The 5 Essential Steps

Basic Lesson Model

&

Bloom's Taxonomy

ASIAN COLLEGE OF TEACHERS
ACT
Touch & touch lives.

Warmer

Step 1

- multi-purpose activity : daily /before – every lesson
- lowering the ‘affective filter’ of the learners
- getting the learners comfortable – giving some buffer time
- interacting with learners
- focusing on and getting ready for the lesson
- gauging the level of learners
- establishing rapport
- engaging all learners
- promoting TPR
- using as energizers/stirrers
- non-linguistic and linguistic

Context Setting

Step 2

- setting the big picture (context)
- previewing the concepts (vocabulary) that come up in the lesson repeatedly
- illustrations on the board, digital media, visuals, flash cards, audio recordings, music, role play, simulation, realia – any medium may be used to set the context
- elements – prediction, association, relation, localization, personalization, generation of natural language, moving from known to the unknown
- without a context, language does not have meaning

Core Dialogue

Step 3

- target language to build on - This means dialogues containing structures to be built on by substituting vocab. In more advanced lessons, this would be reading or listening input to be developed through group interactions with inputs from the teacher as needed.
- controlled practice activities - i.e. teacher directed with maximum appropriate support (Teacher models entire dialogue atleast 3 times, followed by T/T x 2 for every two lines – T/S – S/T – S/S; next T elicits and writes on the board every set of two lines as

  A: ……./B: …… which is followed by T counting off students as 1,2,1,2,… followed by parallel line practice

Vocabulary Expansion

Step 4

- through specific inputs, like HO cards, group brainstorming, or, further teacher inputs
- Teacher to erase variables before verbal expansion/reinforcement of vocabulary/target language to be used
- 3 volunteers are called – T does silent preview of the cards x 1 and verbal preview x 2 (process repeated for every 3 set of cards)
- T hands out card to S1 – S1/T – T/S1 – S1/S2 and so on; T monitors while class practice

Communicative Activity

Step 5

- review - an opportunity to use the Target Language to do something - i.e. play a game (X/O) or other - with as much learner choice (centeredness) as possible.
- ensure that maximum learning of TL has taken place
- preferably team/pair activity to reduce anxiety/affective filter so that learners take risks rather than shy away
- use visual aids to support process of review/recap
- group worksheets may also be used – Teacher has to do a whole class review thereafter
- matching target vocabulary to visuals may also be used for beginner level

Writing Lesson Objectives

What are instructional objectives?

- Instructional objectives are **specific, measurable, short-term, observable student behaviors**.
- An objective is a description of a performance you want learners to be able to exhibit before you consider them competent.
- An objective describes an intended result of instruction, rather than the process of instruction itself.

Using Bloom's Taxonomy and Associated Action or Performance Verbs

Knowledge

- define, describe, state, list, name, write, recall, recognize, label, underline, select, reproduce, outline, match

Comprehension

- identify, justify, select, indicate, illustrate, represent, name, formulate, explain, judge, contrast, classify

Application

- predict, select, assess, explain, choose, find, show, demonstrate, construct, compute, use, perform

Analysis

- analyze, identify, conclude, differentiate, select, separate, compare, contrast, justify, resolve, break down, criticize

Synthesis

- combine, restate, summarize, precise, argue, discuss, organize, derive, select, relate, generalize, conclude

Evaluation

- judge, evaluate, determine, recognize, support, defend, attack, criticize, identify, avoid, select, choose

Some examples of objectives

Create a stem - Stem Examples:

- After completing the lesson, the student will be able to ….
- After this unit, the student will have . . .

