

Learning Strategies: Sample Lesson

Level: ESL Beginning

Topic: Work Experience

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Learning Strategies (LS): Learning strategies are planned methods, steps, actions or techniques for facilitating and enhancing the learning and the use of new material. Examples in this category include organizing information, reading or listening for a specific purpose, keeping a learning log, note-taking, or making educated guesses. A successful learner knows when and how to apply a particular strategy. Teaching the skills in this category will help learners work with and understand new material more independently.

Skill 1:
SWBAT... Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor's directions, listening to a lecture)

Sub Skills:

- ☐ a. Make use of background knowledge to understand new information
- ☐ b. Make predictions before and during reading and listening
- ☐ c. Use context clues to understand new information (formatting, pictures, surrounding text)
- ☐ d. Identify main ideas or themes when reading or listening
- ☐ e. Scan written text or listen to oral text for specific information and details
- ☐ f. Monitor comprehension (reread if necessary, connect to prior knowledge, stop and rephrase, visualize)
- ☐ g. Make inferences and logical guesses (read and listen between the lines)

Skill 2:
SWBAT... Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall

Sub Skills:

- ☐ a. Employ a variety of strategies for categorizing information (sorting words logically, alphabetizing, pros and cons)
- ☐ b. Select and use graphic organizers appropriate for a task (T-chart for pros and cons, Venn diagram for compare/contrast)
- ☐ c. Choose and apply preferred note-taking strategies based on personal preference or task (lists, outlines, word maps, highlighting, 2-column notes)
- ☐ d. Choose and use strategies for reviewing, evaluating, and summarizing information (oral retell, flashcards, outline, highlight main points)

Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge

SWBAT...

Sub Skills:

- ☐ a. Ask for repetition and clarification of unknown language and concepts
- ☐ b. Compensate for unknown language using paraphrase or circumlocution (using other words to describe or work around an unknown word)
- ☐ c. Use context and what you know to figure out or guess meaning of language
- ☐ d. Identify appropriate resources and/or means to fill in gaps in knowledge (ask a teacher, consult a dictionary, online search)

Learning Strategies (LS) Continued...

Skill 4:

SWBAT... Articulate awareness of what helps one learn language and content

Sub Skills:

- ☐ a. Identify preferences for learning styles/modalities (learning through reading, writing, listening)
- ☐ b. Determine what types of activities help one learn best (cooperative learning, using digital tools, hands-on learning)
- ☐ c. Articulate one's strengths and areas for growth as a learner

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

Pre A-C-E-S
Warm-up: NA
Introduction: <ul style="list-style-type: none"> Ask students simple WH?s about the images. Elicit student responses to the images/title from the text.
Guided Practice: <ul style="list-style-type: none"> Use images to write prediction statements on the board. Read the story to the Ss, pausing to address predictions as needed. Look together at the predictions made pre-reading. Determine whether the predictions are T/F. Read the story again and ask simple WH?s to assess their general understanding of the story. Hand out the story and allow students to follow along while listening to the story. Repeat the simple WH?s to address challenges. Have students read three times: read to self (silently and aloud) and with a partner. Read through the WH? comprehension questions, having students follow along.
Independent Practice: <ul style="list-style-type: none"> Ss read the story independently again and answer the WH? comprehension questions. Have Ss check answers with other Ss. Re-read and explain the story as necessary. Check the answers as a class.
Extension: NA
Assessment: <ul style="list-style-type: none"> Check through the comprehension questions to see how many they answered correctly.

Post A-C-E-S
Warm-up: <ul style="list-style-type: none"> Introduce self. Ask Ss introduction questions. Either use the grid (or go paperless) for mingle asking/answering questions.
Introduction: <ul style="list-style-type: none"> Explicitly introduce WH?s and their meanings. Match questions with the pictures as a group. Individual volunteers draw matching lines between the concepts.
Guided Practice: <ul style="list-style-type: none"> Ask students simple WH?s about the image from the story – write answers on board. Elicit student responses to the images/title from the text on what the story is about. Write responses as prediction statements on the board. Read the story aloud to the Ss, pausing to address predictions as needed. Look together at the predictions made pre-reading and determine whether the predictions are T/F using “Yes” and “No”, check if answers to WH?s were accurate. Hand out the story and allow students to follow along while listening to the story. Have students read three times: read to self (silently and aloud) and with a partner. Ask Ss simple WH? comprehension questions.
Independent Practice: <ul style="list-style-type: none"> Have groups sort images from story into “Who”, “What are they doing”, “When”, “Where” and “How long”. Once images are categorized, help Ss line up the images so they match the story. Ex. Packager, put things in boxes, in the factory, from 1996 to 2000 – line them up First, Next, Then Once in order use the graphic organizer to write key vocabulary from the story. Ss read the story independently again. Using the grid they can practice asking/answering WH?s about the story in partners. As a wrap up, Ss orally answer WH? questions from the teacher.
Extension: <ul style="list-style-type: none"> Students answer written comprehension questions. Have each student write a summary statement about a different, but related image by filling in a graphic organizer with the person, action, place and time. Students ask/answer questions about their images.
Assessment: <ul style="list-style-type: none"> Check through the graphic organizer to ensure words are sorted correctly. Check through the graphic organizer to ensure concepts match up. Orally ask individuals about the story.

