

STRATEGIES FOR EFFECTIVE LESSON PLANNING

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'A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on a cold iron.'

Horace Mann



WHAT ABOUT MY LESSON PLAN?

**Why should I write it?
I need some help!**

Writing lesson plans is one of a teacher's most important responsibilities.

PLANNING A LESSON

AIMS

- ⦿ **to teach you how to plan a structured lessons**
- ⦿ **to show how to motivate students and reduce discipline problems by using good lesson planning and class management strategies**

PLANNING BEFORE THE LESSON

- ◎ **familiarize yourself with the material and the activity**
- ◎ **imagine how it will look in class**
- ◎ **think through any potential problems in the procedures**
- ◎ **decide how many organizational steps are involved**
- ◎ **how long it will probably take**
- ◎ **what help students might need**
- ◎ **what the teacher's role will be at each stage**

TYPES OF PLANNING

LONG TERM

- for a whole year/s/
- **NAT: Hungarian National Curriculum /framework, not a prescriptive one, guideline, defines the output**

MID TERM

- for a unit, topic

SHORT TERM

- lesson plan

PRINCIPLES FOR PLANNING

- ◎ **A child learns as a total person and learns best in active ways through interaction with the environment and with people.**
- ◎ **Children cannot be given knowledge, they must construct it for themselves. Knowledge can be constructed through action and materials.**
- ◎ **Playful activity is the nature of learning for young children.**



FEATURES OF LESSONS PLANS

- ◎ Lesson plans are written by teachers to help them structure the learning for themselves and for the students. The most important reason is to identify your aims.
- ◎ There is no one way to write a lesson plan, but it should give you a clear picture of what you intend to do. "There's always more than one way to do anything."
- ◎ Effective lesson planning is the basis of effective teaching. Writing lesson plans does not have to be difficult. This is the time that a teacher can show his/her creativity.



THINK...

What is the purpose of a lesson plan?



THE LESSON PLAN

MAKES

life much easier for you in the classroom

GIVES

more security and confidence /you don't have to worry about what comes next/, a series of activities to use in your classroom, including procedure

HELPS

to organize the materials, to prepare for the lesson, to think logically about the time you have, future planning

CAN

act as a record of what the class has done
foster a better class management and timing

WHAT IS PLANNING?

THE ART OF MIXING

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graph TD; A[THE ART OF MIXING] --- B[TECHNICS]; A --- C[ACTIVITIES]; A --- D[MATERIALS]
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TECHNICS

ACTIVITIES

MATERIALS

IN ORDER TO ACHIEVE YOUR GOAL.

MAIN PRINCIPLES

◎ VARIETY

an important way of getting and keeping the students engaged and interested, introduce them a wide range of materials

◎ FLEXIBILITY

expect the unexpected!

WHAT IS A LESSON PLAN?

A **framework** for a lesson. If you imagine a lesson is like a journey, the lesson plan is the **map**. It shows you where to start, where you finish and the route to take to get there

A teacher's detailed **description** of the instructions and activities for an individual lesson, a **clear working document**

A step-by-step written **guide** to what an EFL teacher plans to do in the classroom on a given day in order to achieve the intended learning outcomes

THINK....



- **What to consider when writing a lesson plan?**
- **Are you free?**

WHAT TO CONSIDER WHEN WRITING A LESSON PLAN

know your students'

- age
- ability & interest levels
- backgrounds
- attention span
- ability to work together in groups
- prior knowledge and learning experiences
- special needs
- learning preferences

know the content

- aims
- subject matter that you will be teaching /course-book/
- state/school district curriculum guides
- national/state curriculum standards

know the instructional materials

- technology, software, audio/visuals, equipment, library resources, etc.
- class management

MAJOR COMPONENTS

There are many formats for a lesson plan, most lesson plans contain some or all of these elements, typically in this order:

DESCRIPTION OF THE CLASS

- age, grade, level, class name

OBJECTIVES AIMS

- usually more, than one: what to achieve e.g. to learn some new vocabulary , to practice etc.
- possible problems

CONTENTS

- course-book, most detailed, order of activities, teaching materials, aids, interactions.
- list every possible thing you will need to take to the classroom, and/or obtain from the school to complete the lesson.

