**TOT: Week 6 - Room 1 - Group 1**

**See the Action Plan document for feedback about this workshop plan as well as your action plan.**

**~ From the George Mason University Academic Team**

**Workshop Training Plan Template**

**Workshop Title: Module 6- PTRA- Pan, Teach, Reflect, Adjust**

**Workshop Description:** Through this module, you will explore ways that will help you design and develop lesson plans for your communicative language classrooms. You will also have a chance to delve deeper into reflective teaching practices that will benefit both you and your learners.

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| **Gagné’s Nine Events of Instruction** | | | | **Time** |
| 1. Gain attention | Gain attention with a quote: “If a child can’t learn the way we teach, maybe we should teach the way they learn.” Ignacio Estrada  Elicit participant responses about what the quote means. | | | 20 minutes |
| 2. Inform learners of objectives | --plan, teach, reflect, and adjust lesson plans to promote effective communicative language practice in their classrooms  -develop an effective lesson plan for English learners that teaches language through meaningful context and promotes communicative interaction using engaging activities  -design effective lesson plans for English learners using the following steps: warm up, presentation, practice, application, and wrap up | | | 10 minutes |
| 3. Stimulate recall of prior learning | What are some examples of communicative lesson plans you have used successfully in your teaching context? What is your favorite communicative lesson plan that you have taught? Explain why.  What are the challenges in creating communicative lesson plans for your learners? | | | 25 minutes |
| 4. Present the content | - watch video “Writing good objectives”, “Sequencing activities”, “ Activating your effective teaching”  - giving an article about PTRA and do Jigsaw reading to understand 6 steps of effective lesson plan | | 60 minutes | |
| 5. Guide learning | While watching the video 1 participants will do the quiz.  Which of the following objectives are well-written?  By the end of the lesson, SWBAT...  a. learn about different kinds of weather, i.e., sunny, cloudy, rainy, snowy, and windy.  b. know the different ways to describe weather, i.e., sunny, cloudy, rainy, snowy, and  windy.  c. understand sunny, cloudy, rainy, snowy, and windy.  d. say if the weather is sunny, cloudy, rainy, snowy, and windy when shown a picture card or gesture.  Which objective is well-written? Correct! The answer is d. By the end of the lesson, students will be able to say if the weather is sunny, cloudy, rainy, snowy, and windy when shown a picture card or gesture. This is a concrete and observable objective. At the end of the lesson, you will be able to assess if your students have achieved this objective. This is the mark of a well-written objective.  Remember to start with SWBAT and use concrete, observable actions to write a good objective.  Then you should be able to plan your lesson step by step to reach that objective, like a recipe that ends in a very delicious dish.  After watching video 2 participants will have Matching activity about 6 steps of lesson plan.  **1. Warm-up**  The teacher starts the lesson with activities that create interest and excitement for the lesson, link the day’s lesson with previous lessons, and activate background knowledge about the content and the new language.  **2. Presentation**  The teacher presents the relevant vocabulary and language structures in a meaningful context, like a story or a song, and checks comprehension.Usually this input is presented through listening or reading.  **3. Practice**  The teacher gives students the opportunity to practice new language through controlled activities. Students practice using new language in predictable ways through post-listening or post-reading activities that include speaking and writing.  **4. Application (Production)**  The teacher gives the students the opportunity to practice new language through free or independent activities. Students use the new language more independently to communicate something that is meaningful to them. Application activities almost always involve speaking or writing.  **5. Wrap-up/Assessment**  The teacher presents a final activity that reviews what was learned in class and assesses if learners have achieved the lesson objective.  **6. Follow-up**  The teacher may assign homework or connect today’s lesson to the next lesson.  After watching video 3, the main overall question the participants which they can ask after each and every time they teach.  **If I teach the lesson again, what will I do that is the same and what will I do differently?**  -giving an article about PTRA and doing jigsaw reading to understand 6 steps of effective lesson plan with the help of foldable.  **Article 2:**  [PTRA: Plan, Teach, Reflect, Adjust](https://drive.google.com/file/d/1utrDM7Ma6FfVNzeC1qWynWDyToI4zmxd/view?usp=sharing) by Woomee Kim  Design, delivery, and reflection are fundamental to effective lesson planning. In this article, reflective teaching strategies are emphasized with a set of guiding questions that you can ask before, during, and after you teach a communicative lesson.  Source: Kim, W. (2021). PTRA: Plan, teach, reflect, and adjust. *Teaching English through English: English Speaking Nation for Uzbekistan Program.* [*https://drive.google.com/file/d/1utrDM7Ma6FfVNzeC1qWynWDyToI4zmxd/view?usp=sharing*](https://drive.google.com/file/d/1utrDM7Ma6FfVNzeC1qWynWDyToI4zmxd/view?usp=sharing) | | 50 minutes | |
| 6. Elicit performance (practice) | -Design a lesson plan in a group in which each group member creates one of the steps of lesson plan and presents it. | | 30 minutes | |
| 7. Provide feedback | Pass out slips of paper for participants to write down feedback using PQP. Collect the slips of paper and give them to the group . Give each group feedback using PQP. | | 20 minutes | |
| 8. Assess performance | Using “True or false” respond card to check their comprehension about 6 steps of efficient lesson plan | | 15 minutes | |
| 9. Enhance retention and transfer | Before participants leave the workshops, ask them to write the answer to the following question and share.  If you do not use communicative lesson plans yet, what aspects would you like to improve, either from “PTRA” or “Six-Steps of Lesson Planning”? | 10 minutes | | |