

**PROCEEDINGS OF THE COMMISSIONER OF SCHOOL EDUCATION  
ANDHRA PRADESH, AMARAVATI**

Present:- Sri S. Suresh Kumar IAS

R.C. No.ESE02/329/2022 SCERT

Dated:26/06/2022

Sub: School Education- SCERT-AP- Academic and Administrative reforms  
- -Preparation of lesson plans- Templates communicated and guidelines issued.

Ref:- 1. Observations of the School Education Higher Officials during their visits to schools.

2. Pro. R.C. No. ESE02/290/2022-SCERT, Dated 04/04/2022 of the Commissioner of School Education, Andhra Pradesh.

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The attention of all the Regional Joint Directors of School Education and the District Educational Officers in the state is invited to the reference 2<sup>nd</sup> above wherein certain guidelines were issued regarding the implementation of Academic and Administrative reforms in the state. As part of the above guidelines, the preparation and implementation of the lesson plan is one of the topmost academic reforms to be implemented in all the schools for ensuring the quality of education through adequate class-specific learning outcomes among students.

In this regard, the SCERT-AP has prepared two (2) Lesson Plan Templates.

**Template - 1:** Model lesson plan for multi grade teaching.

**Template - 2:** Model lesson plan for all types of High schools.

Therefore, all the Regional Joint Directors of School Education and the District Educational Officers in the state are requested to issue necessary instructions to all the field functionaries for effective implementation of the lesson plan and instructions to ensure right teaching at right level and achieve adequate learning outcomes at all levels.

Further, all the Regional Joint Directors of School Education, District Educational Officers, Principals of DIET and all inspecting officers in the state shall ensure that all teachers are following the guidelines and preparing the lesson plans as per the templates suggested by SCERT. The services of resource persons in DIETs shall be used for capacity building

and training of the teaches for the effective implementation of these plans.

If any best practices are identified the same may be sent to the Director SCERT for disseminating across the state for its adaptability.

Encl:- Guidelines, templates.

S Suresh Kumar  
COMMISSIONER OF SCHOOL EDUCATION  
ANDHRA PRADESH

To,  
All the Regional Joint Directors of School Education in the state.  
All the District Educational Officers in the state.  
Copy to  
District Collectors for information  
The State Project Director, Samagra Shiksha, Andhra Pradesh.  
The Director, SIEMT, Andhra Pradesh.  
The Director, SCERT, Andhra Pradesh.  
Copy Submitted to Special Chief Secretary to School Education,  
Andhra Pradesh.

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# File No.ESE02/329/2022-SCERT

Government of Andhra Pradesh

Department of School Education

SCERT- AP

## Specific Guidelines for Model Lesson Plan Components

Name of the Teacher:

Name of the School:

Subjects:

### A) Classes and Chapters, Concepts and Skills Covered *(In case of Multigrade Teaching, write for multiple grades)*

1	2	3	4	5
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**Prior Concept/ Skills:** *(Essential concepts and skills to be checked/bridged before teaching the current concept.)*

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A significant number of Indian classrooms are multigrade and all classrooms are multilevel. This reality can be used as a resource for learning since it facilitates more interaction and peer learning in classrooms. In order to make the most out of this setting a few suggestions are given below. Please note that this exercise helps in understanding the prior knowledge essential for teaching a particular concept or skill. Hence this is useful for bridging the gaps for Grade-level teaching as well.

A.1) Be aware of the Conceptual Progression/Content/Syllabus- It is essential to understand how conceptual and skill progression is planned in syllabus across the grades. See the learning continuum for Number Operations-Addition

Kindergarten/Baalvatika/ Readiness Programme	G1	G2
Sorting and matching One to One Correspondence Sequencing  Order of numbers till 10 Number sense/sense of quantity of numbers till 10 Identification of symbols and counting of objects	Understanding of Addition as Joining Adding two single-digit numbers using materials and pictures and symbols Using number line to add Horizontal and Vertical Addition Understanding simple story sums and representing situations	Double digit addition without regrouping  Double digit addition with regrouping using place value  Comprehension of situation sums

		Understanding different types of addition sums and solving using number combinations
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A.2) Plan for one concept or skill that is taught across the grades present in the classroom for students to learn with and from each other easily.

For example if the Listening Skill LO of responding to questions is planned, this needs to be planned across grades for teachers to plan a simpler to complex task for the same skill. This will help create groups of students and also peer-learning can also be facilitated.

