**The 6 Principles for Exemplary Teaching of English Learners**

**Facilitator’s Guide**

Uzbekistan, September 2021

| **Section and Trainer(s)** | **Time** | **Instructions** | **Materials** | **Notes** |
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| **Overview of the 6 Principles** | | | | |
| Welcome and Introductions | 3” | 1. Briefly introduce each TESOL Trainer with name and home base. 2. Tell Ps we will provide a brief overview of the 6 Principles, which we will learn about in Days 2 and 3. | * PPT 1-2 | These 6Ps materials were developed to be accessible to teachers with developing English levels. Many activities may be familiar to CTs and RPMs. This is for them to learn then cascade. They will not recreate the TOT, rather train on aspects of 6 Ps. |
| Activity: **Scavenger Hunt**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 15” | 1. Introduce the **Scavenger Hunt** activity. Tell participants the purpose is to introduce new vocabulary related to The 6 Ps. 2. Direct participants to the **Scavenger Hunt** handout. 3. Discuss the directions for the activity.   1. Look at the vocabulary word in each box on this paper.  2. Write a note about the meaning of each vocabulary word that you know.  3. When I give you a signal, walk around the room for five minutes. Ask other people the meanings of the vocabulary you do not know.  4. Sit down when you finish or when I give you a signal.   1. Model the activity.  Do a think-aloud as you fill in one box and ask someone about another box: \* *OK, I know what “EFL” is. It’s English as a foreign language (write definition in its box). \* Hmmm, I’m not sure what “community of practice” means. \_\_\_\_\_, what do you think “community of practice” means?* 2. Give participants 5 minutes to complete the activity as you monitor and assist. 3. Have participants check the PPT for suggested meanings and answer any questions they have: \* EFL – English as a Foreign Language   \* TESOL – Teachers of English to Speakers of Other Languages \* exemplary – excellent, model, very good, perfect \* principles – truths, beliefs \* community of practice – a group of people who do the same thing and work together to do it better \* resources – tools, materials, supports  \* learners – students \* conditions – situations, environment, circumstances \* lesson delivery – how teachers present a lesson \* adapt – change, adjust, modify \* create – make, develop, design \* design – plan, create, make \* monitor – observe, watch, check \* assess – evaluate, determine, judge  \* engage – participate in, join in \* collaborate – work with, cooperate with | * PPT 3–6 * **Scavenger Hunt** handout |  |
| Activity: **Turn and Talk / Activity Tracker: Scavenger Hunt**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 15” | 1. Introduce the **Turn and Talk / Activity Tracker** activity. Tell participants the purpose is to give them time to think about and take notes on each activity in the two-day workshop. 2. Direct participants to the **Activity Tracker** handout. 3. Discuss the directions for the activity. PT 11): After each activity, you will talk in your table-group about these four questions: 4. What did we do? 5. How did we do it? 6. Why did we do it? 7. How can I adapt this activity to use in my classroom?   As you discuss each activity, take notes on your Activity Tracker.   1. Model the activity. Do a think-aloud as you answer each of the four questions: \* *What did we do?* *We defined vocabulary we knew. We asked our peers for help with words we didn’t know. \* How did we do it? We did this in a large group. We filled the answers in on our graphic organizer. \* Why did we do it? It was a good community building activity. We used the knowledge of the group to help us review and learn. \* How can I adapt this activity to use in my classroom? 1) I could use this with vocab from my lesson as a comprehension check activity after a reading or listening activity. 2) I could use it as a warm-up before reading 3) etc.* 2. Monitor and assist with the activity. Emphasize the importance of ongoing community building with activities such as these. | * PPT 7-8 * **Activity Tracker** handout |  |
| The 6 Principles  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Direct Ps to the **Overview of the 6 Ps** handout (2 pages). 2. Show participants The 6 Ps image, and give them time to read each P. 3. Explain that we will look at each P individually, but that The 6 Ps should work together as a whole, not separately. | * PPT 9-10 * **Overview of the 6 Ps** handout |  |
