



USING THE STARTALK LEARNING PLAN TO CREATE EFFECTIVE LESSONS

LEARNING TARGETS:

I can **explain** the role the learning plan plays in creating effective lessons that are connected to the curriculum.

I can **design** a check for learning for each lesson Can-Do Statement.

I can **plan** a sequence of learning experiences that are intentionally sequenced to allow learners to move from input to output.



What are the characteristics of an effective lesson?

high expectations

cognitive engagement

flow

relevant, real-world

intentional

efficient

evidence of learning

purposeful

aligned

differentiated

integrated

accurate

learner-centered

connected

sequenced

clear

focused

cohesive

WHY LEARNING PLANS?

STARTALK Start Talking STARTALK LEARNING PLAN GUIDE Developing Learning Experiences



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. 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 those learning plans must be made available to the site visit team. 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. Other program learning plans may be written in the target language of the program.

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 length of a lesson is determined by the program.

The number of learning plans a program develops will depend on how a program chooses to structure their day. For example, a program may choose to create:

- one learning plan for the entire day, breaking instruction both in the classroom and in other settings into a series of learning episodes. A 4-hour per day program may write one learning plan with at least 8 learning episodes.
- one learning plan for each period of instruction. Students have 4 different classes each day, each lasting 60 minutes. The program writes 4 learning plans and each learning plan has at least 2 learning episodes.

Programs indicate how they will structure the learning plans for their program by showing the total time for each learning plan when sharing basic information that will help others understand the intent of the plan.

Sample Learning Plan

- Connects the lesson Can-Do Statements identified in the curriculum to the learning experiences that occur during the program
- Ensures that lessons are designed to 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.
- Provides context for the site visit by making all learning plans from the start of the program to the day after the site visit available to the site visitors.

A **LEARNING PLAN** connects to the **CURRICULUM** and creates context for the **LESSON**.

A **LESSON** is a series of **LEARNING EPISODES**.

LESSON

Learning Episode

Learning Episode

Learning Episode

Learning Episode

Learning Episode

Learning Episode

Learning Episode

Learning Episode

Learning Episode

STARTALK LEARNING PLAN
Designing Learning Experiences

Date: _____

Grade Range: _____

Targeted Performance Level: _____

Total Time for this Plan: _____

Curriculum Connection

Program Can-Do Statement & Performance Assessment Task
Copy the specific program Can-Do Statement from the curriculum (stage 1) and performance assessment task (stage 2) that you are working toward in this learning plan.

Learning Episode #1

Lesson Can-Do Statement
Identify the lesson Can-Do statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

Vocabulary
How are culture and/or content part of the language chunks and words that learners will use?

Check for Learning
What formative task will learners do to provide evidence that they made met the lesson Can-Do Statement?

Number of minutes for this episode: _____

Learning Experiences
What sequence of activities will learners engage in before they complete the check for learning for this episode? Consider how you might differentiate in order meet the needs of all learners.

Materials Needed
What authentic resources, supplies and other materials will you need to successfully implement this learning episode?

STARTALK Learning Plan

- Overview
- Curriculum Connection
- Learning Episode #1
 - Lesson Can-Do Statement
 - Vocabulary
 - Check for Learning
 - Learning Experiences
 - Materials Needed
- Additional Learning Episodes

Learning Plan

Overview

Curriculum Connection

- Program Can-Do Statement
- Performance Assessment Task

Learning Episode

- Lesson Can-Do Statement
- Vocabulary
- Check for Learning
- Learning Experiences
- Materials Needed

Designing Learning Experiences



**NCSSFL-ACTFL
Performance
Indicators**

**The amount of time covered by
a learning plan is determined by
the program.**



Sample Learning Plan



Stage 1

- Curriculum Overview
- Daily Schedule
- Interpersonal Program Can-Do Statements
- Presentational Program Can-Do Statements

Stage 2

- **Interpersonal Performance Assessment Tasks**
- Presentational Performance Assessment Tasks

Stage 3

- Lesson Can-Do Statements
- Resources (Interpretive Mode)

Stage 1 - Program Can-Do Statement

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

Stage 2 - Performance Assessment Task

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.

Learning Plan

Overview

Curriculum Connection

- Program Can-Do Statement
- Performance Assessment Task

Learning Episode

- Lesson Can-Do Statement
- Vocabulary
- Check for Learning
- Learning Experiences
- Materials Needed



**Program
Can-Do Statement
(Stage 1)**



**Performance
Assessment Task
(Stage 2)**



**Lesson
Can-Do Statement
(Stage 3)**



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 1) where they live, 2) what they eat.

