

Lesson planning



Lesson plan components

- *Brainstorm within the class what are the components of a lesson plan and fill the following scheme*

- Lesson plan
- Aims

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•Lesson plan

- Aims
- Procedure
- Timetable fit
- Materials and recourses
- Anticipated problems and solutions
- Evaluation
- Class profile
- Assumptions




What are they?

- Work in small groups and match the lesson plan components with the definitions. Check your answers with next slide

Class profiles	Age, level and gender of the learners. How many there are, their strengths and weaknesses, any problems with individual students.
Timetable fit	How many lessons fits into the syllabus – what the class have studied recently – how it links back and forwards.
Aims	What learners will be able to do by the end of the lesson that they couldn't do at the start
Assumptions	What linguistic knowledge, skills etc learners will be able to bring to the lesson
Anticipated problems and solutions	Items learners may have difficulties with or be unsure about. Issues for teachers such as classroom management. How the teacher will deal with them.
Materials and resources	What the teacher will use to support learning aims, e. g. pictures, games, tapes, DVDs etc.
Procedure	The lesson plan stages the teacher will follow, e.g., lead-in, speaking, practice etc.
Evaluation	The teacher's thoughts about the lesson after he/she has taught it. E.g. what was well? What would the teacher change next time?

Why plan?

- *Look at these comments from teachers. Which ones reflects how you feel about planning? Discuss in pairs.*



I think it's
important to
have aims

I don't have
time to plan

I never stick
to plans

The textbook
is my plan

Planning helps me
to teach more
efficiently


I don't do detailed
plan, but make
rough notes



Benefits of planning

Brainstorm in your groups and add your ideas to the list, for example:

- Helps to think what learners will achieve in the lesson
- Helps teachers to know where they are going and how they are getting there

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- Provides the framework for organizing ideas, methodology, materials etc.
 - Helps make the lesson coherent.
 - Avoids over – domination of coursebooks.
 - Demonstrates to learners that teacher knows what he/she's doing
 - Being prepared boosts teacher confidence
 - Helps to identify any problems or difficulties which may arise during the lesson
 - Helps teacher to adapt to different classes
 - Developmental – a learning document for teachers to reflect on after the lesson.
 - Helps to identify the kinds of activities and materials to include to achieve aims
 - A plan can link the lesson explicitly to syllabus objectives



Practice exercise

- *Look at the extract of the training session you are following today. Try to complete the components*

Class profile	<i>30 2nd year students, level B2, enjoy group work etc.</i>
Aims	
Timetable fit	
Assumed knowledge	
Anticipated problems and solutions	
Materials and resources	
Procedure	
Evaluation	

Class profile	<i>30 2nd year students, level B2, enjoy group work etc.</i>
Aims	To enable participants to distinguish the different components of the lesson and establish the advantages of lesson planning
Timetable fit	Participant have recently discussed classroom management and in the next stage will discuss how to set up effective aims
Assumed knowledge	This will vary from group to group, e.g. students will be familiar with lesson plans though they may have different ideas of what components are.

Anticipated problems and solutions

Again, this will vary from group to group, students may be not familiar with lesson plans, depending on the amount of the experience.

Solution – group students so that those who have experience could share it with others.

Materials and resources

Power point presentation, worksheets – flowcharts of components, speech bubbles with opinions about planning etc.

Procedure

Teacher's outline main steps in lecture. Providing material for discussion, group work, pair work.

Evaluation

Conclusion and feedback after the lecture

What are lesson aims?

- Statements which describe what learners will be able to do by the end of the lesson
- A focus on what learners will learn rather than what teacher will teach
- There are 3 types of aims:

Main aims

Subsidiary aims

Personal aims

- **Main aims** – the overarching aim of the lesson. These tend to be worded very specifically. The language learners will understand or be able to use, and the context they will understand or be able to use - this language are usually stated. E.g., learners will be able to discuss leisure plans for the coming week, using the present continuous form.

- **Subsidiary aims** – second in importance of main aims (usually called objectives). These tend to be worded less specifically than main aims, and are linked to the main aims of the lessons. E.g.: to enable learners to review / activate previously learnt lexis relating to leisure interests

- **Personal aims** – these focus on an aspect of teaching the teacher him or herself would like to practice / experiment with / improve on e. g.: to provide learners with more efficient feedback.