| Introduction to the 6 Ps  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1. Introduce The 6 Principles for Exemplary Teaching of English Learners. Tell participants that we will call The 6 Principles “The 6 Ps” during the workshops. 2. Read The 6 Ps while pointing to each one individually on the graphic. Remind participants that the **Scavenger Hunt** activity introduced the new vocabulary for The 6Ps. Refer them to the **Scavenger Hunt** handout for the words underlined below. \* Principle 1: Know your learners. \* Principle 2: Create conditions for language learning. \* Principle 3: Design high-quality language lessons. \* Principle 4: Adapt lesson delivery as needed. \* Principle 5: Monitor and assess language development. \* Principle 6: Engage and collaborate within a community of practice. 3. Explain that the center of The 6 Ps is “Know your learners” (Principle 1) and that “Engage and collaborate within a community of practice” (Principle 6) is what holds The 6 Ps together. 4. Explain why TESOL developed The 6 Ps.  \* The 6 Principles are TESOL’s ideas for excellent teaching of English learners.   \* The 6 Principles connect TESOL’s . . . values, standards, professional learning, and publications.  \* The 6 Ps are universal, come from many years of research, and help teachers and students be successful in any program. They are a framework that can be connected to other ELT professional development.   1. Have participants read the quote and then discuss how we make this possible when we use The 6 Ps together. | * PPT 11-13 * **Overview of the 6 Ps** handout |  |
| Day 1 | | | | |
| Welcome and Table-Group Introductions  Trainer(s): \_\_\_\_\_\_\_\_\_ | 7” | 1. Give a general welcome to Day 1 of the 2-day workshop. 2. Announce any “housekeeping items” if necessary. 3. Have participants introduce themselves to the other members of their table-group. | * PPT 14-15 |  |
| Today’s Agenda and Today’s Objectives  Trainer(s): \_\_\_\_\_\_\_\_\_ | 3” | 1. Present the objectives for Day 1. | * PPT 16 |  |
| Activity: **Stand Up / Sit Down**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1. Introduce the **Stand Up / Sit Down** activity. Tell participants the purpose is to use a community building activity to get to know some things about each other. Tell them to be thinking about how they could adapt the activity for their own classroom (community building or skill based). 2. Discuss the directions for the activity.   1. Listen to and/or read each statement. If it is true for you, stand up. If it is not true for you, sit down.  2. Look around so you can learn new information about your colleagues.  3. EXTENSION: Ask follow-up questions to people near you.   1. Model the activity with these statements.   1. I live in the United States.  2. I have taught English for more than 25 years.  3. I have a pet.   1. Monitor and assist with the activity. Stand up if you . . .  * like to visit new places. * have a passport. * have traveled by plane. * have visited the United States. * would like to travel to space. * can stand on one foot for 10 seconds (show us!) | * PPT 17-20 |  |
| Activity: **Turn and Talk / Activity Tracker: Stand-up Sit down**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | * Re-introduce the **Turn and Talk / Activity Tracker** activity. Model: Do a think-aloud as you answer each of the four questions: \* *What did we do?* *We stood up for sentences that were true. We sat down for sentences that were false. \* How did we do it? We did this in a large group. We listened to and/or read statements and stood up for true statements and sat down for false statements. \* Why did we do it? It was a good community building activity. I learned new things about people in my group. \* How can I adapt this activity to use in my classroom? 1) I could use this as a comprehension check activity after a reading or listening activity. 2) I could* * *use this to check student understanding of facts vs. opinions. 3) etc.* * Emphasize the importance of ongoing community building with activities such as these. * Give participants 5-7 minutes to complete the activity as you monitor and assist. | * PPT 21-23 * **Activity Tracker** handout |  |
| How We Learn English /  Activity: **Four Corners**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 20” | 1. Tell participants that before we examine each of The 6 Ps individually, we will explore how we learn English. 2. Introduce the **Four Corners** activity. Tell participants the purpose is to examine some of the beliefs we have about language learning. 3. Discuss directions for the activity.  1. Read and/or listen to the statement.   2. Think about the statement and choose your opinion:   * 1. Agree   2. Strongly Agree   3. Disagree   4. Strongly Disagree   3. Move to the corner of the room which best represents your opinion.  4. Elaborate on your choice if asked.   1. Model the activity with this statement.  \* Chocolate is the best kind of ice cream. 2. Tell participants that now we will use this activity to share our opinions about four common beliefs that people have about learning English. Share Belief 1 and give participants time to move to one of the four corners.  \* Belief 1: My job is to teach students English. I don’t need to think about their ability to speak another language(s). 3. Ask a few participants to elaborate on their opinion. 4. Follow up with an “Alternative Response to Consider” or share with other teachers who might believe it is not an English teacher’s job to think about the benefits of being bilingual. Alternative Response to Consider: Being bilingual helps students remember more at one time. Successful teachers help students develop their bilingualism. 