

Lesson plan labelling

Trainer's notes

Aims	To familiarise trainees with lesson plan stages and procedures To review TKT glossary terms related to lesson plans
Syllabus area	Planning an individual lesson
Timetable fit	For use as part of a set of lessons on lesson planning
Interaction pattern	Whole group
Timing	30 minutes
Materials needed	One copy of the worksheet (2.3A) for each trainee One set of stage cards (2.3B), shuffled

Instructions

1. Ask trainees to stand and come to an open space in the classroom. Give one strip of card to each trainee and tell them not to show it to anyone else.
2. Explain that each card contains one stage or step in a lesson plan. The trainees must work together to reconstruct the correct order of the lesson, by forming a human chain. Nobody may let go of their card!
3. Have trainees mingle and tell each other the step on their card; they should try to work out where they belong in relation to the stages they hear. Gradually the group forms a tentative order.
4. Now have the trainees read their own stage out loud again, for all to listen to, in the 'correct' order. As others read, trainees listen and try to get an overview of the lesson plan.
5. Prompt the trainees by eliciting what type of class this is: *Are there any main distinguishable parts to the class? (First the topic lead-in, then gist listening.)* Trainer may also prompt when the trainees have the order wrong: *Would you give out the drawing materials before or after the first reading?*
6. When trainees are completely happy with the order, have them sit down and hand out copies of the complete worksheet. Have trainees compare their order with the order on the worksheet. Discuss any differences as a whole group.
7. Finally, refer the trainees to the glossary terms at the end of the worksheet and have them match them to the lesson plan stages. Conduct feedback on this and answer any questions.

Variation

A less challenging alternative is to have the trainees order the lesson in pairs, giving a set of cards (2.3B) to each pair. The human chain can then be used as a feedback device to check the answers. Ask a volunteer from one pair to stand up with the first card. Then a volunteer from a second pair stands, with the second card, next to the first person and so on.

Answer key

F	Teacher asks students what their favourite poets and poems are.	Lead-in Generate interest Personalisation
M	Teacher tells students they are going to listen to a poem by Walter de la Mare, written over 100 years ago.	Setting the scene
O	Teacher writes several old English words on the board with modern English equivalents. (Students need to know these to understand the poem but they are not target language.)	Anticipated language problems Pre-teaching vocabulary
G	Teacher gives students a blank piece of paper and some coloured crayons. Teacher asks students to listen to the poem read aloud three times, and to draw the place and events described.	Giving instructions
J	Teacher reads poem aloud three times with a short pause between each reading to check students' progress. Students draw pictures.	Gist listening
B	Between readings, students compare their pictures in pairs and discuss reasons for any differences between the pictures.	Peer checking
A	After the last reading and drawing, teacher asks each pair to think of a title for the poem.	
N	Teacher writes groups' titles on the whiteboard and the class comments on each.	Whole-class feedback
I	Teacher then hands out a copy of the poem with the real title on it to each student for comparison.	
H	Teacher now asks students to find and circle a maximum of three words or short phrases they don't know but that they think are important.	Intensive reading
E	Teacher asks class for the words and phrases they've circled and writes them on the board in three columns: verbs, nouns and adjectives/adverbs. Teacher says the words aloud and the class repeats a few times.	Choral drill
K	Teacher reorganises the class into groups of two or three people, gives each group a learner's dictionary, and asks each group to choose one word from the board to research.	Change of interaction pattern Learner autonomy
L	Students research their word in the dictionary, using the context to make sure it has the same meaning as it does in the poem.	Reading for specific information
D	Students make a poster to show their findings to their classmates. Teacher visits the groups and helps where necessary.	Project work Monitoring
C	Students display their work on the classroom walls, look at other groups' posters and ask questions about them.	Peer teaching

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Lesson Plan

Focus: Integrated receptive skills & lexis (using 'The Listeners' by Walter de la Mare)

Main aim: Listening for gist / development of dictionary skills

Level: B2 (FCE candidates, near to their exam)

Timetable fit: After finishing textbook topic on ghost stories to supplement final exam practice before FCE exam

F	Teacher asks students what their favourite poets and poems are.	
M	Teacher tells students they are going to listen to a poem by Walter de la Mare, written over 100 years ago.	
O	Teacher writes several old English words on the board with modern English equivalents. (Students need to know these to understand the poem but they are not target language.)	
G	Teacher gives students a blank piece of paper and some coloured crayons. Teacher asks students to listen to the poem read aloud three times, and to draw the place and events described.	
J	Teacher reads poem aloud three times with a short pause between each reading to check students' progress. Students draw pictures.	
B	Between readings, students compare their pictures in pairs and discuss reasons for any differences between the pictures.	
A	After the last reading and drawing, teacher asks each pair to think of a title for the poem.	
N	Teacher writes groups' titles on the whiteboard and the class comments on each.	
I	Teacher then hands out a copy of the poem with the real title on it to each student for comparison.	
H	Teacher now asks students to find and circle a maximum of three words or short phrases they don't know but that they think are important.	
E	Teacher asks class for the words and phrases they've circled and writes them on the board in three columns: verbs, nouns and adjectives/adverbs. Teacher says the words aloud and the class repeats a few times.	
K	Teacher reorganises the class into groups of two or three people, gives each group a learner's dictionary, and asks each group to choose one word from the board to research.	
L	Students research their word in the dictionary, using the context to make sure it has the same meaning as it does in the poem.	
D	Students make a poster to show their findings to their classmates. Teacher visits the groups and helps where necessary.	
C	Students display their work on the classroom walls, look at other groups' posters and ask questions about them.	

Now label the different lesson plan stages using the following terms:

(NB Each label can only be used once but some stages may have more than one label and others none at all.)

anticipated language problems change of interaction pattern choral drill generate interest gist listening
 giving instructions intensive reading lead-in learner autonomy monitoring
 peer checking peer teaching personalisation pre-teaching vocabulary
 project work reading for specific information setting the scene whole-class feedback

Lesson plan labelling

Stage cards

- | | |
|---|--|
| A | After the last reading and drawing, teacher asks each pair to think of a title for the poem. |
| B | Between readings, students compare their pictures in pairs and discuss reasons for any differences between the pictures. |
| C | Students display their work on the classroom walls, look at other groups' posters and ask questions about them. |
| D | Students make a poster to show their findings to their classmates. Teacher visits the groups and helps where necessary. |
| E | Teacher asks class for the words and phrases they've circled and writes them on the board in three columns: verbs, nouns and adjectives/adverbs. Teacher says the words aloud and the class repeats a few times. |
| F | Teacher asks students what their favourite poets and poems are. |
| G | Teacher gives students a blank piece of paper and some coloured crayons. Teacher asks students to listen to the poem read aloud three times, and to draw the place and events described. |
| H | Teacher now asks students to find and circle a maximum of three words or short phrases they don't know but that they think are important. |
| I | Teacher then hands out a copy of the poem with the real title on it to each student for comparison. |
| J | Teacher reads poem aloud three times with a short pause between each reading to check students' progress. Students draw pictures. |
| K | Teacher reorganises the class into groups of two or three people, gives each group a learner's dictionary, and asks each group to choose one word from the board to research. |
| L | Students research their word in the dictionary, using the context to make sure it has the same meaning as it does in the poem. |
| M | Teacher tells students they are going to listen to a poem by Walter de la Mare, written over 100 years ago. |
| N | Teacher writes groups' titles on the whiteboard and the class comments on each. |
| O | Teacher writes several old English words on the board with modern English equivalents. (Students need to know these to understand the poem but they are not target language.) |

