

Lesson Planning Handbook

Your guide to creating engaging lessons

By: Menna Elfouly

(Enclosed AI Guide by: Mai Abdullah)



Elements of an effective lesson plan



The Purpose of this Guide

To Learn in a few organized steps how to make an effective lesson plan, containing all the required elements as observed by NIS standards.



The practice of using pre-existing plans and schemes of work was widespread in my experience. The rationale behind this seemed sound: using pre-existing plans saves time. The fact that these schemes of work might have been created a long time ago or by teachers who had since left the school was deemed irrelevant. Why? Because it saved time.

Using pre-existing plans fails to recognise two fundamental truths: All classes are different / All teachers are different

March 7, 2017

Active learning – planning for the active classroom

by Fleur McLennan

Why This Guide Matters

- **Quality** Ensure that lesson plans align with school standards and international best practices.
 - **Consistency** Build consistency across classrooms.
 - **Support** Empower teachers with practical strategies.
Promote engaging, differentiated, and student-centered classroom environment.



Table of Contents

01 The Importance of Lesson Planning

- Why lesson planning matters
- Benefits for teachers, students, and schools
- Common challenges and how to overcome them

02 Components of an Effective Lesson Plan

- Learning objectives (SMART goals)
- Standards and curriculum alignment
- Resources and materials
- Step-by-step procedures (introduction, body, closure)
- Assessment (formative and summative)
- Differentiation strategies
- Use of technology

03 Steps to Writing a Lesson Plan

- Identifying objectives and outcomes
- Structuring activities for engagement
- Timing and pacing of the lesson
- Incorporating transitions
- Planning for flexibility

04

Classroom Strategies to Enhance Lessons

- Cooperative learning techniques
- Active learning strategies
- Questioning methods to promote critical thinking
- Classroom management tips during lessons

05

Differentiation and Inclusion in Lesson Planning

- Adapting lessons for different learning styles
- Supporting students with additional needs
- Extension and enrichment for high achievers

06

Assessment and Feedback

- Embedding formative assessment in lesson plans
- Exit tickets and quick checks
- Using feedback to inform future planning

07

Reflection and Continuous Improvement

- How to self-evaluate your lesson plan
- Peer and supervisor feedback
- Adapting and reusing lesson plans effectively

08

Sample Lesson Plans and Templates

- Ready-to-use lesson plan template

01

The Importance of Lesson Planning

Without a plan, teaching can feel reactive. With a plan, it becomes intentional and impactful.

Stay organized

reducing stress and saving time during class.

Zero Wasted time

less wasted time, more
focused learning.

Make sure that the learning objectives are clear

Students must know what to be
learned and achieved

Confidence & better classroom management

students can sense when their teacher is not
well prepared, this shifts control to the
students and make the class harder to
manage

02

Components of an Effective Lesson Plan



Components of an Effective Lesson Plan

Learning Objectives	BR: Cambridge School Hub : select your subject, choose curriculum framework, download the document, then go to the learning objectives section AM: Refer to the learning objectives set by the CDs
Curriculum Standards	For American Schools
Lesson Activities	Timed, resources and materials needed are stated, and related to the content
Assessment	Oral questions, CWs as independent Practice, Quizzes FCs and ETs
Differentiation	How to support struggling learners and extend learning for advanced students.
Time	Each Task/Activity should have a time frame
Reflection Notes	After the lesson, you should write your own feedback, what worked and what can be improved for your next lesson

CLICK HERE to learn more about differentiation



What Is An Effective Learning Objective?

Learning objectives should be student-centered, describing what the students should be able to do after the lesson instruction, rather than what the teacher will cover or do in the lesson.

To ensure your learning objectives are student-focused, it's helpful to write your objectives with this prompt: "by the end of this lesson, students will be able to ----."

To give students a clear understanding of what is required of them.

Well-written learning objectives should be Specific, Measurable, Achievable, Result-oriented, and Time-bound (SMART).

