

# TESOL

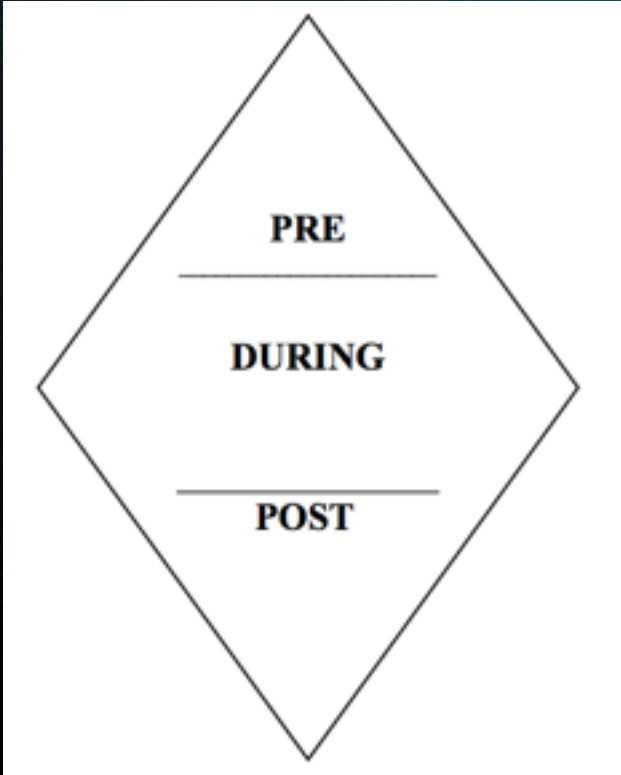
# Materials Development

Week 12

- Review
- 'The Park' Listening Sample Lesson
- 'The Park' Lesson Processing

Edward Povey

# 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**

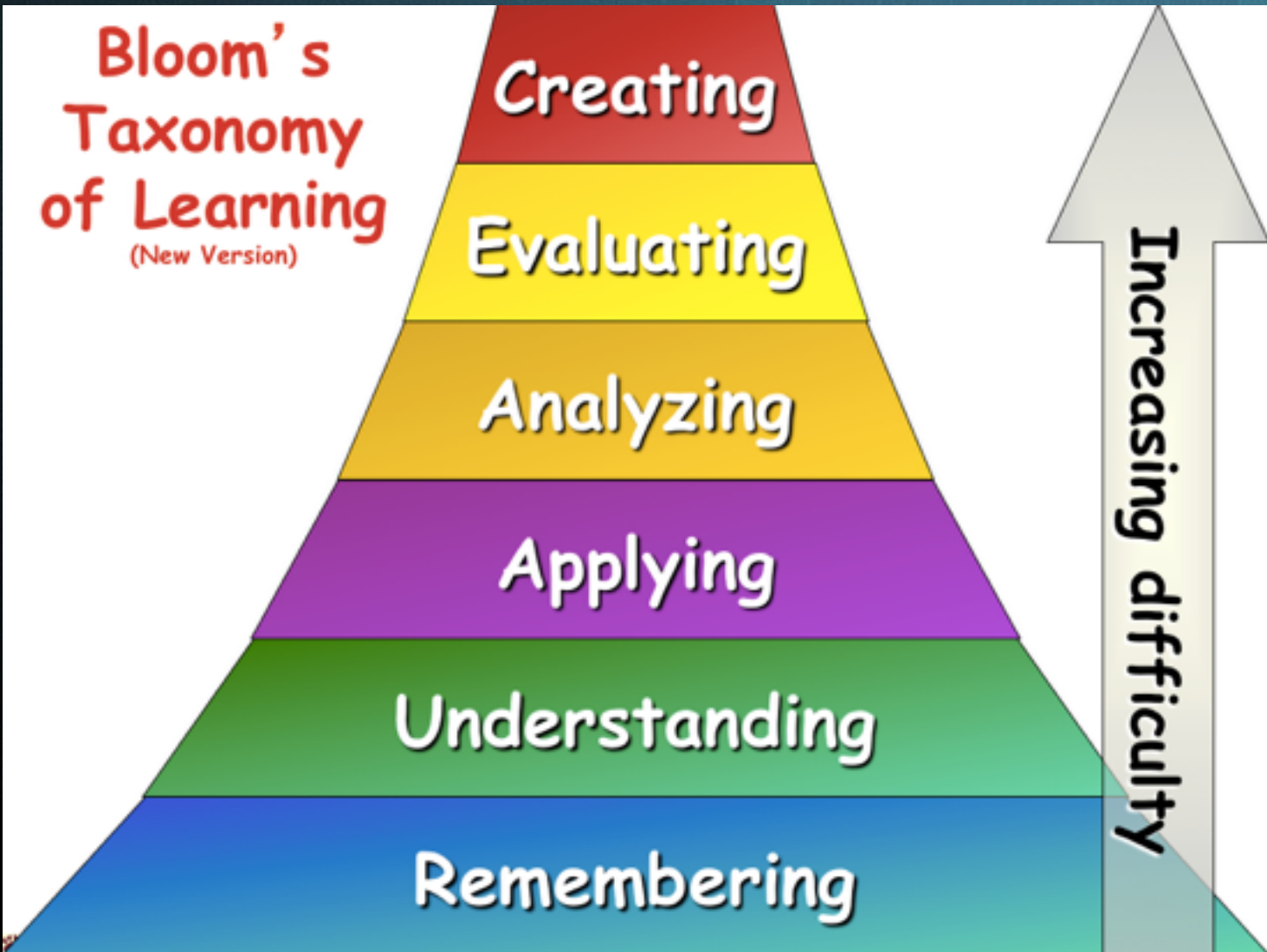
**Analyzing**

**Applying**

**Understanding**

**Remembering**

**Increasing difficulty**



# Bloom's Taxonomy of Learning

Create

Evaluate

Synthesis

Analysis

Application

Comprehension

Knowledge



higher order  
thinking skills

lower order  
thinking skills

# 'The Park' Sample Lesson

Find the lesson plan and sample materials in your coursebook.

'The Park' Sample Lesson for Listening

Age: Elementary to Middle school students

Level: Lower Intermediate

What do Ss already know?

Ss already know some park-related vocabulary, basic sentence formation and present continuous tense.

