



# Tips for Planning Effective Lessons

(Companion worksheet for training video)

22 August 2013

*Purpose: to make the "Tips for Planning Effective Lessons" training video easier to understand. As you watch the video, you may follow along on this self-study sheet, filling in the blanks, etc.*

- I. Base lesson content on \_\_\_\_\_
  - A. 10th Rank: cover \_\_\_\_\_ requirements every lesson
    1. Can be done if organized, speedy, maintain \_\_\_\_\_
  - B. 9th Rank and up: cover as many requirements as possible
    1. Include \_\_\_\_\_ of previously studied material
    2. Items not covered will have \_\_\_\_\_ priority next week
  - C. Eight-week record sheet: easy to notice when an activity hasn't been covered
  - D. Be aware of \_\_\_\_\_
    1. Do not just choose items at random
    2. Example 1: Phonics in 9th Rank
      - a. Phonic Chart #1: sounds of \_\_\_\_\_
      - b. Phonic Chart #2: sounds of short vowels (top row)
      - c. Phonic Chart #2: vowel-consonant combinations
    3. Progress chart shows these requirements in ascending order
      - a. When choosing an activity, ask "Which stage have students reached?"
      - b. Choose activity based on \_\_\_\_\_
    4. Other rank items follow progression as well. Some examples:
      - a. PCCs
      - b. Verb cards
      - c. Enterquest
    5. Consult \_\_\_\_\_ for more information on rank requirements
- II. Choose activities to meet learning goals
  - A. Lesson content is based on rank requirements
    1. Will not change much from week to week
  - B. But \_\_\_\_\_ of content will change over time
    1. Long term goal: for challenge and level to gradually increase
    2. Example: progression from input to output
      - a. Applies to flash card-based learning, Teacher's Assistant, etc.
      - b. Start with \_\_\_\_\_ (T → Ss → T)
      - c. Progress to group (or team) output (Ss → T)
      - d. Later, individual output
      - e. Finally, \_\_\_\_\_
    3. When choosing an activity:
      - a. "What stage are students at?"
      - b. "Keep working on what we did last week?"
      - c. "Or go to higher challenge?"
      - d. "What activities should I use at this stage?"
    4. First determine \_\_\_\_\_, then choose \_\_\_\_\_
    5. Use class records to help make decisions
      - a. Example: Students doing well at T → Ss → T for verb cards
      - b. Next week, try a \_\_\_\_\_?

## III. Variety of \_\_\_\_\_

- A. Try to cover 10 to \_\_\_\_ items per lesson
  1. Reason: to touch on variety of material in limited time
  2. More effective than teaching just a few topics in depth
  3. This number includes homework check, activities, games, rank tests, etc.
- B. Plan one or two extra activities
  1. It pays to be prepared

## IV. Variety of \_\_\_\_\_

- A. Think about lesson flow
  1. After flashing a deck of cards, do something else related
    - a. Play a card game
    - b. Do some actions
    - c. Sing a song
    - d. Play bingo
    - e. Introduce variety some other way
  2. Why do we do this? \_\_\_\_\_

## V. Check homework early

- A. Check it near \_\_\_\_\_ of lesson
  1. If we wait until later, we may run out of time
    - a. If not checked properly, can be bad for students' \_\_\_\_\_
  2. If we check it first, and a late child comes, it must be checked again
  3. Plan to check homework early, but not \_\_\_\_\_

## VI. Get moving midway through

- A. At least once during lesson
  1. Do actions
  2. Sing a song with gestures
  3. Simon Says, etc.
- B. For \_\_\_\_\_ classes, do this more often

## VII. Bingo at the end

- A. Send kids home happy
- B. Cheat fairly
- C. Games other than bingo could also meet this aim

## VIII. Continue new games for \_\_\_\_\_ weeks

- A. If we don't, kids forget rules
- B. Game must then be retaught, almost from scratch, the next time you play

## IX. Questions? More information available:

- A. From school management
- B. By contacting PLS
- C. At \_\_\_\_\_

**Good luck!**