SETTING AN OBJECTIVE

The first thing is to create an objective. The objective drives the whole lesson, it is the reason why the lesson exists.

EXAMPLES:

BY THE END OF THE LESSON STUDENTS WILL BE ABLE TO:

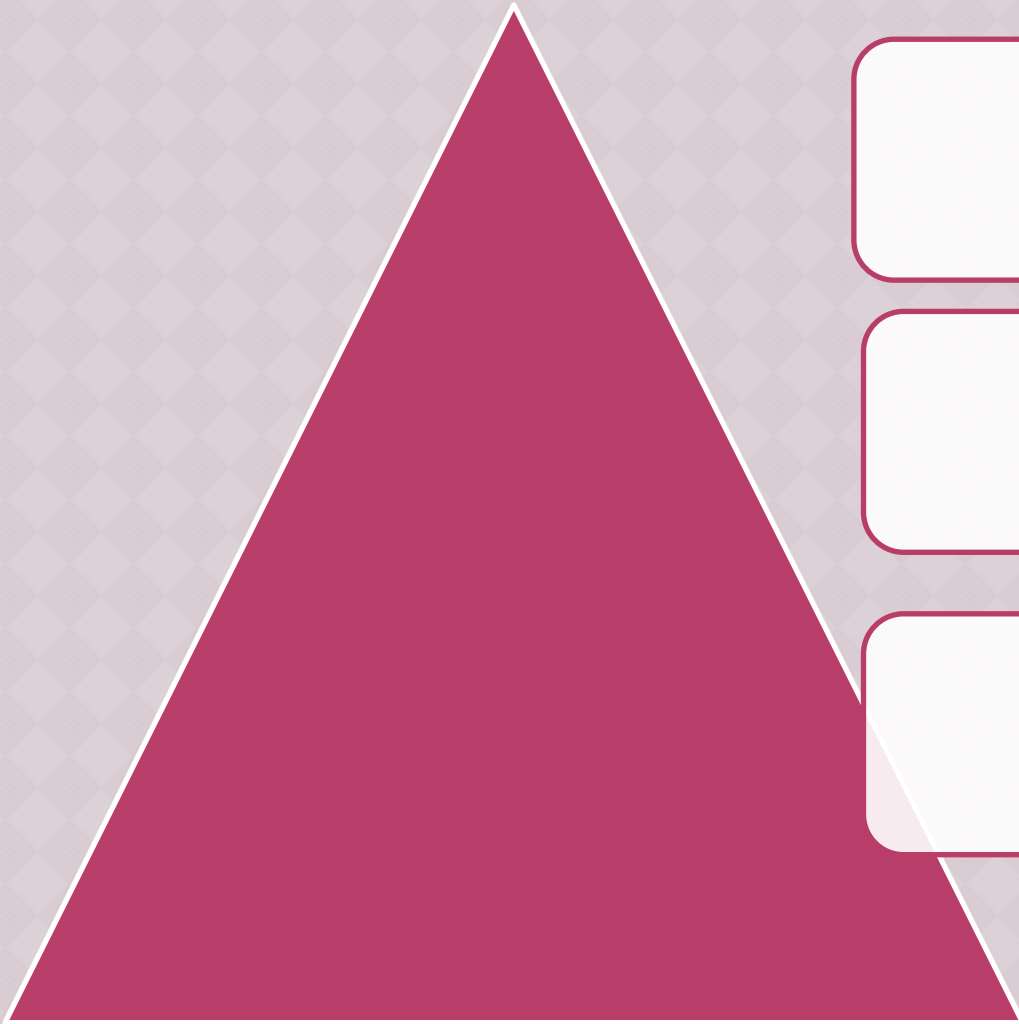
- ◉ say some words/sentences about their favourite animals
- ◉ describe people
- ◉ ask and answer questions using the future tense
- ◉ use the grammar structure: going to
- ◉ use the possessive pronouns : mine, yours etc.
- ◉ use the regular past tense

FURTHER AIMS

EXAMPLES:

- ⦿ to listen for information, for gist
- ⦿ to learn a rhyme/song
- ⦿ to practise asking for something politely
- ⦿ to practise guessing the meaning of unknown words in a story
- ⦿ to revise some items of clothes

WHAT'S THIS?