5. Repeat Step 5–7 for Beliefs 2, 3, and 4.  \* Belief 2:I cannot motivate my students if they do not want to learn English.   Alternative Response to Consider: Motivation is important to learning. Successful teachers make a classroom environment and lessons that can help to motivate students.  \* Belief 3: Students should start learning English when they are very young. Alternative Response to Consider: Teachers should help students start learning at any age. Students of different ages have different strengths. \* Belief 4: Some students can learn English, and some students cannot learn English.  Alternative Response to Consider: Anybody who learned a first language can learn a second language if teachers offer the right ways to practice. | * PPT 24–25 | * Use poster paper to make four signs to hang in the four corners of the room before the workshop begins: Agree, Strongly Agree, Disagree, Strongly Disagree |
| Activity: **Turn and Talk / Activity Tracker: Four Corners**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Re-introduce the **Turn and Talk / Activity Tracker** activity. 2. Give participants 5 minutes to complete the activity as you monitor and assist. 3. Ask participants to share out as time allows. | * PPT 36–37 * **Activity Tracker** handout |  |
| What Teachers Need to Make Effective English Lessons  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1. Tell participants we are going to discuss the top three things teachers need to make effective English lessons. 2. Show and briefly discuss examples of resources that teachers need (pictures, routines, interactions, hand/face expressions, technology). Then ask them to share out some ideas for additional resources. 3. Show and briefly discuss examples of resources that teachers need to help students use of their own (knowing another language, playing a musical instrument, having a friendly smile, finishing a previous level, using a bilingual dictionary). 4. Ask them to share out some ideas for additional resources. 5. Show and briefly discuss examples of things that teachers need to know about English (most important words/phrases, most useful sentence patterns, how to combine phrases to make longer sentences, formal rules of grammar). 6. Ask them to share out some ideas for other things teachers need to know about English. | * PPT 38–41 |  |
| Activity: **Response Cards**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1. Introduce the **Response Cards** activity. Tell participants the purpose is to review some of the material we have covered so far. 2. Direct participants to the **True/False** handout. 3. Discuss the directions for the activity.  1. When I read a true statement, raise your handout to say “True.”   2. When I read a false statement, raise your handout to say “False.”   1. Model the activity.   \* Tashkent is the capital of Uzbekistan. (Hold the handout up to read “True.”)  \* Samarkand is the capital of Uzbekistan. (Turn the handout over to read “False.”)   1. Show and read one statement at a time and ask participants to respond with their cards.  1. The 6Ps apply to English teaching and learning around the world. (True) 2. TESOL means Teaching English to Secondary Learners Only. (False – Teachers of English to Speakers of Other Languages 3. It is best to think about how The 6 Ps work together, not separately. (True) | * PPT 42–45 * **Response Cards** handout |  |
| Activity: **Turn and Talk / Activity Tracker: Response Cards**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Re-introduce the **Turn and Talk / Activity Tracker** activity. 2. Give participants 5 minutes to complete the activity as you monitor and assist. 3. Ask participants to share out as time allows. | * PPT 46–47 * **Activity Tracker** handout |  |
|  | 15” | Break |  |  |
| The 6 Principles  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Direct Ps to the **Overview of the 6 Ps** handout (2 pages), and the 6 Ps image. 2. Tell them we will learn about Ps 1,2, and 3 today 3. Remind them that The 6 Ps should work together as a whole, not separately. 4. Share suggested resources GO. Tell them they may add other activities they know that would support each principle. | * PPT 48 * **Overview of the 6 Ps** handout |  |
| Principle 1: Know Your Learners  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Introduce Principle 1: Know your learners. 2. Discuss how teachers teach best when they know their students well. | * PPT 49 |  |
| Principle 1 – Best Practice 1: Teachers collect information about their students.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Introduce Best Practice 1: Teachers collect information about their students. 2. Discuss examples of the kinds of information teachers can collect about their students (prior knowledge, talents, interests, life experiences, influences, characteristics of specific age groups). 3. Finish with characteristics of specific age groups as you transition into the next activity. | * PPT 50–51 |  |
