



## Unlock the Secrets to Effective Lesson Planning in Adult ESL Programs

"Good lesson planning is an often invisible but absolutely essential part of all good teaching - especially effective language teaching."

(Hendrichsen)



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## WARM-UP

Answer the following questions with a group. Be prepared to share your thoughts with the class.

1. How do you decide what to teach on a given day?
2. How do you organize your lesson?
3. How do you know if your students learned what you wanted them to?





# INTRODUCTION

## Why Plan?

### Importance for Teacher:

- ❖ To focus activities toward objective
- ❖ To have seamless progression from one activity to the next
- ❖ To evaluate student performance
- ❖ To connect with preceding or subsequent lessons

### Importance for Student:

- ❖ To gain confidence that activities have a purpose
- ❖ To evaluate their own learning
- ❖ To apply what they've learned

## What guides your objectives?

- ❖ Textbooks
- ❖ Standards: Model Standards, SCANS, EFF, CASAS Competencies
- ❖ School curriculum

### **OBJECTIVE:**

Today you will learn the steps of a lesson, practice putting activities in the correct order, and writing your own lesson plan that can be used in your class.

# Lesson Plan Format

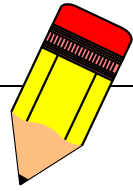
|                             |   |
|-----------------------------|---|
| <b>Warm-up /<br/>Review</b> | <ul style="list-style-type: none"> <li>• Use previously learned content to begin a lesson.</li> </ul>   |
| <b>Introduction</b>         | <ul style="list-style-type: none"> <li>• Focus students' attention on the lesson by asking questions, using visuals, etc.</li> <li>• State the objective(s) and relate the objective(s) to previous lesson(s).</li> </ul>   |
| <b>Presentation</b>         | <ul style="list-style-type: none"> <li>• Introduce new information through visuals, realia, description, explanation, or written text.</li> <li>• Check on students' comprehension.</li> <li>• Prepare students for practice activity.</li> </ul>                   |
| <b>Practice</b>             | <ul style="list-style-type: none"> <li>• Have students practice new knowledge through different activities as a class, in small groups, pairs or individually (guided practice).</li> <li>• Model each activity, monitor progress, and provide feedback.</li> </ul> |
| <b>Evaluation</b>           | <ul style="list-style-type: none"> <li>• Evaluate students on attainment of objective(s) through oral, written, or demonstrated performance.</li> </ul>   |
| <b>Application</b>          | <ul style="list-style-type: none"> <li>• Give students an activity that has them apply their new knowledge to their own lives or new situations.</li> </ul>   |

## B. Study the sample lesson plan.

|                                |  |
|--------------------------------|--|
| <p><b>Warm-up / Review</b></p> | <p>A. In groups, ask students to make a list of 10 locations in the community similar to the ones they talked about on the previous day.</p> <p>B. Ask representatives to write their lists on the board.</p>  |
| <p><b>Introduction</b></p>     | <p>Ask the class to tell you what street each location from the Warm-up is on (<i>The supermarket is on ...</i>).</p> <p><b>State Objective:</b> <i>Today you will practice giving directions and at the end of the lesson you will tell someone how to get to your house from the school.</i></p>   |
| <p><b>Presentation</b></p>     | <p>A. Introduce new vocabulary like <i>right, left, turn, etc.</i> by demonstrating. Write the words on the board and drill the students. Give directions to places in the room and ask individuals to follow.</p> <p>B. Drill the students by playing <i>Simon Says</i>.</p> <p>C. Present dialog and prepare students for practice.</p>  |
| <p><b>Practice</b></p>         | <p>Students perform a dialog from the board where one student gives directions to locations in the classroom and the other student follows the directions.</p> <p>A. Ask students to perform the dialog with three different students and follow the directions given.</p> <p>B. Ask students in pairs to use the same vocabulary to give directions to places in the community.</p> |
| <p><b>Evaluation</b></p>       | <p>Ask volunteers to demonstrate for the class.</p>  |
| <p><b>Application</b></p>      | <p>Have each student give a partner directions to his or her home from the school. Have the other students take notes and repeat the directions back.</p>  |

### C. Write a lesson plan together.

Level:



|                             |  |
|-----------------------------|--|
| <b>Warm-up /<br/>Review</b> |  |
| <b>Introduction</b>         |  |
| <b>Presentation</b>         |  |
| <b>Practice</b>             |  |
| <b>Evaluation</b>           |  |
| <b>Application</b>          |  |



# PRACTICE

Put the lesson strips in the correct order.

