

Interactive Lesson Design: Planning for Learning with the STARTALK Learning Plan

STUDENT PROGRAM LEARNING PLAN



For step-by-step help in completing this document, please see the annotated learning plan and sample learning plan.

Date:	Grade Range of Learners:	
Total Number of Minutes:	Targeted Performance Level:	
LEARNING GOALS Which Can-Do statement(s) from the curriculum template does this lesson address?		
ENGAGING ACTIVITY How will you capture the students' energy and commitment for this lesson?		
STAGE 1 What will learners be able to do with what they know by the end of this episode?	STAGE 2 How will learners demonstrate what they can do with what they know by the end of this episode?	
Episode 1 Learning Targets Which specific Can-Do statements does this episode address?	Culture, Content & Language What do learners need to know to meet the Can-Do?	Checking for Learning How will you know that learners have met the learning target for this episode?

“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey



Learning Targets

I can unpack a Can-Do statement into individual learning targets.

I can design a check for learning for each learning target.

I can create a series of tasks that end with the check for learning.

Perfection

...making something perfect or better : the act of perfecting something

PERFECTION
is lots of little things done well
~ Fernand Point ~

But nothing works 100% of the time



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?

A LESSON is a series of LEARNING EPISODES.

Lesson

A lesson is defined as a series of learning episodes. **The length of a lesson is determined by the program.** Learning experiences occur both in the classroom and/or in other settings. Therefore, lessons should be prepared for all learning experiences.

Learning Episode

A learning episode is defined as a learning experience that addresses a specific learning target. Learning episodes typically provide a limited amount of input with time allowed for guided and independent practice. The amount of time allotted for a learning episode is approximately equivalent to the age of the learner **but no more than 30 minutes.**

A LESSON is a series of
LEARNING EPISODES.

