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| Training Planner | |
| **Session Tittle** | Module 6. PTRA Plan, Teach, Reflect, Adjust |
| **Delivery Date** | Approximately on 25.03.2021 |
| **Learner Numbers** | 22 |
| **Session Duration** | 9:00-12:30 |
| **Location** | Sergeli District , School # 6 |
| **Training Session Objectives** | By the end of the module, you will be able to:   * plan, teach, reflect, and adjust lesson plans to promote effective communicative language practice in their classrooms * develop an effective lesson plan for English learners that teaches language through meaningful context and promotes communicative interaction using engaging activities * design effective lesson plans for English learners using the following steps: warm up, presentation, practice, application, and wrap up |
| **Trainers/ CTs** | Dildora Kasimova , Nigora Karimova, Hurshida Eshimova, Klara Nizomutdinova, Umida Sobirova |

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| Time | Details | Equipment |
| 9:00-9:15 | Step1. Introduce the topic of the session.  Step2. Warm up activity, “Find matching part” Trainees will be divided into two groups, One group will get topic names, the second group will get a set of objectives to each topic, but both topics of the lessons and objectives will be mixed up. Listeners should mingle about the room and find their partner with the matching topic or an objective. | Handout №1 |
| 9:15-9:45 | Discuss answers and introduce the writing of good objectives.  **What have you done just now, was it difficult for you to find your matching partner, why?**  **What helped you to find your matching partner?**  **What key words did you pay attention when you were looking for your matching partner?**  **To what extend do you agree that objectives of the topic were written with the accordance of the topic? What would you change and why?**  After the discussion, there will be a mini lecture on lesson objectives and examples by a trainer. | Pencils, pens and Note books, a board |
| 9:45-10:00 | Trainees will be asked to watch Video1 (taken from TETE course) which is devoted to writing good and measurable objectives. While watching learners should make some notes to use them in the further discussion  Video 1: Writing Good Objectives   * This video will emphasize the importance of writing good objectives and suggest   how to write good objectives.  Link to YouTube: https://youtu.be/IHo7eqElKg0 | Projector, Monitor, Flash card or Internet. |
| 10:00-10:15 | When learners have watched Video 1, the following questions are suggested to ask and discuss. It will help them to refresh their ideas and prepare them for the further actions related to choosing activities to achieve objectives of the topic.  When you are planning your lesson do you answer the following questions:  **What are they going to learn?**  **Why are they going to learn it?**  **How do you link it to their wider learning?**  **Do you think that your objectives are specific, Measurable, Attainable, Relative and Timely?** | Pencils, Note- Books, Pens  Handout№ 2  Vocabulary related to writing objectives: Knowledge, Comprehension, Application, Analysis Synthesis, Evaluation |
| 10:15-10:30 | Wrap up  Introduction of the KWL chart. Teachers will get information about KWL chart. KWL – is a graphic organizer that help students organize the information they had learned before, after, while and their desire to know deeper about the topic they are learning.  After the introduction Teachers will be asked to practice with Handout № 3 applying the knowledge they have learnt in previous hours.  **Remember:** The summary of the previous hours will be done with the help of the KWL chart. | Handout № 3, Board, pencils and pens. |
| 10:30-10:40 | Break time |  |
| 10:40-11:00 | Teachers will establish some knowledge about Bloom’s Taxonomy chart. They will apply their prior knowledge to discuss Bloom’s Taxonomy chart application to create meaningful activities.  Teacher will be delivered empty Bloom’s Taxonomy chart and its descriptive vocabulary with definition. Trainees will have to work in pairs and match the sequence of Bloom’s Taxonomy chart. | Handout№ 4  Bloom’s Taxonomy chart description. |
| 11:00-11:15 | Video 2: Sequencing Activities.  Trainees will be asked to watch Video 2 (taken from TETE course) which is devoted to creating meaningful activities, which trigger a good assessment, evaluation and complexity of activities chosen related to the topic. While watching learners should make some notes to use them in the further activity completion.   * This video will demonstrate how to sequence activities in a lesson to promote a meaningful language learning environment throughout instruction.   Link to YouTube: https://youtu.be/B7BXBQma8h8 | Projector, Monitor, flash card or Internet. |
| 11:15-11:40 | Making a foldable to note down the learnt material.  A foldable should include six steps and sequencing activities while planning a lesson, which is mentioned in the video 2.  **Remember:** The summary of the previous hours will be done with the help of the foldable completion. | Papers , colorful markers |
| 11:40-12:00 | Teachers will be familiarized with Reflective teaching. They will be explained that reflection should be a vital part of our teaching practice. It does not only have a role throughout our lesson planning and teaching, but also has a specific role after the planning and teaching stages, and before the adjusting stage.  Video 3: Activating Your Reflective Teaching  This video explains the role that reflection plays in teachers' daily instruction. It also provides key questions you can ask to develop your reflective practice. | Projector, Monitor, flash card or Internet. |
| 12:00-12:20 | Article 1: PTRA: Plan, Teach, Reflect, Adjust by Woomee Kim   * Design, delivery, and reflection are fundamental to effective lesson planning. In   this article, reflective teaching strategies are emphasized with a set of guiding questions that you can ask before, during, and after you teach a communicative lesson.   * Source: Kim, W. (2021). PTRA: Plan, teach, reflect, and adjust. *Teaching English through English: English Speaking Nation for Uzbekistan Program.*   *https://drive.google.com/file/d/1utrDM7Ma6FfVNzeC1qWynWDyToI4zmxd/view?*  *usp=sharing* | Handout №5  Article |
| 12:20-12:40 | Wrap up the article comprehension by supporting TRUE / FALSE activity on Paperboards and using Markers.  The auditory will be required to make TRUE/ FALSE sentences in groups with the relation of read article. Just after they complete their TRUE/ FALSE sentences sentences, each group will be asked to read their sentences while others respond via paperboards writing on them TRUE/ FALSE.  **Remember:** To provide a summary of the session, Check list is suggested to be handed and done in pairs. | Paperboards and Markers. |
| **Portfolio** | Designing a lesson plan with the accordance of the learnt material and sharing it in telegram group. |  |