1. Warm-up/Review
2. Introduction
3. Presentation
4. Practice
5. Evaluation
6. Application

Red: Low Beginning

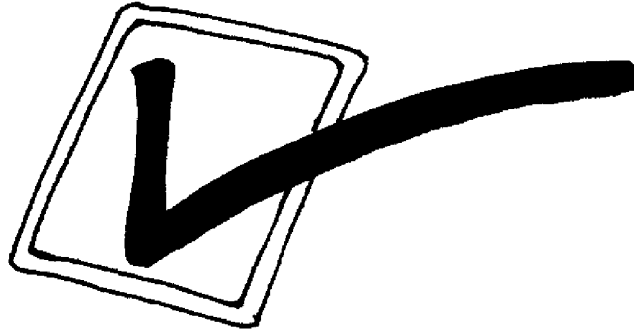
Blue: High Beginning

Purple: Low Intermediate

Pink: High Intermediate



# EVALUATION



Share your answers with the class.



# APPLICATION

Choose ONE the following objectives and write a lesson plan in groups:

|                            |                                       |
|----------------------------|---------------------------------------|
| <b>Basic Communication</b> | Greet people.                         |
|                            | Tell time.                            |
| <b>Consumer Economics</b>  | Describe articles of clothing.        |
| <b>Nutrition and Food</b>  | Interpret food ads.                   |
| <b>Health</b>              | Call 911 and report an accident.      |
| <b>Community</b>           | Identify and access library services. |
| <b>Workplace</b>           | Interview for a job.                  |
| <b>Housing</b>             | Complain to a landlord.               |

# Write a lesson plan

Level:

|                             |  |
|-----------------------------|--|
| <b>Warm-up /<br/>Review</b> |  |
| <b>Introduction</b>         |  |
| <b>Presentation</b>         |  |
| <b>Practice</b>             |  |
| <b>Evaluation</b>           |  |
| <b>Application</b>          |  |

**Instructions:** Cut the following strips out. Mix them up and have participants put them in the correct order following WIPPEA. There are 4 different lesson plans below identified by color.

**Lesson Strips: Low Beginning (Red)**

In groups, ask students to make a list of what makes a good student like they discussed in the previous lesson. Write *comes to school on time* as an example on the board. After the students have about five or ten minutes to think about it, ask the groups to report and make a list on the board.

Low Beginning (Red)

Write *Schedule* on the board. Help students understand the meaning. Ask students questions about their schedules like *When do you come to school?* **State objective:** *Today, we will learn the days of the week. At the end of the lesson, you will complete your own weekly study schedule.*

Low Beginning (Red)

Review the vocabulary in the chart with the students. Ask questions to drill the students on the days of the week.

Roberto's Study Schedule

|                                 | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---------------------------------|--------|--------|---------|-----------|----------|--------|----------|
| Practices in class              |        | X      |         | X         |          | X      |          |
| Watches TV in English           | X      |        | X       |           | X        |        | X        |
| Listens to the radio in English | X      | X      | X       | X         | X        | X      | X        |
| Writes in a journal             |        | X      |         | X         |          | X      |          |
| Reads an English newspaper      | X      |        |         |           |          |        |          |

Write *When does Roberto practice in class?* on the board. Ask the students to repeat. Have a few volunteers ask you questions about the chart. Write *What does Roberto do on Monday?* on the board. Ask the students to repeat. Have a few volunteers ask you questions about the chart.

Low Beginning (Red)

Ask the students to talk to their partner about the chart for 5 minutes. Then ask them to change partners and do it again.

Low Beginning (Red)

Ask individuals questions about what Roberto does. Ask a few students to demonstrate. Quiz the students by giving some information about the chart and asking students to call out the answers

Low Beginning (Red)

Ask students to complete the chart about themselves.

**My Personal Schedule**

|                                 | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---------------------------------|--------|--------|---------|-----------|----------|--------|----------|
| Practices in class              |        |        |         |           |          |        |          |
| Watches TV in English           |        |        |         |           |          |        |          |
| Listens to the radio in English |        |        |         |           |          |        |          |
| Writes in a journal             |        |        |         |           |          |        |          |
| Reads an English newspaper      |        |        |         |           |          |        |          |

Ask the students to report their study schedule to a group. They will say *I watch TV in English on Tuesday and Thursday* for example.