LESSON

Learning Episode

Learning Episode

Learning Episode

Learning Episode

Learning Episode

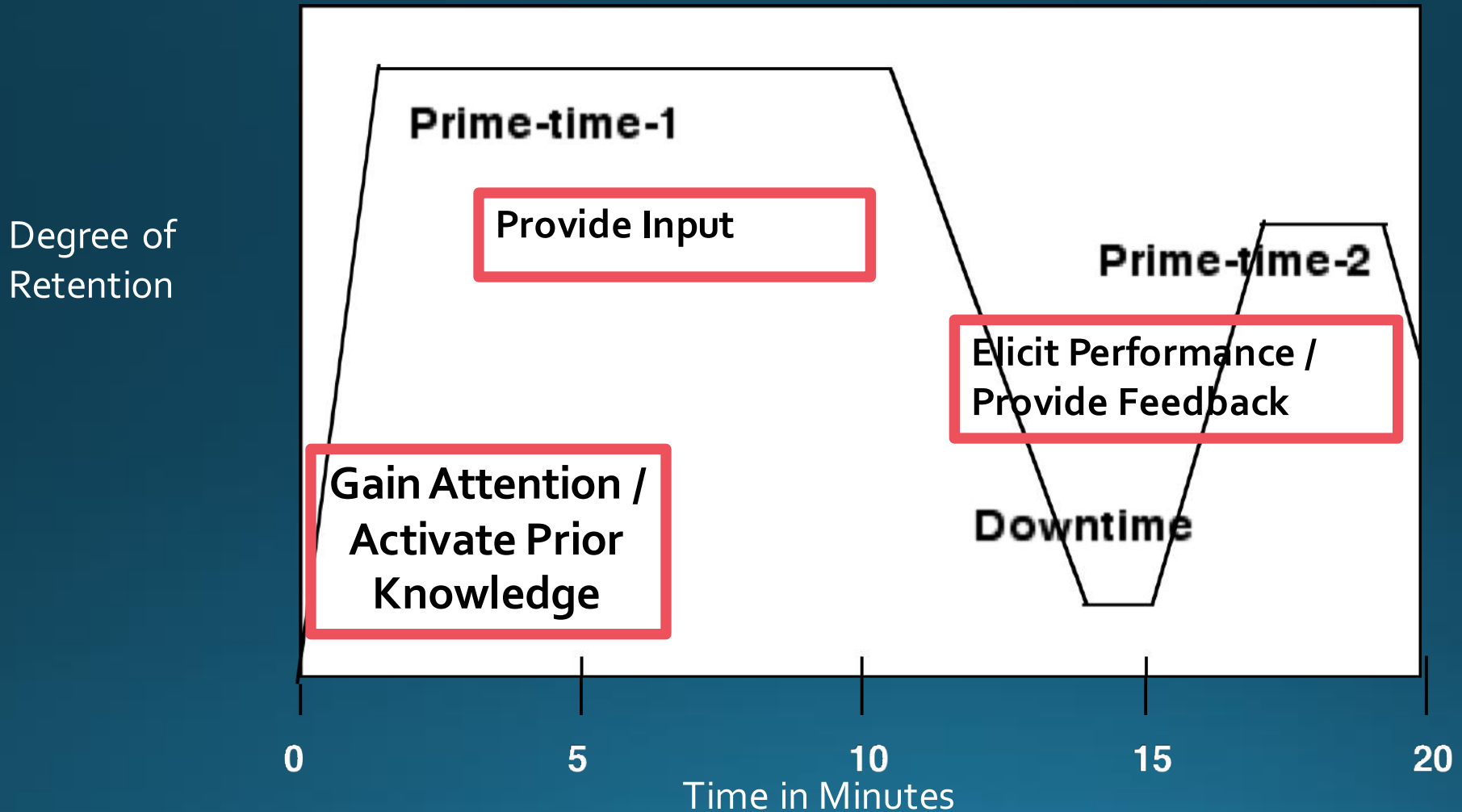
Learning Episode

Learning Episode

Learning Episode

Learning Episode

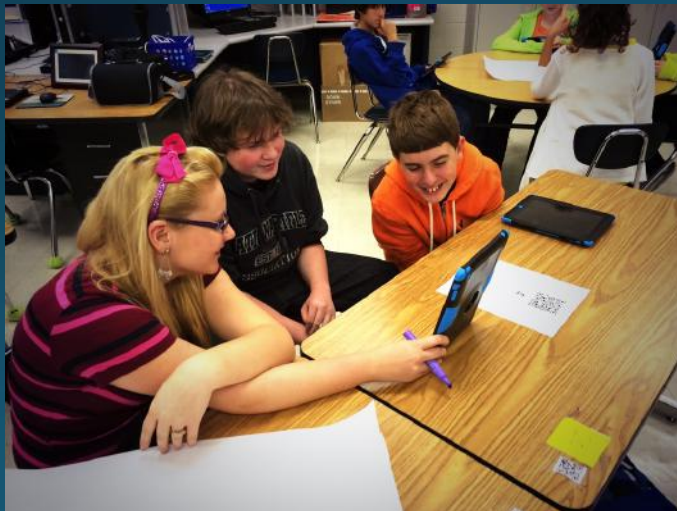
The length of a **LEARNING EPISODE** varies according to the **AGE** of the learner.



Adapted from Sousa

Each **LEARNING EPISODE** is guided by a **KEY QUESTION.**

What should students be required to do, say, make, or write at the end of a learning episode that will prove to them and to the teacher that they have met the learning target?