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>	N/A	LS: 1a CCRS:		
<u>Introduction:</u>	LS: 1c	LS: 1c, 1f CCRS:		
<u>Guided Practice:</u>	LS: 1b, 1e CCRS:	LS: 1b-g CCRS:		
<u>Independent Practice:</u>	LS: 1f CCRS:	LS: 1a, 1c, 1e, 1f, 2a CT: 1a, 1d CCRS:		
<u>Extension:</u>	N/A	LS: 1d, 1f, 2a CT: 1a, 1d CCRS:		

<u>Assessment:</u>	LS: 1f	LS: 2a, 1f CT: 1a, 1d		
		CCRS:		

Pre A-C-E-S Lesson Plan

Objectives (General):

1. Make predictions based on images/title.
2. Make predictions while listening to story.
3. Read silently, aloud to self, and aloud with a partner.
4. Read to confirm predictions.
5. Answer comprehension questions.

TIF Objectives:

- 1b.** Make predictions before and during reading and listening.
- 1c.** Use context clues to understand new information (formatting, pictures, surrounding text)
- 1e.** Monitor comprehension (reread if necessary, connect to prior knowledge, stop and rephrase, visualize)

Warm up: NA

Introduction:

- Ask students simple WH?s about the image.
- Elicit student responses to the images/title from the text.
- Write prediction statements on the board.

Guided Practice:

- Read the story to the Ss, pausing to address predictions as needed.
- Look together at the predictions made during pre-reading.
- Determine whether the predictions are T/F.
- Read the story again and ask simple WH?s to assess their general understanding of the story.
- Hand out the story and allow students to follow along while listening to the story.
- Repeat the simple WH?s to address challenges.
- Have students read three times: read to self (silently and aloud) and with a partner.
- Read through the WH? comprehension questions, having students follow along.

Independent Practice:

- Ss read the story independently again and answer the WH? comprehension questions.
- Have Ss check answers with other Ss.
- Re-read and explain the story as necessary.
- Check the answers as a class.

Extension: NA

Assessment:

- Check through the comprehension questions to see how many they answered correctly.

Pre A-C-E-S Lesson Materials:

Introduction: Pre-reading

Questions:

Look at the picture.

- Who are the people?
- What are their jobs?
- Where do they work?
- What are they doing?
- Why?

Definitions:

- packager
- custodian
- office worker

Guided Practice:

Reading from MN Literacy Council's Beginning Story Bank, p. 6

http://mnliteracy.org/sites/default/files/beginning_esl_story_bank.pdf

Independent Practice:

Questions from MN Literacy Council's Beginning Story Bank, p. 7

http://mnliteracy.org/sites/default/files/beginning_esl_story_bank.pdf

Max Works Hard



Look at the picture.

What are their jobs? Where do they work? Are you a hard worker?

Max is a hard worker. Max has had many different jobs. In 1996, he took his high school exam when he was sixteen. After that he started working.

First, he was a packager in a factory. He put things in boxes and put the boxes on a truck. He worked in the factory from 1996 to 2000.

Next, he was a custodian in a school. He cleaned and waxed the floors. He took out the trash. He fixed the toilets and the lights. He was a custodian from 2000 to 2008

Then, he moved to Texas. He started working in an office. Now he is an office worker. He answers the phone. He gives faxes to people in the office.

Max Works Hard

Write YES or NO.

- | | |
|----------|--------------------------------------|
| 1. _____ | 1. Max was a packager for 3 years. |
| 2. _____ | 2. Max's first job was in a factory. |
| 3. _____ | 3. Max finished high school. |
| 4. _____ | 4. Max moved to Iowa. |
| 5. _____ | 5. Max was a custodian for 8 years. |

Write the answers.

