

Critical Thinking: Sample Lesson

Level: ESL Beginning

Topic: Prepositions and Maps

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Transitions Integration Framework (TIF) Snapshot

Critical thinking: Critical thinking (CT) requires disciplined thinking that is open-minded, rational, and informed by evidence in order to arrive at decisions or conclusions that go beyond factual recall. In ABE classrooms, CT skills involve actively applying thinking strategies that range from analyzing relationships between components to drawing conclusions from a variety of data. CT skills are increasingly essential for ABE learners to succeed in the workplace, higher education, and in navigating the complexities of 21st Century life.

Skill 1:

SWBAT... Organize, analyze and illustrate relationships between components, items, and ideas

Sub Skills:

- a. Sequence components, items, or ideas in a logical or structured manner (e.g., alphabetical, chronological)
- b. Categorize items or ideas and articulate rationale (positive vs. negative, fact vs. opinion)
- c. Synthesize information, ideas, and components in a meaningful and structured way
- d. Support positions using prior knowledge and supporting evidence

Skill 2:

SWBAT... Solve problems

Sub Skills:

- a. Identify barriers to accomplishing a task or solving a problem
- b. Clearly articulate the component parts of a problem
- c. Identify information needed to solve a problem
- d. Identify and evaluate potential solutions and possible consequences of those solutions
- e. Identify, prioritize, and apply steps to solve problems

Skill 3:

SWBAT... Use information to draw conclusions and make decisions

Sub Skills:

- a. Articulate criteria for decision making as it pertains to a specified goal or purpose
- b. Identify information needed to accomplish a task or meet a purpose
- c. Evaluate the quality and validity of information (new reports, gossip, online resources)
- d. Identify and evaluate options and consequences

Skill 4:

SWBAT... Recognize bias, assumptions and multiple perspectives

Sub Skills:

- a. Recognize a speaker or writer's intent or purpose
- b. Identify and compare perspectives/points of view of self and others
- c. Identify and evaluate bias and assumptions of self and others
- d. Recognize bias in a variety of media (texts, broadcasts, blogs) and evaluate how it affects message and delivery

TIF-ing a Lesson: Pre & Post A-C-E-S Side-by-Side

Pre A-C-E-S
Warm-up: <ul style="list-style-type: none"> Ss get their monthly calendar out of their folders. One ss volunteers to go to the board and write today's date, yesterday and tomorrow's day names and what the weather. Ss write board information in their notebooks. Class chorally repeats board information as volunteer ss leads.
Introduction: Review place vocabulary (e.g. supermarket) and prepositions of place (e.g. next to). <ul style="list-style-type: none"> Teacher and ss go through worksheet with pictures of vocabulary and chorally repeat. T and ss review prepositions of place using classroom realia. T places two objects in relation to each other, and elicits from ss the correct preposition of place.
Controlled Practice: <ul style="list-style-type: none"> Ss read questions about map, and circle appropriate answer to fill in the blank.
Guided Practice: <ul style="list-style-type: none"> Ss work in pairs and use map to complete short cloze dialogues. Ss pairs read dialogues out loud after completing cloze.
Independent: <ul style="list-style-type: none"> Ss use map and ask each other original "Where is the _____?" questions.
Extension: N/A
Assessment: <ul style="list-style-type: none"> T & volunteer circulate and monitor, checking that language is used and understood appropriately.

Post A-C-E-S
Warm-up: <ul style="list-style-type: none"> Ss get their monthly calendar out of their folders. Teacher elicits answers to a series of questions about the calendar, regarding this specific month. E.g. "How many Mondays are in February?" "What was the day before yesterday?" Ss then receive written calendar questions and take on role of T, eliciting answers. Continue as time allows.
Introduction: Review place vocabulary (e.g. supermarket) and prepositions of place (e.g. next to). <ul style="list-style-type: none"> Ss work in small groups & match photos of places with written words. T monitors. T directs ss to arrange photos differently using prepositions of place, e.g. "Put the supermarket next to the school."
Controlled Practice: <ul style="list-style-type: none"> Ss work in small groups (3-4), and receive envelopes containing a map template and several blocks labeled with place names. T instructs groups where to place the blocks on the map using prepositions of place. T then places the blocks on her own map, and ss check their work.
Guided Practice: <ul style="list-style-type: none"> Ss continue in small groups. T reads problem #1 from worksheet # and teams work together to accurately place blocks on the map. T repeats directions as necessary. Repeat with problem #2
Independent: <ul style="list-style-type: none"> Ss continue in small groups. Groups are given worksheet # and instructed to solve problem #3 as a group. Note: this time ss are reading and working independently, rather than having the problem read to them.
Extension: <ul style="list-style-type: none"> Ss continue in small groups and create their own block configuration on the map. After they have made a configuration, groups write their own instructions using a cloze. Groups swap directions and complete a map according to the other group's instructions. Groups check each other's work.
Assessment: <ul style="list-style-type: none"> T & volunteer circulate and monitor, checking that language is used and understood appropriately. Evaluate group and individual ss performance of the objectives using the rubric.

