

# Designing Lesson Plan



**BERMUTU**  
Better Education through Reformed Management  
and Universal Teacher Upgrading

**Ministry of National Education**  
**Directorate General of Quality Improvement of Teachers and Education Personnel**  
**CENTER FOR DEVELOPMENT AND EMPOWERMENT OF**  
**LANGUAGE TEACHERS AND EDUCATION PERSONNEL**

**2009**

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## PREFACE

Center for Development and Empowerment of Teachers and Education Personnel (CDELTEP) or Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan (PPPPTK) Bahasa is in charge of promoting the quality of language teachers and school principal, school supervisor, and so forth. Hence, the Center takes part in the project of Better Education Through Reformed Management and Universal Teacher Upgrading (BERMUTU) in order to multiply their competencies and professionalism.

As a government institution that is professionally managed, PPPPTK Bahasa provides quality education services aligned with education reform and globalisation demand projected by Education for All (EFA). Likewise the institution develops Teacher Competency Standards inclusive teaching materials as a means of achieving the required competencies.

In the framework of the Minister National of Education Decree Number 14 year 2005 on Teacher and Lecturer, the Center, in an effort to generate competent and professional teachers, organizes various training activities to fulfill specific competency standards and certification programs. Therefore, the development of these learning materials are expected to be a useful resource for teachers.

Finally, constructive criticisms for further materials improvement are welcome and can be sent to PPPPTK Bahasa, Jalan Gardu, Srengseng Sawah, Jagakarsa, Jakarta 12640; Telephone (021) 7271034, Facsimile (021) 7271032, and email: [admin@pppptkbahasa.net](mailto:admin@pppptkbahasa.net)

Jakarta, September 2009  
Center Director,

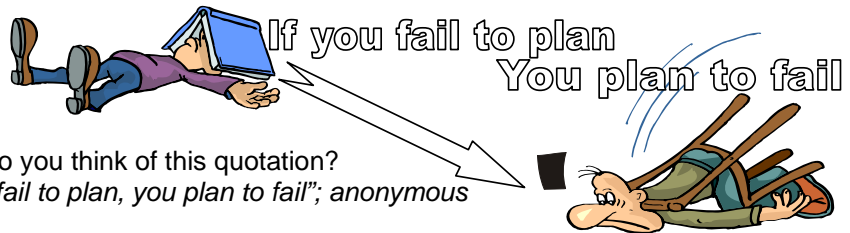
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# CHAPTER I INTRODUCTION

## A. Background



What do you think of this quotation?  
*"If you fail to plan, you plan to fail"; anonymous*

The wiseword above reminds us that planning is the most important part for the teaching and learning activities. A good planning will enable both teachers and students to carry out their tasks effectively. Therefore it is a must for every teacher to organize his/her lessons systematically if he/she wants to succeed.

To achieve the Content Standard (Standar Isi) in the curriculum which covers the Competency Standard Standar Kompetensi(SK) and the Basic Competency Kompetensi Dasar(KD), students should go through the teaching and learning process. Educational Ministry Regulation number 41, the year of 2007 about the Process Standard states that every school teacher should make Lesson Plans Rencana Pelaksanaan Pembelajaran(RPP) to foster the teaching and learning process to be interactive, inspirative, joyful, challenging, motivating the students to participate actively, and giving enough opportunities to them to be innovative, creative and self reliance according to their talents, motivations, and physical as well as psychological development.

Through out this module, the important elements of a lesson plan will be discussed. You are supposed to be able to implement your knowledge concerning language teaching and learning such as language competency, methodology and approaches to foreign language learning, media and learning resources, and language assessment in developing lesson plans. By completing of every parts presented in this module you will be able to design lesson plans which can fulfill the required process standard mentioned above.

