

But Really, Why Lesson Plan?

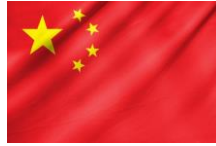
David Weller



What are we doing today?

- Common lesson planning challenges
- 4-step planning process
- How to write a great aim
- Ways to structure your lesson
- Task design
- Assessment

Who am I?



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Common Challenges

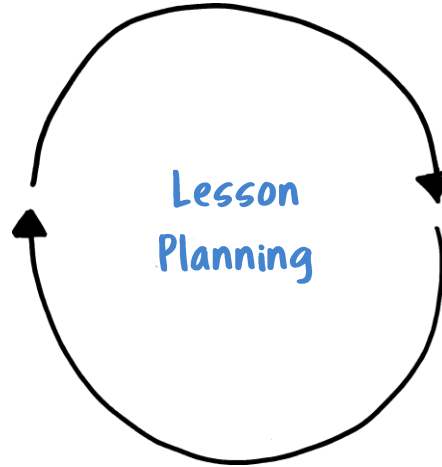
Why is lesson planning so hard?



Problem 1

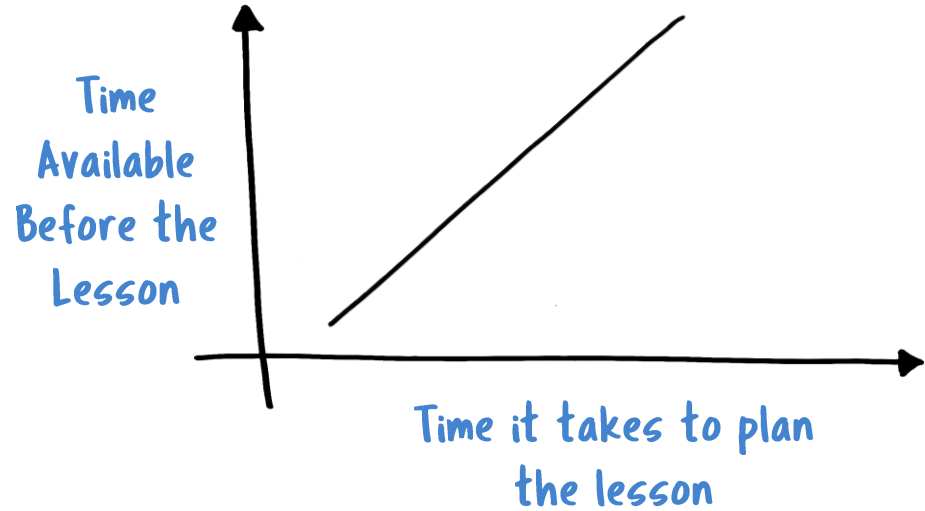


Get ready to plan



Procrastinate

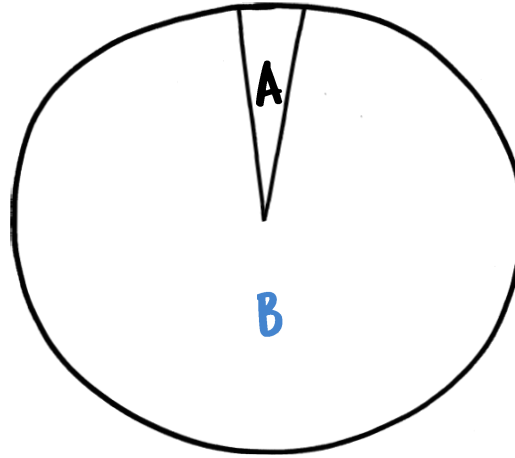
Problem 2



Problem 3



Activities in my
Classroom:



A: In the
lesson plan
B: Not in the
lesson plan

4-Step Planning Framework

Make planning faster, easier, and more effective



4-Step Planning Process

1. Students



Where are
your students
starting
from?

4-Step Planning Process

1. Students

2. Aims



Where are
your students
starting
from?

Where do
you want
them to get
to?

4-Step Planning Process

1. Students

2. Aims

3. Structure



Where are
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Where do
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What's the
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4-Step Planning Process

1. Students

2. Aims

3. Structure

4. Assessment



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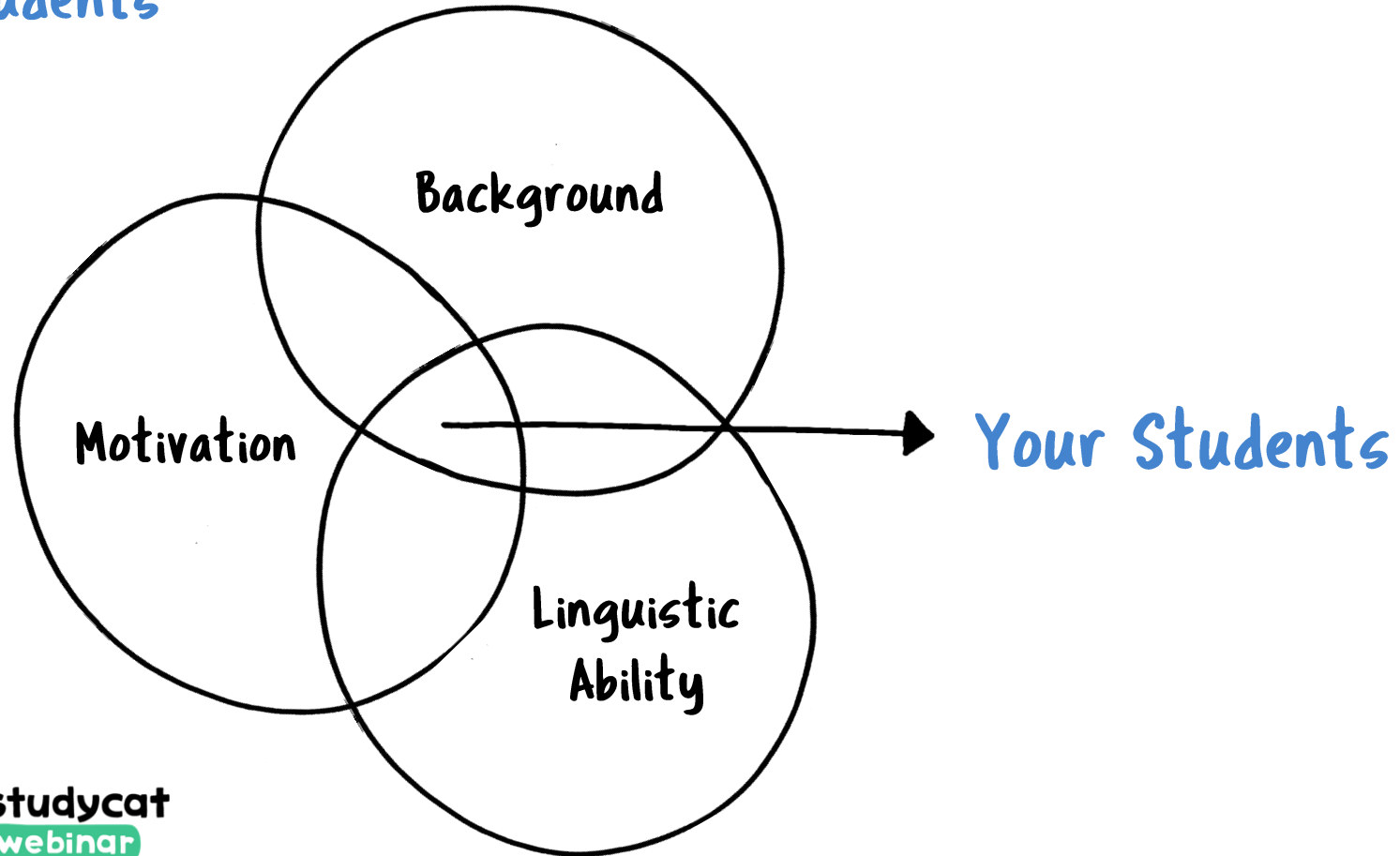
How can you
check their
progress?

1. Students

Where are your students starting from?



