



**This is a graded discussion: 4 points possible**

due -

## Week 7 Discussion ( 1st post due by Wednesday)

10 60

### Lesson plan templates

There are many different lesson plans that teachers can use to help their English Learners.

Using the internet, research one of the lesson plan templates below OR a choice of your own.

- Sheltered Instructional Observation Protocol (SIOP)
- Common Core Lesson Plan Template
- Understanding By Design (UBD)
- Presentation, practice and production (PPP)

Describe the aspects of the lesson plan

What do you like/ dislike about it?

Include a template

***Please complete your first post on the discussion board by Wednesday. You have the rest of the week (until Sunday) to respond to 2 classmates.***



← Reply



[Colleen Laurent \(https://my.uclaextension.edu/courses/32520/users/146916\)](https://my.uclaextension.edu/courses/32520/users/146916)

Feb 9, 2021



I decided to get my multiple subject teaching credential shortly after Common Core State Standards were implemented, and so became familiar with the accompanying lesson plan

template. As a new teacher, it helped to have a highly detailed structure for my lessons. I had to list which standards would be addressed, why and how they would be accomplished, all activities and materials required, any potential modifications, and detailed assessments and outcomes. CCSS lesson plans felt almost like a safety net that ensured I was teaching “correctly.” The attached template shows the detail required in each step.

The downside is that these lesson plans are time-consuming and can sometime feel restrictive. At the time, I was not given a set curriculum to follow by my school, so was designing my own unique units and lesson plans. Lesson planning required combing through the CCSS requirements to find and include each standard that would be met within the lesson. Or, alternately, I would decide which standards to use and then design the curriculum to match them. It began to feel like I was “teaching to the test,” which was an uncomfortable feeling. With CCSS lesson planning, I think it’s important for teachers to also include the occasional fun, non-standard activity to maintain elements of creativity and flexibility.

The attached lesson plan template is from the Sonoma County Office of Education.

[CCSS Lesson Plan Template-1.pdf \(https://my.uclaextension.edu/users/146916/files/4896263?wrap=1&verifier=4H1cm84SKSnuLIRrhMt7oy9qVYEFpknbmPcompV\)](https://my.uclaextension.edu/users/146916/files/4896263?wrap=1&verifier=4H1cm84SKSnuLIRrhMt7oy9qVYEFpknbmPcompV) ↓  
([https://my.uclaextension.edu/users/146916/files/4896263/download?verifier=4H1cm84SKSnuLIRrhMt7oy9qVYEFpknbmPcompV&download\\_frd=1](https://my.uclaextension.edu/users/146916/files/4896263/download?verifier=4H1cm84SKSnuLIRrhMt7oy9qVYEFpknbmPcompV&download_frd=1))

Edited by [Colleen Laurent \(https://my.uclaextension.edu/courses/32520/users/146916\)](https://my.uclaextension.edu/courses/32520/users/146916) on Feb 15 at 10:03am

← [Reply](#)



[Christina Westrem \(https://my.uclaextension.edu/courses/32520/users/162970\)](https://my.uclaextension.edu/courses/32520/users/162970)

Feb 25, 2021

Hi Colleen,

After reading your post and looking at the template you provided, it seems that the highly detailed structure could be problematic. On the one hand, if you carefully answer each question, all details of the lesson seem that they would be covered. But on the other hand, at what cost? If the plan becomes too time consuming and restrictive, it is natural that people would tend to lose the attention to detail and complete it more as a 'requirement' of the job. I really like that you have found ways to include activities "to maintain elements of creativity and flexibility". Thanks for your efforts.

← [Reply](#)



[Edris David \(https://my.uclaextension.edu/courses/32520/users/32108\)](https://my.uclaextension.edu/courses/32520/users/32108)

Feb 28, 2021

Colleen,

I never thought how detailed the Common Core Standards and lesson plans are or how they can be a safety net for new teachers. I chose the Understanding by Design Lesson Plans because I enjoy focusing on the goal first, and this process represents my way of processing student learning goals.

← [Reply](#)



[Xin He \(She/Her/Hers\)](https://my.uclaextension.edu/courses/32520/users/162484) (https://my.uclaextension.edu/courses/32520/users/162484)

Mar 1, 2021

Hi colleen, I quite agree that CCSS can help a teacher to provide a detailed curriculum structure, and it is suitable for new teachers. But it does take time into consideration, because there is no guarantee that we will have a lot of time to complete the requirement. I suggest you try to implement this lesson with a limited number of times, such as once a week, and see how it works. Or take a look at outer teaching plan templates that take relatively less time to prepare.

← [Reply](#)



[Valerie Smith \(She/Her/Hers\)](https://my.uclaextension.edu/courses/32520/users/150889) (https://my.uclaextension.edu/courses/32520/users/150889)

Mar 6, 2021

Thanks for sharing! This lesson plan is one I would steer so far from! When I design a course around course goals I tend to make the connections in my head and this is just too much work for an everyday lesson! This would work great for a teaching demonstration for a job however, when you want the observer to see the intention that sometimes is lost in teaching.

← [Reply](#)



[Christina Westrem](https://my.uclaextension.edu/courses/32520/users/162970) (https://my.uclaextension.edu/courses/32520/users/162970)

Feb 25, 2021

**Presentation, practice and production (PPP)** is a 3-step lesson plan template for foreign language instruction that assists in developing a “structured, graded, and time efficient lesson plan...” Typical time allocation for a one hour lesson would be 15 minutes for presentation, 20 minutes for practice, and 25 minutes for production.

The first step is **presentation**, which is controlled by the teacher and is sometimes referred to as the actual teaching period. During this step, the teacher speaks approximately 75% of the time and may use a text and audio and/or visual aids to present new materials. During the latter part of the presentation step, the teacher may ask questions about the materials as a means of assessing student comprehension.

The second step is **practice**. In this step, students become more involved by trying out the new materials. Generally, students speak approximately 65% of the time during this step. The role of the teacher shifts in this step to become the director of activities by modeling correct form, correcting mistakes, and providing positive feedback. Typical activities during the practice step may include drills, transformations, and pair or group practice.