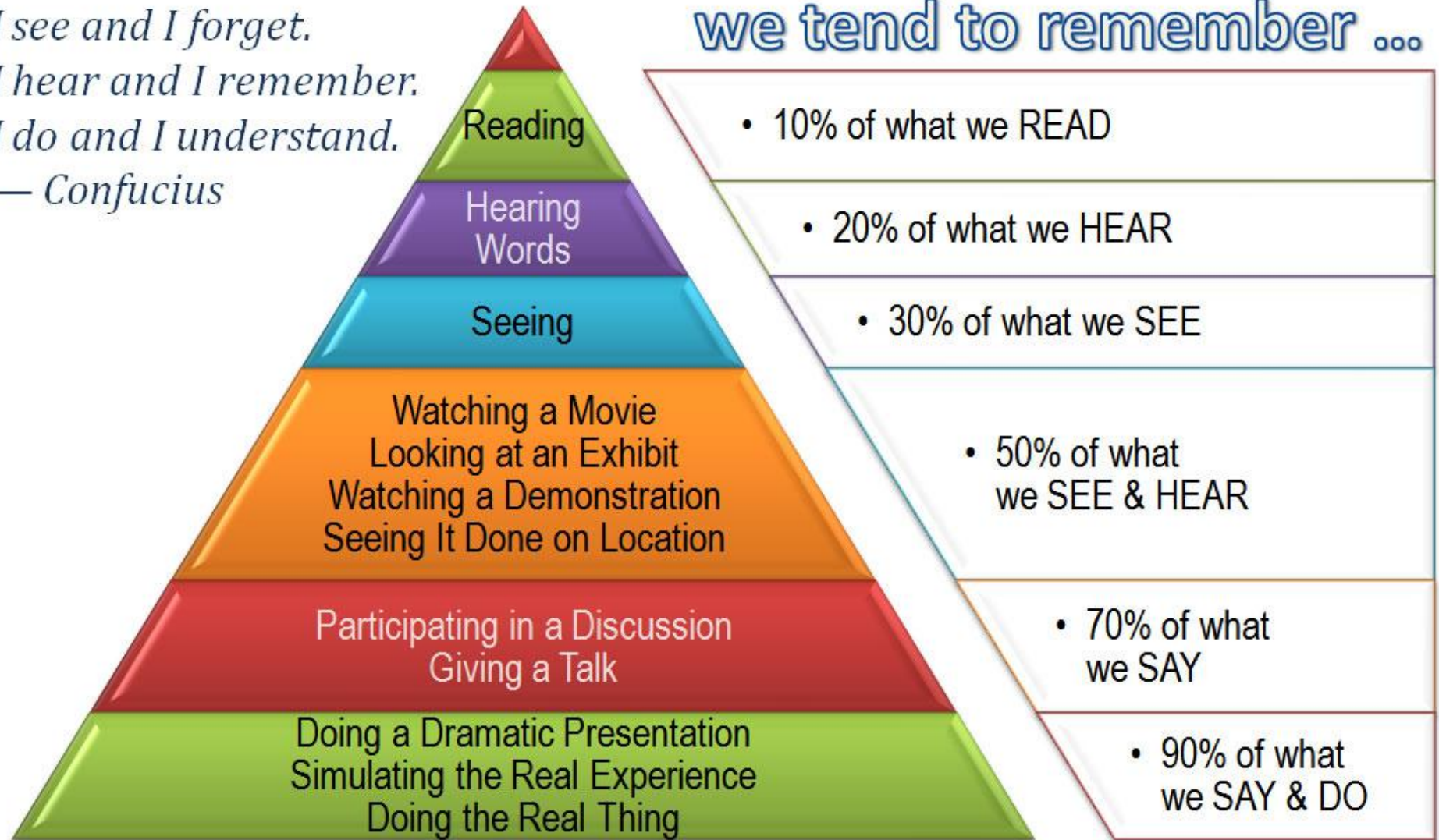


The Cone of Learning

*I see and I forget.
I hear and I remember.
I do and I understand.*
— Confucius

After 2 weeks,

we tend to remember ...



Source: Edgar Dale (1969)

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From CAN-DO STATEMENT to LEARNING TARGET

I can ask and respond to some simple questions about (city), such as the location, landmarks, food, weather, geographical features (i.e., mountain, river, ocean, etc.).

I can name foods that I like and don't like.

I can say why I like/don't like certain foods.

I can ask questions to find out what foods others like and don't like.

