



Principle 3
Design High-Quality
Lessons for
Language
Development



Principle 3

PRINCIPLE 3: Design High-Quality Lessons for Language Development



The answers to those questions help you decide what language **functions** your students need.

Language **functions** are what students **DO** with the language. For example, do they need to describe, compare, name, sequence, etc.?

Language **forms** are the structures (grammar) and vocabulary that students need to perform the **function**.

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PRINCIPLE 3: Design High-Quality Lessons for Language Development



BEST PRACTICE 1

Teachers prepare lessons with clear language objectives and share the objectives with their students.

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When creating objectives, teachers need to ask these questions:

- What do my students *specifically* need to understand when they listen?
- What do my students *specifically* need to say when they speak?
- What do my students *specifically* need to understand when they read?
- What do my students *specifically* need to write about?

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The answers to those questions help you decide what language **functions** your students need.

Language **functions** are what students **DO** with the language.

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- Orally name five items you need to take on a vacation.
- Orally compare the weather in your city to the weather in Paris.
- Describe what is happening in a picture of a beach in five or more written sentences.
- Sequence the events of a story you read about Olga's trip to Samarkand.

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After you know what the language **functions** are, you can decide what language **forms** students need.

Language **forms** are the structures (grammar) and vocabulary that students need to perform the **function**.

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Orally compare the weather in your city to the weather in Paris.

- weather vocabulary
- comparatives
- present simple



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Describe what is happening in a picture of a beach in five or more written sentences.

What language **forms** do the students need to master this objective?

- _____
- _____
- _____
- _____
- _____



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After you create the objective, ask yourself these questions:

- What will I observe each student do?
- How can I measure each student's success?

Remember, the clearer the objective is, the easier it will be to observe and measure!

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Next, think about the support you need to give students to help them master the objective.

- vocabulary practice
- grammar instruction
- multiple opportunities for practice
- focused feedback

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Then, think about how you will communicate the objective to the students.

- writing on the board / showing on screen
- reading aloud
- demonstrating or modeling / showing examples

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Think-Pair-Share

Finally, decide how you will encourage your students to participate.

Enthusiasm

Games

Rewards

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BEST PRACTICE 2

Teachers use oral and written English that students can understand.

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Scaffolding

- hand and face expressions
- pictures
- simple English
- common vocabulary
- emphasizing important words

Tools for Explaining

- maps
- charts / graphs
- graphic organizers
- pictures
- real objects
- video/audio clips
- highlighted text
- bilingual glossaries
- picture dictionaries

Demonstrations

- modeling good English
- role playing an activity
- helping students do written exercises with think-aloud examples
- sharing good examples of essays, projects, etc.

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How can teachers adapt their language?

- Speak clearly.
- Speak at a slower speed for beginner students and a normal speed for advanced students.
- Repeat information in different ways.
- Use hand and face expressions.
- Stress important words.
- Write key words when speaking.

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How can teachers give clear directions?

- Use the same classroom management and routines every day.
- Give simple directions with patterned language.
 - hand clapping
 - rhymes
 - hand and face expressions
 - signals
- Divide tasks into smaller parts.
- Model every part of a task.

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BEST PRACTICE 3

Teachers have active classrooms where students can actively practice English with interesting topics.

PRINCIPLE 3: Design High-Quality Lessons for Language Development



How can you give students more opportunities to participate?

- Be sure that you do not just rely on “good speakers” (Numbered Heads Together, Think-Pair-Share).
- Ask follow-up questions:
 - “Say more on that.”
 - “Do you agree or disagree with that?”
 - “Why do you think that?”
 - “Explain why you chose this answer.”

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How can you use active language throughout a lesson?

Starting

- Roving Charts
- K–W–L
- Four Corners
- Anticipation Guides
- Language Experience Approach

Building

- Sorting Tasks
- Sentence Frames
- Directed Reading-Thinking Activity
- Reciprocal Thinking
- Concept Mapping
- T-Charts

Applying

- Dialogue Journals
- Readers' Theater
- Text to Graphics and Back Again
- Report Frames

Concluding

- Rubrics
- Collaborative Dialogues
- Comprehension Checks
- Numbered Heads Together
- Stir the Class



ACTIVITY

3-2-1 Uzbekistan!

ACTIVITY: 3-2-1 Uzbekistan!



- Best Practice 1: Teachers prepare lessons with clear language objectives and share the objectives with their students.
- Best Practice 2: Teachers use oral and written English that students can understand.
- Best Practice 3: Teachers have active classrooms where students can actively practice English with interesting topics.

