

TESOL

Materials Development

Week 11

- Review of last week
- Bloom's Taxonomy
- The P-D-P Framework

Edward Povey

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

* **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 is

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.

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

Wi-Fi, Page 2A

Grellet's Developing Reading Skills

* inference

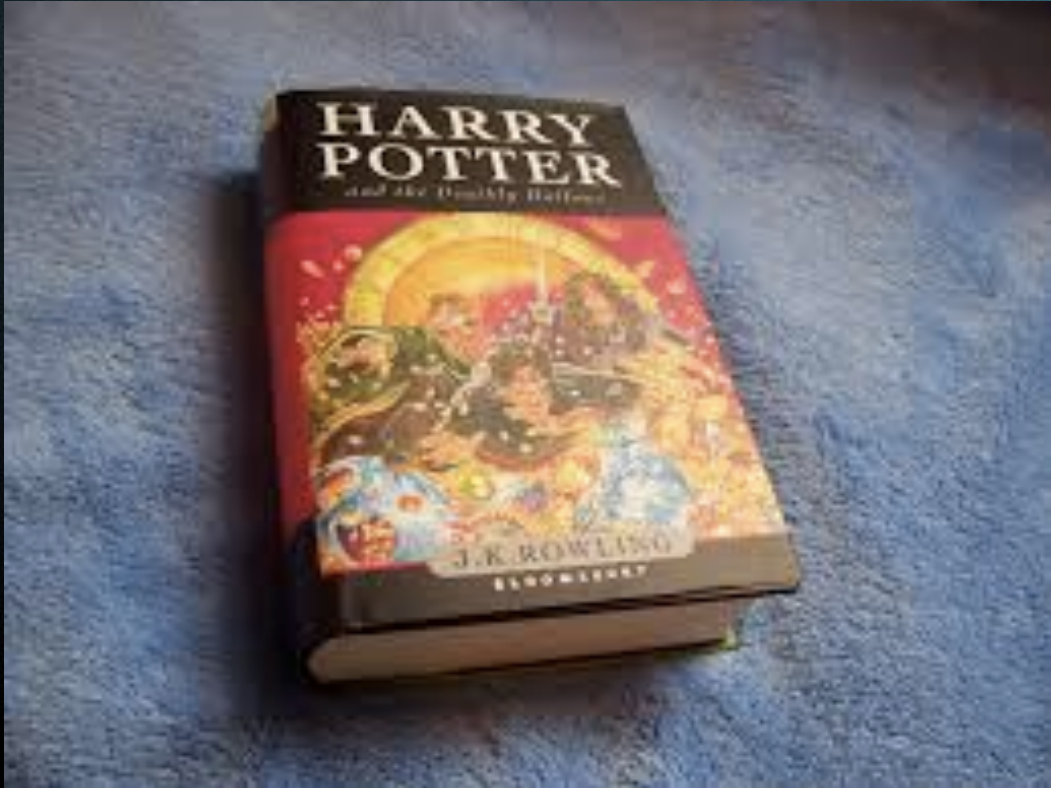
“John was running to catch the bus again. It was a morning routine; a routine that didn't bother John, but drove his mother crazy.”



What can we say about John?

Grellet's Developing Reading Skills

- * straightforward and extensive reading



Grellet's Developing Reading Skills

- 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?

