Lesson Planning = Planning for Success

National Chinese Language Conference
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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 of 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.  
  – 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.  
  – Unknown
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/)
AM1

Should this first hyperlink be written the way the other three are? It could be something like STARTALK Lesson Planning Resources
Alicia McCarty, 4/3/2013
What is a Lesson?

• For the purposes of lesson planning, a lesson is a single class session lasting no longer than ninety 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 create a well put together lesson plan.
• Teachers make numerous instructional decisions daily.
• A lesson plan is one educational element where decision making can make the difference between learning or a lack of 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, is 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
• In what part of the unit is the lesson used?
• What can students already do based on previous units and lessons that this lesson can build on?
• How long is the lesson?
I changed this bullet point because I thought the phrasing was a little awkward. It used to be: Where in the unit does this lesson come? Use whichever you like best.

Alicia McCarty, 4/3/2013
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.
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Alicia McCarty, 4/3/2013
Lesson Plan

Unit  LEISURE TIME  Lesson Number  4 of  10  Grade Level:  Level 1, High School  Time of Year: 1st Quarter

Stage 1: What will students know and be able to do at the end of this lesson?

DO:  
- Listen and understand as people describe weekend plans.
- Exchange information about where you go and what you do on the weekend

KNOW:  
- New Vocabulary: sometimes, often, never.
- New Grammar/Structures: Verb “to go”, to meet (each other)

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

Interpretive:  
- Students will listen to a description of weekend plans.
- Task – You overhear two people talking about the plans for the weekend. Although you don’t understand everything they are saying, you are able to identify 1) what they are going to do; 2) where they are going; and 3) what time they are meeting each other.

Interpersonal:  
- Students will exchange information about weekend plans.
- Task: You are in front of your locker, talking to a new friend about weekend plans. You speak in Chinese so the people standing next to you can’t understand your conversation. Tell each other what you are going to do this weekend and where/ with whom you will go. Give as many details as you can. He/she may want to change his/her plans after hearing about yours!

Stage 3*: What instructional activities will be used? (Use as many as necessary to achieve your learning targets.)

*[Students have already been introduced to the following vocabulary: I prefer, Do you prefer?, to go to the mall, to go shopping, to see a movie, to stay at home, to exercise, to watch TV, to work, to ride a bicycle, to hang out with friends, to play/do a sport, to sleep, to spend time, to surf the Internet, to eat dinner, on weekends, free time, generally, with my/your friends, at home, the gym, the mall, the movie theater, the park]*
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

**KNOW**

- What **vocabulary**, **structures**, and **culture** do students need in order to meet the learning target?

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

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<thead>
<tr>
<th>Opening/Activity 1</th>
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<tbody>
<tr>
<td>Activity 2</td>
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<tr>
<td>Activity 3</td>
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<tr>
<td>Activity 4</td>
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<tr>
<td>Closing/Activity 5</td>
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**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 (as compared to 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

In what part of the unit is the lesson used?
This is day four of the unit. The lesson objectives for students 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 and their friends.

How long is the lesson?
• This lesson is sixty minutes long.
I changed this bullet point because I thought the phrasing was a little awkward. It used to be: Where in the unit does this lesson come? Use whichever you like best.

Alicia McCarty, 4/3/2013
Stage 3: What instructional activities will be used? (Use as many as necessary to achieve your learning targets.)

Opening/Activity 1: The teacher describes what she is going to do this weekend. Students listen for key words and clap their hands if it is an activity that takes place inside. They click their fingers if it is an activity you would do outside.

Activity 2: The teacher explains what Yang likes to do on weekends. The teacher introduces new vocabulary with the following explanation: When Yang likes to do something, she does it OFTEN. When Yang does not like something, she NEVER does it. There are some things that Yang does on weekends, but not on many weekends. She does those things SOMETIMES. Students listen to the teacher and raise their hand every time they hear one of these new words.

Activity 3: As the teacher names an activity, students who do it OFTEN stand. The teacher uses the new vocabulary: Maria watches TV often; Tony rides his bike often. This activity is repeated to see which activities are done SOMETIMES or NEVER by students.

Activity 4: Students work in groups of four to find out whether they spend your leisure time like most of their classmates. They take turns asking each person how often he or she does the activities listed below. Answer using *Often, Sometimes, Never.* Groups tally the responses and report out.

Activity 5: The teacher poses the scenario for an interpretive task: You have had your phone turned off all day. When you finally listen to your voicemails, there are several from friends who tell you about their weekend plans. So you don’t forget who is doing what, you write down a few notes as you listen to each message (pre-recorded by teacher). Write the person’s name, where he/she is going, and what he/she is going to do on either Friday or Saturday. (Alternate activity – students read “text messages” with the same information)

Closing/Activity 6: Students circulate around the room and complete a survey form, interviewing at least five other students to find out how many like to do at least one activity that they also like to do on the weekend. Their interview should include three things they do and how often they do it. Students make a tally of responses to find out if you have similar interests.
Lesson Design:
How Do I Present New Vocabulary?

- Use the lesson objectives in your handout to select one word or phrase.
- Brainstorm three ways you might present this new vocabulary.
- For each idea, come up with at least two advantages and two disadvantages of that approach.

Now you are ready to decide which ways to present vocabulary you will include in your lesson plan.
Rebecca Wang video
Italian for Kids Video
Three Bowls Video
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.

• For each idea, come up with at least two advantages and two disadvantages of that approach.

• Now you are ready to decide which language practice activities you will include in your lesson plan.
Einstein
Happy Chinese
What do you see?
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)
Considerations 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 downtime.
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Alícia McCarty, 4/3/2013
Considerations 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)