- 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).

Stage 1

- Curriculum Overview
- Daily Schedule
- Interpersonal Program Can-Do Statements
- Presentational Program Can-Do Statements

Stage 2

- Interpersonal Performance Assessment Tasks
- Presentational Performance Assessment Tasks

Stage 3

- **Lesson Can-Do Statements**
- Resources

Program Can-Do Statement

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

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. *(interpretive)*

I can identify an animal as a carnivore, an herbivore, or an omnivore. *(interpretive)*

I can introduce myself as an animal. *(interpersonal)*

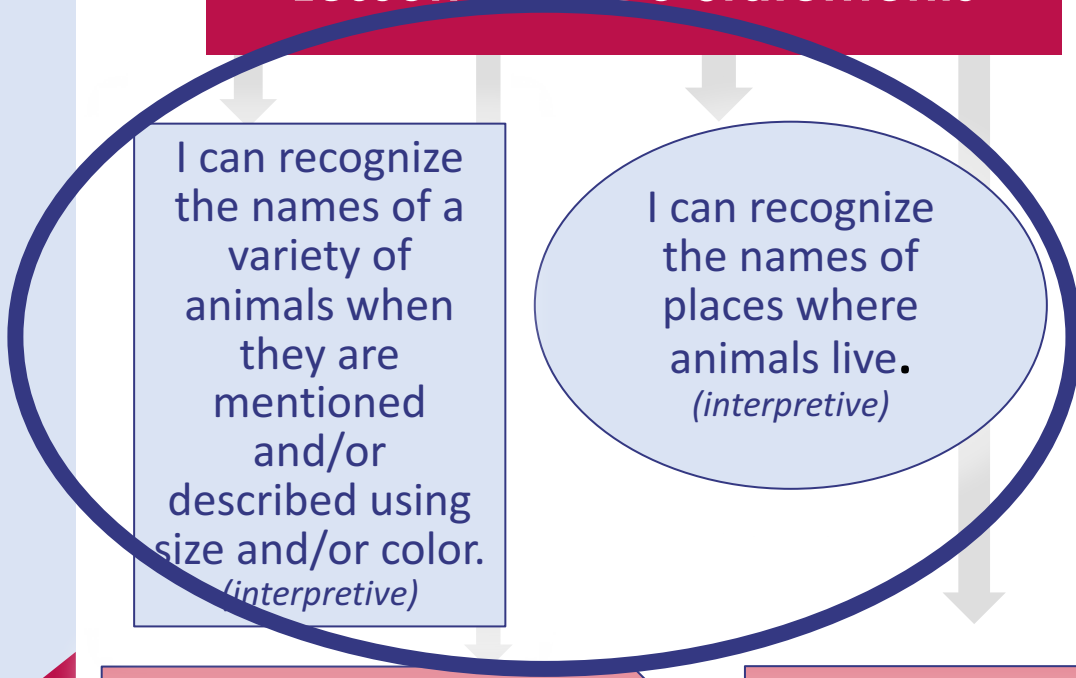
I can ask who others are and say who I am as an animal. *(interpersonal)*

I can say where I live. *(presentational)*

I can say what I eat as an animal. *(presentational)*

I can ask others what they eat. *(interpersonal)*

I can ask where others live. *(interpersonal)*



- Program Can-Do Statement
- Performance Assessment Task

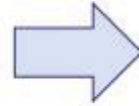
- Lesson Can-Do Statement
- Vocabulary
- Check for Learning
- Learning Experiences
- Materials Needed

Stage 3 - Lesson Can-Do Statements

Program Can-Do Statement & Performance Assessment Task #1

This program Can-Do Statement and performance task were developed in stages 1 & 2 of the curriculum.

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*

Key Learning Experiences

Designed to:

- transition from the lesson Can-Do Statements in the approved curriculum to the learning plans
- unpack lesson Can-Do Statements by outlining vocabulary and language chunks
- identify the corresponding check for learning for each lesson Can-Do.

STARTALK
Start Talking!

KEY LEARNING EXPERIENCES

Moving from Curriculum to Daily Learning Plans

Language: _____ Unit Theme: _____ Grade Range: _____ Targeted Performance Level: _____

Program Theme & Overview

Program Can-Do Statement & Performance Task # _____
The program Can-Do Statement and performance assessment task were developed in stage 1 & 2 of the curriculum.

