



Lesson Plan

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Lesson plan

- Framework for a lesson
- Imagination of a class before it happens
- A map for the journey of a lesson to show where to start, where to finish and the destination (metaphorically).
- Shows what happens in the class, target population, teaching philosophy of the teacher etc.
- Depending on the experience of the teacher, it can be as simple as a few notes, a mental checklist, or a complex detailed written plan.
- For inexperienced teachers, it is a **MUST** and for more experienced teachers, it is a **SOURCE of CONVENIENCE**.

Reasons for Planning (Harmer, 2007, p. 156 & Purgason, 1991, p. 420)

1. **As a mechanism for decision making**, it helps the teacher think about what materials to take into the class, how to sequence the activities, how much time to devote to each task, etc.
2. **It is a reminder** or map which enables the teacher to face the students with more confidence as to what will happen as the next episode.
3. **In the time of assessment** (quiz, midterm, or final exam), a record of previously taught lessons helps the teacher.
4. **When the teacher has to miss a class**, it is an invaluable guide for the substitute teacher, who is expected to teach what has been planned for the day.
5. **Observation and Assessment**, Elaborate lesson plans assist supervisors in understanding the intended lesson objectives and evaluating teaching effectiveness during observations.

Lesson Plan samples

Interaction Patterns

The lesson plan should clearly show details of **classroom interactions** (e.g., who will be working with whom) in the different activities. Some teachers simply say group work or teacher working with the whole class. Others may prefer to use certain symbols as an efficient way of giving this information such as T=teacher; S=an individual student; C=the whole class, creating the following patterns:

T C= the teacher working with the whole class

S. S, S= students working on their own

S S = students working in pairs

SS SS = pairs of students in discussion with other pairs

GG = students working in groups

Essential elements of a lesson plan

Lesson Plan Elements	Short Description
the learners	who we are planning the lesson for
timetable fit	where the lesson fits in a sequence of classes
aims	what we want learners to know or to do by the end of the lesson
procedures	what tasks and activities should be done for each stage
anticipated problems and possible solutions	things that learners may find difficult and actions we should take to deal with them
materials and teaching aids	things that we should take into the classroom
interaction patterns	ways in which learners work at different stages, i.e., individually, in pairs, in groups, or as a whole class
timing	length of time for each stage
extra materials	tasks and activities to be done in case there is some time left
homework	what learners are required to do for the next class

The Learners

This part of the lesson plan should tell us **who** the students are, **how** they behave, and **what** can be expected of them.

Example:

The students in this IELTS preparation class are between the ages of 20 and 28. There are ten girls and eight boys, all of whom are university students. Because the class starts at 6:30 in the evening, they are often a bit tired. However, since they are highly motivated, they will get involved easily once they are given an interesting listening or reading task.

Timetable

This part should tell us **where** and **how** the lesson fits in a **sequence of classes**, i.e., **what happens before and after** it. It is important that the teacher thinks about the role of this lesson within the framework of a set of lessons. The following example tells us how a typical timetable fit should be developed.

Example:

This is the third week of the course. The class is held on Monday and Wednesday evenings from 5:30-7:00 P.M. In the previous lesson, the students learned how to name objects using structures like "What's this called in English?" or "What do you call this in English?". They also practiced how to use demonstrative adjectives, i.e., this, that, these and those. Some of them had difficulty pronouncing "those", which should be practiced a bit more at the beginning of this lesson.

Aims

The most important element of any lesson plan is the part where the teacher should say **what the aims of the lesson are**. This is also an important requirement on training courses or while being observed by a supervisor. In such cases, the teacher is often expected to offer a **clear statement of aims before s/he starts the lesson**. This can be a useful training discipline as it forces the teacher to concentrate on deciding what activities to choose to attain specific outcomes for the learners. Moreover, it enables the supervisor to use those aims as assessment criteria to evaluate the quality of the teaching.

Aims

The best classroom aims are specific and directed toward an outcome. If you say, "My aim is that my students should/can ... by the end of the lesson", you will be able to say whether that aim has been achieved or not. An important point is that aims should reflect what we hope our students will be able to do, not what we are going to do. A statement like "I am going to teach them the future continuous" is not an aim at all, because it simply says what the teacher is going to do.

A lesson has several aims: a main aim in addition to a number of subsidiary aims. Obviously, the main aim is the most important thing that the teacher wants the students to achieve. The subsidiary aims, however, are the skills that the students must be able to practice well in order to achieve the main aim of the lesson.

For example, we might say that our main aim is to improve the students' reading ability, but the subsidiary aims are to practice guessing the meaning of unknown words from the context, identifying pronoun references, and predicting content.

Aims can be stated like the following examples:

To allow students to practice making polite requests in the context of making holiday arrangements.

To give students practice in reading both for gist and for detail.

To enable students to understand the difference between the present perfect and the present perfect continuous.

Procedures

It deals with: **what activities** are going to be used and **how** they are going to **be sequenced**.

The issue of how one activity leads into another reflects an important quality of any good lesson, namely **coherence**. An effective lesson is one in which students know **when one activity has finished and another is about to begin**. It is perhaps a good idea to **write the different stages** of the lesson on the board at the beginning of each class so that students will realize where they are in the lesson sequence. Thus, when planning lessons, we need to think carefully about what activities (and in what order) we will go through and how we will move from one stage to another.

Procedures example

1. Write the following on the board:

One of us

Both of us can

Neither of us

2. Explain the meaning of each phrase above and elicit ways of completing the pattern.

For example, "One of us can play tennis. Neither of us can speak French."

3. Divide the students into pairs. Give them a rough time limit within which they must try and generate as many true sentences as they can about themselves, using the above terms. One member of each pair should be appointed to write down the sentences that are generated.

4. Ask the student responsible for writing to read out some of the interesting sentences about his or her group and use this as an opportunity to draw out the students, inviting them to tell the class a little more about the things they have said they can do.

Anticipated Problems and Possible Solutions

A good lesson plan should try to **predict potential problems** and **offer solutions** to deal with them, as in the following example:

Anticipated Problems	Possible Solutions
Students may not know the difference between "could" and "could have" in Activity	Give them further examples, referring to real-life events.
Students may not be able to visualize what life in a desert island looks like in Activity	Show them a picture to illustrate it.

Materials and Teaching Aids

A good plan should predict **what materials and teaching aids are needed for each particular activity**. Materials might range from simple objects and realia (e.g., kitchen tools) to high-tech equipment (e.g., a video projector).

Timing

The plan should identify the approximate time needed for each activity.

Extra Materials

In some cases, a lesson might proceed faster than we had anticipated, so we may need additional materials. Thus, it is sensible to list additional activities and materials such as showing students a video clip, a picture story, etc.

Homework

Finally, a good lesson plan should specify what activities students are expected to do as homework.

YOUR FAVORITE SLIDE

**THANK YOU
FOR BEING HERE**