The third step is **production** and is sometimes referred to as the fluency stage. This stage shifts to a greater freedom for the learner. The student to teacher talk ratio is approximately 90:10. Activities during this phase may include oral presentations, dialogues, or skits written by students and presented to the class. If students make errors during the activities, they are not pointed out until the end of the activity.

The simplicity of this planning tool is definitely appealing. The structure, grading and timing of the lesson is very clear and makes it easy for the beginner. I think that the success of the lesson still depends upon the teacher to develop a high-quality plan and successfully transition the students through the stages. During the final stage, creating opportunities for students to link the materials to relatable real world situations would be crucial.

References: [How to Make the Best ESL Lesson Plans with a PPP Template | FluentU English Educator Blog](https://www.fluentu.com/blog/educator-english/esl-lesson-plan-template/) [\\_\(https://www.fluentu.com/blog/educator-english/esl-lesson-plan-template/\)](https://www.fluentu.com/blog/educator-english/esl-lesson-plan-template/) and [ppp.pdf \(wordpress.com\)](https://ppp.pdf.wordpress.com) [\\_\(https://achilleaskostoulas.files.wordpress.com/2012/01/ppp.pdf\)](https://achilleaskostoulas.files.wordpress.com/2012/01/ppp.pdf)

Template: [1566180731 \(768×1024\) \(scribdassets.com\)](https://imgv2-2-f.scribdassets.com/img/document/45909250/original/673470bc41/1566180731?v=1) [\\_\(https://imgv2-2-f.scribdassets.com/img/document/45909250/original/673470bc41/1566180731?v=1\)](https://imgv2-2-f.scribdassets.com/img/document/45909250/original/673470bc41/1566180731?v=1)

← [Reply](#)



[Colleen Laurent \(https://my.uclaextension.edu/courses/32520/users/146916\)](https://my.uclaextension.edu/courses/32520/users/146916)

Feb 28, 2021

Hi Christina,

I haven't heard of this template before, and agree that it's simplicity is definitely a plus. I tend to function best when I have established time frames in which to complete a task, so that part of the format is especially appealing! I imagine the most challenging part might be

keeping a 15-minute presentation engaging, and ensuring that the balance of teacher-talk and student engagement didn't stray too far into "lecture" territory.

← [Reply](#)



[Edris David \(https://my.uclaextension.edu/courses/32520/users/32108\)](https://my.uclaextension.edu/courses/32520/users/32108)

Feb 28, 2021

Christina,

I always wondered how, as an ESL teacher, I could remember how to complete a variety of activities while moving the class at a steady pace, especially after our last assignment and viewing the ESL Grammar lesson video. The Presentation, Practice, and Production lesson plan seems to provide structure and flow. Teaching English versus teaching ESL students is a totally different ballgame with less teacher-focused instruction and more student-focused involvement, partner activities, and practice.

← [Reply](#)



[Xin He \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32520/users/162484\)](https://my.uclaextension.edu/courses/32520/users/162484)

Mar 1, 2021

Hi David,

The Presentation, Practice and Production lesson plan do really great in moving the class at a steady pace while completing a variety of activities. Thank you for your answer!

← [Reply](#)



[Lisa Bradbury \(https://my.uclaextension.edu/courses/32520/users/146949\)](https://my.uclaextension.edu/courses/32520/users/146949)

Mar 6, 2021

Hi Christina,

I chose the PPP because of its simplicity and structure. It is very easy to use and makes planning more efficient. Many teachers use this plan as it gives opportunities for lots of practice and then demonstration to show what has been learned. I agree with you that if the teacher doesn't develop a high quality lesson plan or relate the material to real world situations, then this method would fail.

← [Reply](#)



[Robin Kremen \(She/Her/Hers\)](https://my.uclaextension.edu/courses/32520/users/8339) (<https://my.uclaextension.edu/courses/32520/users/8339>)

Mar 6, 2021

Dear Christina,

This was a great description of the PPP Lesson Plan. I observed a classroom video last semester where the south African instructor employed this method to instruct her ESL teacher trainees. I was very impressed by the variety of classroom activities and discourse. Her class was very dynamic; the students were fully engaged. Thank you for your incredibly cogent and concise description of the PPP lesson plan and for the URL references.

Robin

[← Reply](#)



[Karl Leitz](https://my.uclaextension.edu/courses/32520/users/147612) (<https://my.uclaextension.edu/courses/32520/users/147612>)

Mar 7, 2021

Hi Christina,

Your breakdown of PPP was easy to understand, but gave a lot of information. I particularly liked your 15/20/25 minute breakdown of a one hour class. Thank you.

Karl

[← Reply](#)



[Pablo Gonzalez](https://my.uclaextension.edu/courses/32520/users/21380) (<https://my.uclaextension.edu/courses/32520/users/21380>)

Mar 7, 2021

Hi Christina. The Presentation, practice and production (PPP) lesson plan is one I had never heard of. I think you explained the different sections (Ps) of the lesson plan very well. I also liked the percentages that are included in your explanation. Thinking about teacher speaking in 75-45-10 breakdown model is very informative. I agree that the simplicity of this lesson plan is very appealing, not just the simplicity of the different sections but the visual appeal of the lesson plan. I also appreciate that you included not only the lesson plan but a link that not only provides more information about the PPP lesson plan but how it would benefit teachers of English.

[← Reply](#)



[Edris David \(https://my.uclaextension.edu/courses/32520/users/32108\)](https://my.uclaextension.edu/courses/32520/users/32108)

Feb 28, 2021

I like the Understanding by Design (UBD) method because it focuses on the learning goals before designing the lesson. Understanding by Design combined with Backwards Design ensures that student learning goals are met. A teacher can lose focus on the goals and teach ineffective lessons if they only focus on the activity. Although I didn't know it, I analyze my lesson plans using the UBD method, and I document my lessons using Common Core Lesson Planning. Understanding by Design Lesson Plans in conjunction with the Backwards Design entail the following:

### 1. Identify Desired Results

What should learners be able to do, know, and understand at the end of instruction?

What content should I be teaching?

In what order should I be teaching content?

What long-term understandings are desired at the end of instruction?

### 2. Determine Acceptable Evidence

How will I know if learners have achieved the desired results?