Program Can-Do Statement: _____ Performance Assessment Task: _____

Lesson Can-Do <i>Lesson Can-Do Statements were developed in stage 3 of the curriculum.</i>	Vocabulary <i>Identify the language chunks learners need to meet the lesson Can-Do Statement.</i>	Checks for Learning <i>Develop the formative tasks learners will do to provide evidence that they met the lesson Can-Do Statement?</i>

Authentic Materials & Resources

Learning Plan

Overview

Curriculum Connection

- Program Can-Do Statement
- Performance Assessment Task

Learning Episode

- Lesson Can-Do Statement
- Vocabulary
- Check for Learning
- Learning Experiences
- Materials Needed

Learning Episode

Lesson Can-Do Statement

Identify the lesson Can-Do statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

- 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).

Vocabulary

How are culture and/or content part of the language chunks and words that learners will use?

Check for Learning

What formative task will learners do to provide evidence that they made met the lesson Can-Do Statement?

- Program Can-Do Statement
- Performance Assessment Task

- Lesson Can-Do Statement
- Vocabulary
- Check for Learning
- Learning Experiences
- Materials Needed

Learning Episode

Lesson Can-Do Statement

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Vocabulary

How are **culture** and/or **content** part of the **language chunks** and **words** that learners will use?

- 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...
- Where does the **panda/ lion-tailed macaque** live?
 The panda lives in the **forest**.
 The **lion-tailed macaque** lives in the mountains.

Check for Learning

What formative task will learners do to provide evidence that they made met the lesson Can-Do Statement?

- Program Can-Do Statement
- Performance Assessment Task

- Lesson Can-Do Statement
- Vocabulary
- Check for Learning
- Learning Experiences
- Materials Needed

Learning Episode

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Check for Learning

*What **formative task** will learners do to provide evidence that they made met the lesson Can-Do Statement?*



- Program Can-Do Statement
- Performance Assessment Task

- Lesson Can-Do Statement
- Vocabulary
- **Check for Learning**
- Learning Experiences
- Materials Needed

Every **LESSON CAN-DO STATEMENT** is aligned with a **CHECK FOR LEARNING**.

Checks for Learning:

- allow teachers to verify that content is not just being taught, but that it is being learned and retained.
- require teachers to determine what learners will be required to do, say, make, or write by the end of each learning episode in order to collect evidence of learning.



- Program Can-Do Statement
- Performance Assessment Task

- Lesson Can-Do Statement
- Vocabulary
- **Check for Learning**
- Learning Experiences
- Materials Needed

Every **LESSON CAN-DO STATEMENT** is aligned with a **CHECK FOR LEARNING**.



What are your “go to” strategies for checking for learning?



INTERPRETIVE



PRESENTATIONAL



INTERPERSONAL

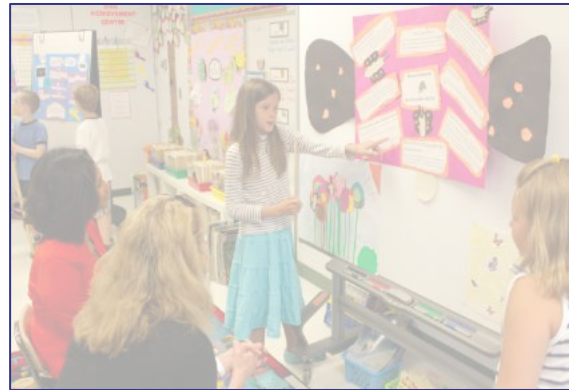


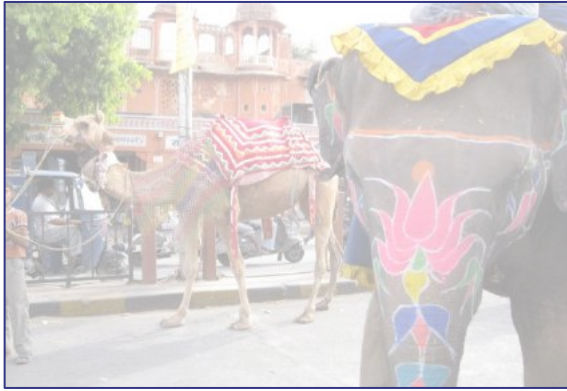
Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.

