

Preparation of Learning Resources

A horizontal bar with a dark blue background, featuring four colored segments: light blue, green, orange, and dark blue.

PLANNING - 1



- What is your topic?

- Individual or Project-linked?
- Final Product?
- Has anybody done it already?
- Age and level?
- Title and subtitle?
- Credits
- [Disclaimer](#)

- <http://copyrightuser.org/topics/education/>

- http://www.boe.es/diario_boe/txt.php?id=BOE-A-2014-11404



PLANNING - 2



- Unit framework
 - Homogeneity: of framework, of activities, of assessments, of teacher notes, of language used (style), etc.
 - Link to **4Cs** (Cognition needs improving), **3Ls** (all need improving) and **KCs** (OK) ACCESS FRAMEWORK
 - Content, skills and language → curriculum-linked (assume OK)
 - All objectives, content, activities, assessment → C-L-IL-linked
- Content: language, concepts, skills
 - Language (Remember: Vocabulary and Discourse)
 - ✦ New language – **of** the topic, **for** the topic, **through** the topic
 - ✦ Language in a receptive state
 - ✦ Teacher language

PLANNING- 3



- Content: knowledge
 - ✦ What are we learning to do?
 - ✦ Why are we learning to do this?
 - ✦ What do we already know?
 - ✦ What do we need to know?
 - ✦ What is the teacher looking for?
 - ✦ What would we like to know?
 - ✦ What are we going to do?
 - ✦ What does a good one look like?

WALT

WILF

TIB

- Content: skills
 - ✦ New skills needed?
 - ✦ Competences?
 - ✦ Thinking skills?
 - ✦ Learning skills?

**AIM
OBJECTIVE
OUTCOME**

WAGOLL

ACTIVITIES - 1

TRY TO CONSIDER:

- Accessibility (of language, content, concepts, skills)
- Content
- Communication
 - All language skills (oracy and literacy)
- Cognition
 - Thinking Skills
- Culture
- Key Competences
- L.O.T.S. and H.O.T.S.



- Thinking, finding out, using, contributing, working together, doing, hands-on, understanding, evaluating, creating
- Variety - groupings, activities, formats, access, interest, usefulness, enjoyment
- Similarity (of activities with other groups)



ACTIVITIES - 2

ASK YOURSELF:

- Are activities:
 - curriculum-linked
 - school year-linked
 - real time-linked
 - feasible?
- Are you going to create your own texts – copyright?
- Are you going to create your own worksheets – copyright?
- Will links still work in the future?
- Can pupils work without computers?
- Can other teachers follow your units?
- Do teachers and students understand your instructions?
- Can other teachers find your files?
- Do teachers/pupils have the necessary software?
- Are other teachers going to SCREAM???

Extramuros at Ellesmere

Class 3C is now at the exhibition. Look at the plan and discuss these questions with your group.

- Why do you think the exhibition is called "Extramuros" Art outside the Walls"?
- How many of the sculptors are Spanish?
- Do you think this is a good way to see art?

Now listen to the Guide talking to Class 3C about one of the sculptures.

<http://www.dogrosesound.org/ellesmere-sculptures/sculpture-6-bastion-of-the-air.htm>

- What is the name of the sculpture?
- Circle it on the plan of the lake.
- Which of the 3 sculptures do you think she is talking to them about?
- Why?
- Look at the names of the other sculptures on the plan. Which ones might correspond to the other 2 below?
- Which of the 3 Asturian sculptures (below) do you prefer? Why?



