

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.**

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