

STARTALK

Using STARTALK Principles to
Design 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.

- [Program Resources](#)
- [Consultant Resources](#)
- [Applicant Resources](#)
- [Classroom Activities](#)
- [Search All Resources](#)

to STARTALK!

STARTALK Summer Programs

of 2019 STARTALK Summer Programs is now available to

[Find a Summer Program Now](#)

STARTALK's Mission

STARTALK's mission is to increase the number of U.S. citizens learning, speaking, and teaching critical need foreign languages. STARTALK offers students (K-16) and teachers of these languages creative and engaging summer experiences that strive to exemplify best practices in language education and in language teacher development.



STARTALK Principles



Resources for planning instruction and teacher development

Search Resources

Announcements [\(View all\)](#)

New video: Voices of STARTALK - Anish Balasubramanian, Graduate Assistant

As part of STARTALK's ongoing vlog series, STARTALK Now, 'Voices of STARTALK' introduces viewers to... [more](#)

Watch New STARTALK Now Episode- APSIA and Language

Learning Plan Development in Student Programs

STARTALK student programs write daily learning plans to clearly communicate the purpose of the lesson. STARTALK acknowledges there are many lesson plan templates available; however, in order to ensure a strong connection to the approved curriculum, programs are required to use the learning plan template specifically designed for STARTALK programs.

[Click to view requirements and resources](#)

Learning Plan Development

[← Return to Program Resources](#)

Developing learning (or lesson) plans is a core task for any educator. Planning and designing instruction is a central focus both for teachers learning how to teach and for teachers seeking to more effectively implement strategies and activities. The learning (or lesson) plan is the bridge between stage 1 and stage 2 of a backward-designed unit or curriculum. The STARTALK learning plan connects lesson can-do statements developed in stage 3 of the curriculum development process to the learning experiences in a program.

Learning Plan Development

A detailed learning plan guide outlining each step in the development process, a learning plan checklist designed to provide feedback to instructors, and a video-based learning plan training are provided to support student programs throughout each stage of the curriculum development process. These tools, as well as the model and sample learning plans linked below, may also be useful resources for teacher programs.

[Learning Plan Guide](#)

[Learning Plan Checklist](#)

STARTALK requires student programs to develop learning plans that guide the learning experiences in their programs. The STARTALK learning plan is designed to make the connection between the approved curriculum and the learning plan transparent.

Learning Plan Template(s)