## B. Objective

Through the elaborations and the discussions of important factors and elements in lesson planning, you will be prepared to be able to carry out the teaching and learning process as requested by the new curriculum (KTSP)

## C. Indicators

After completing this module you are supposed to be able to :

1. state the important elements of lesson planning.
2. determine the indicators of achieving the basic competencies

3. formulate the objectives of the teaching and learning
4. select relevant learning materials
5. plan the stages of teaching and learning activities
6. assess the students achievements

## CHAPTER II DESIGNING LESSON PLAN

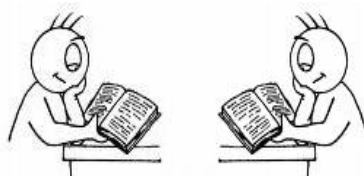
### A. The Concept of Lesson Plan

#### Activity 1

##### Instructions :

- Think about these three questions
- Discuss them; how they relate to the lesson planning

1. *Where are your students going?*
2. *How are they going to get there?*
3. *How will you know when they've arrived?*



A **lesson plan** is a teacher's detailed description of the course of instruction for an individual lesson. (Wikipedia, accessed on the 6<sup>th</sup> of September 2009). The government regulation no 19, the year of 2005 states that the planning for instructional process covers the syllabus and the lesson plan containing the purpose, learning materials, methodology, the learning resources and the evaluation. Those are the components of a lesson plan. But by the discussion you have just done, we may conclude that those components could be summarized into three important aspects; the purpose of the instruction (question 1), the learning activity (question2), and the feedback or evaluation (question3).

Based on the ministry regulation, number 41, year 2007, the process standard, it was explained that a Lesson plan is the elaboration of syllabus which illustrates the teaching and learning activities to achieve the goals of the basic competency. Every teacher who uses school curriculum, should design a plan completely and systematically to make the teaching and learning interactive, inspirative, joyful, challenging, and be able to motivate students to be active, creative, and selfreliance, in line with their talent, motivation, their physical and psychological development. This statement is mostly about the teaching and learning activities. Every stage of the lesson should be planned to fulfill the above requirements and make certain that the instructional objectives could be achieved.

*Every single activity should be directed to achieve the instructional objective(s)*





## B. The components of a Lesson Plan

### Activity 2

#### Instructions :

- Share your experiences with your friends for the lesson plans you have ever made.
- Which components do you think is the most difficult to write?

You may have different opinions but state your reasons and record your friends'!



A Lesson plan is designed to meet the basic competencies which can be carried out in one meeting or more. Things that should be written in the lesson plan are as follows :

#### 1. Identity of the subject matter which consists of;

- a. Title of the lesson
- b. Class/ Semester
- c. Program (especially for Senior High)
- d. Theme
- e. Time allotment

#### 2. Competency Standard

Competency Standard is the qualification of the students' minimal ability which illustrates the mastery of knowledge, attitude, and skill obtained through each class or semester for every subject.

#### 3. Basic Competency

Basic competency is a sum of students' ability for certain subjects as the reference for determining the indicators for competency achievement in a subject.

#### 4. Indicator for competency achievement

The measureable or observable behavior which shows the achievement of specific basic competency as the reference for the subject evaluation. The indicators for competency achievement are formulated with operational verbs that can be measured which cover the knowledge, attitude, and skills.

#### 5. The Instructional goal

Instructional goal illustrates the process and the learning outcome achieved by the students in accordance to the basic competency

#### 6. Instructional material

It includes the fact, concept, principle, and the relevant procedure, and written as suitable items in relation to the indicators for competency achievement.

## 7. Time allotment

Time is allocated as much as needed to achieve the Basic competency and the learning load.

## 8. Methodology

Methods are used by teachers to create the the teaching and learning process to enable the students to achieve the basic competency or a set of specified indicators. The choice of methods should consider the students' situation and condition as well as the characteristics of every indicators and the competency which will be achieved in every subjects.

## 9. Learning activities

### a) Pre- activity

This activity is done at the beginning of the lesson and meant for arousing the students' motivation and to focuss the students' attention as well, so that they can participate actively during the lesson.

