

The Essentials of Good Lesson Planning



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Warm-Up

- How do you decide what you're going to teach on a given day?
- How do you organize your lesson? (by activity, by time, etc.)
- How do you know if the students learned what you wanted them to?

Lesson Plan Format

(developed by the ESL Teacher's Institute)

- **Warm-up / Review**
- **Introduction**
- **Presentation**
- **Practice**
- **Evaluation**
- **Application**

Importance of Lesson Planning

Importance for Teacher

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

Importance of Lesson Planning

Importance for Student

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

From Presentation to Practice

PRESENTATION

- Present new information.
- Check on students' comprehension.
- Prepare students for practice activity.

PRACTICE

- Have students practice new knowledge.
- Monitor progress.
- Provide feedback.

A Classroom Example

😊 good	😐 fair	☹ bad
wonderful great delicious incredible tasty	OK average so-so mediocre	awful terrible horrible bad

A: How was your dinner last night?

B: We had a(n) _____ time at the restaurant.

A: Really? Why?

B: The service was _____ and the food was _____.

From Presentation to Practice: A Classroom Example

PRESENTATION

1. Present the adjectives. Ask students for more.
2. Write the conversation on the board.
3. Demonstrate how to put adjectives into the conversations.
4. Model the dialogs.

PRACTICE

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

Presentation Suggestions

- Establish a context.
- Evaluate what students already know.
- Present new material in a variety of ways.
- Involve students.
- Model the practice task in the presentation.

Student-Centered Practice Activities

Student-Centered Practice Activities

Authentic Forms

- **Example Presentation:** Review a completed application form with the class and ask comprehension questions. With an overhead transparency, have individuals come to the front and complete the form with given information.
- **Example Practice:** Ask students to complete a form given specific information.

Student-Centered Practice Activities

Authentic Readings

- **Example Presentation:** Look at housing ads in a newspaper with the class. As a class, scan for specific information like the number of bedrooms, amenities, etc. and fill out a chart for each ad.
- **Example Practice:** Give students different classified ads and ask them to fill in a chart with specific information.

Student-Centered Practice Activities

Best Idea

Each group discusses solutions to a problem and then reports its best idea to the class.

- **Example Presentation:** Present a few problems that might keep students from coming to school. Ask for possible solutions using brainstorming techniques. Choose the best idea by taking a vote.
- **Example Practice:** Ask students in pairs to discuss a problem. Ask them to brainstorm possible solutions and share their best idea with another pair. Ask the two pairs to share their best idea with the class.

Student-Centered Practice Activities

Classifying

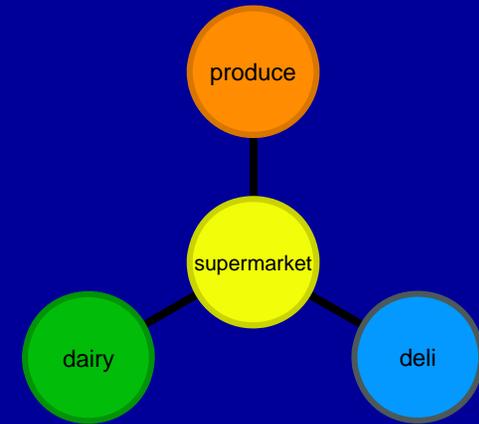
Learners classify vocabulary in order to practice using the target vocabulary.

- **Example Presentation:** Write the four seasons on the board. Ask students to classify clothing by what they would wear in different seasons. Help students learn new vocabulary by finding examples in the classroom. Mention what part of the body the articles of clothing are worn on.
- **Example Practice:** Give students a grid for classifying the clothing another way (i.e. above the neck, above the waist but below the neck, and below the waist.)

Student-Centered Practice Activities

Clustering

A way to organize ideas into categories using a central circle with connected circles.



- **Example Presentation:** Brainstorm important vocabulary or ideas about sections in a supermarket.
- **Example Practice:** Ask students to fill in a cluster diagram with the center circle being “Supermarket”. The immediate outer circles from the center circle are for the sections and then smaller circles can extend beyond the secondary circles for the foods.

Student-Centered Practice Activities

Corners

Students go to one of the corners in the room, each of which represents an opinion, idea, like etc.

- **Example Presentation:** Giving students a dialog that shows their entertainment preferences. Review and model the dialog.
- **Example Practice:** Ask the students to go to the corner they feel reflects their personal preference related to entertainment. The corners could be: *sports, movies, restaurants, and games*. They will do the dialog with people in their corner for the practice.

Student-Centered Practice Activities

Focused Listening

Students learn to listen for specific information and determine the main idea of authentic listening passages.

- **Example Presentation:** Show students a menu. Discuss the vocabulary and the sections. Ask students to write down the foods they hear as you simulate placing an order. Make sure they understand that they don't need to understand every word you say to respond.
- **Example Practice:** Ask the students to listen to recordings of customers placing orders in a restaurant and practice taking orders.

Student-Centered Practice Activities

Information Gap

Pairs work to complete chart, map, menu, etc. where they each have different information.