Possible Checks for Learning:

- Show if a sentence is true or false.
- Hold your thumb up, down, or sideways: up for *yes/agree*, down for *no/disagree*, sideways for *don't know*.
- Point to the picture of a _____.
- Hold up a picture of a _____.
- Show me with your face how this character felt.
- Read and locate the main idea.
- Read and decide the appropriate title.
- Listen and act out.
- Draw a star next to the most important item in your notes.





Presentation Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



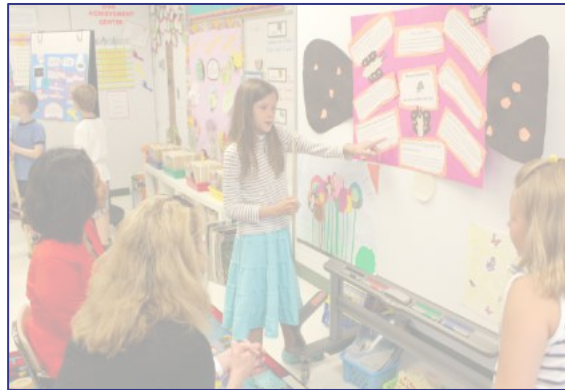
Possible Checks for Learning:

- Create an A to Z word list on a topic.
- Brainstorm as many words as you can for this image/ concept.
- Write a five-word description of the story.
- Complete this sentence:
- Write a two-sentence description of the image/infographic.
- Complete an admit or exit slip.
- Write a tweet that summarizes...



Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



Possible Checks for Learning:

- Exchange information in a line-up or inner-outer circle.
- Ask your partner a question. Ask a follow-up question.
- State your opinion and find out your partner's.
- Draw what your partner describes. Ask clarifying questions.
- Write a question I could ask to find out...
- Call on a sample of learners randomly to ask/answer a question.

Learning Plan

Overview

Curriculum Connection

- Program Can-Do Statement
- Performance Assessment Task

Learning Episode

- Lesson Can-Do Statement
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Learning Episode

Lesson Can-Do Statement

Identify the lesson Can-Do statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

- 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).

Vocabulary

*How are **culture** and/or **content** part of the **language chunks** and **words** that learners will use?*

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

Check for Learning

*What **formative task** will learners do to provide evidence that they made met the lesson Can-Do Statement?*



Learning Plan

Overview

Curriculum Connection

- Program Can-Do Statement
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Learning Episode

- Lesson Can-Do Statement
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Check for Learning

*What **formative task** will learners do to provide evidence that they made met the lesson Can-Do Statement?*

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.

Learning Plan

Overview

Curriculum Connection

- Program Can-Do Statement
- Performance Assessment Task

Learning Episode

- Lesson Can-Do Statement
- Vocabulary
- Check for Learning
- Learning Experiences
- **Materials Needed**

Adapting and Using Authentic Resources

Texts written by speakers of the target language for native speakers of the language

Real-world

Culture-rich

Models of correct language



Create Interest

Spark Curiosity

El coquí es un tipo de rana nativa de **Puerto Rico**, llamada así por el característico sonido que producen los machos de la especie.



KEEP
CALM
AND
PRETEND IT'S ON
THE **LEARNING** PLAN

TWO APPROACHES TO LESSON DESIGN



Think Like an
Activity Designer

What would be interesting and engaging activities on this topic? What would be fun to do?



Thinking Like an Assessor

What tasks would show me that students truly understand and can apply new learning?