ACTIVITY: 3-2-1 Uzbekistan!



1. Write the name of your assigned region of Uzbekistan.
2. Work with your table-group to add the 3-2-1 information in the boxes.
3. Transfer all of the information to poster paper.
4. Be ready to **answer** questions about your region and **ask** questions about other groups' regions. You can add drawings if you like.

MODELING: 3-2-1 Uzbekistan!



Why Do People Travel to Uzbekistan?

Region _____

What are **THREE**
things a tourist
can do?



3

What are **TWO**
traditions or
local foods?



3

2

What is **ONE**
famous landmark?



3

2

1

ACTIVITY: Turn and Talk / Activity Tracker: 3-2-1



**The 6 Principles®
Activity Tracker**

Activity	What did we do?	How did we do it?	Why did we do it?	How can I adapt it?

REVIEW and WRAP-UP



Review: Retell your partner what you learned about Principles 1-3. How did we facilitate your learning today?

Extend: 6Ps Resources Graphic Organizer, What other activities do you know that might support each principle? Add a few to the notes column.

Reflect: What questions do you have? What connections are you making between The 6Ps and your teaching?

Wrap-up Reflection Questions

For the wrap up at the end of the session, you can set up instructional routines such as paired or group reflection for sharing.

Your reflective wrap-up questions can be:

- What is one thing that you learned today?
- What is one question that you still wonder?
- What is one way someone helped you to learn?

Homework



Telegram Group Discussion

Post your reflection in the Telegram group. Read your peers' posts and comment at least to two posts by using 'reply' function in the Telegram chat.

(Handout)



THE 6 PRINCIPLES
FOR EXEMPLARY TEACHING
OF ENGLISH LEARNERS™

Week 3



THE **6** **PRINCIPLES**
FOR EXEMPLARY TEACHING
OF ENGLISH LEARNERS™

Principle 4



Title

Objectives

- I can
- I can
- I can
- I can

Welcome Message



Finally, we will reflect in class and for homework to share our ideas about routines in our Telegram groups.




Daily Quote



Daily Agenda

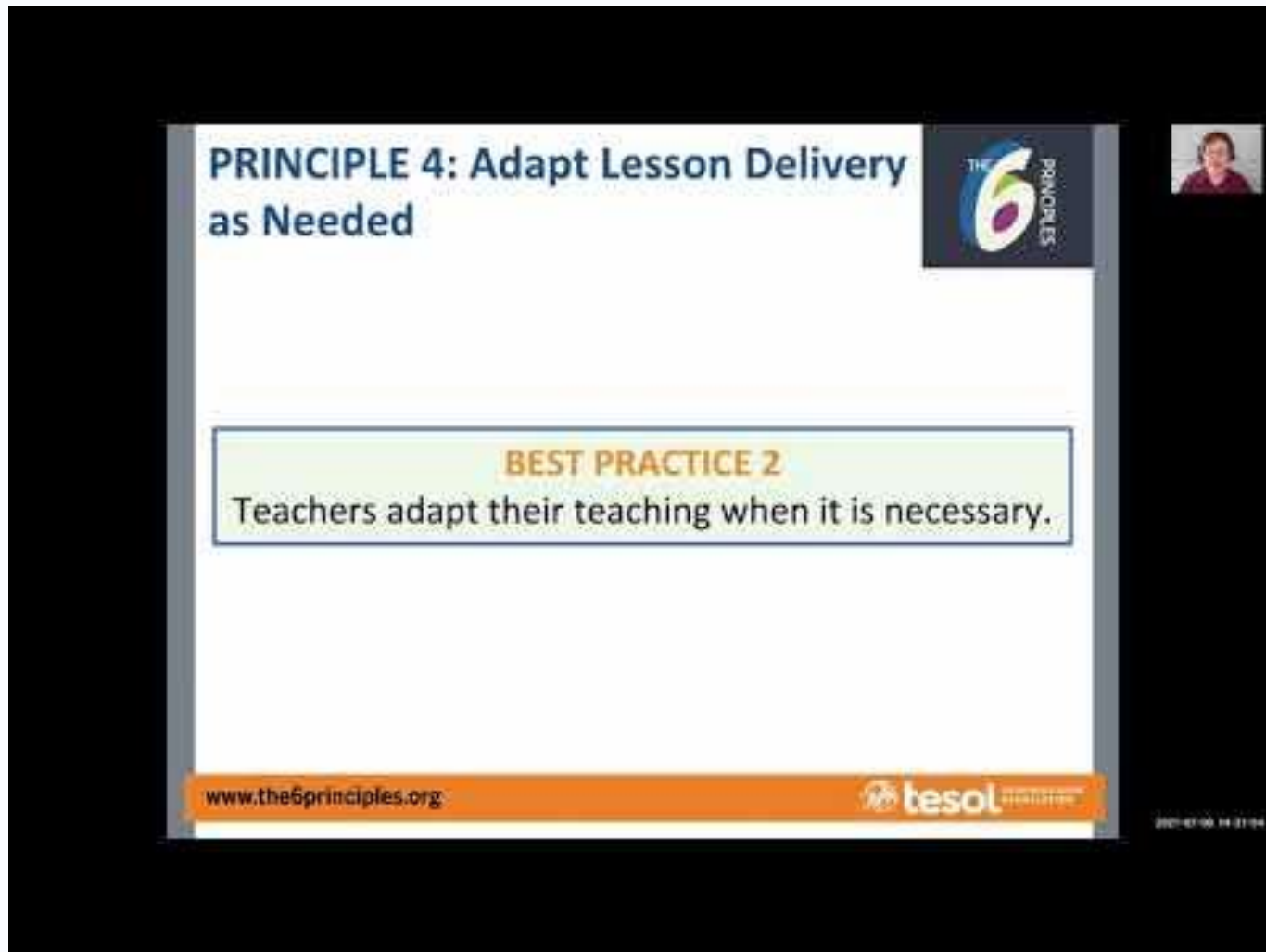
Welcome Routines 8 minutes	Movement, Quote and Breathing
Pair work 10 minutes	
Pair work 15 minutes	
Individual work 10 minutes	
Group work 25 minutes	
Group work 40 minutes	
Pair work 15 minutes	
Individual work 15 minutes	
Group work 35 minutes	
Pair or group work 10 minutes	Reflection Questions
Homework 5 minutes	Module 1 Telegram Discussion and Writing Homework



