Lesson Planning = Planning for Success

STARTALK Spring Meeting
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Curriculum or Course Syllabus

Unit(s)

Lesson
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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 *outdoors activities*, specifically *camping*. It is designed for students who are Intermediate speakers of the language.

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 tell someone what you did last weekend when you hung out with your friends.”

**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

Unit ____________________________  Lesson Number _______ of _________

Grade Level _____________________  Time of Year to be Taught __________________________

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?

Opening/Activity 1
Activity 2
Activity 3
Activity 4
Closing/Activity 5

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 3 of a 10-lesson unit. The lesson objectives are:

1. I can understand when someone describes what happened on a camping trip.
2. I can ask and answer questions about a camping trip that has already happened.

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

• Students can talk about: things that have already happened

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.
Putting It All Together

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

– Input and output

– Activity length, the age of the learner, and movement

– Primacy/Recency Effect
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

Lesson Length

- 20 minutes
- 40 minutes
- 80 minutes

Prime-time 1

Prime-time 2

Down-time

From *How the Brain Learns*, David Sousa, (Corwin Press, 2001)
1. Check roll while checking for homework

2. Go over homework

3. Return last assessment; go over; remind about keeping assessments in notebook

4. Introduce new material: getting around Beijing (using the map and the metro).

5. Activity: tell how to get to certain locations using the Metro map

6. Quiet time, if done
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.”
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
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

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

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

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