# 'The Park' Sample Lesson



# 'The Park' Sample Lesson



a park

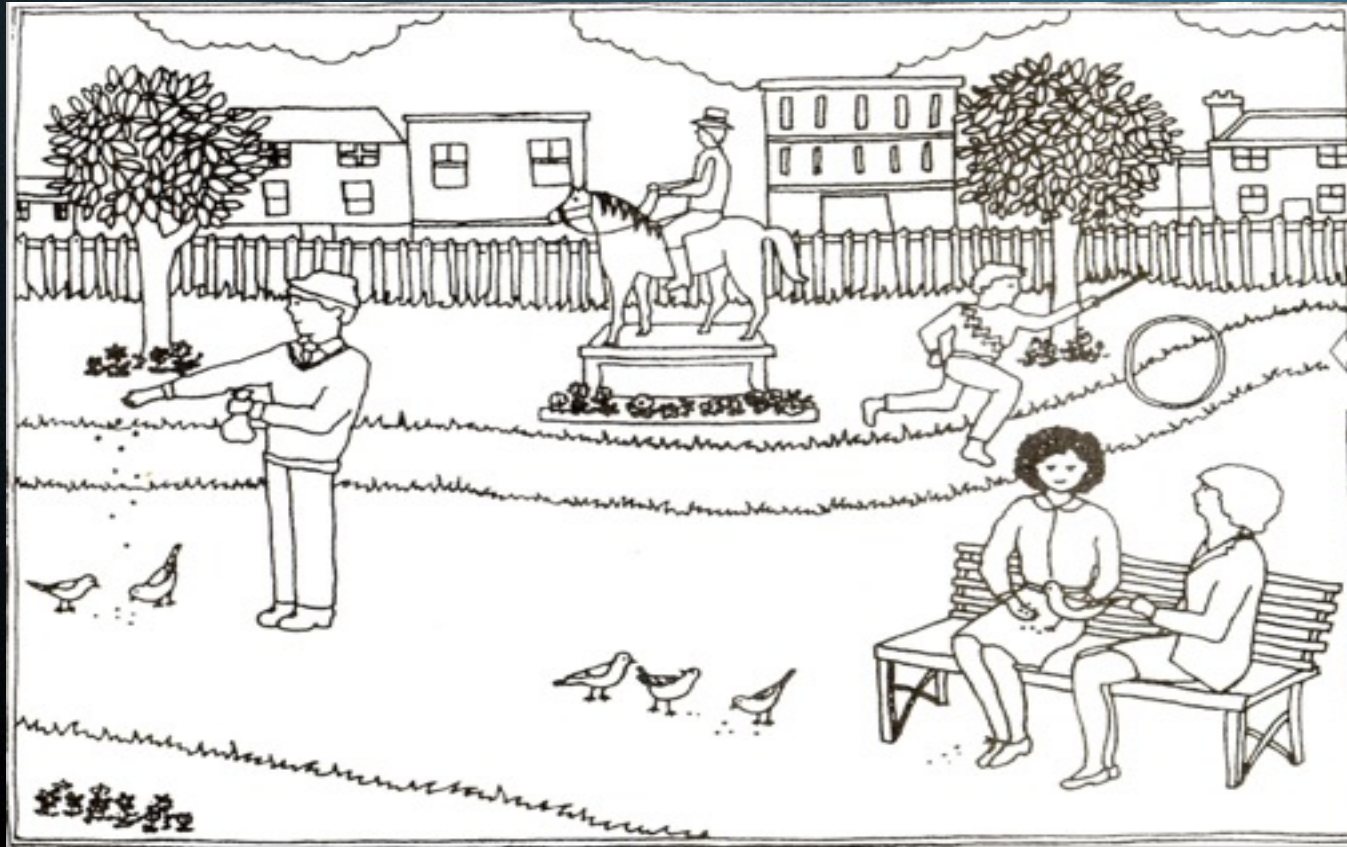
## 'The Park' Sample Lesson

A: What can you do in a park?

B: I can walk in a park.

run / fly a kite / ride a bike / play ...

# 'The Park' Sample Lesson



What can you see?

# 'The Park' Sample Lesson



# 'The Park' Sample Lesson



a pigeon

# 'The Park' Sample Lesson



# 'The Park' Sample Lesson



pigeons in a park

# 'The Park' Sample Lesson

Which one is a pigeon?

1



2



# 'The Park' Sample Lesson



# 'The Park' Sample Lesson



a statue

# 'The Park' Sample Lesson

Which one is a statue?