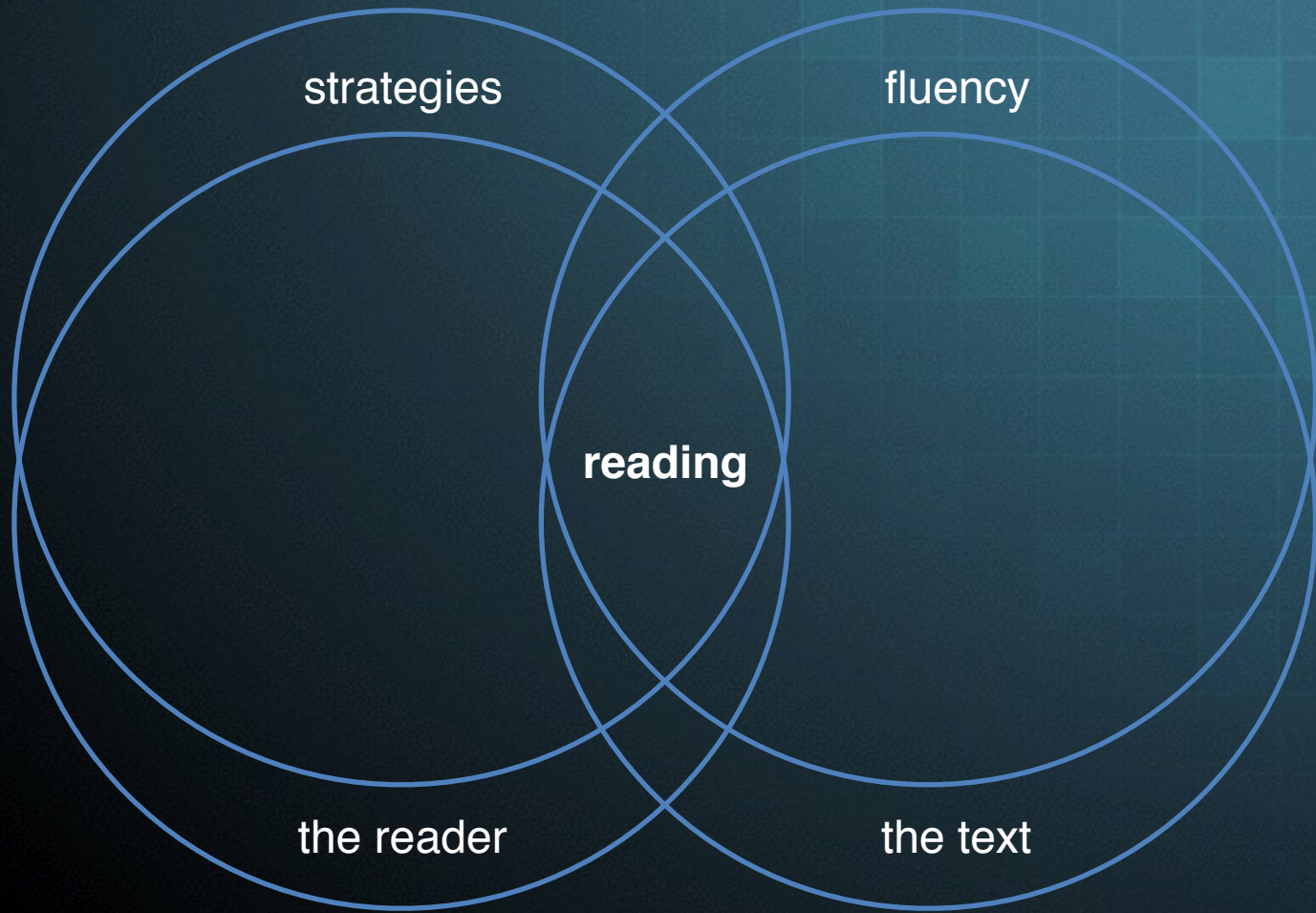
Reading is the fluent process of readers combining information from the text and their own background knowledge to build meaning.

