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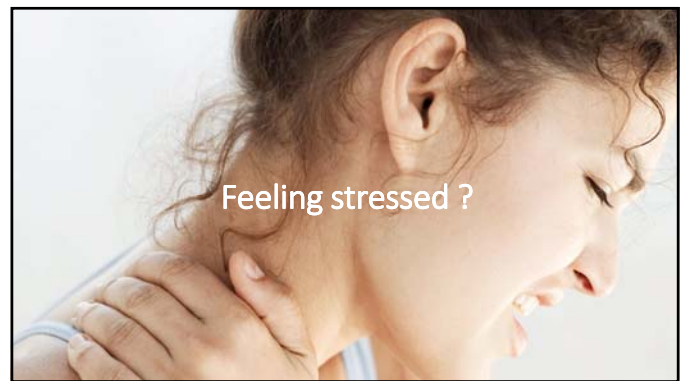
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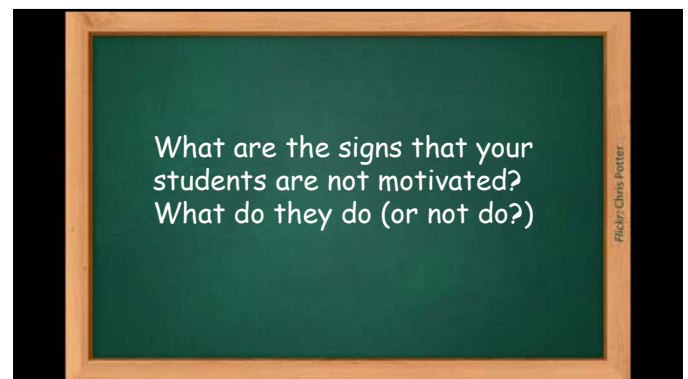
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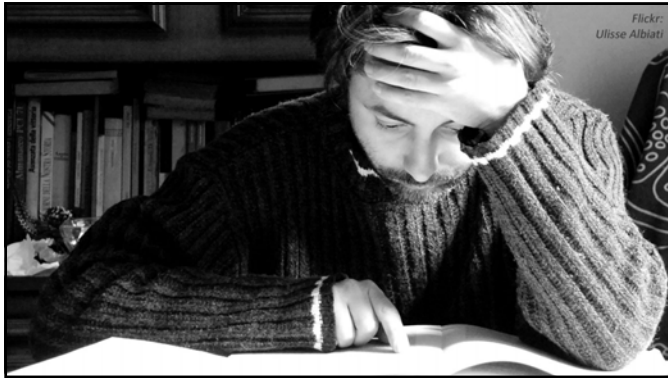
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Topics for today

01

Motivation

1. Keep things interesting – arouse curiosity

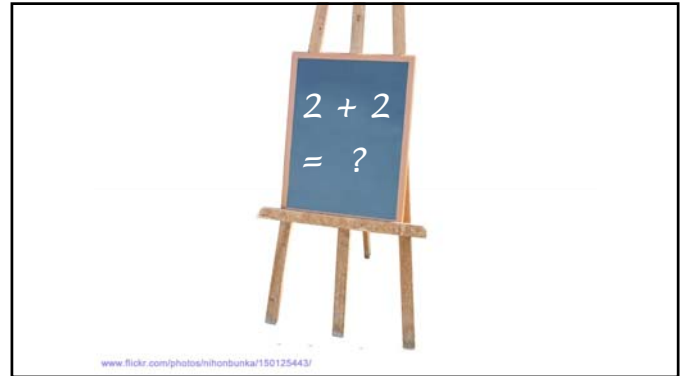
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Topics for today

01

Motivation

1. Keep things interesting – arouse curiosity
2. Make them do the mental work

21

The Mini Crossword Wednesday, October 28, 2020
By Joe Raposo

0:17

8A Product of a sugar maple

		1	2	3
4	5			
6				
7				
8				

ACROSS

- 1 Top part of a mushroom
- 4 Halloween costume with a striped red shirt and glasses
- 6 =
- 7 Crash test "participant"
- 8 Product of a sugar maple

