Planning a lesson
The most important part of the planning process is to decide what our precise learning aims are. In other words, we need to consider the learning OUTCOMES. We can think of a learning outcome as the answer to the question *What will my students know or be able to do at the end of the lesson (or lesson stage) that they could not do or didn’t know at the beginning?*
Who?  
When?  
Where?  

What?  
Why?  
How?  

content analysis  
context analysis  
didactic analysis
target
objective
goal
aim
Planning a lesson

**Objectives**

Based on analysis of contextual background

**Selection** (Auswahl)

**Gradation** (Abstufung)

- a) grouping
- b) sequencing

**Presentation** (Darbietung)

1. e.g. Presenting
   - (Sprachaufnahme)
   - 2.1 Formal practice
     - (Controlled exercises)
   - 2.2 Clarification
     - (Bewusstmachung)
   - 2.3 Transfer
     - (Semi-controlled exercises)

2. e.g. Practicing
   - (Sprachverarbeitung)

3. e.g. Producing
   - (Sprachanwendung)

**Assessment** (Lernzielkontrolle)

**Content Analysis** (Sachanalyse)

**Didactic Analysis** (Didaktische Analyse)

**Lesson Grid** (Verlaufspannung)

Taken from:
How to formulate aims, goals, objectives, targets

SMART

- Specific
- Measurable
- Achievable
- Realistic
- Timely
<table>
<thead>
<tr>
<th>learners</th>
<th>can</th>
<th>criterion for acceptable performance (quality/how)</th>
<th>operator (action verb)</th>
<th>wanted behaviour/result as precisely as possible</th>
<th>condition/circumstance/restriction or proof</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pupils</td>
<td>can</td>
<td>independently</td>
<td>formulate</td>
<td>simple, positive declarative sentences with regular verbs about party events in the simple past</td>
<td>by using visual prompts given within a game.</td>
</tr>
</tbody>
</table>

We played charades.
<table>
<thead>
<tr>
<th>Context/Title</th>
<th>XXX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources</td>
<td></td>
</tr>
<tr>
<td>Content (Topic)</td>
<td>•</td>
</tr>
<tr>
<td>Objective(s)</td>
<td>• (overall lesson aim)</td>
</tr>
<tr>
<td></td>
<td>• detailed lesson objectives</td>
</tr>
<tr>
<td>Curricular Links</td>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Step/ Dd. Fct.</th>
<th>Procedure Description (includes completely worded instructions of the teacher, possible answers of the students as well as smooth transitions)</th>
<th>T-S Int.</th>
<th>Media/Material</th>
<th>Anticipated problems &amp; solutions</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

**Type in the step of the chosen procedure/sequence here.**

|              |          |                                      |          |                |                                  |
|              |          |                                      |          |                |                                  |
|              |          |                                      |          |                |                                  |

|              |          |                                      |          |                |                                  |

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|              |          |                                      |          |                |                                  |
Content (Topic)

- understanding OL1 TB pp. 52-53 text + ex. 1b
- understanding OL1 TB p. 59 ex. 7 (song) using a worksheet and the TB dictionary pp. 241ff.
- understanding the organisation and content of a word bank (OL1 TB p. 212)
- designing one's own word bank on the topic in the form of a mind map on the basis of the given texts and materials

Objective(s)

- The pupils (Ps) know elementary words and phrases to communicate about typical free time activities of children in the UK and Germany/their own cultural background. They prove their knowledge by understanding given texts and are able to organise the semantic field in a mind map (finalised as homework assignment).
  - Using a scaffold, the Ps can orally express their ideas about activities the protagonists of the textbook series engage in. They can check their solutions by listening to a recorded text. They prove their deepened understanding of the text while completing OL1 p. 52 ex. 1b in a reading phase. Taking it from there, they can conclude the topic of the semantic field.
  - Reactivating their knowledge of the alphabet, the class can come up with another activity in a hangman game. The Ps are able to decide on the likeliness of given activities at a zoo. They compare their findings to the lyrics of a song and further work on their understanding with the help of a worksheet and the textbook dictionary to identify more phrases of the semantic field.
  - In a teacher guided phase, the Ps show their ability to collaboratively analyse a given mind map (OL1 TB p. 212) by comparing it to the lexical material of the lesson and their personal needs.
  - The Ps can recall and apply basic rules of mind mapping when designing their own mind maps in which they collect/store selected items of the semantic field according to their personal criteria (finalised as homework).

Curricular Links

- LB Hobbies and leisure: Einblick gewinnen in Möglichkeiten der Freizeitgestaltung von Kindern in englischsprachigen Ländern sowie
Kennen und Beherrschen sprachlicher Mittel zur Freizeitgestaltung (S. 14)
- Soziokulturelles Wissen: Die Schüler gewinnen exemplarische und authentische Einblicke in andere Lebenswirklichkeiten und vergleichen diese mit ihren eigenen. (S. 8)
- Beherrschen sprachlicher Mittel und Sprachbewusstheit / Wortschatz: Die Schüler
  - verfügen über einen elementaren Wortschatz, der es ihnen ermöglicht, [...] zu ihnen bekannten Themenbereichen situationsgerecht, verständlich und weitgehend korrekt zu formulieren,
  - können Wörter buchstabieren [...] (S. 8)
- Methodenkompetenz: Die Schüler
  - können Wortschatz in einem Wörterverzeichnis [...] nachschlagen,
  - können Wortschatz umwälzen und strukturieren (z. B. mind map [...] (S.9)
😊 Thank you for listening.