

Chapter 8: Designing & Writing Lesson Plans

Aj. Kalanyee Petcharaporn



1. Definition of a Lesson Plan

A teacher's roadmap for structuring instruction within a specific content framework to facilitate student learning.



Structural Guidance

Directs daily instructional activities with clear purpose.



Alignment Focus

Connects goals, teaching activities, media, and testing.



Quality Control

Ensures consistent learning outcomes across sessions.



The 4 Core Pillars of Plan Design



PILLAR 01

Learning Objectives

Defined targets outlining expected student performance and mastery.



PILLAR 02

Teaching Procedures

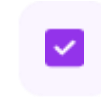
Step-by-step active learning activities and classroom management.



PILLAR 03

Media & Resources

Selected teaching tools, technology, and materials enhancing focus.



PILLAR 04

Assessment Tools

Evaluation methods aligned directly with target learning outcomes.

Analyze Curriculum & Standards



Subject Standards Review

Examine institutional curriculum benchmarks to define overarching unit scope.

Performance Indicators

Identify grade-level skill requirements and specific competence markers.

Expected Learning Outcomes

Establish measurable criteria reflecting what students must know and execute.

Set Objectives: The KPA Framework

DOMAIN 1



Knowledge (K)

Cognitive Domain

- ✓ Core factual understanding
- ✓ Concept comprehension
- ✓ Theoretical recall & analysis

DOMAIN 2



Process / Skills (P)

Psychomotor Domain

- ✓ Practical execution & tasks
- ✓ Problem-solving techniques
- ✓ Communication & operation

DOMAIN 3



Attitudes (A)

Affective Domain

- ✓ Ethical values & mindset
- ✓ Team collaboration spirit
- ✓ Professional responsibility

Bloom's Taxonomy Action Verbs

CREATE	Formulate, design, construct, develop, invent, organize	Higher-Order Thinking
EVALUATE	Appraise, judge, critique, defend, justify, evaluate	Critical Judgment
ANALYZE	Differentiate, compare, contrast, examine, solve, categorize	Analytical Thinking
APPLY	Demonstrate, execute, implement, operate, practice, use	Practical Application
UNDERSTAND	Classify, describe, discuss, explain, identify, summarize	Comprehension
REMEMBER	Define, list, label, recall, repeat, state, memorize	Basic Knowledge

Select & Outline Content



Content Scope & Pacing

Topic Selection

Select essential themes matching student age and baseline capacity.

Time Allocation

Distribute period minutes accurately between theory and activity.

Key Takeaways

Isolate core definitions to prevent cognitive overload.



Logical Sequencing

Simple-to-Complex Flow

Sequence foundational facts before advanced problem-solving.

Instructional Scaffolding

Provide temporary prompts before transitioning to independent work.

Contextual Relevance

Anchor abstract content to real-life student experiences.

Design Active Learning Activities

01

Introduction / Hook

Activate prior knowledge via warm-up questions.

02

Direct Instruction

Deliver key concepts through multimedia input.

03

Guided Practice

Facilitate small group tasks and peer collaboration.

04

Closure & Synthesis

Summarize key takeaways and address questions.



Select Learning Media & Resources



Visual & Print Media

Textbooks, structured worksheets, infographics, and concept diagrams.



Digital Technology

Interactive slide decks, educational apps, simulation software, and video clips.



Real-World Artifacts

Physical models, lab equipment, authentic specimens, and hands-on kits.

Determine Assessment & Evaluation

Diagnostic Assessment

PRE-LESSON

Pre-tests and entry tickets measuring baseline prior knowledge.

Formative Assessment

DURING LESSON

Live observation, quick checks, and peer feedback during practice.

Summative Evaluation

POST-LESSON

Rubric-based final projects, written quizzes, and unit mastery tests.

class	asking questions more than once per class.	asking questions once per class.	offering ideas and asking questions.	offering ideas and asking questions.	
Listening, questioning and discussing	Respectfully listens, discusses and asks questions and helps direct the group in solving problems.	Respectfully listens, discusses and asks questions.	Has trouble listening with respect, and takes over discussions without letting other people have a turn.	Does not listen with respect, argues with teammates, and does not consider other ideas, Blocks group from reaching agreements.	
Behavior	Student almost never displays disruptive behavior during class discussions and group activities.	Student rarely displays disruptive behavior during class discussions and group activities.	Student occasionally displays disruptive behavior during class discussions and group activities.	Student almost always displays disruptive behavior during class discussions and group activities.	
Preparation	Student is almost always prepared with assignments and required class materials.	Student is usually prepared with assignments and required class materials.	Student is rarely prepared with assignments and required class materials.	Student is almost never prepared with assignments and required class materials.	
Problem-solving	Actively seeks and suggests solutions to problems.	Improves on solutions suggested by other group members.	Does not offer solutions, but is willing to try solutions suggested by other group members.	Does not try to solve problems or help others solve problems.	
Group/partner teamwork	Works to complete all group goals. Always has a positive attitude about the tasks and work of others. All team members contribute equally.	Usually helps to complete group goals. Usually has a positive attitude about the tasks and work of others. Assisted team members in the	Occasionally helps to complete group goals. Sometimes makes fun of the group tasks and work of others. Finished individual task but did not assist team	Does not work well with others and shows no interest in completing group goals. Often makes fun of the work of others and has a negative attitude.	

Plan Post-Lesson Reflection

01

Evaluate Teaching Results

Critique instructional clarity, pacing accuracy, and engagement levels.

Key Question: Did the pacing match the planned timeline?

02

Analyze Student Outcomes

Review assessment scores to identify common misconceptions.

Key Question: Which objectives require re-teaching?

03

Actionable Plan Revisions

Record necessary adjustments for future course iterations.

Key Question: How can activity media be improved?

Mastering Lesson Plan Design



Constructive Alignment

Ensure goals, activities, and tests work as a unified system.



Student-Centered Active Learning

Prioritize active engagement over passive lecturing.



Continuous Refinement

Use post-lesson reflections to elevate future teaching runs.

Thank You • Questions & Discussion