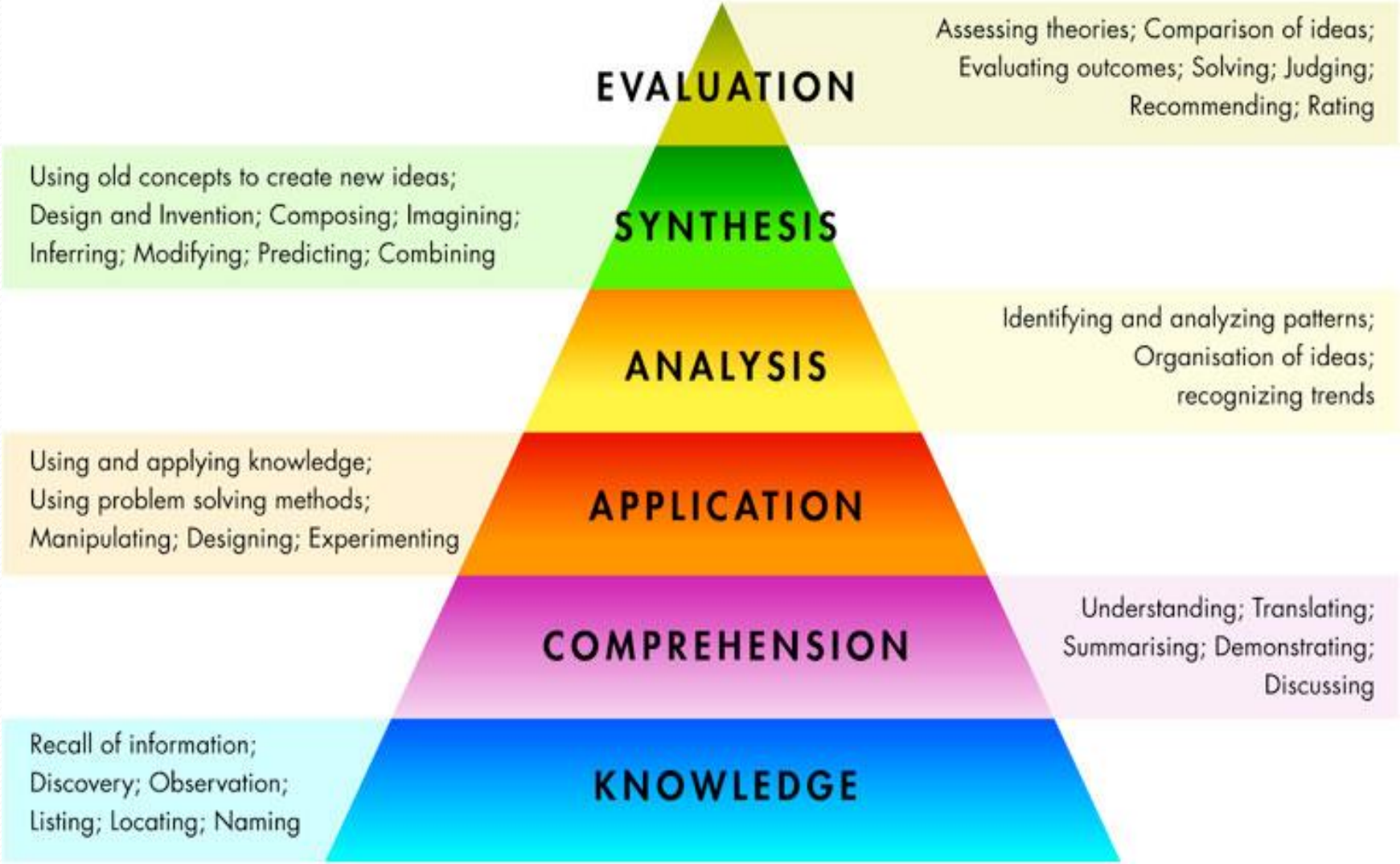
After you create the stem, add a verb:

- analyze, recognize, compare, provide, list, etc.

Examples :

- listen for the purpose of following directions . . .
- record his or her understanding/knowledge by creating pictures . . .
- use the vocabulary of _____ (shapes, colors, etc.) to describe _____ (flowers, etc.)
- explain the meaning of the word(s): _____.
- generate ideas and plans for writing by using _____ (brainstorming, clustering, etc.)
- develop a draft . . .
- edit a draft for a specific purpose such as _____ (word choice, etc.)
- discuss the differences and similarities between the two main characters from _____ and _____.
- identify the definition of _____ (fables, fairy tales, etc.).
- define the literary term _____.
- re-tell in his/her own words _____.
- summarize the plot of _____.
- make inferences from the text . . .
- demonstrate understanding by writing three facts about . . .