<https://startalk.umd.edu>

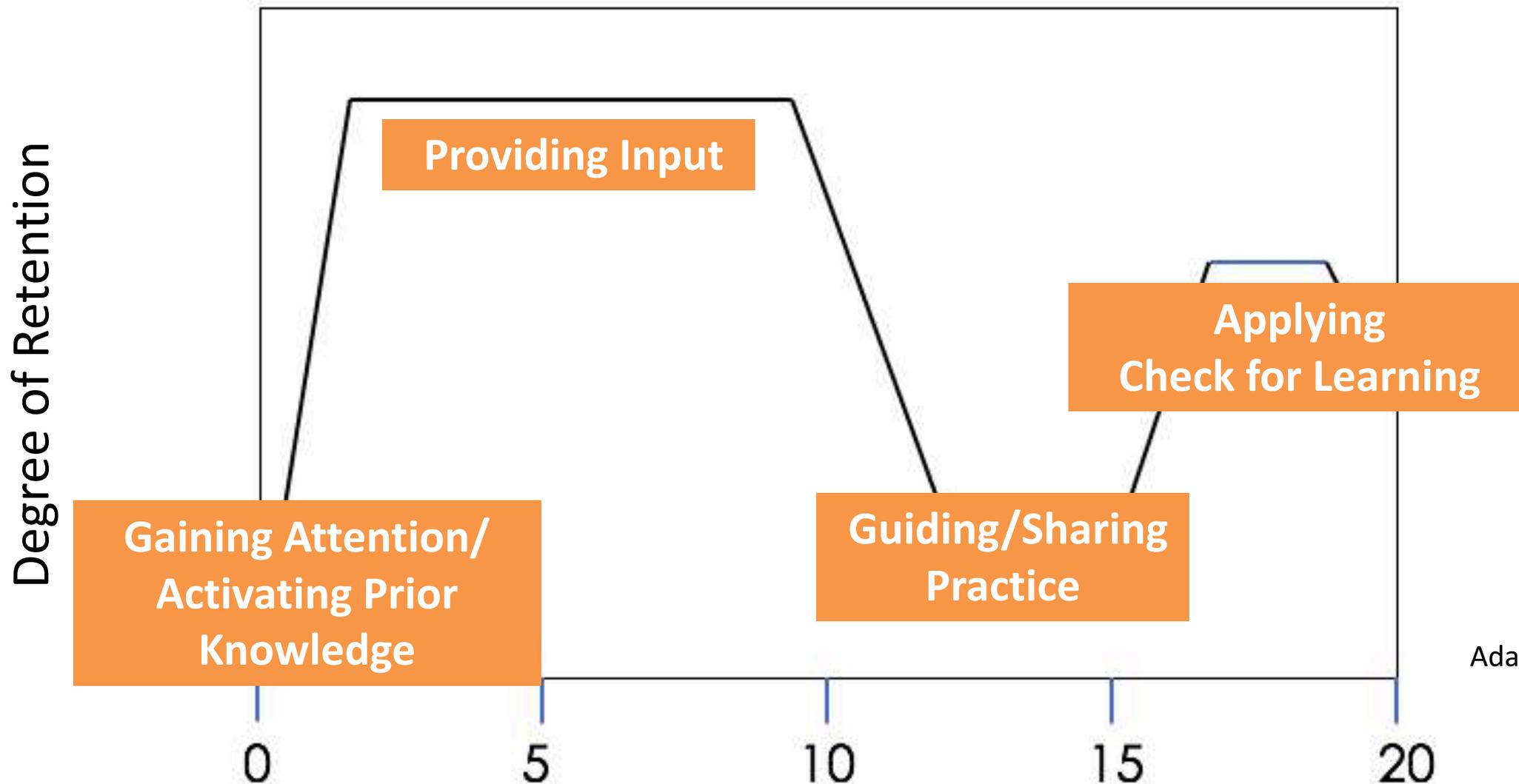


Time is your most
precious resource; make
every minute count.

Brian Tracy

“ quote fancy

A **LEARNING EPISODE** is approximately equivalent to the age of a learner, but never more than **30 MINUTES**.



Adapted from *How the Brain Learns*, Sousa

PROVIDING INPUT

Provide learners with multiple opportunities for understanding new language without expecting production.

GUIDING

Work collaboratively with learners to process and use language in a communicative real-world context.

SHARING

Engage all learners in ways that allow them to interpret and express meaning for real-world purposes.

APPLYING

Allow learners to demonstrate independently their progress toward the lesson can-do statement.

I DO

WE DO

**YOU DO
TOGETHER**

**YOU DO
ALONE**

Teaching is what
occurs outside of
the head.



image: cs.cmu.edu





**Learning is
what occurs
inside the
head.**

Teaching vs. Learning

TIGER



Bud Blake

What is worth remembering? What questions do you have?





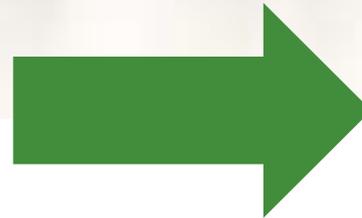
**KEEP
CALM
AND
PRETEND IT'S ON
THE **LEARNING** PLAN**

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?

Thinking Like an Assessor



1. What were learners able to do as a result of the lesson that they couldn't do at the start of the lesson?
2. What evidence do I have that they can do it?

I CAN +
LANGUAGE FUNCTION +
CONTEXT =
LESSON CAN-DO

Adapted from Thomas Sauer

LEARNING TARGETS

At-a-Glance Infographic

Learning Targets, when properly conceived and worded, play an inestimable role in attracting the attention of the learner and potentially tapping into his motivation and the energy which he is capable of adding to the learning process.

WHY SHOULD YOU CREATE & SHARE LEARNING TARGETS?

The quality of learning experiences is enhanced when a teacher seriously thinks about the focus and purpose of a lesson.

Students are more likely to perform when they know why they are doing what they are doing.

Learning targets help stakeholders become partners in the overall learning environment and contribute to its success.

Students who can identify what they are learning significantly outscore those who cannot.