I can ask and answer questions what I and others are eating.

I can name key ingredients in regional food dishes.

I can ask questions to find out what is in a dish.

Learning targets are essentially "mini" Can-Do statements.

CHECKING FOR LEARNING

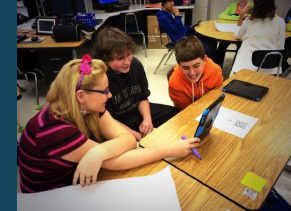


- Quick Write, Quick Draw
- Exit Slips
- Four Corners
- Graphic Organizers
- Kinesthetic Checks
- One Minute Paper
- Student Checklists
- Misconception Check
- Three-Minute Pause
- One-sentence summary
- One-Word Summary
- My Opinions Journal
- S O S Summary
- My Top-10 List
- List-Group-Label
- Picture Note Making
- Photo Finishing
- Smart Cards

Learning Target →→



→→ Check for Learning



I can name foods that I like and don't like.



????

I can say why I like/don't like certain foods.



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I can ask questions to find out what foods others like and don't like.



????

I can name key ingredients in regional food dishes.



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Learning Target →→



I can name foods that I like and don't like.

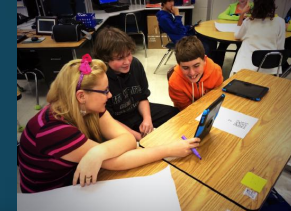
I can say why I like/don't like certain foods.

I can ask questions to find out what foods others like and don't like.

I can name key ingredients in regional food dishes.



→→ Check for Learning



View images of food and will alternate naming foods they like and don't like.

View images of food and clarify like/dislike with reason.

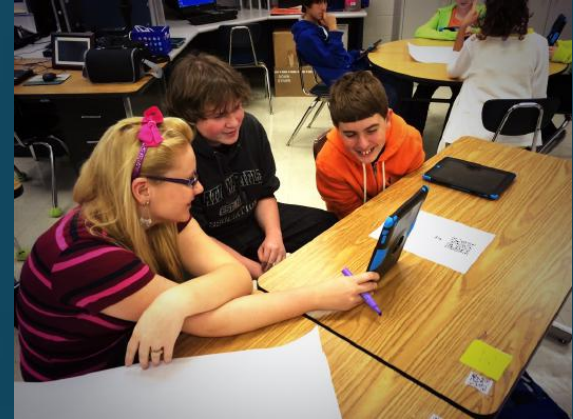
Participate in inner-outer circle with images asking and answering questions.

Listen as dish is described, circle ingredients. Then, name ingredients to partner.

Learning Target →→



→→ Check for Learning



????



????

Transitions?

Target language?

Check for Learning

Vocabulary/
Structures



Comprehensible input?

Learning Target

Communicative Goals?

Authentic Text?



**Going
FOR**

90%

Plus:

**How to Stay in the
Target Language**

BY DOUGLASS CROUSE



Creating Classroom Climate



- Rewarding risk taking – individual and class incentives
- Making use of target language a “game” – May I speak English?
- Language pledge – Concordia challenge



NAME: _____



THIS COUPON IS REDEEMABLE FOR THE RIGHT TO CHARGE YOUR CELL PHONE IN THE OUTLET OF YOUR CHOICE.



Importance of Authentic Texts

ε

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

- Real-world
- Culture rich
- Models of correct language



Le défi de demain: nourrir
10 milliards de personnes

Getting the most out of a text



Read and/or listen

- How can you best use this text in the **interpretive** mode?



Talk about it

- What **interpersonal** conversation would students be likely to have on this topic?



Write about it

- What might students do in the **presentational** mode as a way of making learning more concrete?