22



23

The Mini Crossword Wednesday, October 28, 2020
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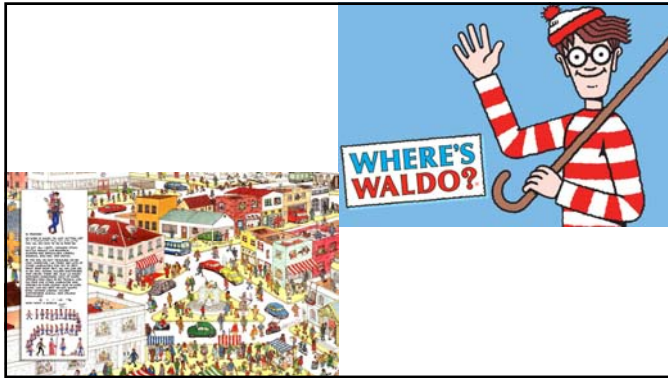
8A Product of a sugar maple

		1	2	3
4	5	C	A	P
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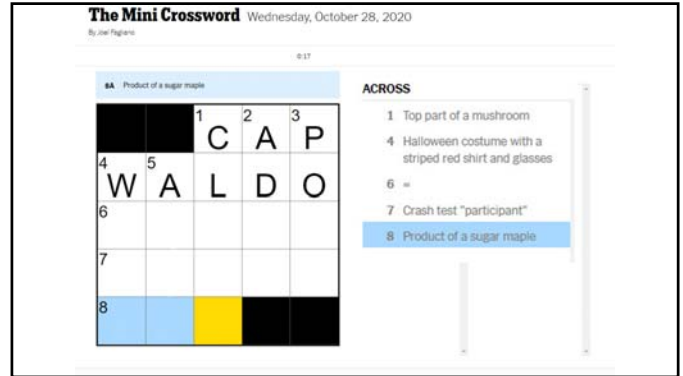
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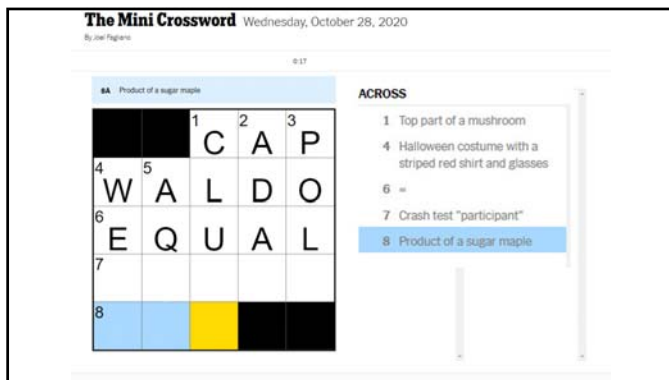
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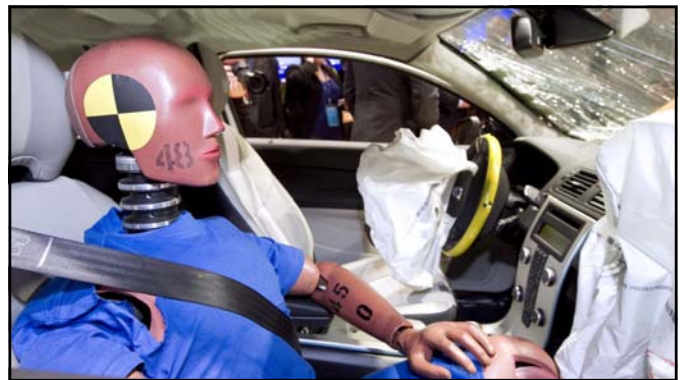
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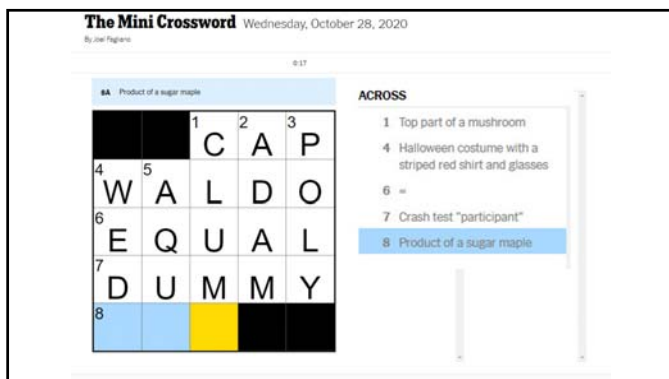
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Topics for today

