

Republika ng Pilipinas
(Republic of the Philippines)
MINISTERI NG EDUKASYON, KULTURA AT ISPORTS
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS
Manila

May 21, 1984

DEPARTMENT MEMORANDUM
No. 104, s. 1984

ADJUSTING LESSON PLANS TO TEACHERS' NEEDS

To: Regional Directors
Schools Superintendents
Presidents, State Colleges and Universities

1. A lesson plan is a teaching guide addressed to the attainment of a specific objective or objectives.

2. Every teacher needs to plan the lessons she teaches in order to be effective. The length of a lesson plan shall vary with the competence of the teacher using it. Inexperienced or beginning teachers would require a detailed lesson plan until such time that they develop competence in facilitating the learning of pupils along specific objectives. Experienced teachers may be able to teach effectively with only a semi-detailed or brief lesson plan. Highly competent teachers, such as master teachers, may need only a very brief lesson plan. Lesson plans may be written in varied forms.

3. District supervisors and principals/head teachers shall guide their teachers in preparing the type of lesson plan they need and shall provide guidelines for the preparation of specific types of lesson plans. They shall help them develop competence in preparing effective lesson plans so that lesson planning shall not occupy so much of the teachers' time. Inclosures 1 and 2 provide some guidelines for the preparation of lesson plans and samples of lesson plans which may be useful in helping teachers develop skills in effective lesson planning.

4. Master teachers may be harnessed to help other teachers develop skill in preparing lesson plans suited to their level of teaching competence.

5. Schools and districts that have organized Learning Action Cells (LACs) shall provide some sessions for practitioners and developing lesson plans adapted to teachers' specific needs. Teachers may cooperatively write sample lesson plans for different learning areas which may be used as models. The objective is to develop sufficient competence in lesson planning so that it does not take so much of their time.

6. It is desired that effective next school year, all school officials take steps to implement this Memorandum.

7. Immediate dissemination of this Memorandum is desired.

(SGD.) JAIME C. LAYA
Minister

As stated

Reference

Note

Attachment: 1-2--(O.G. 1-76)

It be indicated in the Perpetual Index
under the following subjects:

OFFICIALS
PROGRAM, SCHOOL
TEACHERS

SUGGESTED GUIDELINES FOR LESSON PLANNING

1. Refer to the National Learning Continuum (NLC) the objectives you wish to develop for a particular lesson.
2. Identify the subject matter/content and materials that will facilitate the attainment of the objectives. Besides the textbooks, make use of any available materials. In some instances, you may have to prepare these yourself.
3. Decide what teaching strategies and pupils' activities will help develop the objective/s. The content, materials, strategies and activities must all help to achieve the objectives.
4. Provide time for reviewing the skills needed to learn the skill to be developed and for developing the skill for the new lesson.
5. Give varied and adequate practice exercises for the application of the skills being developed.
6. Determine the type of evaluation to be used. Use a criterion-referenced test for the formative evaluation.
7. Give an appropriate assignment. This could be an extension of the present lesson or a preparatory activity for the next day's lesson. It could also serve as enrichment for those who have achieved mastery of what is taught and reinforcement for those who have not.
8. Write the lesson plan in a way that would be most helpful to you. A lesson plan, no matter how brief, must have the following parts:
 - I. Objective(s). Objectives must be specific and estimated to be achievable within the time frame allotted for the subject area.
 - II. Subject Matter. This indicates the material to be used and its source.

e.g. Using what and where.
English Workbook, Communication Arts One, pp. 20-21
 - III. Learning Activities. This part of the plan outlines appropriate activities directed towards the attainment of the objective (s) and emphasizes the developmental phase of the lesson, i.e.
1) presentation and development 2) further practice 3) application
 - IV. Evaluation. This portion takes care of check-up activities to determine whether what has been taught has been learned by the pupils.
 - V. Assignment. Work to be done at home or in the class as a follow-up of the day's lesson or as enrichment of what has been learned.

(Inclosure No. 2 to MEC's Memorandum No. 104, s. 1984)

SAMPLE LESSON PLANS

Lesson plans are essential tools of any teacher, whether he is experienced. No teacher should be teaching without one, since it is a guide to what she is to accomplish for the day.

Sample Lesson Plan A may be used by an experienced teacher who has both the textbook and the teacher's manual and who finds the suggested activities suitable to the needs of the class.

Sample Lesson Plan B may be used in case the teacher's manual is not available or the suggested activities are not suitable to the needs of the class.

