

# TESOL

# Materials Development

Week 10

- Grellet's Developing Reading Skills
- Listening and Reading Activities

Edward Povey

## Lesson Plan & Materials 1 due this week

1. Check your lesson plan has an SLO with the target language and fluency activity
2. Check your lesson plan has stages labeled with E-I-F
3. Include interaction for each step in the lesson (T-S, S, Ss-Ss, etc.)
4. Provide a purpose or a rationale for each step in the lesson
5. Submit the necessary materials to be used in the lesson
6. Label your materials so that they match the steps in your lesson plan

# Grellet's Developing Reading Skills



- What do we read?
- Why do we read?
- How do we read?
- How is reading used in conjunction with other skills?
- Who are you as a reader?

# Grellet's Developing Reading Skills

- What do we read?

- \* novels, newspapers, diaries, letters, emails, accounts, pamphlets, recipes, instructions, comic strips, statistics, telephone directories, dictionaries...

- Why do we read?

- \* for pleasure

- \* for information

# Grellet's Developing Reading Skills

- How do we read?
- \* **skimming**: quickly running your eyes over a text to get the main idea
- \* **scanning**: quickly going through a text to find a piece of information
- \* **inference**: reading 'between the lines'
- \* **straightforward**: start to finish
- \* **extensive reading**: reading longer texts, usually for pleasure
- \* **intensive reading**: reading shorter texts, usually to extract information

# Grellet's Developing Reading Skills

## \* **skimming**

What is this quote about?



*"Every time I see an adult on a bicycle, I no longer despair for the future of the human race."*

**H. G. Wells**

# Grellet's Developing Reading Skills

\* scanning

Where is the info about school expansion?

February 15 50 Cents Newsstand

# The Herald **Advisor**

THE MOST COMPLETE COVERAGE - LOCAL, STATE AND NATIONAL HeraldAdvisor.com

## Public Wi-Fi Hearings Prompt Debate

County legislature considers public access wireless service

**PHIL DAGGAN**  
STAFF WRITER

The Tri-County Economic Development Council is working with a consulting firm to determine what would be needed — and how much it would cost — to offer Wi-Fi access countywide. Officials also have started talking to leaders in surrounding counties about the possibility of joining together to offer such a service regionally. Currently there are some private “hot zones” where Wi-Fi service is now available, but officials are considering building a county-wide network of small antennas posted on telephone poles, utility buildings and water tanks. The council is working on details to formally test interest of cable and telephone providers in building the system and providing low-priced service in exchange for access to publicly owned telephone poles. One midstate consultant said a survey showed strong support from 61 percent of the households polled with strongest backing was from younger residents. 18 percent of respondents worried about the cost of the service, and a similar number expressed concern about privacy. Connection problems in

that have installed Wi-Fi networks over the past year have prompted some local experts to question the local project. The council is working on details to formally test interest of cable and telephone providers in building the system and providing low-priced service in exchange for access to publicly owned telephone poles. One midstate consultant said a survey showed strong support from 61 percent of the households

**What is Wi-Fi?**  
Wi-Fi is the term used to describe the service that allows customers to connect to the Internet without a wired connection via cable or DSL, phone line.

**MORE ONLINE**  
HeraldAdvisor.com

Several area coffee shops, Internet cafes and other businesses are already offering the service to local customers.

**WIFI, Page 2A**

## Voters approve plans for school expansion

**MARY LOU NELSON**  
STAFF WRITER

Voters approved nearly \$120 million in school building projects Tuesday — including four out of five in the surrounding area — as school districts sought to take advantage of the state's offer to pay two-thirds of the cost of school construction. A total of

# Grellet's Developing Reading Skills

## \* inference

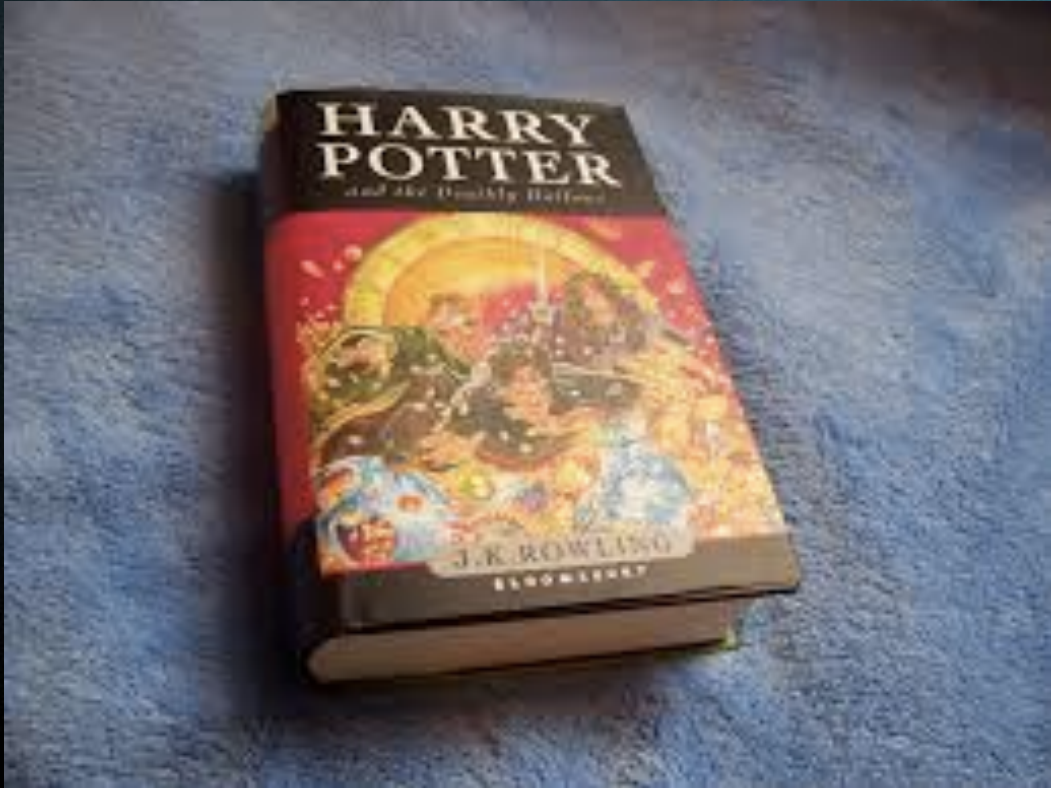
“John was running to catch the bus again. It was a morning routine; a routine that didn't bother John, but drove his mother crazy.”