| Caracteristics of Specific Age Groups  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Briefly show the five age groups we will discuss. Explain that we can only teach children well if we have a deep understanding of their unique characteristics and stages of development: physical, cognitive, and social-emotional. 2. Emphasize that the more we know about students’ physical, cognitive, and social-emotional stages, the better we can choose appropriate activities and materials for the best learning experiences. 3. Remind participants that this is only a general guide. Many factors affect students’ physical, cognitive, and social-emotional growth. | * PPT 52–53 |  |
| Activity: **Jigsaw Reading**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1. Introduce the **Jigsaw Reading** activity. 2. Tell participants we will use this activity to help them learn about the characteristics of five specific age groups. 3. Demonstrate how a jigsaw puzzle works by showing the image of a four-piece puzzle being put together. 4. Explain that **Jigsaw Reading** activities promote cooperative learning by giving students the opportunity to actively help each other understand information. 5. Direct participants to the “Pre-primary” **Jigsaw Reading** handout. 6. Discuss the directions for the activity. (PPT 62–63) 1. Count off 1, 2, 3, 4 in your table groups. Remember your number for your **Numbered Heads Together** group. 2. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups. 3. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.   4. After 15 minutes, return to your table-group as the “expert” of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.   1. Model a **Numbered Heads Together** group to read, discuss, and clarify meaning for the Pre-primary stage. | * PPT 54–58 * “Pre-primary” page of the **Jigsaw Reading** handout | Note: those who took TCCP did this jigsaw activity in the Adolescent Learners course. This version the language has been adapted to support colleagues with developing English proficiency to support PD in English. Also, this is a version they can distribute/share, as TCCP materials are not for distribution. Encourage Ps who say “we’ve done this” to consider how they will facilitate it as they participate. |
| Activity: Jigsaw Reading  Trainer(s): \_\_\_\_\_\_\_\_\_ | 20” | 1. Direct participants to the **Jigsaw Reading** handout which corresponds with their **Numbered Heads Together** group (group number is in the top right corner of the handout). 2. Have participants divide into their **Numbered Heads Together** groups. Divide each group into subgroups as necessary to make groups of a manageable size. 3. Remind participants they will become the “experts” for their assigned age group. This will make each of them an important piece in the puzzle. In their groups, they will read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of their assigned group for 15 minutes. 4. Monitor and assist with the activity. 5. After 15 minutes, tell participants to return to their table groups. | * PPT 59–73 NOTE: PPT 58–72 are only for reference as/if needed * **Jigsaw Reading** handout |  |
| Activity: **Jigsaw Note Taking** | 10” | 1. Introduce the **Jigsaw Note Taking** activity. Remind participants that jigsaw activities promote cooperative learning by giving students the opportunity to actively help each other understand information. 2. Direct participants to the **Jigsaw Note Taking** handout. 3. Discuss the directions for the activity.  1. Take turns telling your group about your assigned age group. 2. Take notes about each age group. 4. Model the activity by being the expert for the “Pre-primary” stage while participants take notes in the appropriate box. *\* In the physical category, children like to move a lot and do things with their hands. \* In the cognitive category, they are starting to use language and their imagination. They can’t do two activities at the same time.*   *\* In the social-emotional category, they are very curious and like to use their imagination. They see the world as good or bad / right or wrong and like to make adults happy.*   1. Monitor and assist with the activity. Be sure the groups are discussing and note taking, not just copying information. 2. As you monitor, ask their feelings about this shared method of building comprehension. | * PPT 74–76 * **Jigsaw Note Taking** handout |  |
| Activity: **Turn and Talk / Activity Tracker: Jigsaw Reading** and **Jigsaw Note Taking**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Re-introduce the **Turn and Talk / Activity Tracker** activity. 2. Give participants 5 minutes to complete the activity as you monitor and assist. 3. Ask participants to share out as time allows. | * PPT 77–78 * **Activity Tracker** handout |  |
| Activity: **Thumbs Up / Thumbs Down**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Introduce the **Thumbs Up / Thumbs Down** activity. 2. Show and read one statement at a time and ask participants to respond with a thumbs up for “true” statements and a “thumbs down” for false statements..  1. The 6 Principles come from three years of research. (False – They come from many years (decades) of research.)   2. We can learn about characteristics of children at different age groups by looking at their physical, cognitive, and social-emotional stages. (True)  3. A jigsaw activity is a good way for students to help each other build comprehension in a small group. (True)   1. Remind participants that using methods with similar directions (**Response Cards**) can help students feel more comfortable and help with classroom management. | * PPT 79–80 |  |