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



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

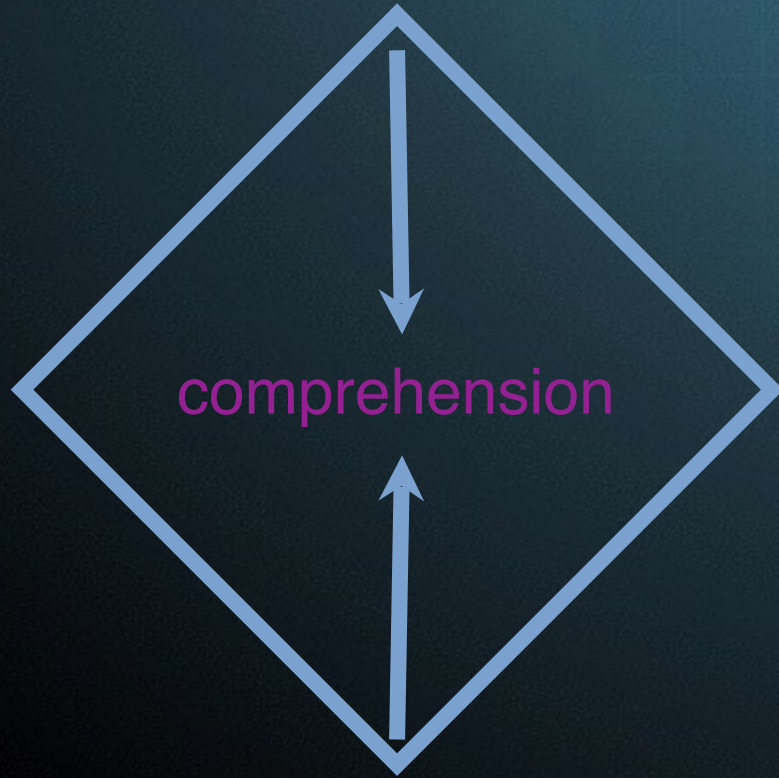
comprehension



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

Reading and Listening Processes

Background knowledge

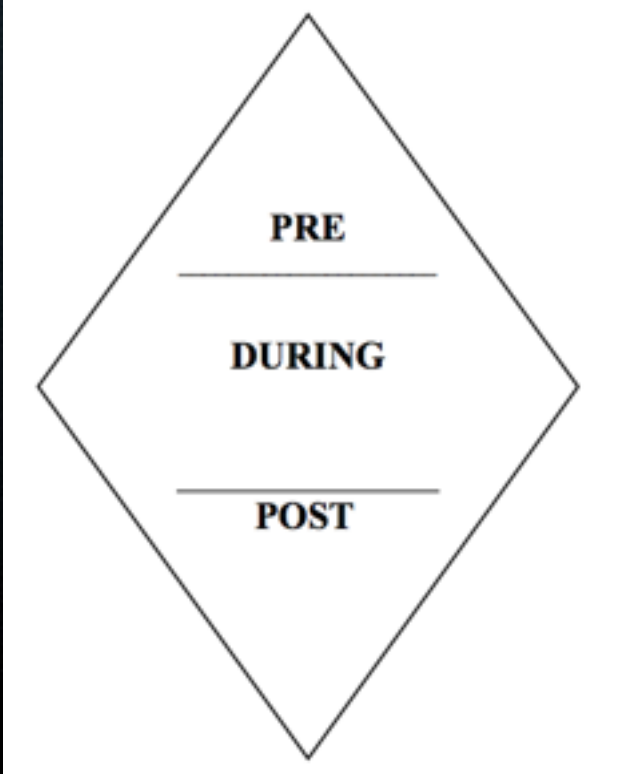


Individual letters and sounds

Grellet's Assumptions for Designing Reading Tasks

1. Provide students with whole texts
2. Start with global understanding and move towards detailed understanding
3. Use authentic texts where possible
4. Integrate reading with the three other skills
5. Reinforce reading as an active skill
6. Provide an assortment of flexible and varied activities that are suited to the texts and the reasons for reading them
7. Clearly define the aim for each activity

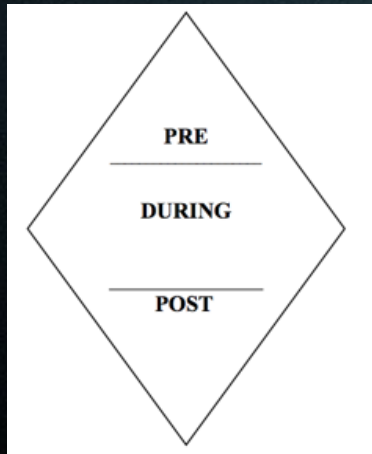
P-D-P Framework



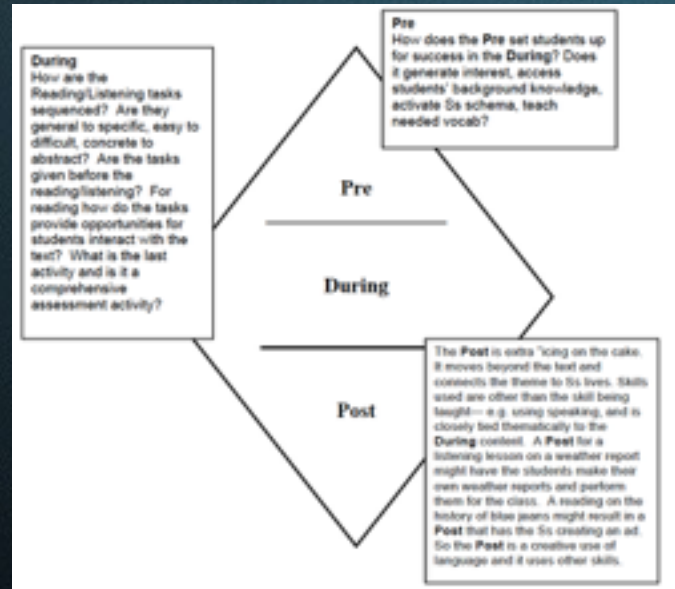
The P-D-P Framework is used for planning lessons with a focus on listening or reading.

P-D-P Framework

Find the P-D-P section in your coursebook.
Let's look at it together.



1st page



2nd page

P-D-P Framework

The following section is about listening...

TEACHING LISTENING

- Why listen?
- What are some common listening situations?
- What should teacher's objectives include?
- How does one succeed in listening work?

TEACHING LISTENING

WHY LISTEN?

- to engage in social rituals
- to exchange information
- to exert control
- to share feelings
- to enjoy yourself

WHAT ARE SOME OF THE MOST COMMON LISTENING SITUATIONS?