Low Beginning (Red)

## Lesson Strips: High Beginning (Blue)

Ask students in groups to write down 10 jobs on a piece of paper. Then ask them to discuss what jobs are better than others and to rank them 1-10. Some students will interpret these instructions to be talking about salary while others will be thinking about what they would enjoy. Each group must come up with only one ranked order. Review the lists with the class.

High Beginning (Blue)

Ask students where they might learn about jobs. Lead them to the idea that the newspaper has information about jobs. If you have a sample newspaper or newspapers for every four students, this would be a good place to pull them out and show the students how to find jobs in the classifieds. **State objective:** *Today you will learn about how to read classified ads. You will also write your own classified ad.*

High Beginning (Blue)

Ask the students to circle all the job titles in the ads. Help them to see that abbreviations are not necessarily standard in the newspaper. Teach them to scan the ad for important words by asking them questions about the ads.

Apartment Manager, 2 years exp, free rent, speak Spanish and English, full-time, paint and minor maintenance, available immediately, call Manor Apartments 777-8976.

Cashier, p/t, \$6/hr., Franklin's Cinema, n/exp. OK, Call for appl. 777-3344

Cook, full time, no exp needed, training available, Martha's Kitchen, good hours, apply in person, 3456 W. Melrose, Hill City, 8AM - 5PM

Alexander's Furniture Warehouse, Driver, make deliveries to homes in Hill City, Driver's License, no experience necessary, FT, \$10 / hr. Monday- Friday, 6AM – 2:30 PM. Call Alexander 777-3300.

Secretary, 45 wpm, filing, f/t, great opportunity, Smith and Peterson Law office, Speak English, Call 777-9988

ESL Teacher, Centennial Education Center, BA required, I year teaching req. , PT positions only, resume req., benefits, call Nancy 777-2000

As a class, look at the classified ads. Match the information below with the correct job. Make sure that the students can interpret the abbreviations.

| Information                   | Job           |
|-------------------------------|---------------|
| Pays \$10 an hour             | <i>Driver</i> |
| A resume is necessary         |               |
| Two years experience required |               |
| Training is available         |               |
|                               |               |

High Beginning (Blue)

Ask the students in pairs to read the paragraphs below. Ask them to identify the best job from the classified ads for each of the people described

Silvia is a hard worker. She can work part-time or full-time. She speaks good English. She can work in an office and knows how to type. What job is good for Silvia? \_\_\_\_\_

Tanh is a good worker. He comes to everyday. He has a driver's license and knows how to drive a truck. What job is good for Tanh? \_\_\_\_\_

Lucrecia has three children and wants to stay home with them. She needs to work. She can fix things around the house and is very organized. Her rent is very expensive. What job is good for Lucrecia? \_\_\_\_\_

Robert needs a full time position. He doesn't have any experience. He never had a job before. He wants to learn something new. What job is good for Robert? \_\_\_\_\_

High Beginning (Blue)

Write the names of the 4 people described. Take a vote in the class to see if all students agree on the jobs the 4 people qualify for. Ask why they voted for the particular job.

High Beginning (Blue)

In groups, ask students to identify one member of the group with a job. Ask the students in groups to make a classified ad based on the member's job and experience.

High Beginning (Blue)



## Lesson Strips: Low Intermediate (Purple)

Review comparative and superlative adjectives from the previous lesson by having students write statements comparing the weather today with the weather yesterday. Ask for volunteers to write their sentences on the board.

Low Intermediate (Purple)

Ask students their opinions about some things. Some examples: *How is your car? What do you think of my shoes? How do you like your job?* Explain that these are all opinions. State Objective: *Today you will practice expressing opinions about different goods and services.*

Low Intermediate (Purple)

Go over the adjectives below. Ask students if they can come up with any more.

| ☺ good            | ☹ fair     | ☹ bad          |
|-------------------|------------|----------------|
| wonderful great   | OK average | awful terrible |
| amazing delicious | so-so fair | horrible bad   |
| incredible tasty  | mediocre   |                |

Write the conversations on the board. Demonstrate how to choose an adjective to put into the conversations. Demonstrate the dialogs with some students.

