

Planning A Lesson in Competence Based Curriculum

In a Competence Based Curriculum, the teacher should always start planning a lesson by relating it to the Learning Unit Plan.

Planning a lesson based on a vision of a Learning Unit:

The teacher should reflect by asking these questions:

- What information do I have from the LU?
- What student experiences will I develop?
- What student experiences are expected?
- Important learning activities
- The learning evidence students are expected to produce
- Type of activity (individual, group etc.)
- How will I begin and end the lesson in order to ensure a coherent link with previous and next lessons in the LU and to motivate the students for learning?
- How can I begin the lesson? (links with what students already know about the topic, arouse their interest for the topic)
- Can I do all the learning activities planned for this sequence be included? What do I select? What do I add?
- Can I use all the assessment instruments mentioned in the planning? What do I select? What do I add?
- How can I end the lesson in order to make the learning meaningful for my students? (reflection on how they explored the topic and on how they can use the new acquisitions in different contexts)

A lesson plan layout:

1. Fill-in outline:

- It is the introductory part of the plan that shows the scheme of work on the lesson to be taught.

2. Opener:

Why the opener? - It is important for:

- relating the lesson content with previous lessons.
- clarifying ideas and adding knowledge.
- increasing students' curiosity about the lesson.

What activities? - It can have one or more of these:

- Oral fluency checking
- Values project
- Warm up
 - Revision
 - Game

3. Sequence of activities:

- It shows the main course of the lesson.
- It covers the first six stages of an active lesson.
- Simple activities should come before complex ones.
- Activities involving receptive skills should precede those that involve productive skills.
- It is preferably to follow the popular order:
“pre – while – post” sequence.

4. Closure:

- It gives the teacher feedback of how successfully the specific competences have been fostered.
- It mainly asks students to answer this question:
 - *What have you learned from today's lesson?*
- It covers the seventh stage of the lesson.
- It consolidates the material that was presented earlier in the lesson.

5. Challenges and suggestions:

- It shows the teacher's self-evaluation and reflection.
- It helps the teacher answer these questions:
 - What went well in this lesson? Why?
 - What problems did I experience? Why?
 - What could I have done differently?
 - What did I learn from this experience that will help me in the future?

How to write "Reflection" in the lesson plan for Grades One & Two

The purpose of writing Reflection:

The Reflection section in the new lesson plan for Grades One & Two has a specific purpose. This section is a reflection on the teacher's and pupils' performance at the end of a lesson. It helps the teacher to evaluate his/her own performance. It also sheds the light on the pupils' performance (positive & negative). Finally, it offers possible solutions for the challenges the teachers/pupils encounter throughout the lesson.

How to write Reflection:

The Reflection section includes three parts: Reflection, Challenges & Suggestions.

In the Reflection part, the teacher should write what he/she has accomplished through the lesson, i.e. what he/she was able to teach successfully that is evident in pupils' performance.

The teacher should write what has been achieved satisfactorily by the pupils (e.g. which step of the lesson, which skill, which grammatical rule, which teaching techniqueetc) and how it was evident and clear in pupils' performance (What pupils are able to do by the end of the lesson).

For example:

Reflection:

- I was able to present the new sound /s/ in context successfully. I gave my pupils multiple & sufficient opportunities to pronounce the new sound correctly. My students were able to mention many words starting with this sound.
- I was able to apply cooperative learning among groups to reinforce the speaking skill and enhance interpersonal communication skills effectively. My pupils worked in groups to make a project about farm animals and they were able to take turns to talk about their project with confidence
- I used varied ICT devices and helped my pupils use them with ease. My pupils were able to use a Writing Letters App to trace new letters successfully.
- I used the Young Teacher & The Power Teaching techniques to maximize LTT (Learner's Talking Time) and to motivate all pupils to participate. My pupils were able to ask and answer about food items using "Can for ability" in communicative situations in pairs properly.

In the Challenges & Suggestions part, the teacher should write what he/she has not achieved completely or satisfactorily through the lesson, i.e. what he/she wasn't able to teach successfully that is evident in pupils' performance, and what his/her pupils weren't able to accomplish.

In other words, the teacher should write what has not been taught efficiently, or needs to be developed further (e.g. which step of the lesson, which skill, which grammatical rule, which teaching techniqueetc) and how this shortage was evident and clear in pupils' performance (What pupils aren't able to do yet by the end of the lesson, what needs more time or more practice), and what he/she is going to do about it in the next lessons.

