

SIOP Long Lesson Plan

STANDARDS: NA

THEME: Education

LESSON TOPIC: Effective teaching skills (My target students are current/future teachers or professors and they are very interested in teaching and teaching skills to deliver their lesson effectively. Therefore, this topic will contribute to providing insight on effective teaching.)

CONTENT OBJECTIVES: Students will be able to

- identify effective teaching skills after watching two video clips and apply them in their practice teaching.

LANGUAGE OBJECTIVES: Students will be able to

- recognize different aspects of “knowing” a vocabulary item: pronunciation, definition, and use in the context and produce texts about teaching strategies.

LEARNING STRATEGIES:

Individual / pair / group work, using a graphic organizer

KEY VOCABULARY:

scaffolding, realia, ingredients, fluted

MATERIALS:

PowerPoint, video clips, *All about a Bundt cake*, teaching plan template, pictures and realia for vocabulary

MOTIVATION (*building background*):

5 min.

I will present the words “Effective Teaching” on the PPT and ask students (Think, Pair and Share): How did your teachers teach vocabulary when you look back on your elementary and secondary school days? What are characteristics of effective teaching?

PRESENTATION (*language and content objectives, comprehensible input, strategies, interaction, feedback*): **12 min.**

I will present the language and content objectives and a list of key vocabulary with PowerPoint. I will pick one or two students to confirm their understanding about today’s objectives and vocabulary.

The students will watch two short video clips about teaching (one is “Puppy is gently

taught how to go downstairs”, the other is “Puppy teaching puppy to go downstairs”.) The students will be grouped by fours and they will compare two dogs’ learning in terms of effective teaching such as scaffolding, modeling or giving feedback. Then they will share their opinions with other students and a professional’s (Dr. Matsuda) view about the video clip will be provided. Therefore, students will get the gist of characteristics of effective teaching.

PRACTICE AND APPLICATION (*meaningful activities, interaction, strategies, practice & application, feedback*): **18 min.**

I will ask students if they still remember the movie *My Fat Big Greek Wedding* which I used for my first practice teaching. I assume that all the students remember it. The students will watch a part of *My Fat Big Greek Wedding* again, where Maria doesn’t understand what a Bundt cake is. The students will think about the movie scene critically in terms of effective teaching: Maria didn’t try anything but repeating “Bundt” to Toula’s mom to teach her what a Bundt cake is. I will ask students: If Maria were a teacher, what problem would she have in terms of teaching; If you were Maria, how would you teach what a Bundt cake is?

The students will be grouped by fours and asked to teach what a Bundt cake is to their imaginary students keeping in mind the characteristic of effective teaching we mentioned before. I will assign their imaginary students’ level: Beginner or Advanced. I will present the task directions and guidelines with PowerPoint and verbally, and the directions and guidelines as follows:

• Task Directions

1. Teach what “a Bundt cake” is to your students.
2. You can use any material and teaching skills to teach efficiently including *All about a Bundt cake* provided. (You can create your own material and your own way!)
3. One student from each group will demonstrate teaching.
4. Preparation time will be 5 min.
5. Demonstration time will be 2 min. per each team.

• Guidelines

1. Refer to Matsuda’s comments and characteristics of effective teaching we mentioned.
2. Pay attention to your learner’s level.
3. While one group is teaching, the other groups will play students.

After I present the directions, I will have a student repeat his (her) understanding of the activity to confirm their understanding. This activity lets the students think about how to teach vocabulary effectively according to students’ level.

REVIEW AND ASSESSMENT (*review objectives and vocabulary, assess learning*):

5 min.

I will use a game to wrap up the lesson: What is scaffolding?; tell us any three characteristics of effective teaching; tell us two things about a Bundt cake.

EXTENSION: NA

1. Think about the mother dog's teaching

What characteristics of effective teaching did you find from the mother dog?