What can we say about John?

# Grellet's Developing Reading Skills

- \* straightforward and extensive reading



# Grellet's Developing Reading Skills

\* intensive reading

Wellness • Elevation



Elevate to enrich: We're going up

## LIFE ELEVATED

BY MICHAEL BRONSTEIN

**WE CAN FIND GREAT JOBS IN ELEVATION. LET US REVEAL HOW THE VIEW ONLY IMPROVES AS WE CLIMB HIGHER.**

The Dead Sea, on the border of Israel and Jordan, is Dead because it is stagnant. While the Jordan River flows into this extremely salty lake, no water flows out of the Dead Sea, making it nearly uninhabitable for normal lake life. The Sea of Galilee, just to the north, supports a wide variety of plant and animal life, and has even fishermen for millennia. What is the difference between these two lakes in their geography? The answer is simple: The Sea of Galilee never stops moving in and going out, while the Dead Sea simply sits, doing what it has done for thousands of years.

Our lives can be compared to this aquatic situation in the Holy Land. People can choose to remain stagnant or engage in their health, exercise and lifestyle, or they can elevate to try some things and seek progression in their spiritual life. Seeking new activities, better nutrition and improved health are

not only beneficial physically but can also mentally fueling. Lives characterized by progression and reaching out are vibrant and meaningful lives, just like the Sea of Galilee. This isn't to say our career activities are meaningless or even unfulfilling but that constant growth and action can take our lives to ever higher ground.

Elevation means a change in location or status. The dictionary defines the word elevate as meaning "to raise to a higher state." Climbing a mountain and reaching a mile five summit faster than before are both matters of elevation and, therefore, change. Change can be commendable in a variety of ways — financially, physically, mentally and in matters of time — so elevating oneself requires courage and resolve. The initial is where to start. Author, George Bernard Shaw reminded us of the central agent of progress when he said, "Progress is impossible without change, and those who cannot change their minds cannot change anything."

CEO Survey

## VIEW FROM THE TOP

The SC Magazine/Forrester CEO survey shows stakeholders are trying to get a handle on risk management, reports *David Hollinger*



**80% of CEOs plan to increase their risk management efforts in 2014.**

**80% view of IT security effectiveness.**

**EVERY PROBLEM HAS A SOLUTION.**

**80% of CEOs plan to increase their risk management efforts in 2014.**

**80% view of IT security effectiveness.**

**EVERY PROBLEM HAS A SOLUTION.**

# Grellet's Developing Reading Skills

- How is reading used in conjunction with other skills?
- \* **reading and writing**: summarizing and note-taking
- \* **reading and listening**: comparing an article and a news bulletin, matching opinions to a text
- \* **reading and speaking**: discussions, debates, appreciation

# Grellet's Developing Reading Skills

- Who are you as a reader?

A reader...

- \* guesses using background knowledge
- \* predicts
- \* checks and cross-references
- \* asks questions
- \* judges
- \* analyzes