1 Monira Neves "Tu e Eu" You and I

2 Joaquin Jose López "Espejo de Sol" Sun Mirror

3 Pablo Macjo "Subida al Aliso" Way up to the Aliso

4 Luis Alfonso "Gala"

5 José Legazpi "Llamarada" Flame

6 Francisco Fresno "Bastión del Aire" Bastion of the Air

7 Juan J. Marc Ruiz "JMN"

8 Junko Mori & Chris Stokes "Birdseed"

9 Richard Taylor "Ellesmere Pillar"

10 José Rodríguez Reguera "Embolaje para la luz" Package for Light

11 Irene Brown "Ellesmere Chronicle"

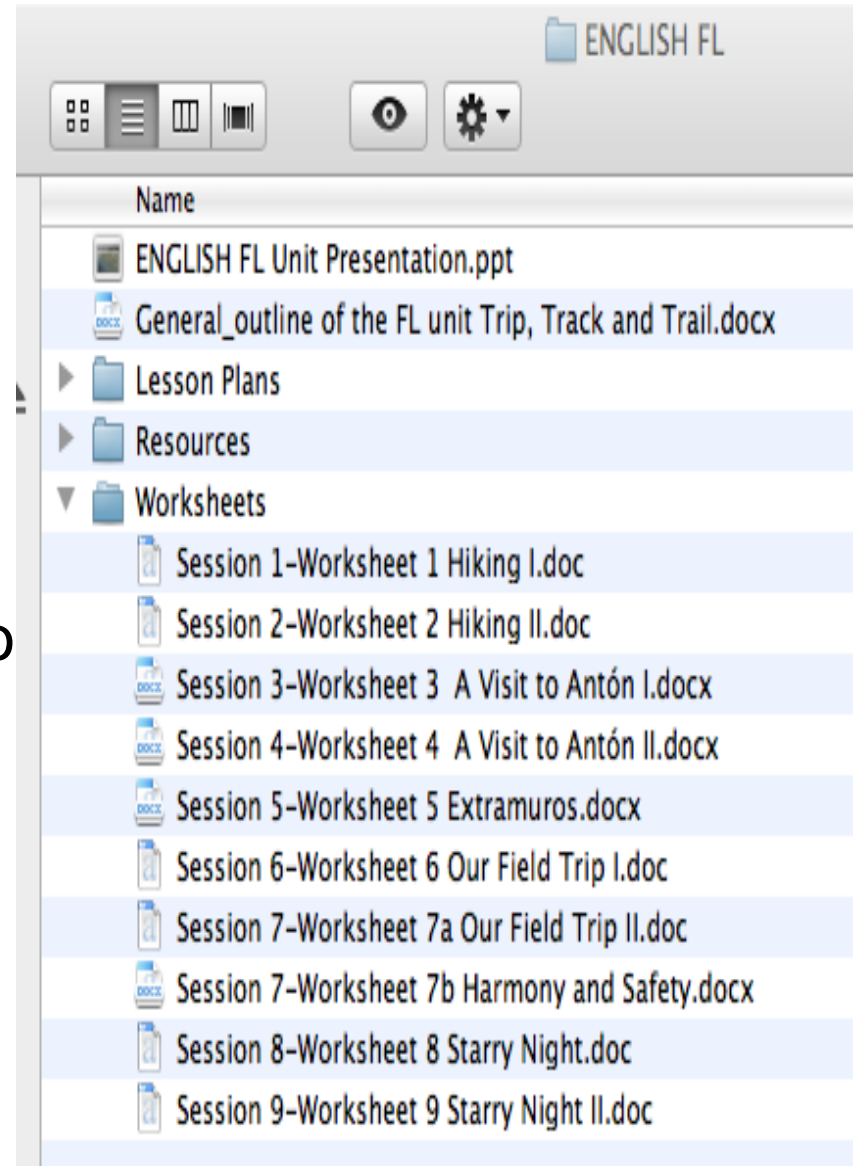
12 Luis Mouzo "B'itulu" Untitled

10. Your group will be assigned one of the other 2007 sculptors. Prepare a short PPT presentation.

<http://www.dogrosesound.org/ellesmere-sculptures/>

MODEL

- Set up a VIRTUAL FOLDER
- A PPT or equivalent is a good idea to organise and present your work at a glance.
 - Slides (or links) for objectives, KCs, content, assessment, etc.
 - Link to full unit plan
- Slides for sessions with links to session plan and resources
- Assessment/Portfolio
- Bibliography
- Resources
- Disclaimer
- Authors



SO...

