

My Plan:

# A Roadmap for Success

Remote Lesson Planning 101



Literacy  
Minnesota



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# LITERACY IS SPEAKING

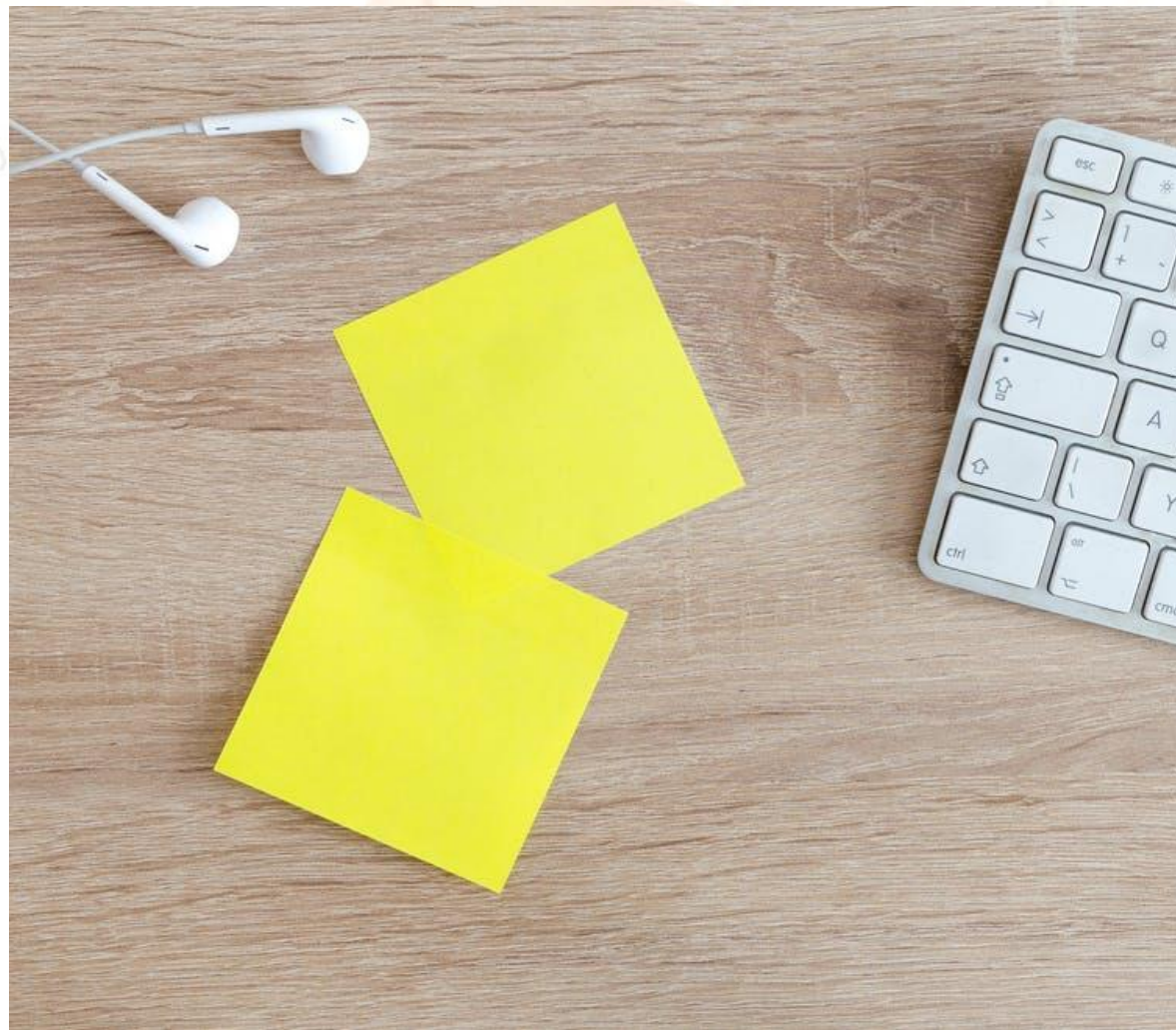
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# What type of trip would you prefer?