| Principle 1 – Best Practice 2: Teachers plan lessons to collect and use information about students. | 5” | 1. Introduce Best Practice 2: Teachers plan lessons to collect and use information about students. 2. Discuss examples of the kinds of lessons teachers can plan to collect information about their students (games and warm-up activities, questionnaires, needs assessments, interest and background inventories, observation checklists, one-on-one discussion, picture stories, autobiography projects). 3. Ask participants to share other ideas. | * PPT 81–82 |  |
| Activity: **Find Someone Who . . .**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1. Introduce the **Find Someone Who . . .** activity. Tell participants the purpose of the activity is to gather information about students and help them learn about one another. 2. Direct participants to the **Find Someone Who . . .** handout. 3. Discuss the directions for the activity. Model the activity.  1. Read the statement in each box.   2. When I give you a signal, walk around the room for five minutes. Ask other people questions to see if they fit one of the statements below (e.g., “Have you ever traveled by train?”).  3. Write their name in the appropriate box.  4. Sit down when you finish or when I give you a signal.   1. Model the activity by asking participants about the first and last box and filling in your own chart: \* I have traveled by train. \* I want to travel to space. 2. Monitor and assist with the activity. 3. Do an informal survey to find out how many boxes participants filled. 4. Have participants share out any interesting information they learned about other people. | * PPT 83–85 * **Find Someone Who . . .** handout |  |
| Activity: **Turn and Talk / Activity Tracker: Thumbs Up / Thumbs Down**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Re-introduce the **Turn and Talk / Activity Tracker** activity. 2. Give participants 5 minutes to complete the activity as you monitor and assist. 3. Ask participants to share out as time allows. | * PPT 86–87 * **Activity Tracker** handout |  |
|  | 60” | Lunch |  |  |
| Principle 2: Create Conditions for Language Learning  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Introduce Principle 2: Create conditions for language learning. 2. Discuss how teachers teach best when they create a classroom culture where students feel safe, challenged, and motivated. | * PPT 88 |  |
| Activity: **Personal Inventory**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1. Direct participants to the **Personal Inventory** handout. 2. Tell participants that the purpose of this activity is to give them some time for self-reflection before we move on with Principle 2. 3. Discuss the directions for the activity.  1. Read each statement. 2. Rate yourself with the following criteria:    * + - A – always or almost always        - S – sometimes        - N – never or almost never   3. Put a star (★) next to the three statements you most want to improve on.   1. Model the activity by doing a think-aloud. \* *I greet students as a group at the beginning of class, and I greet a few of them individually if they arrive early. I’ll write “S” for “sometimes.” \**  *I never use community-building tasks. Actually this is a new idea for me. I’m interested in the idea, but right now, I have to write “N” for “never.” I’m going to put a star next to that one because I definitely want to improve on that.* 2. Tell participants they can work with their table group to clarify meaning, but it is not necessary to share their responses with one another. 3. Monitor and assist with the activity. 4. Ask participants to keep the **Personal Inventory** out and available for quick reference as we explore Principle 2. | * PPT 89–90 * **Personal Inventory** handout |  |
| Activity: **Think-Pair-Share** | 10” | 1. Introduce **Think-Pair-Share** as a tool for discussion. 2. Discuss the directions for the activity. 1. **Think** about the question that you hear and/or read. 2. **Pair** with a partner, and discuss your answers.   3. **Share** in a larger group.   1. Model a **Think-Pair-Share** response to the question “What are some activities that we have done today that could motivate students in my classroom?” 2. Ask participants to form **Think-Pair-Share** groups at their tables. 3. Tell participants that we will use **Think-Pair-Share** as a technique to discuss Principle 2. | * PPT 91–93 |  |
| Principle 2 – Best Practice 1: Teachers create a positive and organized classroom where students feel happy and comfortable.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1. Introduce Best Practice 1: Teachers create a positive and organized classroom where students feel happy and comfortable. 2. Ask participants to use Think-Pair-Share to respond to the question prompt for 3 minutes. \* What are some ways you can create a positive and organized classroom where students feel happy and comfortable? 3. Have participants share out as time allows. 4. Have participants look back at Questions 1–10 on their **Personal Inventory** to see how their responses correspond with examples of Best Practice 1. | * PPT 94–96 * **Personal Inventory** handout |  |
