The STARTALK learning plan connects the lesson can-do statements developed in stage 3 of the curriculum to the learning experiences in the program. STARTALK acknowledges there are many lesson plan templates available, however in order to ensure a strong connection to the approved curriculum, programs are expected to use the learning plan template specifically designed for STARTALK programs. This learning plan guide will help instructors to

- plan lessons aligned to the approved curriculum of a program,
- sequence learning episodes and activities to maximize learning, and
- determine how to check learners have met the lesson can-do statement.

### Learning Plan Requirements

STARTALK student programs must complete learning plans for each day of instruction and for all learning experiences, whether those experiences occur in the classroom or in other settings, and all learning plans must be made available to the site visit team during the site visit. A print or digital copy of the learning plans for the day before, day of, and day after the site visit should also be provided for each member of the site visit team. That 3-day sequence of plans must be written in English. Learning plans for other days of the program may be written in the target language.

Each learning plan is considered to be one lesson and STARTALK defines a lesson as a series of learning episodes. The amount of time allotted for a learning episode is approximately equivalent to the age of the learner and will rarely be more than 30 minutes. The number of learning plans a program develops will depend on how a program chooses to structure their day. The length of a lesson is determined by the program. Programs indicate how they will their structure learning plans by listing the total time for each learning plan.

For example, a 4 hour-per day program may choose to create either:

- One learning plan for the entire day that breaks instruction both in in the classroom and in other settings into a series of at least eight learning episodes.
- One learning plan for each period of instruction. If students have four different classes each day, each lasting 60 minutes, then the program writes four learning plans each containing at least two learning episodes.

This guide follows a sample learning plan taken from the STARTALK Model Curricula *Let’s Meet Some Animals* (developed for grades K-2 targeting Novice Mid/Novice High) to provide guidance for each section of the learning plan template. The complete learning plan has three learning episodes each lasting 20 minutes. Only the first learning episode is used to explicate the key concepts addressed with the learning plan template.
**Curriculum Connection**

The STARTALK learning plan is designed to make the connection between the approved curriculum and the learning plan transparent. The lesson can-do statements for each learning episode will come directly from stage 3 of the curriculum. The learning plan requires that the program can-do statement and the associated performance assessment task for each lesson can-do statement identified in the curriculum be transferred to the learning plan. Making this connection transparent allows instructors to design lessons that advance student learning in ways that keep the focus on what learners need to do to be successful not only at the lesson level, but also on the performance assessment task.

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**Example**

<table>
<thead>
<tr>
<th>Program Can-Do Statements</th>
<th>Performance Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Identified in stage 1 of the curriculum outlining the overall program outcomes.</em></td>
<td><em>Developed in stage 2 of the curriculum, formative assessments tasks that allow learners to demonstrate they met the program can-do statement.</em></td>
</tr>
</tbody>
</table>

I can ask and answer questions to meet new friends - people and animals.  

The teacher gives each student a picture of an animal that they have studied. Students take the role of that animal. They circulate in the classroom to meet and greet one another as the animal and find out their animal name, where they live, and what they eat. After completing the initial conversations, students repeat the task to form common groups based on where they live & what they eat.

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**Learning Episode**

Each learning episode is guided by the following three key components:

- **Lesson Can-Do Statement(s)** that serve as the goal for the specific learning episode. Lesson can-do statements were identified in stage 3 of the curriculum development process.
- **Vocabulary** or language chunks and words that learners need to address the culture and/or content that is part of the episode.
- **A check for learning** describes a formative task that will show how well individual learners meet the goal of the episode.

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**Example**

<table>
<thead>
<tr>
<th>Lesson Can-Do Statement</th>
<th>Vocabulary</th>
<th>Check for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Identify the lesson can-do statement(s) from the curriculum (stage 3) that are the goals for this learning episode.</em></td>
<td><em>How are culture and/or content part of the language chunks and words that learners will use?</em></td>
<td><em>What formative task will learners do to provide evidence that they made met the lesson can-do statement?</em></td>
</tr>
</tbody>
</table>

- I can recognize the names of a variety of animals when they are mentioned.
- I can recognize the names of places where animals live (in the water, on land, in the air).

- animals, pets
- X lives ... (in the water, on land, in the air)
- Where does x live?
- Where do you live? I live...in a house, on land, in the air, in the water, in the forest, in the mountains...

Students play a version of Slap Jack. Each pair of students has a set of cards or a page with items pictured. Teacher gives a clue, students race to tap the image or hold up the picture of the item first.
Lesson Can-Do Statement—*What specific lesson can-do statement are addressed in this episode?*

This example learning episode identifies two lesson can-do statements. Both focus on recognition of new vocabulary (in this case, animals and the places they live). Both lesson can-do statements address the interpretive mode of communication.

**Vocabulary—What do learners need to know to meet the lesson can-do statement?**

Although the example given simply lists animals, pets, water, land, and air, a program would choose specific words that bring in culture and/or content for the target language. Instructors would introduce words using the language chunks listed, but learners would simply be focused on recognition of animals and places. Since this learning episode is designed for 20 minutes, instructors would limit the number of new words that are introduced and these K-2 learners might only focus on 3 animals and 3 places in this first learning episode.