A.3) Chalk out the portions of the teaching plan that can be taught collectively to all the grades before giving independent work to different grade level students. For example in the unit/month plan given above for Grade 3, suppose you have Grade 2 and 4 as well, plan to teach picture reading across grade by picking up simpler to complex pictures. But for the introduction of the lesson, modelling picture reading, instruction can be given collectively. Example of stages in a lesson plan that can be taught collectively-

- To introduce a new topic
- During discussion or brainstorming – sharing ideas with the rest of the group
- explain how activities or projects will be done
- When dealing with content or activities where it does not matter if learners
- respond at different levels (e.g. story-telling, physical education, outdoor
- games, field trips and projects)
- To practise learning – such as reciting tables or poems
- To summarise learning at the end of a lesson
- For 'Story Time'

A.4) Have the classroom's physical set up according to the multigrade teaching and stages of the lesson. For example

a) Direct Teaching- The teacher is instructing the class, demonstrating a technique or conducting an experiment.

(b) The Horseshoe- This can be used for direct teaching, or for teacher led discussion. The arrangement encourages the children to address and question each other as well as the teacher.

(c) Unsupported cooperative working- The children share a task and cooperate in completing it. The arrangement invites face to face interaction and conversation. It is useful in topic and project work and can be used for shared practice sessions.

(d) The Mat. - This is especially useful with younger children for storytelling, singing, and news exchanges and for briefing them on their next activity. Sometimes children like to sit in a relaxed position on the mat to read.

(e) Resource activities- This is an area in which equipment, books, charts and materials can be kept for specific curriculum areas, e.g. mathematics, science, language, art and crafts. Often room corners are the best positions for resource areas. Resources can be taken from the area, or a group can work inside it.

(f) Independent study- An area of this kind enables learners to work privately without distraction. It is useful to place the tables and chairs/benches facing a wall. Space in a corridor or on a shaded veranda can also be used for an independent study area.

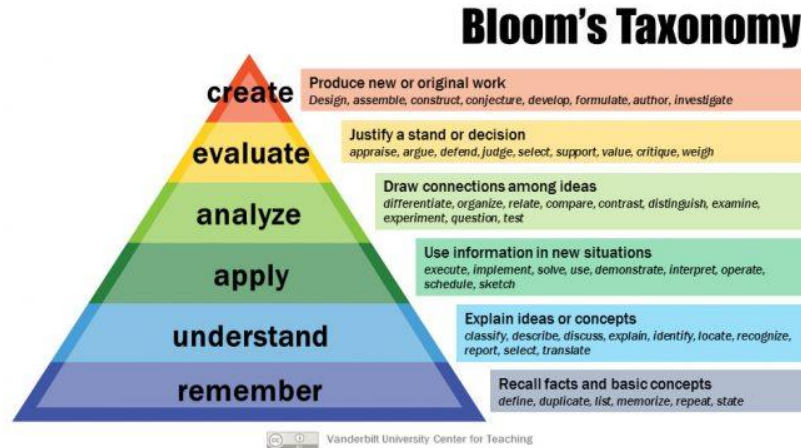
A.5) Display students' work - stories, poems, and art. Space can be reserved for a notice board to take the timetable, classroom rules, coming events, etc. If the walls are smooth and chalkboard paint is available, sections at a suitable height can be prepared for the children to use, both inside and outside the classroom/building, e.g.

for practice in computation and language and for drawing and design.

Reference: <https://drive.google.com/drive/u/2/folders/1qD1DzOfLi-uvbj03gh8Sv3nibDp6e62>

<p><b>B) Learning Outcomes:</b> <i>(Select from SCERT Academic Calendar and Textbook)</i></p> <p><b>B.1) Aim for Competencies- Important Knowledge, higher order skills and attitudes-</b> The outcomes are indicators of learning that we aspire to see students acquire in a gradual process of learning. These outcomes are informed by:</p> <ul style="list-style-type: none"> <li>● Higher aims of the discipline/subject being taught</li> <li>● Contemporary Knowledge- Facts, Concepts, procedures</li> <li>● Skills and attitudes</li> </ul> <p>Let's see an example from Primary Mathematics. <b>National Focus Group Paper on Mathematics</b> talks about Mathematization of Thinking through teaching Important Mathematics</p> <p>This implies that concepts, procedures should be taught in a manner that helps students:</p> <ul style="list-style-type: none"> <li>● Solve problems</li> <li>● Reason</li> <li>● Communicate in mathematically precise language</li> <li>● Connect maths with life, other subjects</li> <li>● Represent maths ideas in various forms.</li> </ul> <p><b>B.2) Use the Learning Outcomes suggested by the NCERT and SCERT</b></p> <p><b>B.3) Be aware of the Conceptual Progression/Content/Syllabus-</b></p> <p><b>B.4) Use Bloom's taxonomy of higher order thinking skills for planning the outcomes that are worth pursuing in all subject areas-</b> Using this taxonomy to chalk out the Learning Outcomes/Indicators prevent from aiming too low/on rote learning. You will see this applicable in all subjects and grades. Use this diagram to understand what each of the levels means and plan for these observable and measurable outcomes. For example, if you plan for making students understand photosynthesis, the lesson plan needs to have outcomes that students will be able to:</p> <ul style="list-style-type: none"> <li>● describe its process</li> <li>● discuss it</li> <li>● explain the cause and effect</li> <li>● identify essential conditions for it</li> </ul>	<p><b>No. of Periods:</b></p>
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- recongnise the role of trees and sun, COs etc.