The Trifecta



Read and/or listen



Talk about it



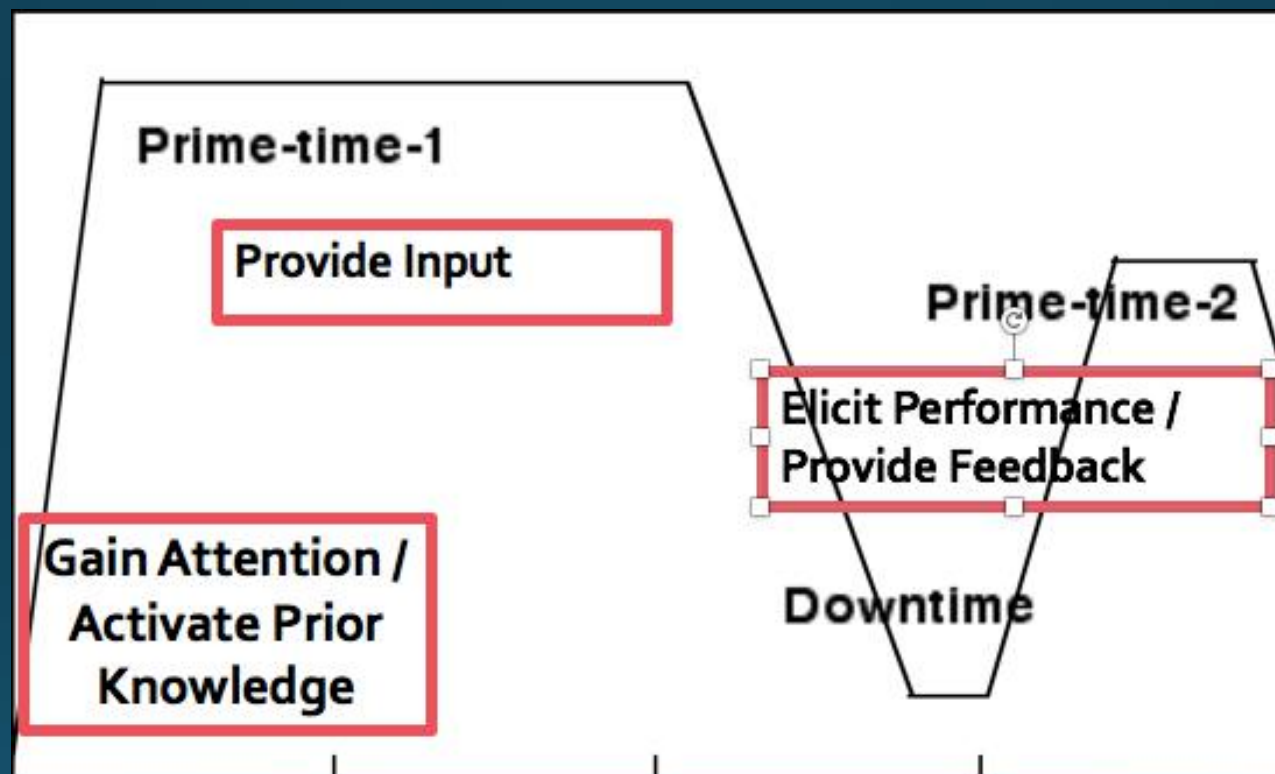
Write about it

Impact on Vocabulary Development

- Multiple repetition in context (up to 20 times)
- Allows for word analysis – how do you know what this word means, context clues, prefixes, etc.
- Allows students to build understanding of the new word and demonstrate understanding by using it in the productive skills



I can ask and answer questions about food preferences and give simple reasons.



Pair with a partner to discuss food preferences.

Lesson Transitions

The teacher says..	Learners:
While I take attendance...	write two questions to find out how if your partner is hungry, what he/she ate recently
While I pass out the graphic organizer....	think of ways to complete the following sentence, "Hunger exists because..."
While I answer this student's question...	role-play a (30 second) conversation with your partner. If you run out of things to say, start over.
While I find the picture...	tweet a thought about hunger in the world.
We have one minute left....	use circumlocution to see how many of the following words/phrases you can get your partner to say.



How do I make the students work harder than me?