BLOOMS TAXONOMY

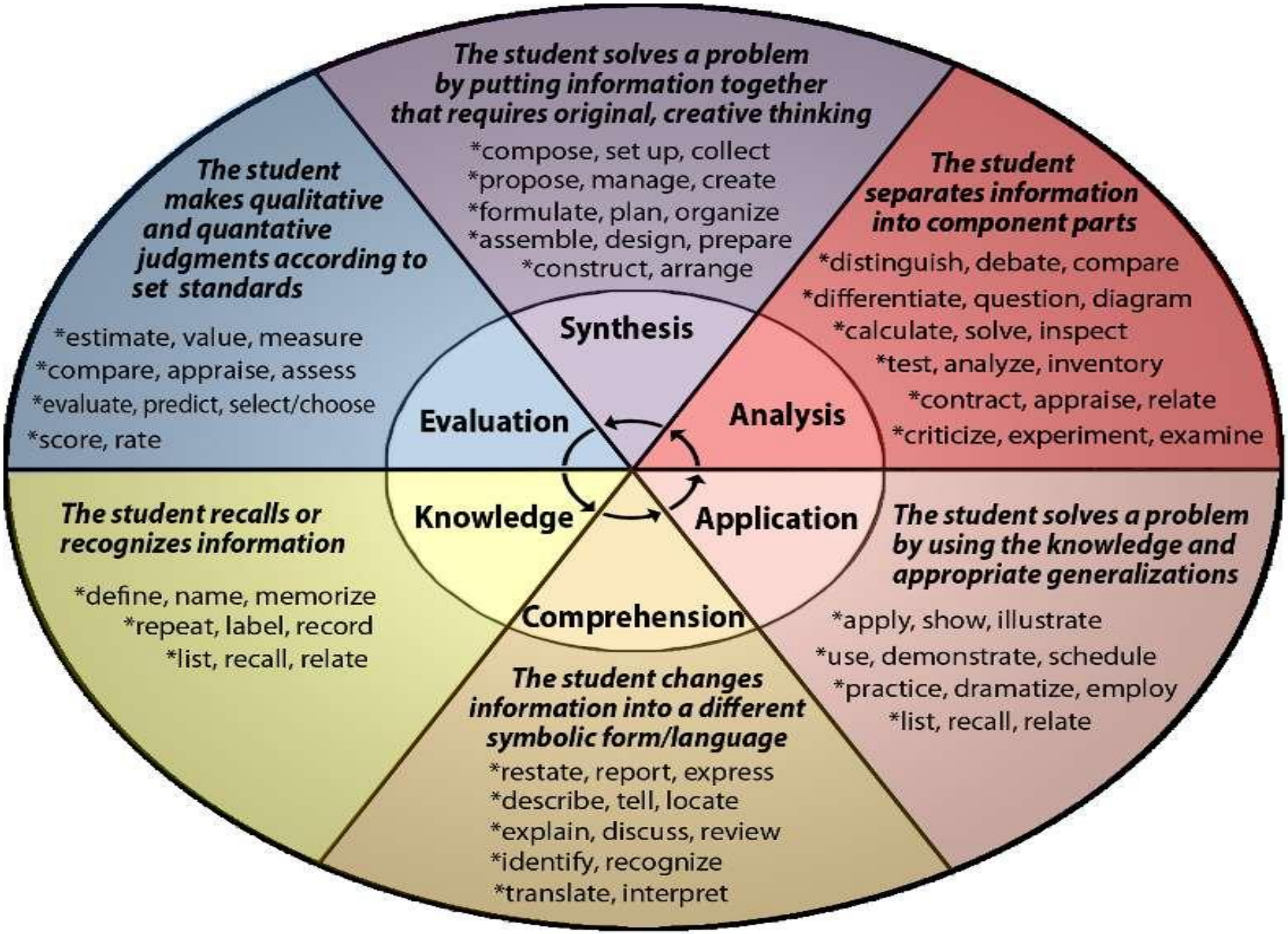


BLOOM'S TAXONOMY

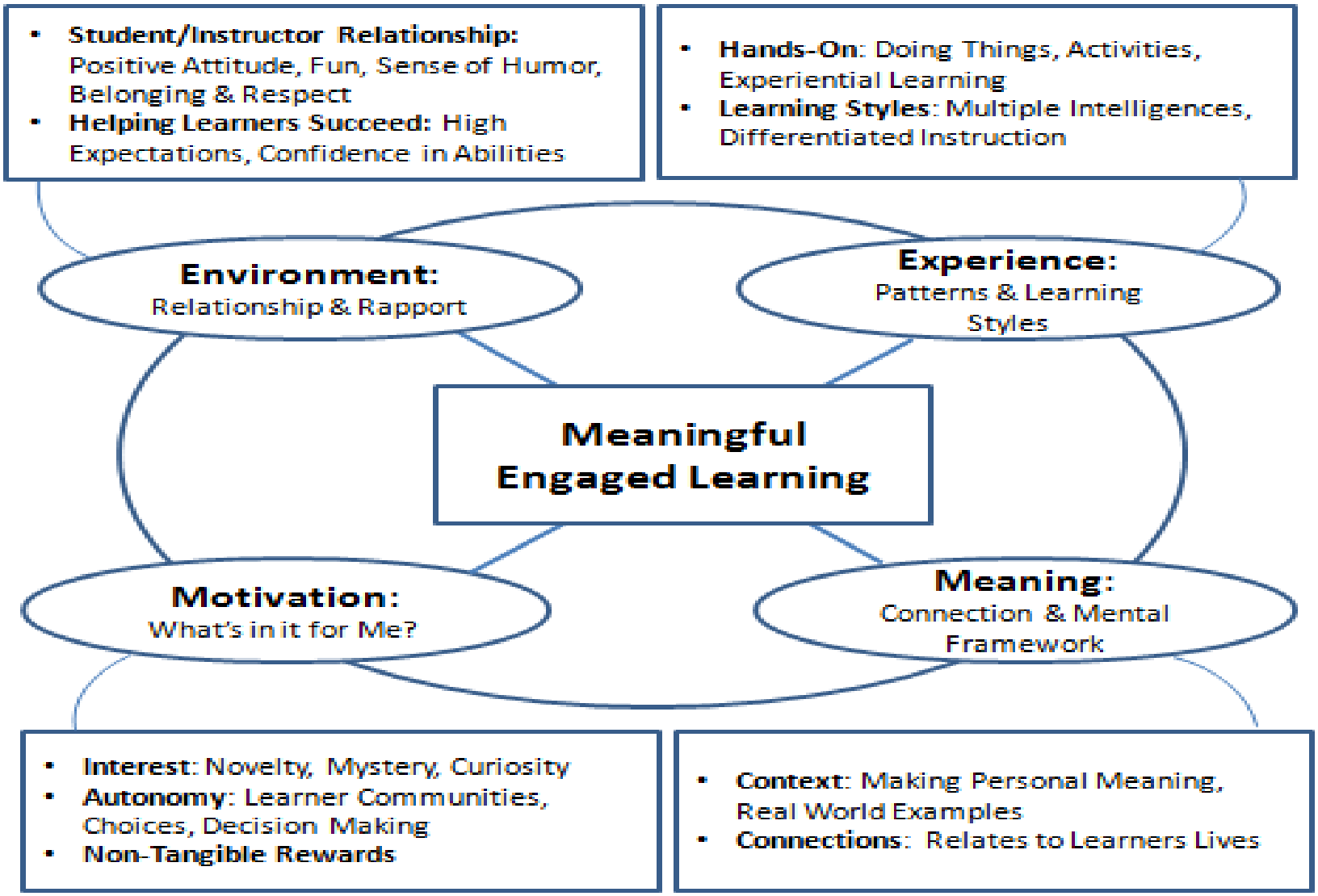
LEVELS OF INTELLECTUAL BEHAVIOUR

Verb Wheel Based on Bloom's Taxonomy

- Domain
- Appropriate verbs
- Student products


The student solves a problem by putting information together that requires original, creative thinking
*compose, set up, collect
*propose, manage, create
*formulate, plan, organize
*assemble, design, prepare
*construct, arrange
Synthesis
The student makes qualitative and quantative judgments according to set standards
*estimate, value, measure
*compare, appraise, assess
*evaluate, predict, select/choose
*score, rate
Evaluation
The student separates information into component parts
*distinguish, debate, compare
*differentiate, question, diagram
*calculate, solve, inspect
*test, analyze, inventory
*contract, appraise, relate
*criticize, experiment, examine
Analysis
The student recalls or recognizes information
*define, name, memorize
*repeat, label, record
*list, recall, relate
Knowledge
Application
The student solves a problem by using the knowledge and appropriate generalizations
*apply, show, illustrate
*use, demonstrate, schedule
*practice, dramatize, employ
*list, recall, relate
Comprehension
The student changes information into a different symbolic form/language
*restate, report, express
*describe, tell, locate
*explain, discuss, review
*identify, recognize
*translate, interpret

Language Learning is Fun!!



Acknowledgement

Reference:

http://www.uams.edu/oed/teaching/objectives.htm

Thank you!