

## Resource Paper

### **Discussion and Developing IPT based lesson plan**

Lesson plan is a complete guideline for teaching-learning activities. An IPT based lesson plan has three major parts. They are- Input, Practice and Task.

**Input:** Input is something from which learners get information. It may be written (unit of a lesson, text) or spoken (a story, a dialogue, a song) or audiovisual or visual. It is closely related to the learning outcomes of the lesson and all practices are based on it.

**Practice:** Practice means student activities either with the help of the teacher or other students. These are based on the input. The practice activities lead the students to a better understanding of the input. This can be practicing language points (grammar) or developing understanding about information given in the input.

Activities for practice may be supplied by the teacher or taken directly from the textbook. Examples of practice activities are: look and say, listen and do, gap filling, answering questions, chain drills, making sentences from substitution tables and so on.

**Task:** Task is also student activities which help students to use the language item and information learnt by the students for expressing their own ideas in communication. For example: listing, ranking, tell or write about someone or something, expressing own feelings through letter writing or emailing etc.

We should keep in mind that input is based on learning outcomes and practice and task are based on input. So without learning outcomes, we can't provide input and without input, we can't provide practice and without practice, it is difficult for students to do the task which ensures their learning. So, when someone is going to prepare a lesson plan, he or she first selects the learning outcome on the basis of learning outcome, select input, practice activities and task/checking learning activities. Otherwise, the lesson will not help students in achieving learning outcomes.

## Guided Lesson Plan (Bilingual Version)

Class: I	Date:	Subject: English	Period:01	Time: 40 min.
Unit:10; Lesson:4 (A. Look, Listen and Say)			Content: Alphabet: 'H'	
Learning Outcome(s): By the end of the lesson, students will be able to				
<ul style="list-style-type: none"> <li>• <b>Listening:</b> 1.1.1 become familiar with English sounds by listening to common English words.</li> <li>• <b>Speaking:</b> 1.1.2 say simple words and phrases.</li> </ul>				
Required Material: CD/Audio, word Flashcards, Lesson's pictures.				
<b>Required Classroom Language:</b>				
Good morning, students. How are you? Look at the picture. What can you see in the picture? What is the picture about? What is it in English? Say loudly/slowly. Which one is covered? "What did we learn last time? "Today we are going to learn." Listen to me. Follow me. Make a pair. Thank you. Well done.				
<b>Teaching learning Activities</b>				
Warm up	<ul style="list-style-type: none"> <li>• "Good morning" বলে এবং শিক্ষার্থীদের "Good morning" বলতে সাহায্য করে শুভেচ্ছা বিনিময় করব ও শিক্ষার্থীদের নিয়ে একটি Greeting song গাইব বা প্লে করবো/Stand up; sit down করাবো ও how are you? প্রশ্ন করবো ও উত্তরে fine, thank you বলতে সহায়তা করবো।</li> <li>• পূর্ব পাঠের ক্লাসের শিখনফল অর্জন যাচাই করবো ও পূর্বজ্ঞানের সাথে মিল রেখে শিক্ষার্থীদের পাঠ্যবইয়ের ছবি দেখিয়ে প্রশ্নোত্তরের মাধ্যমে পাঠের শিরোনাম ঘোষণা করবো ও শিরোনাম বোর্ডে লিখব।</li> </ul>			....মিনিট
Input	<ul style="list-style-type: none"> <li>• শিক্ষার্থীদের পাঠ্যবইয়ের ছবি দেখিয়ে নতুন শব্দগুলো ইংরেজিতে বলতে সাহায্য করবো। না পারলে সাহায্য করবো এবং যারা সঠিক উত্তর দেবে তাদের উৎসাহিত করবো।</li> <li>• প্রথমে জোরে স্পষ্ট ও শুদ্ধ উচ্চারণে এবং কণ্ঠস্বরে সঠিক উঠানামা (Intonation) ও অভিব্যক্তি ব্যবহার করে প্রদর্শিত ছবির শব্দগুলো পড়ে শুনাবো/বলবো, শিক্ষার্থীরা শুনবে।</li> <li>• এবার শিক্ষার্থীদেরকে আমার সাথে বলতে বলবো (৪/৫টি দল করে একদলকে বলতে বলবো এবং অন্যদলকে শুনতে বলবো)।</li> <li>• শিক্ষার্থীদের আমার সাথে ২/৩ বার অনুশীলন করে বলার গতি, সাবলীলতা ও নির্ভুলতা বিষয়গুলো আয়ত্ত করতে দেব।</li> <li>• এবার প্রতিটি ছবির পাশে তাদের শব্দ কার্ড এঁটে দেবো এবং Point and Say কৌশলে শব্দ বলতে বলবো। শেষে এলোমেলোভাবে ছবি ও শব্দ কার্ড নির্দেশ করে সমগ্র শ্রেণিকে বলতে বলবো।</li> </ul>			....মিনিট
Practice	<ul style="list-style-type: none"> <li>• এরপর শিক্ষার্থীদেরকে দিয়ে অনুশীলন করাবো। এক্ষেত্রে প্রথম দলে, তারপর জোড়ায় এবং শেষে এককভাবে অনুশীলন করাবো ও তা মনিটরিং করবো এবং প্রয়োজনে সহায়তা দেবো।</li> <li>• ২/৩ জন বা দলকে সামনে এনে সমগ্র শ্রেণির উদ্দেশ্যে কাজটি করতে দিব ও আলোচনা করে সকলের শিখন নিশ্চিত করব।</li> <li>• জোড়ায় ছবির সাথে শব্দ কার্ড মেলাতে দেবো। মনিটরিং করবো এবং প্রয়োজনে সহায়তা দেবো।</li> </ul>			....মিনিট
Task/ Checking Learning/ Assessment	<ul style="list-style-type: none"> <li>• Kim's Game/Bingo Game এর মাধ্যমে আজকের পাঠ মূল্যায়ন করবো।</li> <li>• Homework: word, similar/opposite meaning, use for "One day one word"</li> </ul>			....মিনিট

