**WEEK 3**

Principles 4-5

| **Section** | **Time** | **Instructions** | **Materials** |
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| Welcome and Overview | 5” | 1. Give a general welcome to Week 3 2. Present the objectives for Week 3. 3. Remind participants that the 6 principles are a good overview and in the upcoming weeks you will spend more time on implementation and making sure we are being exemplary teachers by using TETE. | * PPT 1–3 |
| Energizer:  Get to know you more | 10” | 1. Tell participant to think of their birthday month 2. Get into groups based on month 3. Sit in groups of months. Have participants introduce themselves to the other members of their new table-group. | * NONE |
| Review of Principles 1, 2, and 3  Activity: 3-2-1 fluency lines | 15” | 1. Tell participants we will briefly review Principles 1, 2, and 3 from prior weeks. Encourage them to look back through their handouts with you as you review. 2. Divide into two lines facing each other. 3. The person they are the facing is their partner. 4. Have partners talk for 3 minutes on what they remember from Principles1-3 Stop 5. Left line doesn’t move/ Rotate person from the front of right line to the back and move everyone up one spot so they are now standing in front of a new partner. 6. Have new partners talk for 2 minutes on what they remember from Principles1-3 Stop 7. Left line doesn’t move/ Rotate person from the front of right line to the back and move everyone up one spot so they are now standing in front of a new partner. 8. Have new partners talk for 1 minutes on what they remember from Principles1-3 Stop 9. Left line doesn’t move/ Rotate person from the front of right line to the back and move everyone up one spot so they are now standing in front of a new partner. 10. Have new partners talk for 30 sec on what they remember from Principles1-3 Stop | * PPT 8–9 |
| Principle 4: Adapt Lesson Delivery As Needed | 5” | 1. Introduce Principle 4: Adapt lesson delivery as needed. 2. Discuss how teachers teach best when they adapt lesson delivery as needed. | * PPT 10 |
| Principle 4 – Best Practice 1: Teachers check student understanding often. | 10” | 1. Introduce Best Practice 1: Teachers check student understanding often. 2. Discuss active ways teachers can check student understanding. Begin with a few examples of ways we did on Day 1 (**Turn and Talk**, **Think-Pair-Share**, **Response Cards**, **Thumbs Up / Thumbs Down**). 3. Ask participants to share other ideas. 4. Asking ICQs (instruction checking questions) and CCQs (concept checking questions) can be difficult. Do you understand? and Is that clear? do not tell you anything. 5. Give each group a white board 6. Explain you will read a statement they need to write either an ICQ or CCQ on it.   Check learners understand the instructions for getting into two lines.  Check learners understand what the word routine means.  Check learners understand when to use -er or -est.  Check learners understand what table they are to move too.  Check learners understand the order of the adverbs of frequency. | * PPT 11–12 |
| Principle 4 – Best Practice 2: Teachers adapt their teaching when it is necessary.  Activity: Infographic and stay and stray | 30” | 1. Introduce Best Practice 2: Teachers adapt their teaching when it is necessary. 2. In small groups create an infographic that shows: the teacher supports, material supports, and social supports that teachers can use to adapt lesson delivery. 3. Give them 5 minutes and have one person stay with the group graph to explain what they came up with and the rest stray(mingle) and see what the other groups wrote. After five minutes they come back to their poster and tell they person who stayed what they saw and adding any additional information they may want to their poster.   Ideas for info graph: \* Teacher Supports (simple oral and written English, more wait time when asking questions, adapted tasks, more scaffolds) \* Materials Supports (graphic organizers, pictures, maps, word walls, props, sentence frames, picture dictionaries) \* Social Supports (small groups, structured conversations, cooperative learning, group work, study groups) | * PPT 13–14 |
| Activity: Adapting **3-2-1 Uzbekistan!** | 40” | 1. Tell participants that the purpose of this activity is to bring together what we have learned about best practices for Principle 3: \* Best Practice 1: Teachers check student understanding often. \* Best Practice 2: Teachers adapt their teaching when it is necessary. 2. Discuss the directions for the activity. 1. Look back at the notes from the **3-2-1 Uzbekistan!** handout from Day 1. 2. In today’s table-group, choose a grade level/age of students to use this lesson with (e.g., 7th grade Beginners, 11th Grade Advanced). Refer to the **Textbook Pages** handout for inspiration. 3. Decide how you need to adapt the lesson for these students. Include a teacher support, material support, and social support. 3. Monitor and assist with the activity. | * PPT 15–16 * **3-2-1 Uzbekistan!** handout from Day 1 * **Textbook Pages** handout from Day 1 |