**These are all reading strategies**

# What is reading?

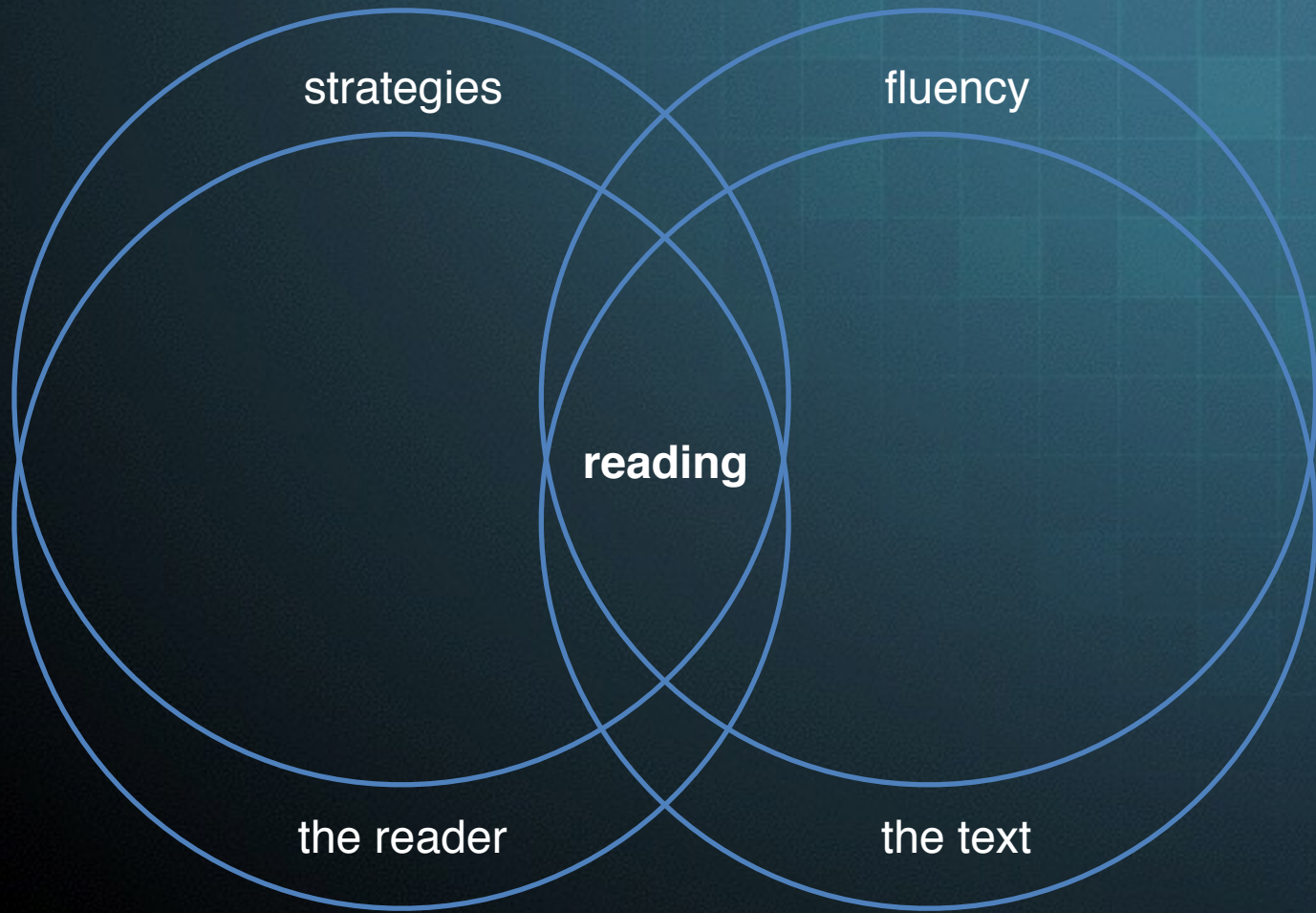
Reading is the fluent process of readers combining information from the text and their own background knowledge to build meaning.

## What is strategic reading?

- the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading.

## What is fluent reading?

- the ability to read at an appropriate rate with adequate comprehension.



What would happen if each of these things were not present?

# Reading and Listening Processes

## Top-down processing and bottom-up processing

Top-down processing: Interpreting message through the context in which the message is being delivered. In other words, it starts with schemata or background knowledge based on the context of the communication.

Bottom-up processing: Interpreting meaning by decoding the smallest parts of the language (sounds, words, sentences, etc.)

Let's watch a video and hear a story.  
Which is bottom-up and which is top-down?

# Reading and Listening Processes

## VIDEO

### Berlitz Commercial

<http://www.youtube.com/watch?v=0MUsVcYhERY>

# Reading and Listening Processes

## VIDEO



Is it bottom-up or top-down processing?

# Reading and Listening Processes

## STORY



Is it bottom-up or top-down processing?

# Reading and Listening Processes

top-down

Reading begins with reader  
background knowledge



comprehension

bottom-up

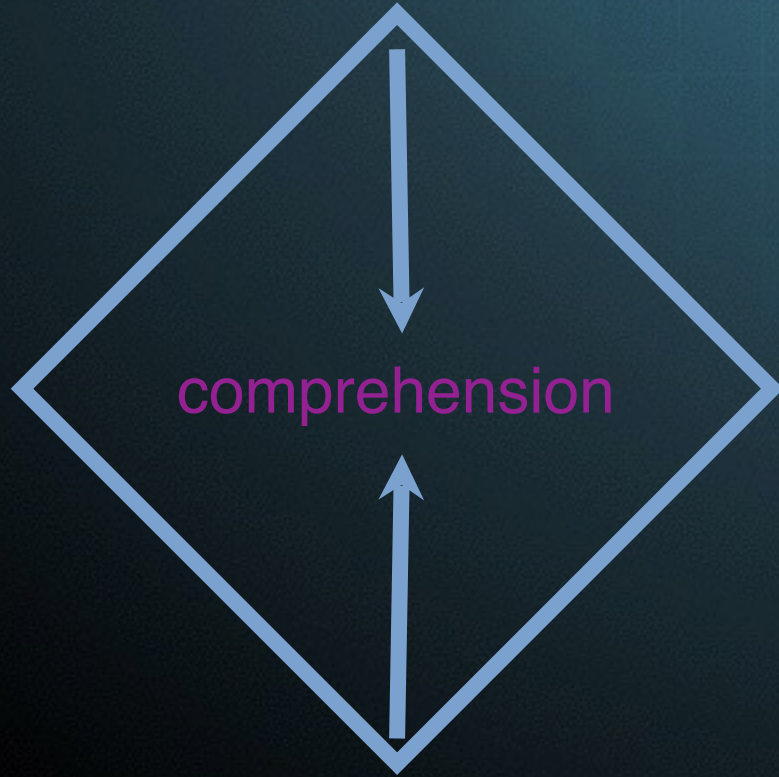
comprehension



letter and sound recognition,  
word recognition, grammar  
structures, sentences...

# Reading and Listening Processes

Background knowledge



Individual letters and sounds

# Grellet's Assumptions for Designing Reading Tasks

1. Provide students with whole texts

(a paragraph or longer)

Students should be encouraged to use whole texts to arrive at meaning.

