

Expanding a Lesson Plan

"How do I make this take all class?"

"What am I supposed to do with this?"

We try to provide enough materials to last you all class, but sometimes you may look at a lesson and wonder how it could fill the time. These ideas can help you get going:



Loop it

If an activity only takes a couple minutes, you probably haven't made full use of its potential.

- Looping means repeating an activity, often by changing partners or using different vocabulary.
- You can loop any kind of activity:
 - **Reading** Read the story to the class without passing out the text, then pass out the text and read it with them, and then have them read alone or in pairs.
 - **Writing** Do the writing assignment again, but write using different vocabulary words, a different verb or tense, or a different perspective (I/you/she/etc.).
 - **Speaking/Listening** After completing a pair/group activity, switch partners and repeat. Or, do it "mingle/interview style" and have people move around the room freely. If you're working on pronunciation or dictation in front of the class, repeat with new examples, or have students try with each other.

Extend it

Sometimes, rather than repeating, it's helpful to make an activity longer.

- Extending and looping can be used together or independently. You can also choose to give extensions only to more advanced students.
- Again, virtually any task can be extended:
 - **Reading** Try doing pre-reading activities to work on vocab or themes before getting to the text itself; Bring extra readings for afterwards.
 - **Writing** Add a few sentences onto the writing requirement or have students revise sentences to make them longer/more accurate.
 - **Speaking** Reuse dialogues by having students play different roles; Extend discussions by incorporating topics from previous weeks.
 - **Listening** Try giving directions orally before writing on the board/passing out worksheets. Ask for students to repeat what you said.

Incorporate All Four Major Skills

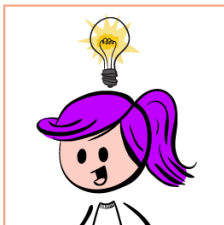
Don't limit yourself to one skill at a time- incorporating multiple skills in an activity is a great way to practice English and reinforce vocab/grammar. Below are some ideas to get you thinking:

- Take a reading/worksheet and write sentences about it. Then read sentences to a partner or as a class.
- Take a worksheet/vocab set and everyone writes 3 personal questions related to the content (give an example on the board first). Have students interview each other with their questions.
- Have students read stories/sentences that they wrote to a partner. Partners help correct errors.
- After creating a base dialogue on the board, have pairs or groups write their own customized versions. Let the groups practice speaking on their own, and then have them present to the class.
- Before reading, have students look at the pictures/title, predict what will happen, and write their guess.

Modifying a Lesson Plan

*"I don't think this will work for my students."
"This seems too easy / too hard."
"Is it OK to incorporate something else into the lesson?"*

Perhaps you feel from experience that the day's lesson will not appropriately meet the needs of your class. In that case, it is OK (and encouraged) to modify the lesson. (Just remember to always touch on the daily objectives!)



Make it Easier

When an activity seems too hard, try the following techniques to make it more accessible:

- **Worksheets** Do the activity on the board together before/instead of handing it out. You can then modify the vocab to make it easier.
- **Readings** Cut it down for length, review vocab before reading, find a comparable replacement, or type up your own easier version before class starts.
- **Oral Questions** Work through the meaning of each question as a class and do examples on the board before having students interview each other.
- **Writing** Do examples on the board and simplify the structure.

Make it More Challenging

If the activity is too easy for all (or some) of your students, try:

- **Writing** Add more grammatical requirements (verbs, structure, etc.) to the assignment, and/or require more sentences.
- **Worksheets** After doing the worksheet itself, follow with more complicated examples on the board for students to try.
- **Speaking** Nudge students towards using longer sentences, be pickier about pronunciation, have people present to the class, or ask that hardest of discussion questions: "Why?"

Review or Continue Work on Past Topics

You may find either that students need to review before a topic, or that they've already got the week's topic down pat.

- Look back on previous days'/weeks' curriculum and lesson reports, and pick things to work on that were challenging for students.
- Review by recycling old worksheets/utilizing unused ones, or doing large group review on the board or as a discussion.