Robert Marzano



HELPFUL TIPS

- Use the NCSSEFL- ACTEL Can-Do



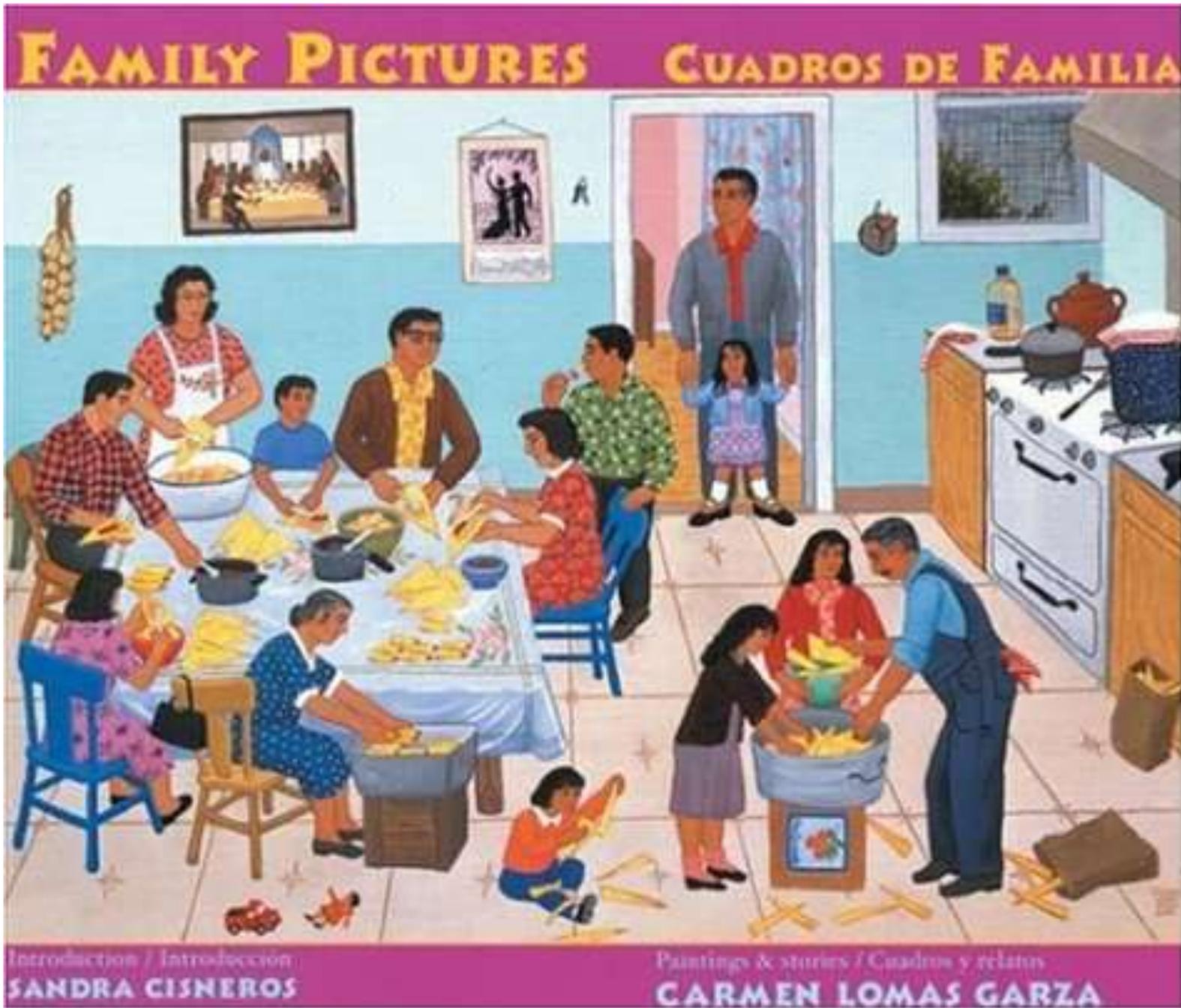


Sample Can Do:
I can describe a
classroom.



Sample Can Do:
I can say how I and others go to school.

<https://www.youtube.com/watch?v=KZzC4PpTquA>



Sample Can-Do:

- I can describe a family.
- I can say what families do together.

I CAN +
LANGUAGE FUNCTION +
CONTEXT =
LESSON CAN-DO

Are the following effective lesson can-do statements?

1. I can describe using simple sentences.
2. I can ask and answer questions to make plans.
3. I can use the past tense with activities.
4. I can recognize the food being described.
5. I can create an authentic red envelope.
6. I can exchange information in simple conversations.
7. I can create a rap song or poem.