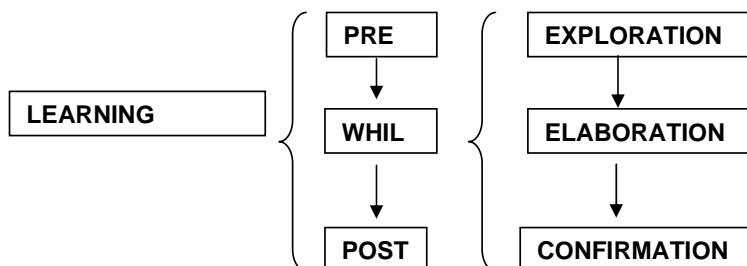
### b) Whilst activity

This is the main learning process and aimed at achieving the basic competency. This activity is conducted interactively, inspiratively, joyfully, challenging, motivating the students to participate actively, and giving opportunities to the students to have innovation, creativity, and selfreliance in accordance to their talent, motivation, physical and psychological development. This activity is conducted systematically through exploration, elaboration, and conformation processes.

### c) Post activity

This activity is done to end the lesson which can be in the form of summarizing, evaluation, reflection, feedback , and follow up activities.

*Stages of Learning Activity :*



## 10. Evaluation

The procedure and the instruments for assessment should be based on the indicators for competency achievement and refer to the evaluation standard

## 11. Learning Resource

Selecting the learning resource should consider the competency standard and the basic competency, as well as the learning material, the teaching and learning activities and also the indicators for competency achievement.

### C. The Principles of Designing Lesson Plan

*Think about this wise word !*

*In the end, you're measured not by how much you undertake  
but by what you finally accomplish,  
Donald Trump.*



#### Activity 3

##### *Instructions :*

- Take any English lesson plan you have had.
- Try to make a judgement for this (excellent, good, or poor)
- What criteria do you take for consideration?

##### a. Individual differences

Consider the individual differences concerning students' level of mastery, interest, motivation, potential, emotion, learning style, special need, learning speed, socio cultural background, values, and living environment.

##### b. Fostering students' participation

The lesson should be students-focus and fostering, creativity, initiative, inspiration, self reliance, and learning motivation.

##### c. Developing students' reading and writing habits

Teaching and learning should develop students' reading habits on various resources and their ability to express feelings and opinions in different forms of writing.

##### d. Giving feedback and follow up

A lesson plan should include activities which can give positive feedback, reinforcement, enrichment, and remedial.

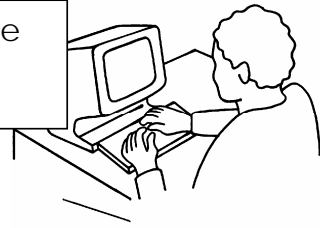
##### e. Link and Unity

Lesson plan is designed considering the links and the unity among the competency standard, basic competency, learning material, instructional activities, indicators for competency achievement, evaluation, and learning resources. Lesson plan should accommodate the thematic instructions, links with other subjects, across the learning aspects, and cultural diversity.

##### f. Employing the information and communication technology

Lesson plan is written to foster the use of information and communication technology, integrated, systematic, effective depending on the situation and condition.

CALL : Computer Assisted Language Learning



#### D. The Stages of Developing a Lesson Plan



*Instructions : What can you learn from this wisewords?  
“Knowledge advances by steps, and not by leaps”.  
Thomas Babington Macaulay*

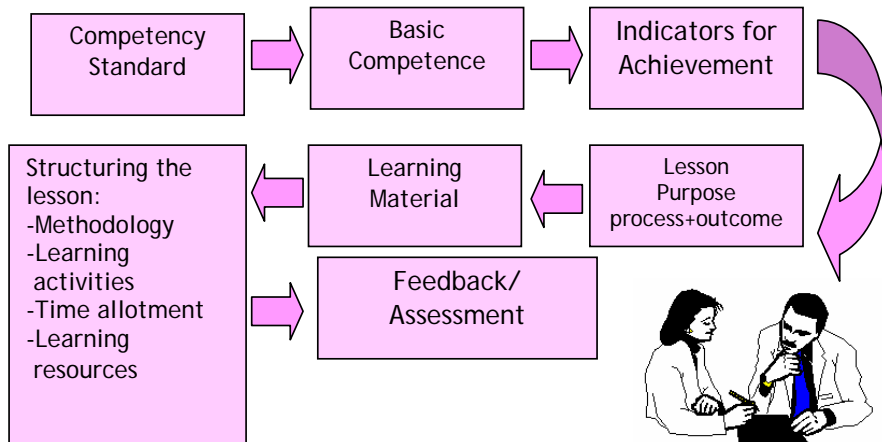
A well developed lesson plan reflects interests and needs of students. It incorporates best practices for the educational field. (Skowron, Janice.2006). In Indonesian schooling, the Curriculum of School Level (KTSP) has already been set up by the content standard (SK) and the graduation standard (SKL). Therefore students should be able to achieve what so called the minimum requirements which have been stated in those two documents. The students' interest relates to the learning materials and depends on how the learning activity is conducted. Therefore you must employ various kinds of methods and approaches. The use of teaching aids and media may also be inspiring and increasing the students' motivation.

