



Unlock the Secrets to Effective Lesson Planning



Rob Jenkins | Santa Ana College
Lima, Peru 2015

Lesson Planning

“Good lesson planning is an often invisible but absolutely essential part of all good teaching - especially effective language teaching.”

(Hendrichsen)

Why Plan?

Importance for Teacher

- To focus activities toward an objective
- To have seamless progression from one activity to the next
- To evaluate student performance
- To connect with preceding or subsequent lessons



Why Plan?

Importance for Student

- To gain confidence that activities have a purpose
- To evaluate their own learning
- To apply what they've learned



MISSION STATEMENT

Give students
challenging opportunities
to be
successful
in their language-learning experience so they develop
confidence and become independent, lifelong learners.

Challenging Opportunities

Teach students to:

- think critically
- work cooperatively
- transfer language and thinking skills to any task



Steps to a Successful Lesson Plan

Put the following steps in the correct order.

Application

Introduction

Warm-up / Review

Practice

Presentation

Evaluation

Effective Lesson Sequence

Put the following steps in the correct order.

Warm-up / Review

Introduction

Practice

Presentation

Evaluation

Application

Ensure Success

Establish a **context** and **purpose**

⇒ Warm-up, Introduction

Provide students with **the building blocks** and **skills** they need

⇒ Presentation

Provide **meaningful tasks**

⇒ Practice

Ensure that students are **successful**

⇒ Evaluation

Allow students to use the language in a new **real-life situation**

⇒ Application



Grammar: Adverbs of frequency

0% 100%

never sometimes often always

Word order	Adverb of frequency	Verb	
Subject	Adverb of frequency	Verb	
We	always	give	presents at Christmas.
We	never	dance	in the streets at Christmas.
Subject	Be	Adverb of frequency	
Christmas	is	always	in December.
Carnival	is	usually	in February or March.

*We use adverbs of frequency to say how often we do something. *Adverbs of frequency come before the verb unless the verb is be.

CONVERSATION

A 0:10 Listen to the conversation. Does Chuck have a family meal on New Year's Eve?

Diego: What do you do on New Year's Eve?
Chuck: Well, we sometimes go downtown. There are fireworks. It's really pretty.
Other people invite friends to their house and they have a party.
Diego: Do you give presents to your friends and family?
Chuck: No, we never give presents on New Year's Eve.
Diego: Do you have a meal with your family?
Chuck: No, we do that on Christmas. On New Year's Eve we just have a party!

Real Language
We say we party when we have fun with family or friends.

B Practice the conversation with a partner. Switch roles and practice it again.
C Change the underlined words and make a new conversation.

GOAL CHECK Describe a special celebration or festival
Talk with a partner about your favorite celebration or festival.

What does it look like?

Introduction

Establish the Context

State the Objective

(by the end of class, students will be able to...)



By the end of class, students will be able to:

- Identify places in a home Identify household objects
- Describe their house Compare houses

Introduction

Establish the Context

State the Objective

(by the end of class, students will be able to...)



By the end of class, students will be able to:

- Identify places in a home Identify household objects
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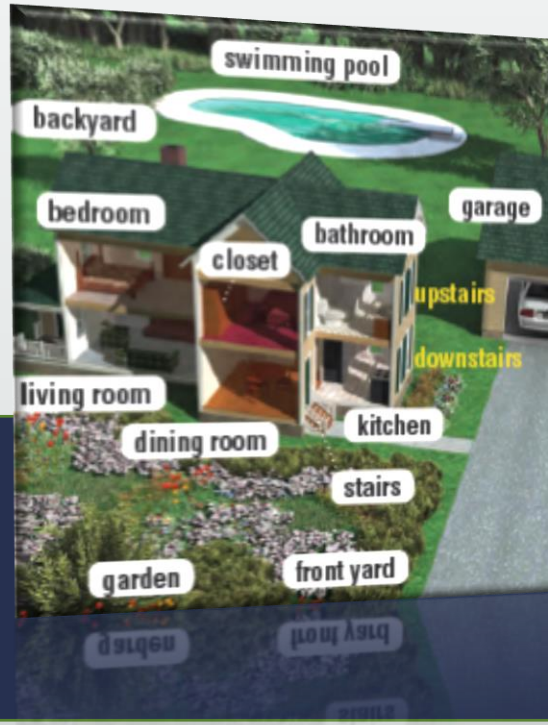
Presentation

Identify what students already know by asking questions, stories...