STARTALK *Start Talking!* **STARTALK LEARNING PLAN**
 Designing Learning Experiences

Date:	Grade Range:	Targeted Performance Level:	Total Time for this Plan:
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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.

Program Can-Do Statement:  Performance Assessment Task:

Learning Episode #1 **Number of minutes for this episode:** _____

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

Learning Experiences
What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each 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?

Jot down a lesson can-do statement that you know will be part of your program or one that is likely to be part of your program.

CHECKING FOR UNDERSTANDING

At-a-Glance Infographic

Checking for Understanding creates a picture of learning so that teachers can be sure of what students have learned and make any changes needed to increase their understanding.

WHY SHOULD YOU CHECK FOR UNDERSTANDING?

Unless you check for understanding you may not know what students have learned.

Checking for understanding helps to identify misconceptions that can interfere with learning.

Checking for understanding provides students with a model of good learning skills.

EVERY CHECK FOR UNDERSTANDING IS A FORMATIVE ASSESSMENT THAT CAN ALSO BE A PERFORMANCE ASSESSMENT

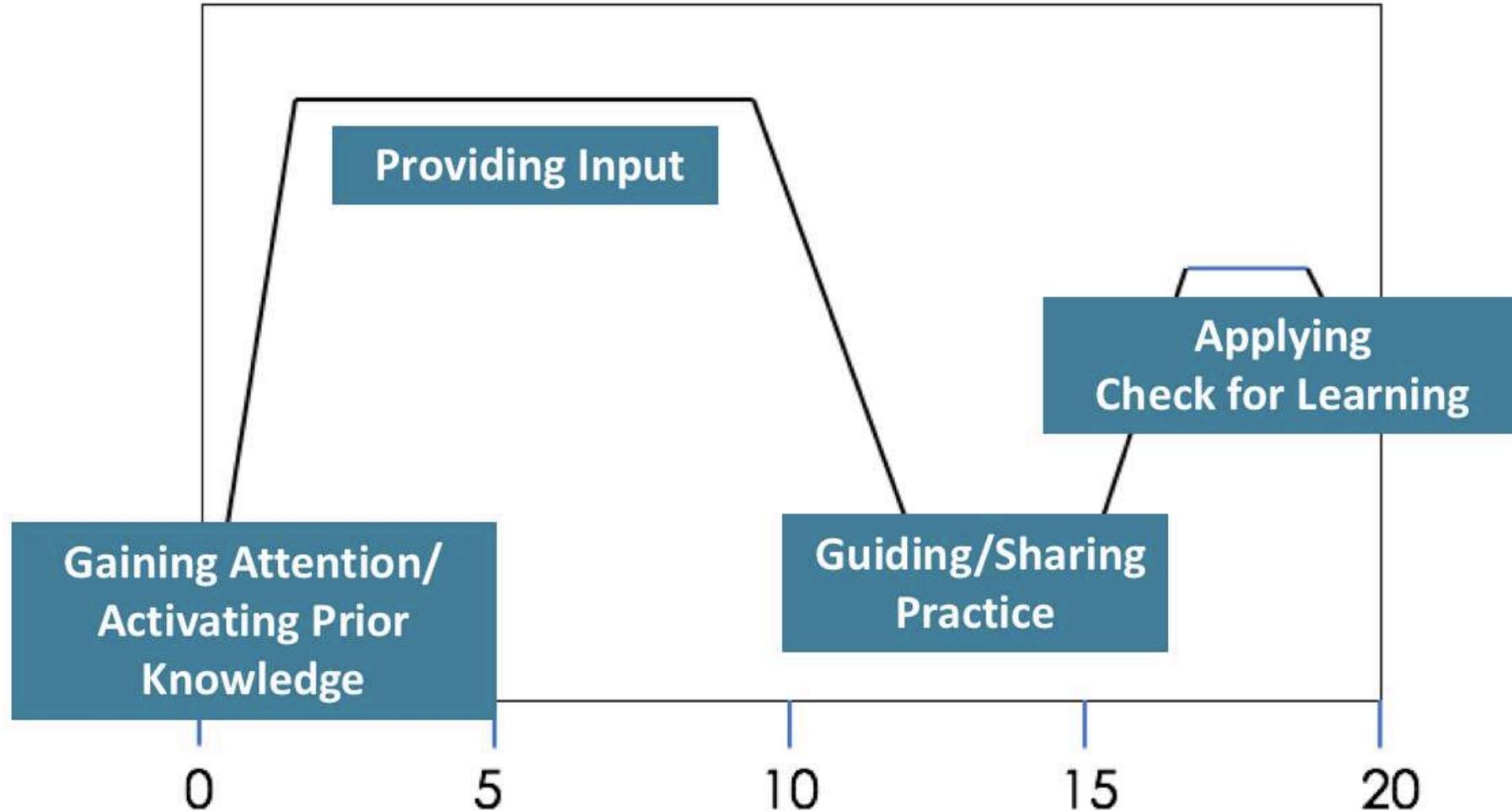
THE CHECKLIST

- ✓ How often are you checking?
- ✓ Do student have to produce language to demonstrate their understanding?
- ✓ Is students' demonstration of their understanding aligned to the targeted proficiency level?
- ✓ What are you doing with the information gleaned from your checking?

Lesson Can Do Statement



Check for learning





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.





Presentational 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:

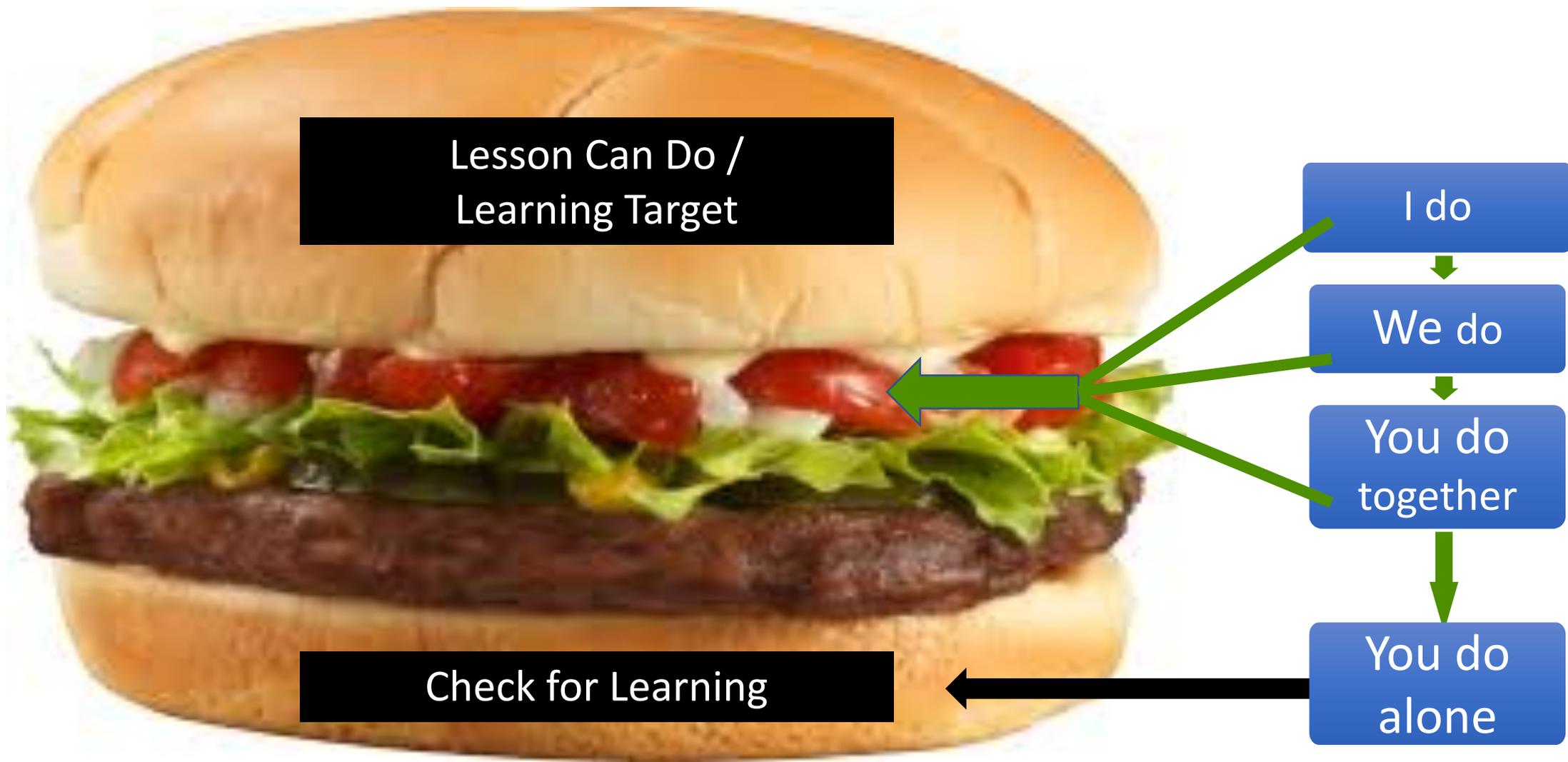
- Exchange information in a line-up or inner-outer circle.
- Ask your partner a question. Ask a follow-up question.
- State your opinion and find out your partner's.
- Draw what your partner describes. Ask clarifying questions.
- Write a question I could ask to find out...
- Call on a sample of learners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