**Example**-Learning Outcomes for the concept of Addition for Grade 1:

- Understanding/ **inferring addition as joining** two sets of a quantity
- Talking** about the process **using vocabulary of addition** (join. Altogether, in all, add, makes, equal to etc)
- Representing** addition situations/story sums using concrete materials and pictures
- Counting on** from a number to add
- Matching** addends with their sum
- Using number line** to add
- Adding zero to single-digit numbers
- Adding horizontally and vertically

Please note that all these LOs are **observable and measurable behaviours or indicators** of learning that we can notice and help children with as they learn.

### TEACHING LEARNING PROCESS

**C) Induction/Introduction** (*Generating interest, informing students about the outcomes and expectations for the lesson*)

C.1) Set induction is preparation or getting students ready for learning, before a formal lesson. Perrot (1982) identified four purposes of set induction or introduction of the lesson as:

- Focussing attention on what is to be learned by gaining students' interest
- Moving from old to new materials and linking the two.
- Providing meaning to a new concept, using examples

- Creating a structure for the lesson

C.2) Set induction can be:

- Explaining potential benefits to the learners
- Giving clear instructions
- Describing what is going to happen

C.3) The **STEP** acronym may be used to remember what to do:

**Start:** Welcome the students, settle them down and gain attention

**Transact:** Understand their expectations and explain yours. Link with previous knowledge

**Evaluate:** Assess the gap between their expectations and current reality

**Progreress:** Move to the main body of learning/lesson.

**D) Experience and Reflection** *(Task/question that helps students explore the concept and connect with their life)*

Students learn best when they experience something and reflect on their learning. Keep the following in mind while planning the main experiences:

D.1) Plan for experiences and tasks that help students connect the classroom learning to their lived experiences.

D.2) Plan for tasks that help students get multi-sensory experiences like making something, clay modelling, origami, experimentation, listening to a story or poem, reading aloud, playing a cooperative game etc.

D.3) These experiences need to be related to the main concept and need to be planned keeping childrens' age, interest, context/cultural background in mind.

D.4) They can be a whole group, peer, small group or individual tasks.

D.5) Plan these tasks keeping the nature of the subject in mind. For example, for Mathematics, tasks that help experience the concepts using concrete things or pictures help gain clarity. Similarly, for Science, seeing the phenomenon or experimenting, hand-on tasks will be useful. Learning Science by Doing Science/ using processes like observation, hypothesising, experimenting, gathering data, categorisation, concluding, etc needs to be part of the process of learning

D.6) Plan for active learning tasks rather than passive learning of listening to the teacher.

D.7) Once students do this main task, ask reflective questions such as:

- What did you do?
- What did you notice/observe?
- Have you seen this happening elsewhere?

D.8) Use students' responses to consolidate the main idea/concept.