Sample TIF-ed Lesson

1. The first column describes the lesson components. Normal font represents the original lesson. *Italicized* font represents the TIF complements or additions to the lesson.
2. **Assess** the original lesson to identify where TIF skills are addressed. TIF skills in the original lesson are written in the “Assess” column.
3. **Complement** the lesson by adding elements to the lesson that address additional TIF skills. Additional lesson components are added and the TIF skills addressed in those are written in the “Complement” column.
4. **Evaluate** the outcomes of the lesson, using student evidence, *after* you deliver instruction to your students.
5. **Study** and reflect about what else your students need as well as what you need.

Lesson/Materials Components	Assess (Category, skill, sub skill)	Complement (Category, skill, sub skill)	Evaluate (Student evidence)	Study & Reflect
<u>Warm-up:</u>	CT: 1a	CT: 1a, 1c, 2c		
<u>Introduction:</u>	CT: 1c	CT: 1a, 1c, 1b, 2c, 3b		
<u>Controlled Practice:</u>	CT: 2c	CT: 1a, 1c, 2c, 2d, 3b, 3d		
<u>Guided Practice:</u>	CT: 2c	CT: 1a, 1c, 2c, 2d, 3b, 3d		
<u>Independent:</u>	CT: 1c, 2c, 3b	CT: 1a, 1c, 2c, 2d, 3b, 3d		
<u>Extension:</u>	NA	CT: 1a, 1c, 2c, 2d, 3b, 3d		
<u>Assessment:</u>				

Pre A-C-E-S Lesson Plan

Objectives (General):

1. Use key location vocabulary appropriately.
2. Use prepositions of place to identify a location in relation to other locations on a map, using on, between, across from and next to

TIF Objectives:

- 1a.** Sequence components, items, or ideas in a logical or structured manner
- 1c.** Synthesize information, ideas, and components in a meaningful and structured way
- 2c.** Identify information needed to solve a problem.
- 3b.** Identify information needed to accomplish a task or meet a purpose.

Warm up:

- Ss get their monthly calendar out of their folders.
- One ss volunteers to go to the board and write today's date, yesterday and tomorrow's day names and what the weather.
- Ss write board information in their notebooks.
- Class chorally repeats board information as volunteer ss leads.

Introduction:

Review of place vocabulary (e.g. supermarket) and prepositions of place (e.g. next to).

- Teacher and ss go through pictures of place vocabulary and chorally repeat.
- T and ss review prepositions of place using classroom realia: T places two objects in relation to each other, and elicits from ss the correct preposition of place. For example, teacher puts a pencil on a chair, and elicits "on" from ss.

Controlled Practice:

- Ss read questions about map, and circle appropriate answer to fill in the blank.

Guided Practice:

- Ss work in pairs and use map to complete short cloze dialogues.
- Ss pairs read dialogues out loud after completing cloze.

Independent Practice:

- Ss use map and ask each other original "Where is the _____?" questions.

Assessment:

- T & volunteer circulate and monitor, checking that language is used and understood appropriately.

Pre A-C-E-S Sample Lesson Materials:

Introduction:

Repeat and practice:



bank



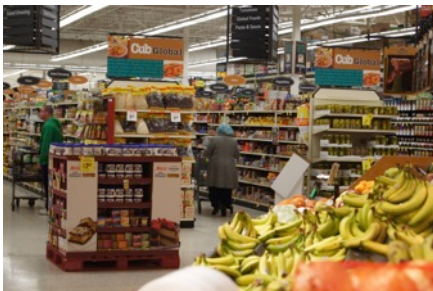
hospital



bus stop



Laundromat



supermarket



library



school



pharmacy

Controlled Practice:

Look at the map.
Read and circle.