# Grellet's Assumptions for Designing Reading Tasks

1. Start with global understanding and move towards detailed understanding

Students should understand the gist first, then details. This builds confidence and develops awareness of how texts are organized.

It also encourages students to predict, anticipate, infer, deduce, and teaches students to use what they know to understand the unknown.

# Grellet's Assumptions for Designing Reading Tasks

## 1. Use authentic texts where possible

Authentic texts provide a natural system of references, repetitions, redundancies and discourse indicators.

Rewritten or simplified texts are often altered to remove these.

Adjust the difficulty of the task, not the text.

# Grellet's Assumptions for Designing Reading Tasks

1. Integrate reading with the three other skills

Read and listen

Read and write

Read and speak

# Grellet's Assumptions for Designing Reading Tasks

## 1. Reinforce reading as an active skill

Involve students in pre-reading tasks.  
(predicting, guessing, anticipating content)

Provide activities that lead to discussion, not only straightforward answers.

Provide authentic and meaningful communicative follow-up activities.

# Grellet's Assumptions for Designing Reading Tasks

1. Provide an assortment of flexible and varied activities that are suited to the texts and the reasons for reading them

An opinion piece may lend itself to understanding the author's view, intention and tone.

A text giving directions would lend itself to tracing a route on a map or matching pictures to place names.

# Grellet's Assumptions for Designing Reading Tasks

1. Clearly define the aim for each activity

Discuss the outcome with your students.

Make clear the distinction between teaching and testing.

# Listening and Reading



# Listening and Reading

People listen and read for...

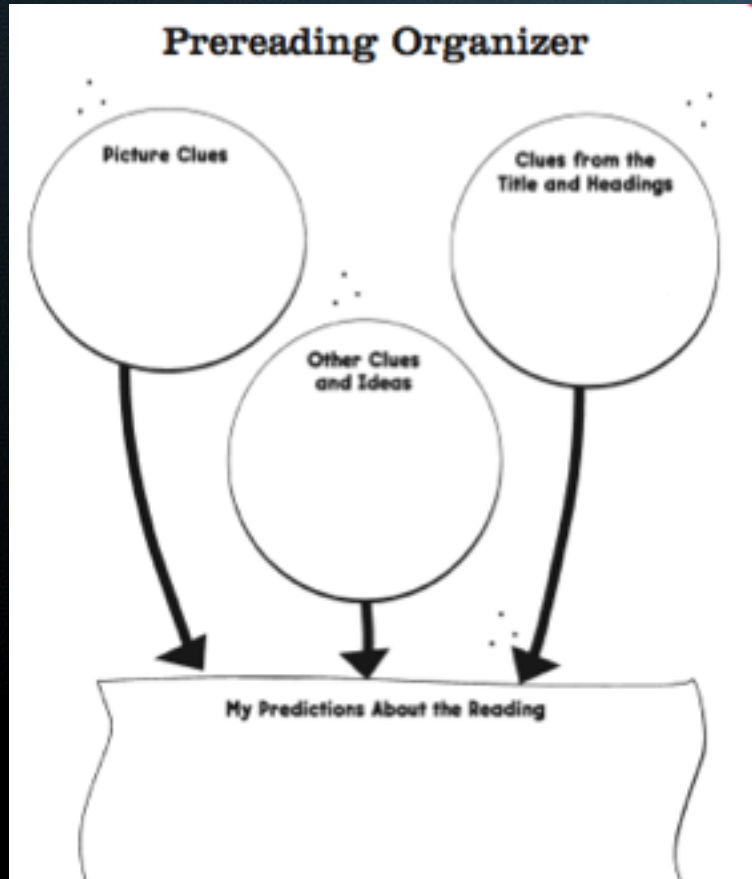
gist/main idea	detail/reasons
attitudes/emotions	tone/stress/intonation
opinions/predictions	implications/inference
key words	parts of speech/
time references	meaning
agreement/	spelling/numbers
disagreement	specific information
context or setting	order of events

# Listening and Reading Activities



# Listening and Reading Activities









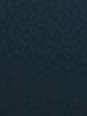

Make predictions



# Listening and Reading Activities

## Categorizing

Name: \_\_\_\_\_ Classification

Animals	Plants
	
	
	
	
	

The form consists of two large rounded rectangular boxes for classification. The left box is labeled 'Animals' and the right box is labeled 'Plants'. Below these boxes is a row of seven small dashed boxes, each containing a simple line drawing of an animal or plant. The drawings are: a pig, a tree, a squirrel, a giraffe, a flower, a tree, and a deer. The 'Classification' label is positioned at the top right of the page, above the 'Plants' box.

# Listening and Reading Activities

## Listing main events

# \_\_\_\_\_ Name \_\_\_\_\_ Date \_\_\_\_\_

**Character, Setting, and Major Events**

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Character	Setting
Identify a character in the story and provide at least 3 details about that character.	Identify the setting in the story and provide at least 1 detail about the setting.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Draw the character.	Draw the setting.
_____	_____
_____	_____
_____	_____
<b>Major Events</b>	
Explain at least 5 major events that happened in the story.	
_____	
_____	
_____	
_____	
_____	

W.1.1 Describe the characters, settings, and major events in a story, using details.







# Listening and Reading Activities

## Deciphering the mood or tone

Red hat: Lets focus on the feelings and emotions in the story.

### Find Jack's different feelings.

Look in the book and think about where Jack might feel happy or sad or sleepy. Describe where he feels each feeling in the speech bubble.

