Lesson Planning = Planning for Success

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Presentation Overview

• What is STARTALK?
• Why Lesson Planning?
• What STARTALK resources are available?
Mission
to provide summer language learning opportunities for students and professional development opportunities for teachers in critical languages
Current STARTALK Languages

- Arabic
- Chinese
- Dari
- Hindi
- Portuguese
- Persian
- Russian
- Swahili
- Turkish
- Urdu
Lessons Learned

• By failing to prepare, you are preparing to fail.
• Before beginning, plan carefully.
• To be prepared is half the victory.
• Planning without action is futile, action without planning is fatal
Lessons Learned

• By failing to prepare, you are preparing to fail.  
  – Benjamin Franklin

• Before beginning, plan carefully.  
  – Cicero

• To be prepared is half the victory.  
  – Cervantes

• Planning without action is futile, action without planning is fatal
What STARTALK resources are available for Lesson Planning?

- [http://startalk.umd.edu/lesson-planning/](http://startalk.umd.edu/lesson-planning/)
  - [Lesson Planning Guide: From Paper to Practice](http://startalk.umd.edu/lesson-planning/)
  - [Lesson Planning Template (Option 2)](http://startalk.umd.edu/lesson-planning/)
  - [Lesson Planning Checklist](http://startalk.umd.edu/lesson-planning/)
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.
Why Lesson Planning Is So Important

• It’s what the student sees
• So many decisions are needed to effect a well put together lesson plan
• Teachers make numerous instructional decisions daily
• A lesson plan is one where decision-making can make the difference in learning or no learning
• It’s what the teacher *does* that makes the biggest difference in learning, not what the teacher *knows*. 
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?
<table>
<thead>
<tr>
<th>Stage 1: What will students know and be able to do at the end of this lesson?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DO</strong></td>
</tr>
<tr>
<td><strong>KNOW</strong></td>
</tr>
<tr>
<td>Stage 2: How will you know that students can do that?</td>
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</tbody>
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At the end of the lesson, how will you know that students can do the learning target?
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 in your handout to select 5-7 words or phrases to teach in this lesson.
• 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
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

Lesson Length

20 minutes

40 minutes

80 minutes

Prime-time 1  Down-time  Prime-time 2

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

From *How the Brain Learns*, David Sousa, (Corwin Press, 2001)
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.
To consider in designing Stage 3 of the lesson

4. For the next segment of the class (Prime-time 2), the teacher has an opportunity to revisit information presented/dealt with in Prime-time 1.
   • additional, ratcheted-up information
   • expanded application of Prime-time 1 information

5. As a wrap-up of the “first instructional round,” time can be spent going over homework or other assignments, providing information that is not specifically related to classroom instruction.

6. Provide a brief “lift,” e.g., song, movement, “palette cleanser.”

7. Begin next “instructional round.”
Envisioning the Lesson
Closing the Lesson

• Does the clock end the lesson or do you?
• Why is closure important?
• What are some effective ways of closing a lesson?
Our Closure

3-2-1

3 Big ideas I heard in this session (Write these down)

2 Ideas I will use in my lesson planning and teaching. (Tell your partner)

1 Big “AHA” moment I had. (Share with the group)