

ELL Lesson Planning for Small Group Instruction

Alberta Routes

Tip Sheet 3

Purpose of a Lesson Plan

Tutors and facilitators use lesson plans for many reasons; the below are just a few.

- To focus and direct sessions.
- To identify skills to practice.
- To identify criteria for assessment.
- To record topics covered.
- To ensure continuity if the tutor cannot continue with the class or is absent for any reason.

Components of a Lesson Plan

Lesson plans can be written to include or exclude whatever makes sense for that tutor or workshop. However, they all usually include some or all of the following:

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

Where to Begin

1. **Get to know the learners.** Have casual conversations. Listen to the learners. Listening and talking with learners helps identify common challenges with word order, verbs, pronouns, missing articles or prepositions, or vocabulary.
2. Set **goals with** learners rather than **for** them.
 - Ask, “What? Who? Where?”
 - What do learners need to read, write, listen to, and speak about?
 - What types of activities do learners need to use English for?
 - Who do learners want to speak English with?
 - Where do learners 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 an incident report for work.
3. Start with the **material** that learners need to use.
 - What grammar and vocabulary do they need to complete the activity?
 - What pragmatic knowledge do they need to communicate with supervisors, co-workers, classmates, strangers, or neighbours?
 - What standards do they need to know about when writing emails or letters?

Essential When Planning an ELL Lesson

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

Activities that Work in Multi-level Groups

Strategies	Examples
Adjust the language complexity	<ul style="list-style-type: none"> • Form-filling practice: <ul style="list-style-type: none"> ○ Beginning ELL learners complete a medical form with basic information. ○ Advanced ELL learners complete the same medical form with basic information and include a brief medical history.
Adjust the cognitive challenge	<ul style="list-style-type: none"> • Picture stories: <ul style="list-style-type: none"> ○ Beginning learners tell a story with a set of picture cards given to them in the correct order. ○ Advanced learners, given a set of scrambled picture cards, first sequence the cards, then tell the story and add an ending. • Information text: <ul style="list-style-type: none"> ○ All learners read information about cold and flu however beginning learners underline flu symptoms. ○ Advanced learners read a list of patient symptoms and decide whether patient has the flu or the cold.
Adjust the communication challenge	<ul style="list-style-type: none"> • Categorizing: <ul style="list-style-type: none"> ○ Beginning learners match food items to correct categories. <p>Advanced learners brainstorm list of food items for</p> • Reading: <ul style="list-style-type: none"> ○ All learners have the same text however beginning learners answer matching questions. ○ Intermediate learners answer multiple choice questions. ○ Advanced learners fill in short-answer blanks each for category.
Theme based	<p>Learners use the same material but are expected to perform different tasks depending on their abilities.</p> <ul style="list-style-type: none"> • Job Safety:

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| | <ul style="list-style-type: none">○ Beginning learners match letters or first sounds to pictures.○ Intermediate learners level match or write words under pictures.○ Advanced learners match an instruction to a picture or sequence pictures and write or present set of instructions. |
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Alberta Routes Workshops

<https://albertaroutes.norquest.ca/services/workshops.aspx>

Resources

NorQuest College

<https://eslruralroutes.norquest.ca/resources/content/alberta-routes-tip-sheets.aspx>

Next Review Date

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Revision History

June 2020: Martha Urquhart

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