6. Where does Max work now? _____
7. When did he start working in the factory? _____
8. How long did he work at the school? _____

Write one question about the story. Ask a partner the question. Write the answer.

9. _____
- _____

. Words I don't understand:

WORD:	MEANING/PICTURE:

Post A-C-E-S Lesson Plan

Objectives (General):

1. Make predictions based on images/title.
2. Make predictions while listening to story.
3. Read silently, aloud to self, and aloud with a partner.
4. Read to confirm predictions.
5. Orally answer WH? comprehension questions.

TIF Objectives:

- LS 1a.** Make use of background knowledge to understand new information
- LS 1b.** Make predictions before and during reading and listening
- LS 1c.** Use context clues to understand new information (formatting, pictures, surrounding text)
- LS 1e.** Scan written text or listen to oral text for specific information and details
- LS 1f.** Monitor comprehension (reread if necessary, connect to prior knowledge, stop and rephrase, visualize)
- LS 2a.** Employ a variety of strategies for categorizing information (sorting words logically, alphabetizing, pros and cons)
- CT 1a.** Sequence components, item, or ideas in a logical or structured manner (e.g., alphabetical, chronological)
- CT 1d.** Synthesize information, idea and components in a meaningful and structured way

Warm up:

- Introduce self.
- Ask Ss introduction questions.
- Either use the grid (or go paperless) for mingle asking/answering questions.

Introduction:

- Explicitly introduce WH?s and their meanings.
- Match questions with the pictures as a group.
- Individual volunteers draw matching lines between the concepts.

Guided Practice:

- Ask students simple WH?s about the image from the story – write answers on board.
- Elicit student responses to the images/title from the text on what the story is about.
- Write responses as prediction statements on the board.
- Read the story aloud to the Ss, pausing to address predictions as needed.
- Look together at the predictions made pre-reading and determine whether the predictions are T/F using “Yes” and “No”, check if answers to WH?s were accurate.
- Hand out the story and allow students to follow along while listening to the story.
- Have students read three times: read to self (silently and aloud) and with a partner.
- Ask Ss simple WH? comprehension questions.

Independent Practice:

- Have groups sort images from story into “Who”, “What are they doing”, “When”, “Where” and “How long”.
- Once images are categorized, help Ss line up the images so they match the story. Ex. Packager, put things in boxes, in the factory, from 1996 to 2000 – line them up First, Next, Then
- Once in order use the graphic organizer to write key vocabulary from the story.
- Ss read the story independently again.
- Using the grid they can practice asking/answering WH?s about the story in partners.
- As a wrap up, Ss orally answer WH? questions from the teacher.

Extension:

- Students answer written comprehension questions.
- Have each student write a summary statement about a different, but related image by filling in a graphic organizer with the person, action, place and time.
- Students ask/answer questions about their images.

Assessment:

- Check through the graphic organizer to ensure words are sorted correctly.
- Check through the graphic organizer to ensure concepts match up.
- Verbally ask individuals about the story.

Post A-C-E-S Lesson Materials:

Warm Up: mingle

What's your name?	What language do you speak?	Where are you from?

What's your name?	What language do you speak?	Where are you from?

