DipEd/DipPE July 2003 Batch
Comments on Lesson Plan Assignment for ECM101 Group 4

Format/Presentation

- Make good use of space in columns – choose suitable headings for columns
- Well-structured – choose a suitable format
- Consistency in format, style and structure – pleasant to read/easy to refer to
- Put solutions/workings in appendices
- Clarity – can the reader understand it enough to carry out the lesson as it is intended to be

Language

- No need to be too formal in writing
- Don’t use words beyond pupils’ cognitive level in teaching
- Use accurate mathematical language/terms

Prerequisite

- Not to state what was learnt the previous lesson per se
- To state mathematical concepts/skills pupils need to have acquired to understand present lesson

Specific Instructional Objectives

- Distinguish between SIOs and other lesson objectives
- Refer to the syllabus for the statements if you are not sure
- Begin with an action verb – you should be able to observe and assess whether an SIO is met
- Only state SIOs which you plan to teach and can really cover
Development

- Begin with something to set the stage, prepare pupils for lesson, get them interested/excited about what you’re going to teach them (use context pupils can relate to if possible)
- If you begin with a problem (make sure it’s related to your SIO and can be solved using what you’re going to teach), revisit it at the end to show that objective is met
- Teach with understanding (explain why/how it works don’t just teach the rule) – Concrete, Pictorial, Abstract approach
- Prepare pupils for seat work/independent class practice)
- Teach them how to solve (go over suitable worked examples – teacher modeling), followed by guided practice if possible, before you ask them to do it on their own (independent practice)
- Sequence examples logically (in order of difficulty or complexity and don’t give too many examples of the same type – perceptual variability and mathematically variability)
- Prepare answers to questions you plan to pose to pupils
- Either let pupils explore and discover the formula or give an informal proof or provide some explanation on why the formula holds
- Give examples to illustrate use of formulae
- Make sure SIOs are met (can pupils really do what you state in your SIOs at the end of your lesson?)
- Smooth transition from one part of lesson to the next (provide the link)
- Proper cross-referencing (which worksheet do you intend to use, which slide/OHT are you referring to)
- Sequence problems in worksheet/class practice logically
- Provide essential details on parts that have a direct bearing on the development of the lesson – some lesson plans are too brief
- Use the correct mathematically symbols in typesetting (make better use of the Equation Editor)