A. A Brief Lesson Plan

SIBIKA AT KULTURA¹

- I. Naipakikita ang paggalang sa pambansang awit
- II. Ang Batang Pilipino pp. 14-15
Patnubay ng Guro p. 23
- III. A. Iparinig o ipaawit ang "Lupang Hinirang."
Pagmasdan ang mga bata habang umaawit.
B. Ipagawa ang gawain 4, P.G. p. 23
K. Ipagawa ang gawain 5, P.G. p. 23
- IV. Ipagawa ang gawain 6 P.G. p. 23

B. A Brief Lesson Plan

SIBIKA AT KULTURA²

- I. Naipakikita ang paggalang sa pambansang awit
- II. Ang Batang Pilipino, pp. 14-15
Patnubay ng Guro, p. 23
- III. A. Iparinig o ipaawit ang "Lupang Hinirang."
Pagmasdan ang mga bata habang umaawit.
B. 1. Pag-usapan ang pagpapakita ng paggalang sa pambansang awit.
2. Imodelo ang mga wastong kilos kung may seremonya sa watawat.
K. Bakit dapat igalang ang pambansang awit?
- IV. Magbigay ng pagsasagay - Wastong pagkilos kapag may seremonya sa watawat.

¹ This is the third lesson in a series of lessons for a learning unit

² This is the third lesson in a series of lessons for a learning unit

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C. Preparing and Using a Block-Type Lesson Plan

The new Teacher's Manual provides specific suggestions for teaching particular lessons. It is now possible for teachers to write a block-type lesson plan which is brief, simple, and easy to prepare.

A block-type lesson plan is very brief. It requires a minimum of writing from the teacher who writes in blocks only the objectives, subject matter, and materials, and under III - Procedure and IV - Evaluation, she may indicate the activity number/s as suggested in the Teacher's Manual and the corresponding pages. Since the Teacher's Manual suggests activities to develop certain objectives within a span of 2-3 days, the block-type lesson plan suits the scheme very well. If the objectives will take three days to develop, a teacher may write her objectives and subject matter covering three blocks of time e.g. Monday, Tuesday and Wednesday. Under III - Procedure, she can indicate the specific activity number/s that her class can accomplish each day. If there are 9 activities suggested to develop a particular set of objectives and the class can accomplish Activities 1 and 2 on Monday, Activities 3-5 on Tuesday and Activities 6-9 on Wednesday, she will have to indicate only these on her block lesson plan.

In case some of the suggested activities are not practical or suitable to her class, she can pick out only those that she can adapt. She can then indicate on her plan a more suitable activity. Likewise, assignments for each day, if the teacher sees the need for one, can be added to the block-type lesson plan. Evaluation exercises (IV) should be indicated on the particular day they will be administered.

The next pages present a sample of a block-type lesson plan. This format for lesson planning is merely suggestive. A teacher can make modifications on it to suit the needs of her class, or she may devise her own pattern.

Date - Day	Monday	Tuesday
	I. Listen attentively and produce the /f/ sound in words correctly 2. Answer <u>what</u> and <u>where</u> questions	
B-11	II. Lesson 17 Producing Sound Units in Language consonant /f/ TM, pp. 74-78	
	III. See and Do Activity A 1-3 pp. 74-78, TM.	III. See and Do Activity B pp. 77-78, TM
	I. Nakihihala ang tunog na a Ibibigkas nang wasto ang tinog na a Ibibigkas ang sagisag ng tinog na a Ibabusulat sa hangin ang titik A, a	
	II. Mag-aral Binasa, p. 12 Siyempre Pangguro, pp. 14-15	
	III. A. Mag-ukit ng titik a sa ibang tunog sa paritigid B. Gumuhang ang mga mangla ibang gamitin, pp. 14-15 H.P.	
	IV. Gumuhang ang mga Salita sa Palangyari o Magasin. Ibibigkas nang wasto at bilugan ang titik A, a	

Ref / Ref	Content	Activity	Reference	Notes
I.	Determine the limits of joining 2 sets with 10 non-objects			
II.	Review, p. 20, p. 21 pp. 26-28			
III.	A. Do Lesson 2-1 Activities a-h TM, pp. 26-36 a. Conduct a 10 item formative test. Probe pupils. A (2-3) for re-teaching, B (4-7) for reinforcement, C (8-10) for enrichment C. Assignments provide exercises	III. A. 1. Check the assignment 2. Review lesson on joining 2 sets B. Group Activity A. With the Teacher - Re-teaching B. Leader-answering exercises C. Independent study/ activity		
I. I.	Makikilala ang paggalang sa pamamagang awit 1.1 Makikilala ang pamamagang awit bilang saglit ng bansa 1.2 Alamit tung kay magandang bigay at bigay ang pamamagang awit			
II.	Ala. Balang Pilipino I pp. 1-15 Batabay ng Guro pp. 16-20			
III.	Alam ang Mungkahing (pamamagang) p. 22	III. Alam ang Mungkahing, Gamit 3	III. Alam ang Mungkahing, Gamit 4-5, p. 25	III. Mapa ng Wasto Traxo bansa IV. Alam ang Mungkahing 1-2 H