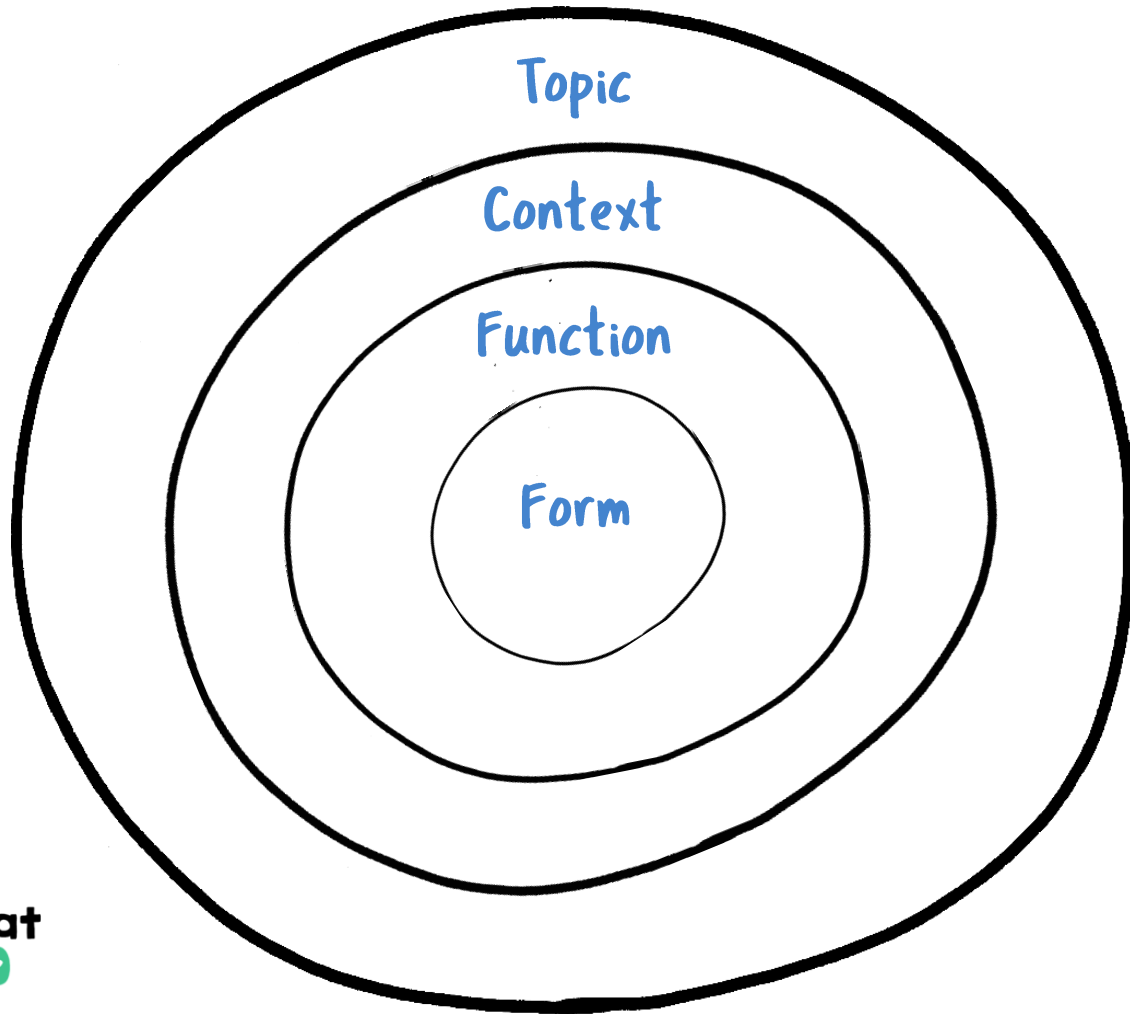
1. Students



2. Aims

Where do you want them to get to?

2. Aims



Levels of
Language

2. Aims

Students will be better able
to use modal verbs
to give advice
to a friend who is looking
for a job.

2. Aims

Students will be better able
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to give advice
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for a job.

Topic

2. Aims

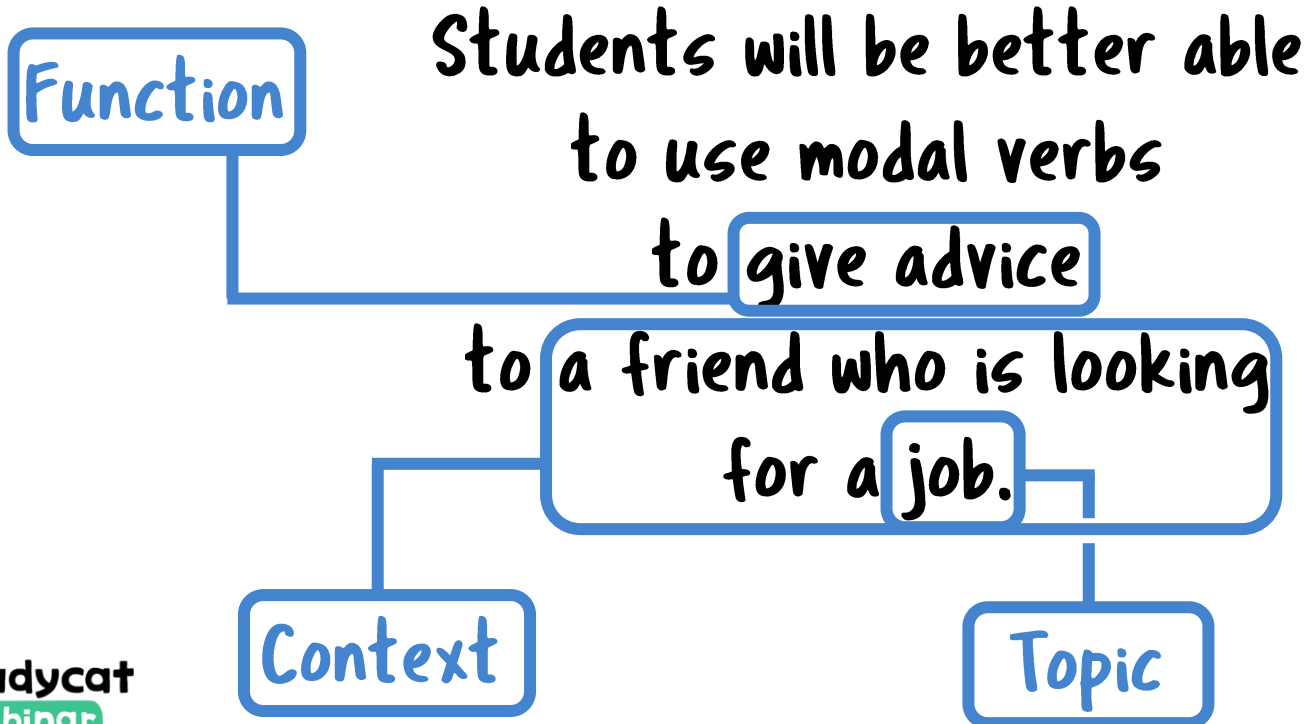
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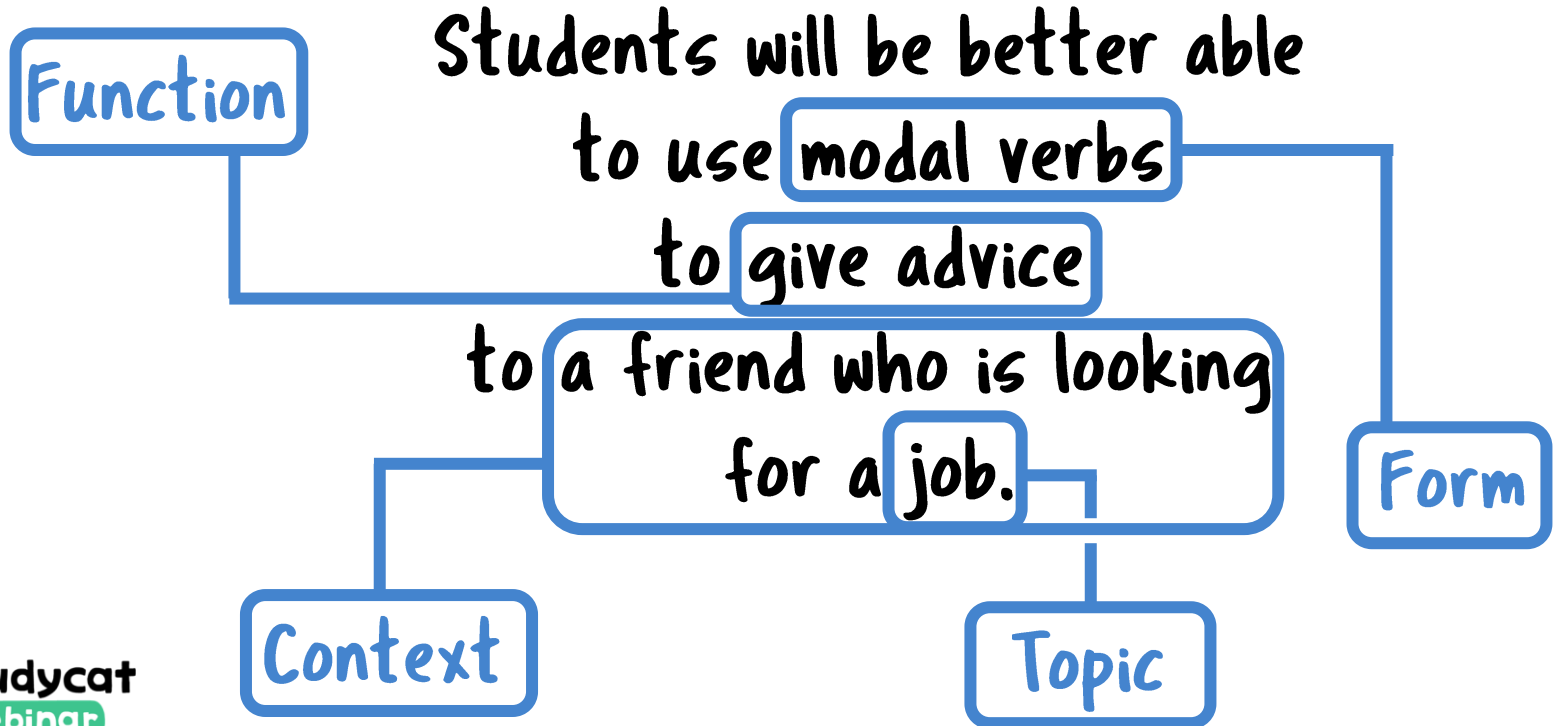
Context