Present new information through visuals, stories....

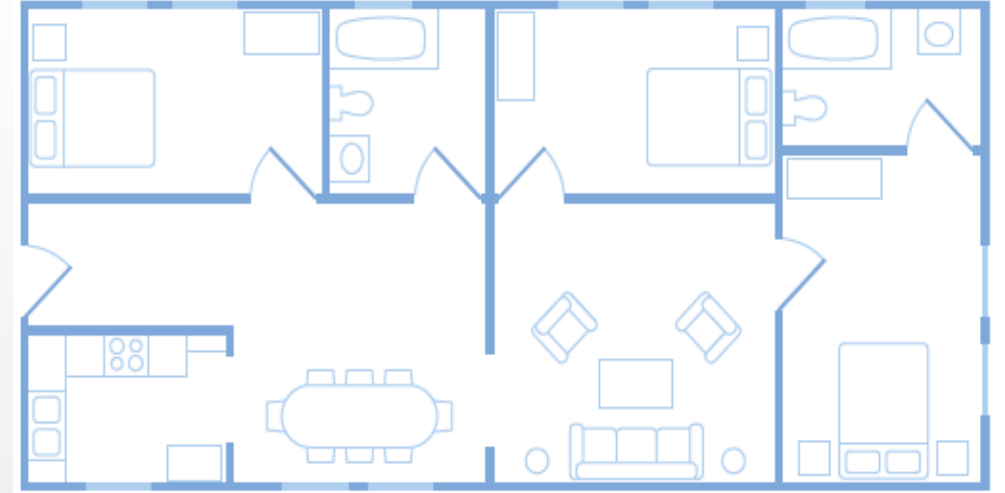
Prepare for practice

Teaching TIP:
Elicit information from students



Vocabulary

A Label the rooms in the floor plan of the apartment.



B Complete the sentences about the house in the picture.
Use the words in the box.