By the end of this unit, students will be able to describe the scientific methods and provide examples of its application.
(100 level Science course)

Specific – it focuses on the “scientific methods”

Measurable – “describe” and “provide examples” are measurable and observable indicators

Achievable – this is appropriate for an introductory level course

Result-oriented – it focuses on the result (describe/ provide examples) rather than the process

Time-bound – students know that this is a skill they should master by the end of this unit

Refer to your text book to obtain and tailor your lesson objectives

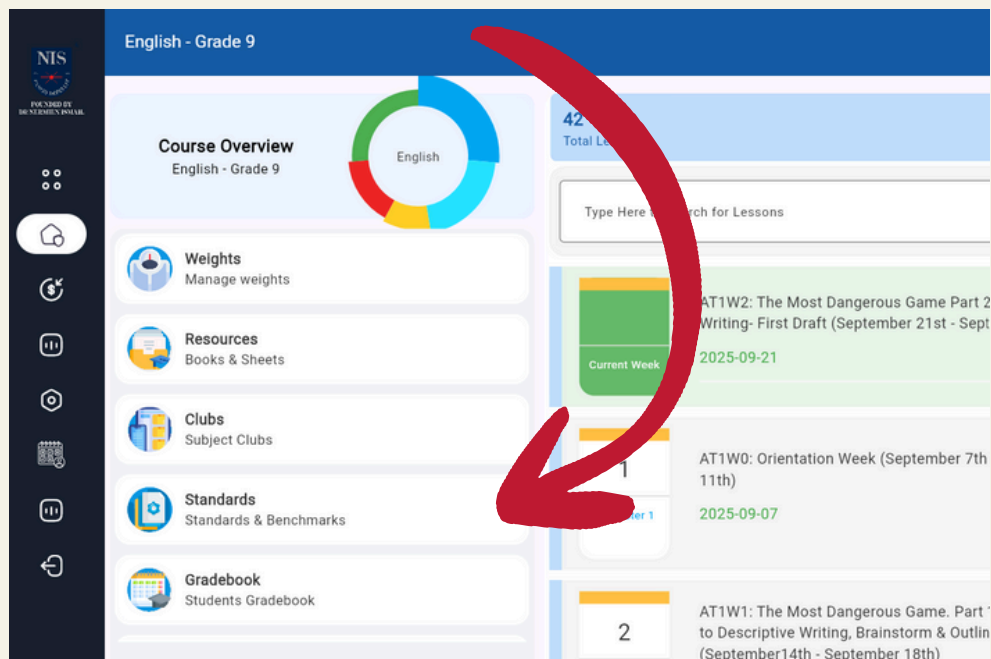
What are the Essential Questions and How to Write them?

- Essential questions in a lesson plan are open-ended, thought-provoking questions.
- They should be related to the lesson objectives.
- They are designed to stimulate higher-order thinking.
- Good essential questions use "how," "why," and "what" framing,

What are the course standards? and how are they different from the lesson objectives?

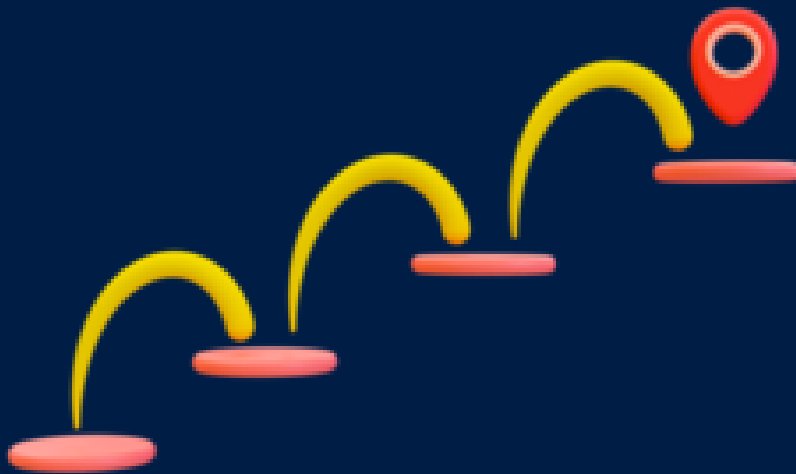
Standards are set by an authority, like the ministry of education for teachers, they instruct the teachers to include certain topics and lesson in their curriculum plan, they are broad and do not include specific measurable indicators of what students should learn and are assessed in like the lesson objectives.

**You can find the course standards in
your BLB course page**



03

Steps to Writing a Lesson Plan



Session-by-Session Teacher Guide

Session	Time	Objectives	Materials & Standards	Teacher's Plan
				

Start with objectives : Write what students should achieve in the lesson.

Plan the hook: Begin with something engaging (question, story, image, short video).

Structure the body: Break into short tasks.

Include CL: Pair/group work, class discussions, or problem-solving.

Prepare assessment: Make sure your students understood the lesson.

Plan closure: Recap/Summary (You may ask your students to write a summary or a map at the end of each session).

Write timing: Decide how much time each task/activity takes (Try to keep direct instruction time into 10-20 min intervals according to your class's grade level).

04

Classroom Strategies to Enhance Lessons

What is engagement?