What is acceptable evidence for student achievement?

### 3. Plan Learning Experiences & Instruction

What knowledge and skills will learners need to effectively perform and achieve the desired results?

How can the learning activities that I have selected help my learners gain knowledge and skills?

How should the skills and knowledge being assessed be coached?

What materials and resources are needed to meet my instructional goals?

References: <https://edis.ifas.ufl.edu/wc322> [\\_\(https://edis.ifas.ufl.edu/wc322\)](https://edis.ifas.ufl.edu/wc322)

## Lesson Plan Template: <https://studylib.net/doc/5873893/ubd--understanding-by-design--lesson-plan>

Edited by [Edris David \(https://my.uclaextension.edu/courses/32520/users/32108\)](https://my.uclaextension.edu/courses/32520/users/32108) on Feb 28 at 7:34pm

← [Reply](#)



[Xin He \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32520/users/162484\)](https://my.uclaextension.edu/courses/32520/users/162484)

Mar 1, 2021

Hi Edris,

The the Understanding by Design (UBD) method is a very good method. I think this method is very targeted! Thank you for your answer and the information you provided!

← [Reply](#)



[Christina Westrem \(https://my.uclaextension.edu/courses/32520/users/162970\)](https://my.uclaextension.edu/courses/32520/users/162970)

Mar 1, 2021

Hi Edris,

It really resonated for me when you commented that a "teacher can lose focus on the goals and teach ineffective lessons if they only focus on the activity". I think this is a nugget of wisdom that I plan on keeping in my notes. The method, Understanding By Design and the Backward Design which you presented, definitely helps to keep that focus. In fact, don't you think it would be good to use with any lesson plan to be sure that one is meeting the goals?

Thanks for the information.

← [Reply](#)



[Colleen Laurent \(https://my.uclaextension.edu/courses/32520/users/146916\)](https://my.uclaextension.edu/courses/32520/users/146916)

Mar 2, 2021

I really wish I'd had this lesson plan template when I was teaching. So much better than the CCSS template that I was stuck with! I agree that it's easy to get lost in the activity and lose sight of the end goal, so this is a really useful tool for avoiding that pitfall. I especially like the "acceptable evidence" terminology because it allows for diversity in how a student can demonstrate their understanding of a concept or skill.

← [Reply](#)



[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32520/users/151222\)](https://my.uclaextension.edu/courses/32520/users/151222)

Mar 3, 2021



Hi Edris, I especially agree with "A teacher can lose focus on the goals and teach ineffective lessons if they only focus on the activity." As I sometimes lose focus and concentration when I am with students, I think it is important to be a more goal-oriented teacher. Also, the template you attached is simple and well-organized, so I guess it will be useful for teachers.

[← Reply](#)



[Kris Lambert \(https://my.uclaextension.edu/courses/32520/users/438\)](https://my.uclaextension.edu/courses/32520/users/438)

Mar 5, 2021



Hello, Edris,

Great breakdown of UBD. Have you used it before? It is really popular! In Grad school I was forced to use it. For some reason my brain does not work that way. Starting backward. However, SO many people I know love it! When you start teaching keep it in mind. You will either love it or hate it :)

[← Reply](#)



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/32520/users/147480\)](https://my.uclaextension.edu/courses/32520/users/147480)

Mar 7, 2021



Hi Edris,

Thank you for sharing your template along with a full description of each stage. The one part that stood out to me was the question of "In what order should I be teaching content?" I feel like this is a major component to consider. For me, the order in which I present information can make things confusing, fun, or more clear. It really depends on what you're teaching that day. So that template you used is very helpful to keep this in mind.

Another thing I didn't consider before was the backwards design. I really like that this approach emphasizes the endgoal more than the journey itself.

-Russell

[← Reply](#)

  
[https://](https://my.uclaextension.edu/courses/32520/users/162484)[Xin He \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32520/users/162484\)](https://my.uclaextension.edu/courses/32520/users/162484)

Mar 1, 2021

There are many different lesson plans that teachers can use to help their English Learners, after careful consideration, I chose the teaching plan of flipped classroom. This is the content proposed by one student before, and it is also the content that we have learned before. I am very interested in it, so I spend time to find out further information about it. Flipping the classroom is a pedagogical approach where students first explore new course content outside of class by viewing a pre-recorded lecture video or digital module, or completing a reading or preparatory assignment. In-class time is organized around student engagement, inquiry and assessment, allowing students to grapple with, apply, and elaborate on course concepts. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home while engaging in concepts in the classroom with the guidance of a mentor.

I like it because it improves the efficiency of learning and it can guide students to learn by themselves. In my study career, I have the impression that middle school students lack the consciousness of independent study, students are forced to study. In this way, students can develop the habit of independent study. Besides, this lesson plan method is more flexible and free, less affected by the outside world. But the downside is the teachers may find challenges with this model. Increased preparation time is initially likely needed, as creating high quality videos requires teachers to contribute significant time and effort outside of regular teaching responsibilities. The video recording can be difficult especially for older teachers who are used to conventional teaching methods.

Click here for more information. [https://en.wikipedia.org/wiki/Flipped\\_classroom](https://en.wikipedia.org/wiki/Flipped_classroom)

Here is the lesson plan. <https://vln.school.nz/file/download/904927>

← [Reply](#)

  
[http](http://my.uclaextension.edu/courses/32520/users/162970)[Christina Westrem \(https://my.uclaextension.edu/courses/32520/users/162970\)](https://my.uclaextension.edu/courses/32520/users/162970)

Mar 1, 2021

Hi Xin He,

I also find the Flipped Classroom method interesting as class time would then include more student engagement. This seems especially important if one's teaching style leans more towards a conversational approach. My only concern would be how to handle situations where students may not be motivated to complete the pre-class independent study. Do you have any recommendations?

I like the template you provided as it can be easily completed using Word. Thanks!

← [Reply](#)



[Xin He \(She/Her/Hers\)](https://my.uclaextension.edu/courses/32520/users/162484) (https://my.uclaextension.edu/courses/32520/users/162484)

Mar 5, 2021

You raised a good question! Thank you, Christina! As for the motivation, we can try to improve the quality of the classroom. If the classroom becomes interesting, students may be willing to listening.

