



دولة فلسطين
وزارة التربية والتعليم العالي

المجمعات التدريبية لتدريب وتطوير
المعلمين أثناء الخدمة في المرحلة
الأساسية الدنيا (1-4)

**Training Modules For Teacher Training And
Professional Development Program
(English Module)**

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Level (1)

English Language Module Level (1)

Unit no	Hours	Week no	Unit title	Page Number
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TEIP-AF Component 2 Upgrading Training Program for Experienced Teachers

Template: Individual Training Session Plan

Module title: English Language Module 1

Module aim: To develop teachers' CK and PCK to facilitate a flexible and creative approach to using the textbook for children's spoken reading and writing communicative skills in English.

Unit 1: Using The Textbook Creatively And Flexibly

Week / Training session No.	<i>Using the textbook creatively and flexibly 3 hour unit</i>
Intended Learning Outcomes PCK & CK	<ul style="list-style-type: none"> • differentiate between CK and PCK and begin to articulate core concepts involved in CK and PCK • Develop knowledge and understanding of a basic range of appropriate pedagogical strategies that are supportive of English language communicative skills. • Develop knowledge and understanding of pedagogical approaches that apply the content of the textbook. • apply knowledge and understanding of factors that promote effective learning when planning pupils' learning • Understand supportive pedagogical strategies to develop children's English language communicative skills. • Reflect upon and evaluate the effectiveness of current practices in developing English language communicative skills. • Demonstrate their knowledge, understanding and ability to use effectively the target grammar, vocabulary and pronunciation. • Analyse the course book and identify opportunities to extend and enhance the language content according to children's abilities and needs. • Begin to identify possible misconceptions and typical language errors that children might hold about the target language patterns.



Week / Training session No.	<i>Using the textbook creatively and flexibly 3 hour unit</i>
PTPDI Competences	<p>By the end of this training session, teachers should be able to...</p> <ul style="list-style-type: none"> 1.1 Apply knowledge and understanding of subject content to planning and teaching 1.2 Apply knowledge and understanding of the Palestinian curriculum to planning pupils' learning and teaching 1.3 Apply knowledge and understanding of factors that promote effective learning when planning pupils' learning 1.4 Apply knowledge and understanding of factors that hinder effective learning when planning pupils' learning 1.5 Apply knowledge of the relationship between planning, teaching and evaluation of learning experiences 2.1 Establish safe, motivating and interactive learning environments 2.2 Know and use a range of teaching strategies and resources to enable effective learning 2.6 Use a range of strategies to provide opportunities for pupils to make meaningful connection across the curriculum 2.7 Communicate clearly and effectively to facilitate pupils' learning 3.1 Use assessment for learning strategies to monitor pupils' progress, provide constructive feedback which supports pupils to reflect upon and improve their learning outcomes 3.2 Use the outcomes of formative assessment to inform planning and target setting and improve the effectiveness of teaching and learning
Links to Grade 1 – 4 Subject Textbooks	My classroom 1A p34-39 and other relevant textbook units decided by the trainer
Children's possible subject misconceptions	<p>Pupils may hold the following misconceptions about English vocabulary</p> <ul style="list-style-type: none"> • Pupils may think that memorising a word is the same as learning and understanding it;



Detailed Plan For The Training Session

Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Introduction					
<p>Trainer welcomes trainees and presents an overview of the focus, aims and content of this unit.</p> <p>PCK</p> <p>In this unit trainees develop their understanding of approaches to facilitate communicative experiences for children learning English</p> <p>CK</p> <p>Trainees draw on their understanding of the language structures and vocabulary targeted in the course book units and consider children’s possible errors and misconceptions when applying these beyond the course book</p>	<p>ILO: to reflect upon and evaluate the effectiveness of current practices in developing English language communicative skills.</p> <p>After a brief discussion about using the text creatively and flexibly , trainer asks trainees to:</p> <ul style="list-style-type: none"> • Work within groups to draw a mind map that illustrates their thoughts as a group about creative and flexible ways to use the text books; • Reflect individually on their practices in classroom in introducing an English lesson; • Write notes and answer questions. 	<ul style="list-style-type: none"> • What are the skills that you encounter in this unit (My classroom 1A p34-39)? • Have the children spoken the language? • Does speaking mean repeating? • How can we make students speak on their own? • What resources can we bring to class in order to enhance using the textbook creatively? 	<p>After writing their answers as individuals, trainees will be asked to add, adjust and categorize more ideas about using the textbook creatively and flexibly.</p> <p>The trainer asks each group to share their work with others.</p>	<p>Flipchart paper and pens</p>	<p>30 minutes</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Main part of the training session Activity 1 Barrier game					
<p>In this activity trainees make links between their classroom environment and children's authentic learning opportunities</p>	<p>ILO: develop knowledge and understanding of pedagogical approaches that apply the content of the textbook;</p> <p>demonstrate their knowledge, understanding and ability to use effectively the target grammar, vocabulary and pronunciation.</p> <p>Trainees in this activity draw a map of a classroom on a sheet of paper eg board, teacher, students, pencils, book, bags and desks etc. On another sheet draw an outline map of the classroom with no feature.</p> <ul style="list-style-type: none"> - Divide the trainers into pairs. Give one trainer the blank map and the other the completed map. - Make sure that they cannot see each other's papers- you could ask them to sit back -to- back. - The trainer with the detailed map then describes everything on the classroom while the other trainer fills their map in. (Be strict about them not looking) <p>Trainees then compare maps</p>	<ul style="list-style-type: none"> • How could this activity be used to help children apply target vocabulary? • How is the classroom organized to facilitate children's interaction with each other? • What is there in the classroom that could be used as a resource for promoting use of English learning? 	<p>Barrier game used to enable trainees to consider their classroom though 'fresh eyes (by describing it to another trainee) and to understand its potential as a resource when planning communicative activities for children.</p> <p>Trainer discusses how 'Barrier game' could be used as an approach to facilitate interaction between children.</p>	<p>Plain paper and pens/pencils</p>	<p>30 Minutes</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 2 'My classroom': planning beyond the textbook					
<p>In this activity trainees develop their ability to analyse the textbook objectives to enable them to enhance the children's learning experience through interaction and application of target language.</p>	<p>ILOs: understand supportive pedagogical strategies to develop children's English language communicative skills;</p> <p>analyse the course book and identify opportunities to extend and enhance the language content according to children's abilities and needs.</p> <p>In groups of 5 trainees consider each step in the textbook unit "My classroom 1A p34-39" by choosing a lesson and considering key questions.</p> <p>Using their responses to the key questions trainees consider how they can 'think out of the box' and enhance the steps within the lesson in creative ways to facilitate the children engaging in communicative activities.</p> <p>Trainees will add their interventions on the previous answers by writing their suggested creative ways in sticky notes.</p> <p>Using their notes, trainees devise a plan that they can micro teach.</p>	<ul style="list-style-type: none"> • What are the steps that you have to follow in the teacher book? • What are the key words in this unit? • What are the linguistic objectives in this lesson? • What are the skills? • What are the misconceptions that students may encounter? • How can you provide opportunities for children to interact together using the key vocabulary and linguistic objectives of the lesson? 	<p>Trainers support trainees in responding to key questions and considering implications for devising communicative activities for children to apply key vocabulary, achieve linguistic objectives and address misconceptions.</p> <p>Each group will micro teach the lesson they have done.</p> <p>Trainer asks them to reflect and share opinions on each other's work.</p>	<p>Sticky notes/ pens</p>	<p>60 mins</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 3 Implementing your new learning in planning your next lesson					
<p>Trainees given opportunity to consider how they will implement the approaches to using the textbook creatively and flexibly, with peer support; Through analysis of the textbook they should begin to consider activities to address children's possible misconceptions and errors by providing contexts for children to speak and listen in English beyond the textbook exercises.</p>	<p>ILO: begin to identify possible misconceptions and typical language errors that children might hold about the target language patterns.</p> <p>Trainees consider which course book lesson they will be teaching next and writes it on a sticky note.</p> <p>Each trainee picks a sticky note and provides peer support for the trainee who wrote it in planning communicative activities within the lesson written on the sticky note.</p>	<ul style="list-style-type: none"> • What lesson do you want to teach this week? • What opportunities can you create for communicative activities? 	<p>Facilitate focus on communicative activities and pre-empting possible misconceptions.</p>	<p>Sticky notes</p> <p>Course books (EfP grades 1-4)</p>	<p>30 mins</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Conclusion					
Trainees reflect on their learning in this units and the implications for their teaching and classroom practice.	ILOs: differentiate between CK and PCK and begin to articulate core concepts involved in CK and PCK	How will children have authentic experiences of using English language?	Trainer facilitates discussion on trainees' development of CK and PCK and their role in teaching and learning English for children grades 1-4.		20 mins
Assessment Directed task to try at school and include in the portfolio to demonstrate PTPDI competences	Trainees attend a lesson of another teacher in their school and write a report that contain the following: <ul style="list-style-type: none"> • Objectives • Keywords • Word formation • Misconceptions • Skills • Creativity aspects in the classroom practices Trainees write an account of their directed task and include supporting resources or images of resources as well as the outcomes of the evidence collected. They write a reflection upon: <ul style="list-style-type: none"> • The purpose of using the textbook flexibly and creatively • How they might use the assessment evidence to further support the pupils' English language development. 				
Preparation for the Learning Circle	<ul style="list-style-type: none"> • Both the trainees and the teacher discuss the main points in the lesson and identify the creative aspects in the lesson. • The observed teacher attends the trainee's lesson and writes another report about it. • Photographs and videos can be used to record aspects of the lesson. • Their reflections upon the topic are shared in the next Learning Circle. 				



TEIP-AF Component 2 Upgrading Training Program for Experienced Teachers

Template: Individual Training Session Plan

Module title: English Language Module 1

Module aim: To develop teachers' CK and PCK to facilitate a flexible and creative approach to using the textbook for children's spoken reading and writing communicative skills in English.

Unit 2: Questioning

Week / Training session No.	Questioning 3 hour unit
Intended Learning Outcomes PCK & CK	<p>By the end of this training session, teachers should be able to...</p> <ul style="list-style-type: none">• use a range of question types to develop and deepen understanding of English;• design resources that support the use of a range of questions to elicit different types of responses;• use questioning as an assessment for learning (A4L) strategy to make judgements of children's knowledge, understanding and ability to use and apply English ;• use with accuracy English grammar, vocabulary and pronunciation;• understand different question forms and language structures for open questioning and developing simple dialogue through questions.



Week / Training session No.	Questioning 3 hour unit
PTPDI Competences	<p>By the end of this training session, teachers should be able to....</p> <p>1.6 Apply knowledge and understanding of subject content to planning and teaching</p> <p>1.7 Apply knowledge and understanding of the Palestinian curriculum to planning pupils' learning and teaching</p> <p>1.8 Apply knowledge and understanding of factors that promote effective learning when planning pupils' learning</p> <p>1.9 Apply knowledge and understanding of factors that hinder effective learning when planning pupils' learning</p> <p>1.10 Apply knowledge of the relationship between planning, teaching and evaluation of learning experiences</p> <p>Establish safe, motivating and interactive learning environments</p> <p>2.1 Know and use a range of teaching strategies and resources to enable effective learning</p> <p>2.2 Know and use a range of teaching strategies and resources to enable effective learning</p> <p>2.7 Communicate clearly and effectively to facilitate pupil's learning</p> <p>2.8 Engage in the process of lifelong learning through continuous professional development</p> <p>3.1 Use assessment for learning strategies to monitor pupils' progress, provide constructive feedback which supports pupils to reflect upon and improve their learning</p>
Links to Grade 1 – 4 Subject Textbooks	Book 3B Unit 15 "They're jumping" P34 – 39 and other relevant textbook units decided by the trainer
Children's possible subject misconceptions	<p>Pupils may hold the following misconceptions teachers' use of questions</p> <ul style="list-style-type: none"> • that there is always a right answer



DETAILED PLAN FOR THE TRAINING SESSION

Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Introduction					
<p>Overview of the unit: Trainer welcomes trainees and presents an overview of the focus, aims and content of this unit.</p> <p>CK:</p> <ul style="list-style-type: none"> • Present continuous sentences. • Present continuous questions. • Subject verb agreement. • Vocabulary of activities. • Simple sentence word order • Comprehensible pronunciation • Intonation when using questions and statements <p>PCK:</p> <ul style="list-style-type: none"> • Open and closed questions • Using questions for A4L • Resources to support questioning 	<p>Trainer leads an open discussion to extract the principles and the rationale and key principles for using a range of questions and the types of questions that lead to developing, deepening and extending understanding.</p>	<ul style="list-style-type: none"> • Why is good questioning important for learning? • Can all students learn through questioning? • Should questions be targeted at individual children or children asked to put their hands up? • What are the benefits and drawbacks of each approach? • What is an appropriate amount of time for a teacher to wait for an answer from a child? • Should questions always have a 'right' answer? 	<p>Trainer models in positive and negative ways the use of questions in ways that are relevant to the questions being asked in the column to the left (e.g. not allowing enough wait time, targeting an individual or asking the whole group etc.) then asks trainees to analyse the different approaches</p>		<p>20 minutes</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Main part of the training session					
<p>Key principles for using questioning to develop and deepen understanding</p> <p>Teachers need to understand that:</p> <ul style="list-style-type: none"> • Good questions help students learn. • All students can respond to all questions. • Think time is important. • Students will ask questions when Confused or curious. • All students can think and reason—beyond Rote memory. • Divergent thinking is Important. • Not all questions have One right answer. 	<p>Developing strategies for using a range of question types</p> <p>Activity 1</p> <p>ILO: to be able to use with accuracy English grammar, vocabulary and pronunciation; understand different question forms and language structures for open questioning and developing simple dialogue through questions.</p> <ul style="list-style-type: none"> • Trainees analyse a course book unit; e.g. Book 3B Unit 15 “They’re jumping” for the range of question types found. 	<p>Developing strategies for using a range of question types</p> <p>Activity 1</p> <ul style="list-style-type: none"> • What are the different ways that questions can be asked – key phrases and question words? • What sorts of sentence openings create open questions? • What sort led to closed questions? 	<p>Developing strategies for using a range of question types</p> <p>Activity 1</p> <p>Trainer provides input and examples of a range of question types including</p> <ul style="list-style-type: none"> • open and closed questions; • display and referential questions; • factual questions; • interpretive questions; • prediction questions; • creative questions; 	<p>Prompt cards:</p> <ul style="list-style-type: none"> • What...? • Where...? • How many.... • Why....?? • Can you..? • Do you...? • Which one...? • When...? • Mp3 player/ video camera (e.g. phone) to record songs and rhymes and use of simple sentences, role play • Word cards • Interactive sentence display 	<p>Activity 1</p> <p>40 mins</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
<p>Teachers will develop knowledge, understanding and ability to:</p> <ul style="list-style-type: none"> • Ask clear, focused, and purposeful questions • Ask questions at all cognitive levels • Allow Wait Time after asking • Allow Wait Time after students answer • Give each student an equal chance to answer • Invite and allow time for student questions • Give appropriate feedback • Help students answer correctly—rephrase, prompt and cue when needed • Ensure that appropriate accurate answers are heard by all. 	<ul style="list-style-type: none"> • They use a grid to organise the question types and examples to illustrate them • They identify opportunities within the course book unit where they can ask a wider range of questions to deepen and extend learning and provide examples of them the unit. 		<ul style="list-style-type: none"> • personal opinion questions; • questions that involve relating to own experience; • Trainer models range of key strategies for questioning with reference to selected course book units; • Trainer highlights the need to focus on the intonation in asking questions 	<ul style="list-style-type: none"> • You Tubes that show questioning techniques given by native speakers especially through focusing on intonation (rising and falling) <p>Activity 3 20 mins</p>	



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 2					
	<p>ILO: to be able to use a range of question types to develop and deepen understanding of English;</p> <ul style="list-style-type: none"> • Trainees work in small groups and take turns to develop and present a role play. • Using the chosen unit from the course-book trainees role play teacher/student interactions. • Another group observes to identify and feedback after the role play upon key practices such as wait time and questioning, questioning behavior. • Through feeding back they continue to practice prompting and open questioning, as modeled by the trainer. 	<ul style="list-style-type: none"> • What kind of further questions might you ask? • How can you build on wrong answers? 	<ul style="list-style-type: none"> • Role play • Observation • Modelling: when observing and feeding back trainer models prompting through open questioning 		40 mins



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 3					
	<p>ILO: to be able to use a range of question types to develop and deepen understanding of English;</p> <p>Trainees design a simple interview in which they use previous units topics to form different types of questions</p>				20 mins



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 4					
	<p>ILO: design resources that support the use of a range of questions to elicit different types of responses;</p> <p>use questioning as an assessment for learning (A4L) strategy</p> <p>In groups, trainees specify clear learning objectives related to learning specific target language from a chosen course book unit.</p> <ul style="list-style-type: none"> • Write questions to develop children's communicative skills in relation to the course book unit. • Devise a game or role play situation that would involve the children in question and answer situations 				30 mins



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Conclusion					
	Through a jigsaw activity trainees present and share their learning and intentions about implementation in the classroom.		Trainer facilitates discussion and reflection on learning		20 mins
Assessment Directed task to try at school and include in the portfolio to demonstrate PTPDI competences	Reflect on the questioning strategies you practice in your classroom. <ul style="list-style-type: none"> • Ask one of your colleagues to observe your questioning practice or you might film yourself. (You can use the mobile to record specific sections while practicing questioning) • Evaluate your questioning strategies. • Suggest new strategies and apply them in your class. • Evaluate your questioning strategies again. • Add any misconceptions or language errors that you have encountered from pupils' responses to your range of question types to your misconceptions diary and analyse the frequency and possible reasons for their occurrence. 				
Preparation for the Learning Circle	<ul style="list-style-type: none"> • Add to your portfolio your reflections upon the use of questioning in the directed task, your colleagues' observations and suggested ways to improve. 				



TEIP-AF Component 2 Upgrading Training Program for Experienced Teachers

Template: Individual Training Session Plan

Module title: English Language Module 1

Module aim: To develop teachers' CK and PCK to facilitate a flexible and creative approach to using the textbook for children's spoken reading and writing communicative skills in English.

Unit 3: Stories For Developing English Language Learning

Week / Training session No.	Stories for developing English language learning 6 hour unit
Intended Learning Outcomes PCK & CK	<p>By the end of this training session, teachers should be able to...</p> <ul style="list-style-type: none"> • Use stories in conjunction with EFP Grades 1-4. • Use techniques that help children retell stories. • Use pedagogical approaches to develop vocabulary and sentence structure. • Design meaningful activities to keep children engaged such as repeating, telling, guessing, acting, manipulating, concluding, using sound effects, portraying story freeze image, collage, artwork....etc. • Understand how graphic organizers and story map support children learning English language. • know a range of English language stories that are appropriate for children from 1-4. • Understand different story structures and patterns. • know a range of graphic organizers including story maps.



Week / Training session No.	Stories for developing English language learning 6 hour unit
PTPDI Competences	<p><i>This unit addresses all PTPDI competences but in particular by the end of this training session, teachers should be able to....</i></p> <p>1.11 Apply knowledge and understanding of subject content to planning and teaching</p> <p>1.12 Apply knowledge and understanding of the Palestinian curriculum to planning pupils' learning and teaching</p> <p>1.13 Apply knowledge and understanding of factors that promote effective learning when planning pupils' learning</p> <p>1.14 Apply knowledge and understanding of factors that hinder effective learning when planning pupils' learning</p> <p>1.15 Apply knowledge of the relationship between planning, teaching and evaluation of learning experiences</p> <p>2.3 Establish safe, motivating and interactive learning environments</p> <p>2.4 Know and use a range of teaching strategies and resources to enable effective learning</p> <p>2.7 Communicate clearly and effectively to facilitate pupils' learning</p> <p>3.1 Use assessment for learning strategies to monitor pupils' progress, provide constructive feedback which supports pupils to reflect upon and improve their learning outcomes</p>
Links to Grade 1 – 4 Subject Textbooks	On the farm 4B(17) 46 -52 and 2A (6) p34- 40 and many other relevant textbook units decided by the trainer
Children's possible subject misconception	Misconceptions related to story maps, sequencing, recognizing and learning some vocabulary and responding to some story questions.



Detailed Plan For The Training Session

Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
<p>Introduction</p> <p>Share your story with someone.</p>					
<p>Trainer welcomes trainees and presents an overview of the focus, aims and content of this unit.</p> <p>PCK</p> <p>To establish why stories are important to young learners and how English language learning can be enhanced through simple story telling.</p> <p>CK</p> <p>To understand the place of narrative in people's lives.</p>	<p>Trainees given 3 minutes to share a story ...who you are? Or, how you got here today?</p>	<p>How are stories used to pass on values and information?</p> <p>How are stories used to make sense of life?</p> <p>Why is storytelling an effective medium for relaying information?</p> <p>In what way is storytelling a universal medium?</p>	<p>Trainers ask key questions and present key quote for discussion.</p>	<p>Introduction</p> <p>Key quote: "It's like everyone tells a story about themselves inside their own head and then share. Always. All the time. That story makes you what you are. We build ourselves out of that story."</p> <p>- Patrick Rothfuss</p>	<p>20 minutes</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Main part of the training session Activity 1 Cumulative stories					
<p>Trainees consider different aspects of how stories build children's understanding and ability to apply language. A cumulative story with visual enhancement supports understanding new vocabulary</p>	<p>ILOs: use pedagogical approaches to develop vocabulary and sentence structure;</p> <p>know a range of English language stories that are appropriate for children from 1-4.</p> <ul style="list-style-type: none"> • Trainer tells trainees a story (e.g. The Enormous Turnip) in a language unfamiliar to most of the group (chosen French). • Trainer uses a monotonous voice and no expression. Don't worry about accent-the main point is that you are not understood! • Trainer retells the story in French again using actions, facial gestures and story props. • Trainees try to identify main characters and what is happening in the story. 	<ul style="list-style-type: none"> • How does and how the manner of storytelling facilitates engagement? • To what extent were you able to identify the characters? • Could you understand the plot – the basic storyline? • How were you able to do this? • Did you begin to recognize and understand any other vocabulary? 	<p>Activities based on:</p> <p>The Enormous Turnip – English traditional tale</p> <p>Trainees listen to story and try to identify main characters and plot.</p> <p>Trainees reflect on different styles of storytelling (monotone, animated and with props) in response to key questions.</p>	<p>Handout 1 https://www.youtube.com/watch?v=xWmdOp8UHVv.</p> <p>Props (e.g. puppets/cut outs/drawings)</p> <p>Le Vieaux (the old man)</p> <p>La Vielle (the old woman), etc.</p>	<p>40 minutes</p>

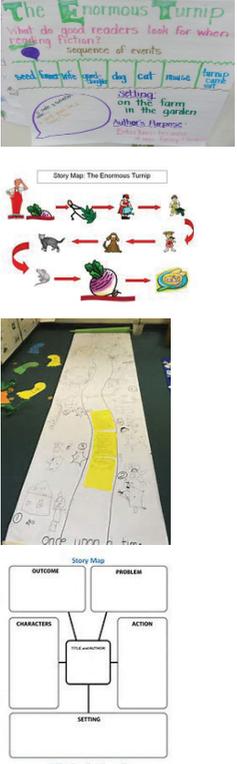


Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 2 Active listening					
Trainees develop understanding of active listening and importance and role in English language learning	<p>ILOs: design meaningful activities to keep children engaged</p> <p>understand different story structures and patterns</p> <p>Read story again.</p> <ul style="list-style-type: none"> • Ask trainees to raise their hands (clap their hands, stamp their feet (The trainees decide) every time they hear “Le grand navet (the enormous turnip)” or any other part. • Have one picture of each of the main characters to distribute. The trainees who have the pictures come to the front and raise the picture each time they hear their character in the story. Give out pictures of all the characters to all the trainees or ask them to draw the characters quickly and cut around them (they could make them into finger puppets). Repeat activity so that all trainees can participate in active learning. <p>Speaking and Joining</p> <ul style="list-style-type: none"> • Choose some sections you want trainees to join in with eg. “Viens aidez moi” “Ils ont tiré et tiré”. 	<ul style="list-style-type: none"> • How does active listening help learning? • In the activity where only some of the trainees had pictures to hold up, how did the others feel? • Were they as engaged as when they were given greater opportunity for active listening themselves? 	Trainees join in with story through ‘active listening’. Reflect on variety of ways to organise this within classroom for all children to be listening ‘actively’.	Pictures of main characters Plain paper and pens Scissors (Photocopies for each trainee of finger puppets from Enormous turnip desirable but not essential)	30 mins



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 3 Vocabulary Building through Stories					
<p>Trainees consider and develop understanding of importance of vocabulary building through stories. They use this understanding to develop their ability to design different activities to teach vocabulary.</p>	<p>ILOs: use techniques that help children retell stories; use pedagogical approaches to develop vocabulary and sentence structure;</p> <p>Trainers tell the story in English and discuss the vocabulary in the story with trainees.</p> <p>Trainees consider examples of vocabulary building activities: in what ways are these effective strategies?</p>	<ul style="list-style-type: none"> • How could children be encouraged to use and apply the vocabulary in the story? • What criteria would you set when planning activities to facilitate this? (eg children work together, the activities must encourage repetition and interaction between children and not be teacher led) 	<p>Trainers facilitate discussion asking key questions and drawing out the key features that make the vocabulary building examples effective eg children working with others, interacting not just independently, so having to apply vocabulary not just respond to prescriptive and predictable textbook exercises.</p>	<p>Vocabulary building examples to lead trainers and investigate criteria and suitability:</p> <ul style="list-style-type: none"> • “I Spy With My Little Eyes”: I spy with my little eyes a word that starts with the letter “e” (Enormous). (Words/ vocabulary are to be displayed on board). • “Pictionary”: The teacher or another child whispers a word into a child’s ear. The child draws a picture of the word and the first child guesses the word of the picture gets to draw the next picture/ word. This can be played in teams with a point system. • “Matching Words to Pictures”: Children match words to correct pictures (etc) in pairs 	<p>45 minutes</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 4 Story Mapping					
<p>Trainees develop their knowledge of different story maps and graphic organisers.</p> <p>They apply this knowledge in the context of developing their understanding of pedagogical approaches to supporting children's language development, focusing on telling and retelling stories, sequencing key elements in the story, providing structured frameworks for comprehension.</p>	<p>ILOs: understand how graphic organizers and story map support children learning English language; know a range of graphic organizers including story maps.</p> <p>Trainees work in groups to design their own story map for "The Enormous Turnip".</p> <p>Consider use of pictures, drawing, words, stick puppet, graphic organizers, sticky notes, etc.</p>	<p>Group</p> <ul style="list-style-type: none"> • What is a story map • Why make story maps? • How can story maps help children retell the story? 	<p>Trainers model one way to graphically represent "The Enormous Turnip".</p> <p>Trainers also discuss the advantages of story mapping with trainees as a visual representation that provides a view of the whole story.</p>	<p>Activity 4</p> <p>Story Mapping</p> <p>Examples of storymaps and graphic organisers</p> 	<p>45 mins</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Part 2 (6 hour unit)					
Activity 5 Patterned stories					
<p>Trainees consider how patterned stories help to develop vocabulary and embed sentence structure. They develop a repertoire of interactive activities that facilitate children learning and applying English language learning.</p>	<p>ILOs: know a range of English language stories that are appropriate for children from 1-4;</p> <p>understand different story structures and patterns;</p> <p>use techniques that help children retell stories;</p> <p>use pedagogical approaches to develop vocabulary and sentence structure;</p> <p>design meaningful activities to keep children engaged;</p> <p>Trainees listen to the story while looking at the pictures.</p> <p>Trainees are encouraged to join in as trainers read.</p> <p>Invite trainees to predict and name each animal that comes next.</p> <p>Invite them to use voices that sound like the different animals on each page.</p>	<ul style="list-style-type: none"> • Do you notice a pattern in the book? Can you describe it? <p>Would this be easy for children you teach to 'read'? What clues can they.</p> <p>use to decode the words in the book?</p> <p>Did you know which animal was coming next in the text?</p> <ul style="list-style-type: none"> • What were some clues that helped you know? • What sort of activities will help the children learn the vocabulary? 	<p>Activities based on: Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr., illustrated by Eric Carle</p> <p>Active listening</p> <p>Trainer models reading story and asking questions that would encourage engagement and participation by children.</p>	<p>http://www.dltk-teach.com/books/brownbear/</p> <p>http://www.thevirtualvine.com/brownbear.html</p> <p>Strips of paper and coloured pens</p> <p>Sentences from the book on strips of paper</p> <p>(these could be prepared by the trainees in the session)</p> <p>Pictures of the characters (again these could be prepared as part of the session – discuss the benefits of children creating the resources themselves as part of their learning).</p>	<p>50 mins</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
	<p>Divide the trainees into color groups to match each animal in the book. Retell the story focusing on the color words. When trainees hear the color they represent, invite them to stand and join in.</p> <p>Display the sentence strips and pictures as a learning center for trainees to use independently or with partners.</p> <p>Trainees use sentence strips from story to consider sequencing activities to develop vocabulary and embed sentence structure. possibilities for</p> <p>Explore opportunities to teach retelling strategies—for example, using the pictures in the book as sequencing clues. For additional sequencing support, color-code each sentence strip.</p>	<ul style="list-style-type: none"> • How can you facilitate them using this vocabulary in new ways – making choices not repeating by rote? • How can these activities help them to embed sentence structures? • What activities could you provide to enable them to transfer these sentence structures to other vocabulary/ situations/actions? 	<p>Trainees provided with resources to explore re-telling and sequencing opportunities.</p> <p>Encourage discussion around the role of these activities in reinforcing vocabulary and embedding sentence structures.</p>		

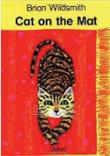


Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 6 Mother tongue interference and progression in English					
<p>In this activity the trainees consider the use of/avoidance of mother tongue. They consider how to ensure that activities are within the children's capabilities and avoid necessity of translation.</p>	<p>ILOs: use techniques that help children retell stories; use pedagogical approaches to develop vocabulary and sentence structure; design meaningful activities to keep children engaged; Trainees reflect on their own ability to make sense of a story in another language and consider the progression in understanding and ability to apply new vocabulary. With reference to the two stories learnt so far, trainees devise an outline a developmental sequence appropriate to young children to support their understanding and application of the story vocabulary. They decide: the points to work on the activities and the follow up activities that will be used.</p>	<ul style="list-style-type: none"> • Is it important to introduce the story in English, rather than reading an Arabic translation first? • What are the implications if the children know the story in Arabic before they hear it in English? • How can teachers ensure that activities are within the children's capabilities: Is it possible to avoid translation but to rely on children's growing understanding of English and other forms of communication (intonation, gesture etc) to support this? 	<p>Trainers make explicit the importance of the developmental sequence -from active listening to active involvement and engagement through different activities including writing - being matched to the developmental level of the children.</p> <p>Some ideas to consider:</p> <ul style="list-style-type: none"> • Simplify the story. • Simplify the vocabulary. 		<p>50 mins</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
		<ul style="list-style-type: none"> • Provide visuals, real objects, cut out figures, drawings, masks, speech bubbles, flash cards, sound effects, etc. • Involve children with parts of the story. • Create a new version for the story (e.g "The Enormous Potato" or "Red bus, red bus what can you hear?") 			