According to the process standard (Educational Ministry Regulation no.41, the year of 2007) a lesson plan is a unit plan which covers one basic competency and the time span may be more than one meeting. But the English curriculum and syllabus developed in the content standard are directed to follow the two cycles (oral and written), and the four stages (building knowledge of the field, model of the text, joint construction, and independent construction). Therefore English lesson plans should be integrated units which may cover more than one single basic competency; listening and speaking for the oral cycle, reading and writing for the written cycle. Integrating all the four basic skills will also be possible.

Here are the stages of designing an English Lesson Plan :

- Mapping the Competency Standard and the Basic Competency
- Determining the indicators for basic competency achievement
- Setting up the Purpose
- Selecting the Learning Material
- Structuring the stages of instruction
- Preparing the assessment

The flow of a lesson development :



## 1. Mapping the Competency Standard and the Basic Competency

This stage is ideally done when designing the syllabus. The Competency Standard and the Basic Competency which can directly be picked up from the documents are to be analyzed and put into units. English or language in general has special characteristics which might be different from other subjects. The competency based curriculum developed in the content standard is prepared to teach students the communicative competency which covers the actional competence, linguistic competence, socio cultural competence, and strategic competence. The competencies are interrelated to each other and the core of those four competencies is the discourse competence. (Kurikulum Berbasis Kompetensi, Bahasa Inggris, 2004) Diagram 5: Model Kompetensi Komunikatif (Celce-Murcia et al. 1995:10)

In general, there four Competency Standards; Listening, Speaking, Reading, and Writing which are states in the documents of content standard (SI), attachment for English subject. Your task is to select the basic competencies which can be combined into unit plans considering the suggested approach in designing the stages of instruction (four stages in two cycles).

Here is examples of mapping the basic competencies :

Class VII/ Semester 1

SK 1 dan 3.

KD Listening 1.1 dan KD Speaking 3.1 & 3.2

Merespon makna , melakukan : Tindak tutur :

- Menyapa orang yang belum/sudah dikenal
- Memperkenalkan diri sendiri/orang lain
- Memerintah atau melarang

Class IX/ Semester 1  
SK 5 dan 6  
KD Reading 5.3 dan KD Writing 6.2  
Merespon makna dan langkah retorika dan Mengungkapkan makna dan langkah retorika:  
monolog  
descriptive dan recount

## **2. Determining the indicators for basic competency achievement.**

Indicators reflect measurable or observable behavior to show the achievement for the basic competency which will be used as the reference of the assessment. Indicators for achievement should be written by using operational verbs covering the knowledge, attitude, and skills.

- i.e. :
- knowledge : mentioning, interpreting, defining, completing, summarizing, explaining, developing, etc.
  - attitude : participating, adjusting, helping, proposing, serving, inspiring, etc.
  - skill : expressing, practising, fixing, arranging, demonstrating, etc.

## **3. Setting up the Purpose**

Educational Ministry Regulation No. 41, about the Process Standard states that the Purpose of Instruction describes the process and the learning outcome expected to be achieved by the students referring to the basic competency. (Tujuan pembelajaran menggambarkan proses dan hasil belajar yang diharapkan dicapai oleh peserta didik sesuai dengan kompetensi dasar).

The two aspects you have to include in setting up the purpose are :

### **a. The process**

It reflects the expected students activities during the lesson. The activities should student centered. The more students involved through out the lesson would be the better. Consider the students' motivation, interest, challenge, and creativity.