| Break Lunch | | | |
| Principle 5: Monitor and Assess Language Development | 5” | 1. Introduce Principle 5: Monitor and assess language development. 2. Discuss how teachers teach best when they monitor and assess language development. | * PPT 17 |
| Principle 5 – Best Practice 1: Teachers take notes of student errors. | 5” | 1. Introduce Best Practice 1: Teachers take notes of student errors. 2. Discuss the ways teachers can monitor and give feedback on student errors (informal comments in class, checklists, student grouping patterns). 3. Ask participants to share other ideas. 4. Discuss questions teachers should ask about why students are making errors (Are they paying attention? Did they learn a concept completely in the previous level? Are they incorrectly transferring a first language concept to English?) 5. Ask participants to share other ideas. | * PPT 18–20 |
| Principle 5 – Best Practice 2: Teachers give prompt and specific feedback to students in a positive and effective way. | 15” | 1. Introduce Best Practice 2: Teachers give prompt and specific feedback to students in a positive and effective way. 2. Discuss questions teachers should consider when thinking about giving feedback to students (How can I give students feedback quickly? What is the age of the student? What kind of tone should I use? How can I include positive feedback with corrective feedback at the same time? How can I communicate that my feedback is always about helping them to improve? How can I make most feedback private?) 3. Ask participants to share other ideas. 4. Model the kinds of feedback a teacher can give a student who says, “The boy go to school” in response to the question “What did the boy do?” \* explicit – Do you mean the boy ***went***? We say the boy ***went*** to school.   \* recast – The boy ***went*** to school. \* repetition – The boy ***go*** to school?  \* elicitation – How do you say ***go*** in the past? \* clarification – Excuse me. I didn’t understand. Can you tell me again?  \* clues – Did this happen in the ***past***?  \* questions – Can you tell me something the boy did ***yesterday***? \* non-verbal clues – (use a hand gesture to indicate the past)  5. Discuss which of these is most effective why? Which promote students to self-correct?   1. Have each teacher take a slip of paper and write a sentence with a mistake in it. Example: I *have* 12 years old. I go bed at 10:00. 2. Collect all the slips paper. 3. One person from each pair comes and grabs a slip and goes back to the partner. Thy read the slip (with error). Their partner is the teacher and use one of the techniques to promote self-correction. 4. Switch the other partner comes takes slip reads and partner is teacher. 5. Do a few times as time allows. | * PPT 21–23 |
| Principle 5 – Best Practice 3: Teachers use a variety of assessments to inform teaching and improve learning. | 5” | 1. Introduce Best Practice 3: Teachers use a variety of assessments to inform teaching and improve learning. 2. Discuss reasons teachers need a variety of assessments (gathering information over a period of time, checking student abilities in more than one skill, gathering information to inform your teaching). 3. Ask participants to share other ideas. 4. Discuss the kinds of assessments teachers can use (teacher observations, teacher-developed tests, comprehension tests, rubrics for presentations, multimedia projects and writing assignments). 5. Ask participants to share other ideas. | * PPT 24–26 |
| Activity: **Assessing 3-2-1 Uzbekistan!** | 30 | 1. Introduce the **Assessing 3-2-1 Uzbekistan!** activity. 2. Tell participants that each group will design a mini-assessment of their adapted **3-2-1 Uzbekistan!** activity. 3. Discuss the directions for the activity. 1. Look back at your adapted **3-2-1 Uzbekistan!** lesson plan from Principle 4.   2. Decide how you will assess your students’ language skills for this lesson:   * + Will you assess their writing, their speaking, or both?   + How will you take notes of student errors?   + How will you give prompt and specific feedback to students in a positive and effective way?   3. Design an assessment tool.  4. Present your assessment tool. 1-2 min/group if time or pair with one other group to share.   1. Monitor and assist. | * PPT 27–28   Note: Assessment tools should be tied to the objectives/ what teachers want to know or what evidence they need to prove students have achieved the objective, or to what extent. Examples of an assessment tool might include a checklist or a rubric for an oral presentation, for example. Participants should articulate what they are assessing and how the tool helps document it. |