Trip 1: You are given a detailed itinerary of where you will go and what you will see each day. You are given a checklist of items to pack. All hotel and meal reservations are made in advance and can not be changed.

Trip 2: You are given a plane ticket, hotel reservations, a suitcase with the essentials. There are brochures and travel books with suggestions for what to see, and you can change your hotel reservations at any time.

Trip 3: You are given an airplane ticket, money, and an overnight bag. You will purchase anything else you need when you get there, and will decide where to stay and what to see when you arrive.



# Webinar Objectives

- Share a simplified lesson planning format that can be adapted to a variety of platforms, levels, and language skill areas.
- Show concrete examples of each of the recommended lesson planning steps.
- Build confidence in lesson planning skills.



A hand is shown writing the words "My Plans:" in a notebook on a wooden desk. The text is written in a light blue or purple ink. The background is a warm, light-colored wooden surface. The overall scene is bright and focused on the act of planning.

# **Questions to Ask Yourself Before You Begin Planning Lessons**

# 1. What are learner/s goals? What do they want to focus on?

Ask specific questions!

**Where** do you need to speak English?

**What** do you want to do in English?

**Who** do you need to talk to?

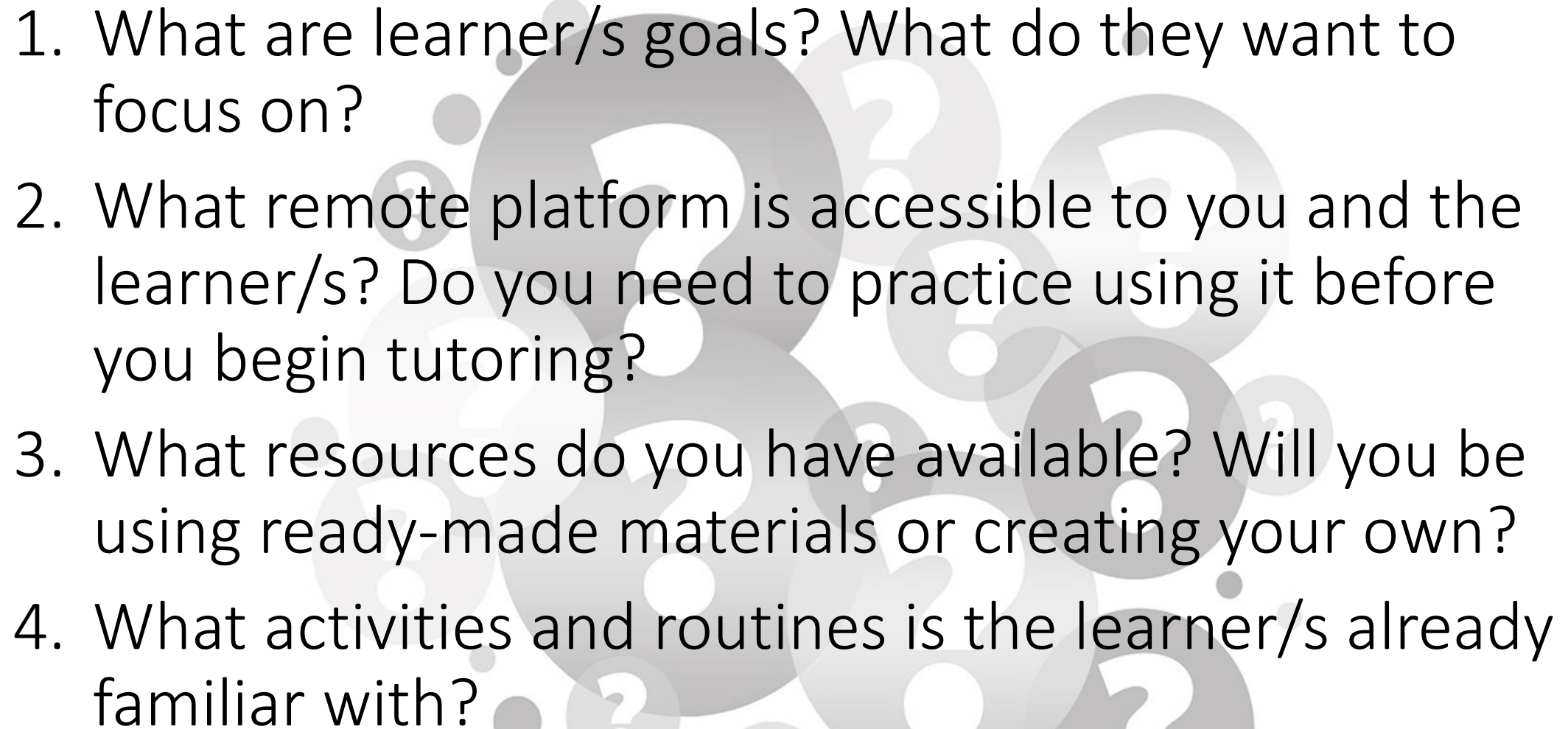
**When** have you had problems because of English?