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 5 Creating Big Books					
	<p>ILOs: use stories in conjunction with EFP Grades 1-4.</p> <p>use techniques that help children retell stories.</p> <p>use pedagogical approaches to develop vocabulary and sentence structure.</p> <p>design meaningful activities to keep children engaged;</p> <p>know a range of English language stories that are appropriate for children from 1-4.</p> <p>Trainees listen and watch as trainer models reading from big book, identifying key behaviours and actions that provide learning opportunities for children (eg intonation, pointing at words, returning to previous pages, identifying patterns of words that are repeated).</p> <p>Trainees make their own big book based on one of the three stories used in the unit.</p>	<ul style="list-style-type: none"> • What are the advantages of using a big book to read from? • What opportunities do big books provide for looking at target vocabulary and sentence structures with children? • How can the teacher use the big book to model reading in English? • Why should teachers encourage their children create their own big book story? 	<p>Trainer models reading from Big Book. These books have repeated sequence words so children become confident with the story and join in with the reading of the text.</p> <p>Trainees create their own "Big Book" story.</p> <p>Trainees identify, evaluate and feedback the learning opportunities this activity would provide for children</p>	<p>Activities based on "The Cat Sat on the Mat" written and illustrated by Brian Wildsmith</p>  <p>https://www.youtube.com/watch?v=fcOHfWwxlz4</p> <p>Guide for the trainers</p> <p>Big Books</p> <p>Big books are books used for shared, guided or independent reading.</p> <p>If possible, a printed copy of a big book should be used. If not, a simple big book could be made using A3 paper or larger.</p> 	<p>50 mins</p>

Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
	<p>While making their books they consider how these features would help children to develop confidence with English language vocabulary and simple sentence structures in speaking and listening as well as reading and writing:</p> <ul style="list-style-type: none"> • Pictures • Repetition of particular words • Words with similar patterns in the writing e.g cat, sat, mat <p>Trainees then consider how they would these features and other strategies to teach/support children with:</p> <ul style="list-style-type: none"> • Intonation • Directionality- left to right • The need for spaces between words • Matching spoken to written words • Individual letters • Differences between upper and lower case letters • The ways letters are formed. 	<p>What language should children understand to make their books?</p> <p>Why should teachers encourage their children create their own story version (e.g. Yellow banana, yellow banana, who is sitting next to you? I see a red apple sitting next me, etc).</p> <p>How can children make their own big book without referring to their mother tongue?</p> <p>How does this support the target vocabulary in different units of the course book?</p>		 	



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Conclusion					
<p>Recap and summarise learning from throughout the day; develop criteria for choosing and using stories</p>	<ul style="list-style-type: none"> • Trainers divide trainees into groups. • Trainees surf the internet (or check some hard copy stories brought by the trainers (if possible) and select one story that they would like to read with their children. • Trainees think how they can link the story with their textbook (EFP: 1-4). • Trainees identify the appropriate criteria for selecting a story. • Trainees present the story to other groups (if time permits or postponed to the learning circle.) 	<p>What criteria would you apply when selecting a story?</p> <p>What aspects of children’s language learning would you consider?</p> <p>What other issues (eg confidence, engagement) would you also consider?</p>	<p>Trainers facilitate trainees to synthesise learning from the different activities and considering implementation with their own classroom practice.</p>	<p>For trainers guidance</p> <p>Criteria for the selection of stories:</p> <ul style="list-style-type: none"> • appropriate language level (vocabulary, structures, notions/ functions) • content (interesting, fun, motivating, memorable, encourages participation) • visuals (attractive, potential to work with, size) • pronunciation (intonation, rhythm, repetition) • motivation (develop imagination, arouse curiosity, draw on personal experience) • Language learning potential (skills development, language practice, recycling, prediction, other strategies) • potential in terms of learning other subjects, target/other culture, metacognition 	<p>30 mins</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
<p>Assessment</p> <p>Directed task to try at school and include in the portfolio to demonstrate PTPDI competences</p>	<ul style="list-style-type: none"> • Trainees are assigned to select/find one story that they can link to EFP 1-4 and then decide what activity/ies they would like to include in order to teach this story. Then trainees teach the story in one of their classrooms. • Trainees write a reflection upon the effectiveness of the use of stories for developing English language learning, including how it was used, how children interacted, what they have learned and its impact upon their learning. They write a conclusion on the benefits and limitations of the story approach that they have implemented and how it could be improved for future lessons. 				
<p>Preparation for the Learning Circle</p>	<ul style="list-style-type: none"> • Trainees videotape their lesson to present in the learning circle for discussion and feedback. 				
<p>References</p>	<ul style="list-style-type: none"> • For the English Version see the following link :http://blocs.xtec.cat/theamazingenglishuniverse/files/2015/09/The-Enormous-Turnip-Story-Book.pdf 				



Handout 1

The Story of Enormous Turnip

Il était une fois, il y avait un vieux qui a plante dans son jardin un petit navet. Il a dit,

“Pousser, petit navet, pousser doux, pousser petit navet, pousser fort.”

Et le navet s’est grandi doux et fort, grand et énorme .

Un jour, le vieux a est aller arracher le navet énorme.

LL a tiré at tiré, mais il n’a pass pu l’arracher.

Donc le vieux a appelle à la Vielle, “Viens, aidez-moi.”

La Vielle a tire sur le vieux

La Vielle a tire sur le navet

Ils ont tiré et tiré, mais ils n’ont pas pu arracher le navet énorme.

Donc ls Vielle a appellee a sa petite fille, Viens, aidez-nous.”

La petiten fille a tire sur la vieille. La vieille a tiré sur le vieux.

Le vieux a tire sur le navet.

Ills ont tiré et tiré, mais ils n’ont pas pu arracher le navet énorme.

Donc le vieux a appelle a la Vielle, “Viens, aidez-nous.”

Le chien noir a tiré sur la petite fille

La petite fille a tiré sur le vieux

La vieille a tiré sur le vieux

La vieux a tiré sur la navet

Ills ont tiré et tiré, mais ils n’ont pass pu arracher la navet énorme.

Donc le chien noir a appelle au grand chat, “Viens, aidez-nous.”

Le grand chat a tiré sur le chien noir.

Le chien noir a tiré sur la petite fille



La petite fille a tiré sur la vieille
La vieille a tiré sur le vieux
Le vieux a tiré sur le navet.
Ils ont tiré et tiré, mais ils n'ont pas pu arracher le navet énorme.
Donc le grand chat a appelé un petit souris gris, "Viens, aidez-nous."
Le petit souris gris a tiré sur le grand chat
Le grand chat a tiré sur le chien noir
Le chien noir a tiré sur la petite fille
Le petite fille a tiré sur la vieille
La vieille a tiré sur le vieux
Le vieux a tiré sur le navet.
Ils ont tiré et tiré ...et
Ils ont arraché le navet énorme!!!!
Le vieux et la vieille ont fait un bon potage
et tout le monde est bien.



TEIP-AF Component 2 Upgrading Training Program for Experienced Teachers

Template: Individual Training Session Plan

Module title: English Language Module 1

Module aim: To develop teachers' CK and PCK to facilitate a flexible and creative approach to using the textbook for children's spoken reading and writing communicative skills in English.

Unit 4: Vocabulary

Week / Training session No.	Vocabulary 6 hour unit
Intended Learning Outcomes PCK & CK	By the end of this training session, teachers should be able to... <ul style="list-style-type: none">• create differentiated vocabulary building activities to provide challenge to different levels in their classrooms;• reflect upon and evaluate the effectiveness of a range of vocabulary building strategies and activities;• demonstrate their knowledge and understanding of vocabulary and its use in simple language patterns;• identify some opportunities in coursebooks to extend the language content according to children's needs and abilities.



Week / Training session No.	Vocabulary 6 hour unit
PTPDI Competences	<p>By the end of this training session, teachers should be able to...</p> <p>1.16 Apply knowledge and understanding of subject content to planning and teaching</p> <p>1.17 Apply knowledge and understanding of the Palestinian curriculum to planning pupils' learning and teaching</p> <p>1.18 Apply knowledge and understanding of factors that promote effective learning when planning pupils' learning</p> <p>1.19 Apply knowledge and understanding of factors that hinder effective learning when planning pupils' learning</p> <p>1.20 Apply knowledge of the relationship between planning, teaching and evaluation of learning experiences</p> <p>2.2 Know and use a range of teaching strategies and resources to enable effective learning</p> <p>2.7 Communicate clearly and effectively to facilitate pupils' learning</p> <p>2.8 Engage in the process of lifelong learning through continuous professional development</p> <p>3.1 Use assessment for learning strategies to monitor pupils' progress, provide constructive feedback which supports pupils to reflect upon and improve their learning outcomes</p> <p>3.2 Use the outcomes of formative assessment to inform planning and target setting and improve the effectiveness of teaching and learning</p>
Links to Grade 1 – 4 Subject Textbooks	Course book 2B; Unit 16 : My Country and other relevant course book units decided by the trainer
Children's possible subject misconceptions	<p>Pupils may hold the following misconceptions about English vocabulary</p> <ul style="list-style-type: none"> • Words are spoken and read the same as they are written; • Pupils may think that memorising a word is the same as learning and understanding it; • Pupils may use words incorrectly in sentences and for communication; • Pupils may think that specific vocabulary items are pronounced in ways that are inconsistent with accurate or comprehensible pronunciation



Detailed Plan For The Training Session

Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Introduction					
<p>Overview of the unit: Trainer welcomes trainees and presents an overview of the focus, aims and content of this unit.</p> <p>CK:</p> <ul style="list-style-type: none"> • Knowledge of vocabulary of places, country and town. • Comprehensible and acceptable pronunciation of topic vocabulary Knowledge of word order of simple sentences; e.g. S –V –O • Knowledge of rules governing the use of the simple present tense and prepositional verbs; e.g. I come from .../ We come from ... / she comes from ... / they come from + name of place. <p>PCK:</p> <ul style="list-style-type: none"> • Vocabulary is best learned when a word is illustrated e.g. by a picture, action or real object. • Children should meet and use the word in relevant contexts (not just from the textbook). • Children should be supported and challenged to establish relationships between words; e.g. in word families to establish meaningful networks of vocabulary. • Children should be supported and challenged to add their own words during language learning activities. • Children should be presented with opportunities to apply learned vocabulary in new contexts related to their own lives in order to communicate 	<p>ILO: reflect upon and evaluate the effectiveness of a range of vocabulary building strategies and activities;</p> <p>Trainees work in small groups to brainstorm ideas about key principles for teaching vocabulary and consider why these are important for pupils' learning.</p>	<ul style="list-style-type: none"> • Trainer challenges the trainees to identify three key principles for effective teaching of vocabulary. • Trainees are asked to think of examples of how these principles may be applied when teaching vocabulary 	<p>to principles of teaching vocabulary</p> <ul style="list-style-type: none"> • Key principles shared and then compared to the trainers' list of five key principles (see third column). • Trainees discuss and share ideas why these principles might be considered important 	<p>Flip chart and pens</p>	<p>30 minutes</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Main part of the training session Activity 1 Interview a word					
Activities developing awareness of vocabulary (CK) and considering principles of teaching vocabulary effectively (PCK)	<p>ILO: demonstrate their knowledge and understanding of vocabulary and its use in simple language patterns;</p> <ul style="list-style-type: none"> • Trainees select a course book unit and then select a key word from that unit. • They then work in groups of about four and take turns to ask questions about each other's words to try and find out what the word is. 		<p>'Snowball technique' to develop vocabulary use and understanding</p> <p>Collaborative talk and questioning</p> <p>Identification of principles (from introduction) applied in this task.</p>	<p>The following resources may be used:</p> <ul style="list-style-type: none"> • Grade 1 to 4 English for Palestine Textbooks • Flashcards of topic vocabulary for teacher use • Picture cards and word cards for pupils' use • Pictures for labelling • Sample substitution tables and cloze activities • Vocabulary networks • English picture books including big books (large format version of picture book) and handout photocopies of text of book 	30 mins



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 2 Secret words					
<p>The purpose of this activity is to model or demonstrate to pupils how they can find the meaning of an unknown word by using different cues in the text.</p>	<p>ILO: create differentiated vocabulary building activities to provide challenge to different levels in their classrooms; Trainees take part in activity as ‘children’ as trainer models. Then trainees ‘unpick’ activity considering:</p> <ul style="list-style-type: none"> • what sort of text to use • Trainees microteach activity. 	<ul style="list-style-type: none"> • What sort of word would be an appropriate one to be the first ‘secret’ word? • (Guidance for trainers: eg a fairly easy word, a word they know, or a word that occurs more than once in story and that has plenty of context clues). • How will the children work out what it means? • Will they do this individually or in pairs/small groups? • What is the benefit of each approach? 	<p>Trainer models activity using a simple text/ story (such as those used in Stories unit of module):</p> <ul style="list-style-type: none"> • Choose one important content word from the text / story. Cover the word with a piece of paper and write a nonsense word on it. • Call this the “secret word” and explain that the children’s job is to try to find out what the word means. 		45 minutes



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
	<ul style="list-style-type: none"> • what sort of questions to ask • whether children work independently, in pairs or small groups and how working collaboratively could support different children's understanding • what resources would support children eg visuals • how to make it easier/more challenging 	<ul style="list-style-type: none"> • What sort of questions could you ask children to guide them towards the meaning of the word? • How can you model questions that focus on identifying the type of word (noun, adjective, adverb etc), examining immediate context and wider context, using grapho-phonetic knowledge to sound out the word. 	<ul style="list-style-type: none"> • Do shared reading, and ask children to predict the meaning of the word when it occurs in the text. Record their meanings on the board. • After each set of questions, focus on the words on the board. Ask children whether they can confirm the word or if they are sure any of the guesses are wrong, and put a cross next to any that no longer apply. <p>Trainer models how to work out the meaning through asking questions about information in the text that comes before the word, after the word and also in the pictures.</p>		



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 3 Find the error					
As above	<p>ILO: demonstrate their knowledge and understanding of vocabulary and its use in simple language patterns;</p> <ul style="list-style-type: none"> • As the trainer reads a story or as trainee reads a story or short text appropriate for their level, they make notes of any words that appear to be unsuitable for the context. The trainer gives an examples for a story made for 1-4 students based on the course book: Hanan comes from a tree, she lives in a flower.... • They then discuss with a partner and agree on correct alternatives. • These are shared with another pair (snowball technique) and further agreement sort. 		<p>Activity developing understanding of vocabulary through application in context</p> <ul style="list-style-type: none"> • Trainees work in pairs to identify the errors and suggest alternatives. • They share the alternatives with another pair and agree on any differences. • They discuss how they are able to identify the correct vocabulary and the principles involved (working out meaning from context). • Underlying of the activity is identified. • Trainees try to produce examples of their own resource 		30 mins



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 4 Repeated reading					
<p>Repeated reading is a very simple, but very effective way of building up an extended sight vocabulary improving comprehension and developing automaticity in reading. It is particularly useful for students who are studying English as an additional language. Repeated reading simply involves reading and re-reading a story several times. The more one reads it, the better one is able to read the text</p>	<p>ILO: create differentiated vocabulary building activities to provide challenge to different levels in their classrooms; Trainer models using a big book story. Trainees follow the text from photocopied handout. After shared reading, a trainee re-read the story in pairs. Trainees choose a page from the story and draw it. Trainees work in pairs to make list of key vocabulary from the story. Guidance for trainers: Refer back to trainees' vocabulary lists during activity 6 in part 2 of the unit.</p>	<ul style="list-style-type: none"> • How does drawing help children to make meaning? • What are the different benefits of independent reading and paired reading? • What are the benefits of repeated reading over time? • How can hearing the story support children's language development? • When children read in pairs, should they read at the same time, take turns to read a page, read the whole thing through while their partner listens and follows the text? (Discuss the pros/cons of all these.) 	<p>Guidance for trainers: This activity could be used with the same story as the previous activity. After modelling using the big book trainer asks key questions, with reference to these points:</p> <ul style="list-style-type: none"> • Children could take the printed copy home to read it and illustrate parts of it. • Children could be asked to read with another child or independently. This could be in the next lesson (little and often is). • Children could be asked to retell the story independently. 		45 minutes



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Part 2 (6 hour unit)					
Activity 5 Learning language patterns					
<p>Activities developing awareness of vocabulary (CK) and considering principles of teaching vocabulary effectively (PCK)</p>	<p>ILOs: demonstrate their knowledge and understanding of vocabulary and its use in simple language patterns; identify some opportunities in course books to extend the language content according to children’s needs and abilities.</p> <ul style="list-style-type: none"> • In groups trainees examine course book 2B; Unit 16 My Country, and identify the key language patterns; e.g. simple present tense and prepositional verbs; e.g. I come from .../ We come from ... / she comes from ... / they come from + name of place. • With reference to the language patterns identified, trainees develop the activities modelled by trainer. • Trainees micro teach their activities to another group and evaluate. 	<ul style="list-style-type: none"> • Why is it important to provide pupils to make connections to their daily lives? • How can these be used to extend their knowledge of topic vocabulary in English 	<ul style="list-style-type: none"> • Trainer also models how providing pupils with opportunities to make connections to their daily lives and prior knowledge can be achieved within the context of using vocabulary within familiar language patterns found in the textbook. • Trainer models designing semi-controlled activities such as paired dialogues, substitution tables and gap fill activities to support pupils in making connections and extending vocabulary by using familiar language patterns. 		60 minutes



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 6 Key strategies and resources for teaching and learning vocabulary					
<p>Trainees develop knowledge and understanding of a range of key strategies, activities and resources that they may use to teach vocabulary and the ability to use these flexibly in their teaching, linked to the textbook (PCK) e.g.</p> <ul style="list-style-type: none"> Using Flashcards to introduce and provide opportunities for pupils to practise, extend and apply vocabulary; 	<p>ILOs: create differentiated vocabulary building activities to provide challenge to different levels in their classrooms; reflect upon and evaluate the effectiveness of a range of vocabulary building strategies and activities;</p> <ul style="list-style-type: none"> Trainees work in small groups. Each group selects a different coursebook unit and develops a different activity and relevant resource to support pupils to address misconceptions, use and apply the target vocabulary; for example one group might make a vocabulary mat, while another group makes flashcards and a set of procedures for using them. 	<p>What are is the key vocabulary/language patterns in the unit you are using?</p> <p>What are the possible misconceptions?</p> <p>How will you address these?</p> <p>How can you provide children with opportunities to use the new language patterns in context communicatively – beyond the text book?</p> <p>How can resources support children’s learning?</p> <p>How can teachers go beyond the course book in providing opportunities for children to communicate in English?</p>	<ul style="list-style-type: none"> Trainer presents a range of key strategies and resources for teaching vocabulary to young learners (see column 1) Trainer models creating vocabulary networks and concept maps using. course book units such as 2B Unit 16 My Country. Trainees then apply then create their own resources for a different units. Gallery walk mode of sharing, trainees have the opportunity to view each group’s work. 		60 minutes



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
<ul style="list-style-type: none"> • Teaching children how to create and use vocabulary networks and concept maps; • Developing activities for pupils to develop skills in guessing words from context; • Creating a working word wall (display) and opportunities for pupils to contribute to it; • Creating vocabulary word mats for use by individual, pairs or small groups of children; • Providing opportunities for pupils to create personal topic word banks • Using vocabulary and word building games; e.g. Bingo, hangman 		<p>How can resources such as flash cards be used independently by children, as a game that develops understanding of language rather than repeating of words?</p> <p>How can children be facilitated to create their own resources and displays (eg working walls)?</p>	<ul style="list-style-type: none"> • Trainees explain rationale for choice of activity and discuss how it supports learning and application of target vocabulary. 		



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 7 Assessment					
<p>Trainees develop understanding of strategies to formatively assess vocabulary</p>	<p>ILO: reflect upon and evaluate the effectiveness of a range of vocabulary building strategies and activities;</p> <p>Review:</p> <ul style="list-style-type: none"> • re-examine activities and identify the most appropriate ways of integrating assessment for learning strategies into the learning activity. • Consider how assessments may be recorded; e.g. through anecdotal notes, marking grids, pen and paper tasks etc. and used to inform further planning for the development of pupils' vocabulary. 	<ul style="list-style-type: none"> • What are the relative merits of the different strategies to make formative assessments of pupils knowledge and ability to apply and use vocabulary? • How will you know a child's level of competence? • What are the different levels of vocabulary competence? (e.g. recognizing a word when spoken, matching it to a picture, understanding it in context such as a simple instruction, being able to select the word from a group of words of the same category such as colours, food, being able to make a meaningful sentence containing the word) 	<p>Discussion and reflection</p>		<p>30 mins</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Conclusion					
Trainer provides opportunities for trainees to reflect upon and discuss the effectiveness of the strategies by identifying the principles for effective vocabulary development underlying the activities to which they have been introduced.	Trainees work in small groups to further evaluate the range of vocabulary teaching and learning strategies and activities by identifying the core principles upon which the activities are based.		Trainees devise a summary of the key points and how they will integrate into their practice		30 mins



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
<p>Assessment Directed task to try at school and include in the portfolio to demonstrate PTPDI competences</p>	<ul style="list-style-type: none"> • Choose at least one key vocabulary building strategy or activity to develop and try out with the next unit that you will be teaching. Create any resources that are needed. Consider how you might differentiate the activity for at least two levels of learning ability. Consider also how you might integrate basic assessment for learning within the lesson and how you will record the results • Implement the strategy / activity and gather basic assessment information. • Evaluate the effectiveness of the strategy or activity in terms of helping pupils to <ul style="list-style-type: none"> • learn and use target vocabulary, • apply it in new contexts, • Connect to and draw upon knowledge of daily life to further extend core vocabulary. • Draw conclusions about the benefits and limitations of the strategy. • Report the impact of this strategy upon children’s learning in the next Learning Circle. <p>The misconceptions / language errors diary</p> <ul style="list-style-type: none"> • Analyse the textbook unit that you will be teaching next. Create three columns. In the first column list the target vocabulary in the unit. In the second column list any possible misconceptions and typical language errors that you expect children might hold about these vocabulary items. • During the next week, observe students while you are teaching and make a record of authentic samples of the misconceptions and language errors that are actually produced. Add the examples of misconceptions or language errors for your students for the unit you are teaching to the third column. 				
<p>Preparation for the Learning Circle</p>	<ul style="list-style-type: none"> • Evaluate the effectiveness of the strategy or activity in terms of helping pupils to <ul style="list-style-type: none"> - learn and use target vocabulary, - apply it in new contexts, - Connect to and draw upon knowledge of daily life to further extend core vocabulary. • Draw conclusions about the benefits and limitations of the strategy. • Report the impact of this strategy upon children’s learning in the next Learning Circle. <ul style="list-style-type: none"> • Select one or two of the misconceptions and write a brief reflection on why these might occur and suggest strategies for addressing them. • Share the outcomes of your misconceptions diary in the next Learning Circle. 				



TEIP-AF Component 2 Upgrading Training Program for Experienced Teachers

Template: Individual Training Session Plan

Module title: English Language Module 1

Module aim: To develop teachers' CK and PCK to facilitate a flexible and creative approach to using the textbook for children's spoken, reading and writing communicative skills in English.

Unit 5 title: Grammar

Week / Training session No.	<i>Grammar 6 hour unit</i>
Intended Learning Outcomes PCK & CK	<p>By the end of this training session, teachers should be able to...</p> <ul style="list-style-type: none"> • use knowledge of children's typical misconceptions and errors concerning English Grammar when planning and teaching English • Use a range of pedagogical strategies with a specific focus on using covert/inductive methods to teach grammar • Plan and design a range of different types of activities that support young learners to learn, practice and use grammar communicatively and creatively; • Use appropriate assessment for learning strategies to collect evidence of children's communicative competence in using grammar. • Demonstrate knowledge of the main differences between English and Arabic language; • Demonstrate knowledge and understanding of the distinction between grammatical form and communicative function; • demonstrate knowledge and understanding of English grammatical forms from Basic Level English for Palestine Grade 1 – 4 coursebooks.