Topic

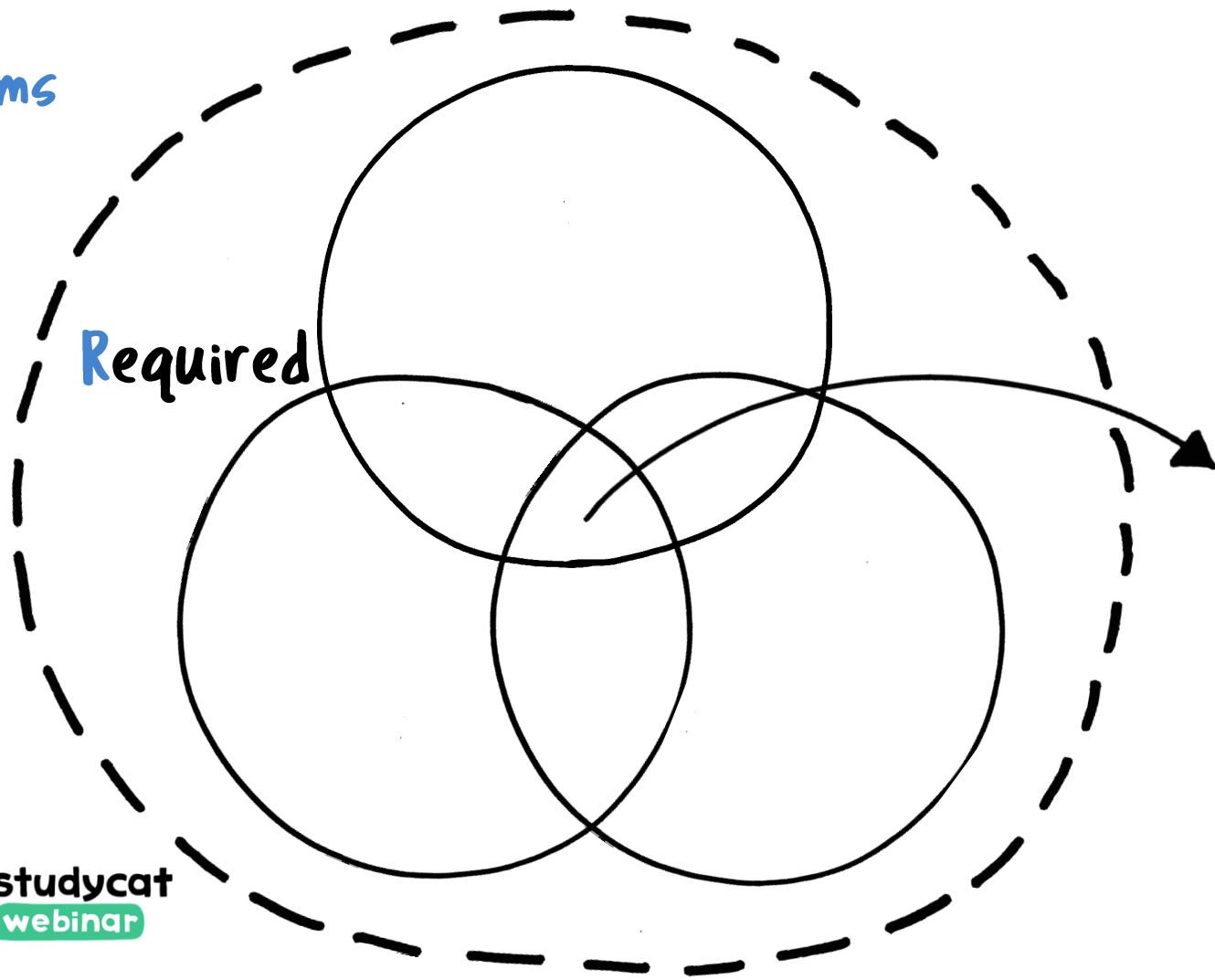
2. Aims



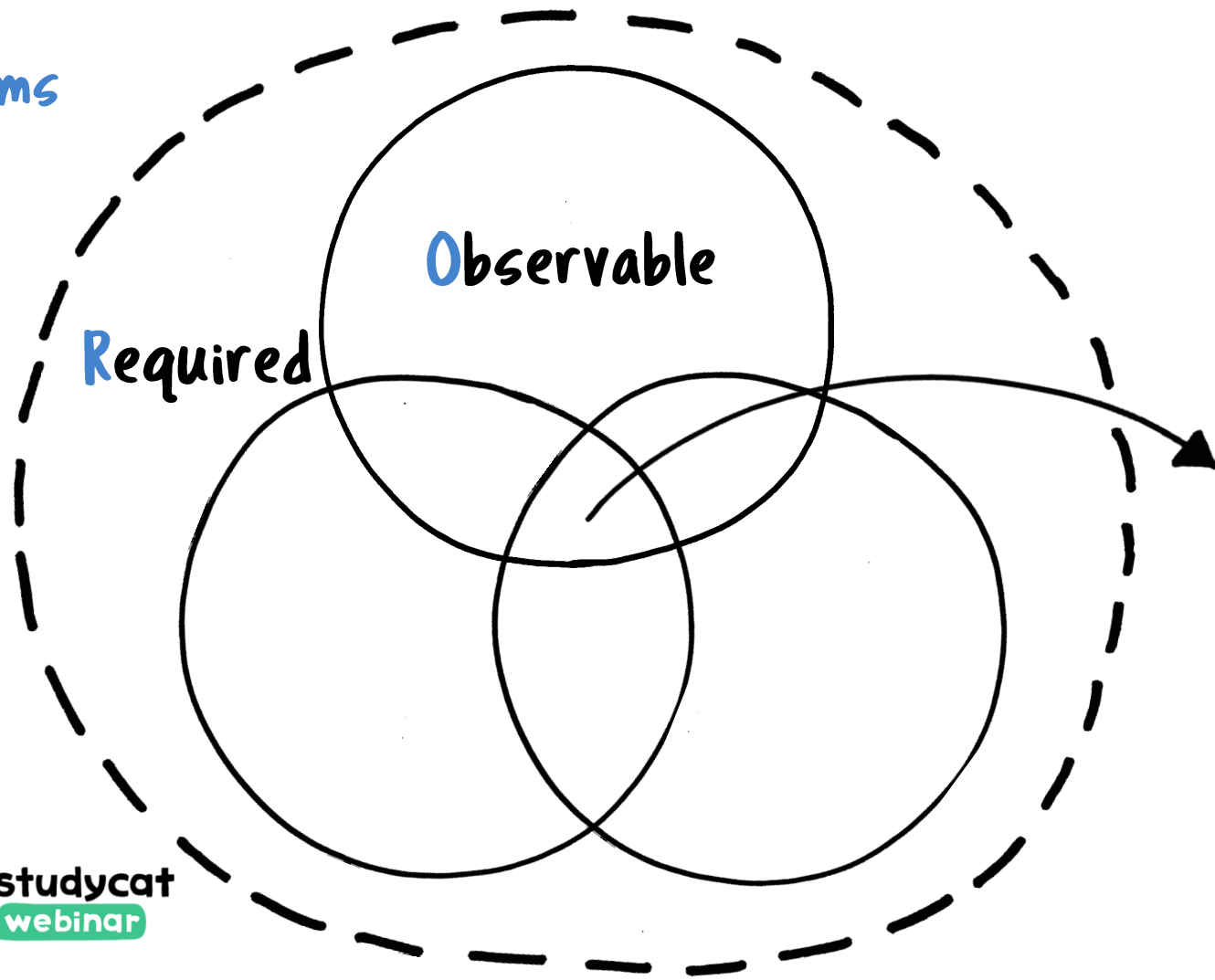
2. Aims



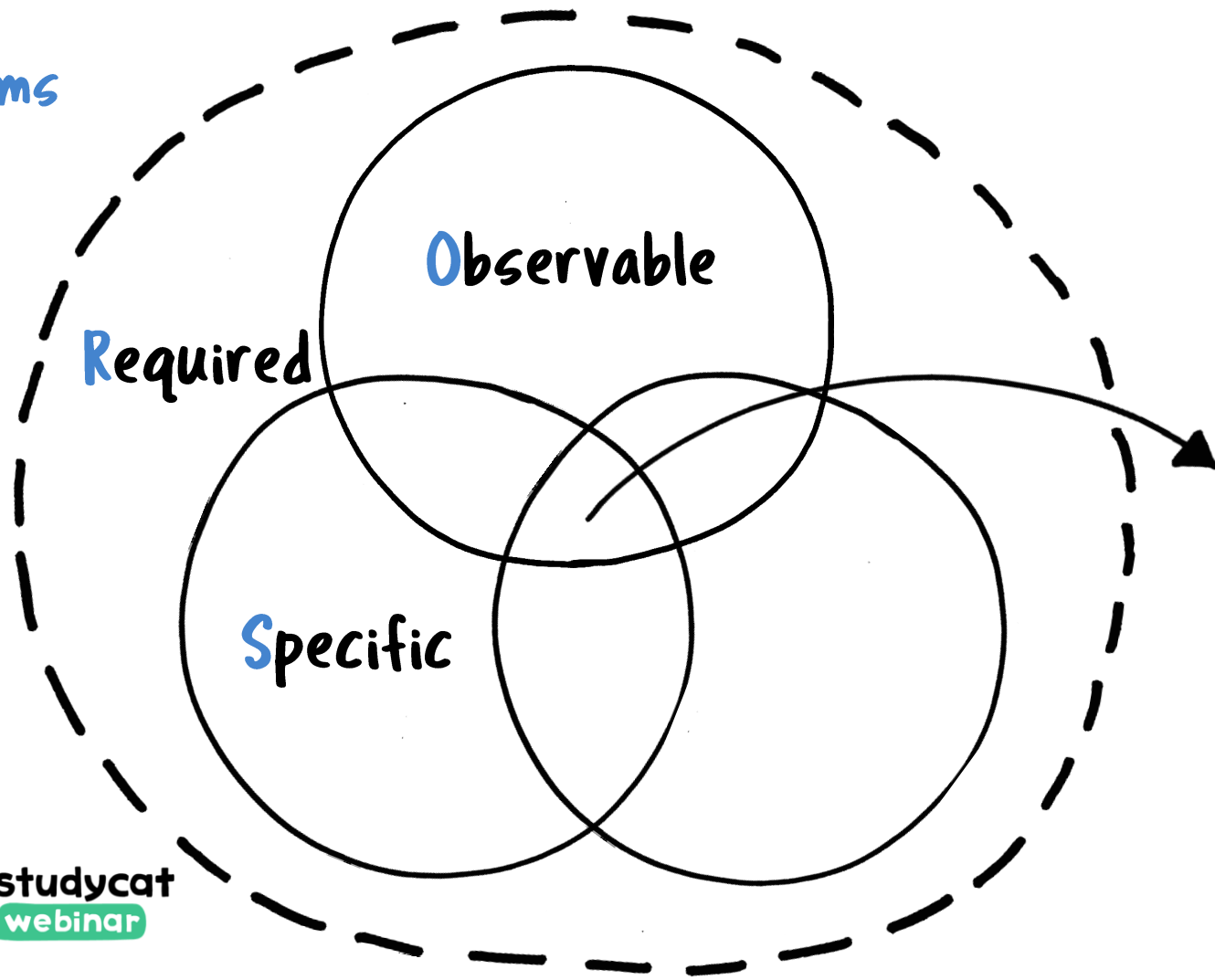
2. Aims



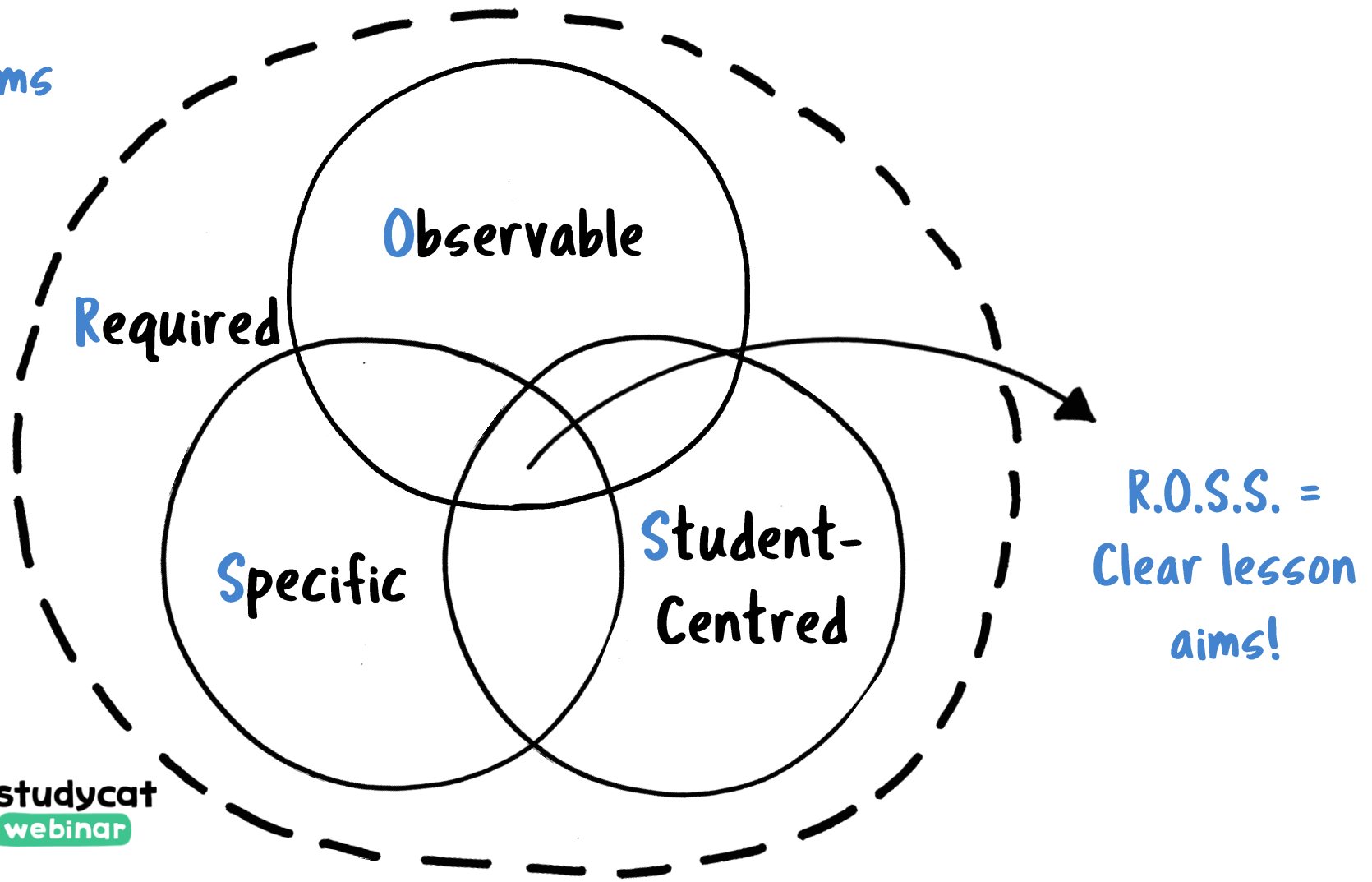
2. Aims



2. Aims