1



2



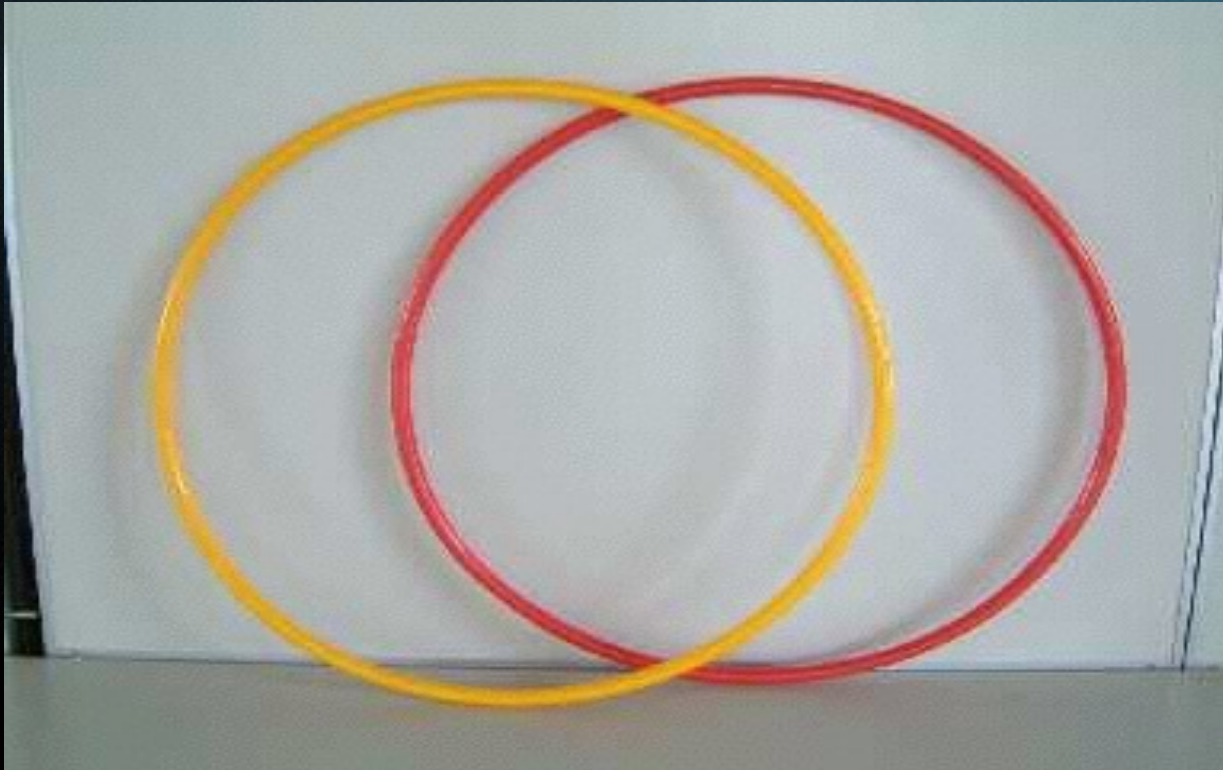
## 'The Park' Sample Lesson



a hoop and a stick

# 'The Park' Sample Lesson

hoops or sticks?



# 'The Park' Sample Lesson

a hoop or a stick?



# 'The Park' Sample Lesson



# 'The Park' Sample Lesson



a paper bag

# 'The Park' Sample Lesson

Is it a paper bag?



# 'The Park' Sample Lesson

Is it a paper bag?



# 'The Park' Sample Lesson

Which one is a paper bag?