← [Reply](#)



[Edris David](https://my.uclaextension.edu/courses/32520/users/32108) (https://my.uclaextension.edu/courses/32520/users/32108)

Mar 2, 2021

Xin He,

I think that the flipped classroom can be challenging for those who lack independent study skills. Covid-19 has proven that an abundance of students have a difficult time working on assignments mainly at home. I think the flipped classroom would work well with adult ESL students and I like that this plan is more flexible and free. It makes learning fun and interesting.

← [Reply](#)



[Xin He \(She/Her/Hers\)](https://my.uclaextension.edu/courses/32520/users/162484) (https://my.uclaextension.edu/courses/32520/users/162484)

Mar 5, 2021

Yes, I also think so, and it is really a big problem for those who are not independent. I am thinking about whether there is a good way to arouse students' interest. I think interest is very important in learning.

← [Reply](#)



[Yoon-Jung Cho](https://my.uclaextension.edu/courses/32520/users/151222) (https://my.uclaextension.edu/courses/32520/users/151222)

Mar 3, 2021

Hi Xin He, I took a flipped classroom course one time in undergraduate school, and it really was an interesting experience. We all took classes online in advance, and then the professor made a whole offline class discussion session. At the beginning of the semester,

nobody said anything, and everyone was so shy, including me, but later every student took an active part in the discussion. I am still not that comfortable with oral presentation, but I could overcome public speaking anxiety a lot at the time.

Edited by [Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32520/users/151222\)](https://my.uclaextension.edu/courses/32520/users/151222) on Mar 3 at 3:32am

← [Reply](#)



[Xin He \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32520/users/162484\)](https://my.uclaextension.edu/courses/32520/users/162484)

Mar 5, 2021

That's a good news that the flipped classroom can help you! Congratulations to you on overcoming the anxiety of speaking in public!

← [Reply](#)



[Melinda Cavalletto \(https://my.uclaextension.edu/courses/32520/users/150435\)](https://my.uclaextension.edu/courses/32520/users/150435)

Mar 3, 2021

Hello Xin He,

I agree with Edris that COVID has highlighted the difficulty of a flipped classroom regarding kids being forced to learn online for the past year. I have not taught in a formal classroom yet, but I can draw from my own high school children's experience. They have shown difficulty in learning a lesson on their own before listening to a lecture. I like the concept but wonder how effective this type of learning would be long term.

← [Reply](#)



[Xin He \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32520/users/162484\)](https://my.uclaextension.edu/courses/32520/users/162484)

Mar 5, 2021

You asked a good question! I just think in this way will make students form a good habit. As for whether it is effective, I haven't try this method before, so I might can't answer you. You can ask Miss Lambert and discuss with her.

← [Reply](#)



[Robin Kremen \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32520/users/8339\)](https://my.uclaextension.edu/courses/32520/users/8339)

Mar 6, 2021

Dear Group.

I believe that a lesson plan which promotes students' independent study skills is valuable. The teacher can scaffold this activity with an accompanying form that allows students to ask questions, and outline their interests and concerns regarding the pre-class material.

Robin

← [Reply](#)



[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32520/users/151222\)](https://my.uclaextension.edu/courses/32520/users/151222)

Mar 3, 2021

### What Is the SIOP Model?

The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.

The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.

### Who benefits from SIOP instruction?

As the number of English learners increases in schools across the United States, educators are seeking effective ways to help them succeed in K-12 ESL, content area, and bilingual classrooms. Research shows that when teachers fully implement the SIOP Model, English learners' academic performance improves. [Learn about \(https://www.cal.org/siop/about/history.html\)](https://www.cal.org/siop/about/history.html) the SIOP Model research base.

In addition, teachers report that SIOP-based teaching benefits all students, not just those who are learning English as an additional language.

SIOP instruction also benefits students learning content through another language. CAL has conducted research on adapting the SIOP Model for use in two-way immersion (dual language) programs.

## Reference

<https://www.cal.org/siop/> [\(https://www.cal.org/siop/\)](https://www.cal.org/siop/)

I like the SIOP model because it is not just about teaching language but about multicultural education. As S. Korea is becoming a multicultural society, I found many Korean researchers focus on the SIOP model to educate students from various countries. I have read articles on the Korean SIOP model, and I found this model will become even more important in the future, so I chose the SIOP model. I would like to apply the SIOP model to my class later.

[SIOP Lesson Plan Templates1-4.pdf \(https://my.uclaextension.edu/files/4957998/download?download\\_frd=1&verifier=dg1ovM83x3bVq2ivnLur4woeQvDswOhPHNgQx3yB\)](https://my.uclaextension.edu/files/4957998/download?download_frd=1&verifier=dg1ovM83x3bVq2ivnLur4woeQvDswOhPHNgQx3yB)

← [Reply](#)



**Kris Lambert** (<https://my.uclaextension.edu/courses/32520/users/438>)

Mar 5, 2021

Hello, Yoon,

Good work with the detailed SIOP breakdown and information. The great thing about this lesson plan is there are 4 different templates. Most likely one to fit every need. This template is geared toward English learners but, I think it is just great teaching! This is my preferred template . I like the template with the check off boxes (template#1) Fast and easy. Have you ever used the SIOP templates?

← [Reply](#)



**Yoon-Jung Cho** (<https://my.uclaextension.edu/courses/32520/users/151222>)

Mar 8, 2021

Hello Kris, since I do not have teaching experience yet, I have not used this template so far, but my favorite is template#1 too! I want to use this template in my class later. :)

← [Reply](#)



[WING SHA CHAN \(https://my.uclaextension.edu/courses/32520/users/160835\)](https://my.uclaextension.edu/courses/32520/users/160835)

Mar 6, 2021

Hi Yoon-Jung

Your observation is very interesting that Korean SIOP model is more important than other models. Have you noticed any major differences among these models?

