

## Lesson Planning for Small Group Instruction

### Why make a lesson plan?

- To focus and direct your sessions
- To identify skills to practice
- To identify criteria for assessment
- To record topics you have covered
- To ensure continuity if you aren't able to continue with the class

### What does a lesson look like?

- Warm up / review of previous session's concepts
- Introduce the new concept (link to concepts previously covered)
- Practice the new concept (using real-life tasks and authentic materials)
- Connect the new skills to the learners' lives (how will they use the skill between sessions?)
- Informally assess learners' ability to use their new skills (this will help determine what you need to repeat in future lessons)

### Where Do I Begin?

1. Get to know your learners. Have casual conversations. Listen to your learners.
  - Listening and talking with your learners helps you:
    - Identify common mistakes that your learners make (word order, incorrect verbs, pronouns, missing articles or prepositions, lack of vocabulary)
2. Set goals **with** your learners **not for** your learners.
  - Ask "What? Who? Where?"
    - What do you need to read, write, listen to, speak about?
    - What type of activities do you need to use English for?
    - Who do you want to speak English with?
    - Where do you want to speak English?
  - Make goals specific and measurable. For example:
    - Write a cover letter, a resume, or a follow-up email.
    - Participate in casual conversations with co-workers.
    - Ask for and share feelings or opinions.
    - Write incident reports at work.
3. Start with the material that your learners need to use.
  - What grammar and vocabulary do they need to complete the report?
  - What pragmatic knowledge do they need to communicate with their supervisors, co-workers, classmates, strangers, or neighbours?
  - What standards do they need to know about when writing emails or letters?

**What is important when planning?**

- Maximize your learners' use of English and ways to interact
- Provide opportunities to practice and use material in more than one way
- Build a repertoire of teaching methods and incorporate them into sessions
- Provide opportunities for both fluency (producing language coherently) and accuracy (producing language correctly)
- Focus on two or three goals each session
- Use different activities and materials to practice the same concept

**What activities will work in a multi-level class?**

**\*For resources, materials, and ready-made lesson plans, see Tip Sheet #4 - Lesson Planning for One-on-One Instruction.**

<p><b>Adjust language complexity</b></p>	<p><b>Form-filling practice:</b></p> <ul style="list-style-type: none"> <li>➤ Low level learners complete a medical form with basic information</li> <li>➤ Higher level learners complete the same medical form with basic information and include a brief medical history</li> </ul>
<p><b>Adjust mental challenge</b></p>	<p><b>Picture stories:</b></p> <ul style="list-style-type: none"> <li>➤ Low level learners tell a story with a set of picture cards given to them in the correct order</li> <li>➤ Higher level learners, given a set of scrambled picture cards, first sequence the cards, then tell the story and add an ending</li> </ul> <p><b>Information text:</b> All learners read information about cold and flu</p> <ul style="list-style-type: none"> <li>➤ Low level learners underline flu symptoms</li> <li>➤ Higher level learners read a list of patient symptoms and decide whether patient has the flu or the cold</li> </ul>
<p><b>Adjust the communicative challenge</b></p>	<p><b>Categorizing:</b></p> <ul style="list-style-type: none"> <li>➤ Low level learners match food items to correct categories</li> <li>➤ Higher level learners brainstorm list of food items for each category</li> </ul> <p><b>Reading:</b> All learners have the same text</p> <ul style="list-style-type: none"> <li>➤ Low level learners answer matching questions</li> <li>➤ Higher level learners answer multiple choice questions</li> <li>➤ Highest level learners fill in short-answer blanks</li> </ul>
<p><b>Theme-based activities</b></p> <p>Students use the same material but are expected to perform different tasks depending on their level</p>	<p><b>Job Safety:</b></p> <ul style="list-style-type: none"> <li>➤ Lowest level learners match letters or first sounds to pictures</li> <li>➤ Low level learners level match or write words under pictures</li> <li>➤ Higher level learners match an instruction to a picture</li> <li>➤ Highest level learners sequence pictures and write or present set of instructions</li> </ul> <p><b>Field Trip:</b> Learners can create picture books about their field trip</p> <ul style="list-style-type: none"> <li>➤ Low level learners label the pictures</li> <li>➤ Higher level learners write simple sentences under the pictures</li> <li>➤ Highest level learners use one picture to illustrate a story about the trip</li> </ul>