1



2



# 'The Park' Sample Lesson



# 'The Park' Sample Lesson



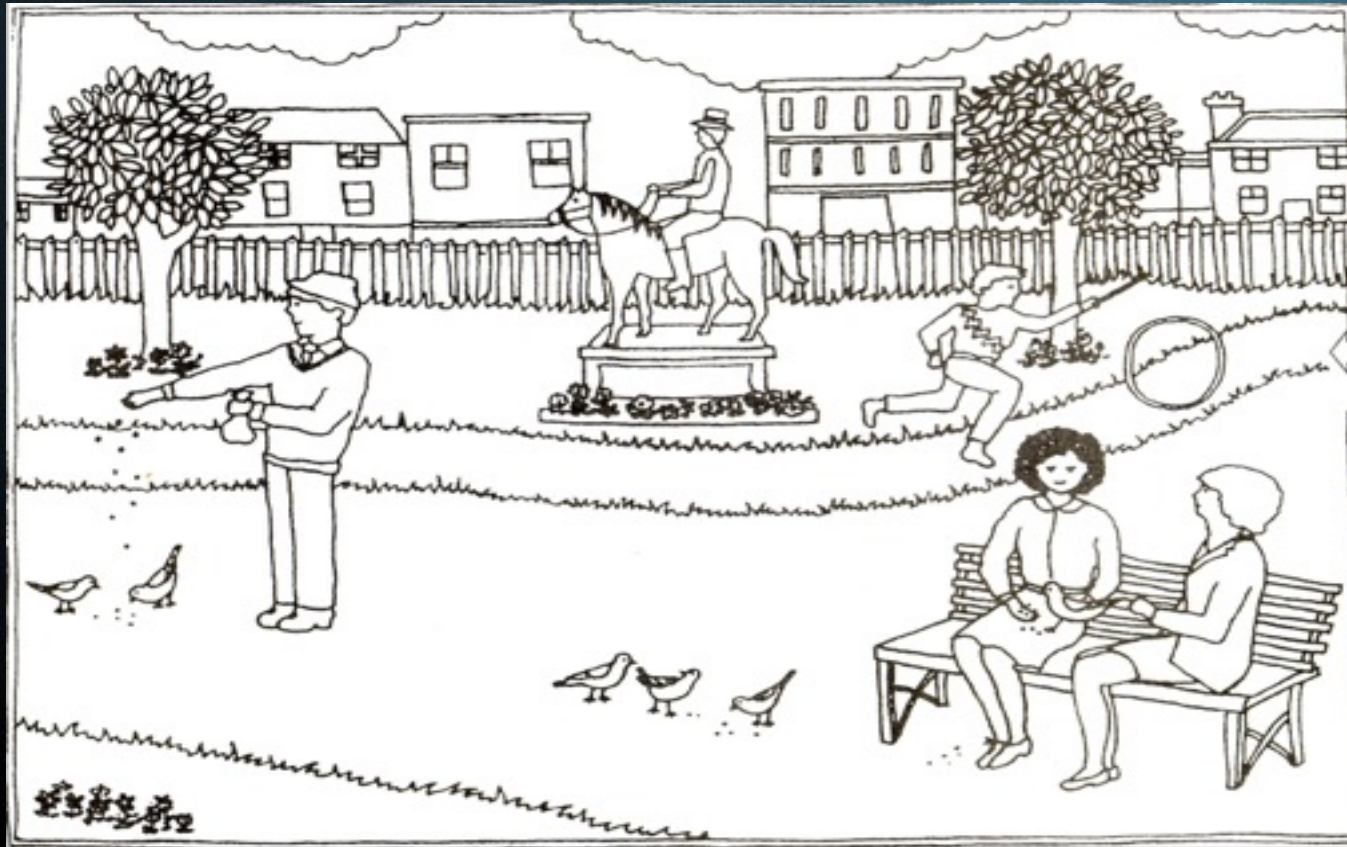
an entrance

# 'The Park' Sample Lesson

Is it an entrance?

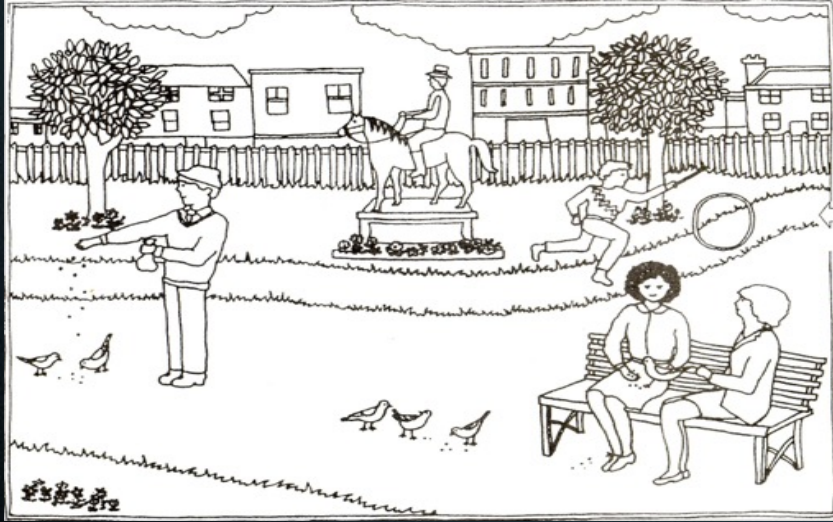


# 'The Park' Sample Lesson



Listen and circle what you hear

# 'The Park' Sample Lesson



Discuss with your partner:

A "I circled .... What about you?"

B "I circled...."



# 'The Park' Sample Lesson



Listen for what's wrong and shout "STOP!"