2. All about a Bundt cake




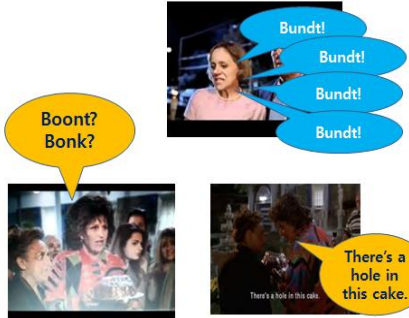

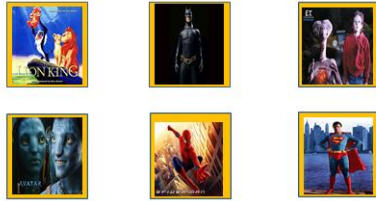







image	 <p style="text-align: right;">http://images.search.yahoo.com/</p>
pronunciation	/bʌnt/
Definition of a Bundt cake	<p>It is a ring-shaped cake that is baked in a Bundt pan with fluted sides. It is a cake that is baked in a Bundt pan, shaping it into a distinctive ring shape.</p> <p style="text-align: right;">Adated from http://en.wikipedia.org/wiki/Bundt_cake http://dictionary.reference.com</p>
Definition of fluted	<p>(Adj.) any groove, as on a piecrust.</p> 
Ingredients	Flour, baking powder, salt, cocoa powder, butter, sugar, vanilla extract, Eggs, milk,
Recipes	<ol style="list-style-type: none"> 1. Preheat oven to 325 degrees F (165 degrees C). 2. In a large bowl, cream butter, sugar, and vanilla until light and fluffy. Add eggs one at a time, beating well after each. Add flour, baking powder, salt and cocoa mixture with the milk. Mix well. 3. Pour into 10 inch Bundt pan. Bake at 325 F (165 degrees C) for 70 minutes or until a toothpick inserted into cake comes out clean. Let cool for 10 minutes in the pan, then turn out onto a <u>wire rack</u> and cool completely. <p style="text-align: right;">Adapted from http://allrecipes.com/recipe/chocolate-bundt-cake/detail.aspx?scale=12&ismetric=0</p> 
Bundt pan or Fluted pan	 <p style="text-align: right;">http://images.search.yahoo.com/</p>

3. Teaching Template

Your name:	Your students' level: Beginner, Advanced
<ul style="list-style-type: none"> Teaching topic : “ a Bundt cake” 	
<ul style="list-style-type: none"> Teaching Procedures <ol style="list-style-type: none"> 1. 2. 3. 4. 5. Teaching Materials: 	

4. PowerPoint Material

Slide 1	Slide 2	Slide 3
<p>1. How did your teachers teach vocabulary when you look back on your elementary and secondary school days?</p> <p>2. What are characteristics of effective teaching?</p>	<p>EFFECTIVE TEACHING</p>	<p>CONTENT OBJECTIVES: Students will be able to</p> <ul style="list-style-type: none"> identify the effective teaching skills after watching two video clips and apply them in their practice teaching. <p>LANGUAGE OBJECTIVES: Students will be able to</p> <ul style="list-style-type: none"> demonstrate how to teach the vocabulary “ a Bundt cake” effectively after speaking about effective teaching and reading <i>All about a Bundt Cake</i>.
Slide 4	Slide 5	Slide 6
<p style="text-align: center;">Key Vocabulary</p> <ul style="list-style-type: none"> Scaffold /skæfəld/ n, v <ul style="list-style-type: none"> a temporary metal or wooden framework that is used to support workmen and materials during construction. A teacher's temporary help for students to do something that they are unable to do on their own. <p style="text-align: center;">Images from Yahoo</p>	<p style="text-align: center;">Key Vocabulary</p> <ul style="list-style-type: none"> Realia /ri:əliə/ pl. n <ul style="list-style-type: none"> real-life facts and material used in teaching <p style="text-align: center;">Images from Yahoo</p>	<p style="text-align: center;">Key Vocabulary</p> <ul style="list-style-type: none"> Ingredients /ɪnɡrɪdɪənt/ n. <ul style="list-style-type: none"> a component of a mixture, especially in cooking Flour, eggs, and sugar are the main ingredients in the cake. <p style="text-align: center;">Images from Yahoo</p>