<b>Explicit Teaching/Teacher Modelling (<i>I Do</i>)</b>	<b>Group Work (<i>We Do</i>)</b>	<b>Independent Work (<i>You Do</i>)</b>	<b>Notes for:</b>
<p>For most of the concepts and skills, showing children what is expected from them by performing the same for them helps them understand better. You can do this using the following guidelines:</p> <ul style="list-style-type: none"> <li>• Specifying objectives of the classroom helps students focus and feel motivated</li> <li>• Breaking the information into chunks for students to learn each step at a time</li> <li>• Model/show by writing on the board the steps of doing a procedure or thinking about a concept in clear manner</li> <li>• Verbalise the thinking process as to what are you keeping in mind while doing anything</li> </ul> <p>Example- Teacher reading a poem with expression Teacher talking about steps and showing the steps using a board for solving a long division the exact same way children are expected to do</p>	<p>Once students see a teacher modelling a task and verbalising how to think, students can perform the task/solve a sum/ experiment/ write a paragraph/ read together in small groups. This stage helps students gain confidence about a process they have seen just once and may have not fully understood. Peer-learning accelerates learning.</p> <p>Example- Students reading the poem in small group and helping each other with new words</p> <p>Students solving long division sums in small group, helping each other</p>	<p>At this stage, students are more confident and are given an opportunity to consolidate their learning by applying a concept/ solving a problem or performing the task on their own without help. Support only those in the classroom who require extra help.</p> <p>Example- Students reading the poem on their own with teacher roaming in the classroom and helping the ones who require it Students solving long division sums from the textbook/worksheet independently.</p>	<p><b>Notes for:</b></p> <ul style="list-style-type: none"> <li>• Using textbook prompts and activities for each of the sections</li> <li>• Allotting time for students to ask and responding to students' queries</li> <li>• Asking open-ended questions beyond textbook content</li> <li>• Allotting time for group activities and helping students engaged with tasks</li> <li>• Supporting the students who need it more</li> <li>• Giving targeted feedback and appreciation to students</li> <li>• Managing student's behaviour during activities</li> </ul>
<p><b>Check For Understanding Questions</b></p> <p>While teaching, it is important to keep track of students' learning. Questioning as a technique helps a lot in creating an active learning classroom and provides real time data about students' thinking process and misconceptions. This provides an opportunity for clarifying doubts and consolidating learning. Two types of questions can be asked in the classroom.</p> <ol style="list-style-type: none"> <li><b>1. Factual:</b> Related to facts, specific information about the concept. Example- When did India get Independence?</li> <li><b>2. Open Ended / Critical Thinking:</b> There is no single answer to these types of questions. They create opportunities for students to verbalise their thinking, use their knowledge and exhibit deeper understanding. Example- If you were to choose two events from the freedom struggles that lead to our freedom, which ones will you choose? Why?</li> </ol>			



Example - If you were 'x' character in this story what would you have done differently? Why?

Asking more open-ended questions related to each concept/skill, helps in building critical thinking and deeper learning.

**Student Practice Questions & Activities** (*Exercises from workbook / textbooks/ blackboard*)

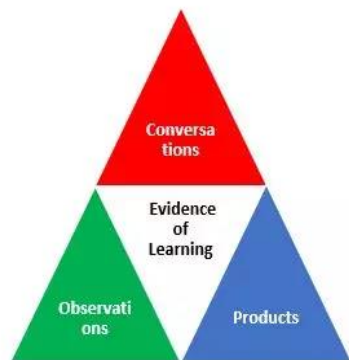
Practice helps in gaining procedural fluency in a skill like reading. Writing, solving a sum, computations, etc. It also consolidates learning and helps gain mastery. Application of learning also becomes easier.

- Using textbook questions and worksheets will be helpful at this stage.
- Exercises done in notebook, workbook can be used
- For older classes, online resources and downloadable worksheets can be used as well.
- Every week, one period can be used for practice sessions for previously learnt concepts as well.
- Homework exercises can also be integrated here

**Assessment** (*Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment*).

Think of what children will SAY, DO and MAKE while doing these activities. All these can form the evidence of learning and can be used as a data to assess the learning on the go.

Write what from these units can serve as evidence of learning.



Mode of Assessment	Skills Assessed	Assessment Tools
<b>CONVERSATIONS</b> between - Teacher & Learners - Learners with Peers	- Thinking Skills - Spoken Skills - Understanding - Self-assessment - Peer assessment	Teachers Notes
<b>OBSERVATIONS</b>	- Planning & Drafting - Hands-on tasks - Critical Thinking - Collaboration Skills - Participation	- Checklists - Anecdotal Records
<b>PRODUCTS OF LEARNING</b>	- Written works - Projects - Performance Tasks - Quizzes, MCQs - Use of Technology	- Assessment Rubrics - Rating Scales

**Formative**

- Group discussions and individual sharing
- Written work, Worksheets
- Models and charts

**Summative**

**TLMs** (*Digital + Print*)

- Low resourced environment needs to be kept in mind
- Use local contextual materials that help students feel motivated to learn.