- **Example Presentation:** Give students a map that has some locations labeled and some not. Give students directions to one of the locations and have them write “bank”. Ask students to give you directions to some of the locations that are already labeled. Repeat.
- **Example Practice:** Divide the class into A’s and B’s, giving students in each group a different map. Student A asks student B for directions that only B knows and student B asks A for directions that only A knows.

Student-Centered Practice Activities

Jigsaw

Each group has information that is part of a bigger picture. Each group works to become an expert in their information. Then the groups are changed so that representatives of each group collaborate to put together the whole.

- **Example Presentation:** Explain to the students that they will learn important information about food labels from an article. Read the preliminary information as a class and write important information on the board. Show the students how to summarize.
- **Example Practice:** Pass out different parts of the article (*Serving Size, Calories, Fat, Cholesterol, Sodium, etc.*) Each group reads and discusses their particular part. Then groups send representatives to other groups to teach and discuss the information with others.

Student-Centered Practice Activities

Johari Squares

Four squares used to designate similarities and differences between two people or concepts.

- **Example Presentation:** Discuss furniture in different rooms of a house. Make a list on the board. Ask students to compare the furniture in the living room and the bedroom. Perform a Johari Squares activity with the class.
- **Example Practice:** Students compare furniture in two other rooms of a home using the Johari Squares.

A not B	B not A
Furniture in the kitchen, but not in the family room	Furniture in the family room, but not in the kitchen
Both A and B	Not A or B
Furniture in the kitchen and the family room	Furniture not in the kitchen or the family room

Student-Centered Practice Activities

Role-play

Students pretend to be different people in a given situation. At lower levels, use a given dialog with places to substitute information.

- **Example Presentation:** Set up a situation where two people are making a shopping list for a party. Make a list on the board of the items they will need at the store, possible prices and quantities. Write a dialog on the board. Review and model the dialog as a class. Show the students how to substitute other foods, quantities, and/or prices.
- **Example Practice:** Students circulate through the room, practicing the dialog by substituting different words.

Student-Centered Practice Activities

Simulations

Extended role-play which involves more decision making.

- **Example Presentation:** Explain that each group of four or five is a company and that every team member has a job. Guide the students through forming a company to hire a new employee. Write steps on the board: choose a name for their company, choose an open position to hire for, discuss the qualifications of the position, and discuss the interview questions.
- **Example Practice:** Teams, representing a company of the students' choosing, go through a series of steps to prepare for an interview. Students practice interviewing one another in the group for the position.

Student-Centered Practice Activities

Roundtable/ Round Robin

Roundtable (Share Around)

In groups, students in turn share an idea or response until every student is heard from.

Round Robin

Same as Roundtable except done in writing.

Student-Centered Practice Activities

Stand up and Share

The entire class stands up. The teacher asks students to sit down based on their answer to a question. The teacher continues to ask questions until all are seated.

- **Presentation Example:** Present clothing patterns and colors. Ask all students to stand up. Ask all students with black shoes to sit down. Ask all students with plaid shirts to sit down, and so on until all students have been seated.

Student-Centered Practice Activities

Share

Team Share

A person from one group goes to other groups to share what their group or team has discussed.

(similar to *Jigsaw*)

Think-Pair-Share

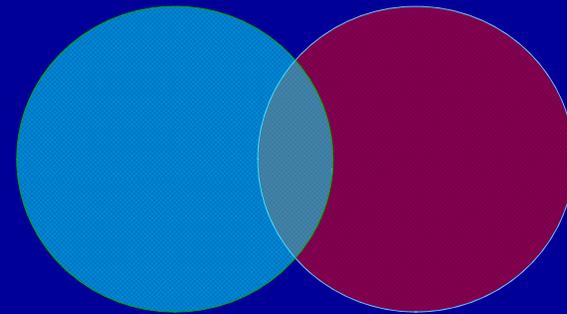
Learner thinks of an issue or problem needing a solution. Learners are given time to think of responses. Learners share responses with partner.

(similar to *Best Idea.*)

Student-Centered Practice Activities

Venn Diagrams

Intersecting circles to designate things in common and differences. (similar to Jahari Squares)



Create a Presentation and Practice

- **Objective:** Write checks and keep a check ledger.
- **Objective:** Make doctor's appointments by the telephone.
- **Objective:** Write a letter to the landlord.
- **Objective:** Fill out a medical history form.
- **Objective:** Analyze advertising techniques.
- **Objective:** Discuss workplace ethics.

LESSON PLAN FORMAT

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- **Warm-up / Review**
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- **Presentation**
- **Practice**
- **Evaluation**
- **Application**

- 1. What is the difference between practice and application?**

- 2. Which one is more student-centered?**

PRACTICE OR APPLICATION?

(Classroom Practice or Real-World Experience?)

- Look at Sylvia and Roberto's budget (info given to students) and calculate their actual expenses.
- In groups, pretend you are a family and make a family budget.

■ Objective:

✓ **Make a budget.**



PRACTICE OR APPLICATION?

(Classroom Practice or Real-World Experience?)



