

**Critical Thinking: Sample Lesson**

Level: ESL Advanced

Topic: Public Transportation

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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 &amp; Post A-C-E-S Side-by-Side

Pre A-C-E-S	Post A-C-E-S
<b>Warm-up:</b> <ul style="list-style-type: none"> <li>How do you get to class?</li> <li>Have you ever taken light-rail?</li> </ul>	<b>Warm-up:</b> <ul style="list-style-type: none"> <li>Learners poll each other as to how they get to school in the morning.</li> <li>Using results, class makes a graph comparing modes of transportation.</li> </ul>
<b>Pre-listening/introduction:</b> <ul style="list-style-type: none"> <li>Teacher: <i>As you know, the light-rail has a new line – The Green Line. Part of the line goes down University Avenue, and there are many businesses. Some did well during the construction, and some did not.</i></li> <li>T: <i>Today, we are going to watch a video report that interviews two business people on University Avenue and their reactions to the light-rail construction.</i></li> </ul>	<b>Pre-listening/introduction:</b> <ul style="list-style-type: none"> <li>Elicit: <i>Did you talk to anyone about light-rail? What is the Green Line? Where does it go?</i></li> <li>Teacher: <i>We are going to watch a video about the Green Line. The video title is this – “As Green Line Opens, Some Businesses Relieved, But Others Packing Up” (write on board).</i></li> <li>T: <i>From the title, what do you think the video will be about? Write down your guesses and share with a partner.</i></li> <li>Learners make predictions and share.</li> </ul>
<b>Pre-listening II:</b> Pre-teach key words and phrases from video <ul style="list-style-type: none"> <li>Give learners vocabulary handout</li> <li>Go through together as a class</li> <li>Elicit questions and comments about key words/phrases</li> </ul>	<b>Pre-listening II:</b> Pre-teach key words and phrases from video <ul style="list-style-type: none"> <li>Learners work in small groups</li> <li>Give vocabulary word/phrase strips of paper to each group (but not the definitions).</li> <li>T: <i>Talk to each other about what you already know about these words and phrases.</i></li> <li>After groups discuss, give definition strips of paper to each group.</li> <li>T: <i>Now try to match the words/phrases with the definitions.</i></li> <li>Learners use <b>English to English</b> dictionary (online or other – learners can use smartphones) to self-check meaning of words/phrases. The definitions in the dictionary may not be the same as on the strips of paper. Encourage and facilitate reconciliation of slightly different definitions for same word.</li> <li>Monitor groups and go over any words or phrases that seem to be a challenge for everyone.</li> </ul>
<b>Listening for specific information</b> <ul style="list-style-type: none"> <li>Access video “As Green Line Opens, Some Businesses Relieved, But Others Packing Up” CBS Minnesota website, reporter Reg Chapman (link in materials below)</li> <li>Hand out cloze listening exercise.</li> <li>Learners read questions and ask any clarification questions before watching video.</li> </ul>	<b>Listening for specific information</b> <ul style="list-style-type: none"> <li>Access video “As Green Line Opens, Some Businesses Relieved, But Others Packing Up” CBS Minnesota website, reporter Reg Chapman (link in materials below)</li> <li>Hand out listening exercise.</li> <li>Learners read questions and ask any clarification questions before watching video.</li> </ul>
<b>2<sup>nd</sup> listening task</b> NA	<b>Listen again to make inferences:</b> <ul style="list-style-type: none"> <li>How does Mr. Hatzistamoulous feel about the light-rail? Why? How do you know?</li> <li>How does Mr. Marty feel about the light-rail? Why? How do you know?</li> <li>How can two people feel so differently about the same thing?</li> </ul>
<b>Post-listening/follow-up:</b> Learners write their answers to questions and then share out: <ul style="list-style-type: none"> <li>Do you visit businesses along the light-rail?</li> <li>Have you noticed any changes in the businesses you visit?</li> <li>Do you think we should have light-rail?</li> </ul>	<b>Post-listening/follow-up:</b> <ul style="list-style-type: none"> <li>Learners discuss these questions in small groups:               <ol style="list-style-type: none"> <li>Is it OK for some businesses to fail because of a project like this? Why or Why not?</li> <li>What are the benefits and drawbacks of public transportation? What are the benefits and drawbacks of driving personal cars?</li> </ol> </li> </ul>
<b>Assessment:</b> <ul style="list-style-type: none"> <li>Circulate and monitor, checking that language is used and heard correctly during activities.</li> </ul>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>Circulate and monitor, check that language is used and heard correctly during activities.</li> <li>Learner to learner checking and error correction in groups.</li> <li>Evaluate group and individual ss performance of the objectives using the rubric.</li> </ul>

