

Lesson Planning

This page provides four basic steps in planning a lesson as well as useful suggestions and techniques. Other relevant resources can be found in the sidebar on the right.

To plan a lesson, first investigate the goals of your student(s). Take one or two of the objectives from your students' goals, and use these objectives to plan what and how to teach. Find out what the students should be able to understand, say, read, and write in order to successfully master their objectives. This is what you will use for your lesson.

As you start planning your lessons, you may want to use a lesson-planning worksheet (see "In This Section" Sidebar). This is an *example* of *one way* to organize your methods and materials into lessons. Use this worksheet or make up your own to organize your ideas about what and how you will teach.

Four basic steps in planning a lesson:

1. **Assess** what your students know about this objective. What do they need to know? You may want to refer back to their student goals.
2. **Teach** the new information, building on what your students know. Working from what your students know, what is the next step? What do they need to learn next? How will you introduce it?
3. **Reinforce** the new information you have introduced using a variety of techniques and exercises. You may want to reinforce the new information while reviewing some of what they already know.
4. **Evaluate** the lesson after you are finished. What went well? What needs work? What other techniques can you use? How else can you reinforce the material?


When you make an individual lesson plan, you need to keep in mind the objectives you have already covered and what you hope to cover in future lessons. A good lesson plan should show how you plan to move your students one step further toward mastering a content area or goal and should include:


- a focus on a goal, content area, and objectives
- sequencing from the known to the unknown
- a connection to yesterday (or last week) and to tomorrow (or next week)
- a variety of techniques and activities

Suggestions and Techniques:

- **Begin and end on time.** If you cannot attend a lesson, be sure to let your students know. And be sure your students know how to let you know if they cannot attend. (Part of a lesson early in your tutoring might be a role play on how to call to change a meeting time).
- **Prepare for each lesson.** Use the techniques and strategies outlined in your training to develop lessons that are fairly consistent in format and in expectations. Even though you may alter what you planned as you tutor, it is always best to have thought through and plan. *Never wing it.*
- **Build on what your students already know.** Much of what we learn comes through repetition and usage. When we see old information in new contexts, it helps us make sense of the new pieces of information.
- **You do not have to solve problems on the spot.** If your students do not understand a particular portion of a lesson, you may be able to solve the problem in time. Give yourself time to analyze the lesson plan and determine why your students might be confused.
- **Don't insist on perfect pronunciation or understanding at any one lesson.** Your students need to speak well enough to be understood. Improving pronunciation and understanding vocabulary come only with practice, time, and reinforcement. Your students will need time outside of lessons to assimilate new information.

 [Lesson Planning Worksheet A](#)

 [Lesson Planning Worksheet B](#)

 [Introducing New Language](#)

Choosing and Using Curriculum

Many students and tutors want to use a book. There are many reasons for using a book. It may make a tutoring situation feel more like "real" school for students. Students may have a book from a previous class or tutor. Tutors may feel more comfortable using a book with a small group or class because it helps to focus the lessons. Book scan also be used by tutors for ideas on what and how to teach.

If you choose to use a book in your tutoring situation, there are several questions to consider as you plan your lessons.

1. How is the book organized?

- Does one chapter build on the next?
- Is it sequential or is each chapter self contained?
- Can you start anywhere in the book?

2. What does the student need to know to use the book?

- Can it be used for self study?

3. What does the tutor need to do?

- Is there a teacher's manual available?
- Do you need the teacher's manual to understand what is being taught and how it is taught?

4. What is being taught?

- What new vocabulary, grammar, and cultural information is introduced?


5. What other ways could you teach this information?

- How can you reinforce the material?
- Are supplemental activities suggested or provided?

Many times a book may guide the lessons. *Remember that a book should be used to enhance a lesson; it should not be the lesson.* It can help you teach vocabulary, structures, or ideas. Do not become tied to the text. Instead, decide what part of the book is relevant to your lesson's objectives and include that part as a component of your lesson plan.

Many of the books available are organized in a series of levels. Others function as activity idea books. Pick and choose from various books to best meet your needs and the needs of your students.

This same information can be found in a pdf file, below.

 [Choosing a Text.pdf](#)

Teaching with Games



educators and learners share in a Partner's Conference game session

Using games with your learners allows you to bring fun and enjoyment to your classroom while pursuing serious educational goals. Here are some suggestions and guidelines for using games with your adult learners.

Keeping educational goals clear:

Make sure that your learners are aware of the educational goals of the game. Tell them very specifically what English or math skill is being practiced. Since for many adult learners, studying is supposed to be a serious endeavor, this will help them feel more comfortable about engaging in what they might otherwise see as frivolity.

Choosing a game:

First think about what types of games you can use with your learners.

- Bingo (alphabet, money, sight words, pictures)
- Match up and memory games
- Board games (shopping, survival signs, citizenship)
- Picture and regalia games
- Pantomime
- Relay races

Choose games that teach every day vocabulary or imitate real life activities as closely as possible to make it more relevant to your learners language goals. Some of these games can be bought from local stores that provide supplies for educators and some can be easily put together with paper and pencil, or classroom or household items.

Integrating games into your curriculum:

After you've chosen your game, decide how you will give your ESL learners simple, concise directions by modeling the game or with a minimum amount of words. Map out how much class time you'll need to explain the game and play it. Determine whether you want to use this game as a warm up at the beginning of a lesson or as follow up practice.