- i.e. - Listening : minimal pair, sound identificatifying, gap-filling, predicting, comprehending etc.
- Speaking : interactive communication activities, role playing, Scenario, speech, debating, interviewing, dialogue, etc.
  - Reading : scanning, skimming, reading intensively, predicting, classifying, etc.
  - Writing : co-operative writing, drafting, analyzing, guided writing, programming, listing, revising, reviewing, giving comments, summarizing, etc.

### **b. The learning outcome**

It refers to the achievement of the basic competencies covering the knowledge, attitude, and skills.

- i.e. :
- responding meaning to different kinds of text type.
  - expressing meaning for different kinds of purposes
  - pronouncing, reading aloud etc.

## **4. Selecting Learning Material**

The learning materials prepared for the lesson plan should be based on the students' literacy level; performative, functional, or informative. The latest is meant for high school. In performative level, students are taught how to use English to accompany actions, participate in classroom and school interactions, and recognize simple written English. While in the functional level students are supposed to learn to use English to get things done, for survival purposes (buying and selling, asking and giving permission, making and canceling appointments, read and write simple texts, read popular science, etc.)

You have to remember that our English curriculum is text based. Therefore we have to select the material according to the suggested text type. For junior high school are descriptive, procedure, recount, narrative, and report. While news item, discussion, explanation, exposition, and review are for senior high school.

There are various resources where we can get the learning materials. Any learning material will be applicable as long as they can meet the curriculum requirement of teaching the students for communicative purposes. They might be presented in all types of communication, transactional conversation, Interpersonal conversation, Informational texts (spoken and written) in the daily life context.

*For example :*

Transactional conversation : giving directions in various contexts (kitchen, street etc.)

Interpersonal conversation : talking about how to do things casually for the sake of maintaining conversation

## **5. Structuring the stages of instruction**

The lesson is carried out through three phases; Pre-activity, Whilst-activity, and Post-activity.

### **a. Pre- activity**

This activity is done at the beginning of the lesson and meant for arousing the students' motivation and to focuss the students' attention as well, so that they can participate actively during the lesson.

### **b. Whilst activity**

This is the main learning process and aimed at achieving the basic competency. This is suggested to follow the two-cycle approach (oral and written) and the four stages of lesson development; Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint

Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). This approach is in line with the flow of a lesson mentioned in the process standard; exploration, elaboration, and confirmation.

- Exploration = BKOF
- Elaboration = MOT
- Confirmation = JCOT, and ICOT

**c. Post activity**

This activity is done to end the lesson which can be in the form of summarizing, evaluation, reflection, feedback, and follow up activities.

*Here is an example of reading lesson (narrative text) :*

**a) Activity**

**Pre Brain storming.**

The teacher starts teaching the lesson and greets the students  
Hello every one, welcome back to school. I am sure you have read or write or listen talk something about your experience. Or did you create a short story during your holiday? (depending on the situation of the class)

**b) Whilst Activities**

**Stage 1 (Building Knowledge of the Field)**

In this step the teacher lead the students identify the characters of the story. In this step the activities focuses on speaking.

For example:

- a. Teacher distributes narrative texts to students in group to read.
- b. Teacher asks questions regarding the content of the text.
- c. The students answer the comprehension questions.

**Stage 2 (Modelling of the text)**

In this step the teachers give or show the students a complete good text type. This teaching learning activity is focused on listening skill. It is better to use a tape recorder to record or just the teachers' voice. The teachers could design some tasks to get their students' understanding. In this stage the teacher has a role as guide, helper, facilitator, monitor the progress of students' activities.

For example:

- a. A teacher shows some pictures which are related to the texts that have been discussed by the students in BKOF.
- b. Students listen to the complete narrative text types while noticing pictures



- c. While listening to the text, the students do some tasks that have been prepared by the teacher. The tasks can be filled in, matching, true and false, jumble sentences. etc

### **Stage 3 ( Joint construction of the Text)**

Teachers encourage students to write based on the reading text they have read. In these activities teachers together with students discuss the tasks which are done by students. The writing process is tightly monitored by teachers.

