

Critical Thinking: Sample Lesson

Level: ESL Intermediate

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 imperatives (e.g. Go one block). <ul style="list-style-type: none"> Teacher and ss go through worksheet with pictures of vocabulary & chorally repeat. T and ss review imperatives by having ss walk around room on her commands (e.g. T says, "Go straight", and ss walk straight ahead).
Controlled Practice: <ul style="list-style-type: none"> Ss choose appropriate command to go with each picture by connecting them with a line.
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. Ss receive written calendar questions & work in small groups, asking and answering. "How many Mondays are in February?" "What was the day before yesterday?" Continue as time allows.
Introduction: Review place vocabulary (e.g. supermarket) and imperatives (e.g. Go one block). <ul style="list-style-type: none"> Ss work in small groups & match photos of places with written words. T monitors. T and ss review imperatives by having ss walk around room on her commands (e.g. T says, "Go straight", and ss walk straight ahead).
Controlled Practice: <ul style="list-style-type: none"> Ss work in pairs and receive a map template with a grid containing several street blocks. Each group also has a toy car. T instructs ss where to go on the map using imperatives. T only does one command at a time. After each command, T shows correct movement on her own map, & ss check their work.
Guided Practice: <ul style="list-style-type: none"> Ss continue in pairs. T reads problem #1 and ss work together to accurately move car accurately on the map. T repeats directions as necessary. Repeat with problem #2.
Independent: <ul style="list-style-type: none"> Ss continue in pairs. Pairs are given worksheet and instructed to solve problem #3 together. 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 pairs and create their own directions. After they have written directions, ss swap directions with another group to use. 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		

Pre A-C-E-S Lesson Plan

Objectives (General):

1. Use key location vocabulary appropriately.
2. Respond to and use imperatives correctly, as they related to giving directions (go straight, turn left, turn right, go two blocks).

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 place vocabulary (e.g. supermarket) and imperatives (e.g. Go one block).

- Teacher and ss go through worksheet with pictures of vocabulary & chorally repeat.
- T and ss review imperatives by having ss walk around room on her commands (e.g. T says, "Go straight", and ss walk straight ahead).

Controlled Practice:

- Ss choose appropriate command to go with each picture by connecting them with a line.

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



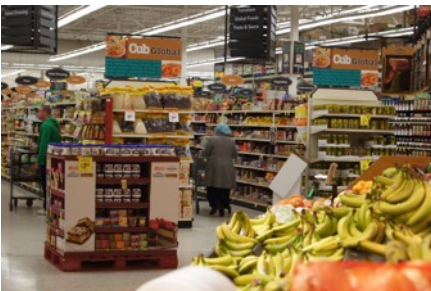
hospital



bus stop



Laundromat



supermarket



library



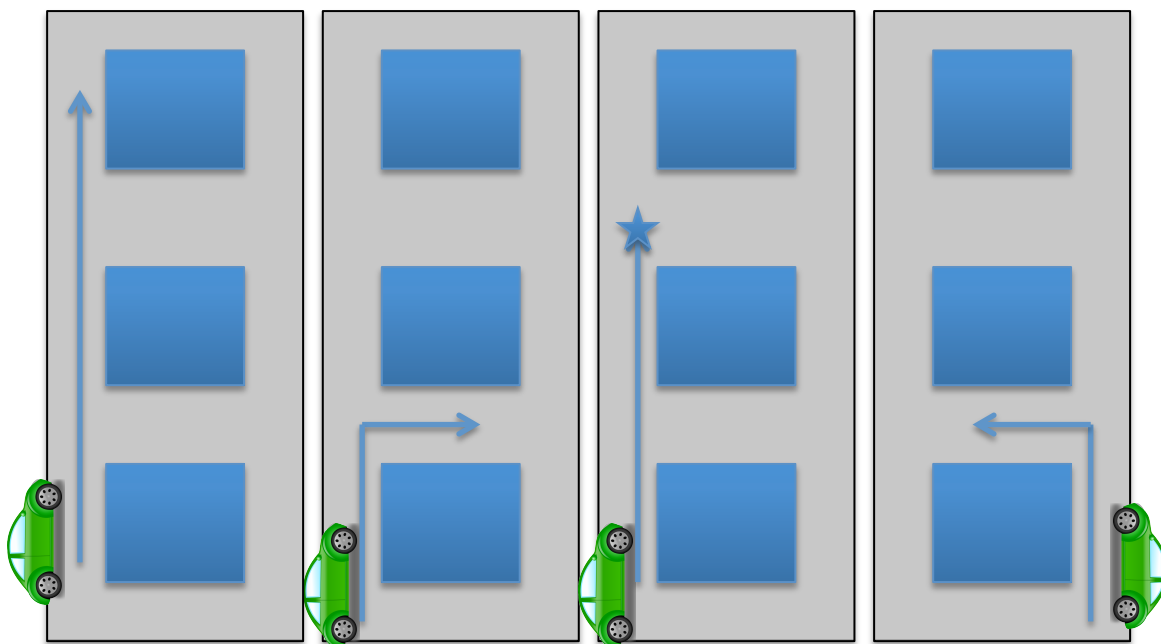
school



pharmacy

Controlled Practice:

Draw a line from the picture to the correct directions below.



Turn left.