2. Aims



2. Aims

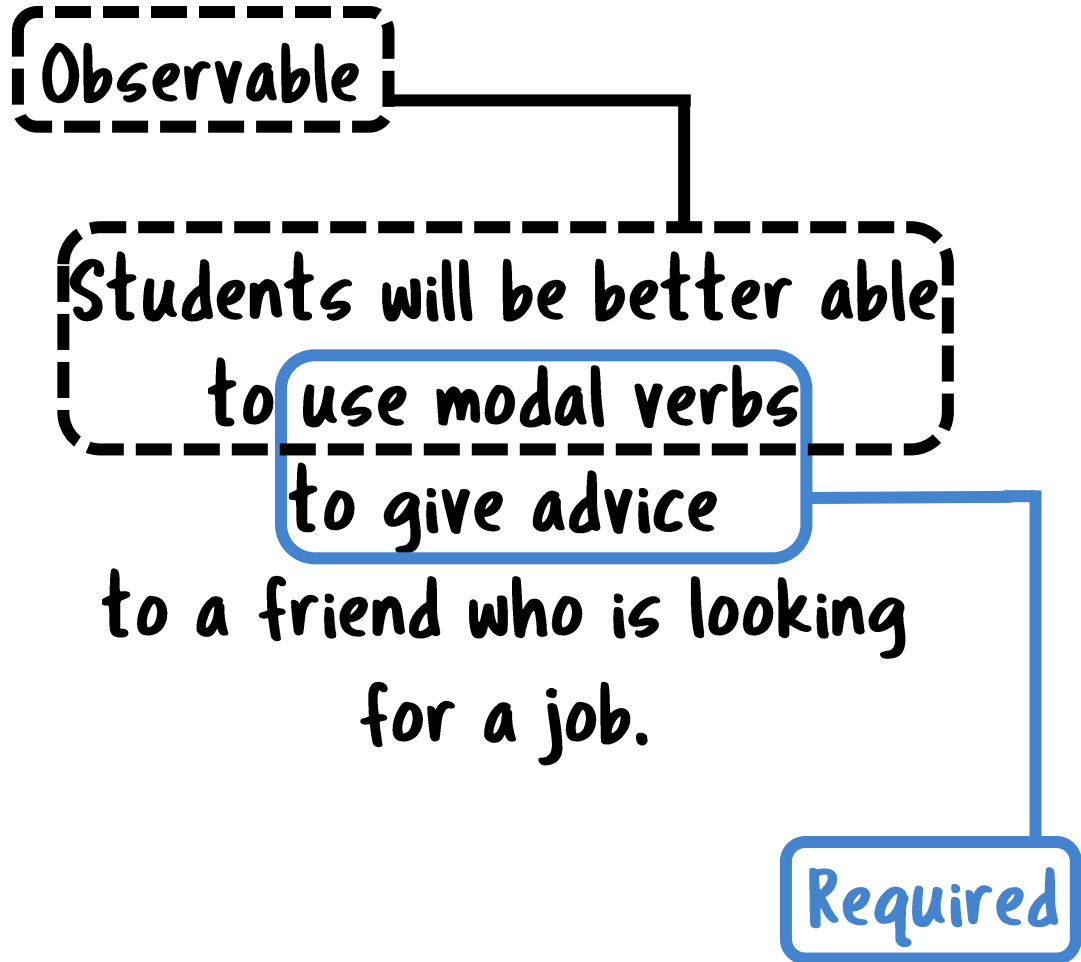
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2. Aims

Students will be better able
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for a job.

Required

