

Lesson plan guideline

Basic information

When you develop a lesson plan, it is important to consider three main components.

- 1) **Goals:** *What are the main goals/objectives of your lesson or lesson sequence?*
- 2) **Topic:** *What is the main topic (context) of your lesson or lesson sequence?*
- 3) **Outcome:** *Which outcome are learners asked to produce at the end of the lesson?*

When you introduce your lesson in a written paper, these components should be explained in the very beginning. In addition, you should include an outline of the specific lesson objectives and a lesson plan.

Lesson objectives

The purposes of your lesson(s), i.e. the lesson objectives, should be stated very clearly in your lesson plan. The lesson objectives should determine which skills, competences, and strategies learners are expected to acquire and develop in a lesson.

Also, make sure that you relate the lesson objectives to the syllabus / curricular guidelines of the subject English. You may also want to consider cross-curricular educational goals (see LehrplanPlus).

Formulating lesson objectives requires a lot of thought and planning. Objectives such as *“By the end of this lesson, learners will be able to learn questions in the simple present”* are inappropriate. It is not possible to determine if students *learned* questions in the simple present. Instead, use active verbs to define lesson objectives such as the following (based on Krathwohl’s (2002, p. 216) revised version of Bloom’s taxonomy):

Remember	Understand	Apply	Analyse	Evaluate	Create
<ul style="list-style-type: none"> • list • draw • choose • name • recall 	<ul style="list-style-type: none"> • select • match • describe • explain • translate 	<ul style="list-style-type: none"> • demonstrate • show • use • solve • relate 	<ul style="list-style-type: none"> • classify • compare • categorise • predict • analyse 	<ul style="list-style-type: none"> • rate • agree • select • interpret • assess 	<ul style="list-style-type: none"> • compose • develop • choose • integrate • organise

Examples of lesson objectives:

By the end of the lesson (sequence), learners will be able to ...

- *identify and describe actions in a picture using the present progressive correctly.*
- *work together in pairs successfully to create a short poem in written form and present it in class.*
- *categorise “food” words and chunks by creating a “food” mindmap.*

Lesson plans

Depending on your lesson goals (objectives), topic, and outcome, you can develop your own individual lesson plan. The lesson plan should include an overview of the teaching/learning steps (including an approximate indication of the time you plan for each step), a short description of what you plan to do in the lesson, and an outline of the activities, materials, and interaction forms (i.e. IW = individual work, T-S-T = teacher-student-talk, PW = pair work; GW = group work etc.). You should also include an approximate indication of how much time you plan for each lesson step (= ... mins.).

If you focus on one specific text (e.g. a picturebook, a song, or a film), you can use the PWP-model (pre-, while-, post-reading/viewing/listening):

Lesson steps & time	Description	Activities, materials & interaction forms
1. Pre-reading/viewing (... min.)	e.g. a cooperative activity that gets learners talking, raises their interest, introduces the topic of the lesson etc.	<ul style="list-style-type: none"> gallery walk
2. While-reading/viewing	e.g. reading a text and ticking true/false answers	<ul style="list-style-type: none"> ...
3. Post-reading/viewing	e.g. creative writing	<ul style="list-style-type: none"> ...
Follow-up	e.g. additional activity, homework	<ul style="list-style-type: none"> ...

Alternatively, you can develop your own sequence of activities such as:

Lesson steps & time	Description	Activities, materials & interaction forms
1. Lead-in (5 min.)	e.g. a cooperative activity that creates learners' interest, motivates them, activates their background knowledge, and encourages them to use English	<ul style="list-style-type: none"> swap-it cards brainstorming Think-Pair-Share ...
2. Model task / Presentation (... min.)	e.g. the teacher presents a model of an activity (presentation, lapbook etc.)	<ul style="list-style-type: none"> ...
3. Practice (... min.)	e.g. learners are given an opportunity to practise new language through controlled receptive and productive activities or exercises	<ul style="list-style-type: none"> ...
4. Outcome (... min.)	e.g. learners are given the opportunity to produce (and present) an outcome (freely) (e.g. speaking and writing)	<ul style="list-style-type: none"> ...
5. Follow-up	e.g. additional activity, homework	<ul style="list-style-type: none"> ...

If you focus on developing grammatical competence, you can choose an alternative teaching model (see list of readings).

It is important to **promote communication** at different stages of the lesson plan. Therefore, make sure that you integrate different types of (cooperative) activities. In addition, you can consider options for differentiation in your lesson plan. Providing **scaffolding** in its variety of forms can provide your learners with language support and help them to complete an activity successfully.