For example:

Challenges & Suggestions:

- I wasn't fully satisfied with the presentation of the new sound /s/ in context. I gave my pupils some opportunities to pronounce the new sound. Still, my students weren't able to mention many words starting with this sound. I should focus on this point in the next lesson using a different technique such as using a song about this new sound.
- I wasn't able to apply cooperative learning among groups to reinforce the speaking skill and enhance interpersonal communication skills effectively. My pupils worked in groups to make a project about farm animals but they were confused about turn taking skills, and some of them found difficulty in talking about their project. I should illustrate more examples and dedicate more time for practice to remedy this point of weakness in the next lesson. Maybe some short scenes can be helpful in enhancing turn taking skills.
- I used varied ICT devices but my pupils weren't able to use them with ease. Some pupils had difficulty in using the Writing Letters App to trace new letters. They didn't know the correct hand movements for writing some letters. I think writing letters on the air as a model before using the App can be of good use in my next lesson. It's a good opportunity to focus on the difficult letters "R & Q".
- I used the Young Teacher & The Power Teaching techniques to maximize LTT (Learner's Talking Time) but this caused chaos in my class; besides, some pupils were reluctant to be the Young Teachers. I felt they were afraid of committing mistakes in front of their peers. I wasn't satisfied with my pupils' performance in asking and answering about food items using "Can for ability" in pairs. Some of them couldn't say full sentences. In my next lesson I should encourage the shy pupils and help them raise their self-esteem. I can also make a competition among groups – the winning group is the one that uses full sentences and follows the rules to avoid chaos as well.

Daily Lesson Plan

Day:	Class:	Unit: 4	Period No.: 8	
Date:	Period:	Topic: My House		
Specific Competences	1.4 / 2.1 / 2.3			
Language Structures	Phonics: None Voc: Colours (red) Grammar: Present simple (What colour is it ? It's)			
Language Functions (Speech Acts)	<ul style="list-style-type: none"> • Describing colours 			
Learning & Teaching Strategies		Demonstration	Discussion	Role Play
		Learning by Doing	Cooperative Learning	Brainstorming
	Other :			
Thinking Skills		Logical Thinking	Critical Thinking	Creative Thinking
Resources	<ul style="list-style-type: none"> •ICT •CD Player •Data show •classroom objects •coloured balls & cups •colouring worksheet •Project material (playing dough) 			
Assessment Tools		Observation	Oral response	Oral presentation
		Questions	Games	Projects
		Written Tasks	Self assessment	Peer assessment
		Quizzes	Portfolio	
	Other:			

(Note: Numbers of Specific Competences should be written beside each activity)

Opener:

- (1.4 / 2.1) Singing along:
 - Watching a song about colours and encouraging pupils to sing along to remember as many colours as they can

Sequence of Activities :

- (2.1 / 2.3) Matching game:
 - Pupils select groups of coloured cups and balls
 - Pupils work in groups to play the matching game (to match the balls and cups of the same colour)
 - The teacher monitors groups and starts to ask : "What colour is it?"
 - The teacher encourages the pupils to say the colour : " It's....." . (Logical thinking)
- (2.1) Presenting the new colour "red":
- The teacher uses the red cups and balls from the matching game to present the colour "red".
- Pupils compete to mention as many red objects as they can (tomatoes, strawberry, water melonetc.) through a game.
- (1.4 / 2.1) The Colour Rows game:
 - Asking pupils about the colours of classroom objects [T/P – P/P]- (open & closed pairs)
 - Distributing coloured cards among pupils in different groups
 - Saying the name of a colour . The pupils who have the same coloured cards run and stand in a row together making one group for each colour
 - Then, on the count of three, the pupils in the row run to fetch objects that have the same colour (a competition among the members of the same group)
 - Asking pupils to make coloured groups again. Each group should know how to make a shape to represent an object that has the same colour of their group (e.g. a yellow sun – a blue seaetc.) (critical thinking)
- (2.1 / 2.3) Pupil's book p Ex 3: Colour, then ask and answer:
 - Asking pupils to work in groups to colour big pictures of some rooms of the house.
 - Pupils ask and answer in open pairs about the colours in the pictures.
 - Asking pupils: " What colour is your table? "
 - Encouraging pupils to talk about their favourite colours. (extension)

Closure:

- (2.3) Making A Coloured Rainbow: (project) (creative thinking)
 - Making a coloured rainbow using coloured play dough – Group work
 - Pupils talk about their rainbow in simple sentences
 - Asking pupils if they like their rainbows (and if they want to make any modifications) (Self assessment)

**Reflection
Challenges &
Suggestions**

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