For example;

- a. Students sit in a group of four
- b. Teacher shows 20 pictures to each group (All group have the same pictures)
- c. Each group chooses 4 pictures to guide them to write.
- d. Each group discusses the sequences of the 4 pictures
- e. Each group writes the story in a large paper. When they have written the story completely, they stick their paper on the wall.
- f. Other groups walk around the class to learn the other groups' stories.

### **c) Post Activities**

#### **Stage 4 (Independent of Construction of Field)**

In the last step students write their own stories without teacher's help. For example:

- a. Students choose 4 other pictures to form the list of pictures that they have discussed in JCOT. Be sure that the students do not choose the same pictures as their group have chosen.
- b. Individually, Students write stories (narrative texts) based on the pictures they have chosen.
- c. The teacher should give corrections for both products ( oral and written) that have been produced by students.

## **5. Preparing the assessment**

Assessment is a method of evaluating student performance and attainment, Microsoft® Encarta® 2009. This stage focuses on ensuring that your students have arrived at their intended destination and has been formulated as the indicators for competency achievement. For this, you will need to gather some evidence that they have done. You usually can do by gathering students' work and assessing this work using some kind of grading rubric that is based on the indicators. You could also give test to the students on various domains as well.

Here are what we have to assess :

- Communication that happens in texts
- Students' ability to create and respond to texts
- In listening, speaking, reading, and writing

The texts that we may use :

**Spoken :**

- Informational texts
- Transactional and interpersonal dialogues
- Monologues in the target genres

**Written :**

- Informational texts
- Essays in the target genres

Test items should not measure the students' knowledge on the rules of the language. Instead they should be focus on meanings.

The meanings tested are :

- Ideational meaning (isi berita)
- Interpersonal meaning (tujuan text, tindak tutur)
- Textual meaning (termasuk punctuation)
- Logical meaning (hubungan logis antar gagasan)

## 6. An Example of a Lesson Plan

<i>English Version</i>	:
<i>SMP/MTs</i>	: ....
<i>Subject</i>	: English language
<i>Class/Semester</i>	: VII (Seven) / 1
<i>Text types</i>	: <i>Transactional / Interpersonal</i>
<i>Theme</i>	: <i>Personal Life</i>
<i>Skill</i>	: Listening
<i>Time allotment</i>	: 2 x 40 minutes

**Competency Standard** : 1. To understand the meaning of transactional and interpersonal dialogues to interact with the closest environment.

**Basic Competencies** : 1.1. To response the meaning in the transactional ( to get things done) and interpersonal dialogue which is used in the simple oral communication accurately, fluently, understandable to interact with the closest environment that involves; greeting people/ friends, self introduction, others, ordering and forbidding somebody.to ask and to forbid.

Greeting strangers / familiar people  
Introducing selves and other people  
Ordering / forbidding

**Indicators for Achievement :**

The students are able to:

- a. response the expression of hello from the strangers
- b. response the expression of self introduction.
- c. response the expressions of other people's introductions.
- d. response the comment expression.
- e. response forbid expression.
- f. response the expression of hello from the familiar people

**Purpose :**

Through modelling and interactive activities, students can conduct simple communication in the transactional and interpersonal dialogues.

**Learning Materials:**

Dialogues that uses the following expressions :

1. A : *Good morning. How are you ?*

B : *Good morning. Fine thank you.*

2. A : *Hello, I'm Nina. Nice to meet you*

B : *Hello, I'm Renny. Nice to meet you, too*

3. A : *Don't do that !*

B : *No, I won't. Don't worry*

4. A : *Stop it !*

B : *Ok*

Vocabularies related to text-type and theme

e.g : *name, live, address, etc.*

Verbs : *live, meet, do, stop, have*

To be : *is, am, are*

Personal Pronouns : *I, you, we, they, he, she, it*

Standard expression :

- *Good morning*
- *Don't worry*
- *Thanks*
- *Nice to meet you*
- *OK*
- *How are you ?*

**g. Teaching method/ Strategy : Three-phase technique**

**A. Pre- activities**

- Question and answer about things related to students' life
- Students answer the questions of personal identity

## B. Whilst activities

1. To discuss new vocabulary of the texts
2. To listen some sentences of teachers models
3. To guess the meaning and function of sentences produced by teachers
4. To immitate some sentences of teachers' pornunciation
5. To listen to the dialogue of introductions
6. To answer the question of the content of the dialogue.
7. To response to the expressions of greeting, introduction, command, and prohibition.
8. To act out the teacher's commands.

