

Creating a Lesson Plan & Teaching Your Lesson

Pick the teaching scenario that you want to teach. (See the teaching scenario choice Form)

Scenario #2

You are teaching a class of 10 adult Korean students. They are intermediate to advanced learners. They are taking this class with you in order to move up in the company that they work for. They are highly motivated, yet shy. You are asked to help them with speaking skills including eye contact, personal space and customs.

- Teach any lesson
- Use the Template PROVIDED
- Give step by step directions of how to teach it on the lesson plan
- Include a visual

Before you begin writing your lesson plan think about & note down:

Students: age, needs, expectations, level of proficiency, motivations for learning English

- Age: 18-35 years old
- Needs: Students want to move up in the company.
- Expectations: Students will learn five common idioms in English.
- Level of Proficiency: intermediate to advanced learners
- Motivation for Learning English: It will help them advance in their careers.

Learning Context: type of school, mission, expectations for teachers

- Type of School: Adult continuing education course
- Mission: TESOL courses for adult learners
- Expectations for Teachers: Helping students achieve their goals and improve their English skills

Lesson:

Rationale (why is this lesson relevant and useful for students?)

- Idioms are used often in English but can be challenging for TESOL students if they are not familiar with these expressions. Learning idioms will help them become more expressive.

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Lesson Plan

Skill (reading, writing, grammar, vocab, speaking, listening, cultural competency)

- Reading, vocabulary, speaking, cultural competency

Topic (at a restaurant, at a store, travel, sports, museums, etc.)

- Students are listening to a podcast

Function (What will Ss be able to do with the language? Give directions, make suggestions, persuade, complain, etc.)

- Students will acquire idioms to use in their daily conversations.
- Students will broaden their knowledge of the language.

Objectives (What will students be able to do by the end of the lesson? Max. 3 objectives)

- Students will demonstrate their understanding of the idiom and answer questions about the content of the message.
- Students will demonstrate their understanding of the idiom by rephrasing or explaining its meaning.

Target Language (What are the grammar structures, vocab words, or expressions they will learn? Max. 5 target language items.)

- Caught between a rock and a hard place.
- Bite the bullet.
- Burn the midnight oil.
- Cost an arm and a leg.
- The ball is in your court.

Lesson Plan Instructions:

- Fill in all sections. This lesson should be about 1 to 2 pages filled in.
 - Clearly write out your hook, lesson goals, and pre- assessment strategies.
 - Build Instruction with details of your lesson. Make sure to model your lesson.
 - Follow with Applying Instruction, student practice and student assessments.
 - Conclude Instruction with a detailed reflection.
 - Pre-assessment and reflection/integration are critical components and should have some detail.
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Lesson Plan

Name: Earle Oda

Grade/ Age of learner: Adults / 18-35 years old

Subject/Topic: Idioms / Listening to a Podcast

Time allotted: 10 minutes

Time	Activity
	<i>Starting Instruction</i> Hook: Start with an idiom, e.g. Are you counting your chickens before they hatch? Use a graphic. Goals: • #1: Students will demonstrate their understanding of the idiom and answer questions about the content of the message. • #2: Students will demonstrate their understanding of the idiom by rephrasing or explaining its meaning. • Pre-Assessment: Use an informal assessment (show of hands) to determine how many students know the idioms to be presented.
	<i>Building Instruction-Content Delivery</i> Inquiry prompt: Do you know what this idiom means? Can you explain it using different words? Teacher-directed instruction: The teacher reads the idiom. The student repeats the idiom. The teacher explains the meaning of the idiom. The teacher asks if the students understand? Does anyone have any questions? Student involved modeling: Since the students are shy, the teacher will ask the class to recite each idiom. The teacher will ask the class to explain each idiom. The teacher will ask if anyone has any questions.
	<i>Applying Instruction</i> Student practice: The students will create two sentences in English. One sentence will include one idiom.

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Lesson Plan

	Student self-assessment: The teacher will play a recording of a short speech. The teacher will ask questions about the narrative to test the students' comprehension.
	<i>Concluding Instruction</i> Reflection and integration The teacher review the passage, points out the idioms used, and explain the use of the idioms.