

Lesson Plan and Preparation for Transaction

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ABSTRACT

Planning is crucial in all aspects of human activity, not just education. There is perhaps no other field of work where poor planning can be as disastrous as in education. The purpose of this study was to provide a comprehensive understanding of lesson plans and teaching phases. It includes the origin, meaning, importance, criteria, development, format, model, advantages, and limitations of lesson planning and the three phases of teaching. Planning Stage or Pre active phase, Execution Stage or Interactive phase, and Evaluation/Feedback Stage or Post active phase.

Keywords: Lesson Plan, Lesson Planning, Lesson Plan Format, 5E Lesson Plan Models, Advantages & Limitations of Lesson Planning, Phases of teaching.

I. INTRODUCTION

Teaching is a crucial component of the educational process. It is a series of activities designed to promote learning. Its fundamental purpose is to facilitate, enhance understanding and skills. In teaching, there is indeed a relationship between the teacher and the students that guide the students toward the goals. Hence, the only component of teaching is the mutual relationship or engagement between both the teacher and the students, which drives the students towards their purpose.

Theoretical awareness of a pedagogical notion does not offer a framework for classroom teaching. All educators who seek to teach something must develop a layout of their subject or topic in written or at their conscious level, which is referred to as lesson planning. A teacher should use their theoretical knowledge while formulating and executing their lesson plan. The lesson plan is a pragmatic framework of a concept to be taught over a set period. It is developed throughout the period of classroom teaching or teacher training.

In any education curriculum, two fundamental features are at operation at the same time. Initially, there are the pre-planned and pre-determined inputs coupled with a predefined

syllabus and textbooks, followed by the spontaneous and unforeseeable process of applying such a vast scheme in a unique environment. Such unique and 'genuine' environments are classrooms in which specific groups of learners, facilitated by their teachers' lesson plans as well as other input from them, engage in activities that accommodate their individual styles.

The days of a teacher being able to teach without a lesson plan are long gone. A teacher in the twenty-first century must be well-versed in a wide range of topics. A competent approach suggests that the teacher's attention is directed towards preparing and setting objectives concentrating on crucial factors that will contribute meaningfully to their students' ability to attain results.

Teachers throughout the globe, at any grade or in any discipline, understand that they cannot enter a classroom without a lesson plan. This is pertinent to both the preschool class and the university lecturer. Ralph Tyler, an early educationist, believed that lesson plans were essential for the adequate organisation of educational experiences to achieve the educational mission of the institution.

Objectives of the study

The core objective of this study was to gain a clear understanding of lesson plans and teaching phases. Aside from that, the purpose of this study was to provide information on the Importance of a lesson plan, criteria for a quality lesson plan, how to create a lesson plan, lesson plan models, and structure.

II. METHODOLOGY

The literature review method was used in this study. To attain the study's objectives, articles addressing lesson plans were searched and analysed.

Origin of the Lesson plan

Gestalt theory originated the development of the lesson plan. Human learning is heavily

influenced by the Gestalt theory of learning. In an institution, a section perceives the whole. A unit plays a crucial role in learning. The student normally uses the units to assist themselves comprehend and grasp the entire concept. Within a unit, pertinent activities are coupled to one another. These activities offer meaningful learning experiences and the learner comprehends the entire concept. The concept of "Unit Plan" is derived from this theory.

The unit plan is founded on two viewpoints: The first methodology is advocated by Herbart. He emphasises the importance of content and information in a unit plan. The second methodology is proposed by John Dewey and Klippatrik. They have prioritised learner experiences over the information in a unit plan.

A modern approach to a unit plan has been offered by B.F. Skinner. His unit plan is centred on behavioral interventions. His main learning hypothesis is that students learn better when the knowledge is presented in little chunks. The unit plan is the most important part of a lesson plan.

Meaning and Definitions

A lesson plan is the teacher's transition plan for what learners need to achieve and how it will be executed adequately throughout the classroom period. Lesson plans allow teachers to become more productive in the classroom by delivering a precise plan to adhere to throughout each teaching session. This guarantees that every minute of lesson duration is utilized teaching new concepts and having relevant interactions. As a corollary, teachers can develop lesson plans and strategies for acquiring evaluation on student progress.

