

Ten Steps to Planning a Good English Lesson

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Each lesson of Passport to Adventure follows a specific lesson plan sequence. Here are some ideas that will help you through each part of the lesson plan.

Step 1: Plan the Time and Activities

Before class begins, look over the lesson plan in the teacher book to decide how many activities you will use. If you are teaching a short (30-minute) English lesson, you might use a Warm-up Routine song, the Introduction, two Instructional Input activities, and one Guided Practice activity. During the next English class session, you may use the Warm-up Routine song again, repeat an Instructional Input activity, and then use two Guided Practice activities and two Independent Practice activities.

Day 1

Warm-up Routine activity (1)
Introduction
Instructional Input activities (2)
Guided Practice activity (1)



Day 2

Warm-up Routine activity (1)
Instructional Input activity for review (1)
Guided Practice activities (2)
Independent Practice activities (2)

The lessons are flexible enough to be used in classes with a short English time each day or a longer English time three days a week. Most importantly, follow the sequence so that the lessons move from Introduction to Instructional Input to Guided Practice and to Independent Practice. This learning sequence helps the children understand the new language before they have to use it on their own.

Step 2: Gather the Materials

Each lesson plan includes a list of materials for the teacher to gather. After you have selected the activities for a lesson, look at this helpful list. You may need to make a flip chart with words for a song. You may need to print out a set of picture cards from

the BLMs. You may need to collect some crayons and paper for a craft activity. Each teacher should have the material at hand when beginning English Time.

Step 3: Use a Warm-up

Each lesson plan begins with warm-up activities. These usually include a song. Play the song on the CD player, and have the children sing it together. This regular routine will show that the class is beginning English Time, and it will help the children focus on learning. Always start with the warm-up.

Step 4: Communicate the Lesson Objective

Each lesson plan also begins with a simple statement that helps you communicate the goals of the lesson. You can share this with the students in English (if they understand), in their native language, or in both languages. Sharing the goals in this way helps the students understand and remember what they will be learning.

Step 5: Start with Input

What is input? Input is language that the students are learning through *listening* to you or the audio CD and *looking* at objects and pictures. Using Instructional Input activities, the teacher should demonstrate each word so that the students understand it. The key is comprehension of the new language.

Since young children need to be active learners, they will often play a simple game during the input stage of the lesson. This part of the lesson often features word cards and simple dialogues. The actual English words that the teacher and students will say are always placed in quotation marks (" ").

Instructional Input 3. What Color Is It?

- Introduce the question, *What color is it?*
Hold up 1 object from the group of yellow items and ask, "What color is it?"
The class repeats, "What color is it?"
Say, "It is yellow."
The class repeats, "It is yellow."

Step 6: Give the Children Guided Practice

After the children have heard the new words and understand their meaning, practice is needed. The Guided Practice section of the lesson gives the children some structured activities that are led by the teacher. The children might learn a new song, listen to a story, complete a matching activity in the student book, or play a structured game. In this practice stage, both teacher and students work together to practice the new English words and phrases.

Step 7: Give the Children Independent Practice

The next part of the lesson features activities that the students will do by themselves, with only some teacher help. This can include many types of activities: creating their own pictures, role-playing conversations, making individual minibooks, or playing a game involving the words.

Independent Practice

1. Minibook Drawings (SB pp. 103–104)

- Give the children a blank Our Neighborhood minibook. They will draw themselves and the places in their own neighborhood.
- Pair up the children and have them say, “This is the _____,” to describe to each other the pictures in their minibooks.

Step 8: Assess What They Have Learned

How well have the children learned the material in the lesson? The assessment stage provides one or two activities that the teacher can use for assessment. The teacher can listen to the language used by the children to determine who has learned the material and who needs more practice.

Step 9: Review, Review, Review

To learn a foreign language, once through is never enough. Each lesson includes a Looking Back section that reviews the English taught in previous lessons. Sometimes this review is in the form of a song or chant, and sometimes it involves a game played previously.

Step 10: Extend the Lesson

If a teacher has time for additional activities, each lesson includes ideas for extending the lesson. This part of the lesson is optional; the teacher can skip these activities and move on to the next lesson. Since these activities are optional, this section includes its own materials and preparation. The Extension Activities section often involves longer activities, such as group projects, drama, guest speakers, and bulletin boards. Extension activities help the students *experience* the English language in a less-structured way.

Adapt the Lesson to Your Culture

Passport to Adventure is for schools in many different cultures around the world. Sometimes a picture or an activity (such as a game) may not fit your culture. For example, in many cultures dogs live in houses as pets. In some cultures, dogs are not pets. They are seen as dirty and should be kept away from people. If a picture shows a child hugging a dog to show the word “near,” the teacher may need to explain the picture to the children. In some cases, the teacher may need to use a different picture or word. Teachers can always feel free to change the lesson to fit their cultures.