

SESSION: Lesson Planning

Date: 27 November 2016

Time: (1.5 hour)

Learning Outcomes: By the end of this session participants will be able to:

- Understand parts of creating a lesson plan!

Step 1: Warm Up ----- **10 mins**

Activity 1: 3-2-1s

Review Last week's sessions:

What are 3 ways to motivate your students?

What are 2 ways to engage your students?

What is 1 way to help your students with reading?

Discussion:

1. Why should a teacher plan their lessons? What are the benefits to lesson planning?
2. What does this mean to you? "the best way that novice teachers can make up for lack of experience is through more advance preparation."

Elicit responses:

1. determining the materials you'll need to develop
2. keeping track of timing and lesson pacing
3. building on what was taught the lesson before and building to the lesson to be taught next
4. ensuring that all activities in a lesson have the same context and subject focus
5. providing a record of what was taught (for later reference)
6. sharing the lesson with others and providing a document of the proposed lesson which can be reviewed by others
7. retaining good ideas and activities that might otherwise be forgotten
8. establishing a base from which to rehearse your lesson before you deliver it
9. keeping yourself organized once you get into the classroom and begin teaching
10. thinking through the lesson in advance so you can decide what needs to be taught and what needs to be thrown out and discovering errors, conflicts, or important steps you left out
11. making sure that the lesson is integrated into the overall curriculum
12. emphasizing the main points of the lesson so that students are clear on what they've been studying
13. retaining good ideas and ways of saying things that might otherwise get lost
14. ensuring you have the necessary conceptual steps to support good learning

15. creating a reference to guide you and keep you on track when you are teaching something new
16. deciding what needs to be taught in the lesson and how
17. forcing you to think about learning objectives (or goals) and how you can assess them.
18. confirming that the lesson is appropriate to the age, proficiency, and motivation of your students

Have students list steps on their worksheet

Step 2: Steps of a Good Lesson Plan ----- 20 minutes

Part 1: Come up with a goal.

Goal: One good definition of a lesson goal is this: “*What you want your students to do that they could not do before they had the class.*” Ideally, your goal should be based on student behavior and ideally, on observable behavior. So, “*Students will be able to use litmus paper to determine if a liquid is an acid or a base and then use an indicator paper to determine which liquids are more acidic or more basic*” is a good lesson plan goal.

Part 2: Motivation

Motivation: if students know WHY we are doing what we are doing and HOW it will help them succeed/solve problems, they will want to learn.

Second, we learn more effectively and RETAIN what we have learned longer when it is connected to what we already know. This is known as *activating background knowledge*.

The goal:

- (a) helping learners see the benefit of the lesson
- (b) connecting what they already know to what they will learn.

How can we activate background knowledge?

- Asking probing questions about things students already know!
- Warm up games and activities
- Review activities that can relate previous lessons to today’s lesson
- Small quizzes or writing prompts

Don’t “over activate.” One problem that teachers can have once they understand the idea of activating background knowledge is that they get so caught up they spend 20-25 minutes activating background knowledge and don’t have time for the rest of the lesson.

Part 3: Presenting the Information

Information: May be a lecture, a reading, a power point presentation, the lesson’s vocabulary, grammar, a dialogue that represents a language feature in an authentic communicative context.

Information can have a practice element in it. For example, a dialogue may “present” the target language the lesson intends to teach, but the dialogue can also allow students to engage in listening comprehension, vocabulary studies, pronunciation practice, and structural study of the dialogue. Such a presentation will often be followed by an explanation, models, or conceptual tools, so that students can be explicitly clear on the rules and principles of what they experienced in the presentation.

Examples of Presenting Information:

- Teaching new vocabulary
- teaching a grammar concept
- teaching a communication topic

Part 4: Practicing the Information

Practice: Practice provides an opportunity to practice the information that was just presented. Typically the Practice phase is a little more mechanical than the Application. Typically practice is more about practicing form (for example, repeating those new words so that they come out of your mouth correctly and fluently), and developing other sub-skills you need to engage in the activity (for example you need to know how to paraphrase and how to cite sources before you can write a quality research paper). “Practice” in some way allows you to try out some of the concepts, ideas, rules, and formulae that you learned in Presentation/Information.

Teacher *gives* exercise so students can *practice* material

Examples of Practice:

- Fill in the blanks verb exercises
- Matching pictures and vocabulary words
- Reading and speaking a dialogue

Brainstorm others?

Part 5: Application of Information

APPLICATION: In an ideal world, “application” is going out in the real world and doing whatever it was that was covered in the lesson plan.

Students *produce* ways to use the vocabulary or whatever was taught in the lesson

Often times in-class application is more like a simulation or approximation of the real world experience. What we try to do in such cases is to make the application *represent* the real world experience as much as we can.

Examples of Application:

- A role play or simulation where two or more of the students role play a situation without a fully developed dialogue script. Typically they will be given a relevant situation and have to jump in, using the language they were practicing earlier in the lesson to resolve the situation.
- Design a presentation about a topic
- Students write a dialogue or set of instructions

Step 6: Assessment

Assessment doesn't mean "exam" or "test" or "grade" – it's a way to make sure the teacher can check the students understood the lesson!

Ask yourself if the students learned the lesson goal: what did you want your student to know or do at the end of the lesson that they couldn't do before?}.

However if you ask student to produce something (and you should, since successful language use is about production) then you need to design a rubric (a scale with criteria for success and levels (with descriptions)) about how well a student succeeded with each of the criteria

Examples of Assessment:

- Test./exam/etc.
- Did student perform the application activity well?
- Student reads a dialogue and pronounces all vocab correctly
- "Exit ticket" activity

Step 3: Things to Remember!

One of the purposes of making a lesson plan is to estimate how long everything will take and the timing/flow!

Guessimating the duration of activities within a lesson plan: this will be very difficult for novice teachers. The most helpful guideline is that "everything takes longer than you think it will. For example, if someone claims a classroom activity can be consistently completed in less than 10 minutes, you might doubt them. By the time:

1. the teacher announces and explains the activity,
2. checks to see if the students have understood the directions,
3. confirms that students have actually started the activity
4. waits as students turn to each other and ask, "Now what were we supposed to do?"
5. students figure out what they are supposed to do,
6. they do it,
7. the teacher sees almost all students have finished, and
8. asks a few students about what they experienced,

Will this lesson plan format work for every situation? NO! This is a tool. Use it/adapt it/take the parts you need for a successful lesson!

Step 3: What stage is this? ----- 10 mins

Have students say whether if the following is “motivation” information” “practice” or “application” for a lesson about “body parts” and “sicknesses”

1. Write a dialogue using “going to the doctor” vocabulary. Use at least 6 new vocabulary words!
2. Singing “head, shoulders, knees and toes”
3. Begin class with a review of vocabulary learned last lesson – pointing to different parts of the body
4. Draw a body and label the different parts using the class vocabulary
5. Students improvise a conversation between a doctor and a patient
6. Begin class with a discussion – when was the last time you were sick? What did you have? How did you feel?
7. The teacher teaches students the new “body parts” vocabulary

Step 4: Make a Lesson Plan ----- 25 mins

Have each student choose a topic to present a lesson on. It can be an English topic, or something else, like “how to cook mataba”.

Create a lesson plan using the steps above. Make sure to write the goal, what you will do during each step, and how you will assess the students.

When all students are finished, have students share their plans in pairs. Then ask volunteers to present their lesson plans!