Learning Plan

Overview

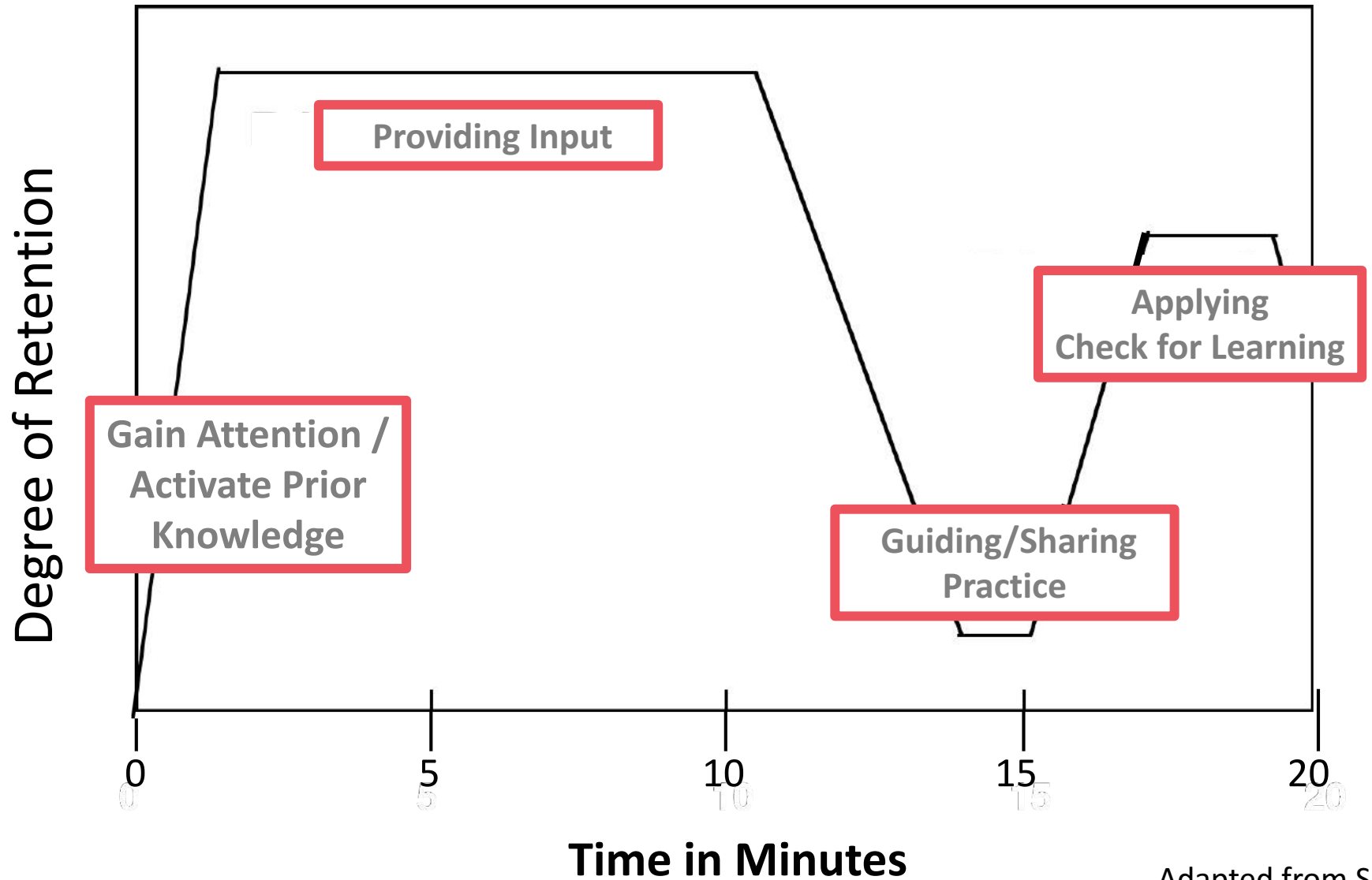
Curriculum Connection

- Program Can-Do Statement
- Performance Assessment Task

Learning Episode

- Lesson Can-Do Statement
- Vocabulary
- Check for Learning
- **Learning Experiences**
- Materials Needed

A **LESSON** is a series of **LEARNING EPISODES**.