	<input type="text" value="Happy"/>		<input type="text" value="Laughing"/>
	<input type="text" value="Sad"/>		<input type="text" value="Amazed"/>
	<input type="text" value="Worried"/>		<input type="text" value="Cool"/>

# Listening and Reading Activities

## Deciphering the character's traits

Name \_\_\_\_\_ Date \_\_\_\_\_

### Main Character Traits


Think of 3 words that describe the main character's personality. For each word, give an example from the book of the character demonstrating that trait.

**Example:**

**Character:** Charlie in Charlie and the Chocolate Factory

**Personality Trait:** Kindness

**Example from the book:** Charlie shares his birthday chocolate bar with his family even though he only gets one chocolate bar a year.



**Chapter**

Main Character \_\_\_\_\_

1. Personality Trait \_\_\_\_\_  
Example from the book \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Personality Trait \_\_\_\_\_  
Example from the book \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Listening and Reading Activities

Select the correct response

**4.** Which of the following items did you order today?

Hamburger .....       Ice cream .....

French fries .....       Coffee/tea .....

Pizza .....       Soft drink .....

Salad .....       Other .....

↳ What else did you order?

# Listening and Reading Activities

## Multiple choice

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Total  
Points:  
\_\_\_\_/20

### The Enormous Crocodile Comprehension Quiz



**Part A:** Write the letter in the blank that matches the animal to its name.

- |                     |                 |
|---------------------|-----------------|
| 1. _____ HumpyRumpy | a. monkey       |
| 2. _____ RuggleWump | b. elephant     |
| 3. _____ RolyPoly   | c. hippopotamus |
| 4. _____ Trucky     | d. bird         |

**Part B:** Write the letter in the blank that matches each trick to what the Enormous Crocodile pretended to be.

- |                          |   |
|--------------------------|---|
| 5. _____ Clever Trick W1 | a. seesaw at a playground               |
| 6. _____ Clever Trick W2 | b. coconut tree                         |
| 7. _____ Clever Trick W3 | c. picnic bench at the Picnic Place     |
| 8. _____ Clever Trick W4 | d. wooden crocodile on a merry-go-round |

**Part C:** Circle the correct answer.

9. Who warned Mary and Toto that the Enormous Crocodile was pretending to be a coconut tree?
- a. HumpyRumpy                      c. RolyPoly Bird  
b. RuggleWump                      d. Trucky
10. Who warned the children at the Picnic Place that the Enormous Crocodile was pretending to be a picnic bench?
- a. HumpyRumpy                      c. RolyPoly Bird  
b. RuggleWump                      d. Trucky
11. Who warned the children at the playground that the Enormous Crocodile was pretending to be a seesaw?
- a. HumpyRumpy                      c. RolyPoly Bird

12. Who warned the children at the fair that the Enormous Crocodile was pretending to be a wooden crocodile on a merry-go-round?

- a. HumpyRumpy                      c. RolyPoly Bird  
b. RuggleWump                      d. Trucky

13. Who picked up the Enormous Crocodile by his tail and began to swing him round and round in the air?

- a. HumpyRumpy                      c. RolyPoly Bird  
b. RuggleWump                      d. Trucky

14. What continent is the setting for this story?

- a. Europe                                  c. South America  
b. Asia                                      d. Africa



**Part D:** Answer each question using complete sentences. Each question is worth 3 points.

15. What happened to the Enormous Crocodile at the end of the story?

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16. The Enormous Crocodile planned four different clever tricks. Which trick do you think was his most creative idea? Explain why you feel this way.

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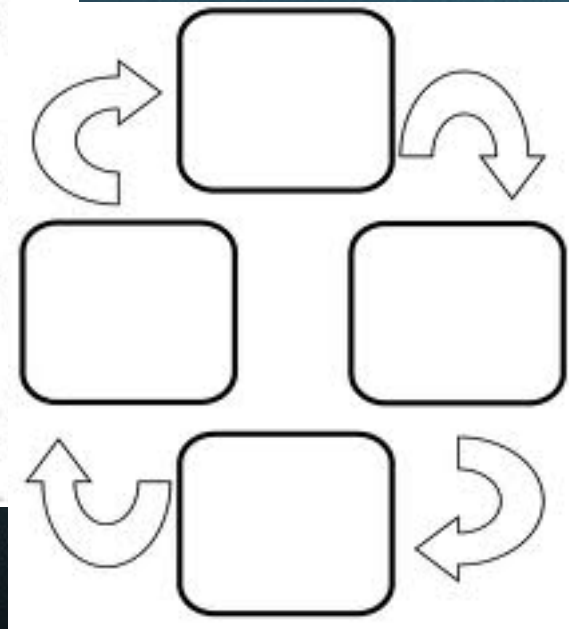
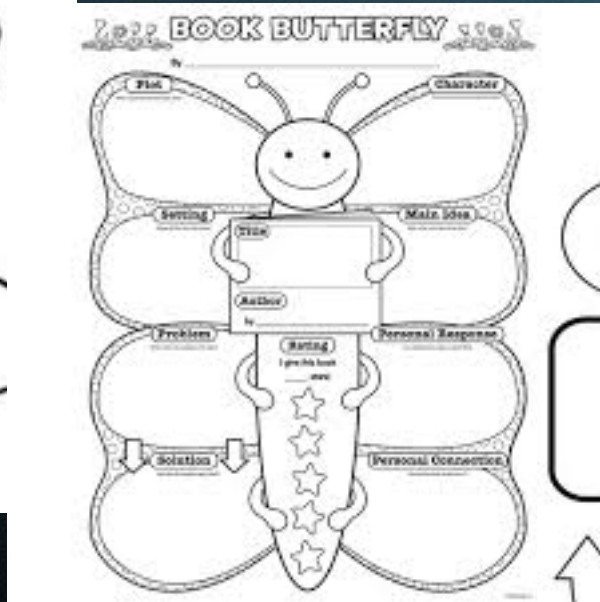
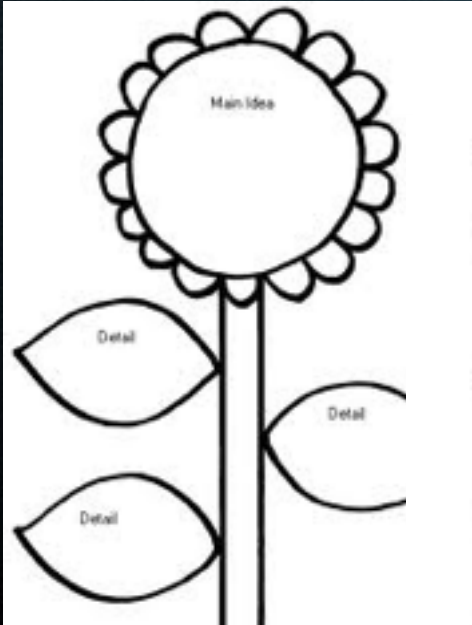
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# Listening and Reading Activities

