

Lesson Planning Template

LESSON BASICS			
Class Level:	Topic:	Class Length:	Date:
Lesson Objective: <i>Students will be able to</i>			
Enabling Skills:			
Language Skill Proficiency Focus L S W R	Materials and Equipment		
ACTIVITY PLAN			
Warm Up/Review:			
Introduction:			
Presentation	Guided Practice	Communicative Practice	Evaluation
Application:			

Model Lesson Plan

Lesson Basics

Class Level: Beg. High	Topic: Health	Class Length: 2.5 hrs.	Date: 11-10-05
Lesson Objective: <i>Students will be able to describe symptoms to medical personnel</i>			
Enabling Skills: Grammar: use simple present tense, first and third person Vocabulary: parts of the body, symptoms for basic ailments: <i>sore, ache, pain in my _____</i> . Pronunciation: suffix <i>ache</i>			
Language Skill Proficiency Focus L S W R		Materials and Equipment Visuals: parts of body, ailments, doctor and patient in conversation Handout: outline of the body	

Activity Plan

Warm-Up/Review: Whole-class discussion on picture that shows patient talking to a doctor. Play a quick game of yes/no questions (about the picture) using previously acquired language (e.g., *Is the patient under the table?*).

Introduction: Put up (or draw) a silhouette of a man. Name him, give him a backstory (with students' suggestions), and then tell the class that he's going to the doctor because he has a pain in his foot. (Have class suggest how he got the pain.) Tell the class the objective of the lesson.

Presentation	Guided Practice	Communicative Practice	Evaluation
<p>Present (and elicit) a dialogue between the man and his doctor that includes the symptom (pain in <i>foot</i>), possible reason for the symptom (dancing all night), and suggested course of action (rest your <i>feet</i>.) Act out the dialogue and use visuals to support the language. Guide students through the dialogue.</p> <p>Comprehension check: Ask students Y/N, OR, and WH- questions for approximately 5 min. regarding the content of the dialogue and vocabulary usage.</p>	<ol style="list-style-type: none"> Group students for roundtable label of parts of the body on a handout. Have students use labels as substitution for pair practice of dialogue. 	<p>Have pairs develop role plays based on the dialogue.</p>	<ol style="list-style-type: none"> Have pairs perform their role plays for the class. Students listen and write down symptoms they hear. Give students time to reflect on/talk about language and skills they've learned.

Application: Guide whole-class discussion of where you go/what you do when you have various symptoms. Prompts: *When do you call the doctor? When do you stay home from work? When do you go to the emergency room? When do you call 911?*

Identifying Meaningful ESL Lesson Objectives

The lesson objective states what students will be able to do by the close of a lesson. For lesson objectives to have relevance to adult learners' lives, instructors need to think in terms of real-life demonstrable outcomes—behaviors and skills that students will be able to do in the real world upon completion of the lesson.

A meaningful objective for an adult ESL class identifies the *context* in which a specific *communicative task* will be accomplished. It generally focuses on the one or two target *language-skill proficiencies* (listening, speaking, reading, and writing) that are needed to complete the communication task. The achievement of the meaningful ESL objective is *evaluated* in the same language-skill proficiency in which it was taught.

For example, in the objective *Students will describe symptoms to a health professional*, the focus would be on speaking-skill development, and the evaluation would ask students to demonstrate their ability to perform the speaking objective in a role play with students or the teacher. An awareness of an objective's language-skill focus is critical to lesson planning in two ways:

- (1) it dictates which enabling skills need to be reviewed or presented (e.g., pronunciation points, reading skills, writing skills), and
- (2) it helps determine the nature of the evaluation activity. The evaluation of the objective is not always a pen-and-paper test. For speaking and listening objectives, it is appropriate to use a performance-based assessment (e.g., role plays).

A meaningful objective also contains information about how a teacher is going to determine whether or not the students have met the objective (a method of evaluation). A handy template for writing a lesson objective is:

The student will be able to _____ in order to _____
_____ as evidenced by _____.

For example, "The student will be able to describe common health problems in order to talk to a medical practitioner as evidenced by his/her use of language in role plays completed in class."

1. With a small group, determine which of the elements of a meaningful ESL lesson objective are present in the list below.
2. Mark each proposed objective as follows:
 - If the objective features a context, write **C** in the blank.
 - If the objective focuses on one or two language skill proficiencies, write **P** in the blank.
 - If the objective features a communicative task or purpose, write **CT** in the blank.
 - If the objective can be evaluated, write **E** in the blank.
3. Once you have finished identifying the elements, make a check next to the meaningful objectives.