| Principle 2 – Best Practice 2: Teachers demonstrate that they have high expectations of all students.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1. Introduce Best Practice 2: Teachers demonstrate that they have high expectations of all students. 2. Ask participants to use **Think-Pair-Share** to respond to the question prompt for 3 minutes. 3. Have participants share out as time allows. 4. Have participants look back at Questions 11–15 on their **Personal Inventory** to see how their responses correspond with examples of Best Practice 2. | * PPT 97–99 * **Personal Inventory** handout |  |
| Principle 2 – Best Practice 3: Teachers plan lessons that motivate students.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1. Introduce Best Practice 3: Teachers plan lessons that motivate students. 2. Ask participants to use **Think-Pair-Share** to respond to the question prompt for 3 minutes. 3. Have participants share out as time allows. 4. Have participants look back at Questions 16–20 on their **Personal Inventory** to see how their responses correspond with examples of Best Practice 3. | * PPT 100–102 * **Personal Inventory** handout |  |
| Activity: **Turn and Talk / Activity Tracker: Think-Pair-Share**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Re-introduce the **Turn and Talk / Activity Tracker** activity. 2. Give participants 5 minutes to complete the activity as you monitor and assist. 3. Ask participants to share out as time allows. | * PPT 103–104 * **Activity Tracker** handout |  |
|  | 30 | Break |  |  |
| Principle 3: Design High-Quality Language Lessons  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Introduce Principle 3: Design high-quality lessons plans. 2. Discuss how teachers teach best when they design high-quality language lessons. | * PPT 105 |  |
| Principle 3 – Best Practice 1: Teachers prepare lessons with clear language objectives and share the objectives with their students.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 20” | 1. Introduce Best Practice 1: Teachers prepare lessons with clear language objectives and share the objectives with their students. 2. Discuss the four questions teachers need to ask when they are developing objectives. ●What do my students *specifically* need to understand when they listen?   ●What do my students *specifically* need to say when they speak?  ●What do my students *specifically* need to understand when they read?  ●What do my students *specifically* need to write about?   1. Introduce and discuss language functions as what students DO with the language using these examples: \* Orally name five things you need to take on a vacation. \* Orally compare the weather in your city to the weather in Paris. \* Describe what is happening in a picture of a beach in five or more sentences. \* Sequence the events of a story you read about Olga’s trip to Samakand. 2. Contrast language functions with forms by saying that language forms are the structures (grammar) and vocabulary that students need to perform the function. Use the “Orally compare the weather in your city to the weather in Paris” example to discuss the language forms we need in order to DO the function (weather vocabulary, comparatives, present simple). 3. Have participants work in their table-groups to choose the forms that students need to successfully use the language function in the example “Describe what is happening in a picture of a beach in five or more written sentences.” Answers might include beach vocabulary, weather vocabulary, present progressive/continuous, word order, etc.) 4. Ask participants to share out as/if time allows. 5. Discuss the importance of objectives being measurable and observable.  After you create the objective, ask yourself these questions:  * What will I observe each student do? * How can I measure each student’s success?   Remember, the clearer the objective is, the easier it will be to observe and measure!   1. Discuss the four kinds of support teachers need to give students to help them master an objective.  \* vocabulary practice \* grammar instruction \* multiple opportunities for practice \* focused feedback 2. Discuss the importance of and ways to share objectives with students.  \* writing on the board / showing on the screen \* reading aloud \*demonstrating or modeling / showing examples 3. Discuss the importance of finding ways to encourage students to participate. \* enthusiasm \* games \* rewards 4. Have participants **Think-Pair-Share** about more specific kinds of motivation they can give under the categories of enthusiasm, games, and rewards. | * PPT 106–116 |  |