Student A: How was your night last night?

Student B: We had a(n) \_\_\_\_\_ time at the restaurant.

Student A: Really? Why?

Student B: The service was \_\_\_\_ and the food was \_\_\_\_\_.

Student A : Did you have a good time last night?

Student B: We had a(n) \_\_\_\_\_ time at the movies.

Student A: Tell me about it.

Student B: The movie was \_\_\_\_ and the popcorn was \_\_\_\_\_.

Low Intermediate (Purple)

Have students walk around the room to practice the conversations. Ask them to have two conversations with each partner before they switch.

Low Intermediate (Purple)

Ask students to demonstrate for the class.

Low Intermediate (Purple)

Have students fill in the table below about products that they have bought recently.

| Product | Positive          | Negative                 |
|---------|-------------------|--------------------------|
| couch   | comfortable, soft | uncomfortable, expensive |
|         |                   |                          |
|         |                   |                          |
|         |                   |                          |

Go over the dialogs below with the students. Demonstrate with a few students and then ask two students to demonstrate with one another.

Student A: I really like your new \_\_\_\_\_!  
 Student B: Thanks! Isn't it / Aren't they \_\_\_\_\_?

Student A: I don't like that/those \_\_\_\_\_ at all.  
 Student B: I know! Isn't it/aren't they \_\_\_\_\_

Have student walk around the room and practice the conversations with other students using the information they wrote in the table.

Low Intermediate (Purple)

## Lesson Strips: High Intermediate (Pink)

Ask students to take out the goals they wrote in the previous lesson. Ask for a few volunteers to share their goals with the class. Write a few examples on the board.

High Intermediate (Pink)

Take one of the goals from the board as an example and ask the class what this person will need to do in order to reach his or her goal. Brainstorm on the board. State Objective: *Today you will be reading about Bita's goals and helping Bita fill in her goal chart. Then you will create your own goal chart of a goal you'd like to achieve.*

High Intermediate (Pink)

Read the following paragraph aloud to the students. Ask them to listen for Bita's goal.

My name is Bita and I'm from Iran. I've been in the United States for six years. In my country I was an *architect* and I designed schools and hospitals, but in the United States, I don't have the right *qualifications* to be an architect. I have a plan. I'm going to learn English, go to school for architecture and become an architect in the U.S. Here is my dream. In eight years, I will be an architect working for a *firm* with three other partners. We will design and build homes in *suburban* neighborhoods. I will live in a nice home that I designed and I will look for the man of my dreams to share my life with me.

Ask the students what Bita's goal is. Ask students what steps they think Bita will need to do to achieve her goal. Make a list of what they say on the board. Prepare students for focused listening by having them look at the table. Ask them questions about the table to get them familiar with the information such as: *What is Bita's first step? When will she finish studying English?* Ask students what information is missing and what they will need to listen carefully for in order to focus their listening.

High Intermediate (Pink)

Listen to the conversation that Bita is having with her friend, Yoshiko, and fill in Bita's goal chart with the missing steps and dates.

| <b>Goal:</b> To become an architect and become a partner in a firm |                 |
|--|-----------------|
| Steps  | Completion Date |
| Step 1: Study English.   | Spring 2004     |
| Step 2:  | Fall 2004       |
| Step 3:  |                 |
| Step 4: Become an intern.  | Summer 2008     |
| Step 5:  | Winter 2009     |
| Step 6: Become a partner in a firm.                                |                 |

High Intermediate (Pink)

Go over the answers as a class. Then go over the steps and completion dates with the students. Explain how the order makes sense and how the dates are realistic. Help them to analyze it very carefully so they understand the system of organization.

High Intermediate (Pink)

Take out the piece of paper where you wrote your goals. Choose one goal and fill in the chart below. Make sure you list all the steps and completion dates.

| <b>Goal:</b> _____ |                 |                        |
|--------------------|-----------------|------------------------|
| Steps              | Completion Date | Actual Completion Date |
| Step 1:            |                 |                        |
| Step 2:            |                 |                        |
| Step 3:            |                 |                        |
| Step 4:            |                 |                        |
| Step 5:            |                 |                        |
| Step 6:            |                 |                        |

**Active Task:** Show students how to track their goals using the goal chart. Next to each Completion Date have them write the Actual Date that they complete each step.

High Intermediate (Pink)