P

P

P

LESSON PLAN / THE PPP MODEL

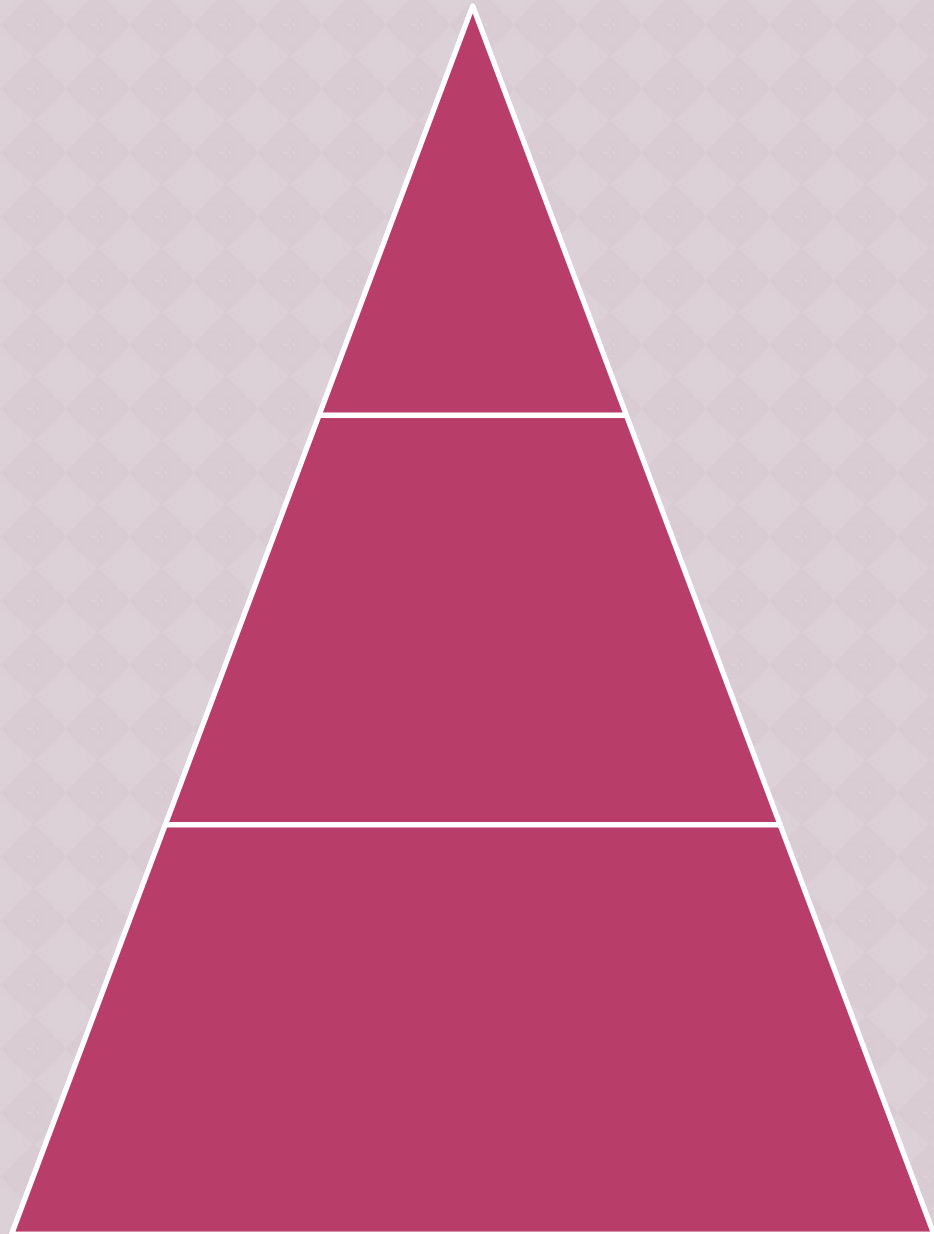
review, warm-up

PRESENTATION

PRACTICE

PRODUCTION

additional material



PRESENTATION, PRACTICE, PRODUCTION

- The first part of your lesson plan is presentation. You, the teacher, **present new material** to your students.
- In the second part, practice, your **students work on guided practice** activities to build their understanding of the concept and their confidence in doing it.
- In the production part of the lesson, **students should be able to do** what the objective set out for them **without any assistance**.