How do I capture the interest of the learner?



HOOK

VS.

DO NOW

Unit Can-Do Statement: I can ask and answer questions about foods from the French-speaking world recognizing where they are from and giving reasons for my preferences.



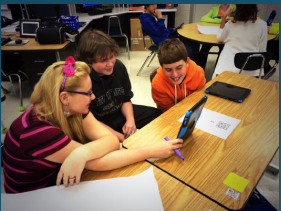
I can ask and answer questions about food preferences and give simple reasons.



... answer questions about food preferences and give simple reasons.

19

- Do you like... I like/don't like
- Do you prefer....I prefer...
- because
- Ratatouille – eggplant, zucchini, peppers, garlic, tomatoes
- Poutine – French fries, cheese, sauce



1e
preferences.



answer questions about food preferences and give simple reasons.

Learning

- Open by asking if hungry or not.
- Show video, pause frequently, asking and answering questions about individual ingredients.
- Pair activity – predict if partner likes or doesn't like different ingredients
- Then, pair to ask. Based on responses decide if your partner prefers Ratatouille or Poutine.
- Complete a think-write-pair-share, pairing with a different partner.



1e
preferences.

Comment préparer la ratatouille?

<https://www.youtube.com/watch?v=KZucg25Rc9c>



I can ask and answer questions about food preferences and give simple reasons.

à
ratatouille?



un repas français

I can ask and answer questions about food preferences and give simple reasons.

INGRÉDIENTS (8P.):

6 COURGETTES

3 AUBERGINES

2 POIVRONS

3 TOMATES

3 BRANCHES DE THYM

6 C. À S. D'HUILE D'OLIVE

1 GOUSSE D'AIL

Tu aimes la poutine?

Menu

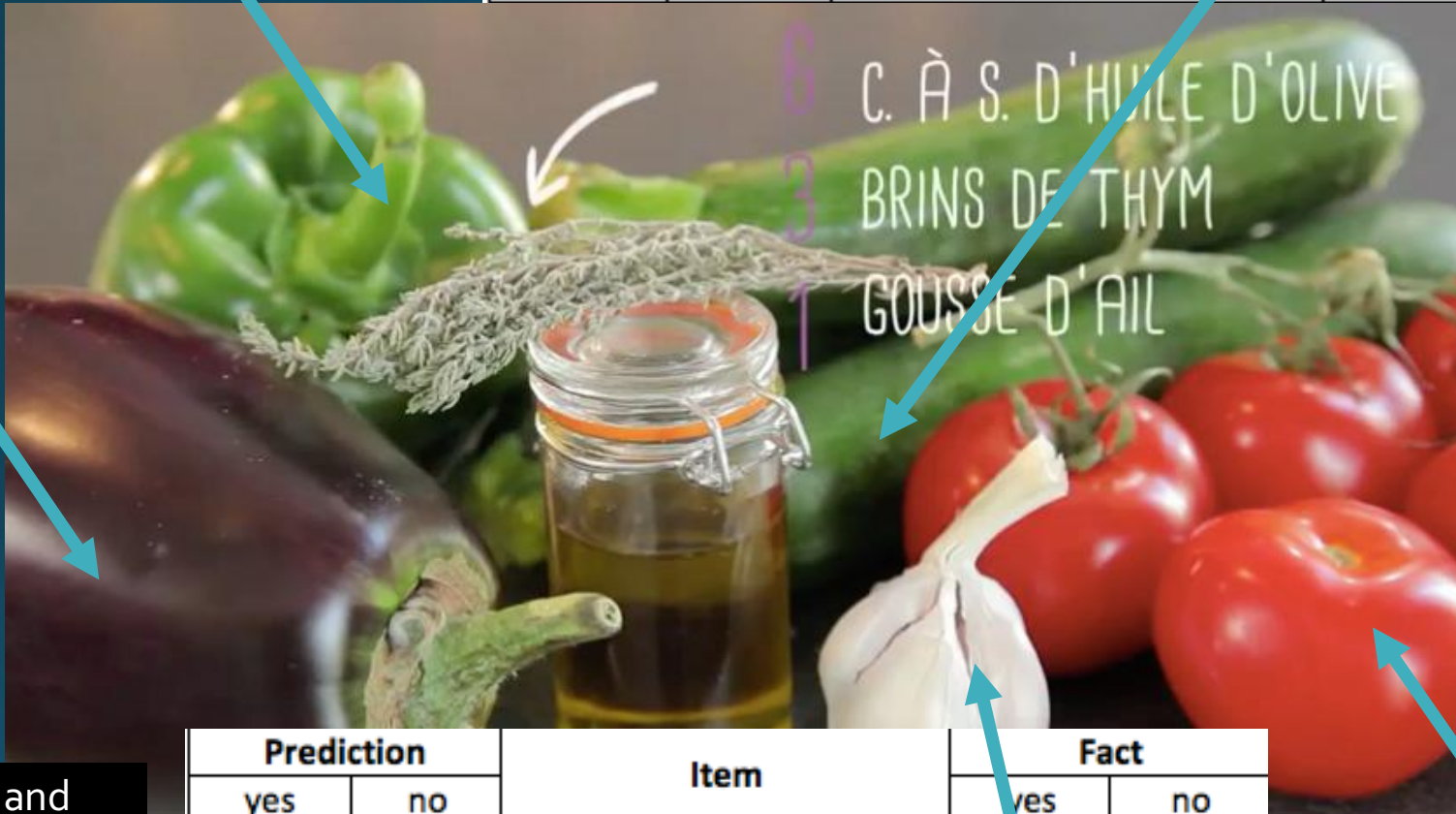
I can ask and answer questions about food preferences and give simple reasons.