**What** is the easiest part of English for you?

**What** is the most difficult?

*Ahmed wants to learn English to get a job, to take his child to the doctor, and to talk with his neighbors.*

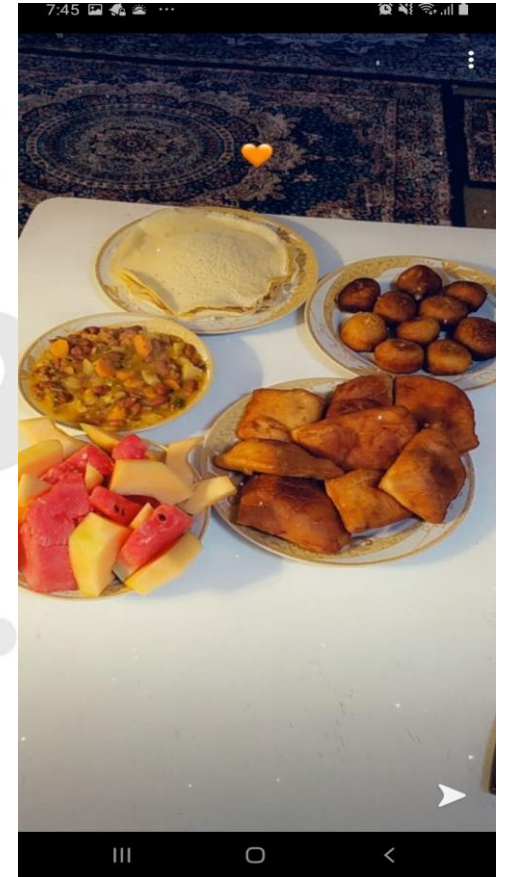


- 
- The background of the slide is white with a pattern of semi-transparent, light gray question marks of various sizes scattered across it.
1. What are learner/s goals? What do they want to focus on?
  2. What remote platform is accessible to you and the learner/s? Do you need to practice using it before you begin tutoring?
  3. What resources do you have available? Will you be using ready-made materials or creating your own?
  4. What activities and routines is the learner/s already familiar with?



## 5. What routines can you establish?

- Focusing on content
- Creating ownership
- Managing anxiety
- Less learner management
- Providing repetition



Complete the Initial Questions section of your Lesson Planning 101 Reflection.

# A good lesson plan will have...

- One main objective of what the learner/s will be able to do by the end of the lesson.
- A main text that the lesson will be based around (picture, reading, audio, video, conversation prompts)
- Key language that will be explicitly taught: *e.g. words or phrases, grammatical structure, concept (summarizing, main idea, etc.)*
- 1-3 activities that move through the I, We, You steps and align with the objective.
- A wrap-up activity that reinforces what was learned during the lesson.