Isa

← [Reply](#)



[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32520/users/151222\)](https://my.uclaextension.edu/courses/32520/users/151222)

Mar 8, 2021

Hi Wing, thanks for your question. I do not know the SIOP model is more important than OTHER models, but one thing is sure that due to its focus on multicultural education, this model is becoming more critical than BEFORE in S. Korea. I think the major difference of the SIOP model is its concern for multicultural education. I hope this will help. :)

Edited by [Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32520/users/151222\)](https://my.uclaextension.edu/courses/32520/users/151222) on Mar 8 at 3:37am

← [Reply](#)



[Lisa Bradbury \(https://my.uclaextension.edu/courses/32520/users/146949\)](https://my.uclaextension.edu/courses/32520/users/146949)

Mar 6, 2021

Hi Yoon,

I like how simple this model is and how you just have to check boxes and fill in boxes. I don't know if those small boxes actually gives much room to write things but I guess you could just write the gist of each to keep yourself on track. I like to write down details so that is why I went with the PPP method. All of what is on the SIOP is still in the PPP, it is just not separated into separate groups and boxes to check off.

← [Reply](#)



[Karl Leitz \(https://my.uclaextension.edu/courses/32520/users/147612\)](https://my.uclaextension.edu/courses/32520/users/147612)

Mar 7, 2021

Hi Yoon-Jung Cho,

I liked the SIOP lesson plan templates. They look detailed, but not too complex. I particularly like the tick-off box list. It makes for more efficient lesson planning. Thank you.

Karl

← [Reply](#)



[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32520/users/151222\)](https://my.uclaextension.edu/courses/32520/users/151222)

Mar 8, 2021

Hi Lisa and Kark, I too like these little check-off boxes. I think these boxes will make the lesson plan simple and easy. Also, I want to try the PPP model later. I guess this will be good for time management. Thanks for the comment!

Edited by [Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32520/users/151222\)](https://my.uclaextension.edu/courses/32520/users/151222) on Mar 8 at 3:48am

← [Reply](#)



[WING SHA CHAN \(https://my.uclaextension.edu/courses/32520/users/160835\)](https://my.uclaextension.edu/courses/32520/users/160835)

Mar 3, 2021

In a PPP lesson, there are three stages: 1) the teacher presents the target language, 2) students practise the new language items, and 3) students use their own ideas to talk about themselves.

The presentation phase is usually an introductory activity of the target language. For example, if the aim of the lesson is to teach the *conditional sentence Type 1*, the lesson could start with a warmer in which the teacher elicits some activities the students want to do in certain conditions. Then, the suggested ideas are written on the board, and the teacher helps with any pronunciation problems. After that, the teacher could write the students' ideas on the board. While the teacher presents the new language items, the students just listen.

In the practice stage focuses on form. The teacher provides opportunities for students to practise the learned items in a controlled way. The teacher explains the grammatical use of the new language referring to conditional sentence Type 1. After that, he/she asks the students conceptual questions, that is, questions to check whether they have understood the use of the language. For instance, '*What will you do if you have 1,000,000 dollars?*' Students can then carry out another restricted activity such as a written gap-filling in which they fill in the gaps of sentences with appropriate tenses in brackets.

The production stage focuses on fluency and provides students with an opportunity to personalize the language learnt by exploring their own ideas. The teacher gives a copy of conditional situations for students to complete with their own preference. Then, students work in pairs, asking about what they will do if they are in these situations.

I like this lesson plan as it is extremely important that students use what they have learned in communicative tasks.

[PPP Lesson Plan 3 Mar.pdf \(https://my.uclaextension.edu/files/4958115/download?download\\_frd=1&verifier=ucC74pHzSmWWt3vlSrBJXvHVvYTpDWTSWJHllx4\)](https://my.uclaextension.edu/files/4958115/download?download_frd=1&verifier=ucC74pHzSmWWt3vlSrBJXvHVvYTpDWTSWJHllx4)

[← Reply](#)



[Kris Lambert \(https://my.uclaextension.edu/courses/32520/users/438\)](https://my.uclaextension.edu/courses/32520/users/438)

Mar 5, 2021

Hello, Wing,

Nice breakdown of the PPP lesson plan.

I find this super easy to use and straight forward. Have you used this before? I really like how simple it is. I have used it for all ages and all grades. Fast, simple and to the point.

[← Reply](#)



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/32520/users/147480\)](https://my.uclaextension.edu/courses/32520/users/147480)

Mar 7, 2021

Hi Wing!

My favorite thing about the template you shared was how simplified it looks. It's only one page long, and there's nothing complicated or fancy about it. Presentation, practice, and production model is also easy to remember. I will definitely apply this for any future lessons I teach. Thank you for sharing!

-Russell

[← Reply](#)



[Caitlin Flynn \(https://my.uclaextension.edu/courses/32520/users/135934\)](https://my.uclaextension.edu/courses/32520/users/135934)

Mar 3, 2021

I decided to research the Understanding by Design (UBD) lesson plan template. I liked the way it stressed focusing on what I, as a teacher, actually want the students to leave my lesson having learned. The UBD lesson plan has three stages.

The first stage is Identify Desired Results, which is broken into three questions to help the teacher narrow down what is really important. The first question is "what should participants encounter?" which is to say which information is it worth being familiar with but are not essential to goals of the course. The second question is "what should participants master?" which is information that the students should definitely know when they leave the class that day. The final question is "what big ideas should the participants retain?" which are the essential concepts of the lesson that should be remembered after the course is finished.

The second stage is Determining Acceptable Evidence. Which is the process in which, after deciding what is essential information, the teacher determines the best way to perform assessments to fit the desired learning goal. For example, if my desired goal for an English lesson is to have my students be able to communicate orally than an assessment that focuses on speech and sentence creation would be better than having them read a passage, which would assess a different skill.

The third stage is the lesson plan. In which the teacher, after deciding the goals and proper assessments plans the instruction of new material.