Tell students what to do:

- Tell yourself ...
- Think of ...
- Take turns describing ...
- Ask your partner a question about....
- List ...
- Complete this sentence: _____
- Write a two-sentence description of the image.



What lesson can-do and check for learning will anchor your learning episode?




STARTALK LEARNING PLAN
 Designing Learning Experiences

Date:	Grade Range:	Targeted Performance Level:	Total Time for this Plan:
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Learning Experiences <i>What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.</i>			
Materials Needed <i>What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?</i>			

Jot down a check for learning that addresses the lesson can-do you created.

From **PROGRAM CAN-DO** to **LESSON CAN-DOs**

I can ask and respond to some simple questions about likes and dislikes related to food and can give reasons for my preferences.

I can recognize different food items.

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 foods that I like and don't like.

I can name key ingredients in regional food dishes.

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

Lesson Can-Do →→

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.

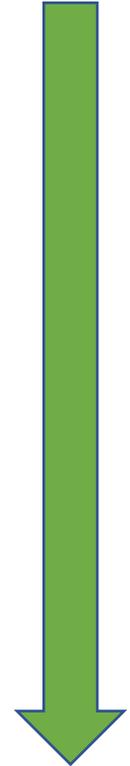
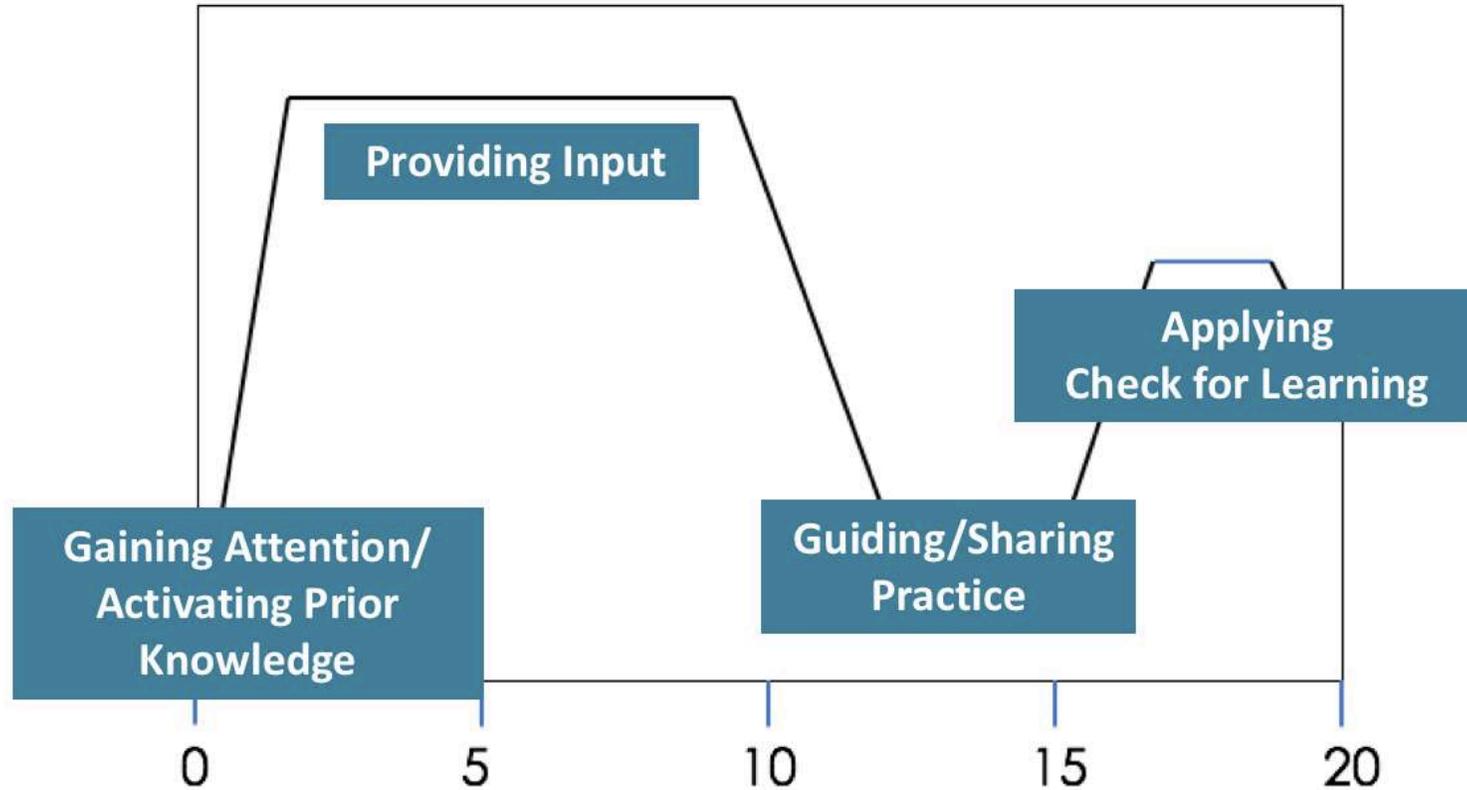
View images of food and clarify like/dislike with reason.