01
Motivation

1. Keep things interesting – arouse curiosity
2. Make them do the mental work
3. Give opportunities for success

32



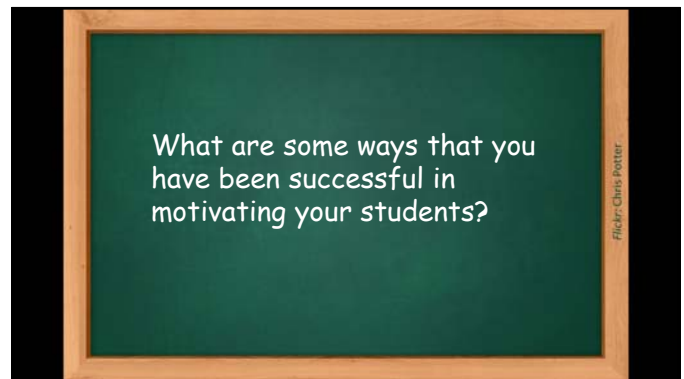
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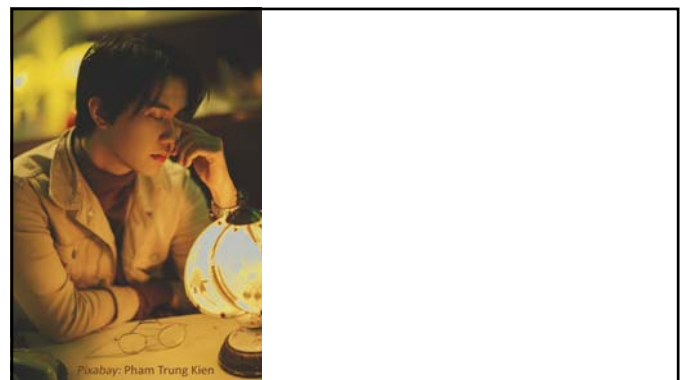
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Topics for today

01

Motivation

1. Keep things interesting – arouse curiosity
2. Make them do the mental work
3. Give opportunities for success
4. Keep things positive and offer encouragement

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UNIT QUESTION
How can you learn faster and better?

READING identifying the author's purpose
CRITICAL THINKING predicting topics and ideas
VOCABULARY using the dictionary
WRITING describing a process
GRAMMAR infinitives of purpose

Brain Science

SELF ASSESSMENT

Do you describe the process clearly using time order words?	Yes	No
Does your paragraph include infinitives of purpose?	<input type="checkbox"/>	<input type="checkbox"/>
In each word spelled correctly? Check a dictionary if you are not sure.	<input type="checkbox"/>	<input type="checkbox"/>
Does the paragraph include vocabulary from the unit?	<input type="checkbox"/>	<input type="checkbox"/>
Did you check the paragraph for punctuation, spelling, and grammar?	<input type="checkbox"/>	<input type="checkbox"/>

45

TRACK YOUR SUCCESS

GOAL Go online to check the words and phrases you have learned in this unit. Practice 1 Unit 6 Activity 18.

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

READING	<input type="checkbox"/> can identify the author's purpose. (p. 120)
CRITICAL THINKING	<input type="checkbox"/> can predict topics and ideas. (p. 130)
VOCABULARY	<input type="checkbox"/> can use the dictionary to identify the correct meanings of words. (p. 130)
WRITING	<input type="checkbox"/> can describe a step-by-step process. (p. 130)
GRAMMAR	<input type="checkbox"/> can use infinitives of purpose correctly. (p. 141)
OBJECTIVE	<input type="checkbox"/> can gather information and ideas to write a paragraph describing the steps of a process.

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C. EDIT Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraph. Be prepared to hand in your work or discuss it in class.

SELF ASSESSMENT

	Yes	No
Do you describe the process clearly using time order words?	<input type="checkbox"/>	<input type="checkbox"/>
Does your paragraph include infinitives of purpose?	<input type="checkbox"/>	<input type="checkbox"/>
In each word spelled correctly? Check a dictionary if you are not sure.	<input type="checkbox"/>	<input type="checkbox"/>
Does the paragraph include vocabulary from the unit?	<input type="checkbox"/>	<input type="checkbox"/>
Did you check the paragraph for punctuation, spelling, and grammar?	<input type="checkbox"/>	<input type="checkbox"/>

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Topics for today

01

Motivation

1. Keep things interesting – arouse curiosity
2. Make them do the mental work
3. Give opportunities for success
4. Keep things positive and offer encouragement
5. Help student understand the purpose as it relates to their future goals.

