



Unlock the Secrets to Effective Lesson Planning



Rob Jenkins | Santa Ana College
Proulex 2016

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



REAL Critical Thinking

One sentence definition Activity

"Tasks that require learners to think deeper than the superficial vocabulary and meaning".

Rob Jenkins 2016

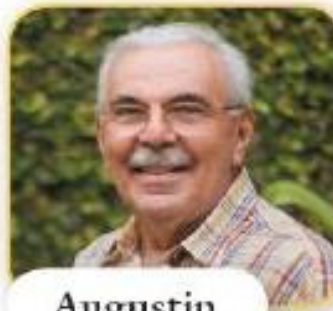


Silvia

Breakfast: fruit, cereal, milk, and toast

Lunch: pepperoni pizza and milk

Dinner: fried chicken and a baked potato



Augustin

Breakfast: coffee

Lunch: sausage, beans, rice, and water

Dinner: cheese, bread, green salad, and fruit



Fernando

Breakfast: cereal and milk

Lunch: green salad and fruit juice

Dinner: spaghetti with meatballs and ice



Rosa

Breakfast: coffee

Lunch: soup, bread, fruit, and yogurt

Dinner: turkey, potatoes, green salad, and water



Gilberto

Breakfast: doughnut and coffee

Lunch: hamburger, fries, and a soda

Dinner: pepperoni pizza and water

RANK – most to least nutritious diet

#1

#2

#3

#4

#5

Steps to a Successful Lesson Plan

Put the following steps in the correct order.

Application

Introduction

Warm-up / Review

Practice

Presentation

Evaluation

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

Writing Good Objectives

- Make sure it is a “*performance objective*”
- Make sure it is *simple*.
- Make sure it is *measurable*.
- Make sure students can actually *do* it.
- Make sure it is a *competency*.

What does it look like?

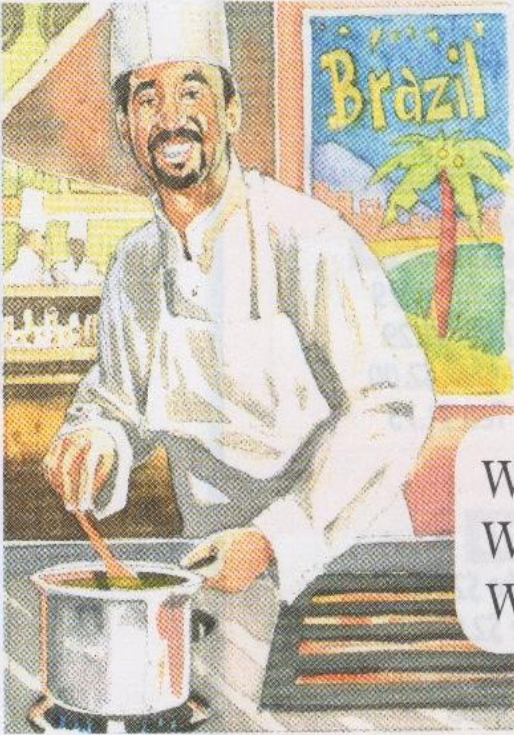
Introduction

Establish the Context

State the Objective

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

GOAL ➤ Read a menu



Where is Gilberto?
What is his job?
What is he cooking?

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

- Read a menu
- Make a shopping list
- Locate items in a supermarket
- Plan meals
- Read recipes