# Objectives

- States what the learner/s will be able to accomplish by the end of the lesson (I can... or Learner/s will be able to...)
- Based on real-life scenarios; skills that the learner/s will be able to do in the real world after the lesson
- Includes the context where a specific communicative task will take place
- Focuses on 1-2 language-skill areas (reading, writing, listening, speaking)



Eastbound - Weekday

from downtown Minneapolis to downtown St Paul/Union Depot

route number & letter	Target Field Platform 1	Target Field Platform 2	Warehouse District/ Hennepin Ave Station	Nicollet Mall Station	OmniCenter Plaza Station	U.S. Bank Station	West Bank Station	East Bank Station	Stadium Village Station	Prospect Park Station	Westgate Station	Raymond Ave Station	Fairview Ave Station	Swelling Ave Station	Hammill Ave Station	Lakewood Pkwy Station	Victoria St Station	Dale St Station	Western Ave Station	Capitol/Roosevelt Station	Robert St Station	10th St Station	Central Station	Union Depot
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# Example Objectives

*Learners will be able to describe their housing problems to a landlord in a text message.*

Context: Housing problems

Communicative Task: Sending a text message

Language Skill Areas: Reading and writing (spelling/phonics)

*Learner will be able to summarize job duties and responsibilities from previous jobs during a job interview.*

Context:

Communicative Task:

Language Skill Areas:

# Which one is better?

1. The learners will be able to correctly identify and spell eight foods that they commonly use in cooking.
2. The learners will be able to write eight new words.
3. The learner will know what to do if there is a tornado.
4. The learner will be able to give verbal commands to keep people safe if there is a tornado.

# A good lesson plan will have...

- One main objective of what the learner/s will be able to do by the end of the lesson.
- A main text that the lesson will be based around (picture, reading, audio, video, conversation prompts)
- Key language that will be explicitly taught: *e.g. words or phrases, grammatical structure, concept (summarizing, main idea, etc.)*
- 1-3 activities that move through the I, We, You steps and align with the objective.
- A wrap-up activity that reinforces what was learned during the lesson.

# Main Text

- Primary resource used during the lesson
- Reflects the context, communicative task, and language skill area of the objective
  - Story or article = reading, spelling/phonics
  - Picture = speaking, writing, pronunciation
  - Audio = listening, speaking, writing
  - Video = listening, speaking, writing
  - Conversation questions/prompts = listening, speaking
  - Signs/labels = reading, spelling/phonics, speaking
  - Worksheet = reading, writing
- Is an appropriate level for the learner/s

