PDP LESSON PLAN RATIONALE
BY CHELSEA SINGLEHURST

Background:

Initially in choosing my lesson plan and the theme for my lesson I had approached it with the mindset that I wanted to be able to teach a lesson where I could use "more difficult words" because in my previous lesson plan, my speech was a little too advanced for my students. But as I went along with making my lesson plan and choosing my activities and topic I realized that I was making a lesson that I would very much like to teach.

The decision process for the type of students that I was teaching took a few jumps before I settled on my target students. I had originally though of maybe teaching this lesson to students in a Polynesian country (island) but decided against it because I didn't see a very high demand for Shakespeare in Polynesia, where they are more likely interested in Business English or similar English that could be more practical. Then I thought maybe Japan or some East Asian country, before realizing that that probably isn't a valid target group either, similarly to the Polynesian rationale, that schools in Asia probably have a lower need for poems and literature, and a greater need for practical English. So I settled on a European country, one that doesn't speak English natively but does put effort into understanding all aspects of English language as well as culture.

I chose to make my target students be "low-advanced English Poetic Literature students in Lycée (High School) in France" because I feel like that might be an age group or a class that I could teach at some point in my life. I am aiming at teaching English in France, at least for the year after I graduate from college, but the age group I will be teaching is still to be determined. If

I were to be in a situation where I could teach advanced English students literature I think that this is a lesson plan I could and would actually use with much success.

Course:

The intended course for this lesson plan would be a survey of English Poetic Literature from Shakespeare to the modern Era. Students participating in this particular lesson would have had some exposure to Shakespeare, having read a copy of "Romeo and Juliet" up to the point that this lesson is covering. This gives them a basic understanding of outdated terms, which I would cover before the lesson, and also would get them used to reading and thinking in poetic language.

PRE:

The "pre" portion of the standard PDP lesson plan is intended to "activate schema, assess students' background knowledge, [give the students] pre-learning the new and necessary vocabulary to understand the text, and generate students' interest in the topic" (What is PDP? *Laulima Resource*, 171). I have three "pre" stages in my lesson plan to familiarize the students with the information that is to be presented to them and they are as follows.

Step 1: Great students and gather information from them on how they like the reading so far

By starting the class with input from the students I can gauge from the beginning of the lesson what I should and shouldn't focus more attention on. For example if students find the reading boring, I can address this fact and let them know that the lesson is intended to take some of the boredom out of reading a play. This activity also gets students talking and comfortable with

speaking with their fellow classmates, which they will be doing often in the lesson, and also with talking to me about things they encounter. This also allows me to gauge whether or not the students have actually done the reading.

Step 2: PowerPoint presentation of problem words and questions students have previously submitted to the teacher

This allows me to give a visual and go over any problems that my students may have been having with the reading. The PowerPoint will be comprised of questions and problems that the students have submitted prior to the lesson, or that they want a better understanding of. This gets the students engaged with the lesson and puts a little bit of their contribution into the lesson, to create a sense of self within the lesson. According to Decarrico "New words should not be presented in isolation and should not be learned by simple rote memorization. It is important that new vocabulary items be presented in contexts rich enough to provide clues to meaning and that students be given multiple exposure to items they should learn" (Vocabulary and Learning p. 288). Though I did isolate some of the problem phrases, rather than simply having them memorize the words and spit out definitions, I have the students use the given words and phrases in a contextual setting so that they can better understand the problem words.

Step 3: Students use a worksheet to match pictures and phrases that were given in the PowerPoint to establish a basis on which the lesson will develop

This initiates interaction between the students and gets them accustomed to talking about the words and phrases that will be in the activities. This also sets the students up to be comfortable with consulting their classmates when they have questions or difficulties understanding the material.

During:

Step 4: General Comprehension Questions

The purpose of this first "during" activity is to give the students exposure to the clip that they will be listening to throughout the lesson. I will play the audio and the students will answer general questions about the audio that they have been given before the audio was played. This encourages them to look for certain information in the clip while they're listening for it, and can point out key scenes or phrases or emotions that were meant to be focused on. In terms of language support this has heavy language support because they are given what they are to be looking for and therefore can pick up on it when it is presented in the audio. This is a good first during activity because it enhances the initial exposure to the audio in a way that the students don't feel overwhelmed. According to Snow (2001) "having students summarize key information" (Content-based and Immersion Models p. 313) is a very effective way of assessing students understanding. As this activity is to assess the comprehension of the audio that was presented, by asking them general questions about important themes in the audio, and having them summarize, I am following Snow's example for checking for understanding

Step 5: True or False questions

By segueing into true or false questions, accompanied by an audio/visual cue, I am reducing the students' reliance on language dependence by prompting them to find the information based on their comprehension. Snow states that "asking students to decide if information is true or false" is another effective way to assess students' comprehension of given information in the lesson. Through the PDP framework PDF that was presented in class, and the information that my teacher, Mr. Misner, gave me regarding the steps I should have in my lesson plan, true/ false questions was a natural next step in the PDP lesson plan process.

Step 6: Fill in the Blanks

The third listening task that I present to my students for the PDP lesson plan is a fill in the blanks activity. By having the students fill in the information as they hear it, they are activating their acquired knowledge of the presented vocabulary, and demonstrating their ability to discern words that they have already read, when they are spoken. This worksheet removes any given language assistance in favor of listening comprehension. This is another example of a natural progression along the PDP lesson plan framework; by removing prompts and having the students rely solely on their comprehension, and then checking their answers with their partners, they are showing how well they can pick up on language when they listen to it. According to Snow, "having students ask each other questions" and compare answers with each other helps the teacher and the students to check understanding.

Step 7: Information Gap

The second-to-the-last during activity is an information gap activity. I chose this activity because it limits language aid one step further by removing the audio/visual prompt and allowing students to demonstrate their understanding and attention to the given listening activity by filling in answers to the script using given words on the worksheet. This requires them to pull the vocab and language from their own heads to answer with the right answers.

Step 8: SLO; Picture Support and Dialogue

By using screen shots from the video that they have watched five times now in quick succession, the students recreate the story and reenact the dialogue. This activity requires the students to "demonstrate an understanding of the poetic language in Act II, Scene II of *Romeo and Juliet* by creating and retelling, in pairs, the scene being studied using screenshots from a YouTube video that was presented in class during the lesson", which was the SLO. By having no

language aid, the students demonstrate that they read the book and understood the progression of the play, and the progression of poetic language.

Post Activity:

By having the students create their own poems in both modern and poetic English, and then translate it into Shakespearean or poetic language, the students begin to develop their own poetic voice in the English language. As a poetic literature teacher this would be something very vital to the course.