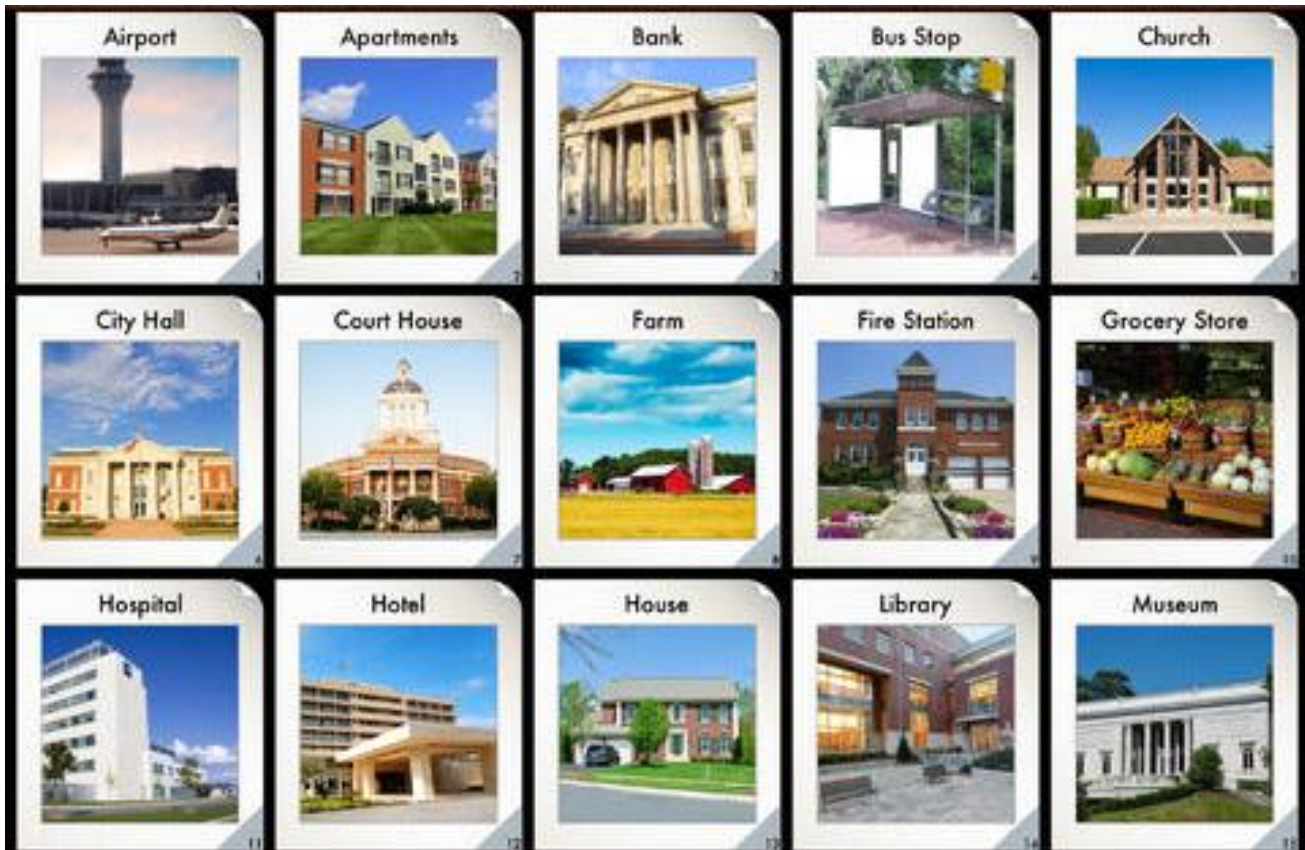
Introduction: Pre-reading



Who?

 <p>shopping</p>	 <p>throwing</p>	 <p>surfing</p>
 <p>kicking</p>	 <p>knitting</p>	 <p>skiing</p>
 <p>cooking</p>	 <p>hiding</p>	 <p>Skating</p>

What are they doing?

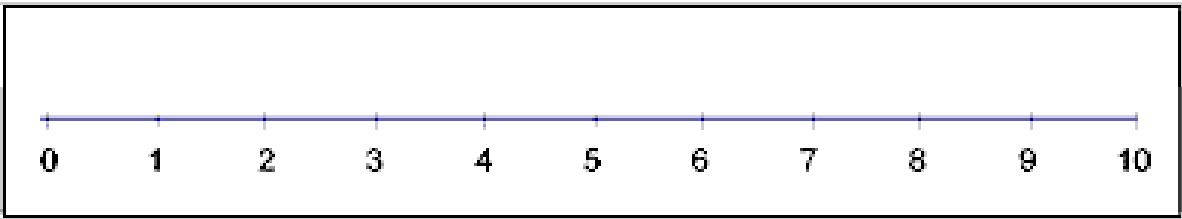


Where?

2015

January	February	March	April
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4
4 5 6 7 8 9 10	8 9 10 11 12 13 14	8 9 10 11 12 13 14	5 6 7 8 9 10 11
11 12 13 14 15 16 17	15 16 17 18 19 20 21	15 16 17 18 19 20 21	12 13 14 15 16 17 18
18 19 20 21 22 23 24	22 23 24 25 26 27 28	22 23 24 25 26 27 28	19 20 21 22 23 24 25
25 26 27 28 29 30 31		29 30 31	26 27 28 29 30
May	June	July	August
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
31 1 2	1 2 3 4 5 6	1 2 3 4	30 31 1
3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8
10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15
17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22
24 25 26 27 28 29 30	28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29
September	October	November	December
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2 3	1 2 3 4 5 6 7	1 2 3 4 5
6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 12
13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21	13 14 15 16 17 18 19
20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28	20 21 22 23 24 25 26
27 28 29 30	25 26 27 28 29 30 31	29 30	27 28 29 30 31

When?