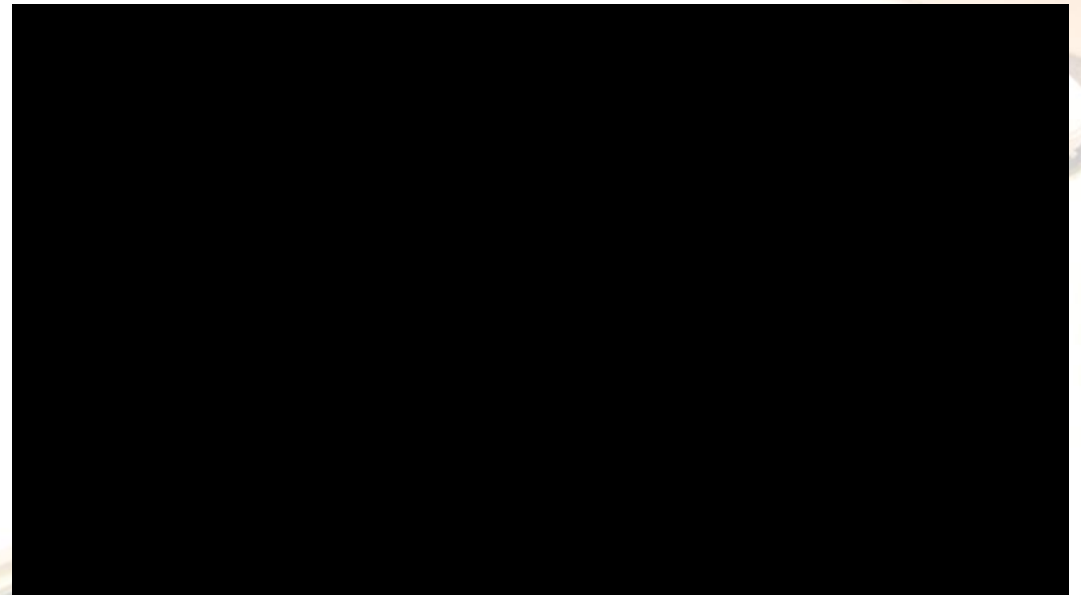
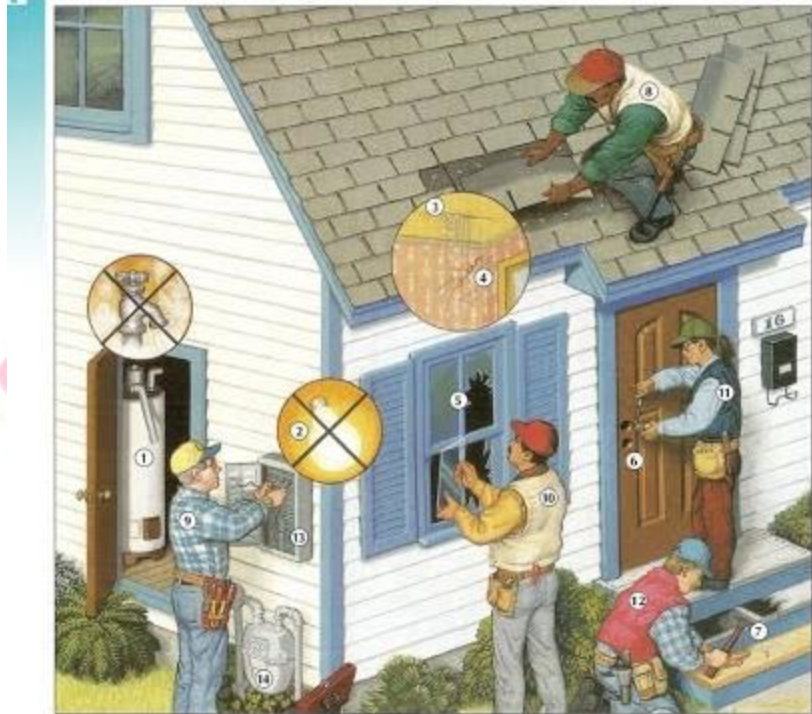


# Examples of ready-made main texts

*Learners will be able to describe their housing problems to a landlord in a text message.*

*The learner will be able to give verbal commands to keep people safe if there is a tornado.*

<https://www.youtube.com/watch?v=5TiTfuvotc>



# Examples of tutor-created main texts

*Learner will be able to summarize job duties and responsibilities from previous jobs during a job interview.*

*The learners will be able to correctly identify and spell eight foods that they commonly use in cooking.*

## Conversation Questions

When you go to a job interview you should arrive on time and fill in the application form neatly. What other things should you always do - or not do - at the interview?

How many job interviews have you had? What were they like? How did you feel? Did you get the job?

What questions are usually asked at interviews?

What jobs have you had in the past?

What were your job duties and responsibilities? What were the results of those responsibilities?

What is one thing you did at your last job that you are very proud of?

My husband cooked pasta for dinner last night.