# 'The Park' Sample Lesson

Try to fill in the blanks first. Here's the word list:

Hoop	Looking
Horse	Nearby
Two	Paper
Park	Pigeons
Sitting	Bird
Pigeon	Eating
Man	Playing

## Park Sample Lesson – Cloze Activity

You can see the picture of a \_\_\_\_\_ in this town. You can see that it's in a town because there are some houses behind the park. Two women are \_\_\_\_\_ on a bench; one of them has black hair, and she's giving some food to the \_\_\_\_\_-the other woman is just \_\_\_\_\_ at it. Three more pigeons are on the ground \_\_\_\_\_. Then there's a man with a \_\_\_\_\_ bag in one hand; I think he's got

Then listen to check your answers.

# 'The Park' Sample Lesson

## Answers

- |            |             |
|------------|-------------|
| 1. Park    | 8. Bird     |
| 2. Sitting | 9. Eating   |
| 3. Pigeon  | 10. Playing |
| 4. Looking | 11. Hoop    |
| 5. Nearby  | 12. Man     |
| 6. Paper   | 13. Horse   |
| 7. Pigeons | 14. Two     |

# 'The Park' Sample Lesson

## Review

I  
You  
He  
She  
It  
We  
They

} running / eating / ...

# 'The Park' Sample Lesson

What am I doing?

You are...

eating. / writing. / sleeping.

# 'The Park' Sample Lesson

What is he doing?



# 'The Park' Sample Lesson

What is he doing?



He is feeding the birds.

# 'The Park' Sample Lesson

What is she doing?



# 'The Park' Sample Lesson

What is she doing?



She is sitting.

# 'The Park' Sample Lesson

What is she doing?