<https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>  
(<https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>)

[UbD Template 2.docx \(https://my.uclaextension.edu/users/135934/files/4958796?wrap=1&verifier=c4pdUuxTiR1Q1rempycKpR765MbiwVwj0iwZ5iGx\)](https://my.uclaextension.edu/users/135934/files/4958796?wrap=1&verifier=c4pdUuxTiR1Q1rempycKpR765MbiwVwj0iwZ5iGx) ↓  
([https://my.uclaextension.edu/users/135934/files/4958796/download?verifier=c4pdUuxTiR1Q1rempycKpR765MbiwVwj0iwZ5iGx&download\\_frd=1](https://my.uclaextension.edu/users/135934/files/4958796/download?verifier=c4pdUuxTiR1Q1rempycKpR765MbiwVwj0iwZ5iGx&download_frd=1))

← [Reply](#)



**Valerie Smith (She/Her/Hers)** (<https://my.uclaextension.edu/courses/32520/users/150889>)

Mar 6, 2021

I love this type of lesson plan! This is how I approach course design because it just makes sense to me! As I shared earlier I don't use lesson plans anymore but I do use this type of system as I redesign certain assessments based on the course goals and this approach is perfect for that task!

← [Reply](#)



**Russell Fung (He/Him/His)** (<https://my.uclaextension.edu/courses/32520/users/147480>)



Mar 7, 2021

Hi Caitlin,

UBD was something that peaked my interest after seeing other students post about it. The thing that stood out in your post was the question of "What big ideas should the participants retain?" I like that this requires a lot of thought before actually planning the lesson. Again, the backwards design is effective to keep the lesson on track. Thank you for sharing!

-Russell

← Reply



**Pablo Gonzalez** (<https://my.uclaextension.edu/courses/32520/users/21380>)

Mar 7, 2021

Hi Caitlin. Thank you very much for your introduction on the Understanding by Design (UBD) lesson plan template. I appreciate that you explain what each question is asking for in the first stage. I think you really identify what your learning goals should be in the first section and you helped to explain what Desired Results mean to someone opening the UBD lesson plan template for the first time.

← Reply



**Karl Leitz** (<https://my.uclaextension.edu/courses/32520/users/147612>)

Mar 3, 2021

I was interested in Understanding By Design because of its focus on the goals of the educational process. Also known as Backward Design, it offers a framework for creating courses and content. It starts by defining what the learning goals of the course are, what you want the students to leave the course having mastered. Next the means of assessment is considered. Only after the learning goals and assessments are established, do the lesson planning begin.

The three stages of Understanding by Design are:

1. Identify desired results

In the first stage the teacher must consider what goals are for the class or lesson. Teachers should ask themselves: What should the students hear, read or explore? What knowledge and skills should the students learn? What are the important ideas the students should retain?

## 2. Determine acceptable evidence

In the second stage the teacher must look at the assessments to see if the students shown understanding and learning. Teachers should ask themselves: How will I know if the students have succeeded? What can I use to assess the students' understanding? Teachers can use a wide array of tools to make assessments, including: papers, quizzes, homework assignments, group projects, and many others.

## 3. Plan learning experiences and instruction

In the final stage the teacher can consider how to plan the lesson. With the learning goals and assessment methods in mind, the teacher will have a clearer idea of what strategies will work for the students achieve their goals. Teachers should ask themselves: What knowledge and skills do the students need? What activities will work? What should be taught, and how? What materials would be best used?

Reference: <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>

Blank Template:

[https://secureservercdn.net/198.71.233.9/4ba.49d.myftpupload.com/downloads/UbD\\_Template\\_2.docx](https://secureservercdn.net/198.71.233.9/4ba.49d.myftpupload.com/downloads/UbD_Template_2.docx)

[https://secureservercdn.net/198.71.233.9/4ba.49d.myftpupload.com/downloads/UbD\\_Template\\_2.docx](https://secureservercdn.net/198.71.233.9/4ba.49d.myftpupload.com/downloads/UbD_Template_2.docx)

Template with descriptions: <https://cft.vanderbilt.edu/wp-content/uploads/sites/59/Backward-Design-Template-with-Descriptions>

[← Reply](#)



**Robin Kremen (She/Her/Hers)** (<https://my.uclaextension.edu/courses/32520/users/8339>)

Mar 6, 2021

Dear Karl,

I am not a highly experienced teacher but Understanding By Design very much appeals to me. Thank you for your insightful description of this teaching strategy. Beginning by defining the goals of instruction, makes complete sense to me. Identifying ones objectives helps to focus the work. Planning for instructive assessments augments the first step and provides it with the opportunity for validation. And finally, planning the content of the class, the exercises and activities which will communicate the material and move students toward the desired results—with the first two steps defined, this portion of the lesson plan will be generated quite naturally. I looked at this lesson plan too but did not do as concise a job describing it. Thank you.

Robin

← Reply<https://>[Lisa Bradbury \(https://my.uclaextension.edu/courses/32520/users/146949\)](https://my.uclaextension.edu/courses/32520/users/146949)

Mar 3, 2021

**Level:** elementary**Lesson time:** 45 mins**Target language:**

Nick: What did you do last weekend?

Jane: Last weekend I rode a bike/ate a pizza

went shopping

went swimming

played football/cricket

watched TV

listened to music

**Materials:** Activity flash cards, white board pens, calendar, one large diary sheet, individual diary sheets**Presentation:**

Warm up (2 mins)

Show flash cards previously learned, and elicit activities –these will be present tense as class has not learned past tense.

Presentation (meaning, pronunciation, form- 10-12 mins)

1. Point to last to Saturday and Sunday on diary sheet write 'last weekend' above the days/dates.
2. What did I do last weekend? (point to large sheet) Last weekend I (show flashcards) rode a bike, ate pizza etc... go through all 6 flashcards.
3. Drill each activity. Last weekend I \_\_\_\_\_ . Prompt with flash cards.
4. Pin up the flashcards on diary sheet. Ask the question again. Point to each flashcard, class respond 'Last weekend I \_\_\_\_\_'
5. Write on board title '*What did I do last weekend?*' Write down structures in substitution table. Group verbs as above. Students discuss in pairs other ideas to add to ideas on the board. Feedback and write down extra ideas too.

**Practice (15-20 mins)**

1. Write down 3 activities on large diary sheet pinned on board.
2. Students write down 3 activities on their diary sheet.
3. Write chart on the board.

**What did you do last weekend?**

Name Activities

- 1.
- 2.
- 3.

4. Ask student 'What did you do last weekend?' Demonstrate with two class students. Write down student's name and activities on the chart.
5. Students do milling exercise and ask each other 'What did you do last weekend?' Last weekend I \_\_\_\_\_. Students write down names of people asked, and activities they did. Monitor exercise.