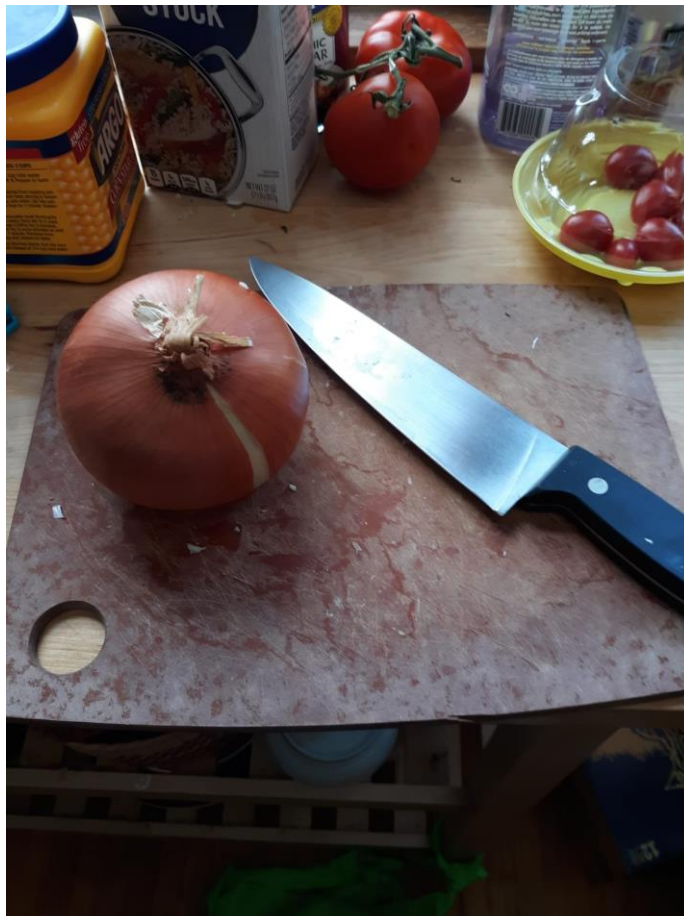
He mixed spices.



He chopped garlic.



He chopped an onion.



He chopped two red peppers.



He chopped two tomatoes.





He washed mushrooms.



He cooked the vegetables in a pot.



He opened two cans of tomatoes.



He cooked tomatoes and beef.



He cooked noodles in water.



I was happy. I like pasta!



1. My husband cooked pasta for dinner last night.
2. He mixed spices.
3. He chopped garlic.
4. He chopped an onion.
5. He chopped two red peppers.
6. He chopped two tomatoes.
7. He washed mushrooms.
8. He cooked the vegetables in a pot.
9. He opened two cans of tomatoes.
10. He cooked tomatoes and beef.
11. He cooked noodles in water.
12. I was happy.
13. I like pasta!

# A good lesson plan will have...

- One main objective of what the learner/s will be able to do by the end of the lesson.
- A main text that the lesson will be based around (picture, reading, audio, video, conversation prompts)
- Key language that will be explicitly taught: *e.g. words or phrases, grammatical structure, concept (summarizing, main idea, etc.)*
- 1-3 activities that move through the I, We, You steps and align with the objective.
- A wrap-up activity that reinforces what was learned during the lesson.



# Key Language

- Provides learners with tools that they need to be able to complete the objective
- Pulled from the main text used during the lesson
- What words or phrases, grammatical structures, or concepts would help the learners be able to successfully access the main text?
- Have examples prepared to share with the learner/s

# Examples of key language based on a main text

*The learner will be able to give verbal commands to keep people safe if there is a tornado.*

<https://www.youtube.com/watch?v= 5TiTfuvotc>

## Form of the imperative

The imperative form is the same as the *bare infinitive*. It has only one form for both second person singular and plural **'you'**

Examples:

- *hurry up*; you'll be late
- *go out* immediately

In the negative form you add **'do not'** or **'don't'**

Examples:

- *Don't disturb* me; I'm working.
- *Do not smoke!*

## Use of the imperative

You can use the imperative to give instructions, commands, advice

### 1. To give instructions

- *Push* the button
- *Turn* left

### 2. To give commands

- *Stop* saying nonsense
- *don't lie.*

### 3. To give advice

- *Go* to hospital; you are ill
- *Tell* her that you love her

# Examples of key language based on a main text

A hand with pink nail polish is holding a silver pen and writing on a white notebook. The notebook is open, and the words "My Plan" are visible in the background. The background is a light-colored wooden surface.