2. Aims



2. Aims

Observable

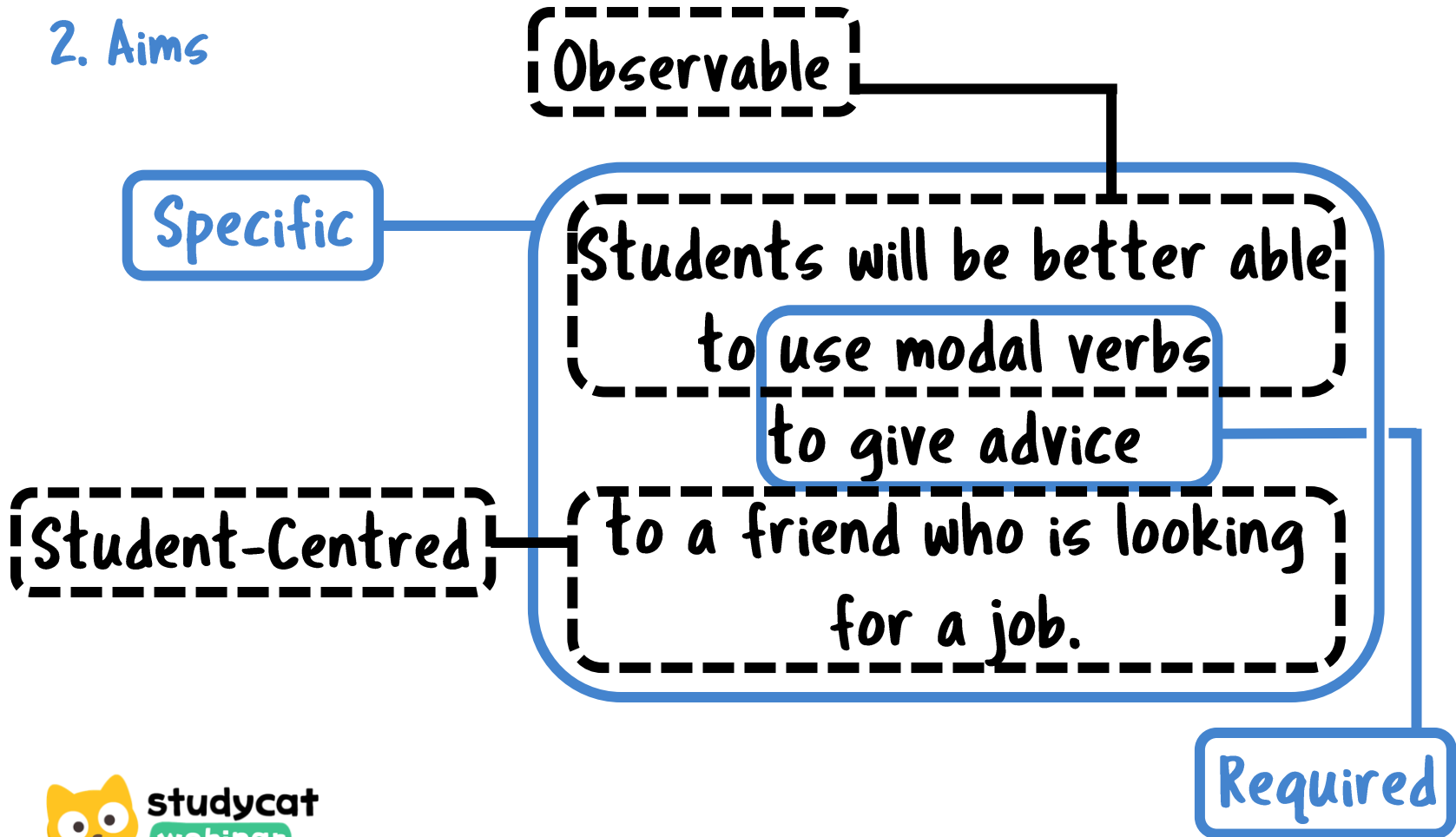
Students will be better able
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to give advice

Student-Centred

to a friend who is looking
for a job.