Feedback, listen to a couple of students and perform in front of class to build up confidence.

6. Students write out title 'What did you do last weekend?' Last weekend I \_\_\_\_\_ in a substitution table, with a simple drawing next to each activity (if time). Remember to group irregular verbs from regular verbs, for example:

watched	a film/television
listened	to music
played	tennis
went	shopping
	swimming
	to the cinema
ate	at a restaurant

#### Production task

2. Write an email to a friend telling her/him what you did last summer.

This may or may not be completed. Ask students to read part of their finished paragraph as a warm up for next lesson. If the class is large, it may not be possible to get every student to read out their paragraph, in this case choose one or two, and encourage the class to ask questions. Another follow on idea which is more communicative for the next lesson, is to get students to read out their passage to their partner, and then ask students to tell you what their partner did. In large classes it is important to allow time for feedback, however if you have 45 mins, with the best will in the world, it is difficult to hear everyone.

The lesson plan I chose was the PPP, which is one of the most used formats. The acronym stands for Presentation, Practice and Production. Presentation is the teacher presenting the topic using visuals or realia and being very animated. Practice is the time for the students to go over the material and practice it in a semi-controlled environment. Production is an activity that helps the students to apply what they have learned. What I like about this plan is that it is simple and helps to visualize how the lesson will go step by step. Time is allotted for each category, to keep the lesson on track. I like this plan because it allows for creativity and activity in the classroom. The PPP Method is seen as a pyramid with presentation at the top taking up about 15 minutes of the lesson. The middle of the pyramid is to be 20 minutes for practice, and the largest part of the pyramid is for production which is to be about 25 minutes. The only thing

that I think should be changed is that there should be room for flexibility in the allotted time for each stage.

Edited by [Lisa Bradbury \(https://my.uclaextension.edu/courses/32520/users/146949\)](https://my.uclaextension.edu/courses/32520/users/146949) on Mar 3 at 10:21pm

[ppp-sample-lesson-2-638.pdf \(https://my.uclaextension.edu/files/4960549/download?download\\_frd=1&verifier=ytHXyRrU5OyBtgOspjZCLDKvTmEuAIL5s5kwYqor\)](https://my.uclaextension.edu/files/4960549/download?download_frd=1&verifier=ytHXyRrU5OyBtgOspjZCLDKvTmEuAIL5s5kwYqor)

← [Reply](#)



[Robin Kremen \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32520/users/8339\)](https://my.uclaextension.edu/courses/32520/users/8339)

Mar 6, 2021

Dear Lisa,

Thank you for your description and recommendation of the Presentation Practice & Production Lesson Plan. I find this plan very compelling too. The three sections of the lesson are clearly structured with three distinctive purposes. An unlimited quantity and variety of content can be taught using this well-established lesson structure. It also fosters the creation of an active classroom with plenty of student engagement. Thank you for your clear and instructive description of PPP.

Robin

← [Reply](#)



[Pablo Gonzalez \(https://my.uclaextension.edu/courses/32520/users/21380\)](https://my.uclaextension.edu/courses/32520/users/21380)

Mar 3, 2021

One of the new requirements to receive a multiple subject teaching credential in California is the passage of the edTPA. According to the edTPA website: “edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.” The edTPA is a performance assessment tool that involves the teaching candidate plan instruction, deliver instruction (and record it), and assess your performance. As part of my teaching credential preparatory program, I had to complete all lesson planning assignments with an edTPA Lesson Plan Template. There are several different versions available online as it seems each teacher credential preparatory program has their own.

The edTPA Lesson Plan is very similar to the Common Core Lesson Plan because it serves the same purpose aligning instruction to meeting the Common Core State Standards. One of the benefits is that it is a very detailed lesson plan. Instruction is meticulously planned and a lot of student information is included in the lesson plan. Two features I find interesting are Class Information and Adaptations. This is great for planning because you have those two categories to focus on your students including their interests and what specific learning needs they require. It really helps to inform your instruction. It's also an excellent lesson plan when you will not be in your classroom and have a substitute or administrator comes to visit and they can get a great sense of your instructional goals and student population.

One of the downsides is how time-consuming planning instruction with the edTPA lesson plan can be. There is a lot of student information that is required in order to create an edTPA lesson plan. There were times that I felt I spent more time on my filling in the top half of the lesson plan than the time I spend on the actual bulk of the planning. Another downside is that the edTPA lesson plan ends up being very hefty with many, many pages and it can be cumbersome when teaching.

[edTPA Lesson Plan Template.docx \(https://my.uclaextension.edu/files/4960664/download?download\\_frd=1&verifier=tkE19KzdNzZDynoj3VGWmrh1v15D25pwYqmEQCpy\)](https://my.uclaextension.edu/files/4960664/download?download_frd=1&verifier=tkE19KzdNzZDynoj3VGWmrh1v15D25pwYqmEQCpy)

← [Reply](#)



[Caitlin Flynn \(https://my.uclaextension.edu/courses/32520/users/135934\)](https://my.uclaextension.edu/courses/32520/users/135934)

Mar 7, 2021

Hi Pablo,

Thanks for introducing this lesson plan. It looks very useful!

← [Reply](#)



[Melinda Cavalletto \(https://my.uclaextension.edu/courses/32520/users/150435\)](https://my.uclaextension.edu/courses/32520/users/150435)

Mar 7, 2021

Hello Pablo,

I like your point about creating a lesson plan while keeping the student's interests in mind. As you mentioned about how time-consuming, writing this lesson plan can be a great tool in helping a substitute teacher.

← [Reply](#)



<https://my.uclaextension.edu/courses/32520/users/8339>

Mar 3, 2021



[DP METHODS Wk#7.pdf \(https://my.uclaextension.edu/files/4960784/download?download\\_frd=1&verifier=2lozVvJGY5VjrHtij2Rh06V6jdIEs9XDC32Rn5oz\)](https://my.uclaextension.edu/files/4960784/download?download_frd=1&verifier=2lozVvJGY5VjrHtij2Rh06V6jdIEs9XDC32Rn5oz)

[← Reply](#)



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/32520/users/147480\)](https://my.uclaextension.edu/courses/32520/users/147480)

Mar 3, 2021



The Common Core State Standards is a way to ensure students reach a state-agreed academic standard (by grade level) by the end of the school year. Each week, the teacher needs to stay afloat and pace out their lessons in order to meet a certain benchmark. I like this approach, because it's measured, data-driven, and research-based. By having the structure set in place, this gives teachers slight room to adjust the parameters and make the lessons their own.