N.L. Bossing has provided a thorough definition of the lesson plan. "Lesson plan is the title given to a statement of the achievement to be realized and the specific meaning by which these are to be attained as a result of the activities engaged during the period."

Binning and Bining explain the structure and purpose of lesson planning. In their definition, "All lesson planning involves defining the objectives, selecting and arranging the subject matter and determining the method and procedure."

I.K. Davies outlined four processes for learning management: plan, organise, lead, and control. He has also emphasised the necessity of lesson planning in the initial phase of lesson planning. He stated, "Lessons must be prepared for there is nothing so fatal to a teacher's progress than un-preparedness."

Ryburn believes that a teacher gains experience handling their classroom work through lesson planning so that they can accomplish their tasks in their teaching. He has defined the concept succinctly "To teach we must use experience already gained as starting point of our work."

We can also investigate **James Michael Lee's** concept of the lesson plan. According to him, "A lesson plan is an organized statement of general and specific educational goals together with the specific means by which these goals are to attain by the learners under the guidance of the teacher on a given day."

A fruitful lesson is the one in which both students and teacher learn from one other, rather than one in which everything goes exactly as planned. The teaching process is divided into three phases: pre-active, inter-active, and post-active. All of a teacher's actions and planning done prior to the start of his class are referred to as pre-active. Lesson planning is the pre-active phase of teaching.

Importance of Lesson Planning

One of the most vital elements of teaching is lesson planning. Before initiating the teaching process, a teacher must design their lesson based on the class and subject. The lesson plan is reliant on the preceding lesson since it is an ongoing procedure and it is quite difficult to foresee the lesson ahead for the future. Lesson planning serves an important purpose, and teaching would be incomplete without it. A lesson delivered without a lesson plan will be inadequate, failing to fulfil the objective of teaching and neglecting to address the complete text or subject matter.

Lesson planning facilitates effective teaching and ensures that instruction adopts a systematic approach. It guarantees that the syllabus is covered and also that the teacher is confident while conducting a lesson. Lesson planning serves as a foundation for future lessons and assists in coping with variations. It reflects the effort made by the teacher. Lesson plans have a considerable effect on the teaching process as well.

1. **Clarity:** It clarifies the decisions that must be made to facilitate learners in advancing toward learner objectives.
2. **Unpredictable occurrences:** Teachers can deal with unpredictable situations better because they are more likely to have a backup strategy in place.
3. **Framework:** It provides a format for instruction, similar to a sequence.
4. **Professionalism:** It offers a professional foundation for the activity at hand, which is teaching.

5. **For the learner:** it conveys the impression that perhaps the teacher is well-organized and concerned regarding their progress.

An effective lesson plan conveys to the teacher what is essential for students to learn. And because it is prepared within the constraints of individual comfort, it is easier to recognise. It will comprise the information and activities that are performed within a specific timeinterval. Lesson planning offers teachers step-by-step guidance to delving thoroughly into what they are teaching. It outlines how the lecture's contents should be used in the classroom.

The following are the 13 most essential methods in which a lesson plan can operate as a teaching and learning assistance for both teachers and students.

1. Operatethe Three factors of Effective Teaching. (Objectives, Activities & Assessments)
2. A Terrific Time Management Tool for Classrooms
3. Enhance Teachers' Confidence
4. A Step-by-Step Roadmap to Effective Teaching
5. A Blessing for Struggling Students
6. Gain Notoriety as an Insightful Teacher
7. A Result-Oriented Approach
8. A Referencing Tool That Empowers Teacher Swapping
9. Encourages a Healthier Learning Environment
10. Professionalism and handing over
11. Resist depending too heavily on textbooks.
12. Pose questions
13. It aids in lesson preparation and allows for possible modifications.

Criteria for a Good Lesson Plan

A good lesson plan can be defined based on the following:

1. The learner's requirements, skills, and interests should all be taken into account.
2. Developed based on the learner's psychological knowledge.
3. Provide a novel educational experience that is systematic but customizable.
4. The development of the learner's personality is linked to the learner's social and physical surroundings.
5. The examples used to educate and illustrate the subject matter should be relevant to the children's daily life.
6. Child-centric lesson plans should be developed.
7. These should be included in the lesson plan as an overview of the entire subject matter.
8. There must be adequate provision for recapitulation in the lesson plan to get a

perspective of assessment of the subjectmatter taught to the students.

