

Pre-During-Post (PDP)
Lesson Planning Framework:
Tips and Techniques

See list of tips on my website for
more ideas

Review of PDP (Pre-During-Post)

Lesson planning framework

Listening or reading skills

1. Pre: Set the context / Get interest
2. Pre: Warm up questions / Discussion
3. Pre: Vocabulary review / Predict
4. During: Ss Listen/Read and ...
5. During: Ss Listen/Read and ...
6. During: Ss Listen/Read and ...
7. During: Ss Summary/Evaluate/Create/Analyze/Apply
8. Post activity

*Note: Listen or read the full text about 3 times

How to differentiate Pre-During-Post stages

Q1: Do you like apples?

- Students can answer this without comprehending your text. It is a Pre or Post question.

Q2: Does Tom in the story like apples?

- Students must comprehend the text to answer this questions. It is a During stage question.

Tips for choosing your listening or reading text

- Listening: 3-4 minutes video/audio file
- Reading: 1 page (approximately)
- Enough information and content for comprehension activities
- Not too fast or dense with information
- Not too many difficult idioms, jokes, slang terms
- Authentic text for upper-intermediate to advanced level (TED Talks, travel vlogs, magazine articles, lifestyle articles)
- Easier/Graded text for lower-intermediate to beginner students (songs, short stories, simple reading texts, videos for children)
- Interesting and useful
- Pop songs, children's animations, movie clips and comedy TV shows can be difficult - **be careful with figurative language**

How to write a Student Learning Objective for PDP

Students will be able to comprehend the story/video/presentation/article “(name of text)” ...

1. ...by drilling **X**
2. ...by doing various activities **X**
3. ...by completing a graphic organizer showing the timeline of the story **O**
4. ...by choosing which place they would like to visit giving 5 reasons for their choice **O**

Example:

Students will be able to comprehend the TED Talk “Tips to Have a Better Life” by explaining how they will change their life according to the information in the TED Talk

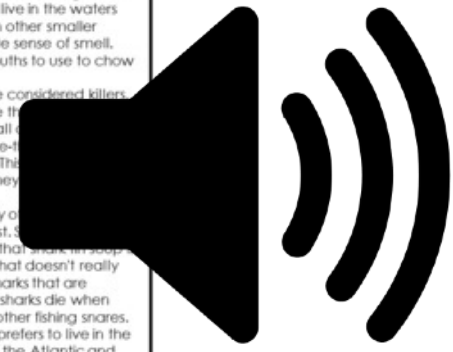
THE GREAT WHITE SHARK

The great white shark, known best as being a killer, is not the largest of shark species. They can, however, grow to be 15 to 20 feet long. That's pretty large. They can weigh five thousand pounds or more. Their impressive weight is a result of feeding on other creatures that live in the waters with them, like seals, large fish, and even other smaller sharks. They smell their prey with an acute sense of smell. They have 300 serrated teeth in their mouths to use to chew down on their prey.

Although great white sharks are considered killers, they really just have a bad rap. I am sure the film, Jaws, didn't help them any. Out of all the attacks that happen each year, only one of them are caused by the great white. The normally result in injury, but not death. They water mammals over people any day!

The great white shark, like many of species, is on the endangered species list, becoming extinct. One reason for this is that becoming a popular entrée. However, that doesn't really sound that appealing, does it? Not all sharks that are captured even make it into soup. Some sharks die when they are accidentally caught in nets or other fishing shores.

The majestic great white shark prefers to live in the cool waters of coastal areas, such as off the Atlantic and Pacific Coasts and in the Eastern Pacific. They live in deep waters around Canada, Florida, California, and Alaska. They are usually found near the homes of seals and sea lions (some of their favorite meals). Despite how the movies might depict them, they don't really spend time swimming into the gulf and harassing people.



Reading text or listening text

IDIOM WORKSHEET

Match the idiom on the left with its definition on the right.

Group A

1 Doggie bag	___	Have a casual conversation with someone.
2 Gold digger	___	In politics, make comments to sully the other candidate's reputation.
3 Shotgun	___	The person who rides in the front passenger's seat in a car.
4 Shoot the breeze	___	Retirement savings.
5 Blow the belt	___	Leftovers from a restaurant.
6 Nest egg	___	Very expensive.
7 Mudslng	___	An inappropriate comment or action that violates an unwritten rule.
8 Have butterflies	___	Feel anxious about something.
9 Go belly up	___	A person who feigns romantic interest in a rich person to get money.
10 A pretty penny	___	Go into bankruptcy.

Now use the words from Group A in a sentence.

- I _____ about the test tomorrow!
- As soon as they got married, Sarah and John made plans for their _____.
- The PlayStation system costs _____, but the Wii is less expensive.
- Shoshana was so full that she asked the waiter for a _____ for the rest of her meal.
- I realize that politicians often _____ during the election season, but I feel that his comment was _____.
- Despite her best efforts, the small business was doomed to _____.
- I warned Craig to watch out for that girl, but by the time he realized she was a _____, he had already given her a \$20,000 diamond necklace!
- As soon as Jack proposed an ice cream break, I called _____ because the back seat of his car is so cramped.
- Clair was tired of talking about business and just wanted to _____.



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Match the word with the definition

Past Simple – Irregular Verbs

1. Fill in the following sentences correctly:

- Daisy _____(bring) some chocolates to the birthday party.
- I _____(hear) a new song on the radio.
- Peter _____(read) three books last week.
- The Smiths _____(speak) Italian to the waitress.
- Peter _____(understand) during the class, but now he doesn't understand.
- My mother _____(forget) to buy some milk.
- Susan _____(have) a baby in August.
- We _____(lose) our keys last Friday.
- They _____(swim) 500m yesterday afternoon.
- I _____(give) my mother a CD for her birthday.
- At the age of 23, she _____(become) a teacher.
- I _____(know) the answer yesterday.
- Peter _____(tell) me that he lived in New York.
- We _____(lend) John £200.
- She _____(drink) too much coffee yesterday.
- The children _____(sleep) in the car.
- He _____(keep) his promise.
- We _____(choose) the steak for dinner.
- The film _____(begin) late.
- They _____(fly) to Madrid.
- We _____(drive) to Edinburgh.
- Mrs. Black _____(teach) English at the University.
- They _____(send) me an e-mail earlier.
- We _____(leave) at 7 a.m.

Fill in the blanks (difficult when listening)

Read & Answer (1)

True or False?

Rewrite to make the sentences true for you or give more information

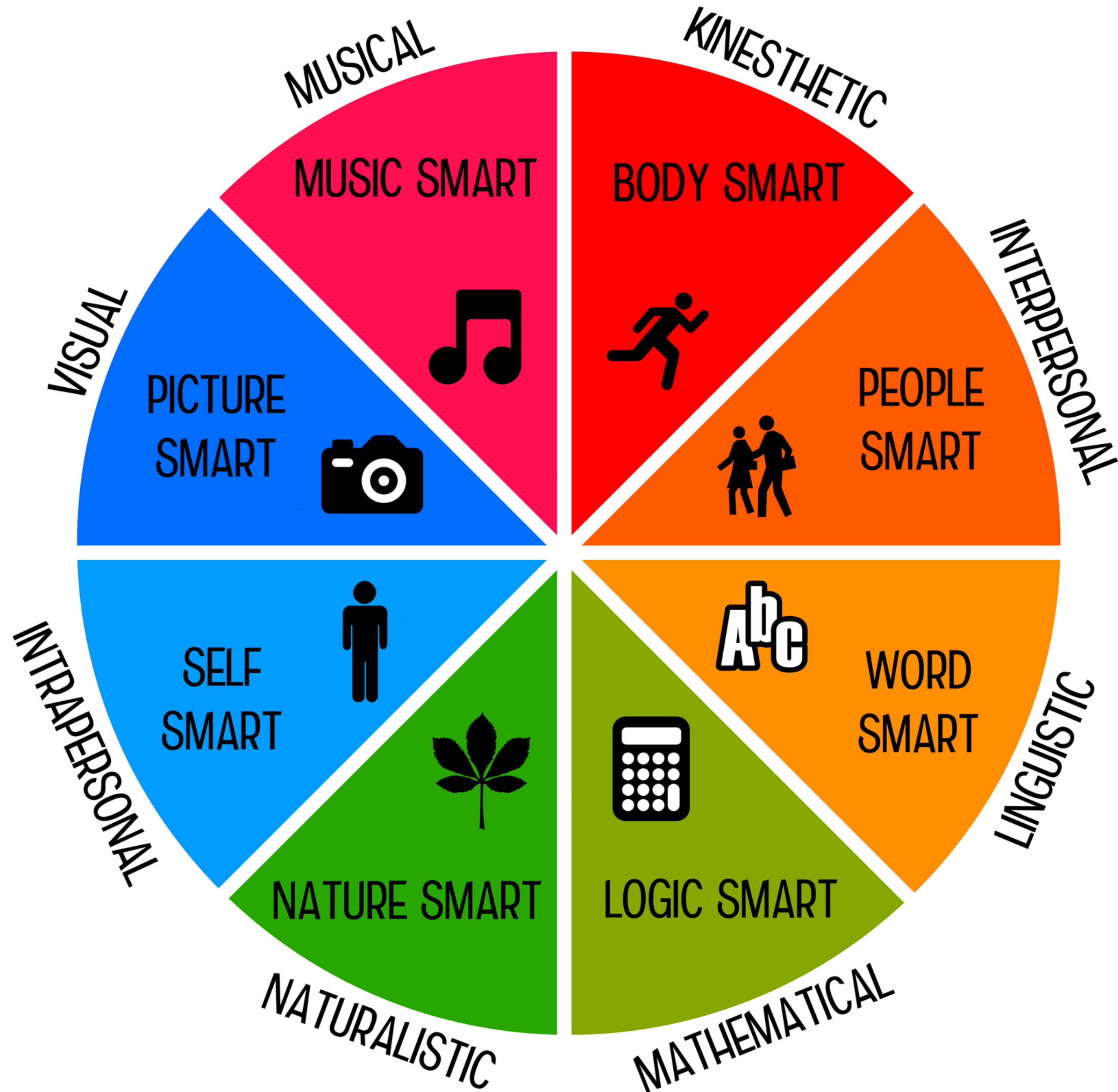
- I live in a big house. T / F
- I have one brother. T / F
- My mum has short black hair. T / F
- I go to school by bus. T / F
- My father's car is white. T / F
- My family has a pet. T / F
- My favourite subject is Math. T / F
- I play football every day. T / F
- My favourite food is spaghetti. T / F
- My dad is tall and thin. T / F

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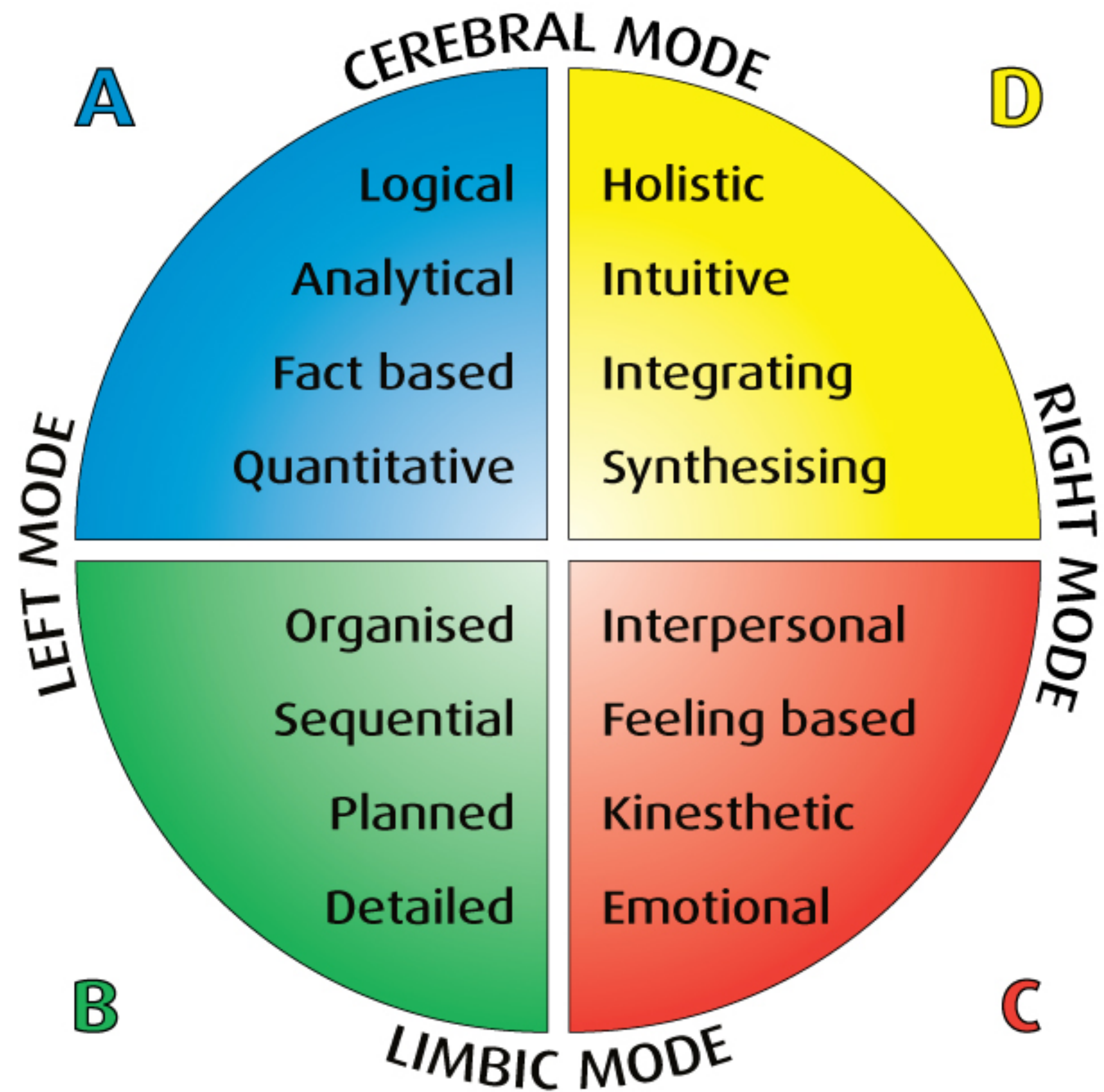
T/F O/X Quiz

Does this look like an interesting lesson?

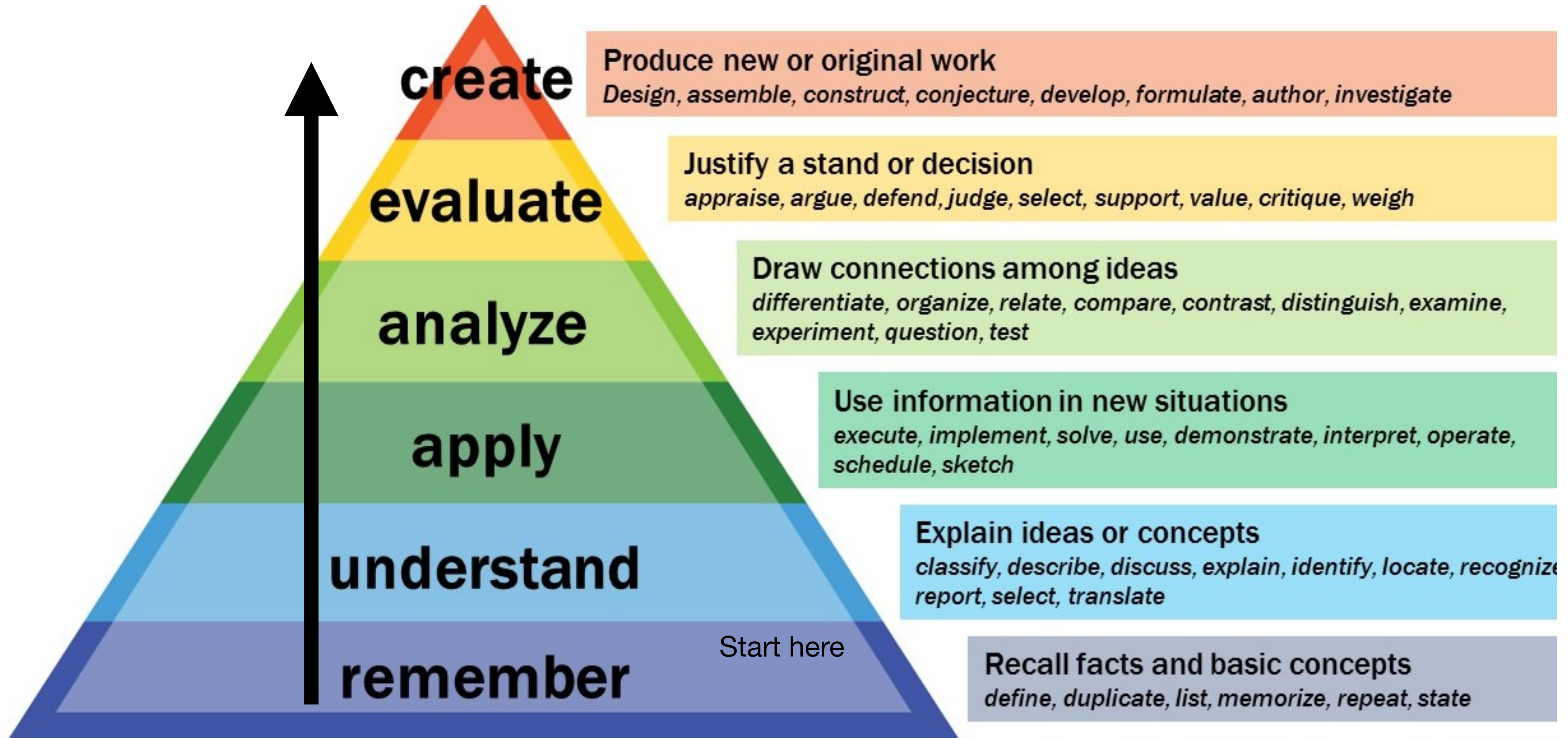
MULTIPLE INTELLIGENCES



Whole Brain Model™



Bloom's Taxonomy



READING STRATEGIES

PREDICT

Determine what you think will happen in the text. Use the title, text, and illustrations to help you.

VISUALIZE

Create mental images of the settings, characters, and events in the text.

QUESTION

Stop and ask yourself questions to see if the text makes sense. Reread the text if you need more information.

CONNECT

Think about what you already know about the text. Find ways to relate the text to yourself, other texts, and the world around you.

IDENTIFY

Determine the author's purpose. Find the important details, the main idea, and the themes of the text.

INFER

Use clues in the text and your own knowledge to fill in the gaps and draw conclusions.

EVALUATE

Think about the text as a whole and form opinions about what you read.

Schema

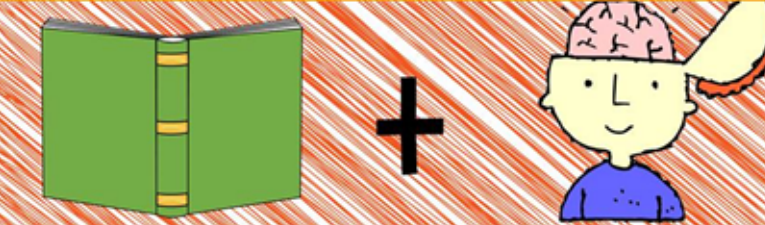


The information we already have stored in our brain.

Our brain is a filing cabinet!

Inference

When a reader uses



clues from the text

schema

to determine what the author did NOT say.

Prediction



A good guess based on clues from the pictures or text.

...I predict...I guess...I wonder...I think...

Connections

Text to Text

Text to Self

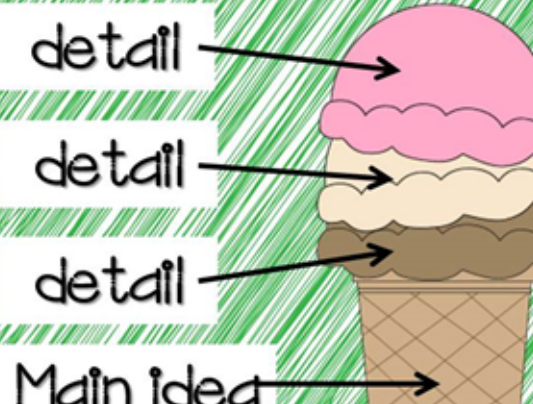


When a book reminds you of another book.

When a book reminds you of another time.

Main Idea

What the text is mostly about



A book can be like ice cream.

Author's Purpose

Why did the author write the text?

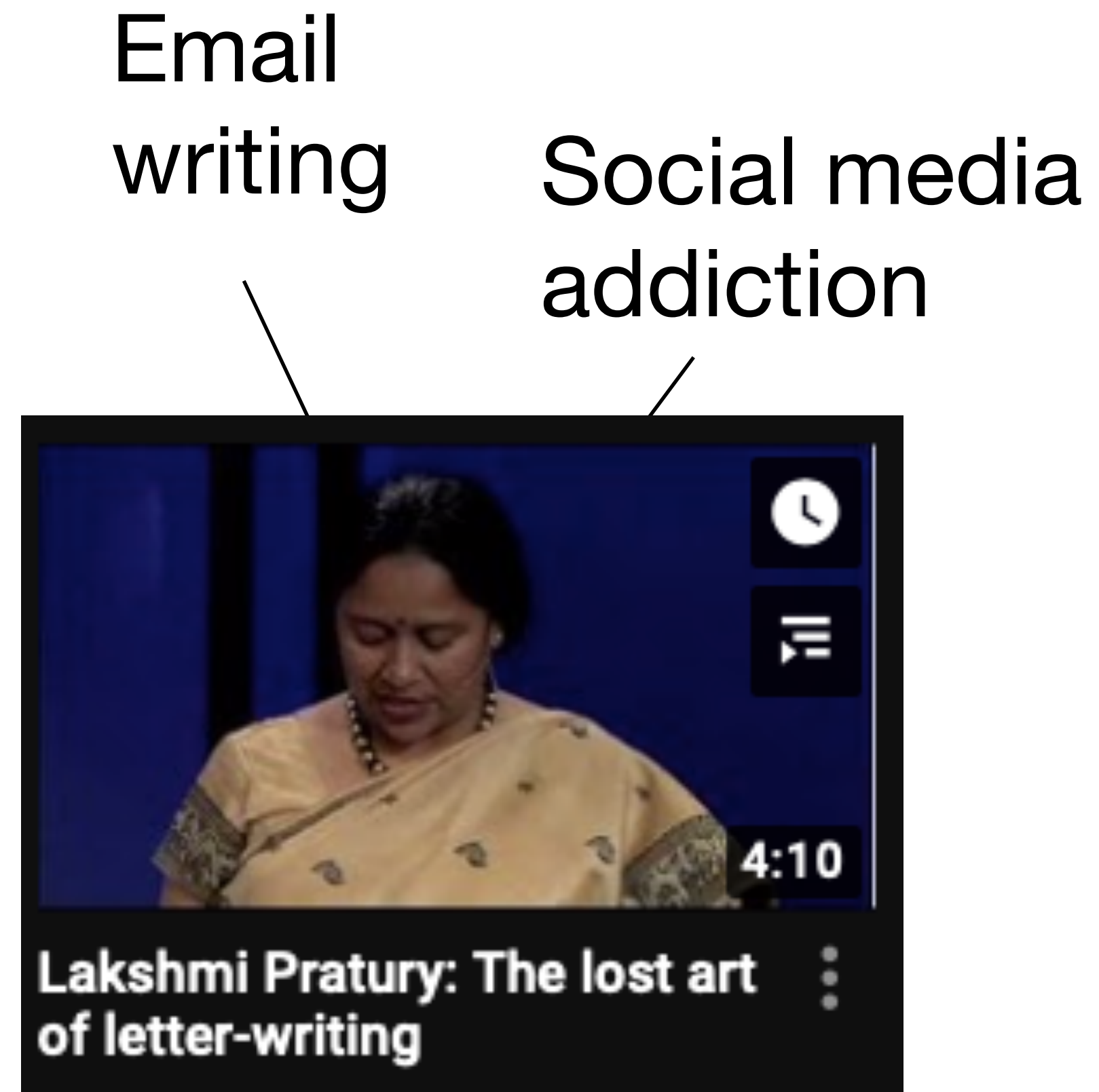
P Persuade

I Inform

E Entertain



How to set the context at the start of the lesson (Pre stage)



Tip: Don't reveal too much about the text in the pre stage!

How to review vocabulary (Pre stage)

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**Match the word
with the definition
= not the best way
to review lexis**

Instead use...

- **Example sentences that contain the word (put the word in context)**
- **Pictures and visual examples**
- **Synonyms and antonyms**
- **Miming and TPR**
- **Checking questions/pictures/mimes**

How to review vocabulary (Pre stage) **EXAMPLE**

example sentence

Jane was **nervous** about the exam.

images for checking



A



B



C

checking with antonyms

What is the opposite of **nervous**?

1. Confident
2. Terrified
3. Difficult

How to review vocabulary (Pre stage) **EXAMPLE**

checking with
situations and contexts

Which situations would make you nervous?

1. Getting ready for bed
2. Reading a story in a library
3. Interview with a new boss
4. Ordering food in a restaurant
5. Micro-teaching on a TESOL course

Any other situations you can think of?

checking with TPR

Can you show me a mime or action of nervous?

checking with a story
and personalization

Can you tell me a story about a time you were nervous?

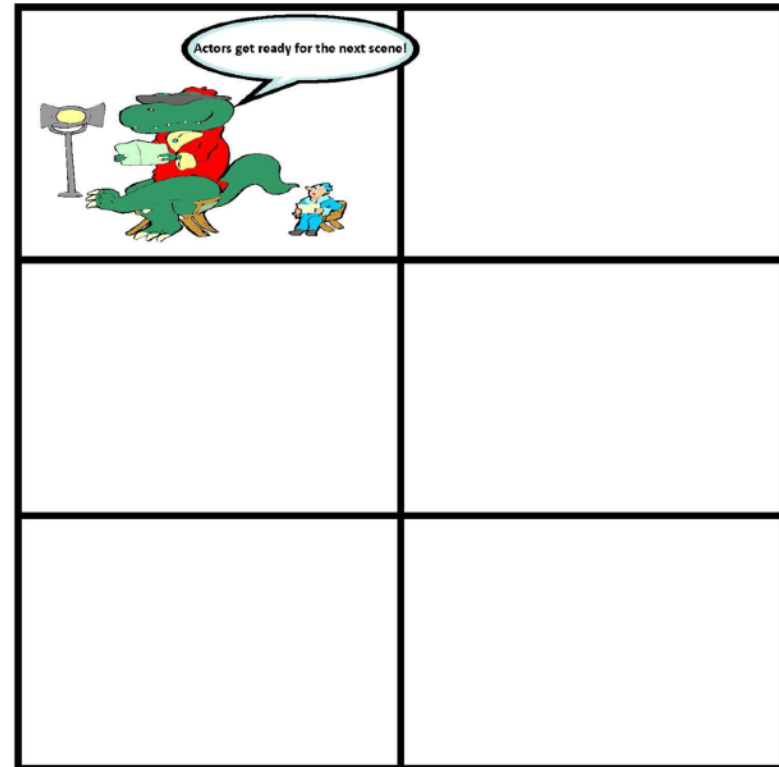
Techniques and Materials

Finish the Comic Strip

Name: _____

Finish the following comic strip about a *dinosaur pretending to be a movie director in an upcoming action movie*.

First, draw pictures that tell a story.
Then, decide what the characters in the pictures should say and fill in the speech bubbles.



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The order of setting up an activity

1. Show the materials
2. Explain the task, or have a student read the instructions/questions
3. Provide model answers if needed
4. Ask checking questions
5. Hand out the materials
6. Listen/Read
7. Students compare answers in pairs
8. Students tell answers to the class, perhaps choose at random

Techniques and Materials

ANTICIPATION GUIDE

Tales of a Fourth Grade Nothing by Judy Blume *Name* _____

<i>Before</i>		<i>Statement</i>	<i>After</i>	
<i>True</i>	<i>-or-</i> <i>False</i>		<i>True</i>	<i>-or-</i> <i>False</i>
		Have you ever had a sibling you did not get along with?		
		Are you a little angel? Or have you ever gotten into mischief?		
		Have you been blamed for something that you didn't do?		
		Have you owned a pet that you cherished and protected from others?		
		Have your parents asked you to be on your best behavior when guests are visiting?		
		Have you ever felt like you are in a competition with your siblings?		
		Do you have any desire to be a commercial star on television?		

Pre and During stage

K-W-L Chart

Topic: _____

What I Know	What I Want to Know	What I Learned

Techniques and Materials

Checking gist

“What was the video about?”

This is not a good gist question.
The answer is not clear.

Try to ask gist questions that have a clear and specific answer.

“What did he want?”

“Where did they go?”

“What is the argument about?”

“Who is this video for?”

“Is the story real or fantasy?”

Techniques and Materials

Checking gist - more ideas...

Students need to...

- Create a title (hide the title)
- Choose from these titles - A, B, C
- Guess the picture(s) that goes with the article

I live in Florida. It is a state in the southeast. Florida is famous for sunshine, beaches, theme parks, citrus fruit, and tourism. It is the 22nd largest state. That makes it pretty average in size, but it is 4th in population behind California, Texas, and New York. You might know some of the major cities, like Miami, Tampa Bay, and Orlando. The state capital is Tallahassee. Now that you know some of the basic facts about Florida, let me tell you a little more about my state.

It has the southernmost point in the continental United States at Key West. It is near the countries of the Bahamas and Cuba. Because of its location, it is a very flat and warm state, and it is even swampy in many places. Have you heard of the Everglades? People like to live here, but so do alligators! Florida does not really have four seasons. It really has two. It has a wet, hot season for most of the year, and a dry, cooler season around winter. It is often called *The Sunshine State*, but it is also known as *The Lightning Capital of the World*, because of all the thunderstorms.

With all this hot weather, it makes Florida an ideal place to do some outside stuff. It is a very long peninsula with beaches on three sides and quite a few islands, too. There are hundreds of miles of places to boat, fish, surf, and play in the sun. It also means there are a lot of sports being played. Florida has several pro teams in basketball, football, baseball, and ice hockey. You can catch a game almost any time of the year, or you can get out and play for yourself! Golf is a popular pastime.

Another benefit of the weather is the theme parks. People like to come here when it is cold up north or when they are on spring break. Water parks, theme parks, and the beaches attract thousands of people! Disney, Universal, and Sea World are just a few of the famous parks in Florida.

Guess the title!

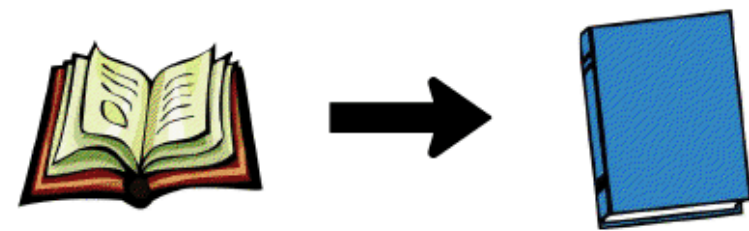
Which picture fits with the article?



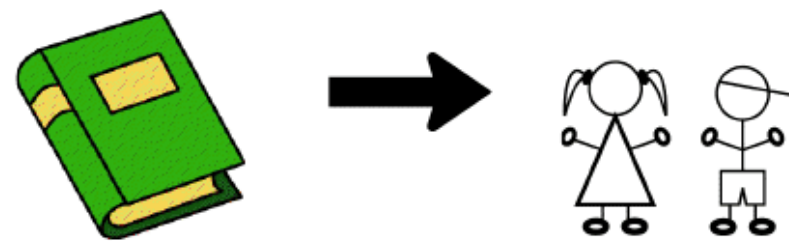
Techniques and Materials

Making Text Connections

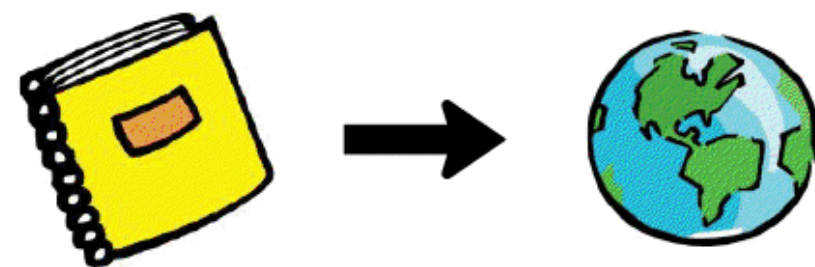
Text to Text



Text to Self



Text to World



Personalize Text-to-Self Connections (Pre or During stage)

Which place do you want to visit?

Which of these do you want to try?

Which one was your favorite?

How is your experience similar?

Techniques and Materials

Localize

(Pre or During stage)

Do Korean people do this?

Which Korean place is similar?

Where can you see this in Korea?

Which Korean special day is similar?

Techniques and Materials

Split the text / Jigsaw reading

1

Reflecting the look and feel of Gregg County in the late nineteenth century, a miniature town will be constructed for children to walk through and interact. Inside each building will be fun, interactive activities. Buildings will include a General Store, Doctors Office/Vets Office, and possibly a Sheriffs Office.



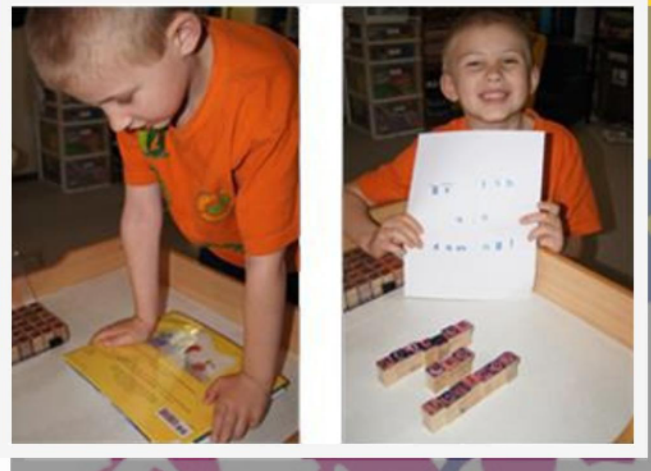
2

Corresponding with the famous Dalton bank robbery exhibit, chalk board "wanted posters" will be installed for the kids to draw "bad guy faces" on. These signs will be placed on the window wall in the basement area.



3

Linking-up with the printing press exhibit, a kid-friendly Printing Press Station will be fabricated. This will provide a hands-on interactive learning experience where the children will stamp and roll ink. Washable ink will be used to reduce possible stains.



Skill - Reading Comprehension

Name _____

Strawberry Fields

Story By: Andrew Frinkle

Johanna loved strawberries. They were her favorite fruit. Today, she was going to a strawberry farm. It was her first time. She'd never gone before. Before, she had always just bought them at the store. It was sort of weird to think about a farm of strawberries instead of just a package at the store.



When she arrived, she was surprised. They did not grow on trees! They did not even really grow on big bushes. They grew on something like vines. Low plants in long rows were heavy with berries. There were so many. Straw was packed around the plants, and there were dirt paths between rows.

1

She was given a waxy cardboard basket. She could pick as much as she wanted. The more she picked, the more she would have to pay. She wasn't sure how much to get. She started filling her basket. It went pretty fast, because the berries were so big. They were heavy and juicy. She picked a basket, eating a few as she did. They were so good! The sun had made them sweet.



2

The basket was quickly filled. She took it back to the barn to pay for it. They sorted it into small cartons, called pints, and bigger ones called quarts. There were two pints in each quart. She ended up getting 3 quarts and 1 pint. That was almost a whole gallon of berries!



When she went home, she quickly cleaned the berries and put them in the fridge. Some, she could use to make jam or jelly. Others, she could eat fresh or with sugar sprinkled on top. She thought about crushing some over some ice cream, or freezing some for later, too. There were so many things to do with strawberries, and they were all delicious!

3

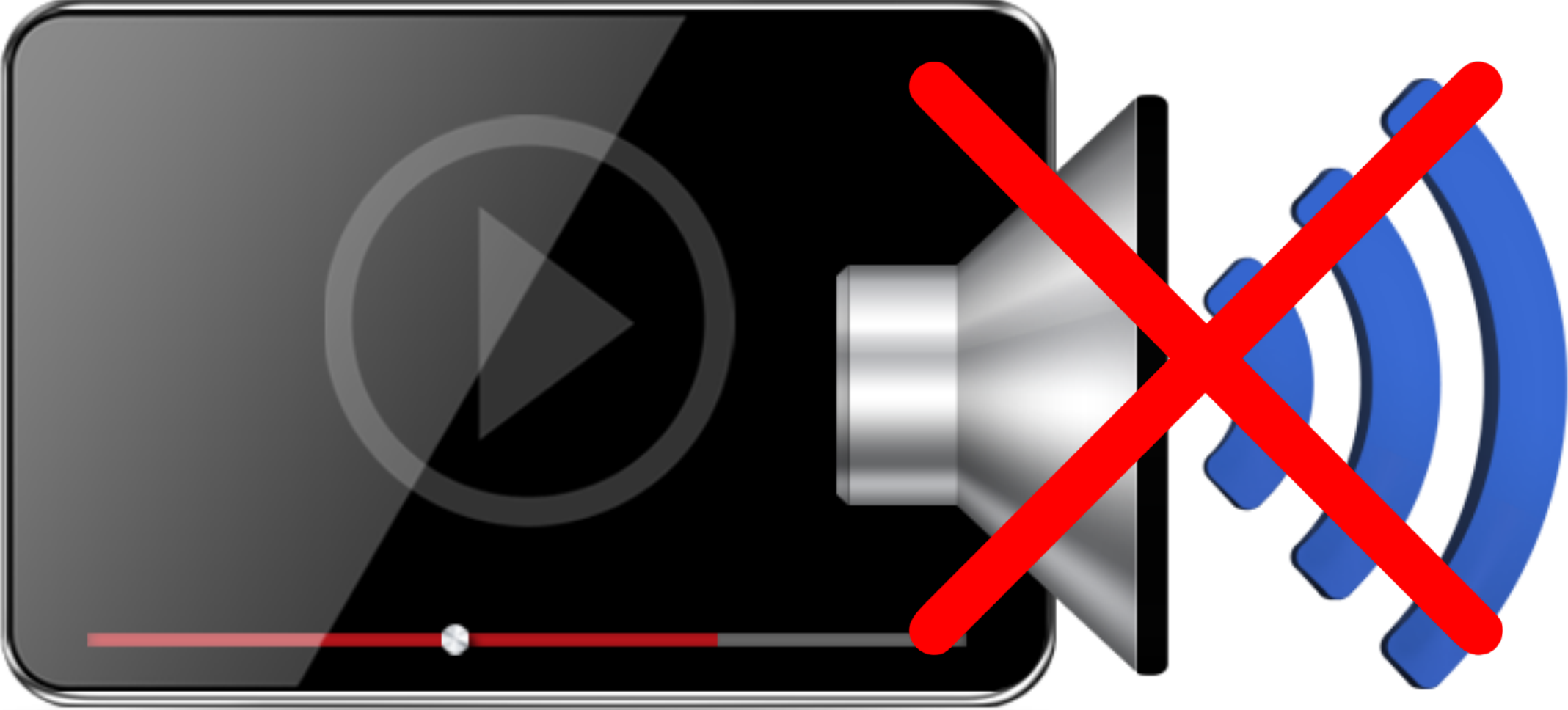
Techniques and Materials

TPR (Pre and During stage)



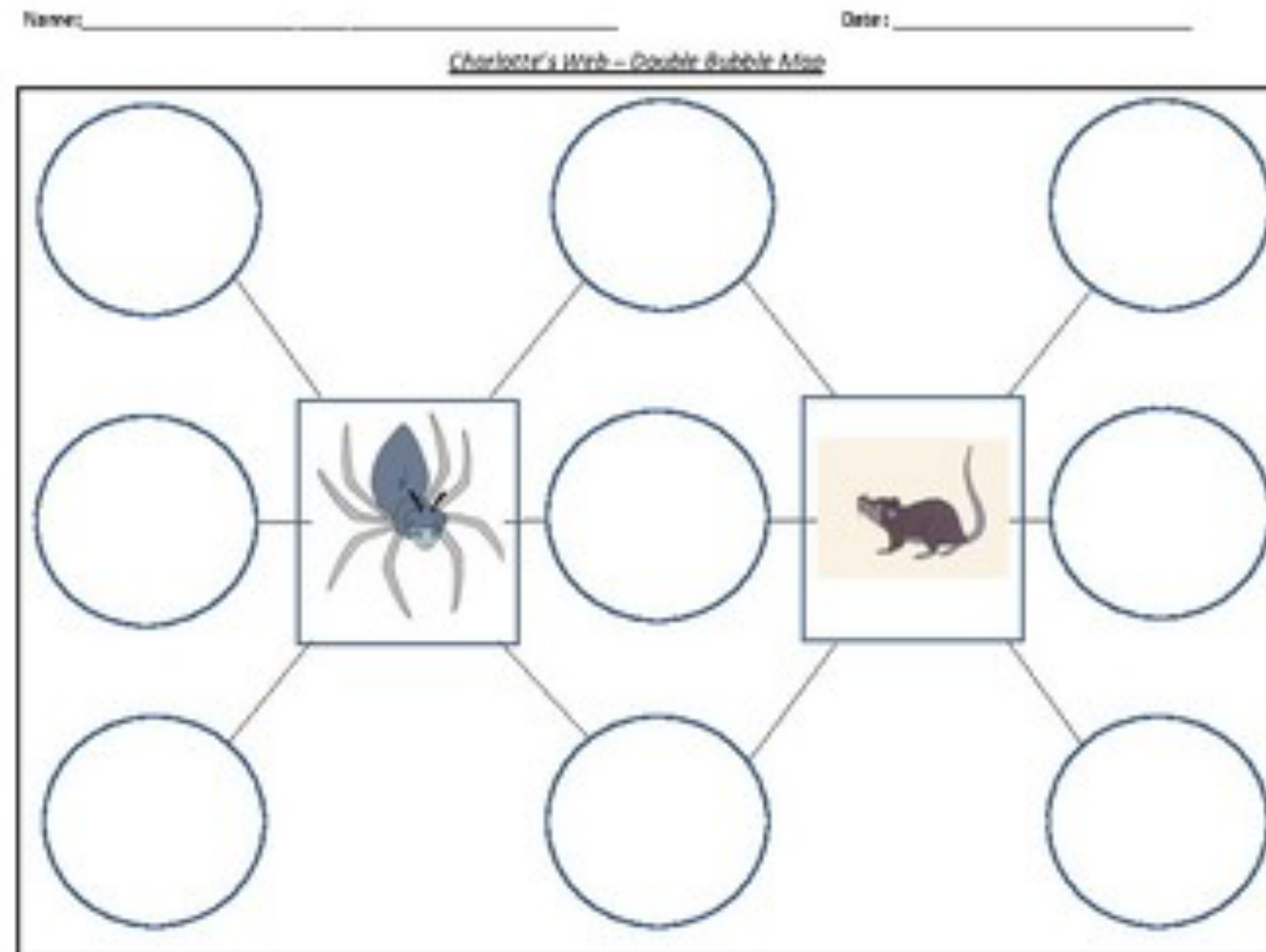
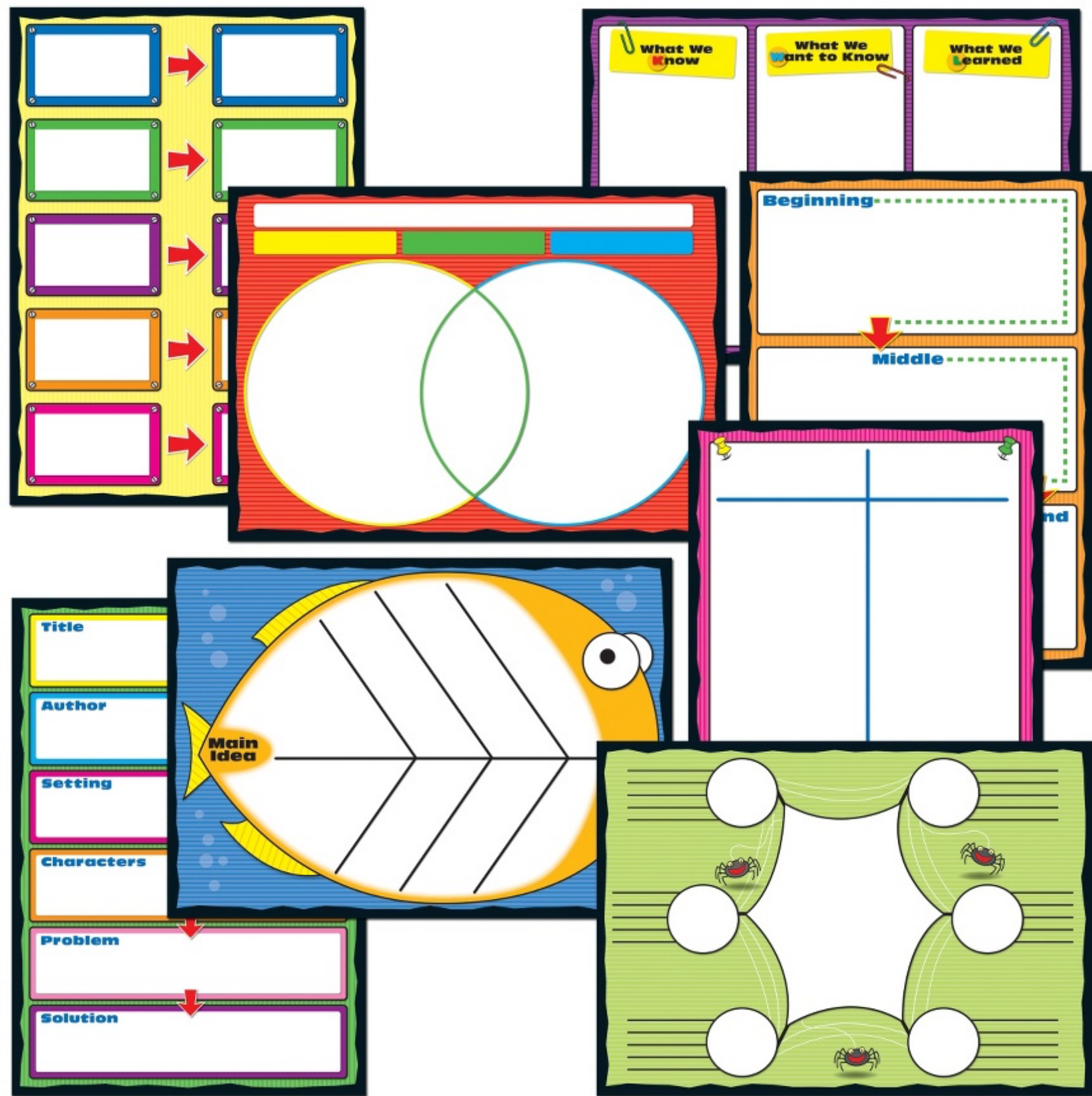
Techniques and Materials

Hide the video or the audio



Techniques and Materials

Graphic organizer

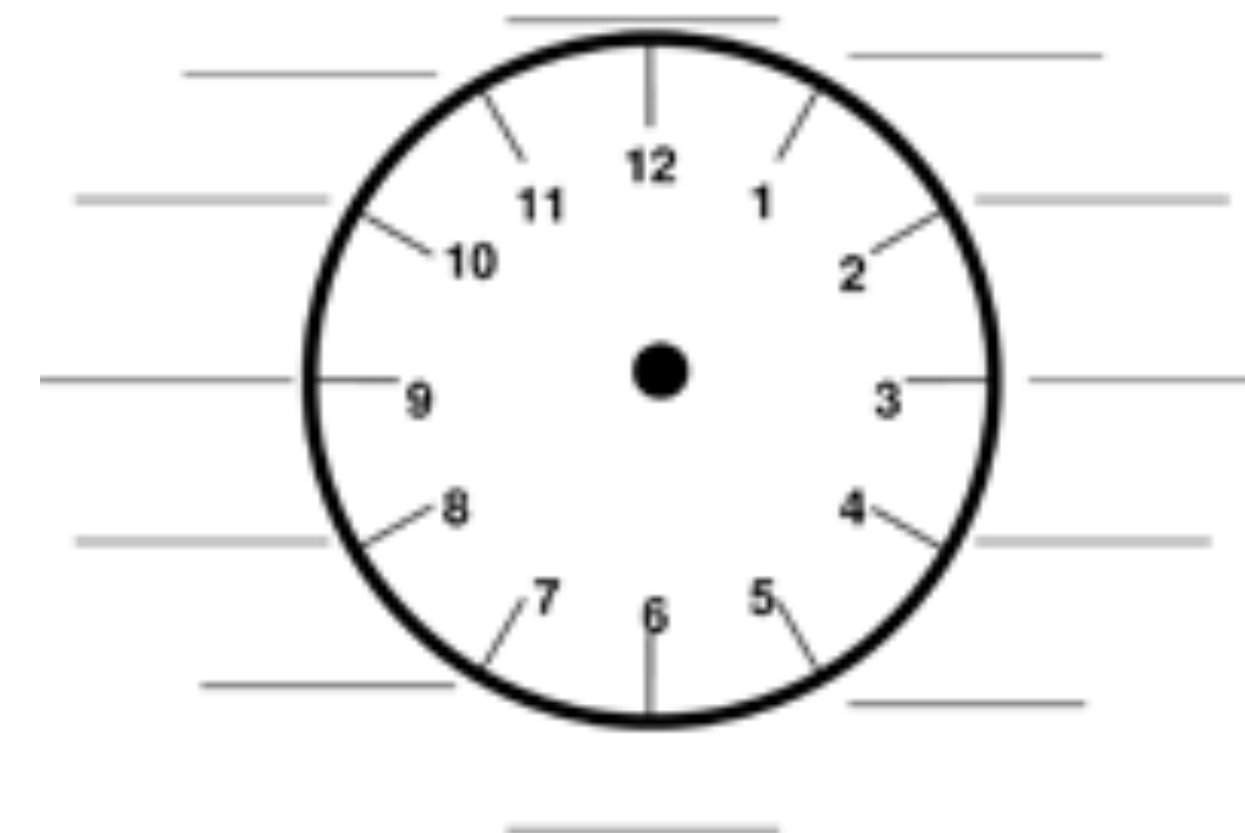
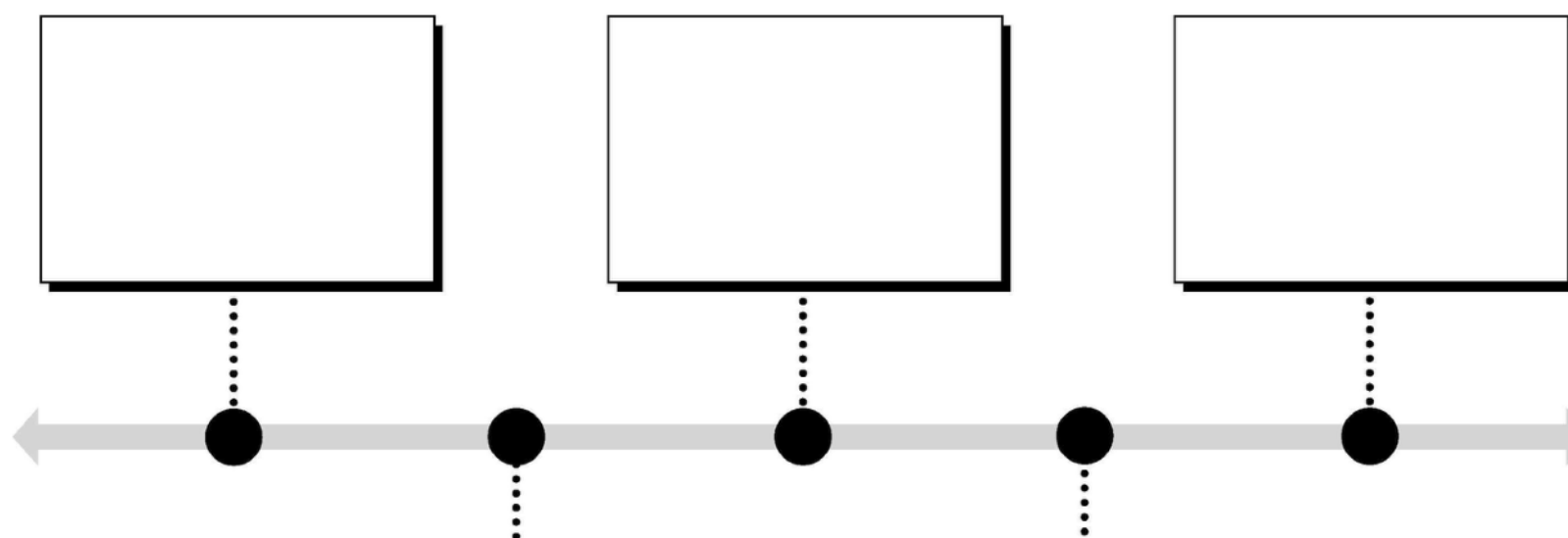


Name _____ Date _____

Sequencing Timeline

Write the person's name on the line. Then write important events in the order in which they happened.

Important Events in _____'s Life

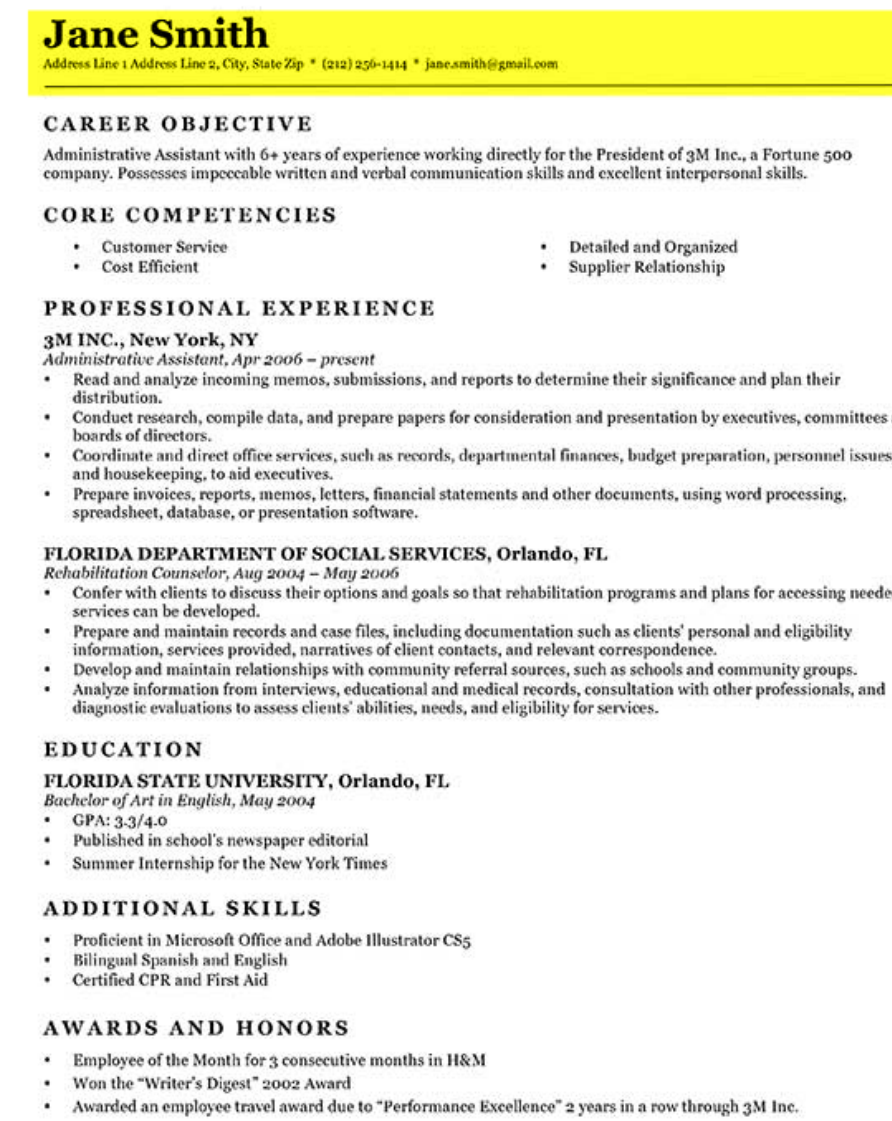


Techniques and Materials

Using the text and other examples to apply the information, give suggestions, or correct someone.



Which place should this family visit?



We listened to a job description.
Now look at this resume.
Is this person suitable for the job?
What should they include in their resume for this job?

Techniques and Materials

Use visual materials

CREATE A COMIC STRIP! Design and draw your very own comic book by filling in the boxes and speech bubbles. Here's a tip: Print out multiple sheets to keep the story going!

by: _____

by: _____

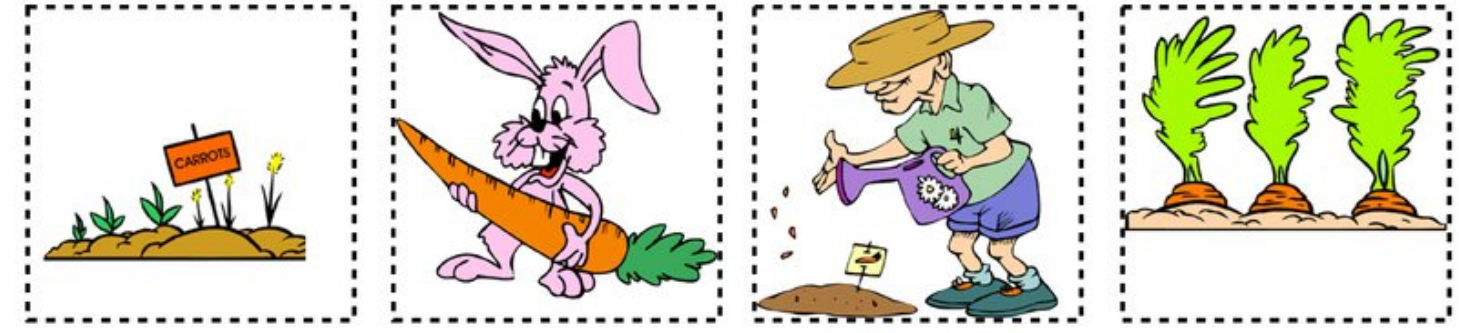
Title: _____

Author: _____

Name: _____

Carrot Sequence

Directions: Cut out the pictures. Glue them in order into the spaces below.



1.

2.

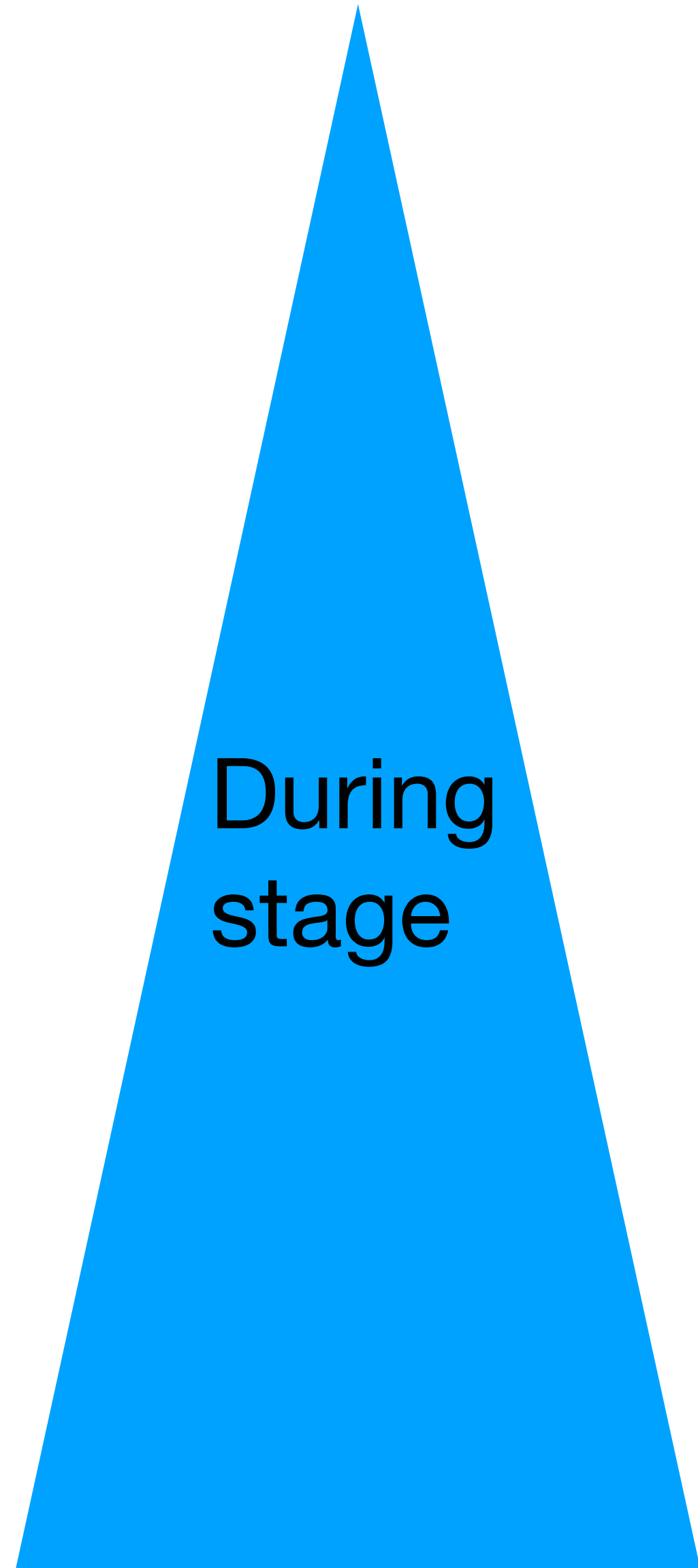
3.

4.

Write a sentence that tells about the pictures.



Techniques and Materials



During
stage



General idea / Gist

Facts (What happened?)

Summary

Critical thinking: Why?

Ss Experiences / Opinions / Evaluate

Techniques and Materials

Summary



Don't be vague about a summary task!

If you ask students to make a summary:

- Give a clear task, guidelines, and examples
- Give a worksheet or format for students to use
- e.g. graphic organizer, drawing, bullet points...

Techniques and Materials

Evaluate



Which one do you like and dislike?

What's the best part? What's the worst part?

Do you agree or disagree?

Is this true or not?

How would you change it?

Techniques and Materials

Experiences + personalizing



Have you experienced this?

What did you learn from this?

How will this information change your life?

What will you do differently in the future?

Do you know somebody like this?



Be creative in your lesson planning and materials development

Combine ideas, create something new, show your creativity!