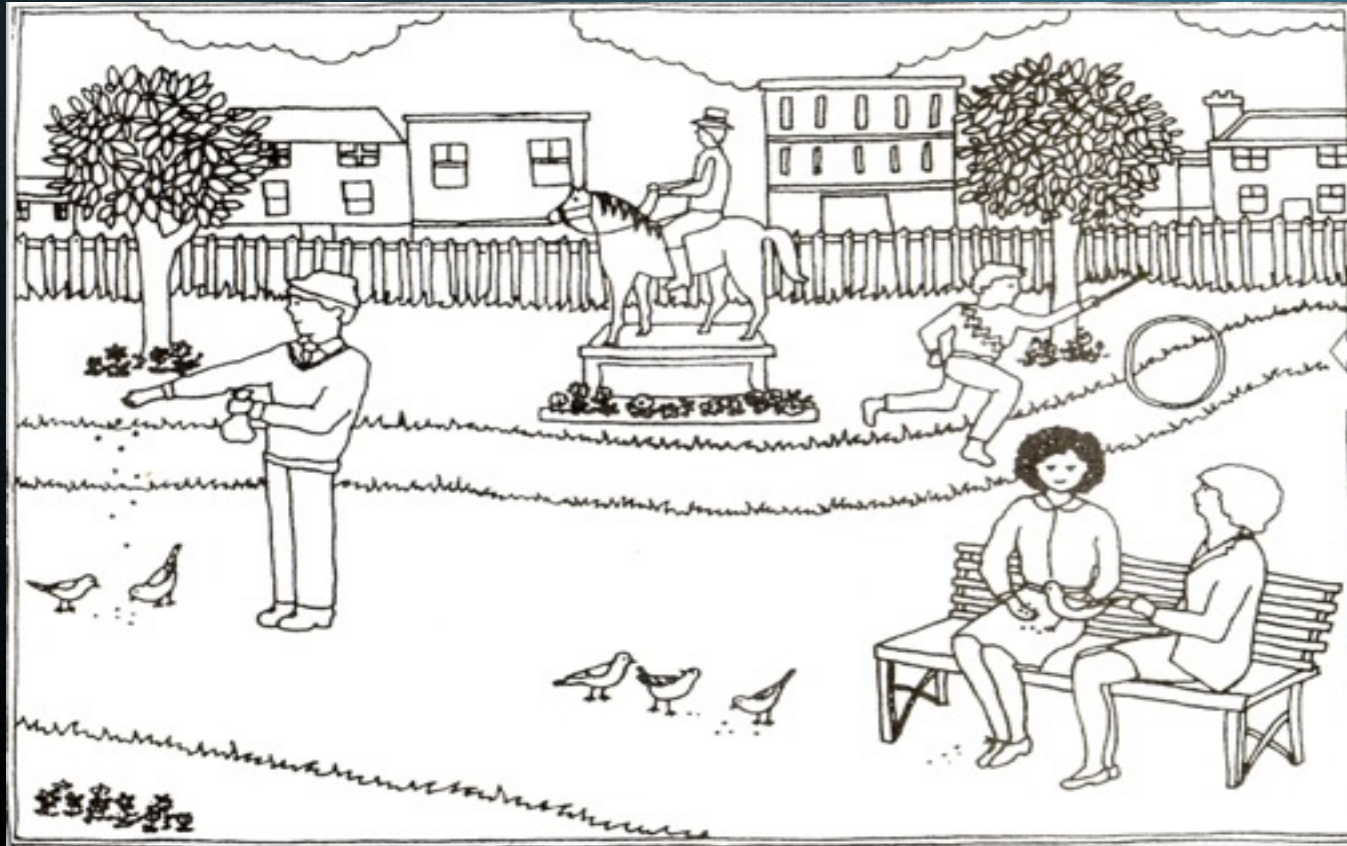
# 'The Park' Sample Lesson

What is she doing?



She is riding a bike.

# 'The Park' Sample Lesson



Describe what you see using ~ing.

# 'The Park' Sample Lesson



Listen and circle the differences

# 'The Park' Sample Lesson



Discuss with your partner:

A "I circled .... What about you?"

B "I circled...."



# 'The Park' Sample Lesson



Do you have a favourite park?

# 'The Park' Sample Lesson



Draw your favorite park and tell your friend!

# Sample Lesson Processing

## Whiteboard plan for Park Lesson

Keywords	Non-keywords	Review for Present Continuous	Verbs

How will this plan help with the lesson?

# Sample Lesson Processing

How does the 'Park' Lesson illustrate the PDP framework? For example:

What happened in the Pre stage of the Park lesson?

What happened in the During stage of the Park Lesson?

What happened in the Post stage of the Park Lesson?

# Sample Lesson Processing

## In the Pre-Stage

- activate schema
- assess prior knowledge
- generate interest in the topic
- build rapport with our Ss
- elicit and/or pre-teach the key vocabulary words.

# Sample Lesson Processing

## In the During-Stage

- Ss are given tasks to give them a reason to read or listen
- Tasks are given before Ss read or listen
- Task allow Ss to demonstrate understanding
- Tasks are sequenced

General to Specific

Easy to Difficult

Concrete to Abstract

# Sample Lesson Processing

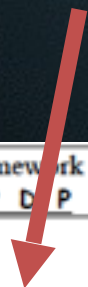
## In the Post-Stage

- Ss have a chance to move beyond the text
- Ss are allowed to personalize the topic or theme
- Ss integrate other skills