Week / Training session No.	<i>Grammar 6 hour unit</i>
PTPDI Competences	<p>By the end of this training session, teachers should be able to...</p> <p>1.21 Apply knowledge and understanding of subject content to planning and teaching</p> <p>1.22 Apply knowledge and understanding of the Palestinian curriculum to planning pupils' learning and teaching</p> <p>1.23 Apply knowledge and understanding of factors that promote effective learning when planning pupils' learning</p> <p>1.24 Apply knowledge and understanding of factors that hinder effective learning when planning pupils' learning</p> <p>1.25 Apply knowledge of the relationship between planning, teaching and evaluation of learning experiences</p> <p>2.2 Know and use a range of teaching strategies and resources to enable effective learning</p> <p>2.7 Communicate clearly and effectively to facilitate pupils' learning</p> <p>2.8 Engage in the process of lifelong learning through continuous professional development</p> <p>3.1 Use assessment for learning strategies to monitor pupils' progress, provide constructive feedback which supports pupils to reflect upon and improve their learning outcomes</p> <p>3.2 Use the outcomes of formative assessment to inform planning and target setting and improve the effectiveness of teaching and learning</p>
Links to Grade 1 – 4 Subject Textbooks	A range of Units from Basic Level English for Palestine Grades 1 – 4 coursebooks that cover a range of grammatical patterns and structures as decided by the trainer; e.g. coursebook 4A Units 8
Children's possible subject misconceptions	<p>Pupils may hold the following misconceptions about English grammar</p> <ul style="list-style-type: none"> • That they can translate directly from Arabic into English and the meaning will be the same



Detailed Plan For The Training Session

Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Introduction					
<p>Overview of the unit: Trainer welcomes trainees and presents an overview of the focus, aims and content of this unit.</p> <p>CK:</p> <ul style="list-style-type: none"> • Knowledge of what grammar is; • Knowledge of the main differences between English and Arabic; • Knowledge and understanding of the range of grammatical structures encountered in Basic Level English for Palestine coursebooks for Grades 1 – 4: eg basic sentence and question structure, tense, subject and verb agreement, position of adjectives. <p>PCK</p> <ul style="list-style-type: none"> • Knowledge of children’s typical misconceptions and English language errors concerning English grammar; 	<p>ILO: demonstrate knowledge and understanding of the distinction between grammatical form and communicative function;</p> <p>demonstrate knowledge of the main differences between English and Arabic language;</p> <p>Trainer provides input on rationale of teaching grammar to young learners and trainees discuss their own beliefs about the rationale for teaching grammar.</p> <ul style="list-style-type: none"> • Knowledge and understanding of grammar is necessary to express accurate and precise meaning; • Learning grammar improves all modes of communication, listening, speaking, reading and writing and leads to greater fluency 	<p>Trainees discuss key questions such as;</p> <ul style="list-style-type: none"> • What is grammar? • What is the effect on communication of not being able to use grammar accurately? (illustrate through examples of sentences in which wrong word order changes meaning) Eg: I am boring instead I am board. • What are some of the common errors and misconceptions that young learners hold about English Grammar? Eg: using the with every noun, all adjectives end with Y, to + infinitive agreement. 	<p>Trainer provides key questions for trainees to discuss and share their ideas and to reinforce key concepts of the rationale for learning and teaching grammar.</p> <p>Trainer also addresses any misconceptions or language errors that trainees hold about English grammar within the context of the training activities that follow.</p>	<p>Supporting document “Common errors and misconceptions for speakers of Arabic learning English”</p>	<p>20 minutes</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Main part of the training session Activity 1 - Principles of teaching grammar to young learners					
<p>Trainees develop knowledge and understanding of key principles including:</p> <p>Young learners:</p> <ul style="list-style-type: none"> • find complex and abstract rules difficult to understand; so avoid rule-based grammatical explanations; • learn grammar best by playing, singing, and using language in real situations and for fun, NOT abstract rules; • should have opportunities to apply new grammatical structures in different contexts. • can learn grammar from the learning of chunks of language used in meaningful contexts; • learn grammar more effectively when presented in ways that are personally meaningful. 	<p>ILOs: demonstrate knowledge and understanding of the distinction between grammatical form and communicative function; use a range of pedagogical strategies with a specific focus on using covert/ inductive methods to teach grammar;</p> <p>demonstrate knowledge of the main differences between English and Arabic language;</p> <p>Trainer provides input on principles of teaching grammar to young learners</p>	<ul style="list-style-type: none"> • What is the teacher's role in grammar teaching? • What are effective strategies for children to learn grammar? • What sort of environment/ situations/ • Experiences are effective in children's grammar learning? 	<p>Trainees discuss their own beliefs about methods for teaching grammar and why they hold them. They then discuss the principles provided by the trainer and why these are considered important.</p>	<p>Range of resources and sample activity sheets to support teaching of grammar through communicative activities e.g.</p> <ul style="list-style-type: none"> • puppets for presentation and practice of grammatical structures; • phrase cards for sentence construction and word order practice; • substitution tables; (to be illustrated) • interactive displays; • gap filling and cloze activities; • sentence completion and sentence matching activities; • information gap activities; • simple questionnaires or survey grid about learners' favourite hobbies, food, routines, etc.; 	<p>20 mins</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 2 Approaches and Strategies for teaching grammar					
<ul style="list-style-type: none"> • Trainees develop knowledge, understanding and ability to use a range of appropriate approaches and strategies for teaching grammar inductively • Trainees are able to create child-friendly activities that would support young learners in learning grammar and using it interactively and creatively; 	<p>ILOs: use a range of pedagogical strategies with a specific focus on using covert/inductive methods to teach grammar:</p> <p>demonstrate knowledge and understanding of English grammatical forms from Basic Level English for Palestine Grade 1 – 4 course books</p> <p>Trainer provides input on 3 general approaches for teaching grammar and trainees discuss which approach they most commonly use, and the benefits and limitations of each with reference back to the principles just discussed.</p>	<p>What are the benefits/limitations of three approaches:</p> <ol style="list-style-type: none"> 1. Explicit teaching of rules of grammar; 2. Modelling and repeating language patterns and words, especially through drilling; 3. Providing activities which give opportunities for meaningful use and application of the target grammar (use of the language in social context) 	<p>Trainees consider a range of sample activities:</p> <p>Noticing in presentation eg:</p> <ul style="list-style-type: none"> • Classroom instructions, questions, requests, etc. • Dialog with a puppet • Using texts • Using visuals • Exploiting everyday situations 		60 minutes



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
	<p>Trainer provides input on a four stage approach in teaching grammar for young learners; i.e.</p> <ol style="list-style-type: none"> 1. <u>“Noticing”</u> the grammar item in presentation 2. <u>Understanding</u> the form of the structure (how the grammatical structure is formed and how it appears in context) 3. <u>Practising</u> the new grammatical structure, which could be through drills, interactive activities and games, rhymes and songs 4. <u>Using</u> the new grammatical structure (from Scrivener, 2003) <p>Trainer provides opportunities for the trainees to work in groups to share ideas of activities for each stage of four stage approach.</p>		<ul style="list-style-type: none"> • Modeling • Drawing • Writing and circling • Underlining critical points • Time lines • ‘Discovery’ techniques <p>Understanding the form eg</p> <ul style="list-style-type: none"> • Substitution table, • gap filling and cloze activities, • completing sentences • matching beginnings and ends of sentences 		



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
	<ul style="list-style-type: none"> • Brainstorm a range of possible strategies and activities for teaching grammar. • Share with another group and add other suggestions. • Share with the whole class to form a class set of strategies and activities for each stage. <p>The trainer then provides trainees with input on and examples of a range of key strategies for each stage, focusing upon any that the trainees have not already identified or are less familiar with. The trainer may like to refer trainees to websites that provide them with ideas for activities for teaching grammar (see resources section).</p>		<ul style="list-style-type: none"> • Structured and interactive practice activities; e.g. • Simple questionnaires or surveys about learners' favourite hobbies, food, routines, etc. using grids to record or tick answers • Information gap activities, • Meaningful repetition drills • Controlled written practice, such as finding the correct word order of sentences) 		



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
	<p>The trainer asks the trainees to work in small groups with a course book of their choice. They identify opportunities to use specific activities to teach a grammatical structure from one of the course book units to cater for the four stage model. They are then asked to plan the sequence of activities in detail and present to other groups for critical comment and discussion.</p>		<ul style="list-style-type: none"> • Songs and rhymes with lyrics where language patterns are repeated <p>Using and applying the language eg</p> <ul style="list-style-type: none"> • Drawing pictures and writing captions • Parallel writing (using a model to write a new parallel text by changing some elements of the text) 		



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
			<ul style="list-style-type: none"> • Finding and writing the ending of a story • Telling a story with support from visuals; • Role playing and simulations • Problem solving • Asking learners to correct errors that the teacher makes deliberately either orally or in writing 		



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 3 Micro teaching					
	<p>ILOs: use knowledge of children's typical misconceptions and errors concerning English Grammar when planning and teaching English; plan and design a range of different types of activities that support young learners to learn, practice and use grammar communicatively and creatively; demonstrate knowledge and understanding of English grammatical forms from Basic Level English for Palestine Grade 1 – 4 course books. Trainees work in small groups</p> <ul style="list-style-type: none"> • Select a coursebook unit • Identify a specific grammatical pattern • Plan a sequence of activities for teaching the grammatical pattern using the four stage model • Take into account the principles discussed earlier. 		<p>Trainer assigns the teachers to select any grammatical pattern from the textbooks and teach it using the four stage model</p> <p>Groups take turns to present the sequence of activities to other groups for critical comment and discussion.</p>		60 minutes



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 4					
Reflections on the four stage model					
			Discussion		20 mins
Part 2 (6 hour unit)					
Activity 5					
PPP triangle					
	Introducing PPP triangle in presenting grammar The trainer introduces PPP triangle asks them to watch the video and discuss the objective of using such video and the method that presents.	What are the differences and similarities between key principals in the two approaches?	<ul style="list-style-type: none"> • Discuss the main ideas in the video • Trainees are divided into 2 or 4 groups where each is responsible for planning and presenting grammar lesson using PPP triangle. • Critique of the groups. • Sharing reflections 	https://www.youtube.com/watch?v=8wp51XS_acE	120 mins



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 6 Assessment for Learning Strategies for English					
Activity 6	<p>Grammar</p> <p>ILO: use appropriate assessment for learning strategies to collect evidence of children's communicative competence in using grammar.</p> <p>In small groups develop a basic observation checklist for collecting evidence of children's knowledge and ability to use grammar at stages of the teaching process and use this as part of their directed task.</p>	<ul style="list-style-type: none"> • How can children's grammar be assessed formatively? • How will you know what they have learnt and to what extent they can apply it? 	Trainees brainstorm ideas of how grammar can be assessed formatively during the course of a lesson to gather evidence of children's ongoing learning		30 mins
Conclusion					
	Trainer provides opportunities for trainees to reflect upon and discuss the effectiveness and underlying principles of strategies introduced for grammar development.	What makes grammar teaching more enjoyable, meaningful and effective for young learners?	Trainer asks trainees to develop a list of strategies for teaching grammar effectively in the classroom.		20 mins



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
<p>Assessment</p> <p>Directed task to try at school and include in the portfolio to demonstrate PTPDI competences</p>	<ul style="list-style-type: none"> • Trainees design and try out some of the activities introduced during the workshop and employing one of the two approaches approach while teaching specific grammatical structures from a selected course book unit (they may find it useful to refer to specialist websites, such as those listed in the resources section). • Trainees also complete the design of a checklist which may be used to observe and gather evidence of a small number of children’s knowledge and ability to use the target grammatical structure. 				
<p>Preparation for the Learning Circle</p>	<p>Trainees write an account of their directed task, include supporting resources or images of resources as well as the A4L observation checklist with outcomes of the evidence collected. They write a reflection on:</p> <p>the effectiveness of the sequence of activities in engaging pupils and providing opportunities for them to develop knowledge and ability to use English grammar;</p> <ul style="list-style-type: none"> • the extent to which the sequence of grammar activities reflects the key principles of effective grammar teaching; • how they might improve on the way in which they use the four stage approach for teaching grammar in future lessons; • how they might use the assessment evidence to further support the pupils’ knowledge and ability to use English grammar. • The effectiveness of using the four stage model and the PPP triangle in teaching grammar, making comparisons. 				



TEIP-AF Component 2 Upgrading Training Program for Experienced Teachers

Template: Individual Training Session Plan

University:

Module title: English Language Module 1

Module aim: To develop teachers' CK and PCK to facilitate a flexible and creative approach to using the textbook for children's spoken, reading and writing communicative skills in English.

Unit6: Songs, games and rhymes in English

Week / Training session No.	<i>Songs, games and rhymes in English 3 hour unit</i>
Intended Learning Outcomes PCK & CK	<p>By the end of this training session, teachers should be able to...</p> <ul style="list-style-type: none">• employ strategies and resources effectively to support learning and application of the target language• select and design activities by using songs, rhymes and games that motivate pupils to learn English and have fun at the same time,• analyse the textbooks and identify opportunities to use games and songs in teaching• identify language patterns and features used in songs, rhymes and wordplay games



Week / Training session No.	<i>Songs, games and rhymes in English 3 hour unit</i>
PTPDI Competences	<p>This unit addresses all PTPDI competences but in particular by the end of this training session, teachers should be able to...</p> <p>1.26 Apply knowledge and understanding of subject content to planning and teaching</p> <p>1.27 Apply knowledge and understanding of the Palestinian curriculum to planning pupils' learning and teaching</p> <p>1.28 Apply knowledge and understanding of factors that promote effective learning when planning pupils' learning</p> <p>1.29 Apply knowledge and understanding of factors that hinder effective learning when planning pupils' learning</p> <p>1.30 Apply knowledge of the relationship between planning, teaching and evaluation of learning experiences</p> <p>2.1 Establish safe, motivating and interactive learning environments</p> <p>2.2 Know and use a range of teaching strategies and resources to enable effective learning</p> <p>2.7 Communicate clearly and effectively to facilitate pupils' learning</p> <p>3.1 Use assessment for learning strategies to monitor pupils' progress, provide constructive feedback which supports pupils to reflect upon and improve their learning outcomes</p>
Links to Grade 1 – 4 Subject Textbooks	Coursebook 2B. Unit "My Hobbies" or and 3A. Unit "He's a doctor" or other relevant textbook units decided by the trainer
Children's possible subject misconceptions	<p>Pupils may hold the following common misconceptions about songs, games and rhymes.</p> <ul style="list-style-type: none"> • Songs, rhymes and games do not need to be taken seriously; • It is necessary to know a lot of English to do songs, rhymes and games activities well



DETAILED PLAN FOR THE TRAINING SESSION

Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Introduction					
<p>Trainer welcomes trainees and presents an overview of the focus, aims and content of this unit.</p> <p>PCK</p> <p>In this unit trainees develop their understanding of the use of songs, games and rhymes to facilitate children learning English language through utilising rhythm, rhyme and patterned language and as a confidence building motivational strategy.</p> <p>Possible perceived obstacles and assumptions about the use of songs, games and rhymes are challenged.</p> <p>CK</p> <p>Trainees develop their understanding rhythm, rhyme and language patterns in English songs and rhyme and continue to develop their ability to analyse the course books to identify objectives</p>	<p>ILO: employ strategies and resources effectively to support learning and application of the target language</p> <ul style="list-style-type: none"> • Trainees discuss and share any experiences and obstacles that encounter in using songs, games and rhymes in teaching English. • They have three minutes to prepare a chart that contains all the obstacles. 	<p>What are the possible obstacles to using songs, games and rhymes in the classroom?</p>	<p>Trainers challenge and deconstruct possible obstacles/assumptions that trainees hold about use of songs, games and rhymes.</p> <p>Possible obstacles/assumptions:</p> <p>The lack of time to prepare for the activities.</p> <p>They have to follow the textbooks.</p> <p>It is difficult to implement the activities.</p> <p>Over-crowded classes.</p> <ul style="list-style-type: none"> • The lack of resources. • Supervisors. • Internet access. • Technology. • The ability to sing. 	<p>Flipchart and pens</p>	<p>20 minutes</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Main part of the training session Activity 1 Songs					
<p>Trainees learn some English language songs and rhymes, identifying key vocabulary and language patterns and considering effective approaches to teaching songs and potential learning outcomes.</p>	<p>ILOs: identify language patterns and features used in songs, rhymes and wordplay games; employ strategies and resources effectively to support learning and application of the target language.</p> <p>In groups, trainees take one of the songs:</p> <p>identify key vocabulary and language patterns in the song;</p> <ul style="list-style-type: none"> • discuss how they could present it well for young learners; • Then each group micro teaches the song to the rest of the wider group (microteaching). 	<ul style="list-style-type: none"> • What vocabulary is being learnt through these songs? • What language structures? • Why are songs a productive way to teach language? • How should songs be taught or presented? • Is it enough to just present the song and ask children to listen or sing? • How can the rhythm, rhyme, patterned and repeating language structures be used to help consolidate key vocabulary? • What other strategies might be used (eg actions)? 	<p>The trainer will start by playing 4 songs and ask the trainees a set of questions on PPT or whiteboard</p> <p>Microteaching followed by peer evaluation and feedback with reference back to key questions</p>	<p>Access to internet and projector/loudspeaker or previous recording and cd/mp3 player required</p> <p>Wheels on the bus: https://www.youtube.com/watch?v=HP-MbfHFUqs or https://learnenglishkids.britishcouncil.org/en/songs/the-wheels-the-bus (words displayed)</p> <p>The finger family: https://www.youtube.com/watch?v=zVaBo0aFuk</p> <p>heads shoulders knees and toes: https://www.youtube.com/watch?v=h4eueDYPTlg</p> <p>Food I like: https://www.youtube.com/watch?v=frN3nvIHUK</p>	<p>60 Minutes</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 2 Rhythm and rhyme					
<p>In this activity trainees develop their ability to analyse the textbook objectives to enable them to enhance the children's learning experience through interaction and application of target language.</p>	<p>ILOs: select and design activities by using songs, rhymes and games that motivate pupils to learn English and have fun at the same time; identify language patterns and features used in songs, rhymes and wordplay games. Trainees in four groups.</p> <ul style="list-style-type: none"> • Each group introduces this song changing some of the key words. • Then each group presents the song with the new and different rhyme. • Trainees plan microteaching to give children (or other trainees in this situation) opportunities to change key words to those that they choose. 	<ul style="list-style-type: none"> • How can this rhyme be adapted to incorporate different vocabulary? • Does it matter if it rhymes? • Is it important to keep the rhythm? • How can particular language structures be used to help children consolidate their understanding (eg reading, swimming)? • How can children be facilitated to make their own choices (eg prepare a word bank first)? • How does the song support their learning and help them make choices that are grammatically accurate? 	<ul style="list-style-type: none"> • The trainer introduces the words of My hobbies song) Coursebook 2B. Unit "My Hobbies": • Microteaching • Trainer asks trainees to reflect on the way they present the song and how the rhythm/rhyme helps in remembering the words. 	<p>Course book 2B Unit "My Hobbies" "I like reading. I like swimming I really like this book. And drawing with my pens. And I like dancing. But what do I like most of all? I'm good at dancing – look! Playing with my friends."</p>	<p>40 mins</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Activity 3 Planning					
Trainees participate in collaborative planning activity	<p>ILO: analyse the textbooks and identify opportunities to use games and songs in teaching.</p> <ul style="list-style-type: none"> • Trainees in four groups. • Each group will take the following song that is related with the topic in 3A Unit "He's a doctor" and they plan for a lesson that contains this song. 	<ul style="list-style-type: none"> • How could you organise the children to make sure all children have a chance to participate individually? • How could the children work collaboratively to devise actions/ mime to reinforce their vocabulary learning and demonstrate their understanding? • How can you avoid this being a rote learning exercise and make it a communicative activity? 	Trainers use key questions to develop trainees' understanding of how using rhymes can reinforce understanding and children's confidence in speaking.	<p>Course book 3A Unit "He's a doctor" "</p> <p>What are you going to be?"</p> <p>What are you going to be?</p> <p>What are you going to be?</p> <p>I'm going to be a teacher.</p> <p>That the life for me.</p>	30 mins



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Conclusion					
<p>Trainees reflect on their learning in this units and the implications for their teaching and classroom practice.</p>	<p>ILOs: employ strategies and resources effectively to support learning and application of the target language;</p> <p>Trainees work in groups of four to 'fade out' obstacles and assumptions.</p> <p>They replace negative statements with positive ones reflecting on what they have learnt about teaching English through using songs, rhymes and games.</p>	<ul style="list-style-type: none"> • Do activities involving songs, rhymes and games always need a lot of preparation time? • Can you develop the learning objectives from the textbook through using songs, rhymes and games? • Are lessons using songs, rhymes and games difficult to implement in the classroom? • Where you have large classes, how can you songs rhymes and games be effective to ensure all children have opportunities to use English language? 	<p>Trainer asks trainees to look back to the chart that contains all the obstacles (Introduction activity)</p> <p>Trainers asks them to find solutions to fade out the obstacles</p>	<p>Chart from introduction activity</p> <p>Flipchart and pens</p>	<p>30 mins</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
		<ul style="list-style-type: none"> • Does using songs, rhymes and games in lessons require a lot of resources? • What can you do if you don't have access to the internet or other technology in the classroom? • Does using songs, rhymes and games in lessons require the ability to sing? • How would you explain the importance of songs, rhymes and games to your supervisor? 			
<p>Assessment</p> <p>Directed task to try at school and include in the portfolio to demonstrate PTPDI competences</p>	<ul style="list-style-type: none"> • Trainees are assigned to design and apply a lesson for a grade of their choice. They should have at least one activity that includes either a song, game or rhyme that are relevant to their topic. • Reflect on the application and document in their diary. 				
<p>Preparation for the Learning Circle</p>	<ul style="list-style-type: none"> • Trainees write a reflection upon the effectiveness of the strategy, including how it was used, what they learned about it and its impact upon children's learning. They write a conclusion on the benefits and limitations of the approach and how it could be improved for future lessons. 				



TEIP-AF Component 2 Upgrading Training Program for Experienced Teachers

Template: Individual Training Session Plan

Module title: English Language Module 1

Module aim: To develop teachers' CK and PCK to facilitate a flexible and creative approach to using the textbook for children's spoken reading and writing communicative skills in English.

Unit 7: Drama, role play and dialogue

Week / Training session No.	<i>Drama, role play and dialogue 6 hour unit</i>
Intended Learning Outcomes PCK & CK	<p>By the end of this training session, teachers should be able to...</p> <ul style="list-style-type: none"> • Use knowledge of a range of drama, role play and dialogue strategies to adapt textbook content to incorporate drama activities; • Plan and design different types of role play and dialogue activities; • Use a range of appropriate assessment for learning strategies to collect evidence of children's communicative competence in simulated drama situations. • Demonstrate their knowledge, understanding and ability to use specified English grammar, vocabulary and pronunciation effectively and creatively; • Demonstrate their knowledge, understanding and ability to use a range of linguistic registers including formality and informality according to character and situation.
PTPDI Competences	<p><i>This unit addresses all PTPDI competences but in particular by</i></p> <p>By the end of this training session, teachers should be able to...</p>
Links to Grade 1 – 4 Subject Textbooks	Coursebook 4A. Unit 7 "At the restaurant" or other relevant textbook units decided by the trainer
Children's possible subject misconceptions	<p>Pupils may hold the following misconceptions about drama:</p> <ul style="list-style-type: none"> • Drama and role play are the same as play and do not need to be taken seriously; • It is necessary to know a lot of English to do drama activities well:



Detailed Plan For The Training Session

Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Introduction					
<p>Overview of the unit</p> <p>Rationale for teaching drama, role play and dialogues:</p> <p>Trainer welcomes trainees and presents an overview of the focus, aims and content of this unit.</p> <p>Drama activities provide opportunities for pupils to</p> <ul style="list-style-type: none"> • develop oral communicative competence and confidence; • express themselves imaginatively and creatively in English; 	<p>Considering a rationale for using drama activities</p> <p>Trainees work in pairs to participate in a short drama improvisation. Each pair receives a strip of paper with a short phrase upon it (preferably humorous) and with no contextual information.</p> <ul style="list-style-type: none"> • Trainees have 3 minutes to prepare before performing to the rest of the group • Trainees discuss: <ul style="list-style-type: none"> - their feelings and responses to "performing" - ways in which they think basic drama may support language learning. 	<p>Considering a rationale for using drama activities</p> <p>What is the difference between drama, role play and dialogue?</p> <p>How would you characterize each?</p> <p>What are their main features?</p>	<p>Considering a rationale for using drama activities</p> <p>Trainer models key language patterns and vocabulary from Coursebook 4A. Unit 7 "At the restaurant"</p> <ul style="list-style-type: none"> • Word order of simple sentences; • Vocabulary of items related to restaurants • Key language functions associated with interacting in restaurant situations; e.g. "Excuse me can I have." • Formal and informal ways of expressing requests; e.g "Give me..., May I have..." • Trainer introduces relevant language and concepts: 	<p>Considering a rationale for using drama activities</p> <p>Handout of key principles for teaching drama, role play and dialogues:</p> <p>Drama activities should</p> <ul style="list-style-type: none"> • always be enjoyable for pupils; • enable pupils to feel comfortable and confident in using English to express themselves; • provide opportunities for pupils to experiment with and develop confidence in language use; • encourage pupils to be imaginative and creative. 	<p>45 minutes</p>

Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
<ul style="list-style-type: none"> • make connections in English to their daily lives; • develop an understanding of different registers in English; e.g. formal and informal ; • transcend immediate experience by experimenting with language 			<ul style="list-style-type: none"> • paired dialogues, role play, hot-seating, freeze frames, conscience alley; simulations; process drama, educational drama, performance drama 		



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Main part of the training session Strategies For Developing English Through Drama Activities					
<p>Trainees learn the rationale for and procedures to carry out a range of process drama pedagogical strategies; e.g.</p> <ul style="list-style-type: none"> • Mime • Freeze frame • Hot-seating • Small group improvisation • Whole class improvisation • Teacher in role • Thought tracking • Conscience alley • Reader's Theatre • Drawing in response • Linking drama and writing • Role play, dialogues • Semi-scripted dialogues 	<ul style="list-style-type: none"> • Trainees practice use of role play supported by scripted and semi-scripted dialogue cards • Trainees practice use of mime and using target language to guess the role or situation. • Trainees discuss the value of the strategies and activities that they have participated in and how they might need to be adapted for use in the classroom, considering in particular the teacher's role. 	<ul style="list-style-type: none"> • How would you design dialogue cards to ensure children interact rather than reading by rote? • How can you ensure mime activities tarhet intended vocabulary?As a teacher what is your role in these activities? • How can you ensure that they are not overly teacher directed? 	<ul style="list-style-type: none"> • Trainer models use of role play with and without scripted/semi-scripted dialogue cards (semi-scripted dialogue cards may have the script for one role; e.g. the customer and the other role e.g. waiter is unscripted and has to respond freely to what the customer says or requests). • Trainer models use of mime to enact roles or situations 		<p>60 mins 45mins</p>



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
	<ul style="list-style-type: none"> • Trainees work in groups and select a different year group and textbook unit. Each group identifies a situation in the course book unit that would be suitable for drama activities. • They then select a key process drama, role play or dialogue strategy that could be used and make a plan for its use. The strategy and activity that is developed should not take more than 5 -10 minutes to implement in a classroom situation. • Trainees discuss how drama, role play and dialogues can be used to not only develop and practice language but also as a means of assessing oral language ability 	<ul style="list-style-type: none"> • How can your careful use of questioning support and model to children the language outcomes that you are aiming for? • What are the practical ways in which you can collect evidence of English language learning through drama activities? • How will you know what children are achieving and where they are struggling? 	<ul style="list-style-type: none"> • Trainer supports trainees by asking key questions to develop their understanding of the classroom application and their role in maximizing the learning potential in these activities. • Trainees microteach their activity to another group, discuss and evaluate its effectiveness. • While the drama activity is carried out, it is recorded as a video, photographs or audio recording using a mobile phone or other device. 	<p>General resources to support trainers:</p> <p>http://www.lessoncorner.com//estherb/FreezeFrames</p> <p>http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/ESOL-teaching-strategies/Oral-language/Teaching-approaches-and-strategies/Thinking/Freeze-frame</p> <p>Hot seat http://www.educationworld.com/a_lesson/04/lp328-04.shtml</p>	



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
	<p>Strategies for assessing English through drama</p> <ul style="list-style-type: none"> • With reference to the drama activity they developed previously, they review the video and/or audio recording they made. They discuss what these tell them about the communicative competence of the participants in the drama. • Based upon these sources of evidence they develop a set of basic rubrics for assessing the outcomes of participation in drama activities. • They consider other means of collecting evidence and discuss how these might contribute to individual English language learning portfolio. 		<ul style="list-style-type: none"> • Trainer leads a discussion about the value of drama activities, role play and dialogues as evidence of children’s language learning and development of oral communicative competence. • Trainer provides input on appropriate assessment for learning strategies that can be used to collect evidence of children’s learning. 		



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Conclusion					
	<ul style="list-style-type: none"> • Trainees reflect upon the experiences of educational drama and share ideas about the benefits of drama, role play and dialogue and how they may support language learning and expression of personal meaning. • Trainees work in small groups to produce a list of strategies for using drama effectively in the classroom. • Each group shares their list with another and agree on the most important strategies. They produce a consolidated list. These are then shared with the whole group and a final class list is produced. 		<ul style="list-style-type: none"> • Trainer leads a discussion on how drama, role play and dialogue support language learning and expression of personal meaning. 		30 mins



Trainer input	Learning activities	Key questions	Training strategies (used by the trainers)	Resources and teaching and learning aids	Timing
Assessment	<p>Trainees design a drama activity, role play or dialogue to use with the course book unit that you will teach next.</p> <ul style="list-style-type: none"> • Conduct the activity with your class and record evidence of the performance / participation using at least one of the assessment for learning strategies discussed in the workshop; e.g. video, audio recordings, photographs, observations notes. • Identify 3 or 4 pupils and assess their communicative competence using the rubrics developed in the workshop and identify strengths and limitations in the pupils' language use and suggest how you might support these pupils to develop further in future lessons. <p>Evidence of children's English language learning in drama may be collected through a variety of means, for e.g.</p> <ul style="list-style-type: none"> • observation notes from observing process drama activities, role play, dialogues • photographs with captions or notes • brief audio taped extracts of dialogues using mobile phones or mp3 players • video clips using mobile phone cameras • asking pupils to draw while in role • self-assessment activities • peer evaluation • evaluation rubrics • Portfolio <p>Your reflections upon the drama activity and assessment for learning process employed will be shared in the next Learning Circle.</p>				
Preparation for the Learning Circle	<ul style="list-style-type: none"> • Trainees write an account of their directed task and include supporting resources or images of resources as well as the outcomes of the evidence collected. • They write a reflection upon • the effectiveness of the activity in engaging pupils' and providing opportunities for them to develop, use and extend their ability to use English language; • the extent to which the drama activity reflects the key principles of effective drama; • how they might improve on the way in which they use drama activities in future lessons; • how they might use the assessment evidence to further support the pupils' English language development. 				



Level (2)

English Language Module – Level 2

Unit no	Hours	Week no	Unit title
	3	1	Portfolio check
1	3	1	Organizing the classroom for children's interaction
2	6	2	USING PROJECTS TO SUPPORT ENGLISH LANGUAGE LEARNING
3	6	3	Developing CK and PCK in using digital media for teaching English Language
4	6	4	Different Language Learning Needs
5	3	5	Connecting English Language Learning to Daily Life
	3	5	Portfolio check



English Language Module – Level 2

Unit 1	6 hours	Developing CK and PCK in English
Unit 2	6 hours	PLANNING FOR CONTINUING PROFESSIONAL DEVELOPMENT
Unit 3	6 hours	Using digital media for teaching English Language
Unit 4	6 hours	Developing and using essential resources for English teaching
Unit 5	6 hours	Organizing the classroom for children's interaction



CK and PCK modules for the TEIP Component 2 Modular Up-Grading Program

English Module- Level 2

Title: Developing CK and PCK in English

Key subject specific competencies for teachers:

PCK: Knowledge and understanding of the concepts involved in Pedagogical Content Knowledge (PCK) and their relationship to Subject Specific Content Knowledge (CK).