## Guided Lesson Plan (English Version)

Class: IV	Date:	Subject: English	Period:01	Time: 40 min.
Unit:7; Lesson:1-2 (A&B)			Content: Making Request	
<p>Learning Outcome(s): By the end of the lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• <b>Listening: 1.3.1</b> recognize which words in a sentence are stress.</li> <li>• <b>Speaking: 6.2.1</b> talk about people, objects, events etc. <ul style="list-style-type: none"> <li><b>8.1.1</b> take part in conversations on simple topics (like/dislikes, hobbies, holidays, family, friends, etc.)</li> </ul> </li> <li>• <b>Reading: 1.5.1</b> read words, phrases and sentences in the text with proper pronunciation, stress and intonation. <ul style="list-style-type: none"> <li><b>1.7.1</b> read short paragraphs, dialogues and simple letters.</li> </ul> </li> </ul>				
Required Material: CD/Audio, Text book, Pictures in a big poster				
<p><b>Required Classroom Language:</b>  Good morning, students. How are you? Who will greet me? Now greet in pairs. Look at the picture. What can you see in the picture? What is the picture about? Listen to me. Follow me. Make pairs. Ask and answer in turn. Read and listen in turn. Thank you. Well done.</p>				
<b>Teaching learning Activities</b>				
Warm up	<ul style="list-style-type: none"> <li>▪ I'll exchange greetings with the students according to the day time and inspire them to exchange greetings with me and among themselves.</li> <li>• I will check the achievement of last day's learning and homework.</li> </ul>			. ...mi n
Input	<ul style="list-style-type: none"> <li>• I'll open page no. 14 of the EfT and ask the students to see the picture of the page.</li> <li>• I will ask "What can you see in the picture?" – I'll collect their answers and give support if necessary.</li> <li>• I'll declare and write today's lesson on the board.</li> <li>• I'll introduce new words- sharpener, eraser and borrow. I will ask the students to write down these words on their notebook.</li> <li>• I'll play the audio file C4U07L1-2A / read out the dialogue and ask the students to listen carefully.</li> <li>• I'll introduce the audio file (dialogue) 1/2 time(s) more. Then ask the students to read out the dialogue following me.</li> <li>• I'll invite 2/3 pairs of students in front of the class to act out the dialogue. I will give support where necessary and ask the class to enjoy it.</li> </ul>			. ...mi n

Practice	<ul style="list-style-type: none"> <li>• I'll tell the students to practise and ask the spelling and meaning of the words – “sharpener, eraser, borrow” in pair by turns.</li> <li>• I'll ask the students to practise the dialogue in pairs till they memorize it.</li> <li>• I'll assign them to practise the dialogue changing their role. I'll monitor and give support where necessary.</li> <li>• I'll ask the students to practise and act out the dialogue in pairs sitting on their own position.</li> <li>• I'll ask the students to act out the dialogue in pairs changing their role. I'll monitor and give support where necessary.</li> </ul>	. ...mi n
Task/Checking Learning/ Assessment	<ul style="list-style-type: none"> <li>• I will invite 4/5 pairs in front of the class to act out the dialogue.</li> <li>• Homework: I'll ask the students to write a dialogue using different words in place of sharpener, eraser and paper. I'll inspire them to demonstrate/act out the dialogue in front of their parents/brother/sister.</li> </ul>	. ...mi n

N.B.- DPED students can use any version (Bilingual/English) during school teaching.