*The learners will be able to correctly identify and spell eight foods that they commonly use in cooking.*

spices



red  
peppers



cans



garlic



noodles



onion



tomatoes



mushrooms

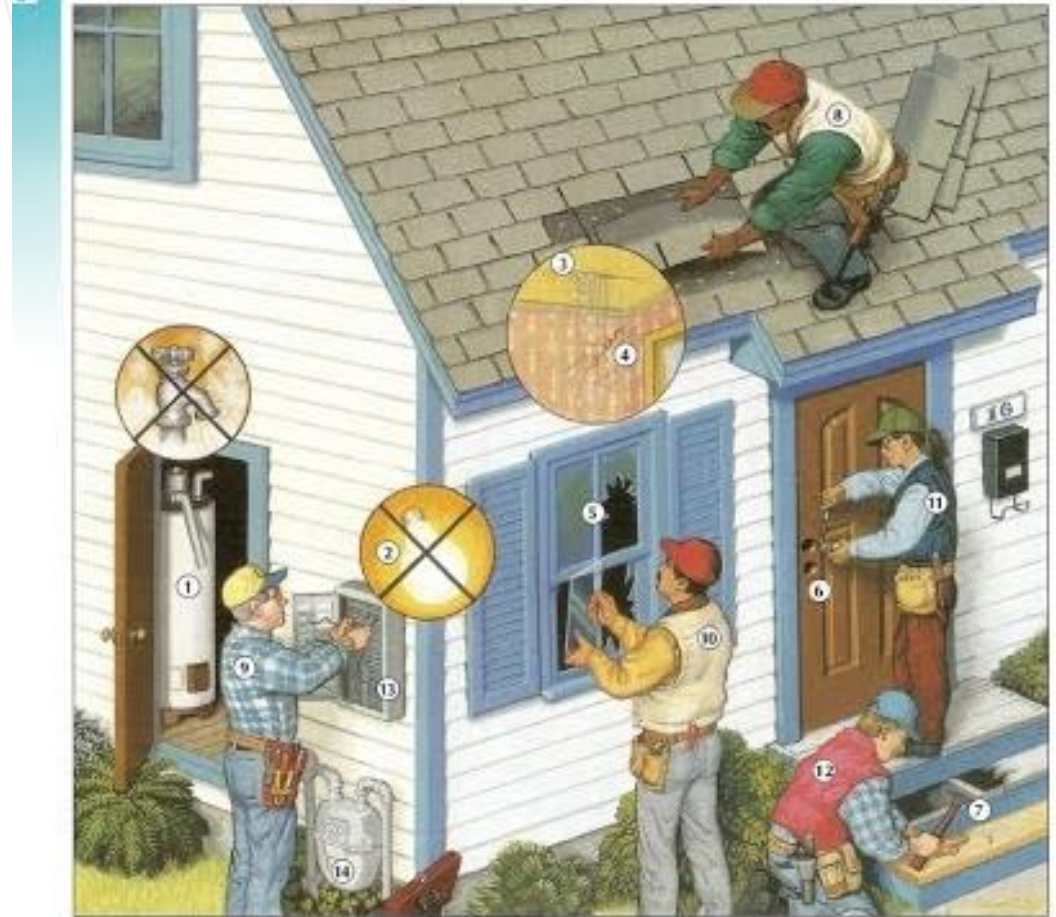


# Examples of key language based on a main text

*Learners will be able to describe their housing problems to a landlord in a text message.*

Are their new words or phrases that would help students communicate about this topic?

Is there a grammar tense or structure that they will use often to answer questions about this topic?



# Examples of key language based on a main text

*Learner will be able to summarize job duties and responsibilities from previous jobs during a job interview.*

Are there new words or phrases that would help students communicate about this topic?

Is there a grammar tense or structure that they will use often to answer questions about this topic?

## Conversation Questions

When you go to a job interview you should arrive on time and fill in the application form neatly. What other things should you always do - or not do - at the interview?

How many job interviews have you had? What were they like? How did you feel? Did you get the job?

What questions are usually asked at interviews?

What jobs have you had in the past?

What were your job duties and responsibilities?  
What were the results of those responsibilities?