PRESENTATION

INTRODUCING THE NEW LANGUAGE

The teacher selects the new material and presents it.

The presentation text is usually a short, spoken dialogue supported by visuals.

Teachers' role: central, presenter – keep it short.

Aim: to show the meaning and form.

It must be interesting, supported by visuals / stress, intonation, grammar/ but accuracy of performance is important.



The presentation stage consists of input from the teacher and is made up of several teaching steps

- ◉ **pre-teaching the vocabulary**
- ◉ **presenting the target items in a spoken or written text**
- ◉ **focusing on model sentences**
- ◉ **checking that students have understood the target language.**
- ◉ **setting the scene**



PRACTICE

In this part of the lesson, the **focus shifts from the instructor to the students.**

The practice stage is usually divided into a **drill and a controlled practice activity.** The drill is initially conducted by the teacher getting the whole class. Practice must be meaningful, interesting and memorable never boring or mechanical.

Teacher's role : conductor

Aim: to make sense of the new language

Students work in pairs or small groups on a task with a specific outcome. Learners have to use any or all of the language that they know along with varied communication strategies. Accuracy is not as important as it is in the presentation stage.



PRODUCTION

The production stage provides a **further opportunity to practise**, but through a task or activity which is less controlled by teachers and which focuses more on **fluency** and personalisation than accuracy.

Students are involved in communicative activities, they have the opportunity to use the language.

Teacher's role : manager, assistant, facilitator

The teacher sets up the activity but then monitors and assists more as a facilitator than a teacher, encouraging students' independence, fluency and creativity. Encourage discussion, cooperation, peer assistance and correction between students.

STAGES IN A LESSON

Review, warm up

PRESENTATION

- **CONTEXT, SITUATION, LEAD IN** /elicit/, the teacher presents the new language, clear model, makes meaning clear
- **REPETITION DRILLS** /class, group, individual, the teacher checks pronunciation and meaning, corrects, asks comprehension check questions, writing might occur

PRACTICE

- **CONTROLLED PRACTICE**
- **FREQUENT REPETITION**
- **SS MAY WRITE THE NEW WORDS**

PRODUCTION

- **PERSONALISATION**
- **INTEGRATE OLD WITH NEW**
- **FREE PRACTICE**
- **CREATIVITY**
- **PRODUCTION**

Effective lessons can have several cycles of presentation– practice– production (PPP)



TRY TO INCORPORATE THE FOUR MAIN SKILLS

- ◉ Reading
- ◉ Writing
- ◉ Listening
- ◉ Speaking

All good lesson plans should touch upon each of these **four skills**, as well as others such as **pronunciation** and **grammar**. Each individual lesson will likely focus on only one or two of these points, but a well rounded lesson will somehow incorporate all four of the English skills.

CONSIDER MULTIPLE LESSON PLANS

- ⦿ Having **different versions of the same lesson plan** can be a great way to be prepared for anything. A good idea is to have your ideal lesson plan, a **shorter version** in case of confusion or an unforeseen time restraint, and a **longer version** on the chance that you underestimated your students or had more time than expected.

PLAN EXTENSION ACTIVITIES

- ⦿ Every lesson plan should include **extension activities** for both early finishers and students who would like to practice more at home. Never allow a student to finish and just sit there— they will become bored and often disruptive. Some students also look to continue learning at home with additional activities, exercises, or reading and television recommendations. You should always have a few things included in your lesson plan to recommend for **further study**.