Learning Plan

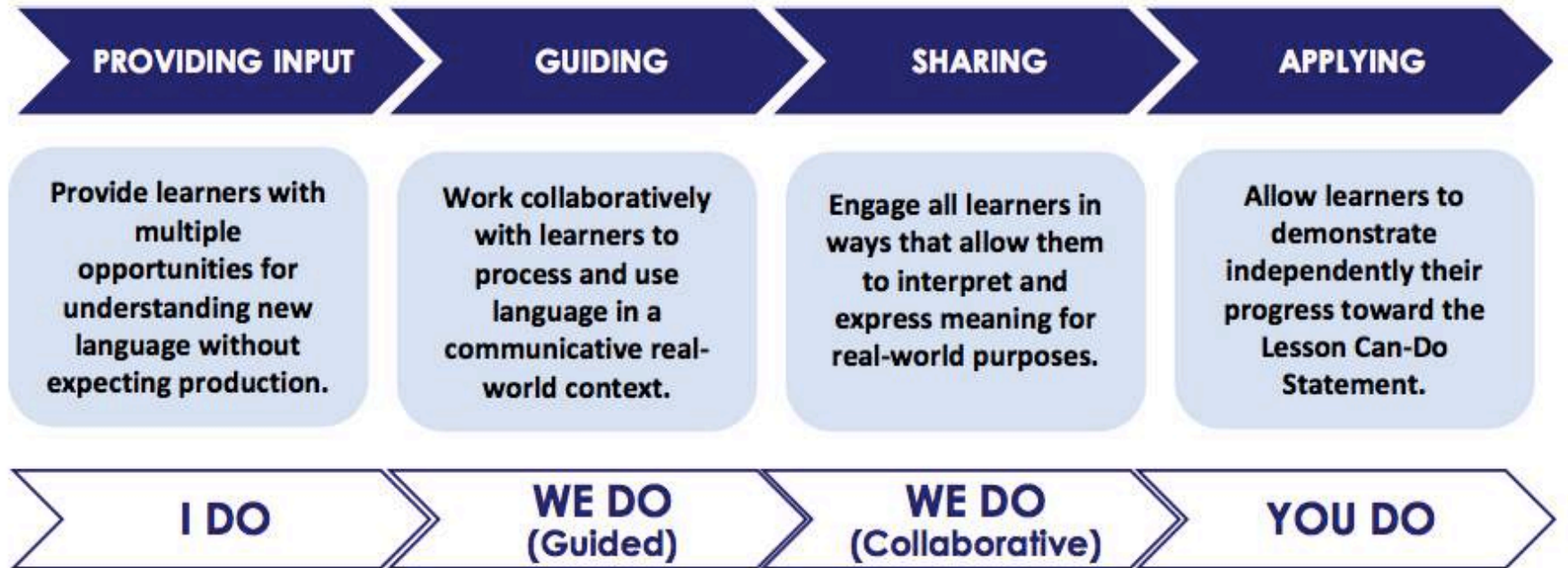
Overview

Curriculum Connection

- Program Can-Do Statement
- Performance Assessment Task

Learning Episode

- Lesson Can-Do Statement
- Vocabulary
- Check for Learning
- **Learning Experiences**
- **Materials Needed**



Materials Needed



Learning Episode #1

Minutes for this episode 30

Learning Plan

Overview

Curriculum Connection

- Program Can-Do Statement
- Performance Assessment Task

Learning Episode

- Lesson Can-Do Statement
- Vocabulary
- Check for Learning
- Learning Experiences
- Materials Needed

Lesson Can-Do Statement

- 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).

Vocabulary

- 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...

Check for Learning

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.

What will learners do in this 30 minute learning episode that will prepare them for the check for learning?

Learning Plan

Overview

Curriculum Connection

- Program Can-Do Statement
- Performance Assessment Task

Learning Episode

- Lesson Can-Do Statement
- Vocabulary
- Check for Learning
- **Learning Experiences**
- Materials Needed



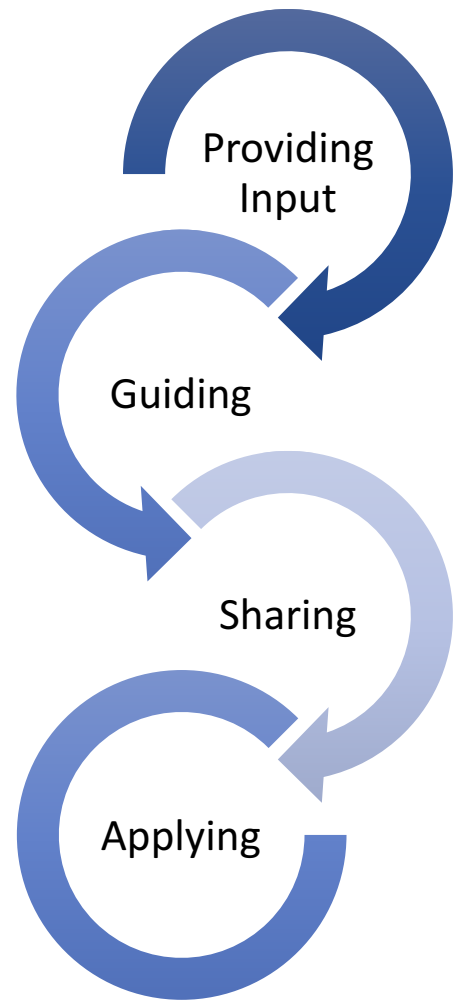
Lesson Can-Do Statement

- 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).



Check for Learning

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.