## Completing a graphic organizer



# Listening and Reading Activities

Create a summary

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

## FIVE AMAZING FACTS ABOUT

\_\_\_\_\_

\_\_\_\_\_

① \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

② \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

③ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

④ \_\_\_\_\_

\_\_\_\_\_

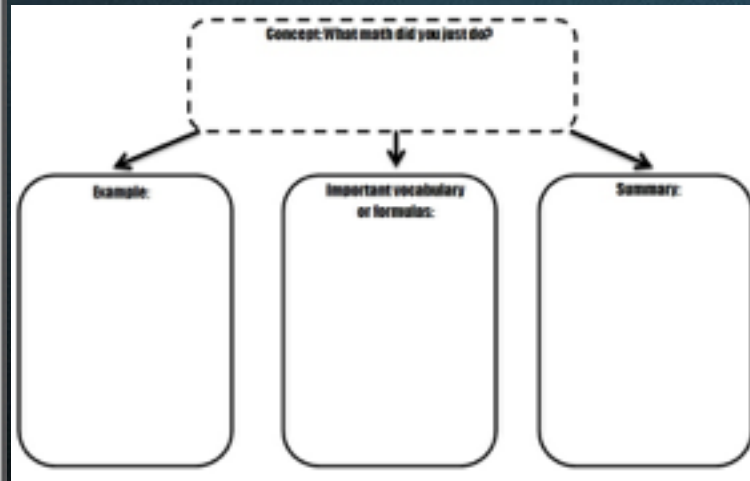
\_\_\_\_\_

⑤ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Free Printables for K-12 Education [www.STUDENTHANDOUTS.com](http://www.STUDENTHANDOUTS.com)



# Listening and Reading Activities

## Cloze / Gap fill

### Kwanzaa Cloze

Use the words in the box to fill in the blanks in the paragraph below:

African	December	red
basket	first	seven
corn	heritage	straw
cup	kinara	Swahili

Kwanzaa is an African-American holiday celebrated mainly in the US for the week between 26th \_\_\_\_\_ and 1st January each year.

The holiday was established in 1966 to help \_\_\_\_\_ Americans remember and celebrate their \_\_\_\_\_. The word "Kwanzaa" comes from the \_\_\_\_\_ language and means "\_\_\_\_\_ fruits". Each day of the seven days is dedicated to one of "The \_\_\_\_\_ Principles of Kwanzaa".

A candle is lit each day on the special candlestick, the "\_\_\_\_\_", to represent these principles. The kinara is placed on a mkeka, a traditional \_\_\_\_\_ mat, and one ear of \_\_\_\_\_ is also placed on the mat for each child in the family. A fruit \_\_\_\_\_, called a "mazao", is also displayed, along with a special "unity" \_\_\_\_\_, out of which everyone drinks. Families decorate their homes with traditional African crafts. The colours \_\_\_\_\_, green and black - representing the African flag - are used. Gifts, known as "zawadi", are given on the last day of Kwanzaa.

# Listening and Reading Activities

Complete a checklist



## GEMMA'S SHOPPING LIST

### Fresh Fruit

- 4 Bananas*
- 2 Punnets of Strawberries*
- 3 Mangos*
- 8 Apples*
- 1 Lettuce*
- 3 Tomatoes*
- 1 Cucumber*

### Fridge & Dairy

- 1 litre of Skim Milk*
- 1 block of Light Cheese*

### Delicatessen

- 5 Chicken Loaf Slices*
- 2 Chicken Breasts*

### Fresh Vegetables

- 1 Butternut Pumpkin*
- 2 Potatoes*
- 3 Onions*
- 2 Carrots*
- 1 Bunch of Shallots*
- 1 Bunch of Broccoli*

### Frozen Vegetables & Items

- 2 litres of Ice Cream*

### Fresh Meat Section

- 500 grams of lean Mince*

# Listening and Reading Activities

## True or false

Free printable ©  
www.teacherspayteachers.com

### President's Day True or False

Read each statement. Use a clothespin to mark if the statement is true or false.

