

Lesson Plan Template

- **Context:** What kind of teaching situation/school setting is the lesson based on?
Class profile: Group of 20 adult immigrant ESL students from Washington D.C., Age: Mid 20s to 50s, Level: Intermediate, Curriculum: Open: Design authentic materials

- **Learner Needs:** What do the learners need/want to learn?
Learners want to learn to express themselves and understand English better through learning and practicing grammar, idioms, listening (accents, fast speakers, phone calls, television), reading, slang, speaking, study skills, verbs, vocabulary, and writing.

- **Objectives/Aims:** What will your students know or be able to do as a result of this lesson?
Students will identify tenses. Students will organize ideas using diagrams. Students will use past simple, present perfect, and present simple tenses to have conversations about the differences in their lives since coming to America.

- **Assumptions:** What are you assuming in terms of student background knowledge?
This lesson assumes some basic background knowledge related to verb tenses and how they work.

- **Language Analysis:** What new grammar and vocabulary will this lesson target?
This lesson will target verb tenses (past simple, present perfect, present simple). Vocabulary will be related to people, places, and things that are important or different in students' lives.

- **Anticipated Problems and Solutions:** What could go wrong? What backup plans do you have?
Students might not have as much background in tenses as assumed. I will need to spend more time on application and review during the sentence partner activity and have further examples that I can share for each tense type. Some students might need more prompting or assisting with language in starting conversations sharing their diagrams. While I am circulating noting common mistakes/challenges and one word from each student, I will make accommodations as needed.

- **Materials:** What materials will you use? How will you adapt them?
This lesson is adapted from one online at http://esl.about.com/od/conversationlessonplans/a/l_thennow.htm. Most work will be done on the chalkboard (draw sample diagram, students putting sentences near appropriate circle). A handout for students to complete their own personal 'now' and 'then' diagrams.

- **Timing/Sequencing:** How much time will you need?
Length of class is 60 minutes.

- **Assessment:** How will you measure what your students can do?
Students will be assessed through sentence activity, developing their diagrams, participating in conversations about their diagrams, and with their exit statement regarding their 'now' or 'then' word.

Stage	Aim	Procedure	Mats.	Focus	Time
Warm up					
		Administrative/Greetings		T-S	1-2
	Activation/ Focusing Activity	Question of the Day on the board: <i>What are things that are important in your life?</i>	Board	T-S, S	5
Lesson activities/assessments					
	Feedback	Selected students will share their responses to the QOD.		S-T	5
	Transition	<i>Things that are important in our lives can change over time, including where we live and who we know and what we do. Today we are going to look at how we talk about those things as they change over time.</i>		T-S	1
	Activity #1	Two circles will be up on the board, Now and Then. Students will review the words in the circles and related sentences will be passed out.	Board, handouts	T-S, S-T	5
	Transition	<i>Each of you has been given a sentence written by Ken, a former teacher. Instructions (below)</i>		T-S	2-3
	Activity #2	In pairs, students will review their sentence to determine 1) whether it is in past or present tense 2) underline the words that identify tense.		S	5
	Feedback	Students will read their sentence and bring it up to the board to put it near the correct circle.		S-T	10
	Transition	<i>Now we are going to complete our own diagrams. For the 'then' circle, put seven things that represent your life in your country. For the 'now' circle, put seven things that represent your life in the United States.</i>		T-S	2-3
	Activity #3	<ol style="list-style-type: none"> 1) Students will work individually to complete their circles. They will need to put seven items in each circle. 2) Once finished, students will find a partner to describe how their life has changed since coming to the United States. 		T-S, S-S	5
	Feedback	In pairs, students will share their circles and how life has changed for them. Teacher will circulate and note common errors as well as one word from each students circle		S-T	10-15

Stage	Aim	Procedure	Mats.	Focus	Time
Conclusion					
	Review	<i>Address common errors, questions from the activity.</i>		T-S	2-3
	Exit	Students will be asked to give one sentence (past or present) related to the one word the teacher wrote on the board.		S-T	1-2

- (Reflection: What worked well in this lesson? What should I improve upon next time?)

There was a moment reached in the planning of this lesson when after spending a five solid hour block on I conceded I could not work on it any further and that I'd done the best that I could. As much as that might seem like defeat in some aspects, in reality it's freeing. And though it might be strange to say, in reality it's reality. You can plan for something as much as you want and cross every t and dot every i, but you can't really know what will happen until you execute it.

After having some difficulty negotiating the projector and the chalkboard the week before, I decided to go without technology this time around as the board would be used extensively in this lesson. Though I was glad to have the board space, it was difficult to get objectives up prior to class along with the Question of the Day. I'll be going back to the projector next time for sure and will just deal with lowering/raising the projector as needed. Even though I've never used or had training on a Promethean board, I can see why they've caught on in education. I think next lesson I'll also use in conjunction something that Dr. Steeley volunteered that she does when teaching which is create packet for students for lessons. This will take away tremendously from the awkwardness (and time killing) nature of passing out papers several times throughout the class and will give students a chance to have an artifact to take with them.

The sequences of the lesson worked fairly well, though next time I might have the students participate more alongside the lesson than following it. For example, I might have them organize their ideas as I was going through the example of organizing ideas, rather than having all the sample steps completed before we went into their exercise. When the students created their circles, rather than organizing thoughts, they filled them with complete sentences. I might also provide a list of all the sentences to the students so they could underline as each student presented the sentence and the tense. I would also be more transparent about the tense types we were looking at. Though I'd hoped to keep it in the 'past' and 'present,' students were already very aware of the tense names and so they needed to be addressed. I would rather plan on addressing them (even if it came at an intermission in the lesson) rather than pretend the elephant was not already in the room.

There were a few great moments in class, such as when a student got past perfect (continuous a.k.a. progressive) for the first time and when one Brazilian student explained the L1 and L2 difference to her classmates and when one student presented an illustration she had made to demonstrate the present perfect (continuous a.k.a. progressive) to her classmates. The class did not go perfectly, but there was something very freeing about it. There were issues with pacing, issues with instructions (need to continue to work on being exact and direct), issues with tense-

overload, but unlike the first class that I left somewhat unsure of where to go next (other than up), there was a lot learned from the lesson, both for me and most importantly, for the students.