for almost six years. My experience is on teaching mathematics of all grades. More specifically, I teach to people aged between 12 and 17 years old. In addition to that, I also hold the Qualified Teacher Status with the QTS reference number to be the following one: 1787672.Well, I prepare student for their final exams in order to enter into university. My teaching approaches vary based on the student’s needs. What is a teaching approach? A teaching approach is a set of principles, beliefs or ideas about the nature of learning which is translated into the classroom. The teaching approach are the following ones found in the literature: teacher-centered, subject-mattered center, teacher dominated, banking approach, disciplinal, individualistic, indirect, learner-centered, interactive, constructivist, integrated, collaborative, direct. The most common ones that I user in my lessons are the individualistic, indirect, direct, constructivist and collaborative. From my point of view, each student has different needs and different way of learning. The teacher in this case, me, should examine the students’ needs in the first place and therefore continue to teach the subject, in this case, the subject is mathematics.

# Lesson Plan Definition

A lesson plan is a teacher’s detailed guide that outlines what students need to learn, how the subject would be delivered and the achievement of class goals measured. No matter what the subject is being taught, having a lesson plan guides the learning process by providing a clear outline to follow while teaching. Having the lessons planned ensures every bit of time spent in class turns out meaningful. The teacher and students would definitely know what to do in the classroom. Details of a lesson plan may vary slightly depending on the subject being taught, the teacher’s preference, and the needs of the students. Not every bit of the details has to be in a lesson plan. It should be a dine-tuned outline that builds on each period and provides a seamless transition from one lesson to the next.

# Lesson Objective

Setting out objectives targeted by the lesson is the most important part that will guide you to achieve what is expected from the class. The goal is this particular lesson objective is that students should learn mathematics from their maths teacher.

# Lesson Procedure

The lesson procedure varies based on each lesson. Each lesson differs from the previous and the next one. Well, in this case, I provide a timeline of a lesson as an example. The example is the following one:

Assuming that the lesson starts at 9 o clock in the morning and ends at 10 o clock in the morning which its total duration is one hour. The grade that I am teaching is the first of Junior High School. The first grade of Junior High School is a special grade because students come from the elementary schools to Junior High School so this particular reason teaching methods should be accurately and in great detailed examined and applied. They still are in their childhood and they are moving forward to the adolescence stage. So, lesson procedure should work out to harmonize the following main stages of the lesson:

* Warm up stage: in this stage, the teacher summarizes the curriculum taught in the previous lesson. They ask questions to the students in order to examine which part of the curriculum was taxing so that they teach the same part in depth. That means that they spend around 10 minutes to examine the students perception regarding of what the students had been taught in the previous lesson.
* Presentation: In this stage, the lesson content of the current curriculum is taught to the students by the teachers. The teachers follow each of the teaching methodologies as described above. They spent around 40 minutes in order to contagious the curriculum to the students. That means that they spend around 20 minutes to teach the theoretical part and they spend the rest 20 minutes to jot down exercises and therefore, along with the students, solve them.
* Practice – Heads up: In this stage, the teacher sums up of what the students learnt at today’s lesson. They spend around 10 minutes to summarize today’s curriculum. This stage, is mostly a monologue for the teacher because the time is limited and they need to provide all the highlights and important parts of today’s curriculum in the last 10 minutes.

# Evaluation

The evaluation stage has two categories:

Assessment – In this stage, the teacher writes how to ascertain the students achieved the objectives set at the beginning of the lesson. You might have questions for students to answer in writing, or orally, give home assignments or anything suitably bringing out to what extent students have attained the lesson goals.

Self-evaluation – You, as a teacher, should take time to reflect on your lesson after ending it. Write out how things went on during class. Were the lesson objectives well achieved? Otherwise, what more needs to be done to achieve lesson goals?

# Timing

During your lesson, for efficient time management, specify what time each stage will take and commit to the timeframe. If possible, have a specific time beside each stage, task, or activity.

# Lesson Plan Template

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| --- | --- | --- | --- |
| Lesson Plan Ref: |  | Course Ref: |  |

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| --- | --- | --- | --- |
| Subject/Course: |  | | |
| Topic: |  | | |
| Lesson Title: |  | | |
| Level: |  | Lesson Duration: |  |

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| --- |
| Lesson Objectives: |
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| --- |
| Summary of Tasks/Actions: |
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| --- |
| Materials/Equipments: |
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| --- |
| References: |
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| --- |
| Take Home Tasks: |
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