# **ENGV 411/ENGD512**

## Lesson planning template 2020





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# LESSON PLANNING: THE OUTER WHEEL COMPILING A LEARNER PROFILE

Who are my learners?	
Are they first or second language	
speakers of English?	
How proficient are they?	
What are they interested in?	
,	
What are their favourite television	
programs/ TV games; movies; books?	
programs, iv games, movies, seeks.	
How familiar are they with technology	
e.g. computers, GPS, Cell phones?	
What are their particular strengths and	
weaknesses?	
weakiiesses:	
What prior knowledge do they bring to	
the classroom?	
What resources are available in this	
school?	

What is the socio-economic situation	
of this school?	
Are there different cultures	
represented in this class?	

### THE WHITE SEGMENT: ANALYSING THE CAPS

Subject and theme	Topics (if your lesson is focused on a subtopic highlight the subtopic)	Allocated Time and number of lessons	Suggested Resources

What have learners learnt about this topic according to the CAPS?

What will learners learn about this topic in a subsequent grade? (according to the CAPS)?	
LESSON	CONTENT
Briefly summarise the purpose of this lesson in your own	words:
Briefly Sammarise the purpose of this lesson in your own	T WOTUS.
What do learners already know about the topic?	What new knowledge will they acquire in this lesson?

Now turn to the last page in this book as we are following a backward design for lesson planning and preparation

TURN TO THE LAST PAGE IN THIS BOOK

# PERTINENT QUESTION Show the importance of the learners out of the classroom List the pertinent questions and a possible answer for each (if you have only one, that is also acceptable):

Pertinent question	Possible answer

## INTRODUCTION

What will the teacher do to introduce the topic of this lesson?	
·	
What is the actual activity/activities or task/s that your learners will do during the introduction?	

Which resources will be used during the introduction?

## TEACHING ACTIVITIES, LEARNING ACTIVITIES, ASSESSMENT AND RESOURCES

Keep in mind that the teaching activities and learner activities listed here, will take place BEFORE the SMART task. These activities should scaffold your learners so that they will eventually be able to complete the SMART task.

Teaching activities (identify teachable moments)	Learner activities (what is the actual activity or task that your learners will complete)?	Assessment (who will assess and with which tool)?	Resources

### **ASSESSMENT OF SMART TASK**

Paste the rubric that you will use for the assessment of the SMART task:

### **SMART TASK**

Formulate your SMART task. DO NOT WRITE A LIST OF OBJECTIVES – THE SMART TASK IS AN ACTUAL <u>ACTIVITY</u>.

My learners have to demonstrate knowledge and skills by completing the following task:
At the end of the lesson my learners will be able to
Resources that learners will need for Smart task