Go straight.

Turn right.

Go two blocks.

Guided Practice:

Talk with a partner. You are standing at the star. Change the words in **bold** using the box below.

- A. Excuse me. Where is the **hospital**?
 B. Go **one block**.
 A. Thank you.
 B. You're welcome.

1. hospital
2. grocery
3. school
4. post office
5. coffee shop



Independent Practice:

Look at the map (above).

Student A: Ask your partner where buildings are on the map.

Student B: Give directions.

Post A-C-E-S Lesson Plan**Objectives (General):**

1. Use key location vocabulary appropriately.
2. Respond to and use imperatives correctly, as they related to giving directions (go straight, turn left, turn right, go two blocks).
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.
- Ss receive written calendar questions & work in small groups, asking and answering. "How many Mondays are in February?" "What was the day before yesterday?"
- Continue as time allows.

Introduction:

Review place vocabulary (e.g. supermarket) and imperatives (e.g. Go one block).

- Ss work in small groups & match photos of places with written words. T monitors.
- T and ss review imperatives by having ss walk around room on her commands (e.g. T says, "Go straight", and ss walk straight ahead).

Controlled Practice:

- Ss work in pairs and receive a map template with a grid containing several street blocks. Each group also has a toy car.
- T instructs ss where to go on the map using imperatives. T only does one command at a time.
- After each command, T shows correct movement on her own map, & ss check their work.

Guided Practice:

- Ss continue in pairs.
- T reads problem #1 and ss work together to accurately move car accurately on the map.
- T repeats directions as necessary.
- Repeat with problem #2.

Independent Practice:

- Ss continue in pairs.
- Pairs are given worksheet and instructed to solve problem #3 together.
Note: this time ss are reading and working independently, rather than having the problem read to them.

Extension:

- Ss continue in pairs and create their own directions.
- After they have written directions, ss swap directions with another group to use.
- Groups check each other's work.

Assessment:

- 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.

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?

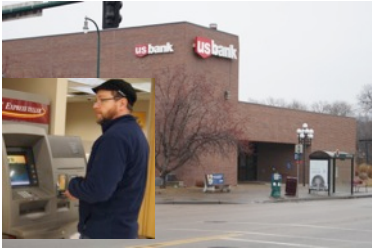
How many Sundays are in January?

How many Tuesdays are in January?

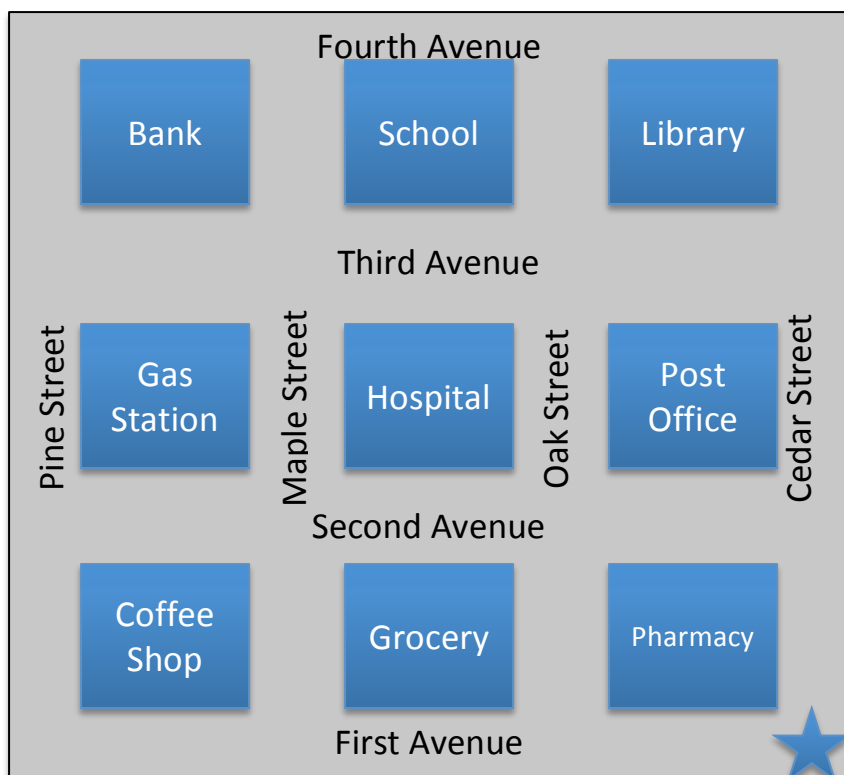
What is the holiday in January? When is it?

Introduction:

Activity 1: Match the photos with the correct word strip



bank	hospital
bus stop	Laundromat
supermarket	library
school	pharmacy

Controlled Practice:

toy car

Guided Practice:**Problem #1:**

Go one block on Cedar Street. Turn left. Go two blocks and turn right. Go one block and turn left. It's on your right. What is it?

Problem #2:

Go straight on First Avenue for two blocks. Turn right and go one block. Turn right and go two blocks. Turn left. It's on your left. What is it?

Independent Practice:**Problem #3:**

Go straight on First Avenue for three blocks. Turn right and go two blocks. Turn right and go straight for two blocks. Turn right. It's on your right. What is it?

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 car correctly as to imperative or command given.	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:				