- listening to live conversations

P-D-P Framework

Listening Guidelines

- What listening involves
- A good listening lesson
- Typical Pre-During-Post activities

Listening Guidelines

Skill: *LISTENING*

Definition: Listening is actively making meaning from verbal input.

What listening involves:

- getting clues from the environment: facial expressions, gestures, background noise, the setting, the people
- using one's background knowledge about the setting, topic and language (pronunciation and grammar) to make inferences and predictions
- distinguishing which words and groups of words are important and carry the meaning
- understanding and interpreting the meaning of those words and groups of words (which includes pronunciation, colloquial vocabulary, ungrammatical utterances, redundancy)
- usually, some kind of response

P-D-P Framework

After listening, it covers reading...

Reading Guidelines

- What reading involves
- A good reading lesson
- Typical Pre-During-Post activities

Reading Guidelines

Skill: READING

Definition: Reading is actively making meaning from written input.

What reading involves:

- basic literacy; that is, decoding letters to understand words.
- getting clues from text: layout, headings, illustrations.
- using ones' background knowledge about the topic, type of written material (e.g. letter, want ad, poem) and language (vocabulary and grammar) in order to make inferences and predictions.
- using appropriate strategies depending on the type of material and one's purpose in

P-D-P Framework

Then it lists Pre activities...

Pre-During-Post Framework For Receptive Skills Lessons

PRE

Goals

- prepare student for listening/reading by contextualizing and/or personalizing to both make it more accessible and more realistic as it is less common to find oneself listening/reading to something totally out of context
- involve students in specific topic
- activate prior knowledge
- provide purpose for listening

Activity Types

- discussion of what they see in the visual or the task
- prediction questions to discuss what they can expect to hear
- questions to activate prior/background/own knowledge of topic
- introduce or elicit general topic through key vocabulary introduction/activation
- matching
- categorizing
- rating
- listing

P-D-P Framework

... During activities...

DURING

Goals

To comprehend the text through multiple exposures; from general to specific information, easy to difficult tasks and concrete to abstract concepts in order to:

- complete a task
- get new information
- learn something about themselves
- further develop language skills (especially lexis, pronunciation, grammar)
- develop strategies for listening/reading more effectively

Examples of tasks for multiple listening and reading

First Listening/Reading (Usually in terms of main ideas, theme and/or topic)

Listening/Reading for:

- gist
- purpose: to persuade, to apologize to invite, ask permission
- main idea
- attitudes/emotions: positive, negative, warm, angry
- key words

Example activities:

- ordering/numbering items of main ideas
- making a list of main or significant events
- reading or listening for the mood, feeling or tone of the text or passage
- fill in the blanks for main ideas such

P-D-P Framework

... activities for achieving your SLO...

A list of Comprehensive Assessment Activities: Appropriate for achievement of SLO

- Summary and/or Retelling
- Sequencing sentences to complete a summary
- Sequencing pictures
- Using pictures to retell the text
- Synthesis such as making inferences, drawing conclusion or reading/listening between the lines
- Application of new knowledge; e.g. using what they have learned to identify the technique being used
- Detailed Questions → Detailed questions cover the "who," "what," "where," "when," "why" and "how" of the story or text.
- Discussion and/or Debate

P-D-P Framework

and Post activities.

POST Listening/Reading

Goals

- to personalize the TL/Topic/Theme; to expand on the content of the listening or reading text through practical use
- to develop language by integrating listening/reading with other skills

Activity Types

- discussion or writing on the topic or the ideas (e.g. agreeing or disagreeing, comparing, reacting)
- perform a role-play (e.g. the author of the text and talk show host, a character or person in the text and student in the class, made up characters related to the topic but not found in the text)
- writing with attention to form and function (e.g. copy the genre of the reading using another topic, revise the text with a different point-of-view, create a different ending or write an expansion of the text, write a letter related to the text, create a movie/book or product related to the text.
- listening to a song or watching a video clip that relate to the text and making comparisons in speaking or writing.
- making a poster
- doing any of the above with attention on the lexis and grammar introduced in the text, and with attention to pronunciation if speaking.

P-D-P Framework

Finally, a checklist to assess your lesson plan.

Pre-During-Post Checklist

Use this form to check your lesson plans

Clear Learning objectives

Definition: Receptive lessons are ones in which the main learning objective involves the students demonstrating that they have understood a text which would normally be challenging for them because of its language, style, or organization.

- uses observable verbs describing student behavior
- uses the following pattern in writing the SWBAT:
by the end of the lesson, student will be able to (SWBAT) ... (complete receptive task X) while working with text Y (using ...) so that they can then do post text activity Z (speaking or writing).

PRE stage – Students become familiar with the topic, the language and essential vocabulary they will use during the lesson.

- Activates schema through use of visuals, topic-related discussion, prediction **in a learner-centered way.**
- Provides background and situation related to the text in an interactive and **in a learner-centered way.**
- Pre-teaches or introduces key vocabulary and language structures related to the text **in a learner-centered way.**

DURING stage – Students interact directly with the text a number of times, each time with a specific purpose that leads the students to gradually gain a more detailed understanding

P-D-P Framework

Any questions?



Questions related to P-D-P Framework

Q:

Why is assessing background knowledge in the Pre stage important?

Questions related to P-D-P Framework

Q:

Why is assessing background knowledge in the Pre stage important?

A:

Background knowledge helps learners comprehend faster, and understand new and unfamiliar language.

Schema connects new information with old information.

Questions related to P-D-P Framework

Q:

What is meant by 'key vocabulary'?

Questions related to P-D-P Framework

Q:

What is meant by 'key vocabulary'?

A:

Key vocabulary is the main words that may help to unlock the meaning of the text.

They can be elicited and pre-taught in the Pre stage. Students can also guess the meaning of some keywords from contextual clues in the text.

Questions related to P-D-P Framework

Q:

When should you give the tasks in the
During stage, before or after reading/
listening?

Questions related to P-D-P Framework

Q:

When should you give the tasks in the During stage, before or after reading/listening?

A:

Before listening/reading.

Questions related to P-D-P Framework

Q:

When should you give the tasks in the During stage, before or after reading/ listening?

A:

Before listening/reading.

Example: Listen to this story.

Questions related to P-D-P Framework

Q:

When should you give the tasks in the During stage, before or after reading/ listening?

A:

Before listening/reading.

Example: Listen to this story.

What was the task testing?

Questions related to P-D-P Framework

Q:

When should you give the tasks in the During stage, before or after reading/ listening?

A:

Before listening/reading.

Example: Listen to this story.

What was the task testing?

memory

Questions related to P-D-P Framework

Q:

If you want to use authentic texts,
should you simplify them?

Questions related to P-D-P Framework

Q:

If you want to use authentic texts, should you simplify them?

A:

No.

Simplifying texts may help your students' confidence in the short-term, but it takes away opportunities for them to be exposed to new vocabulary and grammar.

If the text is very difficult for the students, choose a more appropriate text.

Questions related to P-D-P Framework

Q:

If you don't simplify a text, how can we help students understand it?

Questions related to P-D-P Framework

Q:

If you don't simplify a text, how can we help students understand it?

A:

More support in the Pre stage, and simplify the tasks and activities.

The tasks that we give our students are a guide for how to read and listen.

Tasks should be sequenced from easy to difficult.

Comprehension: 10% - 30% - 60%...

Questions related to P-D-P Framework

Q:

Is translating the text for your students
an effective way of students
demonstrating their understanding?
Why or why not?

Questions related to P-D-P Framework

Q:

Is translating the text for your students an effective way of students demonstrating their understanding?
Why or why not?

A:

No.

If a teacher translates the text, the students are not demonstrating their understanding. Furthermore, translation does not help in acquiring reading strategies.

Questions related to P-D-P Framework

Q:

How does this quote relate to the previous question: “Give a man a fish and he will eat for a day, teach a man how to fish and he will eat for a lifetime.”

Questions related to P-D-P Framework

Q:

How does this quote relate to the previous question: “Give a man a fish and he will eat for a day, teach a man how to fish and he will eat for a lifetime.”

A:

Learners need to develop their own listening and reading skills. The teacher facilitates this.

Questions related to P-D-P Framework

Q:

How should tasks be sequenced in the During stage?

A:

General to specific.

Easy to difficult.

Concrete to abstract.

Let's look at Bloom's Taxonomy of Learning to get some ideas about how tasks should be sequenced.

