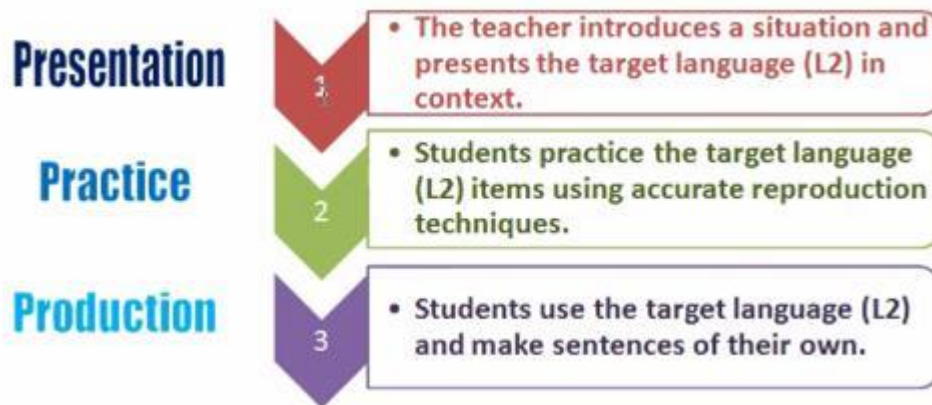


Lesson Planning

<http://teflbootcamp.com/tefl-skills-2/tefl-lesson-planning>

Warm-up: This includes a review (revision) of the previous lesson linked to this new lesson. It should also include the questions and answers you have written above as well as questions used to elicit conversation using the new structures and functions you intend to teach. This section can also show examples of what your students will learn in this lesson. In some countries and with some age groups, this may come in the form of a specifically designed game.

As we start the PPP part of the lesson plan, remember these principles:



Presentation: Note the target language to be taught and how you will teach it. Include how you will stimulate the students' interest in the language and how you might elicit from the students the language you are planning to teach. Include details as specific as when you might model structures and dialog and when you will require a repeated response (choral response) from the students. Include a structure chart for the grammar or the dialog you intend to teach.

Practice: Include the specific activities you have planned and attach any handouts related to them to the lesson plan. Include up to three practice activities, sequencing them from most to least structured, slowly giving the students more freedom.

Production: This is where students really learn and generalize a new language skill. Allow/encourage the students to talk about themselves, their lives or specific situations using their own information but focusing on the target language that was taught in the presentation and practiced in the previous activities. Include exactly what you will ask the students to do and that you intend to monitor students and encourage and correct them as needed in their use of the target language.

Conclusion: Discuss/recap what you have studied and learned during the lesson. In some countries and for some ages, this will be followed by a game that uses the target language.

Lesson Name:

Class/Level: Age, topic, skill level, class name

Day/Date

Materials: List everything you need to teach this lesson. List every possible thing you will need to take to the classroom, and/or obtain from the school, to complete the lesson

Textbook/Course book name:

Unit—title—page number:

Goal/Aim: What are we working towards today. Describe the final result of the lesson.

The students will be able to _____.

Function: How are the function sentences used? Show examples.

Grammar Structures Employed: (How are they formed?) Show the structures.

Questions and Answers: Relevant to your lesson—to be asked during the warm-up.

Warm-up: This includes a review (revision) of the previous lesson linked to this new lesson; questions and answers you have written above, used to elicit conversation using the new structure and function; to show examples of what your students will learn in this lesson.

Presentation: In the presentation you do about 75% of the speaking. You are presenting new concepts, modeling vocabulary/structure/function, etc. to the class. Use the white board!

Practice: Students speak about 60% of the time, you 40%. Modeling of vocabulary, dialogue, pronunciation, intonation, etc. A practice exercise is used for pair/group work that is monitored by you. Practice is done by the students *at their desks*.

Production: Students speak, write, listen and practice what they have learned. Students speak 90% of the time, you 10% - only to correct if necessary. A production exercise is given - generally not the same sheet of exercise/activity that was done in the practice section.

Conclusion: Discuss/recap what you have studied and learned today. “*Any Questions?*”

Give homework assignments, if any. Collect sheets for marking, if necessary.

An easy way to summarize your lesson plan is to:

1. **Start your class with a game** or activity. Let your students have fun, engage with the topic, and start off problem-solving.
2. In the middle of your lesson **introduce the subject matter**. Explain new vocabulary or grammar structures to set your students up to do be able to implement the topic at hand.
3. Next, be sure to **practice the topic again**. Your students may have tested out the topic, but now they have a better understanding. Have them put the topic to the test with this new knowledge in mind.
4. You'll want to **finish by reviewing everything as a class and giving feedback**. Listen to students as they do a speaking activity, or look over their papers while they write. Then, go over common errors on the board as a class, so that no one is singled out for being wrong.

DON'T FORGET:

- Focus on the four abilities
- Include some individual work and some group work
- Variety is the spice of the ESL classroom
- Everyone learns differently: plan visual, auditory, kinesthetic activities
- Use games and realia in the classroom
- Use different methodologies for the lesson phases
- Create, self-evaluate and save materials and worksheets
- Include pictures and/or sample questions in the worksheets
- Have extra-material/review games ready for “unplanned” situations
- Be ready to shorten your plan if necessary – Don't stress about the outcome of the first class
- ...