Required

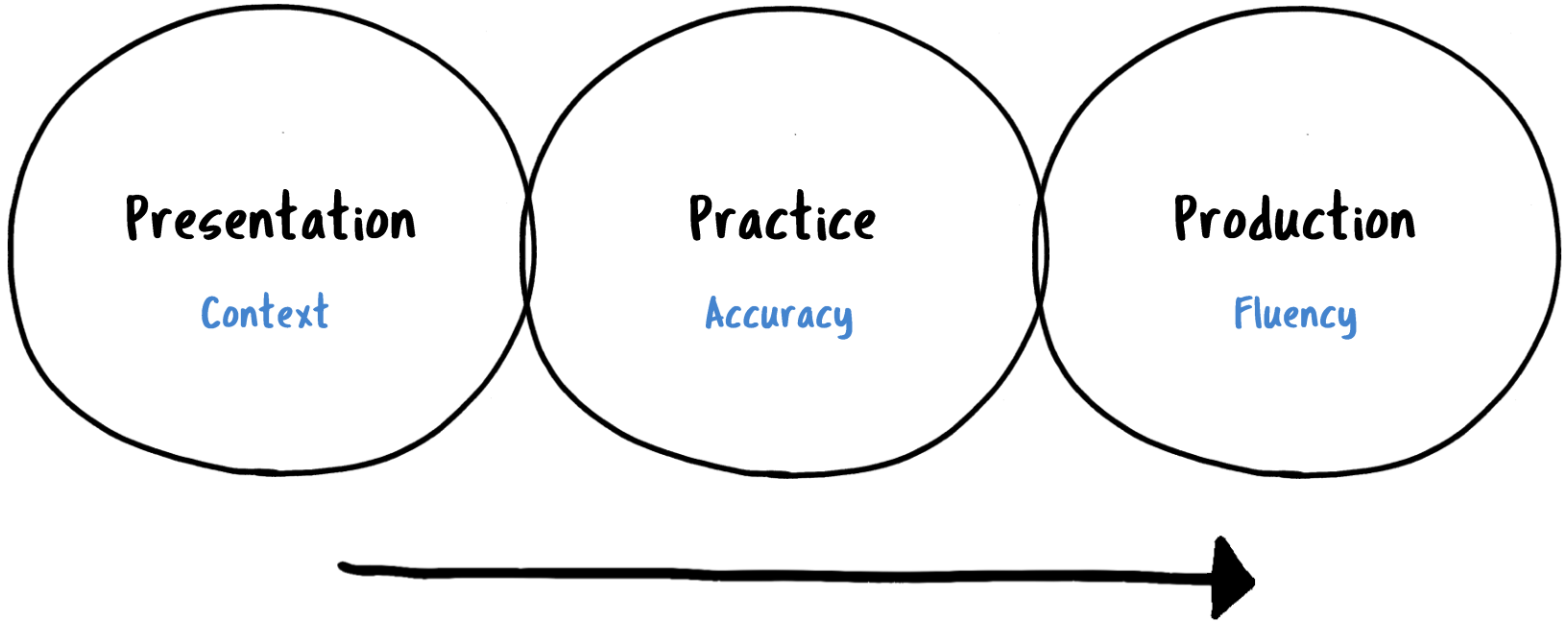
2. Aims



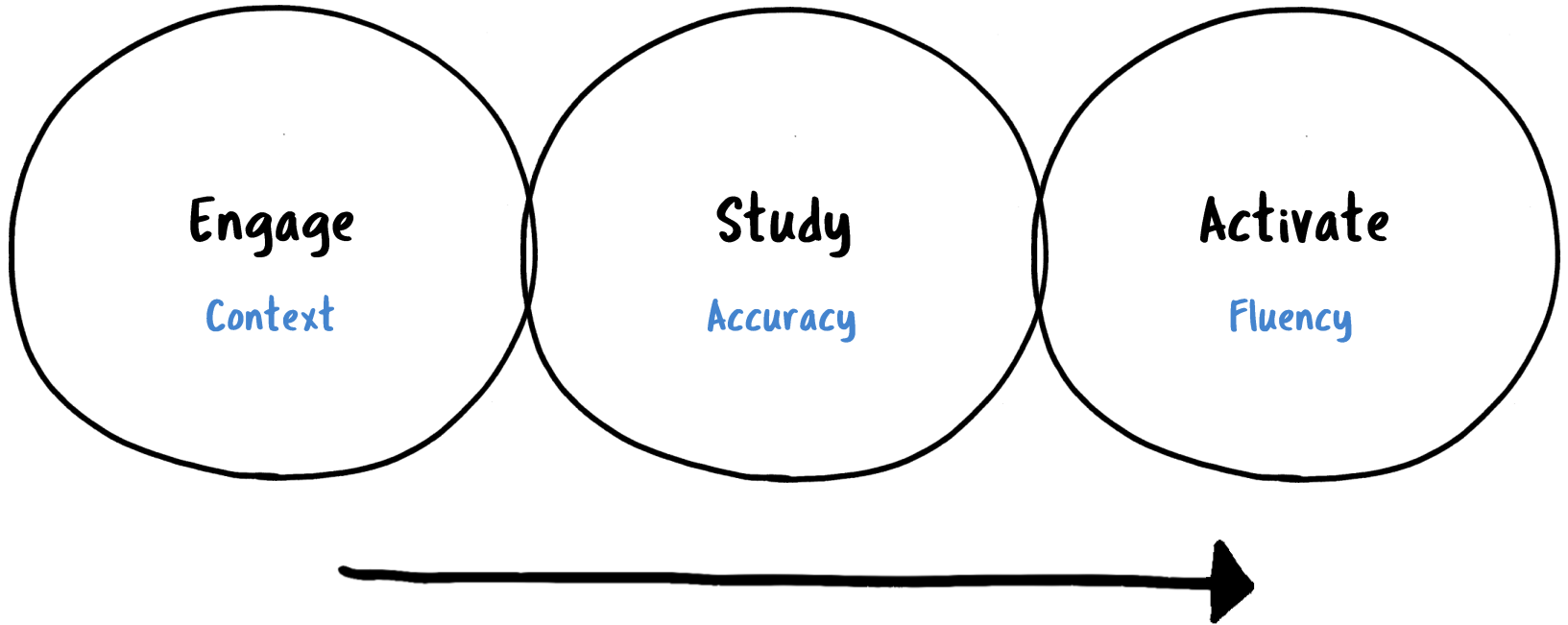
3. Structure – Lesson Models

What's the best way for them to get there?

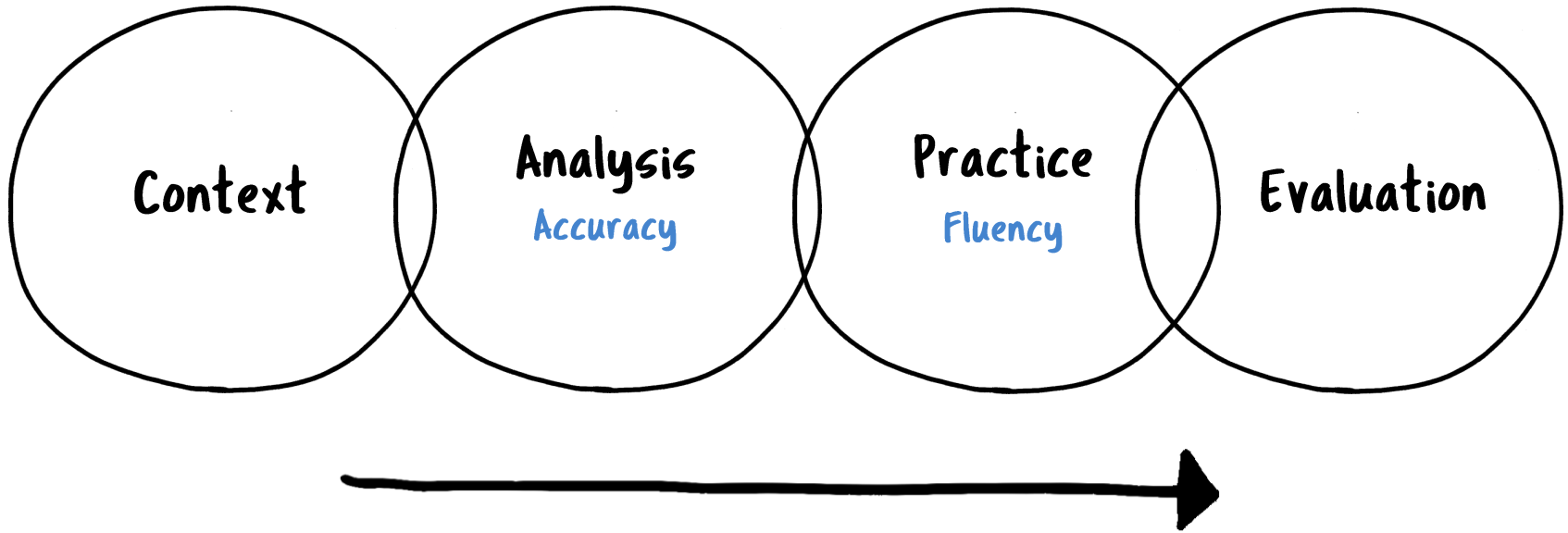
Presentation, Practice, Production (PPP)