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

Creating

Evaluating

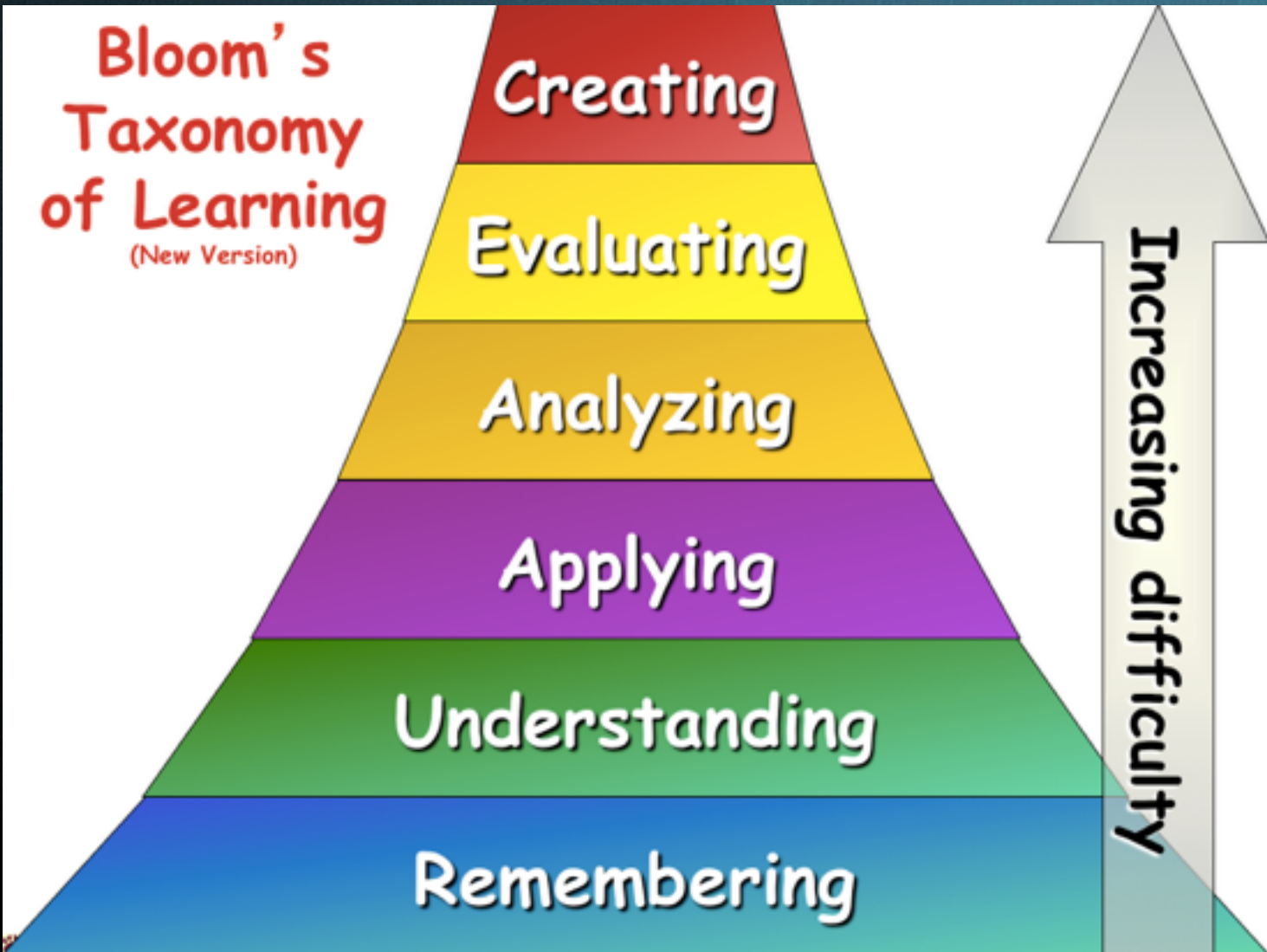
Analyzing

Applying

Understanding

Remembering

Increasing difficulty



Bloom's Taxonomy of Learning

Create

Evaluate

Synthesis

Analysis

Application

Comprehension

Knowledge



higher order
thinking skills

lower order
thinking skills

Bloom's Taxonomy of Learning

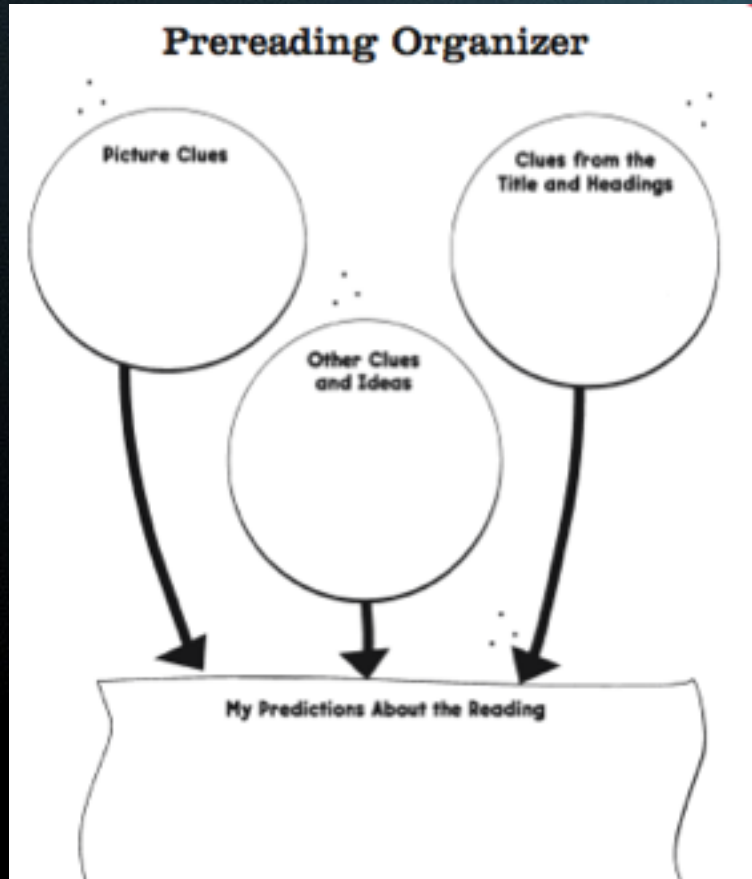
Skills	Activity
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state