9. Adequate provision of teaching materials and effective illustrations should be included in the lesson plan.
10. It should encourage the student to interact as much as feasible in the teaching-learning activities.
11. Work relevant to the subject matter taught should be assigned.

Developing a Lesson Plan

The most effective lesson plans comprise six pivotal components.

1. Objectives of the Lesson.
2. Relevant Prerequisite.
3. Resources for the Lesson.
4. Procedure for Teaching.
5. Methodology of Evaluation.
6. Discussion on the Lesson.

Since each component of a lesson plan contributes to the student's learning experience, it is crucial to approach them with a clear plan in mind. An effective lesson plan will allow the teacher in evaluating whether the plan was successful and effective or if it needs to be improved. According to S.G.Callehan, "a lesson plan allows for the everyday modifications essential for effective teaching."

Objectives of the Lesson,the objectives allow teachers to accurately evaluate whether or not their lesson effectively taught their students new concepts and skills.It can be difficult to identify keynotes for a lesson, but they can simplify the procedure down into parts to make it a delight.To begin, it is preferable to conceive of lesson objectives as a class and student goals. The 'SMART' approach, which assures objectives are focused, is one of the most common goal-setting strategies. The SMART approach can determine lesson objectives Specifically, Measurable, Attainable, Relevant, and Time-based. While designing lesson objectives, teachers should bear in mind that setting specific goals makes it easier to evaluate student achievement.

Relevant Prerequisite,some administrators expect teachers to demonstrate how they will fulfill curriculum standards in each lesson.If teachers do not have a specific guideline for their curriculum standards, they should contact their administrators where they may get them.Planning up each lesson plan according to your need can indeed be time-consuming, but it will keep you feeling focused and on schedule with what you're meant to teach.

Resources for the Lesson,this enables teachers to take classes daily. Lesson materials that

are commonly used include Handouts for students, Textbooks, Visual Aids, Rubrics for evaluation, Tablets/Computers. The resources for every lesson are determined by what teachers want to teach, how they intend to teach, and how they plan to evaluate lesson objectives. As a result, many teachers build their list of lesson materials simultaneously with their lecture procedure.

Procedure for Teaching, a lesson procedure is a detailed description of how the lesson will proceed in the classroom. It's a good idea to go into significant detail in this part of your lesson plan. When designing your lesson plan, you must select the activities that will facilitate students in reaching the lesson objectives. Many teachers design their lesson procedures after drafting out a rough version focused on a specific teaching strategy. Teachers should utilize the four components when teaching, Explore; Students learn about a concept. Acquire & Practice; Students put their insights into action. Representation; Students go over what they've learned. Reinforcement occurs when students apply their knowledge to problem-solving challenges.

Methodology of Evaluation, the techniques specified on your lesson plan will almost always be formative assessments and will alter from lesson to lesson. To begin, formative evaluations can be used to evaluate student development in a variety of ways. The following are some of the most prevalent evaluation options: Quizzes, Experiential activities, Assignments/Projects, Presentations in teams. Moreover, their evaluation technique could be an in-class activity or homework for students to complete until the next session. While opting for an evaluation approach keep the teaching objectives in mind. Eventually, the objective of this process is to evaluate how effectively the students understood a lesson's subject matter based on how they delivered it. This metric will aid them in completing each lesson plan with the lesson feedback.

Discussion on the Lesson, teachers would like to keep track of every element of the lesson that did not go as anticipated. It's also a great way to keep track of recommendations for improvements or modifications in this part. In this manner, when it comes time to teach the lessons in the future, you'll already have most of the material you need to have in one place.