What is one thing you did at your last job that you are very proud of?

# A good lesson plan will have...

- One main objective of what the learner/s will be able to do by the end of the lesson.
- A main text that the lesson will be based around (picture, reading, audio, video, conversation prompts)
- Key language that will be explicitly taught: *e.g. words or phrases, grammatical structure, concept (summarizing, main idea, etc.)*
- 1-3 activities that move through the I, We, You steps and align with the objective.
- A wrap-up activity that reinforces what was learned during the lesson.



# Lesson Activities

- Activities in the lesson focus on helping learners reach the objective
- Tie the activities to the key language used in the main text
- Amount of activities based on the length of the lesson, level of text, level of learners
- Less is more!
- Use the Gradual Release of Responsibility method for activities:
  - **I Do It** Teacher explains, gives examples, models
  - **We Do It** Teacher and learner/s do the activity together: they may give examples, model, ask and answer questions
  - **You Do It** Learner/s do the activity independently; teacher assess learning and supports and prompts as necessary

# Example of Activity Structure

## Pasta

I Do It

r e d p e p p e r s  
n t c j o a t i e g  
n o o d l e s g c l

noodles  
spices  
garlic

We Do It

n r t o m a t o e s  
h l m c g n c a n s  
c e g a r l i c x b

onion  
tomatoes  
mushrooms

You Do It

u r h u s p i c e s  
i u r u z m w v c b  
f m u s h r o o m s  
e d i y e o n i o n

cans  
redpeppers

# Example of Activity Structure

I Do It

We Do It

You Do It



# Example of Activity Structure

*The learner will be able to give verbal commands to keep people safe if there is a tornado.*

**Activity:** Roleplay this scenario. A friend calls you to ask what they should do when they hear a tornado siren. Find out where they are, then give them advice to keep them safe.

I Do It

We Do It

You Do It

# A good lesson plan will have...

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- A wrap-up activity that reinforces what was learned during the lesson.

# Wrap Up Activity: Finish the Sentences

Complete two of the sentence prompts on your Lesson Planning 101 Reflection. End the sentences with your answer.

I learned \_\_\_\_\_.

It was interesting that \_\_\_\_\_.

Now I understand \_\_\_\_\_.

I still don't understand \_\_\_\_\_.

It is important to remember \_\_\_\_\_.

# A good lesson plan will have...

- ✓ One main objective of what the learner/s will be able to do by the end of the lesson.
- ✓ A main text that the lesson will be based around (picture, reading, audio, video, conversation prompts)
- ✓ Key language that will be explicitly taught: *e.g. words or phrases, grammatical structure, concept (summarizing, main idea, etc.)*
- ✓ 1-3 activities that move through the I, We, You steps and align with the objective.
- ✓ A wrap-up activity that reinforces what was learned during the lesson.

# HOUSE VOCABULARY





In my living room I have \_\_\_\_\_.

In my bedroom I have \_\_\_\_\_.

In my bathroom I have \_\_\_\_\_.

# Check out our upcoming webinars!

The screenshot shows the Literacy Minnesota website. The logo is in the top left. The navigation bar includes links for 'About Us', 'Our Services', 'National Programs', 'Educator Resources', 'Volunteer', 'Events', and 'Give'. The 'Volunteer' dropdown menu is open, listing options like 'Ways to Volunteer', 'Work with Adults', 'Work with Children', 'Volunteer Interest Sign-up', 'Volunteer Training Calendar' (circled in red), 'New Volunteer Information Sessions', 'Americorps VISTA', and 'Open Door Learning Centers'. Below the menu is a banner that says 'Get ready to volunteer!'.

<https://www.literacymn.org/volunteer-trainings>

**Questions about the webinar?**

**[aechelberger@literacymn.org](mailto:aechelberger@literacymn.org)**

**Email your completed Lesson Planning 101  
Reflection to your volunteer coordinator and  
Kelly Rynda to receive completion credit**

**[krynda@literacymn.org](mailto:krynda@literacymn.org)**