Listening and Reading Activities



Listening and Reading Activities









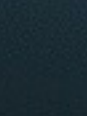

Make predictions



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 'Animals' box is currently empty, and the 'Plants' box contains a drawing of a leaf in its top right corner.

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



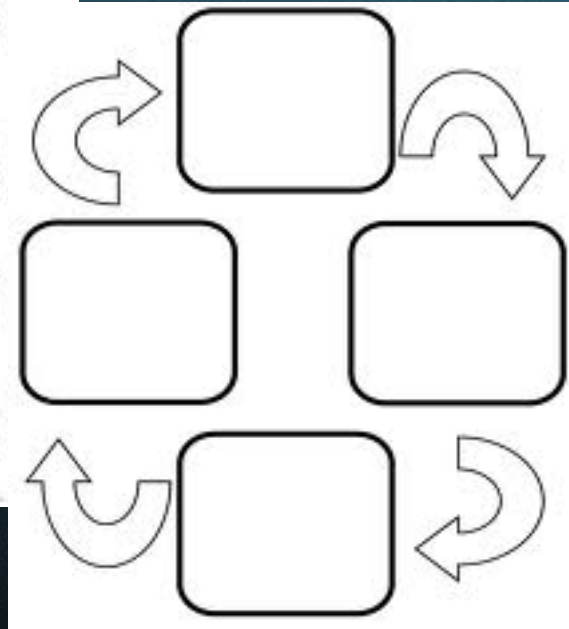
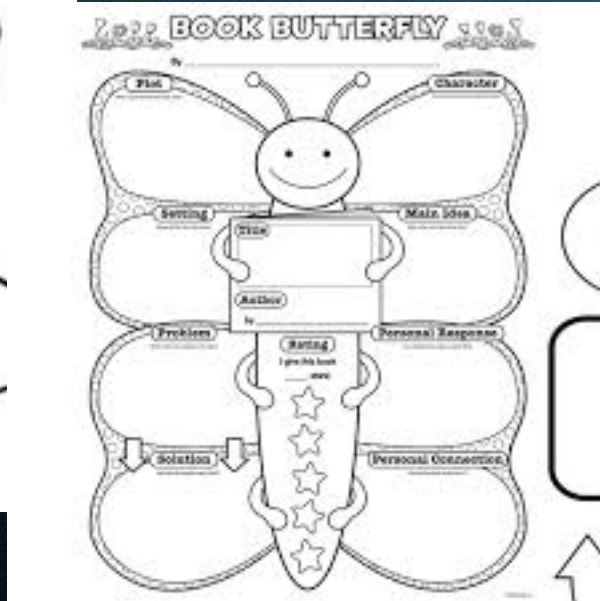
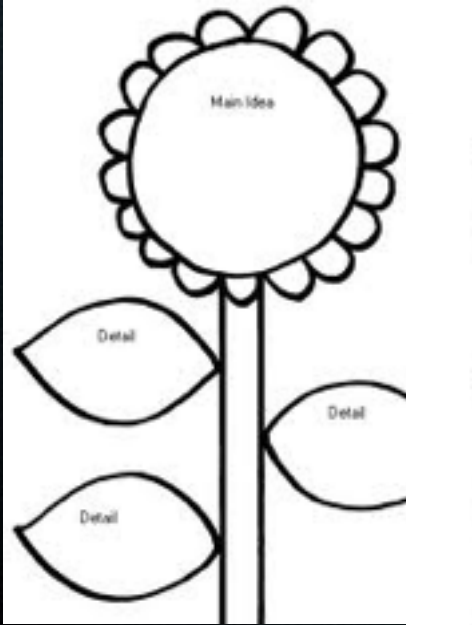
Part D: Answer each question using complete sentences. Each question is worth 3 points.