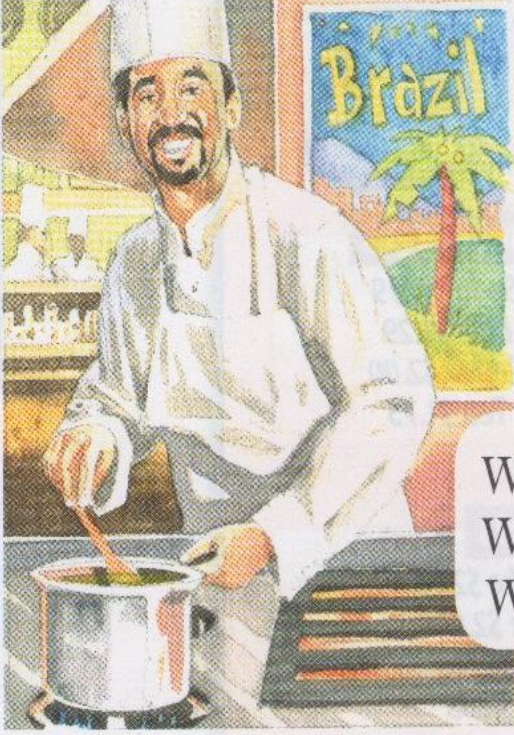
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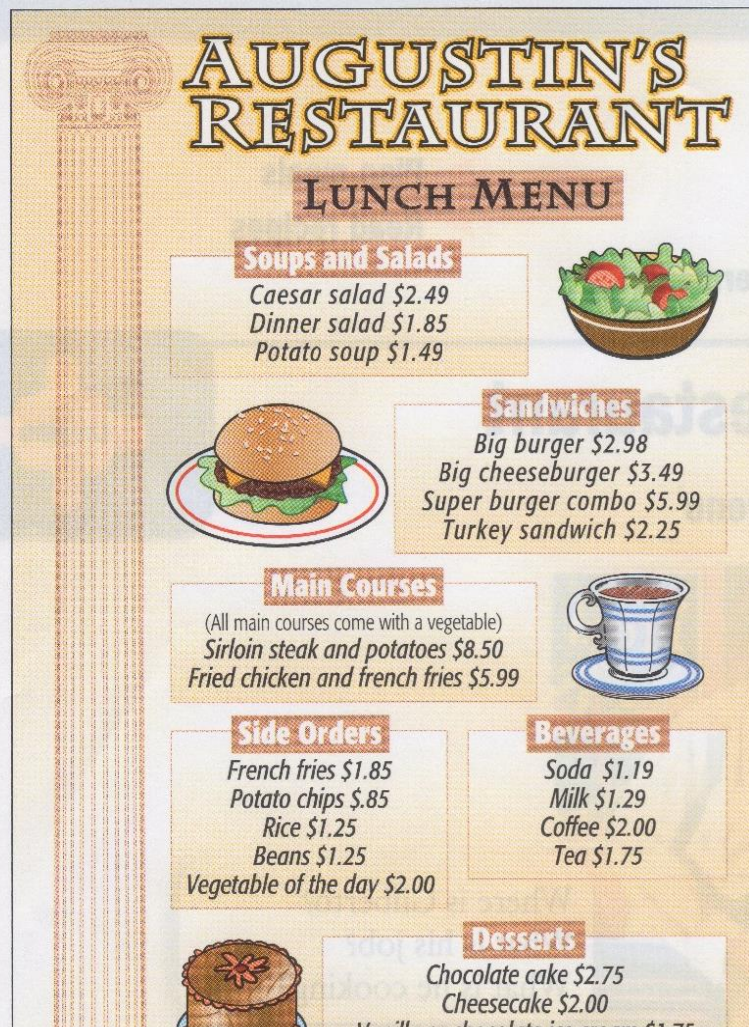
- **Read a menu**
- Make a shopping list
- Locate items in a supermarket
- Plan meals
- Read recipes

Presentation

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

Present new information through visuals, stories....

Prepare for practice



C

Look at the menu. What do you want for lunch?

Guest Check		
TABLE NO.	CHECK NO. 200345	SERVER NO.
Soup or Salad:		\$
Sandwich or Main Course:		\$
Side Order:		\$
Beverage:		\$
Dessert:		\$
TOTAL:		\$

Teaching TIP:

Elicit information from students

Objective:

Read a menu

Practice / Evaluation

Help students be successful

Evaluate progress

Confirm they are ready for the application



CD 1

TR 36-38

D

Listen to the people ordering food in a restaurant. Write down the orders and total the cost.

1.

Guest Check	
TABLE NO. 1	CHECK NO. 1001
1 Super burger combo	\$5.99
1 Dinner salad	\$1.85
	\$
	\$
	\$
TOTAL: \$	

2.

<i>Guest Check</i>	
TABLE NO. 2	CHECK NO. 1002
	\$
	\$
	\$
	\$
	\$
	\$
TOTAL: \$	

3

[illegible]

Teaching TIP:

Scaffold from simple to complex

Objective:

Read a menu

G In a group, make a menu. Use food from your country.

Application

Allow students to be creative

Provide opportunities to communicate

Make it *real*

Soups and Salads		Side Orders	
_____	\$ _____	_____	\$ _____
_____	\$ _____	_____	\$ _____

Sandwiches		Beverages	
_____	\$ _____	_____	\$ _____
_____	\$ _____	_____	\$ _____

Main Courses		Desserts	
_____	\$ _____	_____	\$ _____
_____	\$ _____	_____	\$ _____

Teaching TIP:

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

Third Edition



Rob Jenkins & Staci Johnson

Food and Nutrition

Elementary schoolchildren make healthy choices.