**Check for Learning—How will you know that learners have met the learning target for this episode?**

The check for learning simply asks learners to show that they recognize the new words when they hear them in a sentence. The final activity of the learning episode serves as the check for learning and learners individually demonstrate that they recognize the new words through a game or by showing pictures of the animal or place. The check for learning allows learners to demonstrate to the instructor and to themselves that they have met the goals for the learning episode.

**Learning Experiences**

The heart of the learning plan is the sequence of activities that are developed in the Learning Experiences section. Learning experiences outline the activities that move learners toward the lesson can-do statement before they complete the check for learning. Learning experiences should be intentionally sequenced to provide learners with activities that allow them to move from comprehensible input activities, to guided and shared practice activities, and then to independent application of new learning. This gradual release of responsibility (GRR) model allows instructors to give more and more control to learners as they move through each phase of the model. This model moves learners along a continuum where instructors usually do more during the input phase (I do), before learners then take more responsibility with teacher support (we do) and then in pairs or small groups (you do together). Finally, learners work independently to demonstrate learning and self-assess progress (you do alone).

In addition to using the gradual release of responsibility model, instructors will also want to consider carefully how to best sequence activities, paying attention to:

- the age of the learner
- the targeted performance level of the learner
- the need to capture the interest of the learner
- the need for cognitive engagement
- the need for physical movement
● **Activity 1**
The teacher calls the students to the carpet area in the classroom. The teacher shows a picture of different animal habitats and says “I live in a house.” The teacher then pretends to be different animals by holding the picture of an animal in front of her face and saying where she lives as that animal. The students listen carefully to decide if the answer is correct by signaling thumbs up or thumbs down. At first all of the statements are true. Gradually, the teacher makes mistakes saying, for example, “I live in the ocean” while holding up a panda, or “I live in a house” while holding up a cat.

● **Activity 2**
The teacher gives each student different pictures of different animals. The teacher says “*We live in the air.*” Students who have pictures of animals that live in the air stand and show their pictures.

● **Activity 3**
The teacher distributes a plastic bag that contains small pictures of animals students have learned to identify to each child, and the children lay the pictures out in front of them. Using a “magic” bag or box filled with corresponding small stuffed animals and/or pictures of animals, the teacher begins to describe one of the animals as he/she pulls the object from the bag. At the same time, students indicate which animal is being described by touching the corresponding small picture with a finger. This process continues until all animals have been identified.

● **Activity 4**
The teacher posts pictures of land, air, and water around the classroom. As the teacher talks about animals, students move to a picture of the habitat for that animal. For example: “The panda lives on land in a bamboo forest” (students move to photos of land/bamboo forest). “The dolphin lives in the water” (students move to photos of water).

● **Activity 5**
*Check for Learning task identified above.*

The sequence of learning experiences has been carefully designed to move learners along the continuum from input to application. This learning episode is designed to provide input since the lesson can-do statement focuses on the interpretive mode. The check for learning at the end of the episode require learners to apply their new learning by demonstrating that they understand the new words and phrases. In subsequent learning episodes, learners will move from input to output.
Materials Needed
This section asks instructors to identify the supplies and materials needed to successfully implement the learning plan. This includes any authentic print and non-print resources that are appropriate to the language proficiency and age level of the learners, as well as other materials that facilitate the activities outlined in the learning experiences section.

**EXAMPLE**

- Large pictures of animals from the target culture
- Large pictures of land, air, water
- Zip-lock bag with animal pictures (one bag per student)
- Stuffed animals
- “magic” bag or box
- Cards for slap-jack game

Subsequent Learning Episodes
Subsequent learning episodes continue to work with the other lesson can-do statements that address the program can-do statement and performance assessment task shown below. Instructors continue to monitor evidence from the checks for learning for each learning episode. When the majority of students are prepared, learners are asked to demonstrate their learning by completing the performance task that anchored the sample learning episode provided in this document.

**Program Can-Do Statement & Performance Assessment Task #1**

I can ask and answer questions to meet new friends—people and animals. The teacher gives each student a picture of an animal. Students take the role of that animal. They circulate in the classroom to meet and greet one another as the animal and find out their animal name, where they live, and what they eat. After completing the conversations, students repeat the task to form common groups according to where they live and what they eat.

**Lesson Can-Do Statements**

- I can recognize the names of a variety of animals when they are mentioned and/or described using size and/or color. *Interpretive*
- I can recognize the names of places where animals live (in the water, on land, in the air). *Interpretive*
- I can identify an animal as a carnivore, an herbivore, or an omnivore when I hear a description. *Interpretive*
- I can introduce myself as an animal. *Interpersonal*
- I can ask who others are and say who I am as an animal. *Interpersonal*
- I can say what I eat as an animal. *Presentational*
- I can ask others what they eat. *Interpersonal*
- I can say where I live. *Presentational*
- I can ask where others live. *Interpersonal*