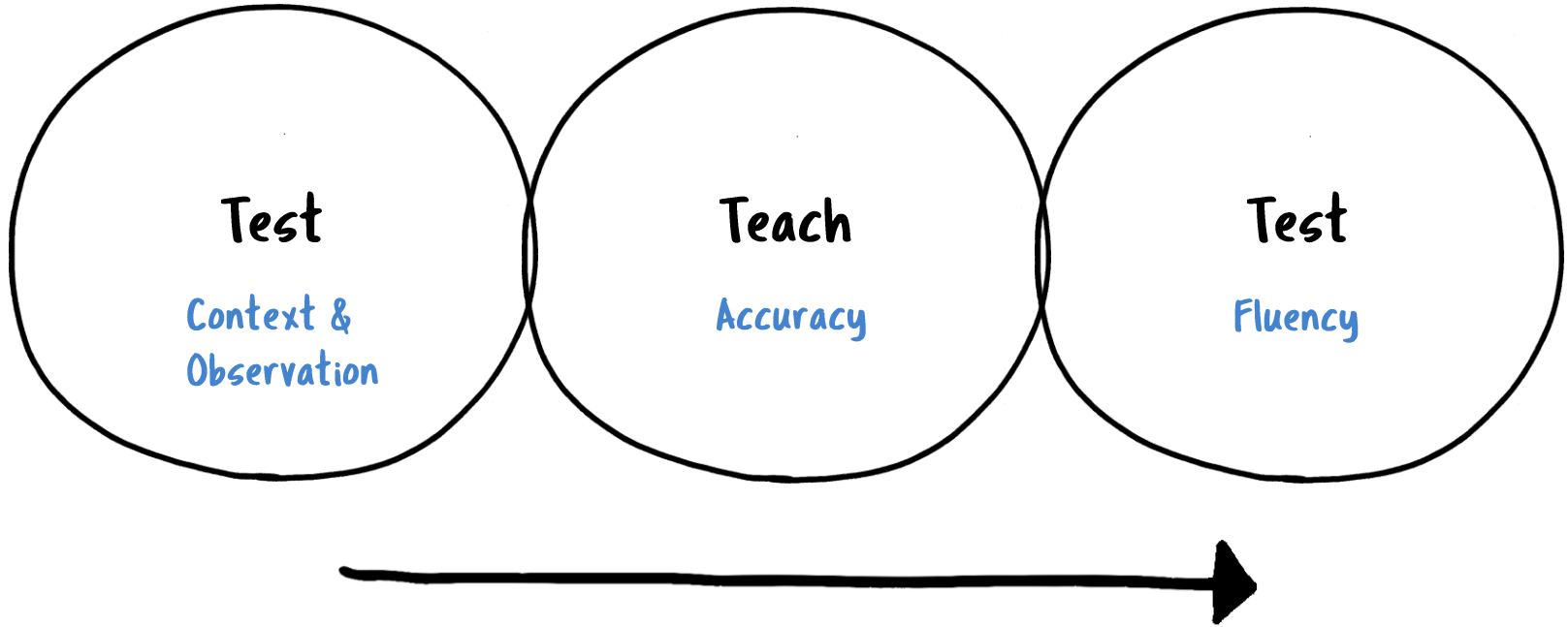
Engage, Study, Activate (ESA)



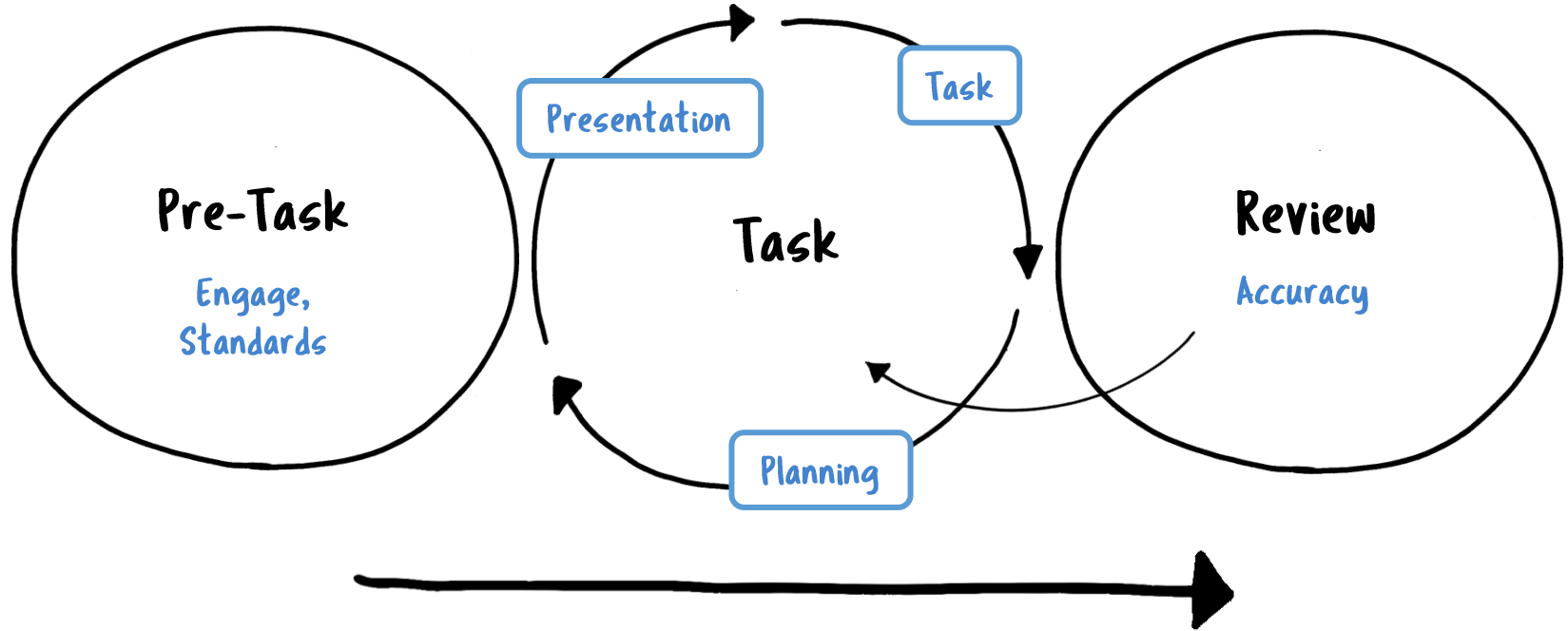
Context, Analysis, Practice (Evaluation) CAP(E)



Test, Teach, Test (TTT)



Task Based Language Teaching (TBLT)



3. Structure – Task Design

How to design activities for the lesson model

Cognitive Load Theory

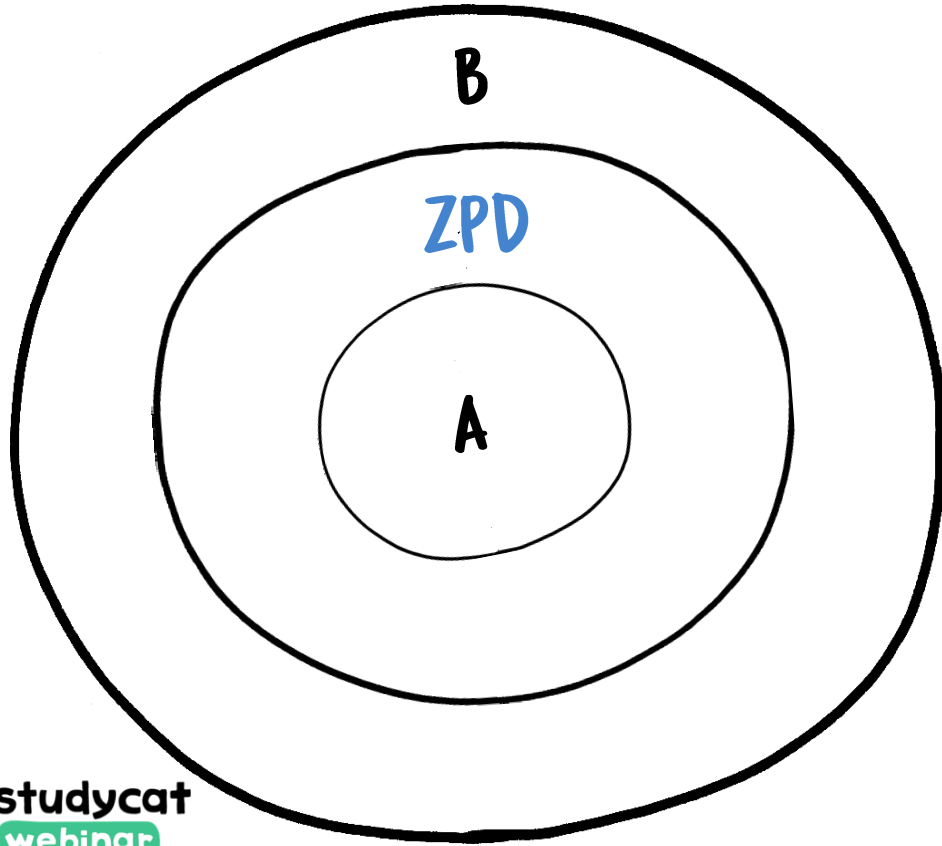
Intrinsic load
(complexity of
new information)

Germane load
(Linking new info
with current info)



Extraneous load
(distracts working
memory)