CK: Knowledge of relevant English grammar, pronunciation and vocabulary from Basic Level Grades 1 – 4 English textbooks

Key generic competencies for teachers: Generic competences from the original modules will be incorporated and specified by the trainers as appropriate according to the final choice of training activities.

Unit 1	Introduction to Pedagogical content knowledge (PCK)
<p>Intended Learning Outcomes (By the end of the module, teachers should be able to....)</p>	<p><i>PCK: For this unit, teachers should be able to</i></p> <ul style="list-style-type: none"> • develop knowledge and understanding of a basic range of appropriate pedagogical strategies that are supportive of children’s language learning • take into account typical misconceptions and language errors concerning the use of present continuous in English and plan teaching accordingly. • work collaboratively to plan a unit of work with an explicit focus upon supportive pedagogical strategies to address children’s possible misconceptions and language errors • reflect upon and evaluate the effectiveness of specific strategies in addressing children’s potential misconceptions and language errors • CK: For this unit, teachers should be able to ... • differentiate between CK and PCK and begin to articulate core concepts involved in CK and PCK • demonstrate their knowledge, understanding and ability to use effectively the target grammar, vocabulary and pronunciation. • analyse the course book and identify opportunities to extend and enhance the language content according to children’s abilities and needs. • begin to identify possible misconceptions and typical language errors that children might hold about the target language patterns.



Unit 1	Introduction to Pedagogical content knowledge (PCK)
Number of training sessions and number of hours	<i>6 hours face to face; plus directed task to be conducted at school and reported upon during the following Learning Circle.</i>
Subject content	<i>Aspects of English grammar, pronunciation, vocabulary and conversation from Basic Level Grades 1 – 4 English textbooks. For example; use of adjectives in real life situations, word order and use of expressions in simple sentences. Talking about personal preferences.</i>
Links to Grade 1 – 4 Subject Textbooks	<i>My favorite season 4A p46-51 and other relevant textbook units decided by the trainer</i>
Children's possible subject misconceptions	<i>Misconceptions and typical language errors related to pronunciation, spelling, use of adjectives and formation and use of present continuous tense.</i>
Children's subject competencies	<p><i>Ability to use knowledge of English language to support:</i></p> <ul style="list-style-type: none"> • understanding of spoken and written messages associated with a topic • accurate use of language patterns • connecting textbook content to personal experience • expressing personal preferences related to weather and seasons



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn(CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainees)	Suggested training strategies (used by the trainer)
See supporting PowerPoint slides titled "Developing subject specific content knowledge (CK) and pedagogical content knowledge (PCK) module"	<p>This unit serves to provide an introduction to the core concepts of CK and PCK for all modules</p> <p>Rationale and need for teachers to know and understand about PCK and CK.</p> <p>Knowledge of the core concepts associated with CK and PCK; e.g. illustrated with the CK, PCK overlapping circles diagram</p> <p>Knowledge of the concept of Subject specific PCK for Arabic, English, mathematics and science</p> <p>Knowledge of Subject specific competences</p> <p>Knowledge of the significance of children's subject specific misconceptions and ways of investing potential errors / misconceptions that children have.</p>	<p>Teachers need to be able to develop the ability to</p> <ul style="list-style-type: none"> Identify the suitable pedagogies that can be used in the class room context when teaching specific topics and content from textbooks. Practice carefully chosen pedagogies for the specific contents. Provide opportunities for all children (from all levels and abilities) to use simple vocabulary to interact with others and apply to other situation (differentiated learning) Identify and understand the significance of children's misconceptions and select appropriate strategies and methods to deal with them. 	<p>Introduction to CK and PCK (20 mn)</p> <p>With reference to the attached PowerPoint slides, trainees will work collaboratively in small groups to reflect upon and discuss key concepts related to defining PCK, while providing examples of core components of subject specific PCK and examples of subject specific competences.</p> <p>Trainees will have opportunities to work in small groups and engage in the following awareness raising and reflection activities :</p> <p>Activity 1</p> <ul style="list-style-type: none"> Trainees work in groups to discuss and make a list of a range of pedagogical competences that teachers need in order to be able to teach the effectively. They write a short justification of why these are important. 	<p>Overview of the module</p> <p>Trainer welcomes teachers and provides an overview of the rationale, focus, aims and content of the module and its eight units.</p> <p>This can be done through brainstorming, trainer-led discussions.</p> <p>Introduction to CK and PCK (20 mn)</p> <p>With reference to the attached PowerPoint presentation, trainers provide input and opportunities for trainees to work in both groups to discuss the following key concepts related to PCK:</p> <ul style="list-style-type: none"> What is PCK? Core components of Subject –Specific PCK Subject specific competences for teachers (PCK)



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn(CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainees)	Suggested training strategies (used by the trainer)
	<p>Distinctions between misconceptions, mistakes and errors with examples from English and other subjects.</p> <p>Knowledge of the main differences between English and Arabic.</p> <p>Ability to plan activities that provide opportunities for all students to use simple vocabulary and conversation.</p>		<ul style="list-style-type: none"> • Activity 2(40 mn) • In subject groups, Trainees discuss and create a mind map of possible misconceptions that they have observed or think children of grades 1 – 4 hold about aspects teaching English. • They suggest possible strategies that teachers might adopt to address these misconceptions and add them to the mind map. • Trainees discuss and make a proposal of how they can adopt a systematic and proactive approach to dealing with children’s subject misconceptions. • Trainees share the mind maps with other groups. • Worked examples of how to link Subject Specific PCK to Basic Level (Grades 1 -4) English textbooks • With reference to Course Book 4A Unit 8,trainees work in small groups to discuss the following: 	<ul style="list-style-type: none"> • Knowledge of children’s misconceptions in subject teaching <p>Worked examples of how to link Subject Specific PCK to Basic Level (Grades 1 -4) English textbooks</p> <ul style="list-style-type: none"> • Trainees are organized into mixed groups to discuss, identify and share ideas related to their guided analysis of the objectives, content knowledge, pedagogical strategies, teacher competences, children’s misconceptions and language errors. • They share their conclusions with other groups. • The trainer facilitates a debate about the value of identifying misconceptions • Trainers facilitate arriving at a conclusion about the benefits of



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn(CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainees)	Suggested training strategies (used by the trainer)
			<ul style="list-style-type: none"> • What are the objectives of the unit? • What are they going to teach in this unit? • What pedagogical strategies can they use to teach this unit? • What aspects of PCK are relevant to this unit, in terms of teacher competences? • What possible misconceptions might children hold about this unit? • Which of these are misconceptions and which are language errors? • Why do we have to know and understand children's misconceptions? • Developing appropriate and effective pedagogical strategies • Trainees work in small groups to brain storm and create a mind map of strategies that can 	<ul style="list-style-type: none"> • identifying children's misconceptions and how they may be used to inform planning for teaching and learning <p>Developing appropriate and effective pedagogical strategies</p> <ul style="list-style-type: none"> • Trainees are introduced to a range of pedagogical strategies that are supportive of language learning; e.g. <ul style="list-style-type: none"> – Drama – Collaborative learning – Role play – Brain storming – Problem solving • The trainer facilitates independent and jigsaw grouping to identify appropriate strategies for teaching the content of the unit. They then create unit plans which are shared in a Gallery Walk.



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn(CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainees)	Suggested training strategies (used by the trainer)
			<ul style="list-style-type: none"> • be used to teach this unit, while taking into account children’s possible misconceptions or typical language errors. • The benefits and limitations of these strategies and their potential effectiveness in addressing the misconceptions / errors are discussed and conclusions identified. • After being introduced to a range of key language teaching strategies, trainees work in groups. Each group chooses one of the strategies and considers how this strategy can be applied in teaching the unit. • Groups are reformed (jigsaw groups) and the newly reformed groups now plan the unit drawing upon the range of strategies that have been considered. 	<p>Plenary</p> <ul style="list-style-type: none"> • What if....? The trainer models how to ask questions about the plans starting with what if...? E.g. To direct the teachers to the importance of focusing on individual differences (What if one the students says I don’t understand?, what if you found out that the results of the evaluation were unsatisfactory?) • Trainees then raise their own “What if...?” questions for each other. • The trainees are facilitated to reach and share their conclusions about the effectiveness of their planned unit in addressing the identified misconceptions.



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn(CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainees)	Suggested training strategies (used by the trainer)
			<ul style="list-style-type: none"> • Gallery walk: groups visit other groups to see how the strategies are applied in the unit plan • Plenary • Trainees produce a range of “what if...?” questions to interrogate each other’s thinking and suggest improvements to the unit plans. • In groups trainees reach conclusions about the effectiveness of the proposed plan in addressing the identified misconceptions and language errors. 	



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn(CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainees)	Suggested training strategies (used by the trainer)
Focus on assessment for learning (A4L) for this unit	<p>Teachers are introduced to a range of basic assessment for learning strategies that are appropriate for the content and activities of the textbook unit; such as:</p> <ul style="list-style-type: none"> • Questioning • Children giving examples of target language(spoken and written) • Responding and giving feedback • Observing • Creating Evaluation Rubrics <p>Students work in groups to identify which of these are most appropriate for het unit and develop a means for conducting the assessment. They discuss how they can use the outcomes of the assessment to inform their planning</p>			
Resources used in this unit	<p>Teachers may use the following resources in</p> <ul style="list-style-type: none"> • Introductory PowerPoint presentation • Textbook units • Props and resources for role play and drama activities • Interactive games related to the textbook content • Internet links (To be prepared by the trainer and the trainees as well. 			
Directed task to try at school	<ul style="list-style-type: none"> • Analyse the next coursebook unit that you will be teaching. Identify a misconception (with reference to the misconception and language errors diary below). Select one of the strategies introduced during the workshop and use this when teaching the unit. Reflect upon the effectiveness of this strategy in addressing the misconception or language errors that you identified. • Share the outcomes of this at the next Learning Circle. 			



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn(CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainees)	Suggested training strategies (used by the trainer)
<p>Authentic Assessment tasks</p>	<p>The misconceptions / language errors diary</p> <ul style="list-style-type: none"> • Use a physical or online notebook to create a misconception / language errors diary. • Analyse the textbook unit that you are currently teaching. Create three columns. In the first column list the key language patterns and vocabulary in the unit. In the second column list any possible misconceptions and typical language errors that you expect children might hold about these target language patterns. • During the next week, observe students while you are teaching and make a record of authentic samples of the misconceptions and language errors that are actually produced. Add the examples of misconceptions or language errors for your students for the unit you are currently teaching to the third column • Select one or two of the misconceptions and write a brief reflection on why these might occur and suggest strategies for addressing them • Share the outcomes of your misconceptions diary in the next Learning Circle. 			



TEIP Component 2 Modular Up-Grading Program: ENGLISH LANGUAGE MODULES

English Module – Level – 2 Unit 2

Module Aim: Developing 1-4 Teachers' PCK and CK for planning and assessment of English language teaching and learning

Unit Title: PLANNING FOR CONTINUING PROFESSIONAL DEVELOPMENT

Week / Training Session No.	Unit 2 PLANNING FOR CONTINUING PROFESSIONAL DEVELOPMENT.
Time:	6 hours= 2 face to face sessions plus directed task to be conducted at school and reported on during the following Learning Circle
Intended Learning Outcomes (CK & PCK)	<p>To understand the importance of teachers demonstrating a sense of responsibility for their own continuing professional development.</p> <p>To understand the importance of teachers demonstrating a sense responsibility for continuing professional development within their school communities.</p> <p>To know and be able to use a range of strategies for continuing professional development.</p> <p>To know and be able to use a range of strategies for developing professional learning communities.</p> <p>To understand the importance of creating fruitful school- parent partnership.</p> <p>To introduce some of the strategies that schools can use to create a fruitful school- parent partnership.</p>
Objectives related to the PTPDI Competences	<p>Use a range of strategies to provide opportunities for ongoing learning across the curriculum.</p> <p>Communicate clearly and effectively to facilitate pupils' learning.</p> <p>Engage in the process of lifelong learning through continuing professional development with reference to 'exceptional' level in all competencies.</p> <p>Create a positive - fruitful partnership with parents.</p>
Subject content	<p>Consider multiple ways to continue your professional learning and integrate it into your professional development.</p> <p>Knowledge of pedagogical approaches to teaching and learning EFL 'beyond' the textbook.</p> <p>Consider different ways to connect teachers and parents for the sake children's school learning.</p>
Links to Grade 1 – 4 Subject Textbooks	Content from English for Palestine Grades 1 – 4 course books.



Week / Training Session No.	Unit 2 PLANNING FOR CONTINUING PROFESSIONAL DEVELOPMENT.
Time:	6 hours= 2 face to face sessions plus directed task to be conducted at school and reported on during the following Learning Circle
Teachers' possible Misconceptions	<ul style="list-style-type: none"> • Time is very limited to have our own professional development. • Time is very limited to create a professional learning community within our school culture. • Some restrictions from principals. • Short term, "one shot", "pull-out" programs are seen to be enough and effective for professional development. • Professional learning requires time, resources and supportive structures (can't be provided).



Activity 1: (25 minutes)

The importance of reflection through opinion formation cards.

Reflection

1. What does reflection and being a reflective practitioner mean?
2. How can reflection be used to help development?
3. How can you demonstrate a reflective approach to teaching and professional development?
4. What would it look like?
5. How would you describe someone who was a reflective practitioner?

Portfolio

1. Why am I developing my professional learning portfolio?
2. What do I hope to learn from my portfolio?
3. Who is the audience for my portfolio?
4. Which areas of teaching and learning do I plan to examine?
5. How will I gather, analyze, and present portfolio information?
6. Should I document my development process, or only present my best work?

Opinion Formation Cards

1. Choose text quotations that support the issue of “self-reflection” and put them on small cards or strips. (Handout 1: Samples)
2. Tell teachers the topic and have them start forming their own opinion after experiencing reflection through the TEIP program.
3. Meet with participants (in pair) who have different cards; read your quotation to each other, and then each of you state his/ her current opinion on the issue (self-reflection).
4. Have teachers read their own cards and think how it supports, contradicts or even changes their opinion.

5. Interview Grid

What do you think is the most important theme of these cards. (Emphasize the connection between reflection and professional development.

Me:

- 1.
- 2.
- 3.



Activity 2: (40 minutes)

<p>1. Identifying aspects of learning across the three modules.</p> <p>2. Writing an action plan and setting personal targets for personal professional development (I development). Link this to your professional portfolio.</p>	<p>1. Realize the importance of identifying short term and long term goals. (Action items for a semester or a year) (individually and within a community of learning).</p> <p>2. Identify resources required for development.</p> <p>3. Track their ongoing progress.</p>	<p>Picking up from the introduction of this session,</p> <ol style="list-style-type: none"> 1. Why continuing professional development (CPD)? 2. What is continuing professional development? 3. Types of continuing professional development activity? 4. What aspects of your own learning do you consider most important to develop further? 5. What are the obstacles to this? 6. What will enable you to overcome them? 7. How do teaching professionals progress? 8. What activities can you include for your own professional development? 9. What and how does the TEIP program support you in developing individual responsibility in continuing your professional development? 	<p>Part One (25 Min.)</p> <p>Trainees think about the strategies they employed regularly during the last semester to achieve their instructional goals and list the primary strategies on the table below.</p> <p>On a scale of 1-5 (5=highly effective and 1=not at all effective), rate the effectiveness of each strategy and explain why you think it merits this rating.</p> <p>Strategy</p> <p>Rating (1-5)</p> <p>Explanation (advantages, disadvantages)</p> <ol style="list-style-type: none"> 1. Trainees think of how will this information guide their planning and instruction for the coming school year. <p>My Goal by (Teacher Name) -----</p> <p>I know:</p> <p>I want to work on:</p> <p>My target date is:</p> <p>To reach my goal, I will do these three things:</p> <ol style="list-style-type: none"> 1. 2. 3.
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			<p>Part Two: Whole Group Discussion (15 Minutes)</p> <p>Trainees discuss the following questions emphasizing the importance of identifying short and long term goals for development (individually and within their school learning community).</p> <ol style="list-style-type: none"> 1. Why continuing professional development (CPD)? 2. What is continuing professional development? 3. Types of continuing professional development activities? 4. What aspects of your own learning do you consider most important to develop further? 5. What are the obstacles to this? 6. What will enable you to overcome them? 7. How do teaching professionals progress? 8. What activities can you include for your own professional development? <p>(Note: Trainers can choose two or three questions to discuss).</p>
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Activity 3 (45 minutes)

Quick Poll and Case Study

1. To consider the importance of collaborating and learning with other teachers (locally and internationally).
2. To recognize the benefits of collaborating with others working in the same field.
3. To realize the challenges of collaborating with other teachers (locally, internationally).
4. To consider the importance of writing an action plan for school level professional development (We development).
5. To consider how we move from the **I** to **we** and from **we** to **I** professional development).

1. Perceive the importance of making professional development collaborative, continuous, and schoolwide.
2. Identify the key attributes of professional learning communities.
3. Understand how learning communities can positively develop and improve teachers' CK, PCK, TPACK.
4. Understand how learning communities can positively impact school improvement.
5. Understand how learning communities can positively impact students learning.
6. Discuss how their current school culture and organization can facilitate or hinder

1. What is a professional learning community (PLC)?
 2. What are the strategies that you can use to build a successful execution and potential for your school learning community?
 3. Do you feel you have the knowledge to take the next step in the process?
 4. Do you feel you have the skills to take the next step in the process?
 5. Do you have the desire to lead your school to become a professional learning community?
 6. Do you have an action plan to begin implementing professional learning communities?
- The first step involves building a foundation for collaboration by providing teachers with opportunities and information to answer four basic questions:
1. Why do we need to collaborate on instruction?
 2. Why should we use a learning team process?
 3. How can this make a difference for us?
 4. How can this make a difference for our students?

1. Quick Poll (10 Minutes)

*Based on your experiences in the TEIP program, answer this poll quickly.

1. To what extent have you used learning communities in the TEIP program as part of your professional learning and professional development.

- Not at all
- A little
- Somewhat?
- A lot
- Am not sure

2. Think of a time when you learned something on the job – and enjoyed it!!

Did you learn:

- Individually
- With a colleague
- With a number of colleagues
- None of the above

3. Characteristics of your learning community

- Sufficient time
- Collaboration and sharing
- Common goals
- Continuous improvement



	<p>7. the success of learning teams.</p> <p>8. Make a list of the things needed to the school to successfully implement professional learning teams.</p>		<ul style="list-style-type: none"> • Personalized facilitation • All of the above <p>4. What steps have you used to implement a professional learning community:</p> <ul style="list-style-type: none"> • Provide new materials, articles, • and activities to share over a specified period of time. • Set up discussions and opportunities to share. • Set up both face to face and virtual meetings. • Consider a shared project. • Attend National Geographic Learning Webinars. • None of the above. • All of the above. <p><u>2.Case Study</u></p> <ol style="list-style-type: none"> 1. Trainers divide trainees into groups. 2. Each group takes one case to study and answer questions stated. 3. Groups share their cases and their answers to the stated questions.
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Activity 4: (25 mins)			
<p>*Think and Discuss</p> <p>Support with Examples or Suggest Ideas.</p> <p>*Decide meaningful ways for parents to be involved.</p> <p>*Show how parents can be resources for their children's schools.</p> <p>*Schools must recognize and cultivate the knowledge and strength of each family.</p>	<ol style="list-style-type: none"> 1. List ways of getting parents involved in his or her child's education. 2. Consider the importance of parents' involvement to enhance students' achievement (Some research results, developing literacy skills). 3. Consider some other barriers/ challenges and possible ways to overcome. 4. Consider feasible ways for parents to support teachers' efforts (Facebook, whatsapp, etc). 5. Think of some strategies to deal with the difficult, unsupportive parent. 	<ol style="list-style-type: none"> 1. How can parents support at home what their sons and daughters are learning in school? 2. How does parent involvement enhance students' achievement? 3. What are the feasible ways to keep parents involved? 4. How should teachers deal with difficult, unsupportive parents? 	<p><u>Think and Discuss</u></p> <p><u>Provide Examples</u></p> <p><u>Suggest Ideas</u></p> <ol style="list-style-type: none"> 1. Trainers divide trainees into groups. 2. Each group discusses one of the issues stated below. 3. Each group presents the main points raised during their group discussion. <p>Famil-school partnerships to enhance children learning.</p> <ul style="list-style-type: none"> • Welcoming atmosphere at school for engaging parents. • Strategies to involve and engage parents to support teachers' efforts. • The difficult parent. • Parent Involvement and student achievement. • Parents roles in developing their childrens' literacy skills. Guidelines for home practice: <ul style="list-style-type: none"> – Language – Listening – Reading – Writing – Developing study habits – Creativity – Independence – Self confidence – Respect



Activity 5: (25 mins)

Implication for effective collaboration between parents and school staff .

1. Consider how to use what they have learnt in these modules to collaborate more effectively with parents and thus develop larger community.
(Educated Parents)
(Volunteering)
2. To think of strategies that they implement in their schools for creating Shared responsibility for better educational outcomes.

1. Why school, family and community partnerships are key to student learning and development?
2. What types of partnership programs work best to support learning?
3. How to achieve effective school, family and community partnerships?

**Think, pair and share**

1. Trainees think of the following questions.
2. Trainees share their responses with a partner.
3. Trainees share their responses with the whole group.

Dialogue questions:

1. At your school, what are examples of family-school partnership strategies that are done school-wide? (Ten Truths of family involvement and engagement in your school)
2. Are there current strategies that are done only at one grade level or by one teacher?
3. Should these be adopted to create a school-wide philosophy and goal for
4. improved family-school connections for children's reading success and learning?
5. What are the strong points right now in your school's programs or practices for involving families in their children's education (reading)?
6. What are some weak spots right now in your school's practices of partnership with family and community groups? What needs to be improved or added to the program?
7. Think of needs at each grade level such as better communication from school to home, volunteers, how parents could help children at home, or other improvement.



Task

1. What will you do to improve your knowledge and skills that you will implement to improve student performance? List evidence-based activities for knowledge acquisition and implementation. Plan for evidence sustained professional learning.
2. Obtain copies of reports, memos, newsletters, or other communications that are sent home from your school. Consider the following:
 - What language is used to communicate information to parents? Does it convey an open and inviting tone, or one-way information sharing?
 - What family roles and responsibilities are implied? Are roles for participation implicit, explicit, or absent?
 - What opportunities for family input or interaction are present?
 - How can the communication be changed to promote a shared responsibility and partnership for learning ?



Handout (1)

If we don't reflect, then we are teaching "in the dark" without knowing if we are effective and if we should modify our teaching.

Reflecting on your teaching is a way to make you aware of how you teach. It is a method for self-assessment and self evaluation.

Reflective practitioners not only ask questions routinely and deliberately, but they also use the answers to these questions to guide and change their instructional practices so they can be more effective.

Reflective Teaching : is a process of self-examination and self-evaluation in which effective educators regularly engage to improve their professional practices. The roots of reflective teaching are historically evident in the works of John Dewey (1933, 1938), who maintained that reflection is an important aspect of learning from experience. Reflective thinking leads educators to act deliberately and intentionally rather than randomly and reactively.

Reflective thinking is a multifaceted process. It is an analysis of classroom events and circumstances. By virtue of its complexity, the task of teaching requires constant and continual classroom observation, evaluation, and subsequent action. To be an effective teacher, it is not enough to be able to recognize what happens in the classroom. Rather, it is imperative to understand the "whys," "hows," and "what if's" as well. This understanding comes through the consistent practice of reflective thinking. (McKnight, 2002, p. 1)

Handout (2)

Part 2: What Next? Implications for Instruction: Please think about the strategies you employed regularly during the last school year to achieve your instructional goals and list the primary strategies on the table below. On a scale of 1-5 (5=highly effective and 1=not at all effective), rate the effectiveness of each strategy and explain why you think it merits this rating.

Strategy	Rating (1-5)	Explanation (advantages, disadvantages)
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How will this information guide my planning and instruction for the coming school year?

Handout (3)

My Goal by (Teacher Name) -----

I know:

I want to work on:

My target date is:

To reach my goal, I will do these three things:



Handout (4)

How do teaching professionals progress?

Teachers and teacher educators can progress by actively engaging in their own development in five important ways:

1. Identifying their strengths and areas of development in relation to the areas of competence outlined on the frameworks.
2. Setting goals for their professional development and planning activities to meet those goals.
3. Identifying suitable resources and colleagues that can assist them with their development.
4. Learning to access and use suitable resources and ideas both within their classroom teaching and personal development.
5. Engaging with other teachers through communities of practice.

What activities can a teacher development include?

1. Keeping a reflective CPD diary or journal and an action plan for development.
2. Carrying out small-scale classroom-based research.
3. Participating in a face-to-face, online or blended workshop or course.
4. Participating in seminars and conferences.
5. Reading professional magazines, journals and books.
6. Experimenting with new resources and ideas in the classroom.
7. Observing and working with their peers.

What is included in CPD?

Short term and long term goals.

Requirements for success

Action items for a semester or one year

Resources required

Timeline for completion

Progress tracking

Webinar: National Geographic



Handout (5)

1. To what extent have you used learning communities in the TEIP program as part of your professional learning and professional development.

- Not at all
- A little
- Somewhat?
- A lot
- Am not sure

2. Think of a time when you learned something on the job – and enjoyed it!!

Did you learn:

- Individually
- With a colleague
- With a number of colleagues
- None of the above

3. Characteristics of your learning community

- Sufficient time
- Collaboration and sharing
- Common goals
- Continuous improvement
- Personalized facilitation
- All of the above

4. What steps have you used to implement a professional learning community:

- Provide new materials, articles, and activities to share over a specified period of time.
- Set up discussions and opportunities to share.
- Set up both face to face and virtual meetings.
- Consider a shared project.
- None of the above.
- All of the above.



Handout (6)

Case Study (1)

Laila is a new English teacher at Ramallah Elementary School. Many of her students could barely speak any English and are reluctant even to try. Most of the time, they are found speaking Arabic, their first language. Mrs. Ghofran, another English teacher at the same school, noticed that Laila was desperate for guidance and invited her to observe her class at least once a week. Laila noticed immediately that Ghofran had divided her class into three ability groups. She had also designed special instructional materials for the weakest students. She spent more time with them while the others were engaged in reading and writing activities. She had flashcards and sentence strips, pictures and simple story books to read to them and allowed them to ask questions in Arabic, if they wanted to. In this way, she made them feel relaxed. Most began to speak in groups and later in class directly using English. Laila asked Ghofran to watch her try this in her own class and to see how it will work out. The new strategy worked very well, and the students developed confidence as well as competence.



Case study

Discuss the following points:

Do you have colleagues with whom you could collaborate to improve your students' oral proficiency? Can you think of activities you could develop together for your students?

Do your students also belong to different ability groups? Would grouping them according to this criterion work in your situation? Have you already tried using different sets of exercises for students who are falling behind?



Reflection

What did you find most interesting and helpful in this case?

Were there any problems in implementing the activities?

What other activities could you use to motivate students to speak?



Case Study (2)

Mais, who teaches third and fourth grade students at Al-Nukhbeh School, had always believed that speaking and reading skills were two separate things with very little in common. Because reading focused on comprehension, she thought reading classes could not be used to practise pronunciation – until she visited Mr. Hussien class at Al-Eman School. Mr. Hussein always used interesting reading text from the course book “Family and Friends” as a resource for improving students’ pronunciation. He saw reading aloud as an opportunity to practise the sounds he taught in isolation and to train his students to read with proper stress and intonation. To give them a good model of pronunciation, Mr. Hussein took care to read the passage himself, using an audible voice and pacing his speed to help his students follow him easily. He injected a sense of drama by using facial expressions and gestures and Mr Hussein noticed that his students listened with attention. However, and because his class was quite large (38 students), it was difficult to give all students the opportunity to read aloud, but Mr. Hussein had a clever strategy to remedy this. He trained ten of the best students during breaks, and made each of them group leaders for pronunciation practice. These students led the others in reading aloud in their groups, and made each group member, in turn, read a section every day. This way all students had an opportunity to improve their pronunciation, and so become familiar with the conversations of spoken English.

Mais noticed that these efforts had made Mr. Hussein students much more confident and fluent than her students. She decided to replicate Mr. Hussein strategy with her students.



Case study

Discuss the following points:

1. Do you agree that pronunciation practice can be made a part of reading classes? What difficulties do you anticipate in using this strategy?
2. Do you think reading lessons aloud actually helps students in speaking in English outside the classroom? Why or why not?
3. Which activity interested your students the most? Did the activities help to improve your students’ pronunciation?
4. Were you able to involve all the students in the activities? Did the shy or quieter students participate?
5. Which activity would need to be modified or improved? How would you do it?



CK and PCK modules for the TEIP Component 2 Modular Up-Grading Program

English Module- level -2 unit 3

Title: Developing CK and PCK in using digital media for teaching English Language:

Key generic competencies for teachers: Generic competences from the original modules will be incorporated and specified by the trainers as appropriate according to the final choice of training activities.