Most games are effective for practicing vocabulary or information that has been learned in class but requires repetition for long term retention. Games can be used to drill information immediately after it is learned, or they can be used to recall vocabulary or skills learned several lessons back or they can be used in the last five minutes of every class to give ongoing repetition for specific language skills.

To attend an MLC in-service on how to use games check the [in-service calendar](#) for upcoming trainings. For a list of games and publishers click [here](#). For a lesson plan on using the farmer's market produce set for a relay game click [here](#).

LESSON PLANNING WORKSHEET

DATE:

GOAL:

OBJECTIVE:

MATERIALS:

WARM UP:

PRESENTATION:

PRACTICE:

Lesson Plan

Overall Goal: _____

Objective(s): Learner(s) will be able to _____

Segment	Activities	Materials	Time	Notes
Review				
Create Context				
Present New Language				
Practice New Language				

Lesson Plan

Segment	Activities	Materials	Time	Notes
Independent Practice				
Wrap-up				

Introduce New Language

A good introduction to new language...

- Shows how and when the language is used (context)
- Motivates learners by showing real-world applicability
- Highlights language needed
- Gets learners to notice patterns and phrases they can use
- Checks for understanding through activities and questions that check comprehension



Some examples of introduction to new language...

- Asking the learners questions about the topic
- Showing visuals and realia
- Teaching vocabulary using visuals, realia and/or flashcards
- Show picture while going through a dialogue or new situation
- Working with learners to “discover” grammar form
- Learners listen to a taped conversation or watch tutor demonstration

Practice Language

Practice can be controlled, free or somewhere in between. Often, lesson plans format the practice time to move from highly controlled activities to free activities.

A good practice activity...

- Involves genuine communication
- Is meaningful, not mechanical
- Is based on a real-life task and authentic use of language
- Maximizes student-student interaction
- Integrates skills

Some examples of controlled practice activities...

- Repetition, substitution and chain drills
- Sentence strips
- Information gaps
- Scripted role-plays
- Matching vocabulary words to corresponding pictures
- Cloze activities

Some examples of free practice activities...

- Role-plays
- Interviews/Surveys
- Discussions
- Dialogue Journals
- Describe and/or discuss pictures or visuals
- Tell story using pictures
- Mingles
- Projects

How To Choose A Text

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3. What does the tutor need to do?
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4. What is being taught?
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Game Titles and publishers

Here are some games that can be bought through catalogs or Twin Cities stores:

Board Games			
		Publisher	Price
Survival Signs		PCI	\$36.95
Grocery Store		PCI	\$39.95
Where Does My Money Go?		PCI	\$64.95
What Is It? Things In A Home.		PCI	\$39.95
Bingo			
Game		Publisher	Price
Money		Trend	\$8.99
Time		Trend	\$8.99
Numbers		Trend	\$8.99
Coin counting		PCI	\$39.95
Match Up			
Money		Trend	\$4.49
Time		Trend	\$4.49
Numbers		Trend	\$4.49
Time Lotto		PCI	\$25.95
Picture and Realia Games			
Farmer's Market produce set		Learning Resources	\$17.96
Survival Signs and Symbols		Trend	\$8.09

Call the 800 numbers to request catalogs:

Trend Enterprises Inc.

P.O. Box 64073, St. Paul, MN 55164, 800-328-5540 www.trendenterprises.com

PCI

P.O. Box 34270, San Antonio, TX 78265-4270, 800-594-4263
www.specialed.net

Learning Resources

380 N. Fairway Dr, Vernon Hills, Illinois, 847-573-8400
<http://www.learningresources.com>

Just Call Mike: www.justcallmike.com

629 Fairview Ave. N, St. Paul, MN 55104, 651.645.4449, 800.838.4449

This is a Twin Cities store which carries Trend, Learning Resource items and many others. It is one block north of University Ave on Fairview Ave.

Farmer's Market Relay Game



Materials:

1. Handout with food items in one column and a space for numbers.
2. Set of plastic or real food items that corresponds to vocabulary students have already practiced in class, either in their picture dictionary or their main textbook.
3. Small labels to clearly write a number on each food item.
4. Classroom space that allows for a relay race.

Time needed for directions and game: ½ hour

Teacher Guidelines:

Divide students into groups of five or more. Food items should be on a table at one end of the room. Students should be in groups at the other end of the room next to a table. Check to make sure there are no obstacles they can run into in going from one end of the class to the other the food item table for the relay. Put one handout on a table next to each group of students. Have students look at the handout and read the names as a group. Hold each food item up to review and make sure everyone knows all the names.

The teacher then models what they should do and tells them at the same time:

- I read a name: potato
- I go to the table and look for potato
- I find the number
- I go back to my table and write the number next to the word: potato
- The next student does this.
- The first group to finish all the numbers wins
(check to make sure students understand win/lose)

Ask if everyone understands, then model it again with students telling you what to do.

This same relay game can be played once a month with different vocabulary items, pictures or realia.

Farmer's Market Relay Game

Food	#
corn	
apple	
pear	6
celery	
potato	
onion	
lettuce	
cucumber	
orange	
green pepper	
carrot	
strawberries	
asparagus	
peach	
tomato	
banana	