- Poutines. Général. Déjeuners. Boissons. Enfants. -



les frites + le fromage + la sauce = la poutine

Prediction		Item	Fact	
yes	no		yes	no
		eggplant		
		zucchini		
		tomatoes		
		garlic		
		peppers		



1

2

3

4

5

I can ask and answer questions about food preferences and give simple reasons.

Prediction		Item	Fact	
yes	no		yes	no
		1		
		2		
		3		
		4		
		5		

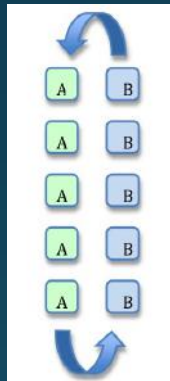
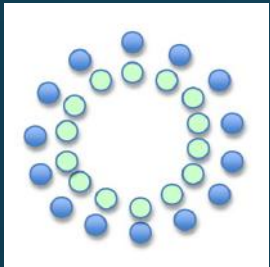


Think – Write – Pair – Share

Write statements and questions that come to mind based on these images. Be ready to pair and share.

I can ask and answer questions about food preferences and give simple reasons.

Think – Write – Pair – Share



- Hunger
- Where they live
- Likes/dislikes
- Preferences
- Reasons



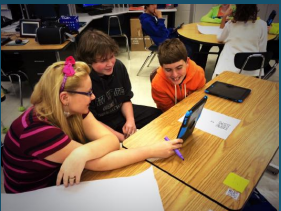
Learning Target?

What specific Can-Do addresses this episode?

n€

the Can-Do?

- *What activities will be used to ensure learners accomplish the learning targets?*



Check for Learning?

How will you know that learners have met the learning target for this episode?

Self Assessment

	Not Yet	→ →		With Confidence
I can create can do statements for a thematic unit.	1	2	3	4
I can unpack a can do statement into individual learning targets.	1	2	3	4
I can create a check for learning for each learning target.	1	2	3	4
I can use information from the check for learning to adjust instruction.	1	2	3	4
I can develop appropriate tasks to support student learning prior to the check for learning.	1	2	3	4

QUESTIONS



Thank you



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