<input type="radio"/> George Washington was born on February 22, 1732.	<input checked="" type="checkbox"/> true
	<input type="checkbox"/> false
<input type="radio"/> George Washington was married to a woman named Lucille.	<input checked="" type="checkbox"/> true
	<input type="checkbox"/> false
<input type="radio"/> George Washington was a founding father of the U.S.	<input checked="" type="checkbox"/> true
	<input type="checkbox"/> false
<input type="radio"/> Washington D.C. was named after George Washington.	<input checked="" type="checkbox"/> true
	<input type="checkbox"/> false

# Listening and Reading Activities

## Correcting errors

### Short Biography

Jack Friedhamm was born <sup>Prep</sup> to New York <sup>Prep</sup> in October 25, 1965. He began school at the age of six and continued until he was 18 years old. He then went to New York University to learn Medicine. He decided on Medicine because he liked biology when he was at school. While he was <sup>Prep</sup> to University <sup>P</sup> he met his wife Cindy. Cindy was a beautiful woman with hair long black. They went along <sup>Prep</sup> for yeers <sup>WO</sup> before they decided getting married. Jack began <sup>SP</sup> to work like a doctor as soon as he <sup>Gr</sup> graduated to Medical School. They <sup>Prep</sup> had  <sup>tense</sup> two children named Jackie and Peter, and have  <sup>tense</sup> <sup>Prep</sup>

# Listening and Reading Activities

## Applying punctuation

### How many mistakes can you find?

Proofreading: How many mistakes can you find?

### Haley's Easter Basket



Haley and jay woke up early on Easter morning. As soon as they woke up, they began searching the house for their easter baskets. Jay found his right away It was hiding in the closet. Haley's baskit was'nt easy to find. She looked under her Bed. She looked behind all the doors? She even looked in the oven. Do you know where Haley finally found her baskit. it was in the bathtub!

#### Proofreading Marks

≡ Capital

○ Period

⊙ Question Mark

○ Spelling

/ Lower case

¶ Indent



# Listening and Reading Activities

## Sequencing information or a summary






**How to Make a Sandwich**

1 Cut      2 Read      3 Paste in order

	1
	2
	3
	4
	5
	6









 Cut the sandwich in two.	Open the jar of peanut butter. 
Eat it up!	Get out the bread, peanut butter, and a knife.
Sit down and take a big bite.	Put a lot of peanut butter on the bread.

Write the number to sequence the actions.

		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	

# Listening and Reading Activities

## Retell a story

Follow the Yellow Brick Road! Story Retelling	
Name: _____	Name: _____
<b>Characters</b> (who was in the story? who was the story about?) 	<b>Next</b> (what happened after the beginning?) 
<b>Setting</b> (where did the story take place?) 	<b>Then</b> (what happened in the middle of the story?) 
<b>Problem</b> (what was the problem in the story? did something go wrong?) 	<b>Finally</b> (what happened at the end of the story? how did the story end?) 
<b>Beginning</b> (what happened at the beginning of the story?) 	<b>Solution</b> (how was the problem solved?) 



# Listening and Reading Activities

## Detailed 5W+1H questions



5W+H

Who?

What?

When?

Where?

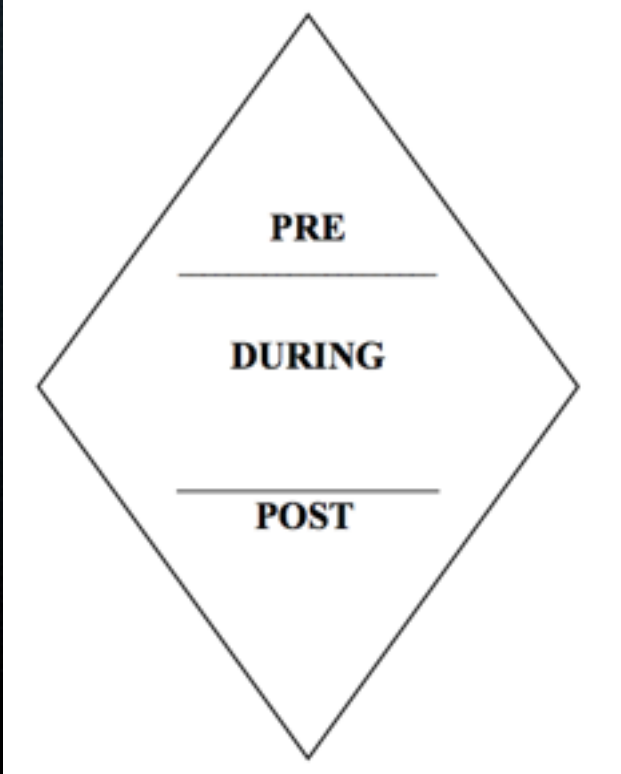
Why?

How?

© <http://www.workbooksplace.com>

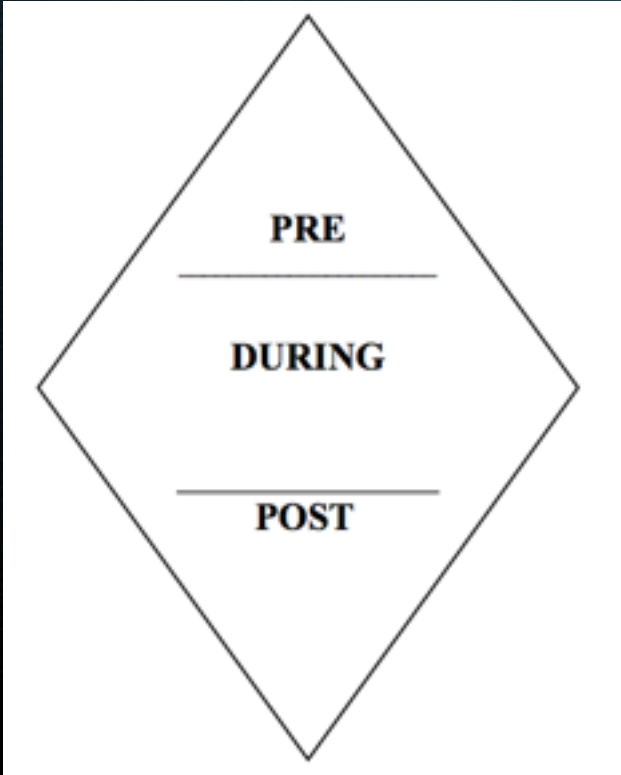
The worksheet features a grid of six empty speech bubbles, each corresponding to one of the 5W+1H questions. The questions are listed on the left side of the grid. The 'How?' question is accompanied by a cartoon character with large eyes and a hand on its head, looking thoughtful.