The teacher shows a picture and says “I live in a house.” The **teacher** then pretends to be different animals and **says** where she lives as that animal. The **teacher makes** true/false statements. “*I (the panda) live in the ocean.*” The **students listen** carefully to decide if the answer makes sense.

The teacher gives each student a different picture of an animal. The **teacher says** “*We live in the air.*” **Students** with pictures of animals that live in the air stand and **show** their pictures.

The **teacher describes** one of the animals. The **student indicates** the corresponding small picture of the animal being described.

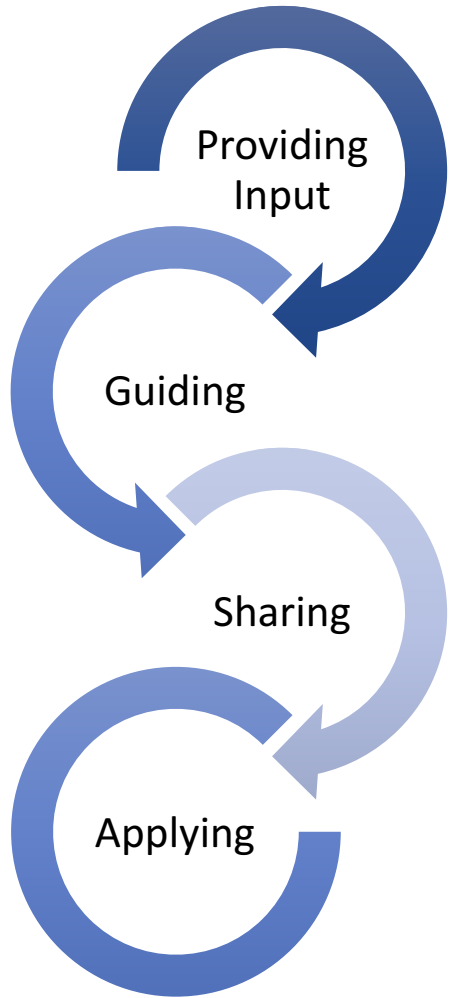
The **teacher** posts pictures of land, air, and water and **describes** an animal. **Students move** or **point** to the image described. Ex.
The panda lives on land in a bamboo forest.