### 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: absent	CT: <i>1c, 1d, 3b</i>		
<u>Pre-listening/Introduction:</u>	CT: absent	CT: <i>1d, 3a</i>		
<u>Pre-listening II:</u>	CT: 1c	CT: <i>1a, 1b, 1c, 1d, 2c, 3a, 3b, 4b</i>		
<u>Listening for specific information:</u>	CT: 1c, 2c, 3b	CT: 1c, 2c, 3b <i>The CT skills are the same, but at a more advanced level</i>		
<u>2<sup>nd</sup> listening task:</u>	Stage not included	CT: <i>4a, 4b</i>		
<u>Post-listening/follow-up:</u>	CT: 1c, 1d	CT: 1c, 1d, <i>4b, 4c</i>		
<u>Assessment:</u>	CT: 1c, 1d, 2c, 3b <i>(skills that can be observed for)</i>	CT: 1a, 1c, 1d, 2c, 3a, 3b, 4a-c <i>(skills that can be observed for)</i>		

## **Pre A-C-E-S Lesson Plan**

### **Objectives (General) SWBAT:**

1. Use key vocabulary and phrases accurately
2. Listen for specific information
3. Discuss light-rail and businesses along Green Line

### **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:**

- Teacher elicits:
  - *How do you get to class?*
  - *Have you ever taken light-rail?*

### **Pre-listening/Introduction:**

- Teacher: *As you know, the light-rail has a new line – The Green Line. Part of the line goes down University Avenue, and there are many businesses. Some did well during the construction, and some did not.*
- T: *Today, we are going to watch a video report that interviews two business people on University Avenue and their reactions to the light-rail construction.*

### **Pre-listening II:**

Pre-teach key words and phrases from video:

- Give learners vocabulary handout and go through together as a class
- Elicit questions and comments about key words/phrases

### **Listening for specific information:**

- Access video “As Green Line Opens, Some Businesses Relieved, But Others Packing Up” CBS Minnesota website, reporter Reg Chapman (link in materials below)
- Hand out cloze listening exercise.
- Learners read questions and ask any clarification questions before watching video.

### **Post-listening/follow-up:**

- Learners write their answers to questions and then share out:
  - Do you visit businesses along the light-rail?
  - Have you noticed any changes in the businesses you visit?
  - Do you think we should have light-rail?

### **Assessment:**

- Circulate and monitor, checking that language is used and heard correctly during activities.

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

### **Pre-listening II:**

Pack up	Close (store) forever and leave
Business slowed	Fewer customers are buying from a business
Stumble in	To come upon accidentally or unexpectedly
Pop up	Appear suddenly or unexpectedly
Second-hand store	A store that sells goods that are not new
Corridor	A long, narrow piece of land
Breathe new life	Energize or refresh

### **Listening for specific information:**

“As Green Line Opens, Some Businesses Relieved, But Others Packing Up”

From: CBS Minnesota website, June 12, 2014, reporter: Reg Chapman

Video and transcript available at:

<http://minnesota.cbslocal.com/2014/06/12/as-metro-green-line-opens-some-businesses-relieved-but-others-packing-up/>

#### Cloze listening exercise handout

1. While some \_\_\_\_\_, however, others are \_\_\_\_\_.
2. For \_\_\_\_\_ years, the Best Steak House at University and Victoria has been a familiar stop...
3. Soon as construction was over, it \_\_\_\_\_ right back up.
4. Since 1985, Gilbert Marty has owned his \_\_\_\_\_ store along University.
5. Before \_\_\_\_\_, he made a living. Now, empty store has forced him to put the building up for sale.
6. During the period of heavy construction along the green line, \_\_\_\_\_ businesses opened and \_\_\_\_\_ closed.

