

Teacher Training – Strategies Lesson 1

School/Institution: St. Andre’s

Grade/Level: Teacher Training

Language: English

Course: Teacher Training – Teaching Strategies – Part 1

Objectives

Content Objectives	Language Objectives
<ol style="list-style-type: none"> 1) HTWBAT identify key pedagogical strategies that will help them in specific classroom situations 2) HTWABT create activities that activate student’s schema 3) HTWABT create activities that facilitate scaffolding in the classroom 4) HTWBAT conceptualize students as knowledge-contributors in the classroom (critical pedagogy aspect) 	<ol style="list-style-type: none"> 1) HTWBAT use the language of introductions to talk about themselves (EX: Hello, my name is, I teach...) 2) HTWABT identify new key vocabulary terms associated with pedagogical concepts in order to talk about them (EX: schema, scaffolding, graphic organizers). 3) HTWBAT use discourse connectors to express their thoughts and brainstorm (EX: However, additionally, yet, finally) 4) HTWBAT utilize the language of ideas and opinions to express what they think or do (EX: I think, I believe, It would seem that) 5) HTWBAT employ the language of analysis to demonstrate critical thinking about pedagogical strategies, including wh-questions (EX: Why would this work?, What purpose does this activity serve? etc). <p>**These language objectives are contingent upon how much English the teachers already know. It could be that the majority of this lesson would need to be taught in French, in which case these objectives would look much different (if exist at all).</p> <p>**Should teachers be unfamiliar with spoken English discourse features, a more</p>

	scaffolded approach will be taken, i.e., more or less modeling of the task based on the determined/observed English proficiency of the teachers.
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Materials

- XO Laptops (charged and access to electricity)
- Chalk and chalkboard
- Printout of activities to be covered
- Printout of a lesson plan template
- (While unlikely, a small projector may possibly become a reality)
- 4 Corners Jigsaw
- Learning Phases worksheet
<http://www.carla.umn.edu/cobaltd/modules/strategies/characteristics.pdf>
- Activity glossary
http://www.fresno.k12.ca.us/divdept/sscience/siop/siop_docs/InstructionalStrategiesActivities.pdf
- Learning styles survey
http://www.odessa.edu/dept/govt/dille/brian/courses/1100orientation/learningstyleinventory_survey.pdf

Procedures

Pre-Activities: Description	Time Frame	Objective(s) Targeted
Introduction activity for English teachers and teacher trainers. <ul style="list-style-type: none"> • Self introductions and description of English language learner history • Tell HTs that the purpose of this lesson is to become familiar with teaching strategies to improve the quality of instruction for the students 	10 Minutes	LO 1, LO 4,
Discussion about the Haitian Education System/Current Classroom Practice <ul style="list-style-type: none"> ▪ HTs will be broken into groups of about 3, and make a list of how their education system helps them in class. Ask guiding questions such as “What are some things that you would like to see your students do? What are some strategies that 	20 Minutes	LO 4, LO 5, CO 1, CO 4

<p>you already use?”</p> <p>**Throughout this lesson, I will be attending to how the structure of the classroom works. How do the HT’s relate to their school ecology?</p> <p>**Be in the context to understand what the teachers are looking for, and be sure to tailor the instruction to their immediate needs.</p> <p>** See students as knowledge-generators (critical pedagogy) This will</p> <ul style="list-style-type: none"> ▪ HTs will brainstorm ways through which they can help students overcome learning challenges in the classroom ▪ TT will take notes on the board to use as a reference later ▪ TRANSITION→ Tell HTs “These strategies will help students to be more resourceful in class, and eventually equip them to deal with the world around them.” 		
<p>During activities: Description</p>	<p>Time Frame</p>	<p>Objective(s) Targeted</p>
<p>Introduction of teaching strategies</p> <ul style="list-style-type: none"> ▪ “Building Background” i.e., Schema Theory <ul style="list-style-type: none"> - Explain that this idea means that HTs must build on what students already know, and help them make connections - EX: In this workshop, I already asked what examples HTs have of strategies they already use. This helps to meet students on their level, and determine the action to be taken from a certain point. - Ask HTs to think of an activity that will help students activate prior knowledge in their content area (for example, mind maps, KWL, previewing questions, gallery walks, four corners, etc.) If HTs are not familiar with these concepts, take the time to explain them and field any questions. - Provide a sheet with examples of each type of activity, and their definition. - Field any questions. ▪ “Learning Phases” <ul style="list-style-type: none"> - Explain to HTs that there is a sequence that lessons should follow based on research of how students process information. 	<p>30 minutes</p>	<p>CO 1, CO 2, CO 4, LO 2-5</p>

<ul style="list-style-type: none"> - Distribute “Characteristics of Learning Phases” sheet, and describe characteristics of each learning phase as HTs fill in the blanks. - HTs will form groups of three, and each will be assigned a phase. HTs must think of an activity to do with students at their given stage. - After this component, HTs will share with the class their ideas, and the class can provide feedback about the activity. - Field any questions. <p>BREAK!</p>		
<ul style="list-style-type: none"> ▪ “Integrating Modalities” <ul style="list-style-type: none"> - Distribute “Learning Styles Survey,” and ask the HTs to complete. If there is trouble with reading comprehension, consider reading the quiz aloud to them, and asking them to indicate their response. - Help HTs calculate their responses. - At the end, pair HTs with each other, and have them discuss what their results were. - 4 Corners Jigsaw: Post 4 different texts about learning styles in each corner of the room (visual, auditory, kinesthetic, etc). HTs will read these excerpts and then meet as a group and talk about what each of their topics were. - Ask guiding questions like, “How does knowing about these strategies inform your teaching?” - Field any questions. <p>**This activity will take exponentially more time based on the reading ability of the HTs. Learning styles vocabulary may also be new to the teachers.</p>	40 minutes	CO 1, LO 2-5
<p>Scaffolding</p> <ul style="list-style-type: none"> • “Scaffolding” <ul style="list-style-type: none"> - Draw a ladder on the board, and demonstrate to HTs the notion of scaffolding (“This is what students know, and this is what they need to know. What can you do to help them understand based on what you already know?”) - Introduce graphic organizers as a form of scaffolding. Ask HTs how they think this would help students climb the ladder. - Model a graphic organizer. Choose an example topic that the HTs are comfortable with, i.e., types of food. Provide a sample graphic organizer, and 	20 minutes	CO 3, CO 4, LO 2-5

draw it on the board for the HTs. - Field any questions.		
Post Activities: Description	Time Frame	Objective(s) Targeted
Reflection <ul style="list-style-type: none"> HTs will each write three goals for the rest of the workshop before the end of the session. 	5 minutes	CO 1-4, LO 2-5

Homework

- HTs will design an activity using material from a class that they are currently teaching. They will bring it in written form to the next workshop.

Assessment

- Informal assessment: HTs will design a lesson that draws upon the frameworks they learned in class and implements them in the classroom. They will be prepared to discuss this in class during the next session.
- Informal assessment: TT will observe HT’s teach lessons that implement the presented strategies.

Additional notes

**There are many assumptions about the HT’s that went into packaging this lesson. The disclaimer notes are alternative methods of delivery that will be determined when actually on the field.

**The concept of students as knowledge-contributors is more of a lens of delivery on the part of the TT, which may afford some opportunity for discussion based on what the HT’s believe. A cautious and sensitive approach will be taken when the TT arrives at the school.