Unit 3	
Intended Learning Outcomes	<p><i>TPCK for this unit, teachers should be able to ...</i></p> <ul style="list-style-type: none"> • To use various technologies to teach the four language skills (listening, speaking, reading and writing). • To employ different kind of technologies which support English language learning (audio, video, interactive interface) to match pupils' different ages, abilities and learning styles. • To design digital lessons using any kind of applications that is suitable to a certain goal. • To use pedagogical approaches to enable children to use English language for communicative interaction. • To assess formatively and summatively children's learning the English language using the right kind of technology, and use the outcomes of assessment to inform planning and teaching. <p>CK and TCK : For this unit, teachers should be able to ...</p> <ul style="list-style-type: none"> • Demonstrate their knowledge of vocabulary, grammar and English language structures, spoken and written, and pronunciation, as required by English Language for Palestine textbooks grades from 1-4 • Demonstrate their knowledge of how to choose the right kind of technology to be suitable for a certain topic. • Demonstrate their knowledge and ability to process digital media (editing, saving, transferring). • Demonstrate their knowledge and ability to download/upload various kinds of language content (texts, images, videos, audios etc.) • Demonstrate their knowledge of the searching skills in using the internet. • Demonstrate their knowledge and ability to use social media to exchange experiences among English teachers and educators. • Demonstrate their knowledge and ability to learn and adapt to new technologies.



Unit 3	
Number of training sessions and number of hours	<i>6hours= 2 face to face; plus directed task to be conducted at school and reported upon during the following Learning Circle.</i>
Children's subject competencies	<ul style="list-style-type: none"> • Pupils need to develop the following competences related to using digital media in teaching the English language • Pupils are able to interact with the selected digital media that support learning the English language four skills (reading, writing, listening, speaking). • Pupils are able to communicate with each other using the selected digital media and extend their abilities to different context and new situations. • Pupils are able to use different resources appropriately to support their learning of English language.
Subject content	<ul style="list-style-type: none"> • Editing, saving, and transferring digital media that support the learning of English language. • Design digital lessons and activities to teach the English language. • Loading/Uploading different kinds of language content (texts, images, videos, audios etc.), searching skills in using the internet. • Vocabulary, grammar and English language structures, spoken and written, and pronunciation, as required by English Language for Palestine textbooks grades from 1-4 • All the units in Module1 and 2 (How to teach vocabulary, grammar, songs, games, storytelling, and integrated skills)
Links to Grade 1 – 4 Subject Textbooks	<i>Any unit from English for Palestine Grades 1 – 4 course books decided by the trainees</i>
Teacher's possible misconceptions	<ul style="list-style-type: none"> • Classical Teaching is much better than teaching using the digital media. • Designing digital lessons needs an expert, so the teacher couldn't do it by himself. • It's a waste of time which affect at the time allocated for the curriculum. • Students will not be well organized in the class room. • The teacher couldn't assess the students' learning of English language using the digital media. • The teacher will not be able to extend his technological knowledge because of the rapid rate by which the new digital technology is changed. • Fear of change.



Detailed description of training sessions in the unit	Detailed description of module content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Detailed learning activities (done by the trainees)	Suggested training strategies (used by the trainer)
Session One Three Hours				
<ul style="list-style-type: none"> Technology in general such as (book, chalk, black boards, whiteboards, pens), in the case of digital media such as (operating systems, computer hardware, software, word processor, spread sheets, browsers, e-mail, install and remove peripherals devices, add and remove programs, create and archive documents). Young learners use digital media in their daily lives in a way that makes us to reconsider our teaching strategies and styles. 	<p>Key principles for using digital media in teaching English language</p> <ul style="list-style-type: none"> English language is a second language for Arabic learners so they need different tools to facilitate their learning of the language, one of these is the digital media. These tools help the teacher to prepare his resources, implement his strategies and activities in a way that facilitate the children's learning of any aspect of The English language, by making tradeoffs of the fitness, affordances, costs, and children's needs and abilities. These tools are easier to be edited, manipulated, accessed, recorded, saved, transferred from the tangible tools These tools help the teacher to assess the children's learning of the English language by using authentic assessment tools that depend on digital media. 	<p>Introduction</p> <ul style="list-style-type: none"> Trainees discuss in the whole group the difference between the technology in general and the digital media. Trainees work in small groups to brainstorm ideas about the importance of using digital media in teaching the English language. <p>Awareness raising activities</p> <p>Activity one (create a digital lesson using the PowerPoint Application) 120 min</p> <ul style="list-style-type: none"> Trainees answer the question of the trainer. Each group choose a unit from English for Palestine textbooks grades 1-4, and also determine the aspects of the English language that they are going to teach (vocabulary, grammar, integrated skills, pronunciation , etc). Each group has to design a PowerPoint slides that include the following: <ol style="list-style-type: none"> 1.An image or photo 2.An audio, sound, voice, music any one of these. 3.Text 4. Slide number. 	<p>Overview of the unit</p> <p><i>Trainer welcomes trainees and presents an overview of the focus, aims and content of this unit.</i></p> <p>Introduction</p> <ul style="list-style-type: none"> Trainer challenges the trainees to differentiate between the technology in general and the digital media. Trainees are asked to discuss why it is important to use digital media in teaching the English language. Trainees discuss and share ideas why it is important in the whole group. <p>Awareness raising activities</p> <p>Activity one (create a digital lesson using the PowerPoint Application) 120 min</p> <ul style="list-style-type: none"> Trainer asks teachers who has ever used the PowerPoint Application, according to their answers the trainer divided them into groups of three such that each group has an expert in this application, if there is no one has ever used it they will be divided according to the grades that they teach. 	



Detailed description of training sessions in the unit	Detailed description of module content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Detailed learning activities (done by the trainees)	Suggested training strategies (used by the trainer)
			<p>5. A hyper link to any file.</p> <p>6 .Presenting the desired language, activities for the children, and assessment strategies.</p> <ul style="list-style-type: none"> • They then create a new folder with the name Activity one and save the file on the desktop with the name of the group e.g. Group A, B etc. <p><u>Activity Two</u> <u>(Transferring media) 60 min</u></p> <ul style="list-style-type: none"> • Trainees in each group send the digital lesson that they created in Activity one by e-mail such an attachment to one of their colleagues in the English group. If they have Gmail up load the file to their drives and share it with the other groups. • Trainees create a facebook group, and name it the English group in Al-Quds University for example. • They make it a closed group. • They up load the file from Activity one to the facebook and share it with friends in the English group. • Each group has to see the file, give feedback and any other comments, then post it. 	<ul style="list-style-type: none"> • The trainer emphasize on the idea that this digital lesson has to make it easier for the young learners to learn the English language, keep this in mind in each step of designing the lesson. • Trainer gives some help to any group that need a help. <p><u>Activity Two</u> <u>(Transferring media) 60 min</u></p> <ul style="list-style-type: none"> • The trainer tells the teachers that they could transfer any kind of digital media by e-mail. • Trainer tells the teachers that there are many other social media such as twitter, instagram. • If teachers make it public group any one could see the shared materials.



Detailed description of training sessions in the unit	Detailed description of module content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Detailed learning activities (done by the trainees)	Suggested training strategies (used by the trainer)
Session Two Three Hours				
			<p><u>Activity Three</u> <u>(Searching skills using the internet) 45 min</u></p> <ul style="list-style-type: none"> • Trainees choose any of the internet browsers such as Google Chrome, Mozilla Firefox, Internet Explorer on their computers. • They search for the UNRWA website, it's an educational site that has plenty of materials for all teachers and for all Grades. • Trainees download any English materials that they interested in, make any changes they want, e.g. editing the text, write, delete items, insert table, insert an image, then save this file in two formats docx, pdf. • Trainees search the internet to find an action research that treat any of the misconceptions or the errors that Arabic young learners may do in using the English language. • Then they share this document with their colleagues in the English Group in any way they want e.g. by e-mail, by social media etc. 	<p><u>Activity Three</u> (Searching skills using the internet) 45 min</p> <ul style="list-style-type: none"> • Trainer asks the teachers to choose their keywords for searching carefully, because this helps them to find whatever they want rapidly. • Trainer tells the teachers that they have to know how to use many applications such as word processors, spread sheets etc. <p><u>Activity Four</u></p> <ul style="list-style-type: none"> • (Creating A Video From Photos Or Images) 60 min • Trainer asks the trainees to install any of the video editing applications that they know on their smart phones. • Trainer explains to teachers how to install this by click on the play store icon on their phones then type the name of it in the search tab, then enter choose the icon you want then install.



Detailed description of training sessions in the unit	Detailed description of module content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Detailed learning activities (done by the trainees)	Suggested training strategies (used by the trainer)
			<p>Activity Four <u>(Creating A Video From Photos Or Images) 60 min</u></p> <ul style="list-style-type: none"> • Trainees install one of the following applications: • VivaVideo  • Video Show  • These two applications work with both Android and IOS systems, it takes 5 min to install it, but the trainees should have internet access on their smart phones. • Trainees see these YouTube videos that help them understand how to use these applications. <p>VivaVideo https://www.youtube.com/watch?v=fBrXpRkwqyk</p> <p>VideoShow https://www.youtube.com/watch?v=yjEJQHHwef8</p>	<ul style="list-style-type: none"> • Trainer gives any explanations whenever is needed • Trainer asks trainees to go outside and make some photos then go back to the class to create a video from these photos. <p>Activity Five (Editing An Existing Video) 30 min</p> <ul style="list-style-type: none"> • Trainer tells the teachers that there are a lot of videos on the internet that can be used but they should be modified according to children's needs and different abilities in using the English language. <p>Activity Six (Designing An Interactive Lesson) 45 min</p> <ul style="list-style-type: none"> • This application enables teachers to create an interactive interface that makes the students interact with the English activities. • Trainer gives any explanations whenever is needed. • This application helps the teacher to design a poster and to do many other things.

Detailed description of training sessions in the unit	Detailed description of module content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Detailed learning activities (done by the trainees)	Suggested training strategies (used by the trainer)
			<ul style="list-style-type: none"> • Trainees go outside the classroom, they take photos for anything they want landscape, people, animals, objects keeping in mind that they are going to make a video from these photos that help the students understand any aspects of the English language as presented in the Palestinian curriculum. They also add any kind of audio to this video such as music, songs, teacher’s voice anything that serve the goal of the video. • Share these videos by Facebook in their English group that was created in activity one. <p>Activity Five (Editing An Existing Video) 30 min</p> <ul style="list-style-type: none"> • Trainees download a video from YouTube that is related to English for Palestine and edit this video using one of the two applications above by adding a text, cut any part of it that the teacher doesn’t like, change the original sound in the video. 	<ul style="list-style-type: none"> • Teachers could use PIC COLLAGE to evaluate children’s learning of the four skills of English.



Detailed description of training sessions in the unit	Detailed description of module content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Detailed learning activities (done by the trainees)	Suggested training strategies (used by the trainer)
			<p>Activity Six (Designing An Interactive Lesson) 45 min</p> <ul style="list-style-type: none"> • Trainees install from play store in their smart phones an application which is called • PIC COLLAGE  <ul style="list-style-type: none"> • Trainees watch this video that helps them to use this application https://www.youtube.com/watch?v=WXIJktQwWGk https://www.youtube.com/watch?v=DdfKy7_rcyQ • Trainees determine a unit from EFP to teach using • PIC COLLAGE e.g. A big blue elephant. • The teacher can make these words disordered, the students have to reorder the words' sequence by dragging the word and release it in the right place. • Trainees design the unit or a certain period using PIC COLLAGE. 	



Detailed description of training sessions in the unit	Detailed description of module content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Detailed learning activities (done by the trainees)	Suggested training strategies (used by the trainer)
Focus on assessment for learning for this unit	<ul style="list-style-type: none"> All of the digital media that the teachers will produce is an indicator to their learning. 			
Resources used in this unit	<p><i>The following resources may be used:</i></p> <ul style="list-style-type: none"> Grade 1 to 4 English for Palestine Textbooks Desktops or laptops connected to the internet. Teacher's Smartphones with their cables that connect them to computers. https://www.youtube.com/watch?v=WXIJktQwWGk https://www.youtube.com/watch?v=DdfKy7_rcyQ https://www.youtube.com/watch?v=fBrXpRkwqyk https://www.youtube.com/watch?v=p6PJNmH-BLk 			
Directed task to try at school	<ul style="list-style-type: none"> Teacher try to use all of the applications that they practiced in the sessions to teach the English language. Draw conclusions about the benefits and limitations of using digital media. Report the impact of this strategy upon children's learning in the next Learning Circle. 			
Portfolio	<ul style="list-style-type: none"> Teachers write a reflection upon the effectiveness of using digital media for developing English language learning, including how it was used, how children interacted, what they have learned and its impact upon their learning. They write a conclusion on the benefits and limitations of using it and how it could be improved for future lessons. 			



CK and PCK modules for the TEIP Component 2 Modular Up-Grading Program

English Module – level 2 – Unit 4

Title: Developing CK and PCK in English

Key Subject specific competencies for teachers:

PCK: Knowledge of how to select, design and create a range of resources and learning aids to support English language learning and teaching

CK: Knowledge of rationale and principles for using interactive resources to support English language learning;

Knowledge of relevant English grammar, pronunciation and vocabulary from Basic Level English for Palestine Grade 1 – 4 coursebooks.

Generic Competencies for teachers:

Generic competences from the original modules will be incorporated and specified by the trainers as appropriate according to the final choice of training activities.

Unit 4	Developing and using essential resources for English teaching
Number of training sessions and number of hours	<i>6 hours face to face; plus directed task to be conducted at school and reported on during the following Learning Circle</i>
Subject content	<i>Aspects of English grammar, pronunciation, vocabulary and conversation Use of adjectives in simple sentences, considering word order and use of the verb to be in sentences with the pattern S – V – adj</i>
Links to Grade 1 – 4 Subject Textbooks	<i>English for Palestine 3A Unit 4 p 22-27 and other relevant coursebook units as decided by the trainer.</i>
Children's possible subject misconceptions	<ul style="list-style-type: none"> • Grammar: Word order in sentences - adjectives can directly follow a noun; omission of verb to be; e.g. 'The monkey__ small.' • Punctuation: Commas may be used instead of full stops; capital letters are not necessary
Children's subject competencies	<ul style="list-style-type: none"> • <i>Ability to use resources and aids effectively to support</i> • understanding of spoken and written messages and facilitate interaction with others • accurate use of language patterns • connecting textbook content to personal experience • creative use of language



Detailed description of training sessions in the unit:	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainees)	Suggested training strategies (used by the trainer)
<p>See supporting document:</p> <p>Common errors and misconceptions for speakers of Arabic learning English</p>	<p><i>Knowledge of the rules that govern how to construct simple sentences using adjectives.</i></p> <p><i>Knowledge of the main potential errors / misconceptions that children have concerning the use of adjectives.</i></p> <p><i>Ability to plan activities that provide opportunities to extend and enhance use of vocabulary and address children's common errors</i></p>	<p>Key principles of teaching the use of adjectives:</p> <ul style="list-style-type: none"> • The need to draw upon and provide clear opportunities for children to make explicit connections to their own experiences. • Provide opportunities for children to use the target language interactively with others and apply to other situations. • Model the creation and manipulation of language patterns. • The use of carefully selected resources can support practice and understanding. 	<p>Awareness raising and key principles</p> <ul style="list-style-type: none"> • With reference to Course Book 3A Unit 4 discuss what difficulties children might encounter with learning and using adjectives in simple sentences. • What kinds of simple resources could teachers use to support and extend children's learning by providing opportunities for them to connect with their own experiences and apply the language. <p>Understanding the use of appropriate resources</p> <ul style="list-style-type: none"> • Introducing trainees to a range of basic resources to support learning and teaching of adjectives; e.g. • Word cards for sentence building • Interactive word/ sentence displays • Information recording/ transfer grids • Information gap activity sheets 	<p>Awareness raising and key principles</p> <ul style="list-style-type: none"> • Begin by providing opportunities for the trainees to reflect upon their own content knowledge, their current pedagogical practices and the benefits and limitations of these • Elicit and discuss key principles and purposes of using resources to aid learning and teaching (see PCK column) <p>Understanding the use of appropriate resources</p> <ul style="list-style-type: none"> • It is important that trainees should be provided with opportunities to use pre-prepared samples of resources and discuss benefits and limitations of each and how they can support and enhance learning and teaching (link to key principles).



Detailed description of training sessions in the unit:	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainees)	Suggested training strategies (used by the trainer)
			<ul style="list-style-type: none"> • Picture cards • Animal fact sheets • Consider how these resources can address potential errors and assist children in relating to own experiences and applying the target language. <p>Developing resources</p> <ul style="list-style-type: none"> • In groups discuss and propose criteria for the design of effective resources. Each group present criteria and arrive at whole class criteria. • In small groups trainees select another unit of the coursebook and plan the design of a new resource. Each group work on a different type of resource. <p>Plenary</p> <ul style="list-style-type: none"> • Share the plans and ideas that they have for developing new resources. <p>Directed task</p> <ul style="list-style-type: none"> • Explain the directed task and remind about misconceptions diary. 	<ul style="list-style-type: none"> • Discuss how knowledge of children’s potential language errors or misconceptions can help teachers to make decisions in planning to support children’s learning; e.g. through the use of specific resources. <p>Developing resources</p> <ul style="list-style-type: none"> • Trainer elicits some basic criteria for selection or design of resources. Trainees then work in groups with the trainer monitoring and responding to group questions as needed. <p>Plenary</p> <ul style="list-style-type: none"> • Trainer facilitates short presentations and discussions of the plans for developing new resources.



Detailed description of training sessions in the unit:	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainees)	Suggested training strategies (used by the trainer)
Focus on assessment for learning (A4L) for this unit	<p><i>Explore and discuss values of a range of A4L strategies such as</i></p> <ul style="list-style-type: none"> • Making learning outcomes clear to students, • Observing (whole class or groups or individuals), • Questioning, • Children write examples of target language on cards / [a]er and hold up for teacher to view, • Responding and giving feedback • Children doing short presentations • Teacher recording notes 			
Resources used	<ul style="list-style-type: none"> • Word cards for sentence building • Interactive word/sentence displays • Information transfer grids • Information gap activity sheets • Picture cards • Fact sheets 			



Detailed description of training sessions in the unit:	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainees)	Suggested training strategies (used by the trainer)
Intended Learning Outcomes (By the end of the module, teachers should be able to....)	<p><i>PCK: For this unit, teachers should be able to</i></p> <ul style="list-style-type: none"> • create and use specific resources to support children’s learning, use and application of adjectives • understand and explain the pedagogical principles that underpin the use of specific resources in language learning • evaluate the effectiveness of a range of resources and make appropriate decisions in selecting resources according to children’s language learning levels and needs • reflect upon and articulate benefits and issues involved in using specific resources <p><i>CK: For this unit, teachers should be able to ...</i></p> <ul style="list-style-type: none"> • Review and explain their own subject knowledge about rules governing the use of adjectives in English • Use language constructions accurately and creatively • Analyse the course book and identify opportunities to extend and enhance the language content according to children’s abilities and needs. • Take into account typical language errors concerning the use of adjectives in English and plan teaching accordingly. 			
Directed task to be conducted at school:	<p><i>Develop a new resource and use it to teach an aspect of English from your course book.</i></p> <p>Try to use the resource to provide opportunities to extend children’s knowledge, relate to their own experiences or apply the language focus in another situation.</p> <p>Monitor and evaluate the effectiveness of the resource in supporting and enhancing learning.</p> <p>What have you learned about the resource, how it can be used and its impact upon children’s learning.</p> <p>How can you use the resource more effectively in the future or adapt it to teach other aspects of language?</p>			
Authentic Assessment tasks	<p><i>Possibilities include</i></p> <ul style="list-style-type: none"> • Trainees add samples of misconceptions and language errors concerning use of adjectives or another language item to the Misconceptions Diary and add a written analysis • For their subject Portfolio, trainees write a reflection on the use of the resource that they designed and its effectiveness in supporting and enhancing learning and suggest how it could be used more effectively in the future or adapted to teach other aspects of language 			



CK and PCK modules for the TEIP Component 2 Modular Up-Grading Program

English Module- Level 2

Title: Organizing the classroom for children's interaction

- Key subject specific competencies for teachers (ILO's): *PCK*

- Knowledge of a variety of approaches to grouping children for interaction.
- Understanding of factors to consider in the organization of group work.
- Knowledge of strategies to facilitate effective group working.
- Ability to apply vocabulary from English module 1 unit 2 to activities to promote communicative development.

Brainstorming Activity

- What would you prefer to use in the classroom: whole class interaction (individual answers)? Or pair and group work?
- Think of the advantages and disadvantages of both strategies



Now in groups, fill in this table:

Whole classroom interaction		Group/Pair work interaction	
Advantages	Disadvantages	Advantages	Disadvantages
<ul style="list-style-type: none"> • Showing individual abilities • Learners can work at their pace 	<ul style="list-style-type: none"> • No ideas • Feeling insulted • Feeling nervous • Being under pressure 	<ul style="list-style-type: none"> • Practices communication • All participate • Learner can help each other • Can learn from each other and generate more ideas • Boosts confidence as they practice in pairs before the whole class 	<ul style="list-style-type: none"> • Frustrating and difficult if partners are at different level or don't enjoy working together • Difficult if one partner dominates • Fear • May speak in mother tongue not English • Can be noisy!

Reflection Task:

- Compare the quantity and quality of your answers from answering individually in the beginning to the group work.
- Think of the English classroom, what advantages would pair/group work have?



1 Write. 



visit / going / to / Dome of the Rock. / the / I'm

1 _____

go / to / the / We're / market. / going / to

2 _____

Dead Sea. / visit / the / going / to / I'm

3 _____

to / walk / going / in / the / old city. / We're

4 _____

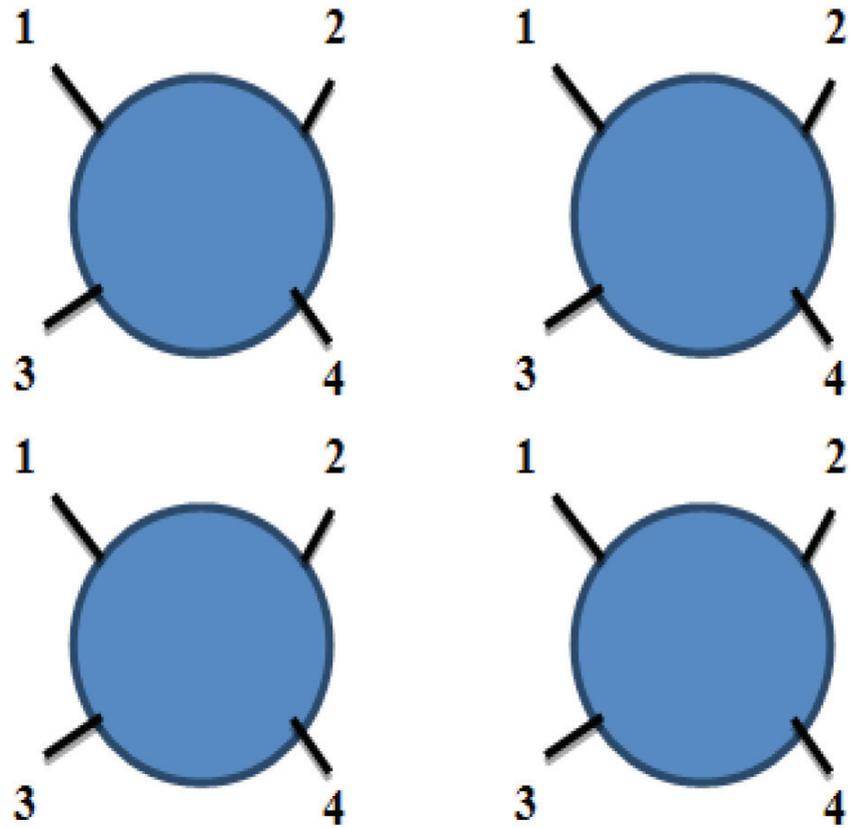
Reflection Task:

- What are the advantages and disadvantages of using pair work for this specific exercise?
- Use your own copy of English for Palestine to find out examples for exercises that work better with pair work.
- Think about how you would divide the students into pairs: according to level, familiarity, etc. Why?



Grouping and Regrouping: exercise 3, p. 33. EfP, 4A.

- Divide the trainees into 4 groups. Give each trainee a number in the group. So in each group will have one trainee with number 1, another with number 2, etc. Use the following diagram for reference.



Grouping and Regrouping:

Use exercise 3, page 33. English for Palestine, 4A.

Grouping and Regrouping:

Use exercise 3, page 33. English for Palestine, 4A.

3 Read and think. Circle.  

1

You find it in all the rooms.
You put things you don't want in it.
What is it?

2

You find it in the kitchen.
It has food and plates in it.
What is it?

3

There's a sofa in it.
You watch TV here.
Where are you?

4

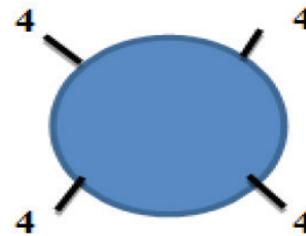
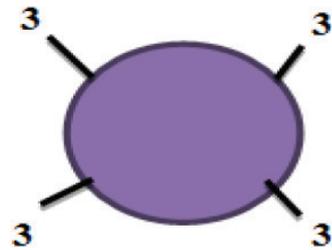
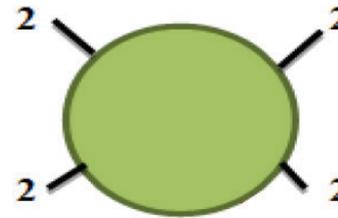
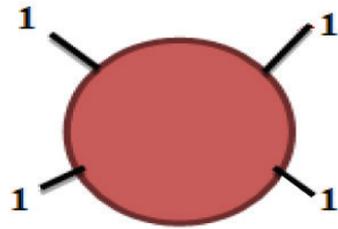
There's a bed in it.
You sleep here.
Where are you?

Grouping and Regrouping:

Use exercise 3, page 33. English for Palestine, 4A.

- Question three includes 4 puzzles.
- Give each group one puzzle. When they solve it, ask all the trainees with number 1 to group in one table. Same applies for the other numbers. Follow the diagram below for reference. Now share!





Reflection Task:

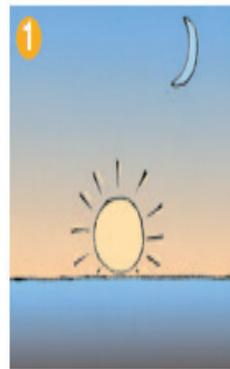
- Reflection 1: Ask the trainees to reflect on this approach. How different are the outcomes when using this approach as opposed to whole classroom interaction?
- Reflection 2: (optional depending on the time)

Divide the trainees into groups. Provide them with a copy of English for Palestine. Ask them to find exercises that work better in grouping and re-grouping. Think of the English learning outcome of that specific exercise.

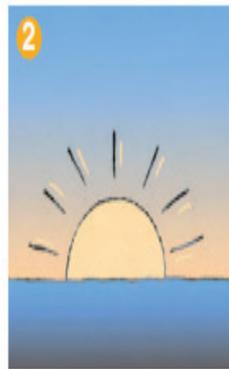
Divide the students into groups. Ask them to write statements of what they do in the morning/ at night/ afternoon, etc.



1 Circle.



in the morning/
in the evening



in the morning/
at night



at night/
in the afternoon



in the evening/
in the afternoon

Jigsaw: Use exercise 1, page 43. English for Palestine, 3A.

- Remind them that anyone of them will be chosen to represent the group so they all have to listen carefully to each other.
- When they are done, ask one person from the group to walk around the other groups. Each group will ask this person what the members of his/her group do in the morning/ at night/ afternoon, etc. Then the representative of each group moves again.

Factors

- It is commonly assumed that groups should include mixed abilities. Is it good sometimes to divide the students into the groups of same abilities?
- .The effectiveness of the strategy: is the time used to implement the strategy equal to the intended learning outcome?
- 2. Mixing Abilities? Troubleshooting?
- Compare tasks that are designed to check accurate understanding of a grammatical aspect, in comparison to more communicative tasks.



Think about the effectiveness of the three approaches.

What is the Teacher's Role during these three stages?

1. Before the task:

Giving instruction

2. While doing the task:

Taking notes/ monitoring

3. After doing the task:

Giving feedback

Before: **Giving Instructions**

- **Modeling:** what they are expected to do or produce.
- **Don't** just tell students what to do and expect them to do it.
- **Grade your language:** use very simple language. Divide the instructions into steps.
- **Use of Non-Linguistic Cues:** visuals, sketches, gestures, intonation, etc.
- **Ask ICQs:** (Instruction Checking Questions) Don't use "do you understand?" Students always say yes!
- **What other notions do you keep in mind when giving instructions?**

While: **Notes/ monitoring**

- **Gentle correction:** if communication breaks down completely during a fluency activity, we may well have to intervene. If students cannot think of what to say, we may want to prompt them forward.

How do you apply this during any of the activities discussed previously?

- **Possible Answer:**

Student: I am not agree with you.

Teacher: I don't agree

Student: I don't agree with you because I think ...

- **Recording mistakes:** Record the common mistakes in preparation for feedback.



While: **Notes/ monitoring**

- **Gentle correction:** if communication breaks down completely during a fluency activity, we may well have to intervene. If students cannot think of what to say, we may want to prompt them forward.