- Make a list of the clothing people in your group are wearing.
- Look at the picture and write the clothing in the chart. Add other clothing words you know.
- Objective:
 - ✓ **Identify clothing.**

PRACTICE OR APPLICATION?

(Classroom Practice or Real-World Experience?)



- Listen to the conversations and fill in the information you hear: name, problem, appointment time, and payment method.
- Make a conversation with your partner. One of you is the receptionist and the other is calling to make an appointment.
- Objective:
 - ✓ **Make a doctor's appointment.**

PRACTICE OR APPLICATION?

(Classroom Practice or Real-World Experience?)

Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
<hr/>	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

- Make a list of the most important things to you on a nutrition label (fat, sodium, calories, etc.)
Read the label and report on the most important nutritional information to you.
- Read the nutritional label and answer the following questions.
- Objective:
 - ✓ **Identify information on a nutrition label.**

PRACTICE OR APPLICATION?

(Classroom Practice or Real-World Experience?)



- Make a list of six things you can do in a job setting. Ask your partner what he/she can do.
- Read the conversation and look at Dalva's job application. What can she do? Make a list.
- Objective:
 - ✓ **Answer job interview questions.**

PRACTICE OR APPLICATION?

(Classroom Practice or Real-World Experience?)



- Read the letter that Vu wrote to his landlord and answer the questions.
- Write a letter to your landlord about a problem you had in the past or a current problem.
- Objective:
 - ✓ **Write a letter to a landlord.**

PRACTICE OR APPLICATION?

(Classroom Practice or Real-World Experience?)



- Give your partner directions to your home from the school. Have your partner write down the directions.

- Give your partner directions to different places in the classroom.

- Objective:
 - ✓ Give and receive directions.

PRACTICE OR APPLICATION?

(Classroom Practice or Real-World Experience?)



- Think of a conversation you had recently with a friend. Using indirect speech, tell your partner what was said to you.

- Listen to and fill in the conversation between Rosa and her doctor. Rewrite it using indirect speech.

- Objective:

 - ✓ **Use indirect speech.**

Unit Application = TEAM PROJECT

What is a Team Project?

- an application of unit objectives.
- task-based activities with a product.
- activities that generate teamwork.

TEAM PROJECT Examples

	UNIT	PROJECT
Low Beginning	Clothing	Design a department store.
	Community	Create a brochure of your city.
High Beginning	Health	Create a health pamphlet.
	Employment	Create a company.
Low Intermediate	Consumer Economics	Create a product label and advertisement.
	Employment	Create an employee handbook.
	Civics	Plan and participate in a debate.
High Intermediate	Personal Communication	Create a goal chart.
	Consumer Economics	Create a purchase plan.
	Housing	Create real estate brochure and plan to buy a house.

Low Beginning

UNIT : Community

- Objective: Create a map and brochure of your city.
- 1. Form a team with 3 or 4 students. In your team, you need: Leader, City Planner, Writer/Designer, Spokesperson
- 2. Choose a name for your city.
- 3. Make a list of important places in your city and put them in alphabetical order.
- 4. Make a map of your city and mark where the important places are.
- 5. Make a brochure with one paragraph about the city, the names of your team members, and a picture.
- 6. Prepare a presentation for the class.

High Intermediate

UNIT : Personal Communication (Goal Setting)

- **Objective: Create a goal chart of a goal you would like accomplish in this class.**
- 1. Form a team with 3 or 4 students. In your team, you need: leader, secretary, designer, spokesperson.
- 2. Write down one goal that you would like to accomplish by the end of this class. Be specific! Write down the steps it will take to reach each goal. Write down a completion date for each step.
- 3. Think of obstacles that might get in the way of your goals and possible solutions for each. Now write down at least one solution for each obstacle.
- 4. Make a list of 5 time management techniques that will help you reach your goals.
- 5. Present what you've created to the class.

First: SET THE STAGE

- Give an overview.
- Show examples.
- Don't be too specific.

Second: FORM TEAMS

LANGUAGE: Avoid homogeneous teams when possible.

LEVEL: Form by similar level **or** put strong people in each team.

ASSIGN TEAM POSITIONS (All team members help in every task)

Lower Levels:

- Explain leader position.
- Immediately ask all leaders to stand.
- Repeat for all positions.

Higher Levels:

- Explain all positions.
- Allow students to discuss and assign positions in their teams.
- Ask teams to report.

Third: GO THROUGH THE STEPS

- Give a few steps at a time.

(Avoids allowing teams to get too far ahead.)

- Have students keep minutes (agenda/minutes format).

- Have each team share periodically.

(Two-day simulation: Collect work at end of first day with names of team members to be distributed on following day.)

WORK ON THE PROJECT

- Have assigned person lead efforts.
- Make sure all students participate in each task.

FACILITATE

- Walk from team to team.
- Ask questions.
- Help the leader to make sure everyone is participating.

CLASSROOM MANAGEMENT

- Encourage English.
 - Work with the leader.
 - Ask students to evaluate their teams.
- Prepare teams for their presentations.
- Post all or some of the projects in the classroom.

Contact Information

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