

Lesson plan analysis



Lesson Plan: Feelings The lesson plan currently incorporates the following instructional strategies making linkages obvious and explicit; 2) prime background knowledge; and 3) review for fluency and generalization (Effective Instructional Strategies 2004).

The utilization of the strategy making linkages obvious and explicit is present because it gives comprehensible verbal explanations on what the activity is all about (Effective Instructional Strategies 2004). Alongside with this is the employment of visual aids to represent the key idea of having feelings on various occasions. Instances of such instructional strategy could be further gleaned from the lesson plan because it contains actions where readings and discussions are to be made regarding feelings, which afterwards will have to be drawn by the students to make the connection with what they felt on four pieces of small paper plates.

On the other hand, the instructional strategy of prime background knowledge which is likewise gleaned on the current lesson plan on feelings is a method where new information or ability is associated with what the students already have learned or have experienced. A perfect example of this is when the students will be asked to name occasions on where they have portrayed and reacted to various feelings related to a particular type of situation – like when they met somebody new or when a favorite toy was broken. By asking students relevant questions regarding prior knowledge, they will be able to relate the current topic to past circumstances that are familiar to them (Effective Instructional Strategies 2004).

Last but not the least is the review for fluency and generalization instructional strategy. This technique is also present within the lesson plan since it provides students other chances to put in actual practice what they

have learned. In so doing this the students are able to retain the knowledge after sometime and will be able to relate it in various circumstances (Effective Instructional Strategies 2004). To make this quite effective, the students must be required to have an intensive discussion of the subject matter, which is feelings, and should be guided appropriately on situations where such feelings apply (Effective Instructional Strategies 2004).

Content specific strategies in general are detailed plans or actions on how to go about a certain lesson to enhance the learning abilities of the students and instructional techniques of the teacher. Some content specific strategies are: cognitive strategies, affective strategies, compensatory strategies, memory strategies, social strategies and metacognitive strategies (The Regents of the University of Minnesota 1997). Since the lesson on feelings is being prepared for preschoolers, the teacher should be aware of the fact that the students at that particular age have particular cognitive and physical developments which are very different from any school age children (Shelov et al 1994).

The content specific strategies maybe missing from the lesson are: the memory strategy and social strategy where the teacher will want to increase the learner's acquisition of the lesson on feelings and how to make the children cooperate and interact with their classmates respectively (The Regents of the University of Minnesota 1997). Both strategies should include pervasive questioning to inculcate the subject matter within the minds and elicit a response that is already anticipated by the teacher. While there are different forms of strategies that can be used effectively for the lesson on feelings, it is essential for the teacher to predetermine by giving some tests before the actual lessons begin (The Regents of the University of Minnesota

1997).

References

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