Topic

Video # 1:


In this video you will learn about...



The screenshot shows a video player interface. The main content area is white with a blue header and a central text box. The header reads "PRINCIPLE 4: Adapt Lesson Delivery as Needed". The central text box contains "BEST PRACTICE 2" in orange and "Teachers adapt their teaching when it is necessary." in black. The footer is orange and contains the website "www.the5principles.org" and the "tesol" logo. A small video inset in the top right shows a woman speaking. The date "2021-07-06 14:31:04" is visible in the bottom right corner.

PRINCIPLE 4: Adapt Lesson Delivery as Needed

BEST PRACTICE 2
Teachers adapt their teaching when it is necessary.

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Introductions



Today's Objectives



Participants will be able to

- identify The 6 Principles for Exemplary Teaching of English Learners;
- explore Principles 4, 5, and 6 in more detail;
- develop and present a micro-teaching lesson on travel; and
- plan a mini 6Ps training.



ACTIVITY

Penny for Your Thoughts

DIRECTIONS – Penny for Your Thoughts



1. Pick up a penny on your table.
2. Look at the year it was made.
3. Think of an important event in your life from that year that you feel comfortable sharing with others (if it is a year before you were born, you can exchange your penny with another person).
4. Share the event with your table-group.





ACTIVITY

Turn and Talk / Activity Tracker: Penny for Your Thoughts

ACTIVITY: Turn and Talk / Activity Tracker – Penny for Your Thoughts



**The 6 Principles®
Activity Tracker**

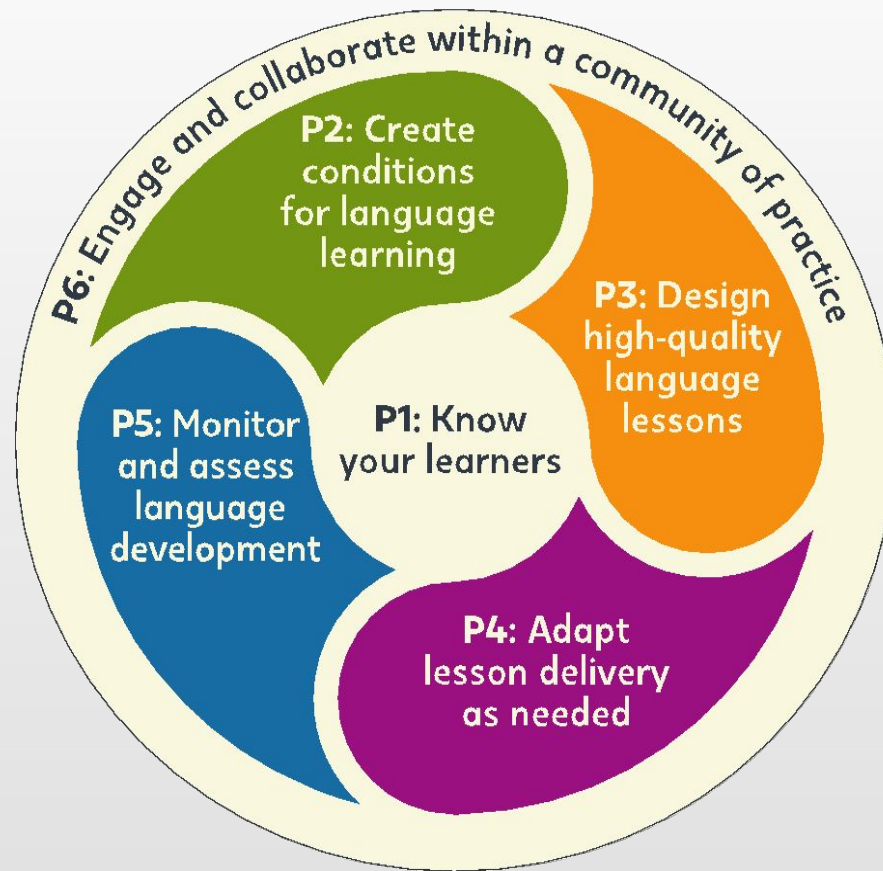
Activity	What did we do?	How did we do it?	Why did we do it?	How can I adapt it?



Review of Principles 1, 2, and 3 of The 6 Principles for Exemplary Teaching of English Learners (The 6 Ps)

THE 6 PRINCIPLES

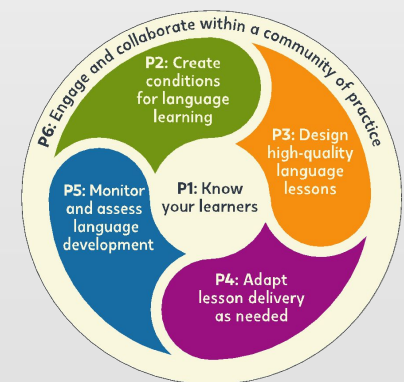
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PRINCIPLE 4