### **Post-listening/follow-up:**

Please write your answers to the questions below:

1. Do you visit businesses along the light-rail?

2. Have you noticed any changes in the businesses you visit?
3. Do you think we should have light-rail?

## **Post A-C-E-S Lesson Plan**

### **Objectives (General) SWBAT:**

1. Use prior knowledge when discussing vocabulary
2. Use key vocabulary and phrases accurately
3. Make predictions
4. Listen for specific information
5. Listen to make inferences
6. Discuss merits of public transportation

### **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
- 1d.** Support positions using prior knowledge and supporting evidence
- 2c.** Identify information needed to solve a problem
- 3a.** Articulate criteria for decision-making as it pertains to a specified goal or purpose
- 3b.** Identify information needed to accomplish a task or meet a purpose
- 4a.** Recognize a speaker or writer's intent or purpose
- 4b.** Identify and compare perspectives/points of view of self and others
- 4c.** Identify and evaluate bias and assumptions of self and others

### **Warm up:**

- Learners poll each other as to how they get to school in the morning.
- Using results, class makes a graph comparing modes of transportation.

### **Pre-listening/Introduction:**

- After poll, elicit: *Did you talk to anyone about light-rail? What is the Green Line? Where does it go?*
- Teacher: *We are going to watch a video about the Green Line. The video title is this – "As Green Line Opens, Some Businesses Relieved, But Others Packing Up" (write on board).*
- T: *From the title, what do you think the video will be about? Write down your guesses and share with a partner.*
- Learners make predictions and share.

### **Pre-listening II:** Pre-teach key words and phrases from video

- Learners work in small groups
- Give vocabulary word/phrase strips of paper to each group (but not the definitions).
- T: *Talk to each other about what you already know about these words and phrases.*

- After groups discuss, give definition strips of paper to each group.
- T: *Now try to match the words/phrases with the definitions.*
- Learners use **English to English** dictionary (online or other – learners can use smartphones) to self-check meaning of words/phrases. The definitions in the dictionary may not be the same as on the strips of paper. Encourage and facilitate reconciliation of slightly different definitions for same word.
- Monitor groups and go over any words or phrases that seem to be a challenge for everyone.

**Listening for specific information:**

- Access video “As Green Line Opens, Some Businesses Relieved, But Others Packing Up” CBS Minnesota website, reporter Reg Chapman (link in materials below)
- Hand out listening exercise.
- Learners read questions and ask any clarification questions before watching video.

**Listen again to make inferences:**

Learners watch and listen to answer questions below. Learners write their own answers and then discuss in small groups.

1. How does Mr. Hatzistamoulous feel about the light-rail? Why? How do you know?
2. How does Mr. Marty feel about the light-rail? Why? How do you know?
3. How can two people feel so differently about the same thing?

**Post-listening/follow-up:**

Learners discuss these questions in small groups:

1. Is it OK for some businesses to fail because of a project like this? Why or Why not?
2. What are the benefits and drawbacks of public transportation? What are the benefits and drawbacks of driving personal cars?

**Assessment:**

- Circulate and monitor, check that language is used and heard correctly during activities.
- Learner to learner checking and error correction in groups.
- Evaluate group and individual ss performance of the objectives using the rubric.

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

**Pre-listening II:**

Pack up	Close (store) forever and leave
Business slowed	Fewer customers are buying from a business



Stumble in	To come upon accidentally or unexpectedly
Pop up	Appear suddenly or unexpectedly
Second-hand store	A store that sells goods that are not new
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Please watch and listen to the video. Answer these questions & then check answers with your group:

1. How long has the Best Steak House been on University Avenue?
2. Why did customers start coming back to the Best Steak House?
3. What type of store does Gilbert Marty own?
4. How many customers did Mr. Marty used to get during the day? How many today?
5. During the Green Line construction, how many new businesses opened along the corridor?

**Listen again to make inferences:**

Please watch and listen again. Answer these questions & then discuss with your group:

1. How does Mr. Hatzistamoulous feel about the light-rail? Why? How do you know?
2. How does Mr. Marty feel about the light-rail? Why? How do you know?
3. How can two people feel so differently about the same thing?

**Post-listening/follow-up:**

Discuss these questions with your group. Take notes:

1. Is it OK for some businesses to fail because of a project like this? Why or Why not?
  
2. What are the benefits and drawbacks of public transportation? What are the benefits and drawbacks of driving personal cars?

**Assessment:**

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Participates in group work.	No participation.	Little participation.	Adequate participation.	Fully engaged with group and task.
Suggests guesses about vocab to group members	None of the time.	Rarely.	Usually.	Always.
Notes correct specific information for Listening Task I	None of the time.	Rarely.	Usually.	Always.
Gives valid reasons or supporting evidence to explain ideas or opinions	None of the time.	Rarely.	Usually.	Always.
<b>TOTAL:</b>				