- Ss make “text to self” and “text to world” connections by doing tasks that allow them to see how the topic is relevant to them and their world

# Sample Lesson Processing

Look at the lesson plan and fill in the missing stages.

Pre / During / During/Post (one time) / Post



Time	Framework	Procedure/Steps	Interaction (S-T, T-S)	Activity Purpose
	P D P			
5		1. Introduce the topic "park". T shows Ss a picture of a park and writes the word "park" on the board. T asks Ss, "What can you do in a park?" Ss share in pairs. T. elicits from group.	T-Ss T-Ss S-S Ss-T	1. To activate schema and students' prior knowledge in order to prepare them for the new information
5		2. Show picture of a park and elicit park objects they know using the language: T. "What's this?" Ss: "A bench." T writes the words on the board.	T-Ss Ss-T	2. To elicit Ss' prior knowledge Ss are treated as knowers Ss learn from one another
3		3. For park objects that Ss do not know, T elicits from other Ss or gives new vocabulary words: pigeon, paper bag, entrance, statue, hoop	T-Ss Ss-T	3. To ensure that Ss have the necessary vocabulary to succeed at the listening task.
3		4. Listening Task #1: Ss circle all the items they hear as T reads the text. Ss check with partner using the language S1: "What did you circle?" S2: "I circled <u>statue, bag, and pigeon</u> . How about you?"	S S-S	4. Ss are given a general listening task that is safe and manageable. Use of VAT
5		5. Listening Task #2: Ss listen to false text read by T. Ss raise their hands and say "Stop." when they hear false information.	Ss-T	5. Ss are given a more specific