Do a Weekly Topic of Interest

Some teachers like to bring one activity that they work on every week with their students (just for part of class- usually beginning or end). You're not required to do this, but here are some ideas if you want to try:

- **Reading News/Stories** Bring in a news article or short story to read together. This gives authentic language practice and can incorporate multiple skills. Here are some resources that might help:
 - News (separated by English level): www.tinyurl.com/cluesnews
 - Stories: CLUES bookshelves, or http://resources.marshalladulthoodeducation.org/reading_skills.htm
- **Discussions** Choose a new topic each week to discuss as a class. As the teacher, guide the discussion and help with language, but let students voice their own opinions. Pictures can also spark discussions.
 - Any Level- favorites (food/weather/etc.), hobbies, etc.; Higher Levels- social issues, news, etc.

Adding In Activities, Games, and Warmups

“What can I start class with? What can I end with?”
“I wish we had a game or something to play.”
“I want to do something more interesting to break up the lesson.”

There are many activities and games that you can use to start class, end class, spice up an activity, or just to fill a little extra time in your plan. These games are adaptable and can (and should!) be used at any level.

Review Games (Beginning/End of Class)

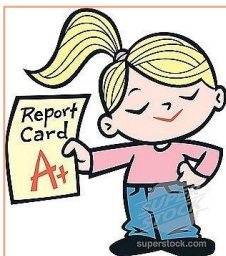
Ideas to start or end class with a bang!

- **Warmup Ball Toss**- choose a question or two (e.g. What did you do last weekend?) and toss a ball around to ask people.
 - This can alternatively be done in small groups without a ball.
- **Diceroll Questions**- write 6 questions on the board and give a die to one student. They roll and must answer the corresponding question. Pass the die around the class until everyone has a turn.
- **Hangman**- can be played by drawing something without a scaffold
- **Tongue Twisters**- choose one or two sounds that are tricky to pronounce (e.g. “b vs. v”) and have the students brainstorm several nouns, verbs, and adjectives that have those sounds. Then, the teacher puts them together into sentences for tongue twisters!

Versatile Games (Plan into the Lesson)

Activities that can be used as additional practice during a lesson.

- **Simon Says**- useful for verbs, body parts, and other vocab.
- **Flyswatter Game**- for differentiating between sounds/categories.
- **Categories**- toss a ball around to different people, each person must name a new vocab item in the category you chose (e.g. food).
- **Crazy Writing**- tell students they must write sentences using several words you put on the board. Use vocabulary you’re working on, but add in one “crazy” word (e.g. “dinosaur”). Share stories!
- **Charades**- silently act out the vocab word for your team.
- **Pictionary**- draw the vocab word on the board without using words.
- **Taboo**- describe the vocab word to your team without saying it.
- **Stations**- students race around the room
 - V1: place post-it notes around the room with vocab words on them. You hold up an object or act out a verb, and students must go to the correct place.
 - V2: place objects around the room and say the word (e.g. pen)
- **Describe and Draw**- teacher describes a picture only they can see, students must follow directions- good for adjectives
 - “I have a monster”- same game but you describe a monster using different numbers and adjectives for body parts.



Random, Fun Games/Activities (Any Time)

Things to do if you have extra time, or just want to have some fun!

- **Snowball Fight**- Students each write a personal question (e.g. What are you wearing?) on a piece of paper- the questions can be about the topic that day or about anything. Students crumple up the paper into a “snowball” and throw them around for a minute. Then pick up the closest paper and answer.
- **Acrostic Race**- Write the same word vertically on both sides of the board- teams line up on each side and compete to see who can write an English word starting with each letter in the acrostic!
- **Chain Story**- Say (or write) one sentence of a story. Each student in turn will add one new sentence.
- **Vocab Circle**- Harder! Choose a theme (e.g. adjectives/household items). Go around the class, and each student must say one item in that category starting with the next letter of the alphabet (from A to Z).
- **“I went to the store and bought...”**- Go around, everyone adds one thing to the list and must remember it all.