<p style="text-align: center;">Slide 7</p> <p style="text-align: right;">Key Vocabulary</p> <ul style="list-style-type: none"> • Fluted /flʊːtɪd/ adj. • having grooves  <p style="text-align: center;">Fluted Tube Pan</p> <p style="text-align: left; font-size: small;">Images from Yahoo</p>	<p style="text-align: center;">Slide 8</p> <p style="text-align: right;">Key Vocabulary</p> <ul style="list-style-type: none"> • Scaffold • Realia • Ingredients • Fluted  <p style="text-align: left; font-size: small;">Images from Yahoo</p>	<p style="text-align: center;">Slide 9</p> <p style="text-align: center;">Paul Kei Matsuda <small>(Professor of English at Arizona State University)</small></p>  <ul style="list-style-type: none"> • Situated learning in practice: This dog shows an example, scaffolds the task by breaking it down into steps, provides encouragement, walks along and provides a safety net as the puppy tries it. <p style="text-align: right; font-size: x-small;"><i>adapted from his Facebook (Mar. 8, 2013)</i></p>
<p style="text-align: center;">Slide 10</p>	<p style="text-align: center;">Slide 11</p>	<p style="text-align: center;">Slide 12</p>
	<p style="text-align: center;">Task Directions</p> <ol style="list-style-type: none"> 1. Teach what "a Bundt cake" is to your students. 2. You can use any material and teaching skills to teach efficiently including <i>All about a Bundt cake</i> provided. (You can create your own material and your own way!) 3. One student from each group will demonstrate teaching. 4. Preparation time will be 5 min. 5. Demonstration time will be 2 min. per each group. 	<p style="text-align: center;">Guidelines</p> <ol style="list-style-type: none"> 1. Refer to Matsuda's comments and characteristics of effective teaching we mentioned. 2. Pay attention to your learner's level. 3. While one group is teaching, the other groups will play students.
<p style="text-align: center;">Slide 13</p>	<p style="text-align: center;">Slide 14</p>	<p style="text-align: center;">Slide 15</p>
<p style="text-align: center;">Wrap up with a BOMB! </p> 	<p style="text-align: center;">\$ 100</p> <ul style="list-style-type: none"> • Q. What is scaffolding? <p style="background-color: yellow; padding: 5px;">A. It refers to teacher's intended and temporary help for students to accomplish a task that seems to be unable to be managed on their own.</p> <p style="text-align: right;"></p>	<p style="text-align: center;">\$ 250</p> <ul style="list-style-type: none"> • Q. Tell us any three characteristics of effective teaching. <p style="background-color: yellow; padding: 5px;">A. student-centered teaching scaffolding encouragement / feedback show an example / modeling comprehensible input consider learners' level use of technology appropriate teaching pacing, etc.</p> <p style="text-align: right;"></p>
<p style="text-align: center;">Slide 16</p>	<p style="text-align: center;">Slide 17</p>	<p style="text-align: center;">Slide 18</p>
<p style="text-align: center;">\$ 500</p> <ul style="list-style-type: none"> • Q. Tell us any two things about a Bundt cake. <p style="background-color: yellow; padding: 5px;">A. It's a noun. It is baked in a Bundt pan. It has a hole in it. We need flour, egg, milk, etc. for it.</p> <p style="text-align: right;"></p>	<p style="text-align: center;"></p> <p style="background-color: yellow; padding: 10px; text-align: center;">Sorry, you lose everything.</p> <p style="text-align: right;"></p>	<p style="text-align: center;"></p> <p style="background-color: yellow; padding: 10px; text-align: center;">You can take all the money from the team of your choice.</p> <p style="text-align: right;"></p>