



# MARIANO MARCOS STATE UNIVERSITY

## College of Teacher Education

*Center of Excellence in Teacher Education*



# Teaching Edukasyon Pantahanan at Pangkabuhayan 1

Prepared by:

**EDELYN B. ASUNCION**

*Associate Professor V*

edelynbasuncion88@gmail.com



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# Lesson Preparation



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# Objectives

- To be able to identify the steps involved in the instructional process.
- To be able to explain the importance of lesson planning in the instructional process.
- To be able to identify the different strategies that may work inside the classroom.



## A. The Instructional Process

It is made up of three (3) steps:

1. planning instruction
2. delivery of instruction
3. assessment of learning



- Teaching begins even before a teacher steps in front of a class and begins a lesson
- Teachers are expected to be able to organize and develop a plan for teaching, implement that plan and measure how effectively they implemented a plan



- B. Lesson Planning
- One way of planning instruction
- A way of visualizing a lesson before it is taught
- Is a hallmark of effective teaching



- Planning a lesson entails “prediction, anticipation, sequencing and simplifying.”
- A critical part of the teaching and learning process
- Teachers are able to see it that daily activities inside the classroom lead to learner progress and achievement or the attainment of learning outcomes.





- According to Stronge ( 2007) research shows that instructional planning for effective teaching has the following elements:
  1. identifying clear lesson and learning objectives while carefully linking activities to them, which is essential for effectiveness
  2. creating quality assignment, which is positively associated with quality instruction and quality student work



3. planning lessons that have clear goals, are logically structured, and progress through the content step-by-step

4. planning the instructional strategies to be deployed in the classroom and the timing of these strategies



5. using advance organizers, graphic organizers and outlines to plan for effective instructional delivery
6. considering student attention spans and learning styles when designing lessons
7. systematically developing objectives, questions and activities that reflect higher-level and lower- cognitive skills as appropriate for the content and the student



- Planning lessons increases a teacher's chances of carrying out a lesson successfully.
- It also allows teachers to be more confident before starting a lesson.
- Lesson planning inculcates practice as it allows teachers to think about their teaching.



- Teachers are able to think about and reflect on different strategies that work inside the classroom including research-based strategies.
- Lesson planning helps teachers' master learning area content.
- Helps teachers know their learners and teach what students need to learn and therefore ensures curriculum coverage



What should be taught?

- Teachers need to follow the Curriculum Guide (CG) of the learning area being taught.



- Teachers can plan the many ways to teach what it contains including the content standards or the essential knowledge that students need to learn, performance standards or the abilities learners need to demonstrate in relation to the knowledge they have learned, and learning competencies or the knowledge, skills, and attitudes learners need to demonstrate in every lesson.



- Following the CG, teachers can set a long-term vision of what learners need to be able to master in terms of content and competencies at the end of the school year and endeavor to achieve this goal.





- At the end of the school year, learners should have a mastery of grade level standards and demonstrate readiness to learn the curriculum standards of the next grade level.



- In preparing daily lessons, teachers can also make use of multiple resources that are available to them including the Teacher's Guide (TG), Learner's Material (LM), additional materials from the Learning Resources Management and Development System (LRMDS) portal textbooks, and other supplementary material, whether digital, multimedia, or online, including those that are teacher-made.



- How should it be taught?
- In lesson planning teachers can predict which part of the lesson learners will have difficulty understanding,
- Teachers can prepare strategies that help learners' learn, build learners' understanding and respond to learners' need.



- Teachers can implore utilizing different instructional strategies that consider learners' varying characteristics including cognitive ability, learning style, readiness level, multiple intelligence, gender, socioeconomic background, ethnicity, culture, physical ability, personality, special needs, and the different ways learners master the content of a particular learning area.



- How should learning be assessed?
- Aside from lesson plans teachers also prepare an assessment plan or specifically a formative assessment
- Formative assessment- ongoing forms of assessment closely linked to the learning process
- It is characteristically informal and is intended to help students identify strengths and weaknesses in order to learn from the assessment experience.



# References

DepEd Order No.8,s.2015 Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program

DepEd Order No. 42,s.2016 Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program





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visit us

Laoag City, Ilocos Norte,  
Philippines  
(63) 77-600-2014  
cte@mmsu.edu.ph

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