Lesson Plan Format

In most institutions, a lesson plan framework has been established. Subject teams frequently design their formats. Finding the proper format is a trial and error procedure. It is a dynamic

procedure and there must be an emphasis put on making errors and resolving them. Even though there are various formats for developing a lesson plan, most of them include some or all of the following components, generally in the following manner:

1. The lesson's title.
2. Time expected to finish the lesson.
3. Materials required.
4. An array of objectives.
5. Lesson's skills or concepts.
6. Pedagogical elements.
7. Independent activity.
8. Summary.
9. Components for evaluation.
10. Assessment and Analysis.
11. Components of continuity.

5E Lesson Plan Model

The 5E model is a paradigm for a constructivist, addresses issues wherein students are encouraged to analyze and operate scientifically by acquiring and interpreting their knowledge, as well as expressing their concepts with others. Basic guide materials and professional learning are anchored by the 5E teaching and learning paradigm.

This evidence-based approach is productive in directing scientific teaching and learning as it encourages active, constructivist theory, in which students attract on previous knowledge, ask questions, engage in hands-on experiences, and perform explorative and formal research to cultivate their interpretations for scientific phenomena. Students are offered incentives to use literacy skills to present and represent their evolving understanding. They are enthusiastically engaging in the learning process. Students gain scientific inquiry skills as well as knowledge of the nature of science.

Engage, Explore, Explain, Elaborate, and Evaluate are the five phases that teaching and learning go through. The 5Es instructional paradigm underpins the phases of the Primary Connections 5E teaching-learning methodology.

Engage, this phase's purpose is to elicit students' previous knowledge, stimulate their enthusiasm, and acquire analytical evidence to guide teaching and learning.

Explore, students do practical learning/research to examine a concept or skill.

Explain, the objective of this phase is to assist learners to construct scientific explanations utilising visualizations based on their experiences and perceptions.

Elaborate, this phase provides an opportunity for students what they've learned to new scenarios, encouraging them to get a deeper understanding of the idea or create good use of their students' cognitive skills.

Evaluate, the last phase allows students to analyze and reflect on their learning as well as their new perspective and competencies.

Advantages of Lesson Planning

The lesson plan has an impact on the teacher's skills, intellect, aptitude, and character. The primary advantages of lesson planning can be seen as follows:

1. It motivates the teacher to enhance upcoming lessons.
2. It facilitates the teacher in assessing their lesson.
3. It boosts the teacher's self-esteem.
4. Adequate support is offered to consider the quality and prior knowledge of students.
5. The teaching material is structured chronologically
6. It encourages the teacher to ask relevant and critical questions.
7. It guides the teacher as to what and where they should teach.
8. It assists in piquing students' enthusiasm in the lesson.
9. It encourages the teacher to think in a logical fashion.
10. It facilitates the teacher in precisely comprehending the objectives.

Limitations of Lesson Planning

The limitations of lesson planning are as follows:

1. When confronted with novel or unusual events, the teacher feels impotent.
2. Simple things can often become complex.
3. A lesson requires longer effort to prepare.
4. The teacher is unable to operate or instruct on their own.
5. In lesson planning, there is a lack of adaptability.
6. The process of teaching becomes increasingly challenging.

Phases of Teaching

Teaching is a challenging profession. A methodical strategy is essential to do this job. Teaching is to be taken into account of numerous steps, and the different procedures that comprise the process are referred to it as the phases of teaching. The teaching phases can be classified into three parts, Planning Stage or Pre active phase, Execution Stage or Interactive phase, and Evaluation/Feedback Stage or Post active

phase. Each phase includes certain teaching procedures that laid the groundwork for learning.

The Planning stage or The Pre active phase of teaching, before conducting classroom teaching all planning is performed during this phase. This phase primarily consists of lesson planning. Lesson planning should be considered in a wider context than simply creating a lesson plan. Planning entails determining the goals to be reached in terms of student learning, the approaches and methodologies being used, the utilisation of teaching materials, and so forth.

Recommended tasks for the planning phase – To begin, the teacher establishes the educational objectives, which are then specified in terms of anticipated changes in behaviour. These objectives are formulated by the psychology of the learners as well as the interests of the school and society. After setting the teaching objectives, the teacher focuses on the subject matter that will be taught in class, to change their behaviour. Following the shortlisting of the contents to be taught to the students, the teacher organises the components of material coherently and psychologically, intending to serve in the learning process. With the chronology of the contents, the teacher needs to decide about the appropriate approaches and strategies while considering the material, entering attitude, and level of the students in mind. The teacher must also specify how and when they will implement the prior methodological approach and strategy in the classroom.