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

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.

Listening and Reading Activities

Completing a graphic organizer



Listening and Reading Activities

Create a summary

Name _____ Date _____ Class _____

FIVE AMAZING FACTS ABOUT _____

① _____

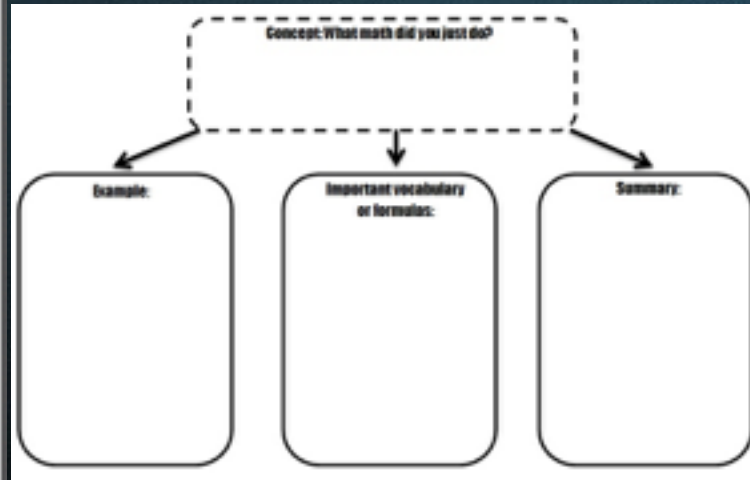
② _____

③ _____

④ _____

⑤ _____

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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

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www.funfonix.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.	true
	false
<input type="radio"/> George Washington was married to a woman named Lucille.	true
	false
<input type="radio"/> George Washington was a founding father of the U.S.	true
	false
<input type="radio"/> Washington D.C. was named after George Washington.	true
	false

Listening and Reading Activities

Correcting errors

Short Biography

Jack Friedhamm was born ^{prep} to ^{prep} New York ^{prep} in ^{prep} October 25, 1965. He began school at the age of six and continued until he was 18 years ^{prep} 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 ^{prep} to ^P University he met his wife Cindy. Cindy was a beautiful woman with hair long black. They went along ^{prep} for ^{WO} yeers before they decided getting married. Jack began ^{SP} to work like a doctor as soon as he ^{Gr} graduated to Medical School. They ^{prep} had ^{tense} two children named Jackie and Peter, and have

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

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.

Major Events

Explain at least 5 major events that happened in the story.

W.1.3 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

Detailed 5W+1H questions



5W+H

Who?

What?

When?

Where?

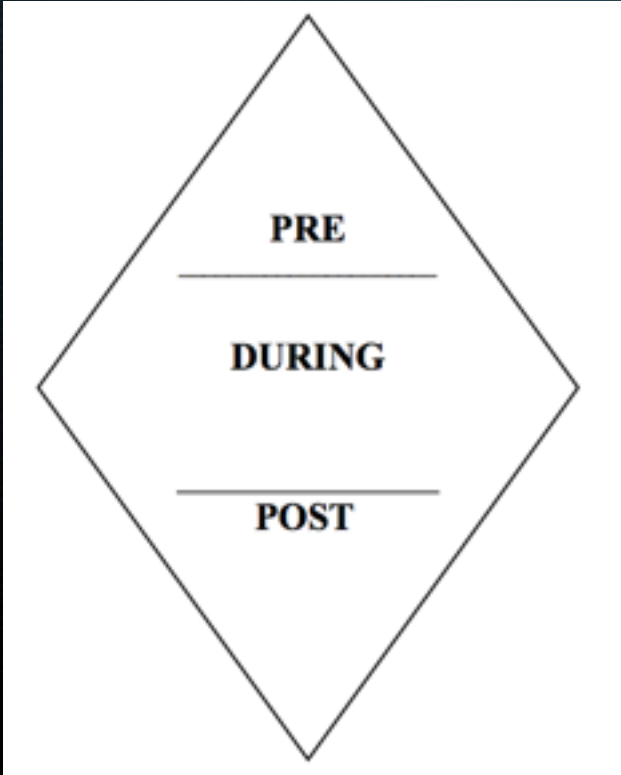
Why?

How?

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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



'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

End of semester Project: Lesson Plan & Materials 2

Create a detailed lesson plan and create or adapt materials for a listening or reading lesson. The lesson plan should include an SLO.

Example lesson plans can be found in the coursebook.

First draft: Week 14

Second draft: Week 15

Due: Week 16

Homework: Choose your listening or reading material.

See you next week!

