

# Planning Your Lesson

## A Guide for ELAA Tutors

The ELAA Lesson Planning Sheet is the recommended template for planning ELAA lessons. This guide will help you use the lesson planning sheet effectively.

### *Preparing for the Lesson...*

**Topic or theme:** What is the topic or content area of this lesson? This should always be based on a need, goal, or concern of your students - something they need to learn about. Per LVT and national guidelines, all lesson content should relate to the students' experiences or needs as members of a family, workplace, school and community.

**Goal of lesson (function):** *What do you want the students to be able to do with the language?*  
The function is the general purpose for language use, such as asking for directions, giving personal information, or telling time. Functions are listed on the first page of each AZ ELAA Standards Level. It is recommended that you review the functions in the AZ ELAA standards for the level(s) you are teaching and see which ones you might incorporate into your lessons. Since functions are generic in nature, they can easily fit into any context or theme. Functions get more complicated as students progress through levels – e.g. expressing wants and feelings in Level I, stating similarities in Level II, and stating possibilities and probabilities in Level III. Use these as a guideline – functions should primarily come from knowing the needs of your student(s).

**Assessment – working backwards:** How you will know if the students have achieved the learning goal? Thinking about this BEFORE you design the lesson will help you choose and order activities effectively. For example, a class might express a need to be able to find their way around town. How will you know if students have learned how to do this? You might decide that you want to observe them requesting and following directions correctly and/or demonstrating that they can read a map. Once you have an outcome in mind, you can design and “chunk” activities to work on the vocabulary, grammar and skills they will need. Perhaps you start with a pointing activity that teaches directions (i.e. left, right, straight) and then assess students through a “hide-and-seek” game that requires them to work in pairs to give/follow directions to find a hidden object in the class.

### *The Lesson Itself...*

**Warm-Up/Vocabulary generation/Review:** How will you activate prior knowledge, establish interest, and motivate your students to learn? Keep this fun and upbeat (games, conversation, etc.) Recommended time is 10-15 minutes for this warm-up.

**Main Activities:** How will you connect the lesson to prior knowledge and introduce new material in a way that is meaningful to your students? ***It will not happen through long teacher presentations!*** Try to get students USING the language through a variety of interactive approaches. Students should be actively participating at least 80% of the class time. You can demonstrate or model language using scripts, role plays, visuals or realia and then have students practice in pairs or small groups. They may role play, summarize, interview each other, work on writing a story in pairs, etc. There are hundreds of ways to keep your lesson interactive. Your ELAA team or LVT program staff can assist you if you need ideas.

**Wrap-Up & Reflection:** How will you end the lesson in an upbeat and positive way? Review and answer questions about the lesson; ask students to share a new word or concept they learned that day; offer ideas of what to do next class and get student feedback.

**Homework (aka “expansion” or “extension”):** How will the students apply what they just learned to new or other contexts? You can give homework, such as asking students to interview their family or friends on a topic related to what they learned in class, complete a graph, or write a paragraph or story. NOTE: If you assign homework, make sure you do something with it in the next class. Checking in on homework can be a fun warm-up and can also help you collect great stories about your students’ progress and experiences outside of class.

### *Other things to think about...*

**Supporting Vocabulary and Grammar:** What words do we use and how and when do we use them? It is important to teach students how to speak correctly, how to use words to form sentences so that they may be understood. To this end it will be necessary to highlight or review specific grammar points within a lesson. Tutors can refer to the AZ ELAA Standards for a list of supporting grammar and mechanics for each ELAA level. Students do not need to know the names of the parts of speech, however, unless they find them helpful. Covering too many grammar points in a lesson will confuse students. Choose grammar points carefully and make sure they are taught within the context of a lesson. *Grammar should NOT be the lesson itself.*

**Culture:** What knowledge or assumptions about U.S. culture need to be made clear to students? How does the lesson relate to what occurs in the U.S. or locally? For example, monsoons in Tucson are local to us – our culture; many other places do not experience this kind of weather and all the language and experiences that relate to it. Sharing from student’s culture should also be considered when planning a lesson.

**Listening/speaking/reading/writing integration:** Integrating all forms of communication will keep interest high and help student retain new language. Movement raises the energy level of the class and ensures that the needs of kinesthetic learners are also addressed.

**Authentic materials:** What materials (realia, pictures, etc.) do you want to have on hand to show or for students to use? Real life objects bring the lesson and context alive. For beginners, handling objects such as food and utensils supports internalization of new vocabulary. For advanced students, filling out real applications and using phone books in class provide real-life skills they can apply outside the classroom.

### *Post lesson...*

Spend a few minutes reflecting on the effectiveness of the lesson you just completed. What worked? What improvement might you want to make for next time? The sooner you debrief your teaching the better; it is amazing how quickly we forget the details of what actually happened in class. Ideally, you will have a chance to talk with your co-teacher and ELAA team after lessons.