

# Lesson Planning

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# The 'Why' Behind Lesson Planning

Lesson planning creates a pathway for learners to achieve their learning goals.

In turn, learning goals help to guide the learning and planning stage.

# The Pre-Planning Stage

Take some time to get familiar with your learner's goals before you start planning lessons.

Find out:

- Where is your learner in his/her learning journey?
- Where are they hoping to go from there?
- How will you help them get there?

# Breaking Down Goals into Objectives

- It is important to break goals down into manageable steps or smaller objectives with learners.
- Use the tutoring strategies outlined in the previous sessions to develop meaningful learning activities that will help learners reach their goals.
- Each session should offer learners an opportunity to make progress towards the things that are most important to them.

# Breaking Down Goals into Objectives

One way to narrow down your learners' goals is to create a list of topics that are relevant to them and write down objectives based on each topic.

Here is an example:

## **Health services**

- to cancel a dentist appointment
- to read and understand a health bill

# The Planning Stage: Lesson Plans

- A lesson plan is a detailed description of what it is to be accomplished in a single session. It takes into consideration what is to be learned, how it is to be learned, and when.
- Lesson plans are a great tool to help learners get closer to their goals.
- They work best when they are used as a flexible tool to guide the learning.

# Steps in Lesson Planning

1. Determine your lesson plan's objective.
2. Find activities that will facilitate the achievement of your lesson's objective.
3. Decide which resources or materials you will need to do the activities you have planned.



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# 1. Determine your lesson plan's objective

Your lesson plan objective should answer the question “*What should my learner be able to do at the end of this lesson?*.”

You may choose an objective from the list you created with your learner in the pre-planning stage. Here are some more examples:

- to order food from a menu at a restaurant
- to make a short grocery list
- to understand written instructions to mail a package
- to fill out a contact form





Photo by [Clay Banks](#).

## 2. Find relevant activities

- The more specific a learning objective is, the easier it will be for you to select relevant activities.
- What needs to happen during the lesson so that your learner can learn how to *(insert your lesson's objective here)*?



Photo by [Leohoho](#).

### 3. Choose materials and resources

- These include books, notebooks, pictures, flashcards, articles, web resources, videos, audios, etc. The possibilities are endless.
- It is important that materials be relevant to the lesson.

# Sections in a lesson plan

1. Warm-up
2. Main Activities
3. Closing Activity



Photo by [Gabrielle Henderson](#).

# 1. Warm-up

- A brief, fun and engaging activity you do at the beginning of your lesson to set the mood for learning and get your learner's attention.
- The warm-up can serve as a fun introduction to the main topic. Examples: a game, a short conversation, a questionnaire, a story, etc.



Photo by [Brands&People](#).

## 2. Main activities

- Main activities are the core of a lesson. They include all the things to be learned and practiced in a single session.



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### 3. Closing activity

- The purpose of a closing activity is to wrap up the lesson. For this reason, it should relate to the lesson's content.
- Closing activities can provide opportunities for your learner to apply new knowledge and skills in simulated situations.
- You may want to include a section for notes or comments in your lesson plan for future reference and/or planning.

# Sample lesson plan

<b>Objective:</b> To make a short grocery list	
<b>Materials:</b> Notebook/notepad, pens, markers, Oxford Picture Dictionary (Groceries Unit)	
Activities	Duration
<p><b>Warm-Up</b></p> <p>Make small talk with your learner. Let him or her know that the lesson is going to be about groceries. You may ask:</p> <ul style="list-style-type: none"> <li>• Where does she or he go for groceries?</li> <li>• What does she or he usually buy? Can she or he name the items?</li> <li>• Show your learner a grocery list and tell her or him you will make one together</li> </ul>	10
<p><b>Main Activities</b></p> <p>Show your learner pictures of grocery items. Ask him or her to use a green marker to circle the ones she or he knows in English. Then, ask her or him to use a blue marker to circle the items she or he does not know in English. Then:</p> <ol style="list-style-type: none"> <li>1. Review spelling of familiar items Ask your learner to write down the names of the items she or he already knows. Check spelling and accuracy.</li> <li>2. Pick 5-10 new items to focus on Ask your learner to pick 5-10 new items. You may write down the 5-10 new names and show them to your learner.</li> <li>3. Practice spelling new names Ask your learner to write down the new names in her or his notebook. Check spelling.</li> </ol>	35
<p><b>Closing</b></p> <p>Ask your learner to make a grocery list combining the items she or he already knew and the ones she or he just learned. She or he may draw pictures of the new items next to their names to remember them more easily in the future.</p>	15
<b>Comments/Notes:</b>	

# Questions?



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