# P-D-P Framework



The P-D-P Framework is used for planning lessons with a focus on listening or reading.

# P-D-P Framework



'Pre' stage before L/R.

- Activate schema
- Assess background knowledge
- Pre-teach key vocabulary
- Generate interest

'During' tasks while L/R.

- multiple exposures
- varied tasks/skills
- sequenced/scaffolded
- leads to full comprehension

'Post' stage after L/R.

- expanding content/theme/topic
- connect/personalize information
- extend language study

**Bloom's  
Taxonomy  
of Learning**  
(New Version)

**Creating**

**Evaluating**

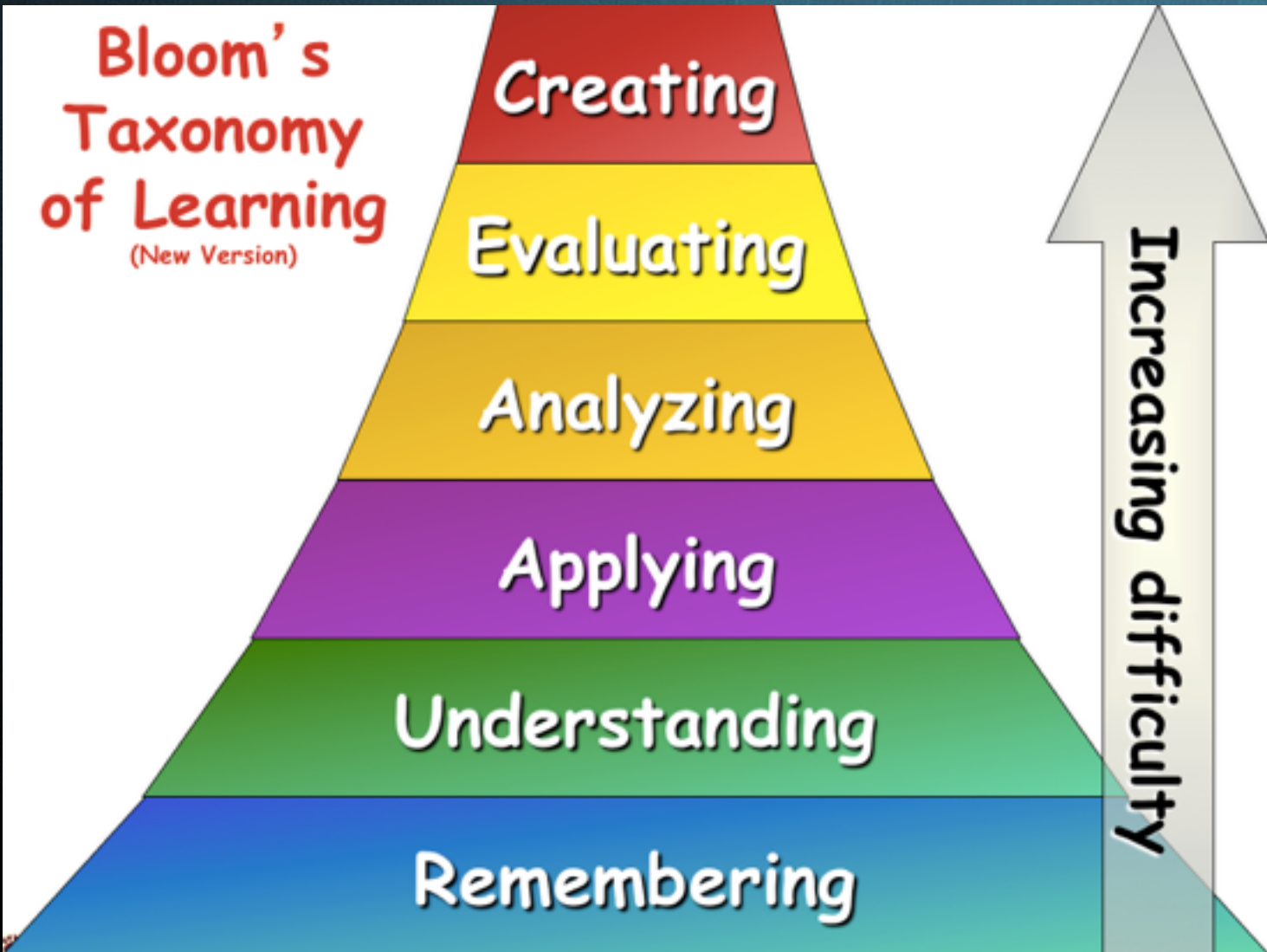
**Analyzing**

**Applying**

**Understanding**

**Remembering**

**Increasing difficulty**



# Homework

Weekly Reading due Week 11

## Section 4

- Read the P-D-P Framework material
- Complete the two questions at the beginning of the reading text

Submit a hard copy (printed A4 is preferred) to my mailbox at HUFS.

See you next week!

