

Planning a Lesson – What?

- **WHAT** am I teaching?
- Objectives including key vocabulary
- The Starter (possibly linked to the Main Teaching Activity)
- The Main Teaching Activity
- The Summary Assessment

Planning a lesson - How?

- **HOW** am I Teaching It?
- Techniques e.g. Tell, Show, Model, Instruct, Explain, Illustrate, Question,
- Resources e.g. whiteboard, number chart, picture, film, map, display, diagram, text book, work sheet

Planning a lesson – Who?

- Pupil Activities e.g. Play, practical work, display, discussion, practice
- Class organisation e.g. Whole class, group work, paired work, individual work
- Responsibility e.g. which groups the teacher will take and assistant (if available) will take

Examples of particular needs

- Learning difficulties, Reading difficulties
- Gifted and talented children
- The youngest and oldest children in same class
- Emotional and behavioural difficulties

Strategies for different needs

- Carefully targeting questions
- Using visual, aural, tactile aids effectively
- Getting different children to answer questions
- Building in 'wait time' for responses
- Asking children to discuss in pairs before answering
- Giving focused teaching time to a small group

Strategies for different needs (2)

- Giving graduated exercises
- Setting short tasks, then reviewing progress
- Providing simplified but related tasks
- Setting more challenging tasks for some
- Providing different resources for support
- Giving differentiated homework

Evaluation

What Have They Learned?

- Learning outcomes – especially when these are unexpected
- Any particular difficulties for slow, gifted or new pupils, etc.?
- Key Points for the Plenary and any homework
- Note when objectives not met and why