

CHAPTER FOUR: LESSON PLANNING

1. LESSON PLAN

daily lesson plan → a written description of how students will move toward attaining specific objectives

reasons for daily lesson planning:

- help the teacher think about content, materials, sequencing, timing, and activities
- help resolve problems and difficulties
- provide security (in the form of a map) in the unpredictable atmosphere of a classroom
- is a log of what has been taught
- help a substitute smoothly take over a class
- help satisfy the expectations of the supervisor (external)

2. HOW TO PLAN A LESSON

2.1. Developing the plan

start with appropriate and clearly written objectives → action verbs (e.g., *identify*, *describe*, *list*) be used to identify desired student behavior

decide on the activities and procedures to ensure the attainment of objectives → forming the shape of the lesson

components of a language lesson plan:

- **Perspective/opening:** teacher asks “What was previously learned?” → Give a preview of the new lesson
- **Stimulation:** teacher (a) poses a question about the coming activity; (b) helps the students to relate the activity to their lives; (c) begins with an attention grabber and uses it as a lead into the activity
- **Instruction/participation:** teacher presents the activity, checks for student understanding, and encourages active student involvement
- **Closure:** teacher checks what the students have learned + gives a preview about future lessons
- **Follow-up:** teacher uses other activities to reinforce some concepts + gives opportunities to do independent work + homework

class time as consisting of three different categories:

- *Allocated time*
- *Time-on-task*
- *Academic learning time*

2.2. Implementing the plan

planning paradox → when teachers write lesson plans, they tend to deviate from the original plan

reasons why teachers deviate from the original lesson plan:

- *Serve the common good*
- *Teach to the moment*
- *Further the lesson*
- *Accommodate students' learning styles*
- *Promote students' involvement*
- *Distribute the wealth*

2.3. Evaluating the plan

criteria for evaluating lesson effectiveness:

- the class seemed to be learning the material
- learners enjoyed the lesson and were motivated
- lesson went according to plan
- language was used communicatively throughout


3. TYPES OF LESSONS

3.1. Logical Line Lessons

teacher attempts to follow a logical path from one activity to the next


3.2. Topic Umbrella Lessons

guided by a topic (e.g., means of transportation) that provides the main focus of student work → teacher prepares a number of activities which can be done in any order

 **Note:** the teacher should enter the class with meticulous planning and preparation


3.3. Jungle Path Lessons

lesson is created moment by moment in class in response to questions, problems and options as they come up

 **Note:** done without much preparation in advance

3.4. Rag-bag Lessons

made up of a number of unrelated activities

 **Note:** it does not require planning in a real sense; the only planning required is preparation of the various activities