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Topics for today

01

Motivation

02

Critical thinking skills

03

Teaching in the digital space

50



51

How would you define critical thinking ?

Flickr: Chris Potter

52

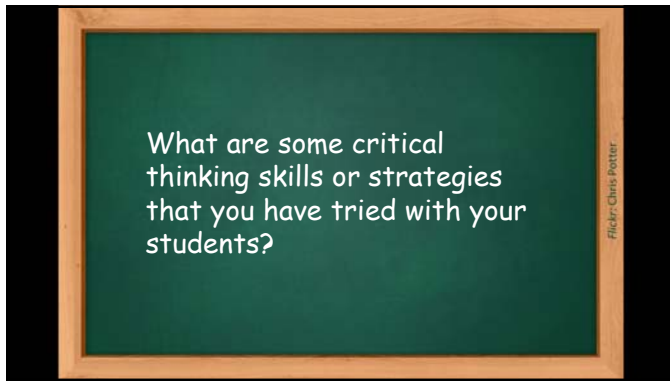
Critical thinking

- asking questions and avoiding making assumptions
- evaluating information and choosing relevant bits and pieces
- being able to question opinions, research, arguments and ideas
- reasoning reflectively
- analyzing material, formulating your opinion, and supporting your opinion.
- making students autonomous and independent
- identifying your own bias and others' bias and interests
- looking at a problem from a wider/different angle
- asking the right questions and weighing up different points of view

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54



55

Critical thinking

analyzing appraising categorizing classifying comparing and contrasting connecting meaning defending your ideas determining developing ideas	differentiating evaluating generalizing hypothesizing identifying advantages & disadvantages inferring interpreting information justifying your opinion ordering	organizing ideas paraphrasing predicting ranking restating summarizing supporting your ideas synthesizing
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From: Q: *Skills for Success* 3rd edition, Oxford University Press

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Topics for today

02

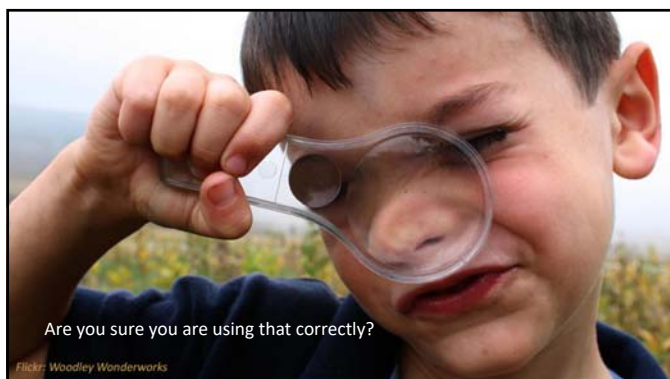
Critical thinking skills

1. Identify critical thinking skills that are appropriate for your students.

57



58



59

Topics for today

02

Critical thinking skills

1. Identify critical thinking skills that are appropriate for your students.
2. Help students learn to ask the right questions and make sure students are using the "tools" of critical thinking correctly.

60

The BIG 6 Critical Thinking Skills

- Predict (what can you expect?)
- Visualize (what can you see?)
- Connect (how does this relate to me?)
- Question (what does the author want?)
- Clarify (what's the main point?)
- Evaluate (now, what do I think?)

From Sarah Sahr: https://www.tesol.org/docs/default-source/new-resource-library/critical-thinking-through-storytelling.pdf?sfvrsn=546f04dc_0

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Topics for today

02

Critical thinking skills

1. Identify critical thinking skills that are appropriate for your students.
2. Help students learn to ask the right questions and make sure students are using the "tools" of critical thinking correctly.
3. Adapt critical thinking skills in a manner that is appropriate for your students.

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Push students beyond simple answers

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- When students give short and simple answers to questions, ask follow-up questions to promote more critical thinking.
- What makes you think that?
- What evidence suggests that is the right answer?
- "show your work"
- Tell me more about that.
- What else do you think?