A good lesson, is where students are engaged in their learning and activities. Keeping students engaged is about more than getting them to sit up straight and listen.

According to research, there are different levels:

- ▶ Behavioral engagement — represented by good behavior in the classroom
- ▶ Emotional engagement — where children like and/or value what they are doing
- ▶ Cognitive engagement — a psychological state where students put in a lot of effort to understand a topic

To truly maximize engagement in elementary classrooms, teachers must be able to inspire all three, here are some strategies to help you plan an engaging lesson:

Foster collaboration

- ▶ When students work effectively together, engagement is intensified. Collaborative learning helps ensure the active participation of each student. However, left to their own devices, children are likely to form and stay in the same 'cliques'. It can be difficult for less confident students to shine in group activities, particularly when they fall into an established role within a group.
- ▶ To help create a sense of connection to others during class activities, teachers can create more fluid teams by grouping children by different traits each day, such as birth month or favorite food. Over time, this approach helps break down barriers between children.
- ▶ Fostering individual accountability by assigning different roles and appraising both the student and the group performance also helps maximize the benefits of collaborative learning.

Provide choice

Students are more likely to be motivated when they have a say in what they're doing.

Real-World Applications

Connect lessons to real-life contexts or current events

Make it fun

Think-Pair-Share – Students think individually, discuss with a partner, then share with class.

- Graphic Organizers – Mind maps, charts, Venn diagrams to organize thoughts.
- Role Play / Simulations – Helps students apply concepts in real-life scenarios.
- Questioning Techniques – Use open-ended and probing questions, not just yes/no.

Get to know your students

But by taking the time to find out more about what each child likes to do outside of the classroom, teachers can bring this information into lesson planning, referencing it in examples and assignments.

[Click Here to access a free mind mapping website](#)

[Click Here to access a free simulation website](#)

05



Differentiation and Inclusion in Lesson Planning

Differentiation

Every classroom has students with different needs. To plan effectively:

For struggling learners: Provide simpler texts, guided worksheets, peer support.

For advanced learners: Give extension tasks, independent projects, or leadership roles in group work.

For diverse learning styles: Use a mix of visuals, discussions, and hands-on activities. For students with special needs: Modify instructions, give extra time, or use assistive technology if available.

A photograph of a student's hands writing in a notebook with a pen. The student is wearing a light pink long-sleeved shirt. The background is blurred, showing other students in a classroom setting.

To learn more about differentiation,
log into NITA website

Differentiation makes sure no student feels left behind

06

Assessment and Feedback



Assessment should not just happen at the end of a unit or just as a weekly/biweekly quiz
it should be part of every lesson.

Formative Assessment	independent classworks, quizzes, class discussions, peer feedback.
Summative Assessment	Term exams, and final projects.
Feedback	Must be timely, specific, and constructive. Instead of saying: “This is wrong.” Say: “Good try! You need to explain why the character felt this way. Add an example from the text.”

Use the data from your ET/Quizzes to adjust your future lesson plans, stressing on missed points, repeating a type of activity that achieved maximum engagement..etc