1. Where's the post office?

_____ the library and the bank.
On Between

2. Where's the bakery?

_____ the school.
Next to Across from

3. Where's the library?

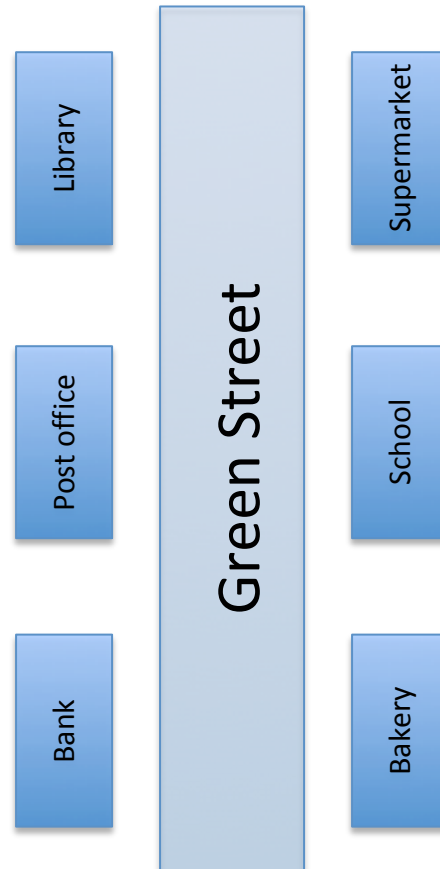
_____ Green Street.
Between On

4. Where's the supermarket?

_____ the library.
Across from Between

5. Where's the school?

_____ the supermarket.
On Next to

**Guided Practice:**

Look at the map (above).
Ask and answer with a partner.

1. Where's the school?

_____ the bakery and the supermarket.

2. Where's the bank?

_____ the post office.

3. Where's the supermarket?

_____ Green Street.

4. Where's the post office?

_____ the library.

5. Where's the library?

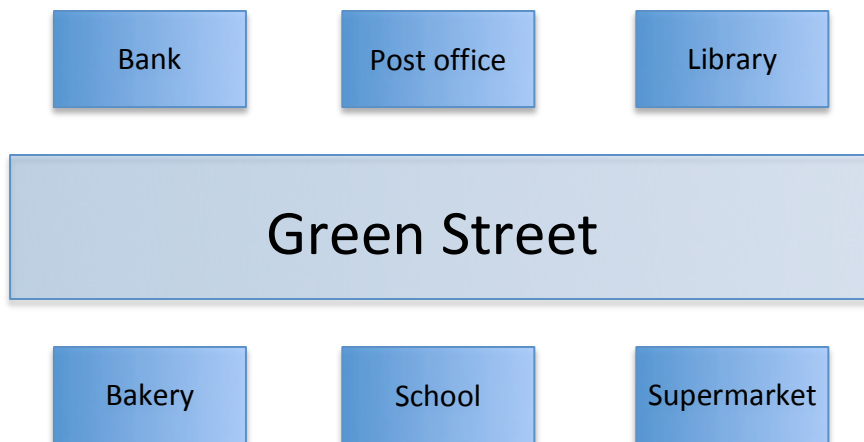
_____ the supermarket.

Independent Practice:

Look at the map.

Student A: Ask your partner: Where is the _____?

Student B: Answer with on, next to, across from or between



Post A-C-E-S Lesson Plan

Objectives (General):

1. Use key location vocabulary appropriately.
2. Use prepositions of place to identify a location in relation to other locations on a map using: on, between, across from and next to
3. Listen for detail.
4. Read for detail.

TIF Objectives:

- 1a.** Sequence components, items, or ideas in a logical or structured manner
- 1b.** Categorize items or ideas and articulate rationale (positive vs. negative, fact vs. opinion)
- 1c.** Synthesize information, ideas, and components in a meaningful and structured way
- 2c.** Identify information needed to solve a problem
- 2d.** Identify and evaluate potential solutions and possible consequences of those solutions
- 3b.** Identify information needed to accomplish a task or meet a purpose
- 3d.** Identify and evaluate options and consequences

Warm up:

- Ss get their monthly calendar out of their folders.
- Teacher elicits answers to a series of questions about the calendar, regarding this specific month. E.g. "How many Mondays are in February?" "What was the day before yesterday?"
- Ss then receive written calendar questions and take on role of T, eliciting answers.
- Continue as time allows.