garage downstairs swimming pool bedroom

1. The kitchen is _____.
2. The _____ is in the backyard.
3. The _____ is upstairs.
4. The car is in the _____.

Objective:
Identify places in a home

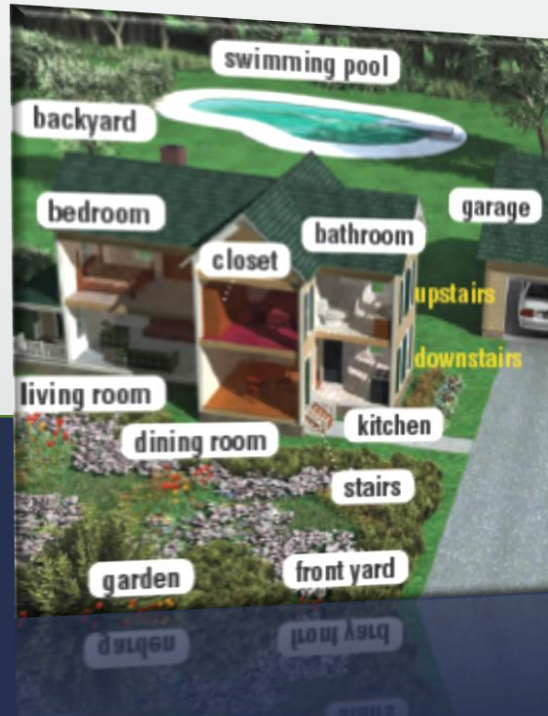
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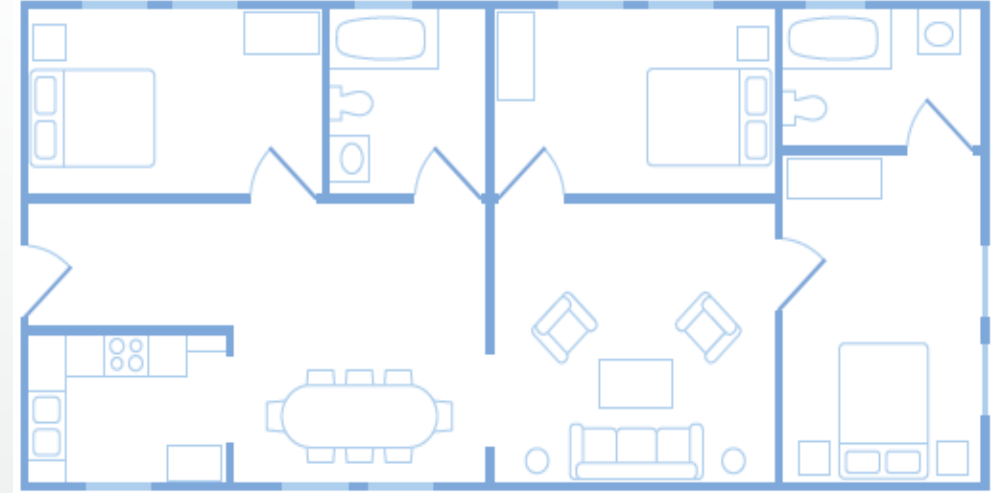
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Teaching TIP:
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Vocabulary

A Label the rooms in the floor plan of the apartment.



Grammar: *There is/There are*

Statement	Questions	Answers
There is a garage.	Is there a closet?	Yes, there is. No, there isn't.
There are three bedrooms upstairs.	Are there two bathrooms?	Yes, there are. No, there aren't.

*The contraction of *there is* = *there's*.

Singular nouns	Plural nouns
1 house 1 bedroom	2 houses 2 bedrooms

*Add an *-s* at the end of the word to make it plural.

Objective:
Identify places in a home

Practice / Evaluation

Help students be successful

Evaluate progress

Confirm they are ready for the application

mechanical

meaningful

Teaching TIP:

*Scaffold from simple to complex
and from mechanical to meaningful*

A Complete the sentences with the correct form: *there is* or *there are*.

- _____ a big kitchen.
- _____ three bathrooms.
- _____ a yard?
- Are there stairs? Yes, _____.
- Is there a garage? No, _____.

B Unscramble the sentences and questions.

- a is big There garage. _____
- isn't There closet. a _____
- a swimming Is there pool? _____
- there two Are bathrooms? _____
- bedrooms. are There two _____

C Write questions to ask about somebody's house. Use these words.

- bathroom/upstairs
Is there a bathroom upstairs?
- swimming pool/backyard

- stairs/your house

- garden/front yard

- three bedrooms/your house



D Ask your partner the questions in exercise C. Switch roles.

Conversation

A Listen to the conversation. Is there a garage?

Realtor: What about this apartment?

Client: Is it a big apartment?

Realtor: Yes. There are three bedrooms.

Client: And bathrooms?

Realtor: There is just one bathroom.

Client: Is there a garden?

Realtor: No, there isn't. But there's a garage.

B Practice the conversation with a partner. Switch roles and practice it again.

C Change the underlined words and make a new conversation.

Real Language

What about can be used as a

Objective:
Identify places in a home

Application

Allow students to be creative

Provide opportunities to communicate

Make it *real*



Teaching TIP:

Based on the evaluation, if students are not ready for application, do more practice.



Identify places in a home

Work with a partner. Draw a floor plan of your own home. Tell your partner about your home.

Write your own

Warm-up / Review

Introduction

Practice

Presentation

Evaluation

Application





THANK YOU!

Rob Jenkins Jenkins_rob@sac.edu
<http://esl-teacher.net>