Adapt Lesson Delivery as Needed



PRINCIPLE 4: Adapt Lesson Delivery as Needed



BEST PRACTICE 1

Teachers check student understanding often.

PRINCIPLE 4: Adapt Lesson Delivery as Needed



What are some active ways to check student understanding?

- Turn and Talk
- Think-Pair-Share
- Response Cards
- Thumbs Up / Thumbs Down

PRINCIPLE 4: Adapt Lesson Delivery as Needed



BEST PRACTICE 2

Teachers adapt their teaching when it is necessary.

PRINCIPLE 4: Adapt Lesson Delivery as Needed



Teacher Supports

- simple oral and written English
- more wait time when asking questions
- adapted tasks
- more scaffolds

Material Supports

- graphic organizers
- pictures
- maps
- word walls
- props
- sentence frames
- picture dictionaries

Social Supports

- small groups
- structured conversations
- cooperative learning
- group work
- study groups



ACTIVITY

Adapting 3-2-1 Uzbekistan!

DIRECTIONS: Adapting 3-2-1 Uzbekistan! for Your Classrooms



1. Look back at the notes from the **3-2-1 Uzbekistan!** handout from Day 1.
2. In today's table-group, choose a grade level/age of students to use this lesson with (e.g., 7th grade Beginners, 11th Grade Advanced). Refer to the **Textbook Pages** handout from Day 1 for inspiration.
3. Decide how you need to adapt the lesson for these students. Include a teacher support, a material support, and a social support.

Wrap-up Reflection Questions

For the wrap up at the end of the session, you can set up instructional routines such as paired or group reflection for sharing.

Your reflective wrap-up questions can be:

- What is one thing that you learned today?
- What is one question that you still wonder?
- What is one way someone helped you to learn?

Homework



(Handout)

Telegram Group Discussion

Post your reflection in the Telegram group. Read your peers' posts and comment at least to two posts by using 'reply' function in the Telegram chat.