63

Encourage students to consider alternate points of view

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- Give students assignments where they need to argue both sides of a question.
- Essays
- Debates
- Red light / green light

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Topics for today

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02

Critical thinking skills

1. Identify critical thinking skills that are appropriate for your students.
2. Help students learn to ask the right questions and make sure students are using the "tools" of critical thinking correctly.
3. Adapt critical thinking skills in a manner that is appropriate for your students.
4. Push students beyond simple answers and encourage them to consider alternate points of view.

65

Give advanced students more challenging assignments

- Synthesize ideas using the content of videos and multiple points of view



66

Topics for today

02

Critical thinking skills

1. Start with a question-centered approach – and don't make the questions too easy!
2. Explicitly introduce critical thinking skills using examples, explanations and video
3. Offer structured opportunities for practicing using critical thinking skills with carefully guided support
4. Focus on higher order thinking skills: synthesizing and making connections
5. Ask students to demonstrate understanding by producing a writing or speaking assignment

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Topics for today

01

Motivation

02

Critical thinking skills

03

Teaching in the digital space

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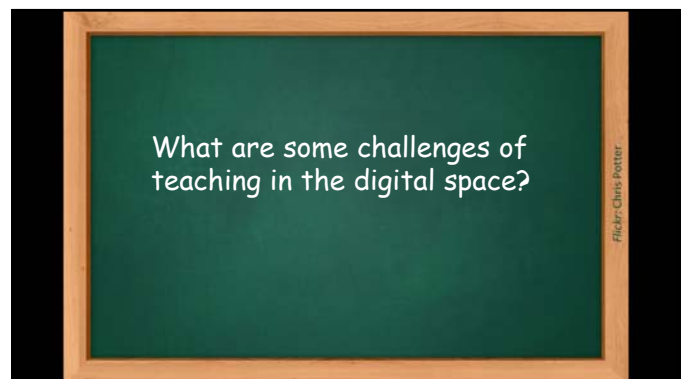
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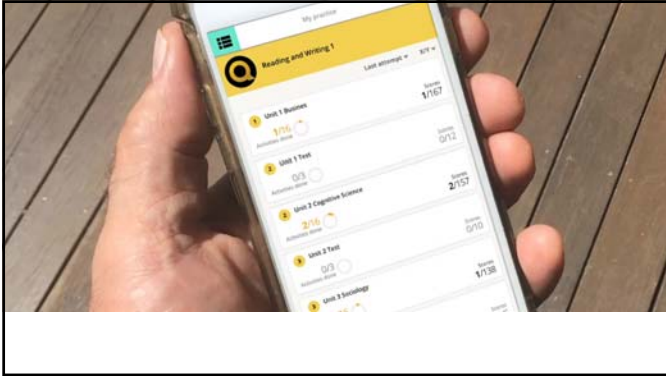
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Keep the lessons interesting

- Use a number of shorter and varied activities
- Use pictures, videos, or other stimuli
- Use activities that involve all the students at once
- Personalize: make opportunities for students to relate to their own lives

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Introduce a variety of ways to do exercises

Don't do the activities the same way all the time

- Usual: teacher asks, students answer
- Variation: students ask each other, or one plays role of teacher
- Let students work together in pairs, possibly in breakout rooms
- How is answer given: spoken? writing? typed on Zoom whiteboard? (more interaction)
- Do students need to do every activity? Do they need to complete every activity?

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Student choice

Give students a feeling of control

- Let students choose which activities to do
- Let students choose which questions to answer
- Let students choose (5 of 10 questions to answer)
- Break up the lesson into pieces. Put activities on cards. If online, use a choice wheel spinner. Then let students complete the ones they like.
- Give options when working on homework or tests: "Everyone must do X. Then, if you want, you can also do Y and/or Z"

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Make good eye contact in online classes

Let students feel you are connecting with them

- Place your webcam at your own eye level
- Be sure it is vertical (90°) not looking up or down at you (We don't need to see up your nose !)
- Place a mirror behind the camera to practice eye contact
- Make sure your face is well lit
- Make sure there is no source of light behind you

80

Learn more about your students' experience

- Tell me about a time when you ____ ? What made that easy/challenging for you? Why?
- What usually happens for you during ____ ?
- What do we do in class that best helps you with ____ ?
- What would success feel like for you with ____ ?
- What would it sound like—and look like—for you as a student to feel successful?

From Nina Portugal: <https://www.edutopia.org/article/how-read-students-during-remote-learning>

81

Observe and reflect on your own teaching

- What student strengths are you noticing? What can you see and hear students doing?
- What are you seeing that is surprising? What questions does this raise for you?
- What would you like to see students do that they are not doing yet? Why is this important to you?

From Nina Portugal: <https://www.edutopia.org/article/how-read-students-during-remote-learning>

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Ask your students for feedback

- I wish my teacher knew...
- Describe a success you have had during distance learning.
- Describe an activity that was challenging or frustrating.
- Describe why a certain worked or didn't work for you.
- If you had the power to make things change, what is something you would change/do related to learning/school?

From Nina Portugal: <https://www.edutopia.org/article/how-read-students-during-remote-learning>

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Online activity: Spot the error

1. Collect examples from your students' writing that include common mistakes.
2. Write the sentences and share them with your students.
 - Shared document such as Google docs
 - Your own document as in screen sharing in Zoom
3. Ask students to find and correct the errors
4. Share the correct answers

- Variations
- Individually
- In groups or teams
- Make it easier: highlight or underline the errors

84

Online activity: Mutual dictationsOXFORD
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1. Find a short text and break it into sentences (number them.)
Individually, send one sentence to each student in the class ahead of time.
2. You read out the first sentence and the student try typing it in the chat box.
3. Correct the sentence.
4. Then call on the student with the next numbered sentence to read while the other students write.

Variations

Don't put the sentences in order. Instead, send the students the sentences after class but not in the right order. For homework, they need to put them in the correct order. Give them the first one to start.

From Hockly & Clandfield. *Teaching online: Tools and techniques, options and opportunities*

85

Online activity: Sentence completion

Part 1

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1. Choose some sentences on the same topic using similar grammar.
2. Post the beginning of a sentence and ask students to complete it in a shared online forum.
3. Add a different sentence each day.
Example: *It is important for children to ...*
4. Do this for four days.

86

Online activity: Sentence completion

Part 2

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Ask students to choose one of the sentence beginnings and to look at how other students finished the sentence. They then write a summary of the other students' responses and give their own opinion. Example: *Most of my classmates think it is important for children to listen to their parents. I am not sure this is really true.*

Some possible topics: childhood, health, school, sports, entertainment

From Clandfield & Hadfield: *Interaction online: Creative activities for blended learning*

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Topics for today

03

Teaching in the digital space

1. Keep the lessons interesting
2. Introduce a variety of ways to do exercises
3. Give students choices
4. Make good eye contact on camera
5. Learn more about your students' experience
6. Observe and reflect on your own teaching
7. Ask your students for feedback
8. Use creative activities online

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VietTESOL International Convention 2021
October 23-24



01

Motivation

02

Critical thinking skills

03

Teaching in the digital space

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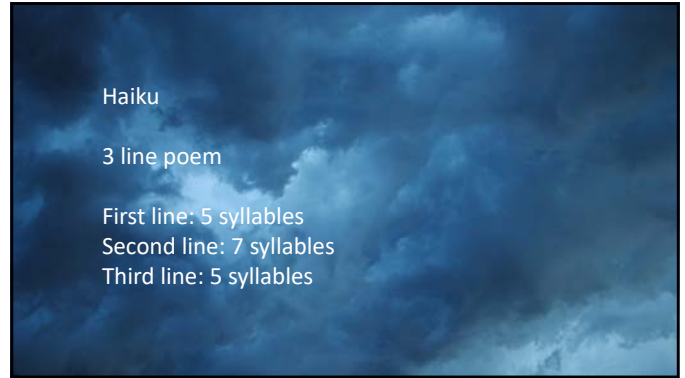
THIRD EDITION

Q: Skills for Success
Think critically. Succeed academically.

90



91



Haiku

3 line poem

First line: 5 syllables

Second line: 7 syllables

Third line: 5 syllables

92

With students: Happiness Haikus (Helgesen)

Whatever happens,
Don't be afraid. Keep going.
We are living now.

We have many friends.
If you feel sad, they will help.
We must savor friends.

The day won't come back.
Think about today's good things.
Open a new door.

Just breathe air slowly.
It will calm your angry mind,
And you can forgive.

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Pixabay: Mohamed Hassan

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95



96



97



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