The execution stage or the Interactive phase, this phase involves the plan's execution, in which students are engaged with learning experiences via appropriate modes. As teaching is the complicated task through which learners are offered a specifically constructed environment to engage, with the pre-specified goal of bringing about certain positive outcomes insight. Learning is guided in pre-determined patterns to accomplish pre-specified objectives. The variety of interactions that students have with their teachers, among many other things, give opportunities to learn. All activities conducted by a teacher after entering a classroom are included under the inter-active phase of teaching. Such activities are often associated with the presenting and delivering of content in a classroom environment.

The teacher initially observes the size of the class as they enter the classroom. In a nutshell, the teacher must represent themselves as an effective and interesting personalities. After determining the class size, the teacher attempts to identify how much prior knowledge the newcomers or students hold. He strives to learn about the

students' skills, interests, perspectives, and educational backgrounds. After diagnosis, the teacher begins teaching activities by posing questions on action and reaction: There are two sorts of activities included in this teaching – Formalization, and Reaction, verbal interaction embraces both of these actions. Interaction in the classroom occurs in this manner.

The following tasks are carried out by the teachers to assess the nature of verbal and nonverbal interaction. Stimuli selection and presentation, Reinforcement and feedback, Strategy implementation.

The teachers must be aware of which incentives are productive and which are not for a certain educational scenario. As soon as the scenario emerges, the teacher should select the proper stimulus, and an attempt should be made to manage the unwanted activities to build the environment and for desired actions. The teacher must provide the stimuli to the students when they have been selected. The teacher should present the kind of stimulus that will encourage students to learn. The teacher should maintain the formal setting and sequence of the stimuli in mind when presenting such stimuli.

Feedback or reinforcement is a factor that enhances the probability of adopting a specific response in the future. These conditions can be classified into two kinds, which are: Positive reinforcement & Negative response. Positive reinforcement: These are the settings that improve the chances of the desired outcome or response repeating. Negative response: These are the settings wherein the possibility of the undesirable action or response recurring is diminished, such as punishing or disciplining.

Throughout the interaction phase, the teacher creates suitable activities and conditions via reinforcement strategies that influence the performance of the learners. The development of teaching strategies strengthens the student-teacher relationship. Three aspects should be addressed when implementing teaching strategies. Those are subject matter delivery, levels of learning, level or environment of students, their background, requirements, incentive, attitudes, collaboration, and resistance.

The Evaluation/Feedback stage or The Post active phase, this phase involves teacher's actions including assessing evaluation outcomes to evaluate students' learning, especially their complications in comprehending particular areas, reflecting on one's learning, and deciding on the alterations to be enacted in the system during the next teaching period. This phase focuses on

evaluations. This can be accomplished using a variety of methods, including exams or assignments, or by monitoring students' reactions to questions, remarks, structured, and unstructured circumstances. The evaluation component encompasses all activities that can assess students' progress and goal achievement. Teaching is an incomplete process until it is evaluated. It has something to do with teaching-learning.

III. CONCLUSION

Planning is crucial in many aspects of human activity, not just education. There is perhaps no other line of work where a lack of planning can be as disastrous as teaching. Theoretical understanding of a pedagogical concept does not provide a framework for classroom instruction. A lesson plan is a strategy for doing action. It thus encompasses the teacher's intellectual philosophy his knowledge of philosophy, his knowledge of and comprehension of his students, his understanding of the educational objective his knowledge of the material to be taught, and his ability to apply efficient strategies. Some of the benefits of lesson planning include restricting the teacher's area of work, avoiding drifting from the curriculum, and organising and systematising the learning process. Teaching is a challenging profession. It is a process wherein learners are provided a secure and controlled environment in which to engage to encourage specific learning in students. The curriculum, the teacher who organises and delivers specialised learning experiences, diverse techniques and techniques of delivering learning experiences, as well as the school setting all contribute to the environment provided to learners. All of these elements referred to as educational elements, interact in an intertwined and collaborative fashion to attain the desired improvements in the learners.

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