UNIT OUTCOMES

- ☐ Read a menu
- ☐ Make a shopping list
- ☐ Locate items in a supermarket
- ☐ Identify healthy foods
- ☐ Read recipes

Look at the photo and answer the questions.

1. What food can you see?
2. Where can you find this food in a supermarket?

VIDEO CHALLENGE

The Food Waste Rebel



Tristram Stuart arranges food at a Feeding the 5000 event.

In Unit 3, you met chef and conservationist Barton Seaver. Barton wants people to be responsible for the food they eat so that it doesn't run out. You will now meet someone else who wants people to take responsibility for the food they eat, but more importantly, to stop wasting it.

Before You Watch

A. Read the sentences. Match each word in **bold** with the correct definition below by writing the sentence numbers.

1. All the food that customers don't eat is **waste**. The restaurant throws it away.
2. These large boxes from the **plant** contain fresh fruit and vegetables.
3. If the tomatoes are damaged, the supermarket throws them in the **dumpster**.
4. In some countries, food is a **scarcity**. Many people don't have enough to eat.
5. Food is **valuable**. Everyone in the world needs it to live.

- _____ something left over; unwanted
- _____ a large trash container
- _____ very small amount; shortage
- _____ factory; building where something is made
- _____ something worth a lot; very important

B. You are going to watch a video. What do you think it will be about? Look at the pictures and circle one or more of the topics below. Share your predictions with a partner.



- | | | | |
|-----------------|-------------------------|-------------|-----------|
| feeding animals | shopping for clothes | housing | school |
| supermarkets | cooking | weather | family |
| classified ads | calendars and schedules | saving food | furniture |

C. What does the information in Exercises A and B tell you about the video you will watch? Discuss as a class.

READING CHALLENGE

EXPLORER ERIKA CUÉLLAR

Connection to the Environment

"Empowering local people to participate in conservation is crucial. They can have such a direct impact on preserving the wilderness that surrounds them."
—Erika Cuéllar

A. **PREDICT** Draw a line from the word to the definition. Guess first and then use a dictionary to help you.

challenge	things around you
native	feeling good about yourself
environment	keep safe
pride	a problem or a difficult thing
protect	belonging to a place through birth

B. Use the words from Exercise A to complete the sentences.

- I was born in Los Angeles, so I am a _____ of California.
- It's natural for a mother to _____ her children from danger.
- It is important to take care of the _____ for future generations.
- As people get older, learning a language can be a _____.

C. Read about Erika Cuéllar.

Paragraph 1: We all know that education is important. Without it, people have trouble finding good jobs or starting a career. Education also teaches us about our role in the world. Protecting our environment is important and people's actions can sometimes damage the natural world. People who try to protect the environment and teach others about it are called *conservationists*. Erika Cuéllar is one conservationist who is trying to protect an important piece of land shared by four countries.

Paragraph 2: Erika is not only a conservationist. She is also a biologist. She is working to protect land in South America called the Gran Chaco. The Gran Chaco is part of Bolivia, Paraguay, Argentina, and a small part of Brazil. Uncontrolled development on this land is having a negative impact on the environment. For ten years, she worked with a team of scientists and with the native people who lived in part of the Gran Chaco in Bolivia. They all learned a lot, but Erika wants to do more.

Paragraph 3: Erika is training the native people to work and study the Gran Chaco so that they can teach others. The people have great pride in their education and many have good jobs. They are called *parabiologists*. They each studied more than 800 hours for certificates and have professional scientific conservation skills. Erika has made a big difference in their lives and she hopes they will make a big difference in the Gran Chaco.

D. Underline three of the words from Exercise A in the article. Then, write the sentences with the words on a separate piece of paper.

environment	native	pride
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E. **ANALYZE** Answer the questions about details in the reading.

1. Where is the Gran Chaco?

- In Bolivia, Uruguay, Argentina, and Brazil
- In the United States
- In South America
- All of the above.

2. What do you think the last sentence in the article means?

- Erika doesn't live in the Gran Chaco.
- Erika is different.
- Erika helped people and the environment.
- Erika is a biologist

F. **APPLY** Talk to a group of students. What education do you need for your dream job?

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Unit Application

*Project-based / Problem-based
Learning (PBL)*

Food for a week



Teaching TIP:

Collaboration leads to real communication



THANK YOU!

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