Scaffolding



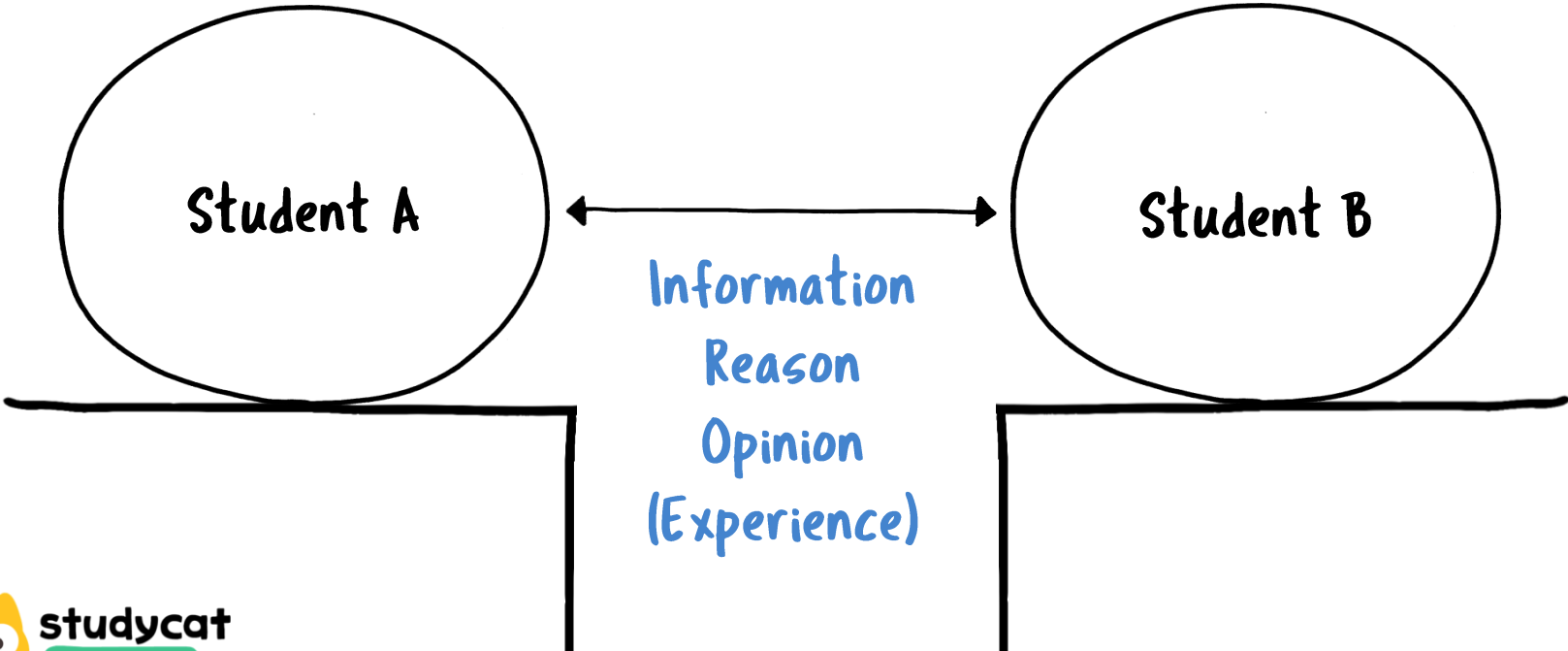
Zone of Proximal Development
(ZPD)

A: Stuff learners can do.

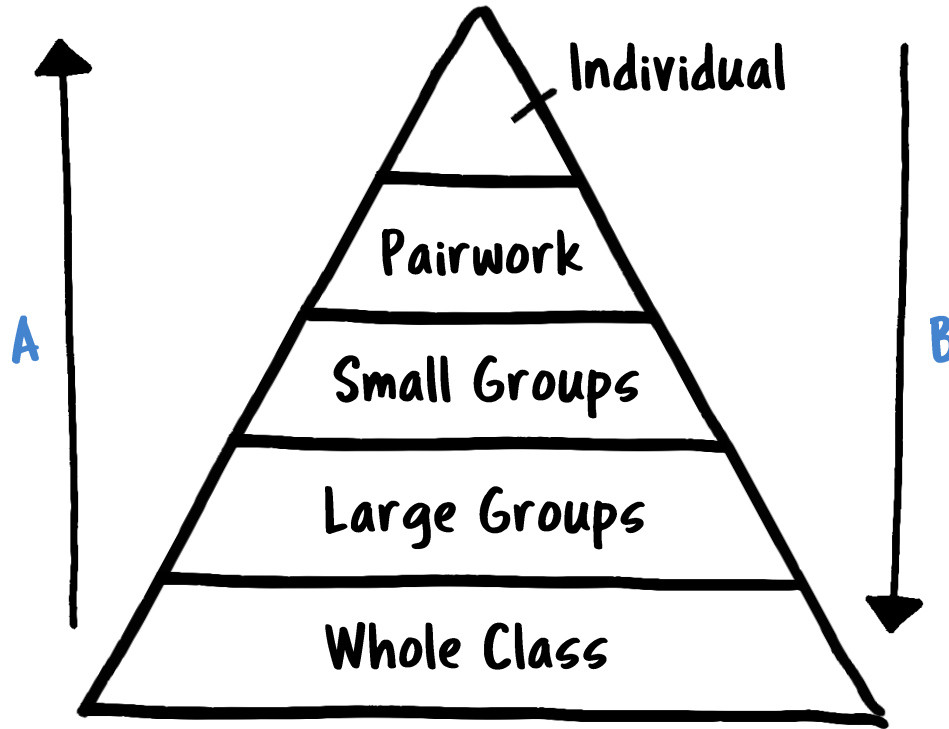
ZPD: Stuff learners can do, with support.

B: Stuff learners can't do (even with support).

Communicative Gaps



Interaction Patterns



A: Supportive. Group practice before individual tasks.

B: Creative. Individual practice before group tasks.

3. Assessment

How can you check their progress?

Assessment

During Class

- Concept-checking questions (CCQs)
- Monitoring
- Peer Assessment

Assessment

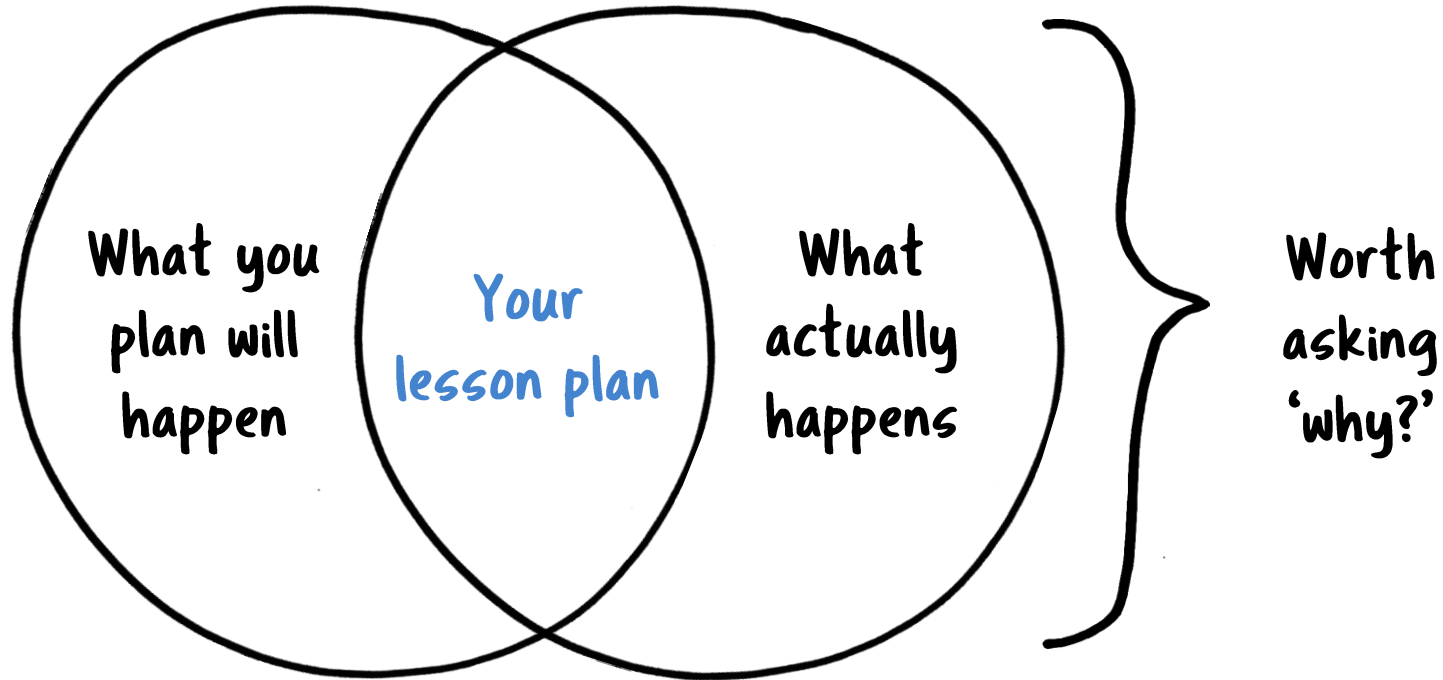
During Class

- Concept-checking questions (CCQs)
- Monitoring
- Peer Assessment

End of Class

- 3-2-1
- Like / Dislike / Learn
- Another Context
- Exit Ticket

Assessing Yourself



4-Step Planning Process

1. Students

2. Aims

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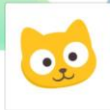
References & Resources

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- [7 levels of Linguistics](#)

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