- Organise your file
 - Unit Presentation PPT
 - Unit Plan
 - Resource Folder
 - Session Folder
 - Teacher's Notes
 - Worksheets needed
 - **Keep updated file only**
- File Headers
 - Self-explanatory
 - Font (caps or lower-case)
 - Order
 - Homogeneity

- Try to work together
- Avoid blocking files, etc.
- Include software if necessary
- Make sure links are connected to your folder (not your PC)
- Include sources
- Avoid downloading/uploading as your own work if it's not.
- Don't forget the disclaimer!



GENERAL THINGS TO REMEMBER

- Classify your worksheets and resources in the file according to the order they appear in the Session Plan.
- Make sure that the instructions in the Session Plan and Worksheets are coherent, clear and correct.
- Address the instructions in the Session Plan to the teacher.
- Address the instructions on the Worksheet to the student.
- Set the language of your spelling and grammar checker to English and USE IT (!!), but remember that it's only a machine.
- Scaffold the Worksheets, the activities and the Session Plans.
- Put solutions to tasks in a separate resource folder to avoid wasting paper when printing.
- In the Resource folder, also include vocabulary worksheets and/or glossaries.



GENERAL THINGS TO REMEMBER

- Check timing carefully!!!!
- Make sure the register (discourse style) is similar in all Session Plans.
- Use a specific variety of English for everything (US or European).
- Try to avoid contractions.
- Beware of false friends!
- Use connectors or connective expressions
 - e.g. In addition, ... It is a good idea to... You might like to ...
- Make language user friendly
 - e.g. Try to ... Can you ...?



SCAFFOLDING THE TEACHER'S NOTES

- Be careful with titles
- Make instructions short, simple and clear.
- Number the instructions if necessary.
- Write the instructions in a clear order in separate lines or paragraphs.
- Give examples of what you want.
- Include a model if the oral or written text required is unfamiliar.
- Include key language needed and say how this will be dealt with.
- Point out key language that might be unknown to teachers and the pronunciation if complicated.
- Include links to required resources or worksheets with each activity.
- Make sure that activity instructions are not omitted or confused.
- Use “Students....” rather than imperatives.
- If scaffolding is needed, point it out and explain when and where.




COMMENTS

I USED SESSION 1 AS THE MODEL
SIMPLY BECAUSE IT IS THE FIRST!

 1 Flash Cards

 1 Note tacking HSE

 1 Reading Session

 1 session 1 labor laws germinal

Problems

Clear identification

Correct order


Which activity?

Which worksheet?

Where does the Reading worksheet go?


What is the title of the Reading?

Example:

 Session 1 Activity 1 ?????

 Session 1 Activity 2 Note-taking

 Session 1 Activity 3 Flash Cards

 Session 1 Activity 1-9 Optional "Germinal"

Reading 1

2

Worksheets

3

Session Plans

SCAFFOLDING THE WORKSHEETS AND ACTIVITIES

- Use the same header in all worksheets (title of the project, number of module or session, name of school, etc.).
- Use page numbers at the bottom.
- Make instructions short, simple and clear.
- Write instructions before the text/activity and repeat if necessary.
- Number the instructions
- Break up texts into paragraphs and number them.
- Give examples of what you want.
- Include a model if the oral or written text required is unfamiliar.
- Include language boxes, sentence starters, language frames, etc.
- Format for understanding
 - Capital letters, fonts, size, styles, effects, spacing, colour, etc.



SCAFFOLDING THE WORKSHEETS AND ACTIVITIES

- Use images, diagrams, arrows, circles, etc.
- Scan authentic text for trouble and take action.
- Use cognates, brackets, paraphrasing, synonyms, explanations, etc.
- Use rhetorical repetitions of key language.
- Sequence the activities in order of difficulty, skill required, pair or group work, independence, (I do – we do – you do).
- Include vocabulary worksheet or glossary. EXAMPLE
- Use the audio/video speed control and subtitles.
- Try to include a script where possible.
- If students need to present work or discuss, give models of language.
- Include opportunities for students to help each other.

Example 1

Example 2



EXAMPLES

- ▣ TRIP, TRACK AND TRAIL