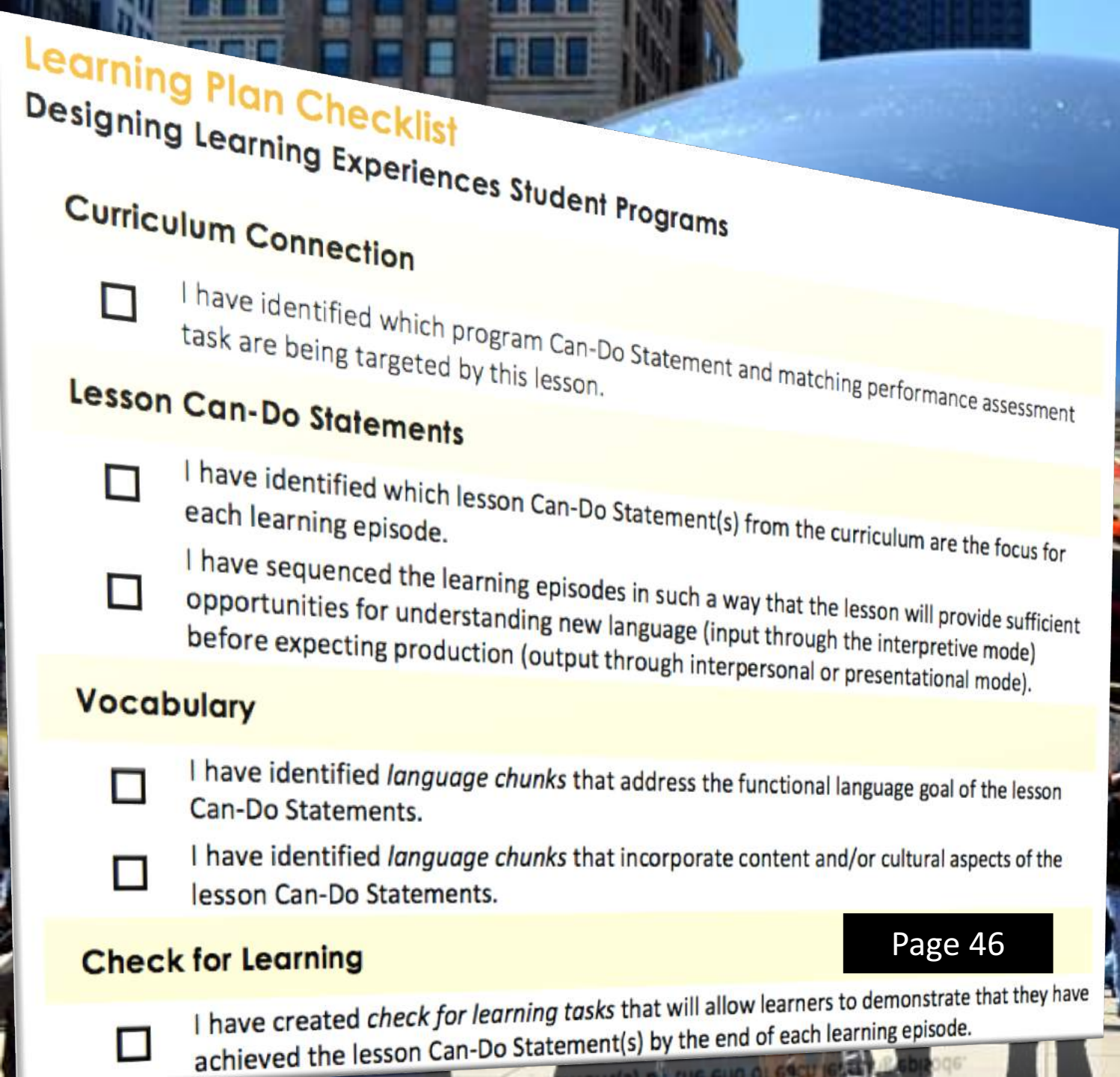
Lesson Can-Do Statements

- 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).

Check for Learning

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.





We do not learn from experience; we learn from reflecting on experience.

--John Dewey

Learning Plan Checklist

Designing Learning Experiences Student Programs

Curriculum Connection

- I have identified which program Can-Do Statement and matching performance assessment task are being targeted by this lesson.

Lesson Can-Do Statements

- I have identified which lesson Can-Do Statement(s) from the curriculum are the focus for each learning episode.
- I have sequenced the learning episodes in such a way that the lesson will provide sufficient opportunities for understanding new language (input through the interpretive mode) before expecting production (output through interpersonal or presentational mode).

Vocabulary

- I have identified *language chunks* that address the functional language goal of the lesson Can-Do Statements.
- I have identified *language chunks* that incorporate content and/or cultural aspects of the lesson Can-Do Statements.

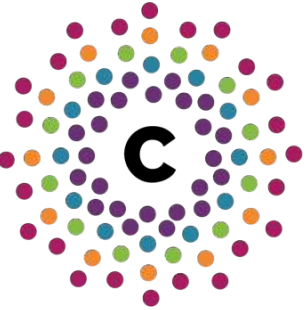
Check for Learning

- I have created *check for learning tasks* that will allow learners to demonstrate that they have achieved the lesson Can-Do Statement(s) by the end of each learning episode.



Together We Make a Difference!

2017 STARTALK Infrastructure Project
A Project of CLASSRoad - HADI



CREATE

STARTALK CREATE

CREATE DISCOVER HELP

LEARNING PLAN OVERVIEW PROFICIENCY / PERFORMANCE INDICATORS **LEARNING EPISODES** TEACHING NOTES REVIEW &

ADD LEARNING EPISODES
Add one or more episodes to your learning plan.

Summative Performance Assessment
If applicable to this learning plan, enter performance assessment tasks.

Interpretive Task
How will learners demonstrate their ability to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics related to the learning goals of this plan?

Interpersonal Task
How will learners will demonstrate their ability to interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions related to the learning goals of this plan?

Presentational Task
How will learners present information, concepts and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers related to the learning goals of this plan?

Made with ❤️ for STARTALK, a stellar past, a brighter future.

SAVE & PREVIEW SAVE

With the interactive learning plan template, you will backward design a standards-based and thematically organized curriculum.



CREATE

SHARE

DISCOVER

BOOKMARK

ADAPT

startalkcreate.org



Learning Plan Online Module

View an abbreviated version of this presentation and complete the self-check quiz.



Learning Plan Guide

Developing Learning
Experiences



[startalk.umd.edu/public/
resources/learningplandevlopment](http://startalk.umd.edu/public/resources/learningplandevlopment)