07

Reflection and Continuous Improvement

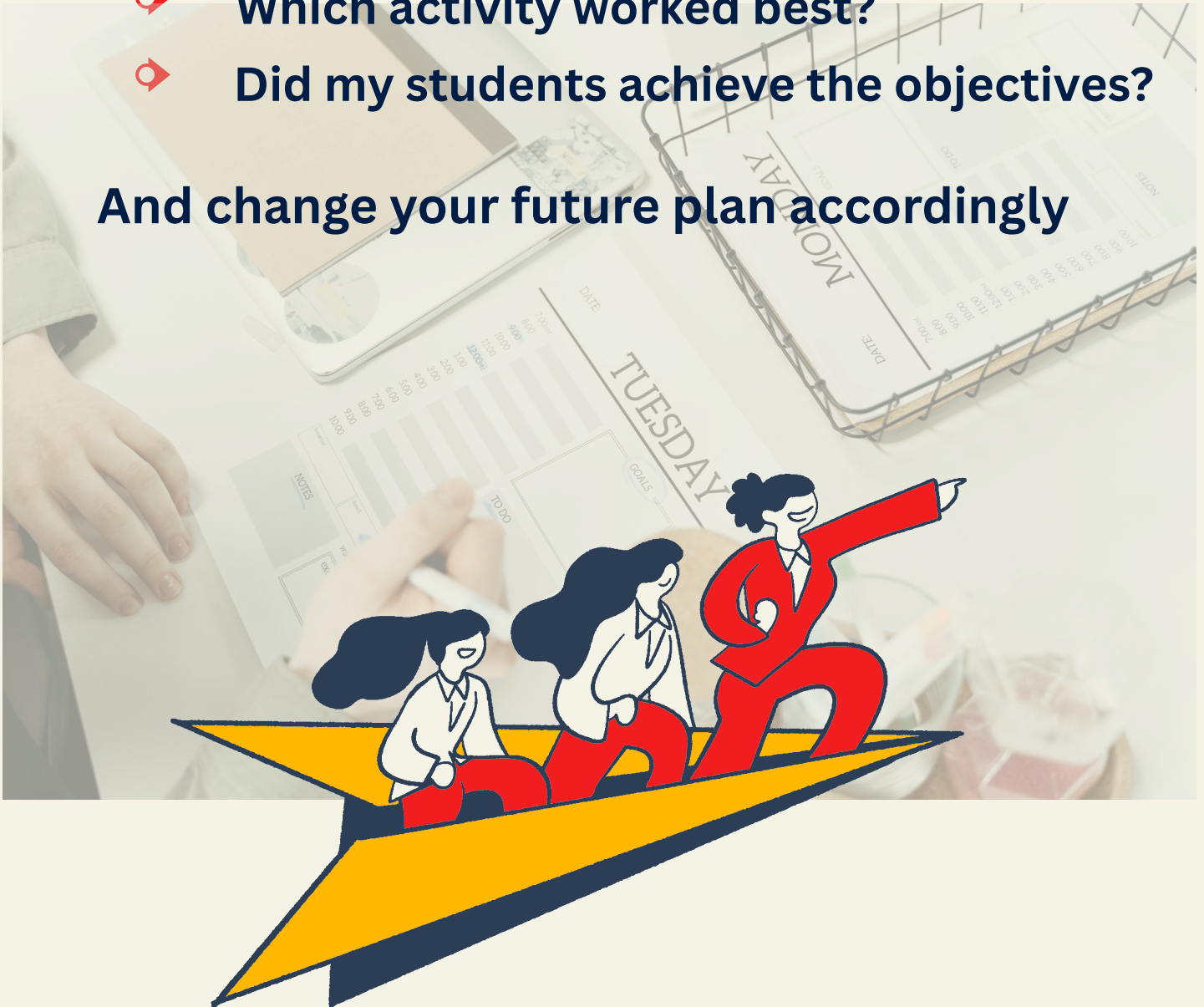


Reflection and Continuous Improvement

After every lesson, ask yourself:

- What can I do differently next time?
- Where did students struggle?
- Which activity worked best?
- Did my students achieve the objectives?

And change your future plan accordingly





08

Sample Lesson Plan

Session	Time	Objectives	Materials & Standards	Teacher's Plan
Tuesday Block	8:35-10:10 (95 mins.)	Define Sociology Differentiate between common sense and sociological thinking. Compare and contrast the different social sciences.	ASA 1.2 PPT	10 Minutes: Quick introduction of new students (absent during Orientation Week) + Attendance and board work Intro (15 Minutes): "Observe this picture" – class discussion using questions: 1. Do you think you will ever meet this family? Why? 2. They look happy despite the apparent poverty, do you think they are? Why? 3. Why couldn't they have fewer children to ease the burden? 4. Do you think their economic situation affects the way they think? How? Transition Question: "What do you think is the purpose of the exercise we just did?" – (Return to this question next class). (25 Minutes) Return to EQ: What is Sociology? – Ask students to share "key-terms" they believe fall under the scope of sociology – Padlet "Sharing Space" https://padlet.com/ashrakatmohamed/12c-sharing-space-1vx7t0mm8vq0iq7k - Teacher traces out definition of Sociology from given key-terms - Sociology definition + Note taking with emphasis on following sub-definitions: Society – Social behavior (vs. individual human behavior) – Social interaction. Exit question: What is the common/key "word" in the study of sociology? Answer: Social (20 Minutes) Macro vs micro sociology: with the key-terms the students shared on Padlet sharing space – ask them to sort them into two columns. The column on the right "the words you believe fall under a micro lens"; the column on the left "the words you believe fall under a macro lens". Teacher guided questions to class - What do you think is the difference between micro and macro sociology? - Can someone provide me with an example of each? + Note taking (25 Minutes): The Social Sciences: Split class into 2 groups. Group 1: What are the social sciences? How are the social science different than common sense? Group 2: What are they 6 social sciences? Compare and contrast.

**AI Guide in
lesson planning
click here**

**To download
the full lesson
plan sample
click here**

**For a model
lesson plan in
English click
here**



Nermien Ismail Training Academy