

# 7 brilliant lesson planning tips from teachers.



## Add learning intentions

Learning intentions set the scene for students and tell them what to expect for the lesson, and it's crucial to give them real-world context and ensure that the language you use is precise and suitable for their age. You can use acronyms like **WALT** (we are learning to), **WILF** (what I'm looking for) and **TIB** (this is because) to engage them.

## Work in cycles for each lesson

- ✔ **Model:** show the students how to complete an activity before starting, using examples, and non-examples.
- ✔ **Practise together:** students work together and with your help to complete the activity.
- ✔ **Practise independently:** once students are comfortable, they can try completing the activity by themselves.

## Include checks for understanding (CFU)

These are activities like "whip around" and "response cards" that tell you whether students have learned what was expected. They are a crucial part of every lesson!

## Ask three key questions

1. What knowledge, skills and understanding do your students need to learn for this lesson?
2. What would be the best way to teach it?
3. How can I assess the knowledge and skills that were taught?

With these three questions, you can create your broad outline for the lesson and start getting into the details.



## Add cumulative reviews

Students constantly move between topics throughout the day, so it's important to jog their memories by briefly discussing what was covered in the prior lesson - you need them to remember the fundamentals before moving forward! Make it fun, quick and sharp - a quiz, writing on a mini-whiteboard, a competition etc.



## Add constraints for differentiation

Constraints are like in-built clues that help students complete tasks, such as filling in certain letters when trying to spell a word. You can give them lots of constraints at the start, and fewer and fewer as they practise and work through the activity.

## Cater to all learning styles

Ensure that your lessons cater to visual, auditory and kinaesthetic learners. You can refer to the board, have students collect items, act out dramas and more. Kids get bored, so try to spend less time talking and more time engaged in learning!



# Basic Skills Lesson Planning Manual

**G Thomas**



## **Basic Skills Lesson Planning Manual:**

*Education Handbook for MACOM and Local Basic Skills Education Program (BSEP) II Curriculum Development* United States. Department of the Army,1981    *Resources in Education* ,1999-04    **Manual of Physical Education for Elementary Grades** David Kingsley Brace,1930    **Curriculum Review** ,1983    **Defense Counsel Journal** ,1990

*High Points in the Work of the High Schools of New York City* New York (N.Y.). Board of Education,1944    *At Home and Away* William D. Sheldon,Queenie B. Mills,Merle B. Karnes,1969 A beginning reader introducing the members and activities of two families    *Resources in Education* ,1997    **Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant** ,    *Basic Nursing* Patricia Ann Potter,Anne Griffin Perry,1991    **Bibliography of Publications** George Washington University. Human Resources Research Office,1971    *Teaching the Use of Books and Libraries* May Ingles,Anna McCague,1930    *The Software Encyclopedia* ,1997    *Holt Introductory Algebra 1* Jacobs,Russell F. Jacobs,1993    **ERIC Educational Documents Index, 1966-69: Major descriptors** ,1970    **ERIC Educational Documents Index, 1966-1969: Minor descriptors. Author index** CCM Information Corporation,1970

El-Hi Textbooks & Serials in Print, 2005 ,2005    *United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry Journal* ,1966    Research in Education ,1973    **Resources in Vocational Education** ,1977

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