Introduction:

Review place vocabulary (e.g. supermarket) and prepositions of place (e.g. next to).

- Ss work in small groups & match photos of places with written words. T monitors.
- T directs ss to arrange photos differently using prepositions of place, e.g. "Put the supermarket next to the school."

Controlled Practice:

- Ss work in small groups (3-4), and receive envelopes containing a map template and several blocks labeled with place names.
- T instructs groups where to place the blocks on the map using prepositions of place.
- T then places the blocks on her own map, and ss check their work.

Guided Practice:

- Ss continue in small groups.
- T reads problem #1 and teams work together to accurately place blocks on the map.
- T repeats directions as necessary.
- Repeat with problem #2

Independent Practice:

- Ss continue in small groups.

- Groups are given problem #3 and instructed to solve as a group. Note: this time ss are reading and working independently, rather than having the problem read to them.

Extension:

- Ss continue in small groups and create their own block configuration on the map.
- After they have made a configuration, groups write their own instructions using a cloze.
- Groups swap directions and complete a map according to the other group's instructions.
- Groups check each other's work.

Assessment:

- T & volunteer circulate and monitor, checking that language is used and understood appropriately.
- Evaluate student performance of the objectives using the rubric.

Post A-C-E-S: Sample Lesson Materials

Warm up:

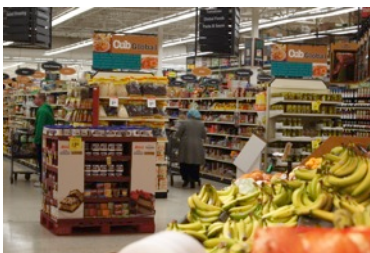
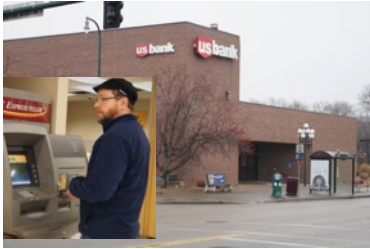
Ss ask classmates the question strip(s) they are given.

What was the day before yesterday?
What day is in between Wednesday and Friday?
What month was last month?
How many Sundays are in January?
How many Tuesdays are in January?
What is the holiday in January? When is it?

Introduction:

Activity 1: Match the photos with the correct word strip

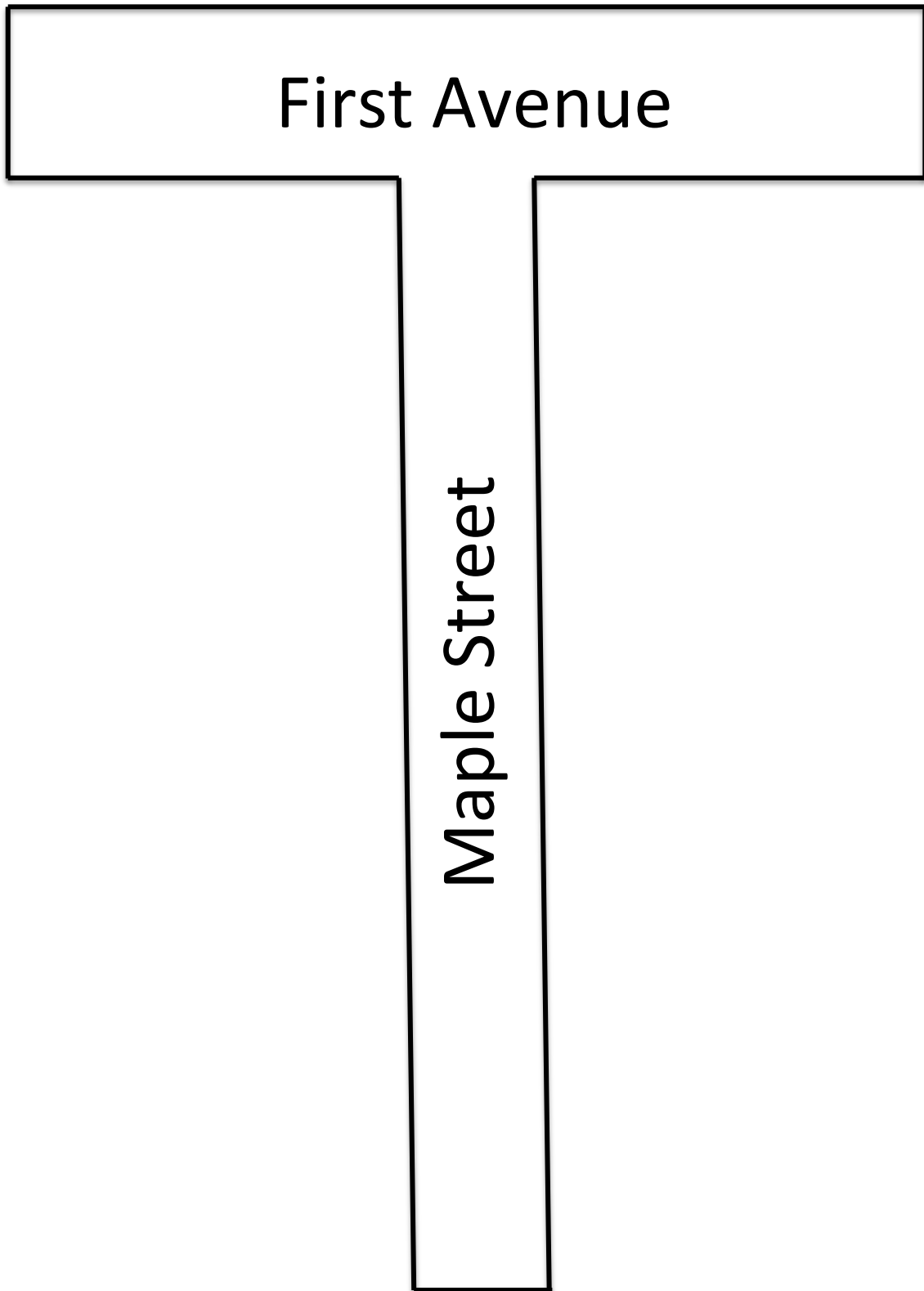
Activity 2: Arrange the photos as the teacher instructs, using *on*, *between*, *across from* and *next to*



bank	hospital
bus stop	Laundromat
supermarket	library
school	pharmacy

Map for Controlled through Extension Activities:

Use with blocks labeled with place names.



Guided Practice:**Problem #1:**

The pharmacy is on Maple Street. It is between the supermarket and the library. The school is across from the library. It is next to the restaurant. The restaurant is between the school and the post office.

Problem #2:

The restaurant is on Maple Street. It is between the supermarket and the post office. The bank is across from the supermarket. The school is on First Avenue. It is next to the library and across from the bank. The bank is across from the supermarket.

Independent Practice:**Problem #3:**

The library is on First Avenue. It is between the bank and the school. The hospital is on Maple Street. It is next to the restaurant. The restaurant is between the hospital and the pharmacy. The pharmacy is across from the supermarket. The supermarket is across from the bank and next to the post office.

Extra problems for groups who finish early:

1. The post office is on Maple Street. It is between the apartments and the bank. The supermarket is across from the apartments. It is next to the school. The school is between the supermarket and the movie theater.
2. The hospital is on First Avenue. The movie theater is on Maple Street. The movie theater is across from the hospital. The pharmacy is next to the hospital. The library is on Maple Street. It is next to the movie theater. It is between the movie theater and the bank. The Laundromat is across from the library. It is between the restaurant and the school. The school is across from the pharmacy.

Extension:

1. The _____ is next to the _____. It is across from the _____.
2. The _____ is across from the _____. It is between the _____ and the _____.
3. The _____ is next to the _____ and across from the _____.

Assessment: Maps Rubric

Group Name: _____

	0	1	2	3
For each individual ss: Participates in group work.	No participation.	Little participation.	Adequate participation.	Fully engaged with group and task.
Correctly identifies vocabulary.	None of the time.	Rarely.	Usually.	Always.
Places blocks correctly as to preposition of place.	None of the time.	Rarely.	Usually.	Always.
Adjusts configuration as needed with new information	None of the time.	Rarely.	Usually.	Always.
Has correct finished product	None of the time.	Rarely.	Usually.	Always.
TOTAL:				