## C. Post-activities

1. To ask the students' difficulties in learning activities.
2. To summarize the learning materials.
3. To give students some tasks of using expressions in the real situation

### *Learning Resources*

- The relevant text book : ... ( title, author, publisher, year, page )
- *Script* of dialogues or dialogue recording
- The relevant pictures

### **Evaluation**

- Technique : Responding to the expressions / questions orally and written .
- Forms : oral questions
- Test Items :

Part I : *Listen to the expressions and give your response orally*

- Good morning. How are you?  
.....
- Hi, I'm Reno and you are?  
.....
- Are you Anisa?  
.....
- Hello, it's nice to meet you  
.....
- Who is that girl?  
.....

Part II : *Listen to the expressions and choose the best response, a, b, c or d.*

1. A: Hello, how are you ?  
B : ...
  - a. Fine, thanks
  - b. I'm Renny
  - c. Thank you
  - d. Don't worry
  
2. A: Is that your sister, Anna ?  
B : ...
  - a. Yes, it is
  - b. No, she's not here
  - c. I don't know
  - d. Very well, thanks.
  
3. A: Budi, this is my friend, Susan.  
B : Hi, Susan ...
  - a. Fine, thanks.
  - b. It's Ok
  - c. Nice to see you
  - d. I'm alright
  
4. A: Open the door !  
B : ...
  - a. OK
  - b. Fine b. Fine
  - c. Good
  - d. Really
  
5. A: Don't be late to school.  
B : ...
  - a. Yes, Sir
  - b. No, Sir
  - c. Ok, Sir
  - d. Fine, Sir

*Scoring guide:*

1. For part I, each correct item is scored 3
2. For part II, each correct item is scored 2
3. Total Score           Part I : 5 x 3 = 15  
                                  Part II :  $\underline{5 \times 2 = 10}$   
TOTAL                    :            25
4. Maximal score = 10
5. Students' score =  $\frac{SkorPerolehan}{SkorMaksimal} \times 10$

*Rubrics for Part I:*

No.	Uraian	Skor
I	Content and grammar are correct	3
	The content is correct, grammar is wrong	2
	Content and grammar are not correct	1
	No answer	0

II	For every correct answer	2
	For every wrong answer/ no answer	0

Approved by :  
School Principal  
Teacher

English

.....  
.....

### **CHAPTER III**

### **CLOSING REMARK**

Planning is the most important step before carrying out an instruction. A good planning will enable both teachers and students to carry out their tasks effectively. A good planning will enable both teachers and students to carry out their tasks effectively. . Therefore if you want to succeed your lesson, you have to organize your lessons systematically. Through the elaborations and the discussions in the module, we are sure that you will be prepared to be able to carry out the teaching and learning process as requested by the new curriculum (KTSP).

A good lesson plan at least describes three main things clearly; the teaching objectives, the way how the lesson conducted, and how to evaluate the students' performance and attainment. The first refers to the basic competencies which have been stated in the curriculum, the second deals with the methodology, strategies, and approaches you could employ, and the last is the assessment. The Lesson Plans should foster the teaching and learning process to be interactive, inspirative, joyful, challenging, motivating the students to participate actively, and giving enough opportunities to them to be innovative, creative and self reliance according to their talents, motivations, and physical as well as psychological development.

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## RESOURCES FOR LESSON PLAN IDEAS ON THE INTERNET

PBS TeacherSource

A large collection of lesson plans, teacher guides, and online student activities correlated to 90 sets of state and national curriculum standards.

<http://www.pbs.org/teachersource/>

Best of Education World® 2002

[http://www.education-world.com/best\\_of/2002/](http://www.education-world.com/best_of/2002/)

Education World® - Lesson Planning Center

[http://www.education-world.com/a\\_lesson/](http://www.education-world.com/a_lesson/)

Education World® - National Standards

<http://www.education-world.com/standards/national/index.shtml>





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