How do you apply this during any of the activities discussed previously?

- **Possible Answer:**

Student: I am not agree with you.

Teacher: I don't agree

Student: I don't agree with you because I think ...

- **Recording mistakes:** Record the common mistakes in preparation for feedback.

After: **Feedback**

- Draw the following table on the board (change according to your notes from recording mistakes).
- Write in each column what you heard, both good examples of correct English usage as well as errors

- **Directed task**

Trainees are assigned to design and apply a lesson for a certain grade they like and they should include one of the three approaches discussed today (pair work, grouping and regrouping and jigsaw).

Explain your rule before, while and after. What did you do as a teacher? Were you successful?

Portfolio

- Trainees write a reflection upon the effectiveness of the strategy, including how it was used, what they learned about it and its impact upon children's learning. They write a conclusion on the benefits and limitations of the approach and how it could be improved for future less



Level (3)

English Language Module - Level 3

Unit no	Hours	Week no	Unit title	Page Number
1	6	1	Connecting English Language Learning to Daily Life	
2	6	1	Classroom management	
3	6	2	Differentiated Instruction	
4	6	3	Inquiry based learning (IBL)	
5	6	4	Multiple intelligences	



CK and PCK modules for the TEIP Component 2 Modular Up-Grading Program

Module Title: English module – level 3 -unit one

Key subject specific competencies for teachers:

PCK:

- Knowledge and ability to identify and provide opportunities for children to make connections between language content in their textbook and their real life experience;
- Knowledge and ability to select and design activities and adapt course book units creatively in ways that support pupils to use make connections between course book content and their daily lives;
- Knowledge and ability to a range of appropriate assessment for learning strategies to collect evidence of children’s communicative competence in simulated drama situations and use the outcomes of assessment to inform future planning;

CK:

- Knowledge of rationale and principles for supporting pupils to make connections between English language learning in their daily lives
- Key aspects of English grammar, vocabulary and pronunciation taking into account common language errors for young Arabic learners of English

Key generic competencies for teachers: Generic competences from the original modules will be incorporated and specified by the trainers as appropriate according to the final choice of training activities.



Unit 1	Connecting English Language Learning to Daily Life
Intended Learning Outcomes	<p><i>PCK: For this unit, teachers should be able to</i></p> <ul style="list-style-type: none"> • employ the strategies and resources effectively to support learning and application of the target language • create differentiated activities to provide challenge at different levels • reflect upon, evaluate the effectiveness of specific strategies and articulate benefits and issues involved in using specific strategies <p><i>CK: For this unit, teachers should be able to ...</i></p> <ul style="list-style-type: none"> • Demonstrate their knowledge and understanding and ability to use effectively the target grammar, vocabulary and pronunciation. • analyse the course book and identify opportunities to extend and enhance the language content according to children's abilities and needs. • take into account typical language errors concerning the use of the third person singular in English and plan teaching accordingly.
Number of training sessions and number of hours	<i>6 hours face to face, plus directed task to be conducted at school and reported upon during the following Learning Circle</i>
Subject content	<i>Key aspects of English grammar, vocabulary and pronunciation</i>
Links to Grade 1 – 4 Subject Textbooks	<i>Book 3A I don't feel well P34 – 39</i>
Children's possible subject misconceptions	<p><i>Pupils may hold misconceptions that English is not important or relevant to their daily lives</i></p> <p><i>Pupils may produce language errors concerning Subject - Verb agreement, formation and use of irregular plural nouns foot\ feet</i></p>
Children's subject competencies	<p><i>Pupils are motivated and interested to use English outside the classroom</i></p> <p><i>Pupils have knowledge and ability to use English flexibly and creatively to talk and write about aspects of their daily lives that are of interest to them</i></p>



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainees)	Suggested training strategies (used by the trainer)
	<p>Relevant aspects of English grammar such as:</p> <ul style="list-style-type: none"> • 3rd person singular • Regular and irregular plural nouns • Vocabulary of parts of the body • Use of formulaic phrases • Simple sentence word order • Comprehensible pronunciation <p>Rationale and key principles for connecting English language learning to daily life experience.</p>	<p>Key principles for connecting language learning to real life</p> <p>Teachers need to be able to:</p> <ul style="list-style-type: none"> • Use inductive and deductive approaches to the teaching of vocabulary and grammar; • select appropriate resources and technology; e.g. using word cards for teaching word order; • contextualize learning e.g. through stories, songs, rhymes and games; • create differentiated activities; • extend topic vocabulary • provide opportunities for interactive learning e.g. role play; • provide opportunities for children to experience the language; • Make clear and relevant connections to children's real life experiences; • create positive values and attitudes through language learning. 	<p>Awareness raising and key principles for connecting language learning to real life</p> <ul style="list-style-type: none"> • Confirming teachers' content knowledge and clarifying if necessary • Emphasizing the rationale for and importance of connecting to children's real life. <p>Strategies for connecting English language learning to daily life experience (60mn)</p> <p>Trainees consider and discuss the effectiveness of a range of strategies presented by the trainer which are designed to support pupils to use English when making connections to their daily lives; e.g.</p> <ul style="list-style-type: none"> • Contextualization. Introducing the topic and language through rhymes and games e.g. "5 little monkeys jumping on the bed" or "Simon Says" • Focus on range of possible strategies; e.g. create or use short English stories, rhymes, songs, stories or translate from Arabic, mime story, action response 	<p>Awareness raising and key principles for connecting language learning to real life</p> <ul style="list-style-type: none"> • Trainer tells a story that contains errors of the target language pattern, Trainees invited to clap hands when they hear the error. <p>Strategies for connecting English language learning to daily life experience (60mn)</p> <ul style="list-style-type: none"> • Trainer models a range of key strategies for teaching the target content, e.g. use of word cards, role play, contextualizing learning • Trainer may also wish to use online video cases of practice for analysis and discussion to identify effective practice



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainees)	Suggested training strategies (used by the trainer)
			<ul style="list-style-type: none"> • Asking children to draw pictures of accidents that happened to them their family or their friends, sequence these and label or write short captions, and using this approach to create differentiated activities. • Teachers use simple information gap activities about parts of the body • Teachers provide simple role play situations in which the target patterns are used. • Focus on how to use short pronunciation games, short songs and rhymes <p>Developing activities and resources(60mn)</p> <ul style="list-style-type: none"> • Trainees develop rubrics for evaluating activities that connect learning to real life • Every group choose one strategy they to teach the topic within 5 mns • they have to look for the required resources and materials form outside the training room within 10 minutes 	<p>Developing activities and resources(60mn)</p> <ul style="list-style-type: none"> • Trainer asks trainees to develop rubrics for evaluating activities that connect learning to real life • Trainer divides the trainees into three groups and assigns each group a topic from the text book, The Zoo, My Country, At The Restaurant. • Every group choose one strategy they can use in teaching the topic, • Every group has 10 minutes to present. • Groups evaluate other groups. <p>Designing n a unit plan (60mn)</p> <ul style="list-style-type: none"> • Trainer supports trainees as they work on plans to connect content from selected course book units to pupils' daily lives • Trainer facilitates jigsaw sharing of the planned activities <p>Plenary Trainer explains the directed task and remind about the misconceptions diary.</p>



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainees)	Suggested training strategies (used by the trainer)
			<ul style="list-style-type: none"> • They present their work to the other groups. • Groups evaluate other groups using the rubric they have developed previously. <p>Designing n a unit plan (60mn)</p> <ul style="list-style-type: none"> • In groups, trainees select a course book unit and specify clear language learning objectives; • They plan in groups a sequence of activities and supporting resources (such as a song, rhyme, game, interactive activity) for different parts of the textbook unit. These should present the language patterns in context and extend learning by providing opportunities for pupils to use the patterns creatively when talking or writing about their daily lives. • Groups reform and share their plans through a jigsaw activity <p>Plenary</p> <ul style="list-style-type: none"> • Share the plans, strategies and ideas that they have for teaching the target language and supporting pupils to make connections to their daily lives. 	



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainees)	Suggested training strategies (used by the trainer)
Focus on assessment for learning (A4L) for this unit	<p><i>Teachers consider how to use a range of basic assessment for learning (A4L) strategies and resources that are suitable for assessing pupils' ability to make connections to their daily lives orally and in writing</i></p> <ul style="list-style-type: none"> • Sharing the learning objective • How children can use word cards to demonstrate their understanding • Observation of role play • Observation of children's ability to create and use short sentences with the target language • Using face cards (smiling , not happy etc) to show their understanding and ability to use the target pattern 			
Resources used in this unit	<ul style="list-style-type: none"> • <i>Mp3 player to record songs and rhymes and use simple sentences, role play</i> • <i>Drag and drop activities e.g. fill in blanks</i> • <i>Word cards</i> • <i>Interactive sentence display</i> • <i>Formative assessment cards</i> • <i>Videos:</i> • <i>https://www.youtube.com/watch?v=1kZJAxBTMJI</i> • <i>https://www.youtube.com/watch?v=t_CkXmgT5Ao</i> • <i>https://www.youtube.com/watch?v=eUXkj6j6Ezw</i> • <i>https://www.youtube.com/watch?v=HJPYDUUOWo8</i> • <i>https://www.youtube.com/watch?v=MLXZV456Or0</i> • <i>http://www.teachhub.com/top-12-ways-bring-real-world-your-classroom</i> 			



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainees)	Suggested training strategies (used by the trainer)
Directed task to try at school	<p><i>Trainees choose at least one key strategy which enables teachers to help children to make connections to real life, develop resources and implement in their lesson</i></p> <ul style="list-style-type: none"> • <i>They try the strategy in their own classroom, monitor, evaluate and later report upon the effectiveness of the strategy in supporting children to connect to real life and enhance learning.</i> • <i>These are shared at the next Learning Circle</i> 			
Authentic Assessment tasks	<p>Portfolio</p> <ul style="list-style-type: none"> • <i>Trainees write a reflection upon the effectiveness of the strategy, including how it was used, what they learned about it and its impact upon children's learning. They write a conclusion on the benefits and limitations of the strategy and how it could be improved for future lessons.</i> <p>Misconceptions / Language Errors Diary</p> <ul style="list-style-type: none"> • <i>Trainees collect examples of the most common language errors or misconceptions when attempting to connect language from the coursebook to their daily lives. These are recorded in the diary and a written analysis produced of why they might occur and how they might be dealt with.</i> 			



CK and PCK modules for the TEIP Component 2 Modular Up-Grading Program

Module Title: English Module – Level 3 -unit 2

Unit Title: Classroom Management

Key subject specific competencies for teachers:

PCK:

- Knowledge of whole brain power teaching and using it to set rules for learners in classrooms.
- Knowledge and ability to manage class in order to learn effectively through grouping students in an orderly way.
- Knowledge of how to motivate learners by applying different ways to praise them in classrooms.

CK:

- Knowledge of the new concepts of the whole brain power teaching/Chris Biffle
- Knowledge of giving clear instructions to carry out certain tasks with learners.
- Knowledge and understanding of strategies in implementing different ways of praising learners.

Key generic competencies for teachers:

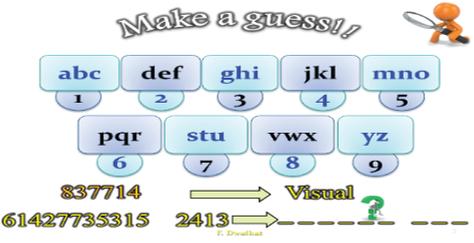
Generic competences from the original modules will be incorporated and specified by the trainers as appropriate according to the final choice of training activities

Unit 2	Classroom Management
Number of training sessions and number of hours	<i>6 hours face to face, plus directed task to be conducted at school and reported upon during the following Learning Circle</i>
Subject content	<i>What is Whole Brain Power Teaching? (Chris Biffle)/ Why is it important? How to manage classrooms effectively? Ways to divide and put learners into groups, ways to praise learners in different ways whether individually or as a whole class.</i>
Links to Grade 1 – 4 Subject Textbooks	<i>Pupil's Book and Work Book</i>



Unit 2	Classroom Management
Teachers' possible subject misconceptions	<p>The lack of time to prepare for the activities</p> <p>They have to follow the textbooks.</p> <p>It is difficult to implement the activities</p> <p>Over-crowded classes</p> <p>Dealing with young learners</p> <p>The lack of resources.</p> <p><i>Supervisors</i></p>
Teachers' subject competencies	<p><i>Knowledge of the Whole Brain Power Teaching (Chris Biffle), How to motivate learners in new different ways, Dividing class into groups in an orderly way.</i></p>



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)
	<ul style="list-style-type: none"> • Knowledge of what is whole brain power teaching (Chris Biffle) • Knowledge of giving clear instructions to carry out certain tasks with learners • Knowledge and understanding of strategies in implementing different ways of praising learners • Rationale for using Power Teaching for English language learners 	<p>Key principles for connecting language learning to real life</p> <p>Teachers need to be able to:</p> <ul style="list-style-type: none"> • Recognize how to share with learners putting rules to be followed in classrooms and outside • Use different range of activities and strategies to praise learners individually and as a whole class to be motivated to learn. 	<p>Main Concepts:</p> <ul style="list-style-type: none"> • Power Teaching/ Setting rules • Grouping students in the classroom • Different ways to praise pupils • Giving clear instructions <p>Opening: Decode the code (Time: 10 min)</p> <p>Introducing the title of the session “Classroom Management” Make a guess!</p> <p>The trainees have to figure out a code of two words “141776555----5151325257” which stands for the title of the session “Classroom Management”. If it is difficult, the trainer can provide some hints or clues that help them guess the title. Of course an example should be given at first of a word like “visual”. (Use a PPT or Cards)/ Or the code could be for “Power Teaching” so it would be a link between the opening and the first concept of the session.</p> 	<p><i>Trainees participate and try to figure out the code themselves.</i></p> <p><i>Trainees watch a video and discuss their thoughts and ideas of Power Teaching.</i></p> <p><i>Trainees write down some classroom rules that could be applied in their classrooms (To share their pupils later)</i></p> <p><i>Trainees use jigsaw groups activity to sit into groups</i></p> <p><i>Trainees sit in two circles and practice Socratic Seminar activity</i></p> <p><i>Trainees recognize different ways to motivate and praise pupils in a real classroom environment.</i></p>



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			<p>Whole Brain Power Teaching “Chris Biffle”/ Setting rules</p> <p>Copy my voice (5-7 min)</p> <p>The trainer asks the trainees to complete some light pieces of information s/he gives using the same silly voices used in the class. (The trainer should give the trainees bits of information that are already known by them so all members answer together using the same silly voice of the trainer, so no difficult questions)</p> <p>Examples: The capital city of Palestine is _____ (Jerusalem) The River Nile lies in _____ (Egypt) Three plus four equals _____ (seven) We all work as _____ (teachers)</p> <p>This is part of what is called whole brain teaching! Do you know something about Power Teaching or Chris Biffle? (5 min discussion)</p> <p>Watch the following lessons to get a full idea about power teaching: (See handout)</p> <p>The trainer can choose one or two videos to be presented and the trainees do certain activities together after watching lesson 2.</p>	



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			<p>(The trainer could use one of them)</p> <p>Lesson 1: https://www.youtube.com/watch?v=W1kxpBPtqyI</p> <p>Lesson 2: https://www.youtube.com/watch?v=2IHL78quPag</p> <p>Lesson 3: https://www.youtube.com/watch?v=l65annYFc9E</p> <p>Lesson 4: https://www.youtube.com/watch?v=mS9btiKerAA</p> <p>Lesson 5: https://www.youtube.com/watch?v=g183OXxJ2pw</p> <p>Lesson 6: https://www.youtube.com/watch?v=CB1VFY3B9Zo</p> <p>Lesson 7: https://www.youtube.com/watch?v=hmanGnJKlwA</p> <p>Lesson 8: https://www.youtube.com/watch?v=8U25w2LIc9w</p> <p>Example:</p> <p>Lesson 2: https://www.youtube.com/watch?v=2IHL78quPag (The five Classroom rules)</p> <p>The Five Classroom Rules (Setting rules)</p> <p>Step 1: The trainer will ask the trainees to write down the 5 rules after watching the video. This lesson deals with the <u>five classroom rules</u> in power teaching and <u>gestures</u> to go along with each one. The rules are:</p> <p>Rule # 1: Follow directions quickly</p>	



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)
			<p>Rule # 2: Raise your hand for permission to speak</p> <p>Rule # 3: Raise your hand for permission to leave your seat</p> <p>Rule # 4: Make smart choices</p> <p>Rule # 5: Keep your dear teacher happy</p> <p>Step 2: Watching the video together.</p> <p>Step 3: The trainees will write the rules while watching the video and one of them will be asked to say the rules along with their gestures.</p> <p>Step 4: the trainer says “let’s make groups and write down some rules for our training or for your classes at school.” Each group will have 4-5 rules only.</p> <p>Step 5: Each group has a representative to present each group’s rules with gestures. All rules will be written by the representatives on a flip chart or the whiteboard.</p> <p>Step 6: Let’s choose 5 rules from the big list, write them on a flip chart and all trainees should sign on the big sheet of the rules. Finally, they hang the rules’ sheet in the class.</p> <p>Step 7: Let’s talk about the activity “Thumbs up, thumbs down or in between” to have an open discussion of (7-10 minutes) only. What do you think about having a written contract in the classroom signed by all pupils? Do you like the idea? Why or why not? What alternatives do you have?</p>	



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			<p>The trainer can present (5-7 minutes) as real example from the following video:</p> <p>Example lesson: Third Graders’ 1st Encounter With Whole Brain Teaching:</p> <p>https://www.youtube.com/watch?v=UF8zHAK0vJM</p> <p>Grouping students in the classroom and giving clear instructions:</p> <p>(Expert/Jigsaw groups)</p> <p>This activity talks about a video “Francis story of a girl in the middle of a sea or lake”.</p> <p>The link of the story “Francis” by Dave Eggers/ Short Story and Animated Film: https://www.youtube.com/watch?v=I9xX6lQ_gdY</p> <ul style="list-style-type: none"> - The trainer will start by five minutes talking about the video “introducing it” or one of the trainees can summarize the film. - S/he writes some questions about the story on (PPT, whiteboard, cards) and gives the trainees 5 minutes to just read the questions silently or together (Ask one of them to read aloud) in order to answer the set of questions later not now and in groups. - Then they will watch the video for the first time in order to try to get some answers for the following questions individually: <ol style="list-style-type: none"> 1. How does the director build tension and suspense in the film? 	



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			<p>2. What happens to ruin Francis evening? 3. Is Francis able to escape? Why or why not? 4. What bad choices does Francis make? 5. What happened to Francis?</p> <p>- The trainer is going to give each trainee a number from 1-5 and ask them to count from one to five by turn and each group has a letter as its name. Then each group has to answer one question only together and all groups members should know the answer (trainees are going to teach each other and they will not wait to get ready answers from the trainer or one of them) while watching the video for the second time.</p> <p>Groups: 1,2,3,4,5- group A should only answer question # 1 1,2,3,4,5- group B should only answer question # 2 1,2,3,4,5- group C should only answer question # 3 1,2,3,4,5- group D should only answer question # 4 1,2,3,4,5- group E should only answer question # 5</p> <p>- Finally the trainer will ask all number “ones”, “twos”, “threes”, “fours” and “fives” to sit together in order to teach each group member about his/her question and its answer. Therefore, all group’s members are going to know the 5 questions along with their answers without getting direct answers from their trainer. If time allows, they could discuss the questions and the answers together and with their trainer.</p>	



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			<p>“Jigsaw groups” is a very successful way of both teaching by applying a student centered approach as well as getting learners into groups in an orderly classroom’s environment and by giving very clear instructions to be followed by the learners.</p> <p>The trainer can also ask trainees to make a circle and evaluate the activity by using “thumbs up” and “thumbs down” or “in between” to elaborate more.</p> <p>Socratic Seminar</p> <p>The trainer is going to use a short animated film about the course of nature to practice Socratic Seminar activity.</p> <p>Film link: “Course of Nature Short Film” by Lucy Xue and Paisley Manga: https://www.youtube.com/watch?v=T78ruBKK26w</p> <p>This activity will be carried out in order to structure a trainee-driven conversation about a text or a short film or video and provide opportunities for all trainees to get a chance to participate.</p> <p>Now, the trainer asks the trainees to watch the short film “Course of nature-3-4 minutes only” and then they are going to make two circles to discuss if they like the idea of the film and how it could be used to teach pupils: is it helpful or not and why? Are short films helpful or not? How should we choose videos/ What criteria? (Questions could be prepared on PPT and presented one after the other)</p>	



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			<p>The activity: Socratic Seminar</p> <p>Inner circle and another outer circle</p> <p>Inner circle speaks ONLY</p> <p>Outer circle writes notes and passes them to their partner in the inner circle</p> <p>5 min for inner circle to discuss the topic or a certain question, one person at a time,</p> <p>5 min inner and outer circle switch so that those who were on the outside are now on the inside and have their turn to speak</p> <p>Praising pupils/ How to praise pupils in different ways?</p> <p>Who wins the million?</p> <p>The trainer can prepare a set of questions about a certain topic or different ones (PPT or cards) and divide the trainees into two groups or more. For each correct answer, the trainer can pass a message that has some information or words.</p> <p>Mobile messages / Scoreboard / Clip chart</p> <p>Mobile messages</p> <p>- The trainer can prepare mobiles by using a piece of cartoon and a transparency. Trainees can get a small card (as a mobile message) whenever they get a correct answer. The cards might have any bits of information, words, proverbs, etc. (Something relevant to the class topic)</p>	



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			<p>- The trainer will ask trainees to sit in two groups in order to play a game "Who wins the million?" (A PPT could be prepared with a set of questions or some cards) They are supposed to answer certain questions about different topics to get a point for each correct answer.</p> <p>The trainees should follow the rules which they agreed upon previously to get or lose points along with the smiley or frowny faces and the scoreboard.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;"> <p>Proverb 100 \$</p> </div> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>Keep it up 100 \$</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;"> <p>Splendi 100 \$</p> </div> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>Well done 100 \$</p> </div> </div>	

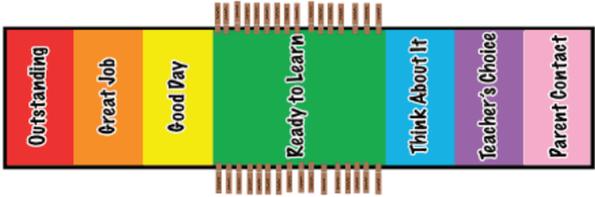


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			<p>Scoreboard (For all trainees)</p> <p>Smiley vs, frowny faces/ Teacher vs. Pupils!</p> <p>On one side of the whiteboard, the trainer is going to draw a grid. (The trainer can also wear a card of a smiley and a frowny faces and put the points there). The grid will be divided into two columns. In the top box of one the word TRAINER, in the top box of the other TRAINEES.</p>  <p>During the sessions, the trainer will be rewarding a mark in the Trainees section for procedures performed well. When you reward them with a mark in the trainees section for their performance, you can involve the trainees in a really fun way. Walk to the board, raise your chalk or marker, and address the class. Make a mark in the smiley section then point to the trainees. To this they respond by clapping and throwing their hands in the air and yelling “Oh, Yeah!”</p> <p>However, if the trainees do not listen, and follow instructions the trainer doesn't have to fuss at anyone! S/he just looks at the non-compliant trainees and says “Thank you very much! That was a point for ME!” The trainer walks to the board and adds a mark to the Trainer column. Loudly proclaims “Oh” and points to the class.</p>	



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			<p>They must lift and then drop their shoulders and groan loudly!</p> <p>In this way the trainer has a “game” in which trainees cannot rebel effectively. Rebellion only results in a point for the dreaded Trainer. The trainer is either playing for the trainees and getting a reward, or not following instructions and playing for the dreaded Trainer’s Team, and losing some reward.</p> <p>Note that there is no punishment. They just lose a privilege they were working for.</p> <p>One thing you must understand from the start is that you should not let the difference between the number of Trainees and Trainer points get greater than three. If you over reward they will stop working for it. If you let them get too far in the hole they will quit trying to win the reward. That is the reason for the +-3 rule.</p> <p>There are a couple of things a trainer should keep in mind here. First, the entire purpose of this is to reinforce positive behavior in a fun and positive environment. Second, while this method will work for most of your trainees, there are always those few who will not buy into this. The sources: https://www.youtube.com/watch?v=C8pt0YHC7vQ https://www.youtube.com/watch?v=xgPUnSI3Luw</p>	



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			<p>Clip chart: (For individual trainees)</p> <p>Clip Chart consists of just two items:</p> <p>A laminated strip of paper that has been divided into seven levels.</p> <p>A set of clothespins with the name of a trainee written on each one.</p>  <p>Note: The trainer and the trainees could work together and have different labels that suit their training sessions for adults)</p> <p>The clothespins are clipped to the left and right edges of the Ready to Learn level of the chart. During the course of the day, the clothespins move up and down the chart based upon the behavioral choices each trainee makes. Good behavior causes the clothespin to move up one level. Conversely, inappropriate behavior will cause the clothespin to move down one level.</p> <p>The Clothespins: There are two ways names can be written on clothespins.</p> <ol style="list-style-type: none"> 1. You write the names of your trainees on the clothespins. 2. The trainees take care of this step. 	



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			<p>Another consideration is whether or not you want to have the name written on both sides.</p> <p>When it comes to moving a clothespin from one level to the one above it, there are two ways to go.</p> <ol style="list-style-type: none"> 1. You move a trainee’s clothespin from one level to another. 2. The trainee moves it. <p>If you want to eliminate the need for words, you could certainly use sign language. The sign phrase that is used consists of two parts. The first one starts off with your index finger and middle finger held out like a pair of scissors. You then bring them together the way a pair of scissors closes when you are making the cutting action. After this “clip” message, then morph your hand into a thumb’s up sign. You also mouth the words, “Clip. Up.” It won’t take but a day before they are able to receive that message loud and clear.</p> <p>You hung a wind chime from one of the light fixtures so that it hung down low enough for you to reach it. Then, whenever you wanted to share your pleasure with their locked-in focus during independent work times, you would walk by the wind chime and run your finger along the little hanging bars. Upon hearing the wind chime, the trainees all knew the trainees were saying, “Wow. You guys are really on-task right now.”</p>	

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			<p>The Chart Manager, the trainee in charge of resetting the clothespins each day, would then go to the chart and move everyone's clothespin up one level.</p> <p>If at the top of the Chart One day a trainee had his/her clothespin clipped to Outstanding, you could walk over, remove his/her clothespin from the side edge, and re-clip it to the top edge of the chart. Thus was born the new level: Top of the Chart.</p> <p>Pencil or pen:</p> <p>If a trainee reaches to the new Top of the Chart level, you can make a special award to recognize the occasion. You can print out the words Top of the Chart on both ends of a label. You then peel off the label and attach it to the eraser end of a decorative pencil. The label, when stuck to itself, made a cool little flag that announced to one and all that the holder of this pencil had reached the peak of the mountain known as Top of the Chart.</p> <p>You can also invent new ideas such as walking over to the chart, removing a trainee's clothespin, and clip it to your shirt. And then another new level was born. You can call it Off the Chart.</p> <p>Clothespin Necklace</p> <p>And at least once a day, someone would end up with his/her clothespin clipped to a necklace.</p>	



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			<p>A trainee can wear a necklace of clothespins. Even if no clothespins are clipped to the necklace, it still acts as a simple reminder to everyone in the room that the wearer is the day's special trainee.</p> <p>Reward Indicators would also work to have trainees who end up on Outstanding, Top of the Chart, or Off the Chart to receive some kind of indicator—smaller sticker, glue dot, sequin, or some such—to stick on their clothespins as a way to show their past success.</p> <p>Whenever your clothespin ended up on Outstanding or higher, you would receive a small sticker, jewel, sequin, or bead to attach to your clothespin.</p> <p>Then, when a trainee had received five awards, s/he would trade in his/her original clothespin for a new one. (The retired clothespin could go on a bulletin board or be clipped to a ribbon that hangs near the Clip Chart. A clothespin Hall of Fame, etc.)</p> <p>The source: http://www.newmanagement.com/ebooks/clip_chart.html</p> <p>Giving Clear instructions</p> <p>Let's share</p> <p>The trainer says the steps of this activity really quickly and without listening to any interruptions or comment and</p>	



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			<p>then says to the trainees GO! To start the activity. Trainees might be shocked and confused about what they are supposed to do. The trainer says that teachers should BE CLEAR in order to carry out activities successfully!</p> <ul style="list-style-type: none"> • Break things down • Explain the activity • Create a step by step outline • Let a learner see what the activity looks like • Experiment with a student • Assess their understanding • Repair misunderstanding <p>The trainer says:</p> <p>In this activity we are going to get to know each other a little bit more.</p> <ul style="list-style-type: none"> - We are going to sit in groups of 4 and make a square (use hands to explain) - Every two participants are going to talk together about what they like and don't like (no talk about work or jobs) and you have to memorize as much as you can without taking notes. - Then you have to make a swap - Your group should have a name. - Each group writes down 4-5 positive feelings you all share. 	