Why are learning aims important?


- They provide a purpose and direction for teaching and learning
- They enable teachers to focus on what their learners need to achieve
- They help teachers to adapt textbooks to their learners' needs
- They provide a framework for the lesson
- They help to the teachers to select appropriate materials and activities
- They help teacher to anticipate possible problems an build in solutions
- They can serve as a reference point for teachers to measure learners achievements

Writing effective aims

- *Look at these two aims. Whish one do you think more efficient? Which one is less efficient?*

- 1) Learners will be able to use the present perfect simple to describe situations in their live which began in the past and are still true now.
- 2) To teach the present perfect simple with time adverbials

Now think of an effective aim. What makes it less effective? How do you check aims are effective? Brainstorm the ideas and criteria for effective aims.

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- Not effective aim:
 - doesn't say what learners will be able to do
 - It doesn't give a context
 - It is vague and lacking in details
 - It would be difficult to measure if learners had achieved the aim
 - Criteria for effective aims
 - Learner centered, focused on what student will be able to do
 - Say which situation, context etc the language will be used in
 - State exactly which sub skills will be developed
 - Ensure the aims are measurable, i.e., how will teacher know that learners can understand and perform the target language/ situation described in the aims

Practical exercise

Identifying different learning aims

- To use strategies for dealing with unknown words in reading comprehension passages: deducing meaning from the context, using knowledge of the world, using word structure.
- To improve handwriting on the board
- To revise language for describing people
- To use narrative tenses simple past and past continuous to create stories on the theme of Halloween
- To develop learners' ability to express opinions
- To give learners' a chance to speak without correcting them every time they make a mistake
- To give instructions to learners in English
- To use imperatives to write instructions for making drinks
- To expand vocabulary on the topic of the environment




Lesson stages

- *Match the lesson stage to the description, discuss with a partner.*

Warmer	An activity which precedes the main input part of the lesson to help to arise interest, set the scene, establish the context
Controlled practice	At the end of the lesson, teacher comments on performance, gives suggestions as to where learners can improve, praises what was done and give examples to reinforce target language
Presentation	A short activity at the start of the lesson to get learners “in the mood”
Lead-in	Teacher gives a model illustrating the target language in context supporting it with flashcards, text, video, audio etc.
Free practice	Learners practice the target language, focusing on grammatical accuracy and pronunciation through drills, sentence completion, info gaps etc.
Feedback	Learners carry out an activity to practice the language with focus on fluency, for example role plays, discussions, projects etc.

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Put the components of the
lesson in the logical order

Warmer


Controlled practice

Presentation

Lead in

Free practice

Feedback

- 
1. Warmer (games, brainstorming, chatting, interview, opinion sharing, writing questions and interviewing etc.)
 2. Lead in (mingling, survey, quiz, questionnaire, associations, mind maps, discussions etc.)
 3. Presentation (vocabulary, text, song, chant, grammar etc.)
 4. Controlled practice (exercises: matching, info gaps completing, true / false, questions, multiple choice etc.)
 5. Free practice (interview, role-play, jigsaw, project, paragraph writing)
 6. Feedback (individually / for a small group/ for the whole class, orally / written, teacher only / together with the class / nominated person – evaluator / traditional assessment / score ore points etc.)



Home task

- Read lecture “Lesson planing”
- Read article “Creating a lesson plan”
- Independent № 9 Creating a lesson plan
- Questionary “Preparing your own resources”

Seminar

- Divide into groups of 3 – 4 students.
- Choose a topic from F&F 2 (school things, feelings, outdoor activities, food, numbers, school subjects, school rooms, after school activities, special days, every day activities, places, weather, clothes, time, animals, adjectives, memories, people)
- Prepare a demo lesson based on the material from F&F2 (vocabulary, text, song etc.)
- Follow the scheme (all the stages must be shown in the given order)
- Every person is responsible for 1 or 2 stages of the lesson
- Think beforehand about teaching aids.
- Prepare written plan of your stage, write the aim.
- Remember all the stages are parts of one lesson therefore think about logical connection and time management.