CHECK OFTEN FOR COMPREHENSION

Students are often shy and easily embarrassed when learning a new language. Many students do not ask for help or repetition for **fear of ridicule**. Teachers must **check for comprehension** various times throughout a lesson. Comprehension checks should never simply ask if the students have understood, rather they must solicit the targeted information from the students.

Bad Comprehension Check: “Does everybody understand?”

Good Comprehension Check: “Okay, who can tell me about their family using the descriptive adjectives?”

LESSON PLAN FORMAT

COVER

- Teacher:
- Date:
- Class: Third Grade
- Level: beginner
- Subject : English
- Course-book: unit, page
- Teaching material:
- Aim/s/:
- New vocabulary/grammar:
- Aids: wordcards, flashcards, realia
- Possible problems

INSIDE

- Procedures: in this section you will write all the steps of what you plan to do
- Include the steps for the teacher activities
Include the steps for the students activities
- The more details you have...the smoother and more effective the lesson will be.

EXAMPLE

PRESENT CONTINUOUS TENSE : LESSON PLAN

- ◉ **Date:** 08/03/2014
- ◉ **School:**
- ◉ **Class:** 5.c
- ◉ **Level:** beginner
- ◉ **Course-book:** Project 1
- ◉ **Aims:**
 - ◉ -to revise the present forms of “to be”
 - ◉ -to revise personal pronouns
 - ◉ -to present the use, meaning, structural form of Present Continuous Tense
- ◉ using Jazz Chants
- ◉ -to focus on structural form and correct word order
- ◉ -improve listening-,reading-,reading-,speaking-writing(copying) skills
- ◉ **Aids:** TIK-TAK BOOM(“bomb”), word-cards, cassettes, board,
- ◉ realia (toothbrush, football,comb,etc.) ,OHP, photos, boardgame, dice, video

SAMPLE PLAN

Time		PROCEDURE Brief Description of Activity (process, procedure, etc)	TEACHING AIDS	INTERACTION Working mode
	WARM UP	Sit down if.... The class stands up and the teacher says: Sit down if you have a dog, if you like ice-cream, if you can... etc.	----	T-S
	PRESENTATION	Show a flashcard and point to the first one and ask: What's this? It's a dog. Elicit the answers or teach the new words. The same procedure with the other words. Choral, group and individual repetition.	Flashcards / sea, river, whale, shark, fish, crocodile	T-S lockstep
	PRATICE	Students get word-cards and ask each other. First model it with one pair.	Flashcards	S-S pairwork
	PRODUCTION	Games, activities ,song		

WHAT WOULD YOU DO IF ... ?

1. you planned an activity where students would work in pairs, but one student was absent and you had an odd number of students in class?
2. you had a student who said your lesson was 'boring'?
3. you were doing a listening activity and the cd-player was wrong?
4. you had a student who dominated the class and would never let anyone else speak?
5. you had left your lesson plan/teaching material/book at home?
6. you were asked a grammar question you could not answer?
7. a student/s/ always finished the tasks well before anyone else?
8. the students found what you are doing very difficult?
9. you had a truly mixed ability class?
10. your planned lesson finished very early and you had to fill the time?
11. the lesson time was over but you still had lots of your planned lesson to do?
12. you explained something but a doubting student said 'but my other/private teacher said... ?

REFLECTIVE PRACTICE

- ◉ **What went well in the lesson?**
- ◉ **What problems did I experience?**
- ◉ **Are there things I could have done differently?**
- ◉ **How can I build on this lesson to make future lessons successful?**

EXAMPLE

- Teacher: Date: 3/5/2012
- Class: 2nd grade
- Subject: English
- Level: beginner
- Course book: My English Book 2
- Teaching material: Family
- **Aims:**-to revise members of the family
 - -to teach a song
 - -to improve speaking
 - - to improve listening skill
- **New vocabulary:** look, cook, want, day, really, say,
- **Aids:** pictures of different things, photos of families, CD- recorder ,My English Book, Workbook, paper hearts, colour pencils,
- **Possible problems:** children may not have a photo of their family. (In this case pupil can use the picture on the greenboard)
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