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			<ul style="list-style-type: none"> - Choose a representative to present what you have talked about (memorizing) - make a cloud on a flip chart and write the group's name and the feeling's words. <p>The trainer can prepare the following on PPT:</p> <ul style="list-style-type: none"> - Sit in groups of 4 - Talk and make a swap - Don't take notes - Choose a group name - 4-5 positive feelings you share <p>Choose a representative</p> <ul style="list-style-type: none"> - Modeling the activity with 3 trainees is the next step because it gives a chance for the trainees to see the trainer do the activity; doing a piece of the activity with a trainer, increases confidence and understanding how to complete the task. - The trainer can ask one trainer to summarize what they are going to do. - The trainer can say: Thumbs up if you get it and thumbs down if you still need some help? If things go alright, s/he can proceed if not s/he stops the activity and explains again. 	



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Focus on assessment for learning (A4L) for this unit	<ul style="list-style-type: none"> Teachers consider how to use a range of strategies to manage classrooms and setting rules, motivate pupils to participate and learn, divide them into groups effectively. Teachers plan and apply a unit from 1-4 textbooks using power teaching, ways to praise pupils and/or sitting in groups 			
Resources used in this unit	<ul style="list-style-type: none"> Videos or short films Power point slide show Flip charts Clothespins Slips of paper 			
Intended Learning Outcomes	<p><i>PCK: For this unit, teachers should be able to</i></p> <ul style="list-style-type: none"> employ the strategies and resources effectively to support learning and application of the target language create some activities that enhance power teaching use different ways to motivate their pupils to learn English in an orderly environment <p><i>CK: For this unit, teachers should be able to ...</i></p> <ul style="list-style-type: none"> demonstrate their knowledge and understanding and ability to use Power Teaching effectively in teaching. analyse the textbooks and identify opportunities to apply power teaching in real situations. 			
Directed task to try at school	<p>Trainees are assigned to design and apply a lesson for a certain grade they like and they should have one activity including how to group pupils and how to praise them in different ways. Or to use power teaching (The five Chris Biffle lessons)</p> <p>Reflect on the application and document in their diary.</p>			
Authentic Assessment tasks	<p>Portfolio</p> <p>Trainees write a reflection upon the effectiveness of the strategy, including how it was used, what they learned about it and its impact upon children's learning. They write a conclusion on the benefits and limitations of the approach and how it could be improved for future lessons.</p>			



Handouts- Unit 2

Handout/ Whole brain power teaching/ Chris Biffle

Watch the following lessons to get a full idea about power teaching:

Lesson 1: <https://www.youtube.com/watch?v=W1kxpBPtqyl>

- How to get started with whole brain power teaching
- (Class/Yes) strategy to get class attention and to create pupils' engagement (the teacher should use variety of silly voices to say it because s/he uses it so often). It could also be used to review course material.

The capital of Palestine is Jerusalem (However the teacher says "class", the pupils say "yes")

Lesson 2: <https://www.youtube.com/watch?v=2IHL78quPag>

This lesson deals with the five classrooms rules in power teaching and a gesture to go along with each one.

Rule # 1: Follow directions quickly

Rule # 2: Raise your hand for permission to speak

Rule # 3: Raise your hand for permission to leave your seat

Rule # 4: Make smart choices

Rule # 5: Keep your dear teacher happy

The five rules have some signs that go along with each one. However, the most important point concerning the rules is what should teachers do with the rules? Pupils should practice the rules as many times as circumstances allow in a funny way:

- The teacher says the prompt, and the pupils say the rule with gestures such as saying: "Rule 1", and the pupils say "Rule 1: Follow directions quickly" etc.
- The teacher uses silly voices and the pupils should copy that voice saying the rules with gestures
- One of the pupils comes up in front of the class and gives the prompt and the other pupils say the rules with the gestures.

Lesson 3 focuses on Rule # 1: Follow directions quickly - <https://www.youtube.com/watch?v=l65annYFc9E>

It is used when the class has any normal routine such as getting in lines, handing in/out papers, leaving the classroom, getting into the classroom, etc.

The teacher can give the pupils a time limit, tell them what s/he wants them to do and then s/he starts counting. In the meanwhile, pupils will have fun doing



a certain task in an orderly class.

Lesson 4: <https://www.youtube.com/watch?v=mS9btiKerAA>

This lesson talks about Rule 1: Raise your hand for permission to speak. It is considered as the most difficult classroom management problem. Therefore, pupils with their teacher practice breaking the rule. The teacher asks them to interrupt him/her saying "it is Ok to interrupt me while I am speaking just to practice breaking the rule along with gestures."

Lesson 5: <https://www.youtube.com/watch?v=g183OXxJ2pw>

Lesson five deals with Rule 3. It says that the teacher should tell the pupils s/he will play a nice game with them in order to practice rule 3. The teacher pretends that s/he is sitting on the chair or explaining the lesson and one of the pupils gets up and leaves his/her seat without permission. The teacher here should focus on the idea of doing the task really quickly. If pupils practice breaking rules very quickly, they will get a point on the scoreboard.

Lesson 6: <https://www.youtube.com/watch?v=CB1Vfy3B9Zo>

Rule 4: While the first three rules cover everyday classroom activities, rule four "Make smart choices!" covers a lot of activities whether in the classroom, on the playground, at home, interchanges between pupils, etc. This rule makes pupils think about choices; what would be some smart choices and what would be some foolish choices? The teacher can give pupils a certain situation and ask them: what smart choices would you make? And what foolish choices would you make? (Shoving someone, taking a pen or pencil without permission, etc.) This rule is essential because it teaches moral reasoning that pupils should think about in all their experiences. It teaches them the difference between right actions and wrong ones.

There is an important application of rule four: If a pupil misbehaves (one kid shoves another one), the teacher should talk to that pupil in front of the other pupils; ask him/her to stop that behavior and when the teacher gets a chance do one on one counseling. Ask the pupil to tell you what happened and after listening, ask him/her to tell you about some of the choices that s/he has already made in that situation and then say: What would be some smart choices in that particular situation you could make instead of what you have already made?

Rule four does not only stop the misbehavior, but also develop pupils' ability to do moral reasoning to see the difference between right actions and wrong actions.

Lesson 7: <https://www.youtube.com/watch?v=hmAnGnJKlwA>

Rule five "Keep your dear teacher happy" is so important because what makes the teacher happy is when they are learning. So, it sounds like it is about the teacher, but actually it is about the pupils. Say to the pupils "When you are learning, I am so happy."

This rule is used mostly, when a teacher has challenging kids who keep arguing about the rules or misbehave a lot. For instance, two pupils are talking together and the teacher says "Rule 2" and the class follows the prompt and says "Rule 2 raise your hand for permission to speak." And that two kids say "We were not talking, but we were..." And start an argument with the teacher. Another situation if a kid leaves his/her seat without a permission and the teacher says the prompt and the pupils follow saying the rule. That pupil might say "I did not leave my seat, I just want to sharpen my pencil....." Here the teacher says "stop a second and tell me what rule five is? The pupil says it and then the teacher says "You know what? Right now what you are doing, arguing with me, doesn't make me happy" along with the gestures. It breaks rule 5 and I know what makes me happy better than anyone else in the whole world. Why this rule is so important because there are some challenging kids who are looking for loopholes or ways to get around the rules. Rule 5 is a no argument rule and



it could also be used for other misbehaviors that don't make the teacher happy. Well it is not about the teacher, but about the pupils to keep learning as mentioned earlier!

Lesson 8: <https://www.youtube.com/watch?v=8U25w2Llc9w>

Lesson eight covers the whole brain teaching previous lessons. It is a revision of the whole thing.

Here is an example on power teaching for third graders in real classroom environment:

Example: Third Graders' 1st Encounter With Whole Brain Teaching:

<https://www.youtube.com/watch?v=UF8zHAK0vJM>



CK and PCK modules for the TEIP Component 2 Modular Up-Grading Program

Module Title: English Module – Level -3 unit 3

Unit Title: Differentiated Instruction

Key subject specific competencies for teachers:

PCK:

- Knowledge of students' interests, needs, levels and ability to consider them in planning, teaching and evaluation.
- Knowledge and ability to use range of pedagogical strategies to provide equity of access to excellent learning opportunities for each students.
- Knowledge and ability to a range of appropriate assessment for learning strategies to collect evidence of students' competencies and use the outcomes of assessment to inform future planning;

CK:

- Knowledge of the theory of differentiated instruction
- Knowledge of the principles of differentiated instructions
- Knowledge of strategies in implementing differentiated instruction

Key generic competencies for teachers:

Planning for learning and teaching:

Sub-competency

- Apply the knowledge and understanding of the principles of differentiation to planning and teaching

Teaching to facilitate learning:

Sub-competencies:

- Know and use range of teaching strategies and resources to meet students' needs and levels
- Establish and maintain safe, motivating learning environment

Assessing and reporting learning outcomes

Sub-competency:

- Use assessment for learning strategies to monitor students' progress, provide constructive feedback, and use the results to inform future planning



Unit 3	Differentiated Instruction
Number of training sessions and number of hours	<i>6 hours face to face, plus directed task to be conducted at school and reported upon during the following Learning Circle</i>
Subject content	<i>What is differentiated instruction, why it is important, its principles, ways to help differentiate in teaching and in assessments</i>
Links to Grade 1 – 4 Subject Textbooks	
Teachers' possible subject misconceptions	<i>One size fits all/ underestimating students' competencies</i>
Teachers' subject competencies	<i>Knowledge of the meaning of DI, its principles, process, ways to know students' needs, levels, and how to differentiate in English subject classes.</i>



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)
	<ul style="list-style-type: none"> • Knowledge of what is differentiated instruction • Knowledge of the principles of differentiated instruction • Knowledge of strategies of implementing differentiated instruction to English language learners • Rationale for using DI for English language learners 	<p>Key principles for connecting language learning to real life</p> <ul style="list-style-type: none"> • Teachers need to be able to: • Recognize ways of exploring or identifying students' interests, levels, and needs • Use different range of activities and strategies to meet students' levels, interests, and readiness. 	<p>Activity (1) pre assessment: (estimated time 15 min)</p> <p>Popcorn sharing. What do you know about differentiated instruction</p> <p>Procedure:</p> <p>Trainees respond one by one as if they are kernels of corn popping with individual ideas. Each trainee has a turn to offer his or her answer without interruption. No one can pass. If a trainee's answer is similar to or the same as prior ones, the trainee has to start by acknowledging the similar idea and adding to or extending the prior response.</p> <p>Activity (2): What Gets Differentiated? (estimated time 60 min)</p> <p>The teacher can modify content, process, or product <u>see hand out 4</u></p> <p>Jigsaw method</p> <ul style="list-style-type: none"> • Trainer tells trainees: we are going to learn the elements of differentiation. But I am not going to say or explain anything in that, you are going to explain that to each other. However, because of time constrains, you are only going to specialize in one part which you will be teaching others. There will be whole group discussion at the end of the activity to clarify any point or answer any question. • Steps of jigsaw activity: <p>Step 1: Divide the participants in home groups (4 members)</p>	<p>Trainer and trainees have a discussion throughout differentiated instruction process</p> <p>Trainees share their reflection with trainer about each strategy</p> <p>Trainees add or provide more strategies in how to differentiate in English language subject</p>



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)
			<p><i>Step 2: Number the participants in each home group 1-4 in which each member takes a number.</i></p> <p><i>Step 3: Form corner group: Have participants with designated number gather in one group 1,1,1,1 2,2,2,2 3,3,3,3 4,4,4,4 if participants are more than 16, then have more than one corner group for each number</i></p> <ul style="list-style-type: none"> <i>• Give each number in corner group hand out related to their topic</i> <p><i>For example: 1 differentiated content</i></p> <p style="padding-left: 40px;"><i>2 differentiated process</i></p> <p style="padding-left: 40px;"><i>3 differentiated product</i></p> <p style="padding-left: 40px;"><i>4. differentiated learning environment</i></p> <p><i>Each corner group's responsibility is to learn and be confident enough on the specified topic to be able to explain it to the other colleagues. Apply suggestions and ways to differentiate to a case study or provide concrete examples on how this piece of content might work in real classroom.</i></p> <p><i>Approximate time 15-20 min</i></p> <p><i>Step 4: give each number in a corner group enough copies for their designated topic to share it with their colleagues in their home groups and ask them to return to their group</i></p> <p><i>Step 5: in their home groups, participants take turns to teach the other home group members what they have learned in corner groups, and distributing a hand out. Each participant take like 6-7 min to share what he/she has.</i></p>	



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)																															
			<p>Approximate time 30 min</p> <p>Step 6: have a debrief session to discuss any remaining point or answer any question.</p> <p>Approximate 10 min</p> <p>Activity (3): Assessment in Differentiated Classroom (estimated time 30 min)</p> <p>WHAT CAN BE ASSESSED?</p> <table border="0"> <tr> <td>Readiness</td> <td>Interest</td> <td>Learning Profile</td> </tr> <tr> <td>Skills</td> <td>Interest surveys</td> <td>Area of strengths and weakness</td> </tr> <tr> <td>Content knowledge</td> <td>Interest centers</td> <td>Work preferences</td> </tr> <tr> <td>Concepts</td> <td>Self-selection</td> <td>Self awareness</td> </tr> </table> <ul style="list-style-type: none"> When do you assess? <p>On-going Assessment: A Diagnostic Continuum</p> <table border="0"> <tr> <td>Pre assessment</td> <td>Formative assessment</td> </tr> <tr> <td>Summative assessment</td> <td></td> </tr> </table> <table border="0"> <tr> <td>(Finding Out)</td> <td>(Keeping Track& Checking-up)</td> <td>(Making Sure)</td> </tr> <tr> <td>Pre-test</td> <td>Conferences</td> <td>Unit test</td> </tr> <tr> <td>KWL</td> <td>peer evaluation</td> <td>Performance task</td> </tr> <tr> <td>Checklist</td> <td>3-minute pause</td> <td>product/ Exhibit</td> </tr> <tr> <td>Observation/Evaluation</td> <td>Observation</td> <td>Demonstration</td> </tr> </table>	Readiness	Interest	Learning Profile	Skills	Interest surveys	Area of strengths and weakness	Content knowledge	Interest centers	Work preferences	Concepts	Self-selection	Self awareness	Pre assessment	Formative assessment	Summative assessment		(Finding Out)	(Keeping Track& Checking-up)	(Making Sure)	Pre-test	Conferences	Unit test	KWL	peer evaluation	Performance task	Checklist	3-minute pause	product/ Exhibit	Observation/Evaluation	Observation	Demonstration	
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			<p>Questioning Talk around portfolio Review</p> <p>Questioning</p> <p>Portfolio Check</p> <p>Quiz</p> <p>Journal Entry</p> <p>Self-evaluation</p> <p>Checklist</p> <p>Pre-assessment Is</p> <p><i>Any method, strategy or process used to determine a student's current level of readiness or interest in order to plan for appropriate instruction.</i></p> <ul style="list-style-type: none"> • <i>provides data to determine options for students</i> • <i>helps determine differences <u>before</u> planning</i> • <i>helps teacher design activities that are meaningful and challenging</i> • <i>allows teachers to meet students where they are</i> • <i>identifies starting point for instruction</i> • <i>identifies learning gaps</i> • <i>makes efficient use of instructional time</i> 	



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)
			<p>Formative Assessment Is...</p> <p>A process of accumulating information about a student's progress to help make instructional decisions that will improve his/her understandings and achievement levels.</p> <ul style="list-style-type: none"> • <i>Depicts student's life as a learner</i> • <i>used to make instructional adjustments</i> • <i>alerts the teacher about student misconceptions</i> • <i>"early warning signal"</i> • <i>allows students to build on previous experiences</i> • <i>provides regular feedback</i> • <i>provides evidence of progress</i> • <i>aligns with instructional/curricular outcomes</i> <p>Summative Assessment Is</p> <p>A means to determine a student's mastery and understanding of information, skills, concepts, or processes.</p> <ul style="list-style-type: none"> • <i>Should reflect formative assessments that precede it</i> • <i>should match material taught</i> • <i>may determine student's exit achievement</i> • <i>may be tied to a final decision, grade or report</i> • <i>should align with instructional/curricular outcomes</i> • <i>may be a form of alternative assessment</i> 	



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)
			<p>Activity: (4) (Estimated time 60 min/ Planning 30 min and presentation 30 min.)</p> <p>Planning and Presentation</p> <p>Trainer ask trainees to work in groups of four</p> <p>Ask trainees to pick unit from 1-4 text books and plan teaching the unit taking into consideration differentiated instruction</p> <p>Activity (5) post-assessment about DI (estimated time 15 min)</p> <ul style="list-style-type: none"> • What do you already know about differentiation? • What do you already do with regard to differentiation? • What additional changes would be called for in your classroom to provide broader or richer differentiation? • What do you want to learn about? • What do you want to learn how to do? • What will you do with what you learn? • What are some benefits of differentiation to you (personally and professionally) and to your students that might encourage you to invest time and effort in providing differentiated instruction? • What are some factors that might discourage your investment of time and effort in providing differentiated instruction? • What changes do you expect to see in instruction? Students? 	
Focus on assessment for learning (A4L) for this unit	<ul style="list-style-type: none"> • Teachers consider how to use a range of strategies to take into account students' differences • Teachers plan and apply a unit from 1-4 textbooks using differentiated instruction 			



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)
Resources used in this unit	<ul style="list-style-type: none"> • Videos • Role play • Flip charts 			
Intended Learning Outcomes	<p><i>PCK: For this unit, teachers should be able to ...</i></p> <ul style="list-style-type: none"> • employ the strategies and resources effectively to support learning and application of the target language • create differentiated activities to suite students' interests, levels, and needs • reflect upon, evaluate the effectiveness of using differentiated instruction in teaching <p><i>CK: For this unit, teachers should be able to ...</i></p> <ul style="list-style-type: none"> • demonstrate their knowledge and understanding and ability to use DI effectively in teaching. • analyse the course book and identify opportunities to apply DI in teaching according to children's abilities and needs. 			
Directed task to try at school	<p><i>Trainees choose at least one unit for grade level that they teach. plan it using DI approach.</i></p> <p><i>Apply & Documents all their activities using pictures, videos, sample of students' work and activities</i></p>			
Authentic Assessment tasks	<p><i>Trainees write a reflection upon the effectiveness of the strategy, including how it was used, what they learned about it and its impact upon children's learning. They write a conclusion on the benefits and limitations of the approach and how it could be improved for future lessons.</i></p>			

Extra links

- <https://www.youtube.com/watch?v=6xH0K3Z-dbo>
- <http://www.scholastic.com/teachers/article/differentiated-instruction-content-areas-strategies-reading-thinking-and-writing-learn>
- <http://www.readingrockets.org/webcasts/1001>
- <http://journals.library.wisc.edu/index.php/wej/article/viewFile/378/479>
- http://www.edmentum.com/sites/edmentum.com/files/resource/media/0272-27_DifferentiateInstructionESL_081415.pdf
- <http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Specialist-Councils/ESL-3-5%20Differentiating%20Instruction.pdf>



Template for planning CK and PCK modules for the TEIP Component 2

Module Title: English Module - Level -3unit 4

Special trends in teaching English –inquiry based learning (IBL)

Key subject specific competencies for teachers:

PCK:

- *Obtain and use strategies and tools for implementing inquiry-based instruction.*
- *Create a learning guide to use when implementing inquiry-based instruction in the classroom.*
- *Explore and apply the 5E instructional model and some inquiry activities.*
- *Establish a culture of inquiry which is necessary prerequisite to achieve deeper student learning.*
- *Explore and Model Different Types of Deeper-Level Questions.*

CK:

- Understand the philosophy behind inquiry-based instruction.
- Discover the benefits of inquiry-based instruction for students.
- Learn the elements of the 5E instructional model.
- Know the steps of inquiry based learning .

Introduction :

Too many classrooms ignore this basic learning model. Students need to spend most of class time providing information and then ask questions in the form of a quiz, test, or discussion. Lessons, units, and topics are more motivating when they begin with a question which answer students want to know. Not only do great questions generate interest, they also answer the question that so many students wonder about: “Why do I have to learn this?” Finally, great questions increase cognitive organization of the content by framing it into a meaningful answer to the opening question and this is the idea of inquiry based learning.



Unit 4	English 2
Number of training sessions and number of hours	<i>6 hours face to face, plus directed task to be conducted at school and reported upon during the following Learning Circle.</i>
Subject content	<i>Basic level English for Palestine(1-4)</i>
Children’s possible subject misconceptions	<p>Students don’t Use deeper-Level Questions</p> <p>A common misconception is that educators must follow the students’ lead and wait until the “perfect” question emerges before proper inquiry can begin. Teachers must know that Students’ spontaneous questions – when they reflect genuine curiosity – can be a powerful place to start</p>
Teacher’s subject competencies Key generic competencies for teachers(PTPTI	<p><i>1-Love and respect students and care for their curiosity and feelings .</i></p> <p><i>2-Teaching facilitate learning through effective communication .</i></p>



<p>Detailed description of training sessions in the unit</p>	<p>Detailed description of Module Content trainees learn (CK)</p> <ul style="list-style-type: none"> • Knowledge of what inquiry based learning is . • What does it have to do with the class room? • How does inquiry based learning benefit students? • How do teachers create the inquiry-based classroom. • Learn the elements of the 5E instructional model: <p>1-Engagement. 2- Exploration. 3- Explanation. 4- Elaboration. 5- Evaluation.</p>	<p>Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)</p> <p>1-what is the inquiry based learning?</p> <p>It is the seeking for knowledge, information, or truth through questioning.</p> <p>2-What does it have to do with the class room?</p> <p>Inquiry is not so much seeking the right answer -- because often there is none -- but rather seeking appropriate resolutions to questions and issues. For educators, inquiry implies emphasis on the development of inquiry skills and the nurturing of inquiring attitudes or habits of mind that will enable individuals to continue the quest for knowledge throughout life.</p> <p>3-How does inquiry based learning benefit students ?</p> <ul style="list-style-type: none"> • students are engaged in learning because they find it interesting, enjoyable and self-fulfilling. • it presents students with empowerment in the classroom 	<p>Planned Learning Activities (done by the trainees)</p> <p>1-Awareness raising:20m</p> <p>Teachers form groups of about 5 members. have 3 minutes to discuss this saying: “Tell me and I forget. Teach me and I remember. Involve me and I learn “Benjamin Franklin</p> <p>Then, members react to the comments that have been expressed.</p> <p>2- watch two videos (chosen by the trainer)30m</p> <p>one for a traditional lesson and other one for inquiry based lesson .</p> <p>Trainees compare between the characteristics of both lesson .</p> <p>Traditional way:</p> <p>https://www.youtube.com/watch?v=rusil-MeWU0</p> <p>https://www.youtube.com/watch?v=aWYcOR18-x0</p> <p>inquiry based lesson:</p> <p>https://www.youtube.com/watch?v=OdYev6MXTOA</p> <p>https://www.youtube.com/watch?v=mAYh4nWUkU0</p>	<p>Suggested training strategies (used by the trainer)</p> <ul style="list-style-type: none"> • Discussion activities • Open discussion. • Using video cases for analysis and discussion to identify effective practice • Group work.
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		<ul style="list-style-type: none"> • <i>the classroom becomes more student focused</i> • <i>because the students are generating the questions, inquiry can work with multiple skill levels at once</i> • <i>A student's metacognitive skills can be developed through inquiry</i> • <i>develop skills for researching, organizing, thinking abstractly, questioning and reflecting</i> • <i>better understand the social world of the characters and its relation to their life</i> • <i>It encourages the development of critical thinking.</i> • <i>It allows an active participation of students in the acquisition of knowledge.</i> • <i>It facilitates problem solving skills.</i> • <i>It guides students to form and express concepts through a series of questions</i> • <i>It allows for a more meaningful use of digital technologies linking students to the local as well as the global community</i> 	<p>3- Teachers will have the opportunity to learn from this video the elements of the 5E lesson 20m https://www.youtube.com/watch?v=DfEcGkABK2A</p> <p>4- Extracurricular activity 20m: 1-divide trainees into groups . 2- Each group selects a topic of their interest for example:(transportation, food, tourism ...etc). 3-The trainees start their investigations by drawing a map of questions about the topic they have chosen. 4-One of the significant issues that while they are writing questions, other questions proposed and they become more eager to think of other questions .5- finally trainees in a group had to present their questions and other groups think of answers .* This is one way to help our students in classroom to explore the inquiry based learning .</p> <p>5- An activity called “What I See, What I Think, What I Wonder”15m</p> <p>This activity help trainees to create many questions because good questions lead the inquiry. teacher think of some topics from 1-4 textbook, and reflect these questions on the topic: ‘What I See, What I Think, What I Wonder’</p>	
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		<ul style="list-style-type: none"> As students get more confident asking questions in class, they'll be better prepared to take their questioning attitude into the world <p>4-How do teachers create the inquiry-based classroom?</p> <ul style="list-style-type: none"> Ask open-ended questions and also ask your students these three questions : What do I already know about the subject? What do I want to know about the subject? What have I learned about the subject? Provide hands-on experiences. Use groups to foster learning. Encourage self-paced learning. Be open to the student who learns less but deeper as much as the student who learns a wider breadth. Differentiate instruction. Everyone learns in his or her own way. Look for evidence of learning in unusual places. It may be from the child with his/her hand up, but it may also be from the learners' smile or achievement. 	<p>6-Using mind maps to help students raising questions at the beginning of the unit .30m</p> <p>The trainees will be divided into four groups. The trainees select a topic from 1-4 textbooks and write some questions in the form of a map. The leader of each group draw the questions on the board.. After this primary activity finished, all group members start drawing a map of answers for the questions.</p> <p><i>*Teachers look at this mind map which created by a ten-year-old(to know that it is not difficult for children in elementary stages to make a mind map for their own questions). this mind map illustrates the students curiosity about water at the beginning of a unit talked about water. this student designed and built her own website as a result of her inquiries. **trainees can use this activity while teaching 1-4 students</i></p> 	
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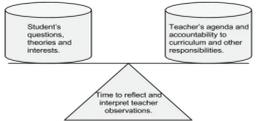


		<ul style="list-style-type: none"> • Understand that “assessment” comes in many shapes. It may be a summative quiz, a formative simulation, a rubric, or a game that requires knowledge to succeed. It may peer-to-peer. Whatever approach shows students are transferring knowledge from your classroom to life is a legitimate assessment. • Be flexible. Class won’t always (probably never) go as your mind’s eye saw it. That’s OK. Learn with students. Observe their progress and adapt to their path. • Give up the idea that teaching requires controlling and management. • Facilitate student learning in a way that works for them. Trust that they will come up with the questions required to reach the Big Ideas. <p>***In the end, know that the inquiry-based classroom is not about learning for the moment. You’re creating life-long learners, the individuals who will solve the world’s problems in ten years.</p>	<p>**Note: It is important that the teachers notice and reinforce curiosity when they see it in action. When teachers praise students by describing how their questions, explorations, and investigations are contributing to their own or classroom learning, they let them know that they are valued for their motivation, regardless of the grades they achieve.</p> <p>7-Analyzing story 15m</p> <p>Trainees watch this story : The link of (Naughty bus story): (https://www.youtube.com/watch?v=sqQ1BAEj1oE)</p> <p>then discuss the lessons impeded in it and morals within it. The interpretations of art allow for discussions and aimed at developing a thinking community.</p> <p>**the trainees can use this activity(of analyzing stories)inside the classroom which is a replacement to surface-level instruction which is an important part for developing thinking and inquiry skills for basic stage students.</p>	
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		<p>5E instructional model: Teachers can ask themselves these questions which help them to apply inquiry based learning:</p> <p>Engagement How do you engage students in learning?</p> <p>Exploration Why is it important for students to explore and test out their ideas?</p> <p>Explanation How can students explain complex concepts to each other?</p> <p>Elaboration Why do students need to push their thinking further?</p> <p>Evaluation How do students show us what they know and are able to do?</p>	<p>8-Teachers work in groups to think of some ways to help students ask qualitative questions. 15m</p> <p>For example: Good questions contain “why,” “what if,” and “how.”</p> <p>Note : Trainer can use an excellent book for understanding the art of questioning as a resource which is <u>A More Beautiful Question</u> by Warren Berger . See the handout.</p> <p>The trainer present this video about (what kills questioning) and discuss it with the trainees .</p> <p><u>https://www.youtube.com/watch?v=dey1Rm5gUxw</u></p> <p>9-watching video about (the Genius hour) 10m</p> <p>Discuss with the trainees how the video will change the way they worked with their students, and how they must create opportunities for students to choose the way they demonstrate their learning.</p> <p>* Chris Kesler’s great video explaining Genius Hour:</p> <p><u>https://www.youtube.com/watch?v=NMFQUtHsWhc</u></p> <p>10-teachers think of some strange questions That Motivate Learning and help students to ask any 15m</p>	
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			<p>questions and think out of the box, and this is a step for inquiry based learning.</p> <p>A sample of some strange questions that worked with students in creating enough motivation to drive an entire lesson.</p> <p>Q1(Alphabets):We are going to redesign the alphabet. What three letters can be eliminated?</p> <p>Q2(colors): If humans could be a color other than any of the colors that they already are, what color would they be? Why do you think this? Draw some people of this color?</p> <p>**Each of those questions was used by teachers to begin their lessons and this is really motivate their students.</p> <p>11-Trainees discuss this picture 10m</p> 	
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			<p><i>After discussion .the trainer explain the meaning :</i></p> <p>This picture represents how teacher can get Started with Students' Inquiry" .suggest teachers Slow down and watch what children are doing.. we as teachers can balance student's authentic questions and theories with teacher's agenda and the curriculum. if we as teachers know our curriculum and take time to reflect and interpret what our students are interested in, there is a way to honor their interests and curiosity. This is a chance for teachers to be creative and innovative.</p> <p>12-Reflect on this idea which helps students to use inquiry based learning. 10m</p> <p><i>This idea creates motivation and fun. Help students use a coding system to monitor their thinking as they read</i></p> <div data-bbox="1187 1177 1591 1373" style="border: 1px solid black; border-radius: 15px; padding: 5px;"> <ul style="list-style-type: none"> ✓ = I knew that X = this contradicts my expectations ★ = this is important ? = I have a question ?? = I am confused or puzzled ! = this is surprising or exciting L = I learned something new </div>	
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			<p>13-skills activities :20m</p> <p>Divide the trainees into 4 groups according to the four skills (reading ,writing. Listening ,speaking). each group choose a topic from the curriculum and they have to introduce the skill by using IBL. Finally all groups share their ideas.</p>	
Resources used in this unit	<ul style="list-style-type: none"> • Data show to preset videos. • Textbooks • <i>A More Beautiful Question</i> by Warren Berger . 			
Intended Learning Outcomes (By the end of the module, teachers should be able to....)	<p>PCK: For this unit, teachers should be able to</p> <ul style="list-style-type: none"> • employ the strategies effectively to support learning and application of the inquiry based learning • create differentiated activities to provide challenge at different levels • reflect upon, evaluate the effectiveness of specific strategies and articulate benefits and issues involved in using specific strategies <p>CK: For this unit, teachers should be able to ...</p> <ul style="list-style-type: none"> • demonstrate their knowledge and understanding and ability to use effectively the activities related to inquiry based learning. • analyse the text book and identify opportunities to extend and enhance the content according to children's curiosity . • take into account typical errors concerning the use of inquiry based learning. 			
Directed task to try at school	<p>Reflect on your achievement</p> <p>Ask one of your colleagues to observe your teaching or you might film yourself.</p> <ul style="list-style-type: none"> • Evaluate your way of using inquiry based learning. • Suggest new activities and apply them in your class. 			
Authentic Assessment tasks	<p>Possibilities include</p> <p>Teachers journals</p>			



Handout- unit 4

"We know that the art of asking questions is at the heart of discovery in science, philosophy, medicine—so why don't we extend that power to all areas of our lives? The questions Warren Berger raises in this book are thoughtful, provocative, odd, and serious, but in every case they are indeed the kind of 'beautiful questions' that can help us identify the right problems and generate creative solutions."

