As a result of this workshop

I can …

• explain in my own words key principles for lesson planning
• provide one example for each key principle
• distinguish between good and bad examples of lesson plans and explain my reasoning to a partner
Lesson Planning Design Principles

DOES MY LESSON ...?

1. give students a reason for needing to/wanting to pay attention and be on task?

2. provide sufficient opportunities for understanding new words before expecting production?

3. provide multiple, varied opportunities for students to hear new words/expressions used in highly visualized contexts that make meaning transparent?

4. provide students with an authentic purpose for using words and phrases?

5. engage all students (as opposed to just one or two students at a time)?
Lesson Planning Design Principles

6. vary in the level of intensity and the amount of physical movement required?

7. make the learner, not the teacher, the active participant?

8. build toward allowing students to demonstrate in meaningful and unrehearsed ways that they are able to use what they know

9. make the best use of instructional time to maximize student learning

10. take an appropriate amount of time considering the age of the learner?
Backward Design

1. Identify desired results
   - What are the goals?

2. Determine acceptable evidence
   - How will you and learners know they reached the goals?

3. Plan learning experiences and instruction
   - What does it take to get there?
PRINCIPLE 1

The lesson gives students a reason for needing to/wanting to pay attention and be on task.

- Opening activity as a ‘hook’
- Interesting to the learner
- ‘Can –do’ disposition
The lesson provides sufficient opportunities for students to learn to understand new words before having to produce them.

You will see two videos.

Be prepared to explain to your partner which video you think would help you learn more effectively. Why do you feel the way you do?
What Research Says About Learning Language
Comprehensible Input

1. Visual cues
   - Matching sound with meaning (visuals, modeling)
   - Body language / gestures
   - Hands-on experiences
   - Manipulatives

2. Background Knowledge

3. Language

https://startalk.umd.edu/teacher-development/additional-resources
Principle 3

The lesson provides multiple, varied opportunities for students to hear new words/expressions used in highly visualized contexts that make meaning transparent.
Principle 4

The lesson provides students with an authentic purpose for using words and phrases.
Can-Do Statements

Students can:

- name pots and pans
- write a list to make a pumpkin dessert
- describe fruits and vegetables
- comment on whether foods are healthy or unhealthy
- be introduced to hotel and taxi conversations
- make plans to engage in an activity with someone else
- identify and say shapes
- ask and answer questions about why they wear certain clothes
- understand difference of the word order of dates between English and Chinese
- understand the purpose of a play poster
- design publicity materials
- express likes and dislikes using words, phrases, and memorized expressions
- present the weather of a city
- locate places where the animals are found
- describe various items of the restaurant
Can-Do Statements

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• name pots and pans
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PRINCIPLE 5

The lesson engages all students (as opposed to just one or two students at a time).

Checks for Comprehension

Engagement strategies
Check for Comprehension

Limited Language Responses

Extended Language Responses
CHECKING FOR COMPREHENSION

Thumbs up / Thumbs down
Make sentence true

Hold ups

Do as I say (TPR)
Act Out
CHECKING FOR COMPREHENSION

Oral Production Strategies

- Yes/no
- Either/or
- Fill in the blank
- Who? / What? / When?
- Why? / How?
- What now? What is going to happen?
Principle 6

The lesson varies in the level of intensity and the amount of physical movement.
Chunk lessons incorporating movement activities every 10 – 20 minutes.

Research/scan compliments of Dr. Chuck Hillman University of Illinois
Principle 7

The lesson makes the learner, not the teacher, the active participant.
STUDENT ENGAGEMENT

- Define engagement.
- Why is engagement important?
- Are there different types of engagement?
- If you were observing a classroom, how would you know whether students were engaged?
Some strategies:

- Student to Student Interactions
- Students tell partner before the teacher
- White boards, reply cards
- Physical actions
Principle 8

The lesson builds toward allowing students to demonstrate in meaningful and unrehearsed ways that they are able to use what they know.
Principle 9

The lesson makes the best use of instructional time to maximize student learning.
Primacy-Recency – We learn best what we learn first and last.

Adapted from Sousa

- I do.
- You do.
- We do.
Pyramid of Learning

Average Retention rate after 24 hours

- Lecture: 5%
- Reading: 10%
- Audio-visual: 20%
- Demonstration: 30%
- Discussion Group: 50%
- Practice by doing: 75%
- Teach others / Immediate Use of Learning: 95%
| **I DO** | **The teacher:**  
| | • gets the attention of the learner  
| | • communicates the learning goal of the lesson  
| | • provides comprehensible input  
| | • models language use in context  |
| **WE DO** | **The students:**  
| | • work collaboratively to use language  
| | • are supported by peers  
| | • gain confidence  
| | • receive feedback on performance  |
| **YOU DO** | **The individual student:**  
| | • demonstrates his/her ability to meet the goal of the lesson |
Principle 10

The lesson takes an appropriate amount of time considering the age of the learner.
Attention Span and Working Memory Capacity

Working memory is limited and can deal with items for only a limited time. For focus to continue there must be some change in the way the individual is processing the item.

<table>
<thead>
<tr>
<th>Age</th>
<th># of items*</th>
<th>Time Span</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 – 14</td>
<td>3 - 7</td>
<td>10 minutes</td>
</tr>
<tr>
<td>14+</td>
<td>5 – 9</td>
<td>20 minutes</td>
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*An item is an individual piece of information – the ending of a verb, a new vocabulary word, etc. Only “chunking” pieces of information allows the learner to work with multiple items.
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3-2-1

3 big ideas I heard today
2 strategies I will use right away
1 “ah-ha” moment