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Unit end assessments worksheets</li><li>• Tasks</li><li>• Quiz</li><li>• Presentations</li></ul> |  |
|--|--|

### General Guidelines for Planning the Lessons

- Use the Nipun Bharat Guidelines for Foundational Grades for understanding how children learn at these grade levels, well. Use those to plan the experiences and process of the classroom. For higher grades, NCF 2005, Position Papers for various subjects provide insight into how children learn these subjects better.
- Ascertain which concepts and skills are to be taught in which month, keeping the number of working days in each month, holidays and seasons in mind. For example, learning of volume requires students to pour water in various containers in primary grades and can be avoided in winters!
- Create lesson plans for each concept/unit at a time to look at a concept and its complete cycle from induction to practice and assessment at one go in a holistic manner. .
- Use faculty meetings- If possible, create lesson plans in collaboration with all the teachers of one grade teaching a particular subject. This creates opportunities for learning from each others' experiences and can reduce duplication.
- Use vertical faculty meetings- Conduct these meetings once a month to understand and plan for bridging the learning gaps, create grade level outcomes and create remedial plans. This can help in multigrade teaching as well. These meetings can also be conducted at a complex level as well.
- For chalking our Learning Outcomes, Experiences, Use of TLMs, Assessments, use NCERT, SCERT Resource Materials and State textbooks. Open source materials and videos on DIksha Platform, Youtube can be used based on the learning objectives of each grade.
- All the activities, Posters, pictures and other materials need to be free of gender, caste, class biases.
- Have faculty meetings, sharing the plans/tasks/processes that worked well and that did not work well. Reflect and review the lesson plans once a month with your colleagues and change the plans for next units and academic cycle.
- **It is suggested that you create lesson plans in digitised form for making your review and revision easier.** This is going to be your asset and can save you time in your next academic sessions and can also enable you to share these with your colleagues.

These lessons are going to be part of your planning and reflection as a professional teacher. Happy planning!

Signed by S Suresh Kumar

Date: 26-06-2022 12:39:53

Reason: Approved

**GOVERNMENT OF ANDHRA PRADESH  
DEPARTMENT OF SCHOOL EDUCATION  
SCERT-AP  
MODEL LESSON PLAN FOR MULTIGRADE TEACHING**

**Grades:**

**SUBJECT:**

**Name of the Teacher**

**Name of the School:**

Name of the Lessons/Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	

G1	G2	G3	G4	G5

**Prior Concept/ Skills:** *(Essential concepts and skills to be checked/bridged before teaching the current concept.)*

Learning Outcomes: <i>( Select from SCERT Academic Calendar and Textbook)</i>	No. of Periods:

## TEACHING LEARNING PROCESS

**Induction/Introduction** (*Generating interest, informing students about the outcomes and expectations for the lesson*)

**Experience and Reflection** (*Task/question that helps students explore the concept and connect with their life*)

Explicit Teaching/Teacher Modelling ( <i>I Do</i> )	Group Work ( <i>We Do</i> )	Independent Work ( <i>You Do</i> )	<b>Notes for:</b>
	www.apteachers.in		<ul style="list-style-type: none"> <li>● Using textbook prompts and activities for each of the sections</li> <li>● Allotting time for students to ask and responding to students' queries</li>   <li>● Asking open-ended questions beyond textbook content</li> <li>● Allotting time for group activities and helping students engaged with tasks</li> <li>● Supporting the students who need it more</li> <li>● Giving targeted feedback and appreciation to students</li> <li>● Managing student's behaviour during activities</li> </ul>

**Check For Understanding Questions**

**TLMs** (*Digital + Print*)

1. **Factual:**

2. **Open Ended / Critical Thinking:**

**Student Practice Questions & Activities** (*Exercises from workbook / textbooks/ blackboard*)

**Assessment** (*Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment*).

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**SIGNATURE OF THE TEACHER**

**SIGNATURE OF THE HEAD MASTER**

**VISITING OFFICER WITH REMARKS**

**GOVERNMENT OF ANDHRA PRADESH**  
**DEPARTMENT OF SCHOOL EDUCATION**  
**SCERT-AP**  
**MODEL LESSON PLAN FOR ALL TYPES OF HIGH SCHOOLS**

CLASS

SUBJECT:

Name of the Teacher

Name of the School:

Name of the Lesson/Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	

**Prior Concept/ Skills:** *(Essential concepts and skills to be checked/bridged before teaching the current concept.)*

**Learning Outcomes:** *( Select from SCERT Academic Calendar and Textbook)*

**No. of Periods:**

## TEACHING LEARNING PROCESS

**Induction/Introduction** (*Generating interest, informing students about the outcomes and expectations for the lesson*)

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**SIGNATURE OF THE TEACHER**

**SIGNATURE OF THE HEAD MASTER**

**VISITING OFFICER WITH REMARKS**

Signed by S Suresh Kumar

Date: 26-06-2022 12:40:16

Reason: Approved