# Sample Lesson Processing

## Processing Questions

1. How did T assure mastery of the key words in this lesson? Where did the Ss encounter the key words?
2. What is the purpose (objective) of a listening lesson?
3. Where in the During is the objective achieved?

# Sample Lesson Processing

## Processing Questions

4. In the Park Lesson, what activity had the Ss show the most comprehensive or “in depth” understanding?
5. Why did the teacher have the Ss read and fill in the blanks of the cloze before letting the Ss listen?
6. Why would the Park Lesson make a bad EIF lesson?

# Sample Lesson Processing

- Park lesson as EIF
- Step 1: introduce the topic = E
- Step 2: show pictures and elicit vocabulary = E
- Step 3: pre-teaching vocabulary = E
- Step 4: listening task #1 = E
- Step 5: listening task #2 = E
- Step 6: cloze activity = E
- Step 7: review of present continuous and then the Ss talk about the picture. = I
- Step 8: Ss begin by listening to the text one more time while looking at a different park picture. Ss then talk about the differences. = I
- Step 9: Describe your own park = F

# Sample Lesson Cover Page

Lesson Plan (cover page)

1. What are you teaching?

Key words: pigeon, paper bag, entrance, statue, hoop

Language point needed for Ss to demonstrate

SLO: Present Continuous

Language skills: Listening

# Sample Lesson Processing

- What are key words?

Key words are words that are related to the main idea, topic, or theme of the text being studied. Key words are also words that are associated with significant details in the text.

How many difficult words are there?

Are all the difficult words key words?

If you have more than 6-8 key words, is the text too difficult for your learners?

How will you scaffold Ss learning if the text is too difficult?

# Sample Lesson Cover Page

Lesson Plan (cover page)

1. What are your student learning objectives for this lesson?

What's the SLO?

# Sample Lesson Cover Page

By the end of the lesson,  
SWBAT demonstrate their understanding/  
comprehension of the \_\_\_\_\_  
(text/passage/story/dialog/article/etc.),

\_\_\_\_\_ (title of text),

BY \_\_\_\_\_(doing something)\_\_\_\_\_

Try writing the SLO in the lesson plan.

# Sample Lesson Cover Page

## 3. How will I check students' progress?

- when Ss point to and circle the appropriate park-related items while listening to the text;
- when they identify where misinformation is given about the original story by raising their hands;
- when Ss describe the park picture to their partners using the new vocabulary and present continuous, and then when they are able to describe a different park picture and their own park picture using the key vocabulary and present continuous.

# Sample Lesson Cover Page

Preliminary considerations:

a. What do your students already know in relation to today's lesson?

Ss already know some park-related vocabulary, basic sentence formation, and the present continuous tense.

# Sample Lesson Cover Page

Preliminary considerations:

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

Understanding the Qs that I ask and want them to ask each other and pronunciation of some new vocabulary words such as “pigeon” and “statue”.

# Sample Lesson Cover Page

Preliminary considerations:

c. How will you avoid and/or address these problem areas in your lesson?

Write Qs on the board.

Have choral repetition of words.

## 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.

## End-of-semester Project: Lesson Plan & Materials 2

1. Create a student learning objective (SLO) for a listening or reading lesson
2. Create a lesson plan following the P-D-P framework using the given template
3. Label the stages in the lesson P-D-P
4. Include interaction for each step in the lesson (T-S, S, Ss-Ss, etc.)
5. Provide a purpose or a rationale for each step in the lesson
6. Select, adapt and/or supplement the necessary materials to be used in the lesson
7. Label your materials so that they match the steps in your lesson plan

See you next week!

