



Unlock the Secrets to Effective Lesson Planning

by Rob Jenkins
Santa Ana College / National Geographic Learning

ESL-teacher.net

“Good lesson planning is an often invisible but absolutely essential part of all good teaching - especially effective language teaching.”
(Hendrichsen)

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
- ❖ School curriculum

OBJECTIVE:

Today you will learn the steps of a lesson and practice putting activities in the correct order so you can take advantage of the lesson plan sequencing in *Stand out*.

WRITING PERFORMANCE OBJECTIVES:

Consider what you want your students to be able to **DO** by the end of class.

- Make sure it is a "**performance objective**"
- Make sure it is **simple**.
- Make sure it is **measurable**.
- Make sure students can actually **do** it.
- Make sure it is a **competency**.

LESSON SEQUENCING ACTIVITY

Instructions: Number the lesson plan steps in order 1-6.

	<p>Application Students apply new knowledge to own lives or new situations.</p>
	<p>Practice</p> <ul style="list-style-type: none">• Students practice new knowledge through different activities.• Practice is guided through materials.• May be whole group, small group, pairs or individuals. <p>Instructor models each activity, monitors progress, provides feedback</p>
	<p>Warm-up and/or review</p> <ul style="list-style-type: none">• Uses previously learned content to begin a lesson.• 5- 10 minutes. <p>Materials are familiar to students from previous lessons.</p>
	<p>Evaluation</p> <ul style="list-style-type: none">• Instructor evaluates students on attainment of objective. <p>Can be oral, written, or by demonstrated performance.</p>
	<p>Introduction</p> <ul style="list-style-type: none">• Focuses student attention on the lesson (asking questions, using visuals...).• Objective stated <p>Objective is related to previous lesson</p>
	<p>Presentation</p> <ul style="list-style-type: none">• Introduction of new information (Through visuals, realia, description, explanation, or written text).• Instructor checks on student comprehension.

Lesson Plan Format developed by the California Department of Education, Staff Development Institute

LESSON PLAN FORMAT

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

SAMPLE

Warm-up / Review	<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>
Introduction	<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>State Objective: <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>
Presentation	<p>A. Introduce new vocabulary like <i>right, left, turn</i>, etc. 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>
Practice	<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>
Evaluation	<p>Ask volunteers to demonstrate for the class.</p>
Application	<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>

FOOD FOR A WEEK

Family Name: _____

S	M	T	W	TH	F	S	
							Breakfast
							Lunch
							Dinner

Leader _____

Chef _____

Food Planner _____

Spokes Person _____