| Principle 3 – Best Practice 2: Teachers use oral and written English that students can understand.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 15” | 1. Introduce Best Practice 2: Teachers use oral and written English that students can understand. 2. Discuss the kinds of tools teachers can use to help students understand. \* Scaffolding (hand and face expressions, pictures, simple English, common vocabulary, emphasizing important words) \* Tools for Explaining (maps, charts/graphs, graphic organizers, pictures, real objects, video/audio clips, highlighted text, bilingual glossaries, picture dictionaries) \* Demonstrations (modeling good English, role playing an activity, helping students do written exercises with think-aloud examples, sharing good examples of essays, projects, etc.) 3. Ask participants to share other ideas. 4. Discuss ways teachers can adapt their language.  \* Speak clearly. \* Speak at a slower speed for beginner students and a normal speed for advanced students. \* Repeat information in different ways. \* Use hand and face expressions. \* Stress important words \* Write key words when speaking. 5. Ask participants to share other ideas. 6. Discuss ways teachers can give clear directions.  \* Use the same classroom management and routines every day. \* Give simple directions with patterned language (hand clapping, rhymes, hand and face expressions, signals). \* Divide tasks into smaller parts. \* Model every part of a task. 7. Ask participants to share other ideas. | * PPT 117–120 |  |
| Principle 3 – Best Practice 3: Teachers have active classrooms where students can actively practice English with interesting topics.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1. Introduce Best Practice 3: Teachers have active classrooms where students can actively practice English with interesting topics. 2. Discuss the different kinds of techniques that teachers can use to give students more opportunities to participate.  \* Be sure that you do not just rely on “good speakers” (**Numbered Heads Together**, **Think-Pair-Share**). \* Ask follow-up questions (Say more on that . . . Do you agree or disagree with that? . . . Why do you think that? . . . Explain why you chose this answer.). 3. Ask participants to share other ideas. 4. Discuss the different kinds of techniques that teachers can use to ensure active participation throughout all four parts of a lesson: Starting, Building, Applying, Concluding.  \* Starting (Roving Charts, K-W-L, Four Corners, Anticipation Guides, Language Experience Approach) \* Building (Sorting Tasks, Sentence Frames, Directed Reading-Thinking Activity, Reciprocal Thinking, Concept Mapping, T-Charts) \* Applying (Dialogue Journals, Readers’ Theater, Text to Graphics and Back Again, Report Frames) \* Concluding (Rubrics, Collaborative Dialogues, Comprehension Checks, Numbered Heads Together, Stir the Class). 5. Ask participants to share other ideas. | * PPT 121–123 |  |
| Activity: **3-2-1 Uzbekistan!** | 45” | 1. Introduce the **3-2-1 Uzbekistan!** activity. 2. Direct participants to the **Textbook Pages** and **3-2-1 Uzbekistan!** handouts. 3. Tell participants that the purpose of this activity is to adapt an activity from a current textbook (Unit 9 from the 7th grade textbook, *Teens’ English 7*) to bring together what we have learned about best practices for Principle 3: \* Best Practice 1: Teachers prepare lessons with clear language objectives and share the objectives with their students. (Point out that the language objective is shared at the top of the handout.) \* Best Practice 2: Teachers use oral and written English that students can understand. (Point out that a glossary of helpful vocabulary is next on the handout.). \* Best Practice 3: Teachers have active classrooms where students can actively practice English with interesting topics. (Point out that this activity will have participants working in a small group during the preparation and presentation time.) 4. Discuss the directions for the activity. 1. Write the name of your assigned region of Uzbekistan.   2. Work with your table-group to add the 3-2-1 information in the boxes.  3. Transfer all of the information to poster. 4. Be ready to answer questions about your region and ask questions about other groups’ regions. You can add drawings if you like.   1. Model the activity by choosing a region and then asking participants to name three things a tourist can do there, two traditions or local foods, and one famous landmark. 2. Give participants 10 minutes to work with their table-group to create their posters. 3. Have two or three table-groups work together to do a mini Gallery Walk with table-groups taking turns being the presenters and visitors. Each group should spend about five minutes as presenters. 4. Add 3-2-1 to activity tracker | * PPT 124–128 * **Textbook Pages** handout * **3-2-1 Uzbekistan!** handout |  |
| Wrap-up | 10” | 1. Review Ps 1-3: retell partner about Ps 1-3 2. Respond to any questions for the day. 3. Review 6 Ps resource GO, add any other resources/activities for Ps 1-3 4. Tell participants they need to bring all of the materials from Day 1 back. We will do Ps 4-6 and microteaching. | * PPT 129-130 * 6Ps Resource GO | For retelling, consider line-up, mingle, think pair share or whole group discussion |