Attached is a sample ELA lesson plan template for Multi-Day Lesson Plans. At first glance, it's a lot to look at. They look like tax forms, if I'm being honest. However, upon further investigation, I found the template to be very tidy and organized. The template is only two pages long, divided by sections A through F.

A) Purpose for Instruction/Essential Questions

B) Alignment to the Depth of the Common Core. There are sections for reading, writing, speaking/listening, and language. Each has a box where you fill in the targeted standards. They're goal posts.

C) Student Learning Outcomes Aligned to CCSS. I like the Webb's Depth of Knowledge checkboxes: Recall, skill/concept/strategic thinking, extended thinking.

D) Look at all these text boxes! Also, look to the right side. There are checkboxes for Bloom's Levels of Taxonomy. Check all that apply: remembering, understanding, applying, analyzing, evaluating, creating. Take note of the vocabulary section, divided by two boxes: Tier 2 words and tier 3 words. That's way easier to organize!

E) Instructional supports

F) Assessments

I love this template because it helps develop a routine and structure, so we don't have to fall into sloppiness when planning our lessons. It's also like a map, in case a lesson goes off the

rails or something's not working. There's room for improvisation. The only dislike about this template is that there's too much information. Really, just way too much.

[Free-ELA-Common-Core-Lesson-Plan-PDF-Template.pdf \(https://my.uclaextension.edu/files/4960803/download?download\\_frd=1&verifier=L0m73tVtn5d7MS71VgfHGqmb1nNagFoe6Dnqu6SX\)](https://my.uclaextension.edu/files/4960803/download?download_frd=1&verifier=L0m73tVtn5d7MS71VgfHGqmb1nNagFoe6Dnqu6SX)

← [Reply](#)



[WING SHA CHAN \(https://my.uclaextension.edu/courses/32520/users/160835\)](https://my.uclaextension.edu/courses/32520/users/160835)

Mar 6, 2021

Hi Russell

The text boxes on the lesson plan do look like tax forms; I love this analogy. If it is too overwhelming, how will you improve the lesson plan template?

Isa

← [Reply](#)



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/32520/users/147480\)](https://my.uclaextension.edu/courses/32520/users/147480)

Mar 6, 2021

Thanks for the question, Isa! To improve the lesson plan template, I would spread it out to three pages, so it doesn't look crowded. I do see the convenience to keeping it two pages, but I've seen templates that go for several pages. Three seems like a good number.

← [Reply](#)



[Caitlin Flynn \(https://my.uclaextension.edu/courses/32520/users/135934\)](https://my.uclaextension.edu/courses/32520/users/135934)

Mar 7, 2021

Hi Russell,

I like the way you explained common core lesson plans, they do look very overwhelming but breaking it down and it's a really great tool!

← [Reply](#)



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/32520/users/147480\)](https://my.uclaextension.edu/courses/32520/users/147480)

Mar 7, 2021

Thanks, Caitlin! Every time I hear the words "common core" I react with repulsion, because of all those news articles and internet memes that make it sound complicated. But now that I understand what common core is, I'm no longer repulsed by it, and am more accepting of it.

← [Reply](#)

○



<https://my.uclaextension.edu/courses/32520/users/150889>

Mar 6, 2021



I researched the Presentation, practice and production (PPP) lesson plan. I found it to be simple and straight forward which is a plus for me! I rarely use written lesson plans anymore in my teaching but I find them useful when I first begin to design a course or teach a new concept. This lesson plan appealed to me because it seemed less in depth than some of the others. I get bored when I get to in depth and tend to over think things that sometimes don't need to be written down. I do find that this lesson plan doesn't hold me to specific times for each section which is a downfall for me as I tend to go off topic and run out of time on occasion.

## [PPP Lesson Plan Template](#)

<https://danielmoonasar.files.wordpress.com/2014/11/daniel-moonasar-lesson-planning.pdf>

- Title (Unit):
- Grade (Level):
- Lesson Focus:
- Objectives
- Students will be able to - Students will be able to ▪ Key Expressions:
- 1.
- 2.
- Materials:
- Special Notes:

Lesson Plan

Procedure:

Details:

Presentation:

### Introduction of Content and Language

Describe activities that will introduce students to new language, or activities that will refresh the language for review.

Time:

Practice:

Students begin to work with the language.

Describe the activities that show how the students will apply the language personally, or describe how students will practice with previously reviewed language.

Time:

Production:

Student internalize/master and use language

Describe the activities that show how students will use language to communicate with peers or how students will use reviewed language to communicate with their peers

Time:

Assessment / Extension Activities

Assign any additional work that assesses or reinforces the students' mastery of the lesson objectives.

Time:

▪ Anticipated Problems & Solutions:

Edited by [Valerie Smith \(https://my.uclaextension.edu/courses/32520/users/150889\)](https://my.uclaextension.edu/courses/32520/users/150889) on Mar 6 at 6:44pm

← [Reply](#)



[Melinda Cavalletto \(https://my.uclaextension.edu/courses/32520/users/150435\)](https://my.uclaextension.edu/courses/32520/users/150435)

Mar 7, 2021



I chose the Presentation, Practice, and Production lesson plan. After researching this plan, I realized how simple this teaching method would be for me. As someone who has never taught a formal class, this teaching and template will keep me organized with bullet point type flow which I can easily translate into a productive lesson. The largest aspect of PPP that I like is the freedom it gives to the instructor through a teacher-centered classroom.

As mentioned above, there are three aspects.

1. Presentation allows the teacher to speak most of the time, concentration on grammar and the use of visuals (photos and video).
2. Practice is focused on repetition, corrections, and praise.
3. Production includes speaking, creating sentences, and more.

<https://images.app.goo.gl/1podY7UWYywZUW5R7>

[← Reply](#)