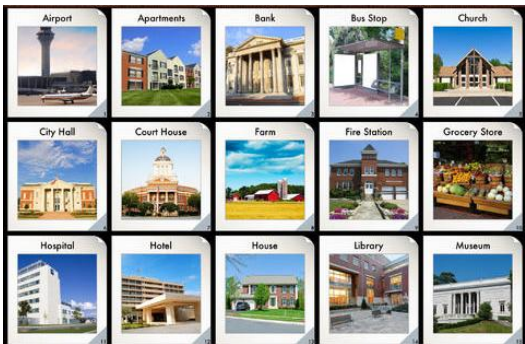
How long?



How long?



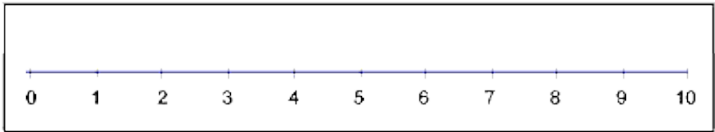
When?



Where?



What are they doing?



Who?

Guided Practice:

Reading from MN Literacy Council's Beginning Story Bank, p. 6

http://mnliteracy.org/sites/default/files/beginning_esl_story_bank.pdf

Questions:

Look at the picture.

- Who are the people?
- What are their jobs?
- Where do they work?
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Definitions:

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Max Works Hard



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Next, he was a custodian in a school. He cleaned and waxed the floors. He took out the trash. He fixed the toilets and the lights. He was a custodian from 2000 to 2008

Then, he moved to Texas. He started working in an office. Now he is an office worker. He answers the phone. He gives faxes to people in the office.

Independent Practice:

Wh? Graphic Organizer

Questions from MN Literacy Council's Beginning Story Bank, p. 7

http://mnliteracy.org/sites/default/files/beginning_esl_story_bank.pdf



packager



custodian



office worker



answers the
phone



put things in
boxes



cleaned



factory



school

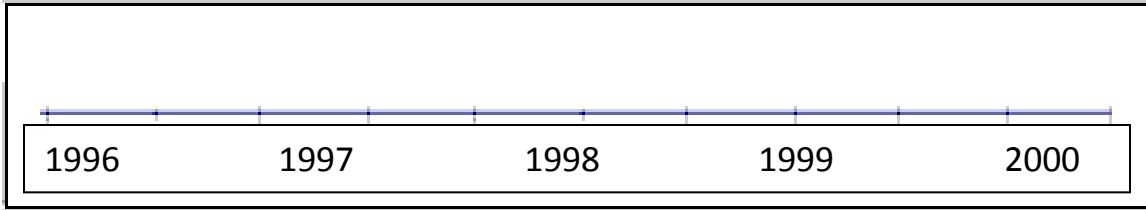


office

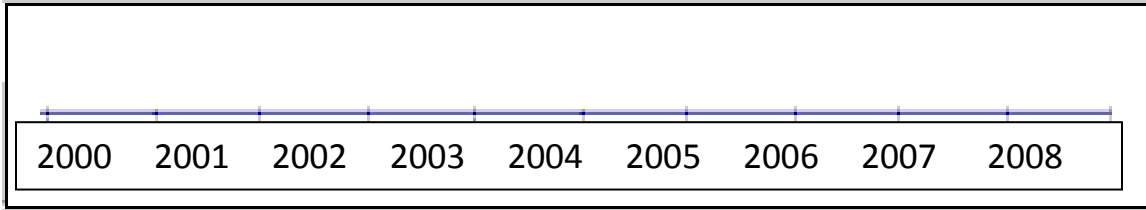
February 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Now



From 1996 to
2000 -
Four Years



From 2000 to
2008 –
Eight Years

Who?	What?	Where?	When?	How long?

Who?	What?	Where?	When?	How long?

Who?	What?	Where?	When?	How long?
Packager	put things in boxes	factory		From 1996 to 2000
Custodian	cleaned	school		From 2000 to 2008
Office worker	answers phones	office	now	

Extension:

Questions from MN Literacy Council's Beginning Story Bank, p. 7

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Max Works Hard

Write YES or NO.

- | | |
|----------|--------------------------------------|
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Write the answers.

6. Where does Max work now? _____
7. When did he start working in the factory? _____
8. How long did he work at the school? _____

Write one question about the story. Ask a partner the question. Write the answer.

9. _____
- _____

. Words I don't understand:

WORD:	MEANING/PICTURE: