Lesson Planning
Failing to Plan = Planning to Fail?

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What is a lesson?

For the purposes of lesson planning:

• A lesson is a single class session lasting no longer than 90 minutes.

• In a StarTalk program, students may have more than one lesson in a single day.
Big Ideas About Lesson Planning

• Lesson planning matters
• Backward design drives the plan
• If there are teacher behaviors that lead to student learning, you have to plan for them.
• When you do things, and the order in which you do them, are important.
• Ask yourself the tough questions to make good decisions about instruction during the planning phase
Planning the Lesson:  
Think about ...  

The context of the lesson:  
• Unit objectives and assessments  
• Where in the unit does this lesson come?  
• What can students already do based on previous units and lessons that this lesson can build on?  
• How long is the lesson?
Planning the Lesson:
The context of the lesson

Unit Objectives and Assessments

1. The theme of this unit is activities students like to do in their free time. It is designed for students in their first year of high school language study.

2. You can review the Unit Objectives and Assessments in your handout.
Stage 1: What will students know and be able to do at the end of this lesson?

**DO**

• What will students be able to do at the end of this lesson that they couldn’t do when it started?

• This should be a real-life learning target stated in student-friendly language.

“*You will be able to figure out and tell someone how to use the metro system in Madrid to get from place to place.*”

**KNOW**

What **vocabulary**, **structures** and **culture** do students need in order to meet the learning target?
Backward Design and Lesson Planning: Making a Connection

Lesson Plan

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lesson Number</th>
<th>Grade Level</th>
<th>Time of Year to be Taught</th>
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Stage 1: What will students know and be able to do at the end of this lesson?

**DO**

**KNOW**

Stage 2: How will you know that students can do that?

At the end of the lesson, how will you know that students can do the learning target?
Stage 3: What instructional activities will be used?

Do the activities in the lesson . . .

- give students a reason for needing/wanting to invest in the lesson?
- make the learner the active participant and NOT the teacher?
- engage ALL learners (vs. just one or two at a time)?
- provide multiple and varied opportunities for students to hear words/expressions supported by visualized contexts that make meaning transparent?
- provide authentic reasons for using the words and expressions?
- vary in level of intensity and mode?
- represent the BEST use of instructional time?
Planning the Lesson: 
The context of the lesson

Where in the unit does this lesson come?
This is day 4 of the unit. The lesson objectives are:

1. I can tell someone what I like or don't like to do in my free time
2. I can tell someone when I do my free time activities.

What can students already do based on previous units and lessons that this lesson can build on?

• Students can talk about: the days of the week, their friends.

How long is the lesson?

• This lesson is 60 minutes long.
Lesson Design: How do I present new vocabulary?

• Use the lesson objectives to select 5-7 words or phrases to teach in this lesson. (see your handout)

• Brainstorm three ways you might present new vocabulary.

• Share your 3 ideas with a partner. For each idea, you and your partner will write down at least two advantages and two disadvantages for that approach.

• With your partner, decide which vocabulary presentation you will include in your lesson plan.
Lesson Design: Language Practice

• Use the lesson objectives to brainstorm three ways you might practice the new vocabulary. Consider how you can provide a meaningful context for practice that encourages more than just single word production from students. Check the lesson objectives for what you want students to understand and produce.

• Share your 3 ideas with a partner. For each idea, you and your partner will write down at least two advantages and two disadvantages for that approach.

• With your partner, decide which language practice activities you will include in your lesson plan.
StarTalk Lesson Planning Guide

- A guide
- A template
- A checklist

STARTALK: From Paper to Practice

http://startalk.umd.edu/resources
Putting It All Together

What do I need to think about when I sequence my lesson?

• Primacy/Recency Effect

• Input and output

• Activity length, the age of the learner, and movement
Retention During a Learning Episode

- Prime-time-1
- Prime-time-2
- Down-time
- Practice
- New Information
- Closure

From How the Brain Learns, David Sousa, (Corwin Press, 2001)
Approximate Ratio of Prime-Times to Down-Time During Learning Episode

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To consider in designing Stage 3 of the lesson

1. The lesson should NOT start with administrative concerns (e.g., taking attendance, collecting homework, going over homework or some other assignment).

2. After a brief warm-up/bridge to the L2, the most important part of the lesson’s work should be targeted while students are the most attentive and receptive.
   • new information presented by the teacher
   • an activity (or activities) carefully modeled and guided by the teacher
   • “prime-time learning”

3. Following Prime-time 1, students should work independently—in pairs or in small groups—to apply what was presented in the major segment of the opening part of class. This parallels Down-time.
How will I put together the parts of my lesson?

1. Consider
   - your objectives.
   - the ideas for presentation and practice you have generated.
   - what other activities/tasks will take place during the lesson

2. Consult your lesson plan checklist and template.

3. Use the Stage 3 template to determine the design of your lesson from beginning to end.
Envisioning the Lesson

• Run the lesson through your mind like a video in your head
• What will I be doing? What will students be doing?
• How will I make sure that I can teach my lesson and stay in the language?
• What resources will I need to deliver my lesson?
• Am I using the technology I have available as well as possible?
• How will I monitor student learning as the lesson proceeds?