Questioning—deeply, imaginatively, "beautifully"—can help us identify and solve problems, come up with game-changing ideas, and pursue fresh opportunities. So why are we often reluctant to ask "Why?"

Berger's surprising findings reveal that even though children start out asking hundreds of questions a day, questioning "falls off a cliff" as kids enter school. In an education and business culture devised to reward rote answers over challenging inquiry, questioning isn't encouraged—and, in fact, is sometimes barely tolerated.

And yet, as Berger shows, the most creative, successful people tend to be expert questioners. They've mastered the art of inquiry, raising questions no one else is asking—and finding the answers everyone else is seeking.

Berger explores important questions, such as:

- Why aren't we nurturing kids' natural ability to question—and what can parents and schools do about that?
- Since questioning is a starting point for innovation, how might companies and business leaders begin to encourage and exploit it?
- And most important, how can each of us re-ignite that questioning spark—and use inquiry as a powerful means to rethink and reinvent our lives?

A More Beautiful Question outlines a practical **Why / What If / How** system of inquiry that can guide you through the process of innovative questioning—helping you find imaginative, powerful answers to your own "beautiful questions."



CK and PCK modules for the TEIP Component 2 Modular Up-Grading Program

Module Title: English Module – Level 3 -unit 5

Unit Title: Differentiated Instruction

Key subject specific competencies for teachers:

PCK:

- Knowledge of students' interests, needs, levels and ability to consider them in planning, teaching and evaluation.
- Knowledge of students' intelligences and how to adapt their teaching to suite their intelligences
- Knowledge and ability to use range of pedagogical strategies to provide equity of access to excellent learning opportunities for each students.
- Knowledge and ability to a range of appropriate assessment for learning strategies to collect evidence of students' competencies and use the outcomes of assessment to inform future planning;

CK:

- Knowledge of the theory of multiple intelligences
- Knowledge of the theory of differentiated instruction
- Knowledge of the principles of differentiated instructions
- Knowledge of strategies in implementing differentiated instruction
- Knowledge of different assessment methods to use to suite students' multiple intelligences, interest, level, and readiness

Key generic competencies for teachers:

• Planning for learning and teaching:

Sub-competency

- Apply the knowledge and understanding of the principles of differentiation to planning and teaching

• Teaching to facilitate learning:

Sub-competencies:



- Know and use range of teaching strategies and resources to meet students' needs and levels
- Establish and maintain safe, motivating learning environment

- **Assessing and reporting learning outcomes**

Sub-competency:

- Use assessment for learning strategies to monitor students' progress, provide constructive feedback, and use the results to inform future planning

Unit 5	Multiple intelligences
<i>Number of training sessions and number of hours</i>	<i>6 hours face to face, plus directed task to be conducted at school and reported upon during the following Learning Circle</i>
<i>Subject content</i>	<i>What are the multiple intelligences, What is differentiated instruction, why it is important, its principles, ways to help differentiate in teaching and in assessments</i>
<i>Links to Grade 1 – 4 Subject Textbooks</i>	<i>Teachers should pick units from 1-4 textbooks to analyze it and figure out ways to adapt this new topics to their teaching units</i>
<i>Teachers' possible subject misconceptions</i>	<i>One size fits all/ underestimating students' competencies</i>
<i>Teachers' subject competencies</i>	<i>Knowledge of the meaning of DI, its principles, process, ways to know students' needs, levels, and how to differentiate in English subject classes.</i>

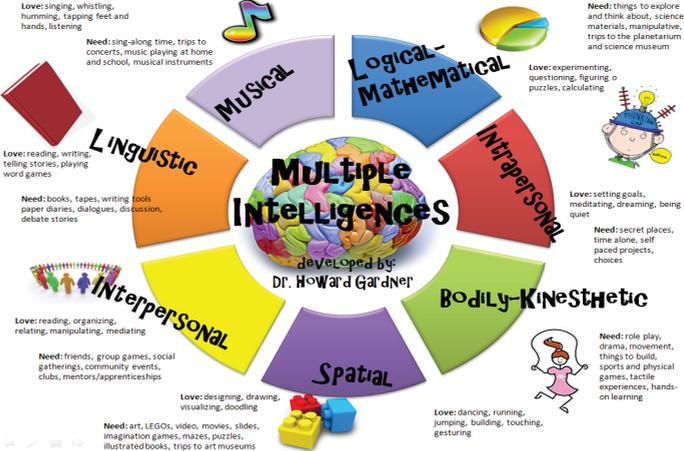


Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)			Suggested training strategies (used by the trainees)			
	<ul style="list-style-type: none"> • Knowledge of the idea of multiple intelligences • Knowledge of what is differentiated instruction • Knowledge of the principles of differentiated instruction • Knowledge of strategies of implementing differentiated instruction to English language learners • Rationale for using DI for English language learners 	<p>Key principles for connecting language learning to real life</p> <p>Teachers need to be able to:</p> <ul style="list-style-type: none"> • Recognize ways of exploring or identifying students' interests, levels, and needs • Use different range of activities and strategies to meet students' levels, interests, and readiness. 	<p>Activity (1):introductory-Share estimated time (20 min)</p> <p>Trainer asks trainees to:</p> <ol style="list-style-type: none"> 1. Pick a column 2. Write or think silently 3. Be ready to share when time is called <table border="1" data-bbox="907 777 1619 1277"> <tr> <td data-bbox="907 777 1129 1277">Write a definition of multiple intelligences you feel clarifies its key intent, elements, and principles.</td> <td data-bbox="1129 777 1407 1277">Explain to a new teacher what multiple intelligences is in terms of what a teacher would be doing in the classroom —and why. Your definition should create an image of multiple intelligences in action in a real setting.</td> <td data-bbox="1407 777 1619 1277">Develop a metaphor, analogy, or visual symbol that you think represents and clarifies what's important to understand about multiple intelligences.</td> </tr> </table> <p>Activity (2) estimated time (40 min)</p> <p>Describing and explaining the types intelligences</p> <p>Trainer use this image below to describe and explain the multiple intelligences See hand out 1</p>			Write a definition of multiple intelligences you feel clarifies its key intent, elements, and principles.	Explain to a new teacher what multiple intelligences is in terms of what a teacher would be doing in the classroom —and why. Your definition should create an image of multiple intelligences in action in a real setting.	Develop a metaphor, analogy, or visual symbol that you think represents and clarifies what's important to understand about multiple intelligences.	<p>Awareness raising</p> <ul style="list-style-type: none"> • Trainees try on the jacket or the eyeglasses • Trainees describe their feelings in wearing the jacket or eye glasses • Trainer starts to think or see potential problems • Trainers can easily see that what may seems silly or unimportant at the beginning may could become impediments to do things they like. • Trainees share examples from their classroom experiences. Like too big or too small ex. Or assignments. <p>Trainees try to answer or think of these questions and ideas related to DI before starting anything</p>
Write a definition of multiple intelligences you feel clarifies its key intent, elements, and principles.	Explain to a new teacher what multiple intelligences is in terms of what a teacher would be doing in the classroom —and why. Your definition should create an image of multiple intelligences in action in a real setting.	Develop a metaphor, analogy, or visual symbol that you think represents and clarifies what's important to understand about multiple intelligences.							



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)
			<p>Procedure:</p> <ol style="list-style-type: none"> 1. Trainer writes each intelligence with description of it in separate cards 2. Repeat that for all kinds of intelligences – product: 7 cards of intelligence names: 7 cards of their description. Total 14 cards 3. During the training: hand trainees a card and ask them to search and look match the name of the intelligence with its description. 4. At the end ask each partner to share with all of us the name of the intelligence and its description 5. Open for a whole group discussion about what reflection they have on the topic and classroom practices, teaching and assignments <p>Note: if trainees are more than 14, make two groups</p>	<p>Trainees watch a video and discuss their thoughts and ideas of DI</p> <p>Trainees start brainstorming some of the differences that they see or notice in their classes</p> <p>Trainees share their reflection with trainer about each strategy</p> <p>Trainees add or provide more strategies in how to differentiate in English language subject</p>

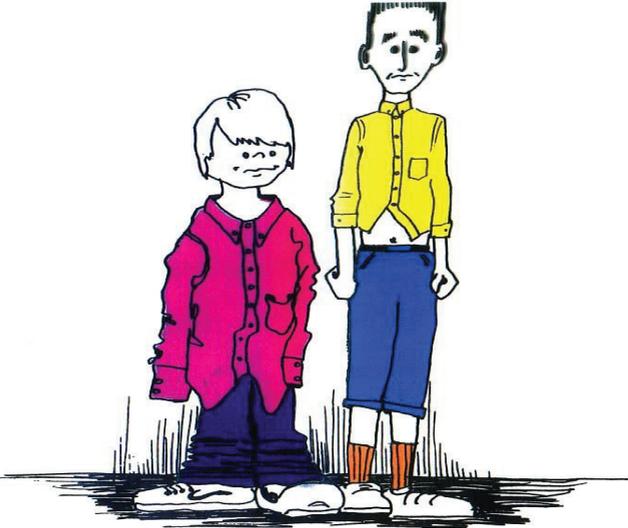


Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)
			 <p>6. Give trainees a time to reflect on their discussion and activity experience in their notes</p> <p>Activity (3): watch video</p> <p>Multiple Intelligences A first-grade teacher demonstrates and discusses how she uses multiple intelligences in a unit on simple machines. After viewing the video clip, think of an upcoming unit for your grade level or subject matter. Create activities that tap into the multiple intelligences defined here. If you have difficulty, consult some of the works by Howard Gardner listed in the references at the end of this unit. Here are some online multiple intelligences inventories. It would be fun to take them yourself and then administer them to your students.</p>	



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)
			<p>http://www.ldrc.ca/projects/miinventory/mitest.htm http://surfaquarium.com/MI/inventory.htm</p> <p>Awareness raising (estimated time 15 min)</p> <p>One Size Fits All.</p> <ul style="list-style-type: none"> • Trainer provide this picture  <ul style="list-style-type: none"> • or bring a thing like wrong size jacket or eye glasses to alert trainees to the differences between students. • Ask 2 or more trainees to try on the jacket or the eyeglasses. • Ask the trainees to describe how they feel in the jacket or the eyeglasses • Trainer allow for pause and ask the trainees how they think if they would feel at the end of the day if they had to wear it all day • Ask trainees, why do you think we just did this, what this has to do with school and classroom 	



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)
			 <p>Activity (4) pre-assessment about DI (estimated time 10 min)</p> <ul style="list-style-type: none"> • What do you already know about differentiation? • What do you already do with regard to differentiation? • What additional changes would be called for in your classroom to provide broader or richer differentiation? • What do you want to learn about? • What do you want to learn how to do? • What will you do with what you learn? 	



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)
			<ul style="list-style-type: none"> • What are some benefits of differentiation to you (personally and professionally) and to your students that might encourage you to invest time and effort in providing differentiated instruction? • What are some factors that might discourage your investment of time and effort in providing differentiated instruction? • What changes do you expect to see in instruction? Students? <p>Activity (5): FRED Strategy (estimated time 30 min)</p> <p>Introducing Differentiated Instruction See Hand out 2</p> <ul style="list-style-type: none"> • Trainer ask trainees to watch a video that introduces DI https://www.youtube.com/watch?v=6xH0K3Z-dbo https://www.youtube.com/watch?v=YAWKxpCv1Fw https://www.youtube.com/watch?v=mVRYSC8YyYA https://www.youtube.com/watch?v=AF3T2aZM3ko https://www.youtube.com/watch?v=gFXbuE-21I4 • Trainer conduct a group discussion using FRED strategy and present clear explanations of what is DI <p>Trainer starts the discussion by asking trainees:</p> <p>F- Facts: what have you seen in these videos</p>	



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)
			<p>R- Reflection: How do you feel about this video/ what was your first response to the video? the concept of differentiated Instruction</p> <p>E-Evaluation: what does that mean to you? What does DI mean to you and to your students? what was your greatest insight about this video</p> <p>D: Decision: what initial plan do you have to use DI in your classroom?</p> <p>“Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences.</p> <p>Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students’ varying readiness levels, learning preferences, and interests.</p> <p>Therefore, the teacher proactively plans a variety of ways to ‘get at’ and express learning.”</p> <p style="text-align: right;">Carol Ann Tomlinson</p> <p>“It means teachers proactively plan varied approaches to what students need to learn, how they will learn it, and/ or how they will show what they have learned in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible.”</p>	



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)
			<p>“Differentiation is making sure that the right students get the right learning tasks at the right time. Once you have a sense of what each student knows and what he or she needs in order to learn, differentiation is no longer an option; it is an obvious response.”</p> <p>“Consistently using a variety of instructional approaches to modify content, process, and/or products in response to learning readiness and interest of academically diverse students.”</p> <p style="text-align: center;">Tomlinson, Carol Ann. The Differentiated Classroom</p> <p>Activity (6): THINK Strategy (estimated time 30 min)</p> <p>DI principles: See hand out 3</p> <ul style="list-style-type: none"> • A differentiated classroom is flexible. T-Thought: How do you think this means to you? Trainer can elaborate after trainee responses that <p style="text-align: center;">Both teachers and students understand that time, materials, modes of teaching, ways of grouping students, ways of expressing learning, ways of assessing learning, and other classroom elements are tools that can be used in a variety of ways to promote individual and whole-class success.</p> <ul style="list-style-type: none"> • Differentiation of instruction stems from effective and ongoing assessment of learner needs 	



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)
			<p>H-How come: How come ongoing assessment is the focal in DI? (Why)</p> <p>In a differentiated classroom, a teacher sees everything a student says or creates as useful information both in understanding that particular learner and in crafting instruction to be effective for that learner.</p> <ul style="list-style-type: none"> • Flexible grouping helps ensure student access to a wide variety of learning opportunities and working arrangements • I-what if: What happens if all students work in one group regardless of their levels, readiness? • All students consistently work with “respectful” activities and learning arrangements. • N-Name: All students consistently work with “respectful” activities and learning arrangements, what do you do next? • Students and teachers are collaborators in learning. • K-Kind of a like or different: how students and teachers are active alike in DI <p>While the teacher is clearly a professional who diagnoses and prescribes for learning needs, facilitates learning, and crafts effective curriculum, students in differentiated classrooms are critical partners in classroom success. Students hold pivotal information</p>	



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)
			<p>about what works and does not work for them at any given moment of the teaching-learning cycle, they know their likes and preferred ways of learning, they can contribute greatly to plans for a smoothly functioning classroom, and they can learn to make choices that enhance both their learning and their status as a learner. In differentiated classrooms, teachers study their students and continually involve them in decision-making about the classroom. As a result, students become more independent as learners.</p> <p>http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx</p> <p>http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage2010/2010RefCard2.pdf</p> <p>http://www.ortingschools.org/cms/lib03/WA01919463/Centricity/domain/326/purpose/resources/Key%20Principles%20of%20a%20Differentiated%20Classroom.pdf</p> <p>Activity (7): (estimated time 20 min)</p> <p>Trainee Profiles-Give One, Get One:</p> <ul style="list-style-type: none"> Trainer asks trainees: On your own, list all the differences between students, which may account for the various ways we should match the learning to them. 	



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)
			<ul style="list-style-type: none"> After trainees have brainstormed the list, share it with another until trainee lands on one the other trainee did not have (that is your “give one”). Have the other person share his or her list with you until you hear one you did not have; write it down (that’s your “get one”). Do this with at least 3 trainees. <p>Discussion Question: (estimated time 15 min)</p> <p>After identifying some of the students’ differences inside the classroom, what are you already doing to differentiate instruction in your classroom?</p>	
Focus on assessment for learning (A4L) for this unit	<ul style="list-style-type: none"> Teachers consider how to use a range of strategies to take into account students’ differences 			
Resources used in this unit	<ul style="list-style-type: none"> Videos Role play Flip charts cards 			



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)
Intended Learning Outcomes	<p>PCK: For this unit, teachers should be able to</p> <ul style="list-style-type: none"> • employ the strategies and resources effectively to support learning and application of the target language • create differentiated activities to suite students’ interests, levels, and needs • reflect upon, evaluate the effectiveness of using differentiated instruction in teaching <p>CK: For this unit, teachers should be able to ...</p> <ul style="list-style-type: none"> • demonstrate their knowledge and understanding and ability to use DI effectively in teaching. • analyse the course book and identify opportunities to apply DI in teaching according to children’s abilities and needs. 			
Directed task to try at school	Take a walk around your class and school and snapshot examples of DI practices you see already in use or things that could be slightly modified to fit DI.			



Detailed description of training sessions in the unit	Detailed description of Module Content trainees learn (CK)	Detailed description of subject pedagogical content knowledge skills trainees learn (PCK)	Planned Learning Activities (done by the trainer)	Suggested training strategies (used by the trainees)
Authentic Assessment tasks	Portfolio			
	Picture/ Example	Reason for DI (skill level, learning style, multiple intelligence, student interest, etc.)	Rating of DI Effectiveness 1-3 (1= has potential, 2= fair/good, 3=super model)	
Trainees write the snapshot of their examples and categorize them according				

Extra links

<https://www.youtube.com/watch?v=6xH0K3Z-dbo>

<http://www.scholastic.com/teachers/article/differentiated-instruction-content-areas-strategies-reading-thinking-and-writing-learn>

<http://www.readingrockets.org/webcasts/1001>

<http://journals.library.wisc.edu/index.php/wej/article/viewFile/378/479>

http://www.edmentum.com/sites/edmentum.com/files/resource/media/0272-27_DifferentiateInstructionESL_081415.pdf

<http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Specialist-Councils/ESL-3-5%20Differentiating%20Instruction.pdf>



Hand out 2

Purpose of Differentiation: To meet the varied student needs in our diverse classrooms

Steps to Differentiation:

1. Determine **what** the students **need to know** for that unit/topic/lesson.

2. **Pre-assess** to find out what the students already know.

3. **Group** students.

Reminder: Groups are always flexible.

Membership in group changes from assignment to assignment.

Group size	Grouping Strategy	Consideration
Whole group	Homogeneous	Student readiness
Small group	Heterogeneous	Student learning profile
Individual	Spontaneous Student choice	Student interest

4. **Plan** appropriate instruction for each group.

a. Decide **what** to differentiate:

• **Content:** What students should know, understand, be able to do

o The objective is the same for all students

o Differentiate by complexity

o Sample sources: Teacher talk, textbooks, supplementary materials, technology, demonstrations, field trips, audiotape recordings

• **Process:** How the learner interacts with the material

o Allow for variety

o Design activities to



- _ Lead students to understand an important idea or principle
- _ Focus on essential learning goals
- _ Require students to think about ideas, grapple with problems, and use information
- _ Help students understand how and why things work the way they do
- _ Engage student interest

• **Product:** The means by which the students demonstrate what they know, understand, are able to do

- o Allow for variety
- o Require products to
 - _ Focus on the essential knowledge, understanding and skills specified as content goals
 - _ Use what students have learned, working as much as possible as a professional would work
 - _ Meet clear, challenging, specified criteria for success
 - _ Support student success within the process of developing the product

b. Consider

- o student differences:
 - o Readiness
 - o Learning Profile
 - o Interest

5. Instruct.

6. Assess and begin again.

Adapted from Carol Ann Tomlinson and Cindy A. Strickland, *Differentiation in Practice: A Resource Guide for Differentiating Curriculum Grades 9-12*, ASCD, 2005



Hand out 3

Begin Slowly – Just Begin!

Low-Prep Differentiation Ideas

Multiple levels of questions

Preview questions you are going to ask in class (to review a reading selection, to review homework, to check for understanding, etc.)

- o Mark the level of each question in your notes
- o Be deliberate about which question is asked to which student
- o Prod and follow up for extension and to kick it up a notch

Differentiated homework

Use the results of a check quiz to differentiate homework assignments:

- o Give a quick quiz
- o Arrange the questions in increasing order of difficulty
- o Check in class
- o Assign homework according to first missed question (regardless of how many others were missed).

Example: “If you missed number 1, your homework is ...”

“If the first question you missed was number 2, your homework is ...” etc.

Differentiated source material

Provide a variety of sources of information appealing to different skill levels, intelligences, and learning preferences.

Example: Textbook article, magazine article, television news report, audio sound bite, photo collage, dramatic representation, etc., presenting same or similar information.

Varied scaffolding on same organizer

A well-designed, complex graphic organizer can be used for multiple levels by filling in strategically selected spots for the mid-level achiever and considerably more for the under-achiever.

Varied modes of expression



Include a variety of processes and/ or products to match different intelligences and learning preferences.

Additional Ideas for low-prep differentiation

Choice of text

Varied journal prompts

Varied pacing with anchor options

Whole-to-part and part-to-whole explanations

Flexible grouping

Varied technology resources

Varied supplementary materials

Options for varied modes of expression

Varying scaffolding on same organizer

Computer mentors

Think-Pair-Share by readiness, interest, learning profile

Use of collaboration, independence, and cooperation

Open-ended activities

Mini-workshops to reteach or extend skills

Jigsaw

Explorations by interest

Games to practice mastery of information & skill

Multiple levels of questions

Some ideas taken from Tomlinson, *How to Differentiate Instruction in Mixed-Ability Classrooms*, ASCD (1995).



Hand out 4

Simple ways to differentiate materials for mixed level classes

Differentiation can be defined as:

"...identifying and addressing the different needs, interests and abilities of all learners to give them the best possible chance of achieving their learning goals."

(Standards Unit, *Improving differentiation in business education*, DfES 2004)

Differentiation is a key issue in ESOL, or teaching English to students who now live in an English speaking country. This is because, in the UK at least, classes are often extremely mixed in terms of level, and students often have what is known as a 'spiky' profile (they may be pretty proficient at speaking and listening, for example, but struggle with reading and writing).

In ELT, differentiation is more often referred to as 'teaching mixed ability' or 'mixed levels'. But, whatever, we call, it, the fact is that no class is ever completely homogeneous, and we all need to be thinking as much as we can about how to meet the individual needs of the students.

That said, I don't believe in providing different worksheets for all the students and getting them to work on these individually or even in pairs. Unless the class is very small, this just stretches the teacher too thin, and it is often pretty uninspiring for the students as well.

Let's look at some ways in which we can differentiate without having to spend hours on preparation.

1 Differentiation by outcome

Some people use differentiated outcomes on their lesson plans. For example:

By the end of the lesson all students will be able to.. most will be able to. Some will be able to..

This seems quite popular in ESOL, but I personally am not hugely keen on this. It is a reminder that what you are teaching is not what it being learnt. However, it is basically a deficit model.

I would argue that it is more effective (and encouraging) to help students to assess themselves against their personal standard. One way of achieving this is to move away where possible from summative assessment towards more formative assessment. This is a big talking point in British schools at the moment. Basically, this challenges the idea that the best way to test students is by comparing them with each other. This sets up an atmosphere of competition and leads lower achieving students to conclude that they are failing. It also encourages stronger students to rigidly produce only what will get them the highest mark.

Better, surely to encourage students to self assess and to set their own targets or checklists of competencies together with the teacher?

Having promised you less preparation, I have to admit that setting individual targets, does take time and effort but, provided, that a sensible approach is taken (i.e. not asking learners who barely speak English to fill in a 6 page Individual Learning Plan), it can, I think, be well worth it.

2. Differentiation by teaching method



The activities we choose to use can also differentiate well. An activity which involves active learning and group or pair work is likely to differentiate more effectively because

- Students can work at their own level.
- Students can support each other and learn from each other.

Most of us have experimented with putting stronger students with weaker ones and, it has to be said, the results can vary quite a bit. Sometimes it works really well. The stronger student consolidates their knowledge by explaining to the weaker student and the weaker student feels supported.

Sometimes, however, the stronger student dominates or resents the role and/or the weaker student feels embarrassed or says nothing.

Mixing things up so that the same pairings aren't used all the time certainly helps, but there are also some techniques you can use, such as Scribe, which I first saw in Jill Hadfield's excellent book, *Classroom Dynamics*. When carrying out a small group discussion, appoint a scribe, or note taker for the group. They should only listen and take notes. After the discussion, they will feed back to the whole class.

If the strongest student is the scribe, this will prevent them from dominating, but still give them an important role and a chance to shine at the end. If a weaker student takes this role, the pressure is taken off them to produce language spontaneously, but they can prepare something to say at the end, which will provide a sense of achievement.

Questioning techniques can also be modified to provide better differentiation. Give students enough time and space to answer and nominate, by asking the question before you name the student, so it doesn't always fall back to stronger students. Consider how easy the question is and don't choose students who can't answer. Use monitoring while students are working in pairs or groups to identify who can answer which question.

Ask different types of questions. A useful model is Bloom's mastery and developmental tasks (Bloom's taxonomy) Mastery tasks can be mastered by all learners, they are straightforward- you might ask a learner to describe something or define something. A developmental task is more stretching and requires a deep understanding. These kinds of questions might ask the students to judge or critically appraise for example.

3 Differentiation by task.

And finally, most tasks can be designed to provide either extra support, or extension to challenge more able students. This doesn't have to mean completely new activities, just a tweak here and there.



The table below gives some examples:

Activity Type	Extension activities	Support strategies
Reading	Select 3 new items of vocabulary, look them up in their dictionaries and write them up on the board, with definitions. Write 3 questions about the text. These can then be given to another early finisher to answer and then passed back to the original student for marking.	Pre-teach vocabulary students will need to do the task and leave it on the board. Activate their previous knowledge of the topic before reading. Give students the answers in a jumbled order, with a few distractors. Make open questions multiple choice. Break the text into sections with questions after each section and give the option of only reading 1 or 2 sections.
Listening	When students listen for the second time to confirm their answers, give some optional extra questions as well. When taking answers on a true/false activity, ask why/why not?	Pre-teach vocabulary and activate knowledge as above. Give students a chance to discuss answers before feeding back to the class. Monitor and play again if necessary. Give students the tape script on second listening. In a gap-fill, provide some of the words needed.
Writing	Make use of creative tasks that students can do at their own level. Use a correction code to give students a chance to self-correct. Increase the word limit.	Give a model or example before they start writing. Correct the draft with the student or in pairs before rewriting. Reduce the word limit.
Speaking	Ask students to justify their opinions Pair higher-level students together so they can really stretch themselves.	Give students time to rehearse or plan their ideas. Pair weak and strong together. Elicit and practice the language they will be using beforehand

Link : <https://elt-resourceful.com/2012/02/17/ideas-for-providing-differentiation-that-dont-involve-writing-different-materials-and-a-different-plan-for-each-student-in-the-class-2/>