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

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



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



Pair with a partner to discuss food preferences based on images.



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

- Are you hungry? Yes... No...
- Do you like... I like/don't like
- Do you prefer....I prefer...
- because
- Paneer – cashews, garlic, tomatoes, fresh cream, cardamom, onions
- Sambar – lentils, masaal, vegetables



Pair with a partner to discuss food preferences based on images.

Learning Episode #1

Number of minutes for this episode: 30

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 met the lesson Can-Do Statement?

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

Are you hungry? Yes... No...
Do you like... I like/don't like
Do you prefer....I prefer...
because
Paneer – cashews, garlic,
tomatoes, fresh cream,
cardamom, onions.
Sambar – lentils, masaal,
vegetables

Students pair with a partner to discuss food preferences based on images giving reasons for preferences.

Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

Activity 1:

Activity 2:

Activity 3:

Check for learning: Students pair with a partner to discuss food preferences based on images giving reasons for preferences.

Paneer



Do you like?

Yes, I like paneer because I love garlic.

No, I don't like paneer because I don't like onions.



- cashews
- garlic
- tomatoes
- onions

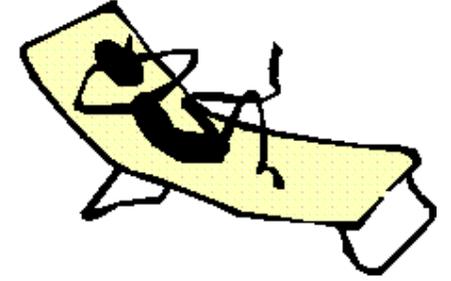
What is worth remembering? What questions do you have?



The background features a complex, abstract design. It includes several large, irregular shapes in shades of cyan, green, purple, and orange. A prominent feature is a grid of concentric squares, some of which are filled with a lighter color, creating a maze-like or labyrinthine effect. The overall aesthetic is modern and geometric.

Effective Pair and Group Work

Individual Accountability



Groups are not successful until every member has learned the material or has helped with and understood the task.

It is important to frequently stress and assess individual learning so that group members can appropriately support and help each other.

Some Ways to Ensure Individual Accountability

- Students do the work first to bring to the group
- Pick one student at random to orally answer questions studied by the group
- Everyone writes, then certifies correctness of all papers; you pick one to grade.
- Listen and watch as students take turns orally rehearsing information
- Assign jobs or roles to each student

Create systems for calling on non-volunteers.



- Circulate, observe, listen as students work in pairs or groups (guided practice)
- Call on students randomly, not volunteers (checking for understanding)

Focus: Elevating Essentials to Radically Improve Learning
Schmoker

STARTALK

[Program Resources](#)

[Consultant Resources](#)

[Applicant Resources](#)

[Classroom Activities](#)

[Search All Resources](#)

turn to search

Number



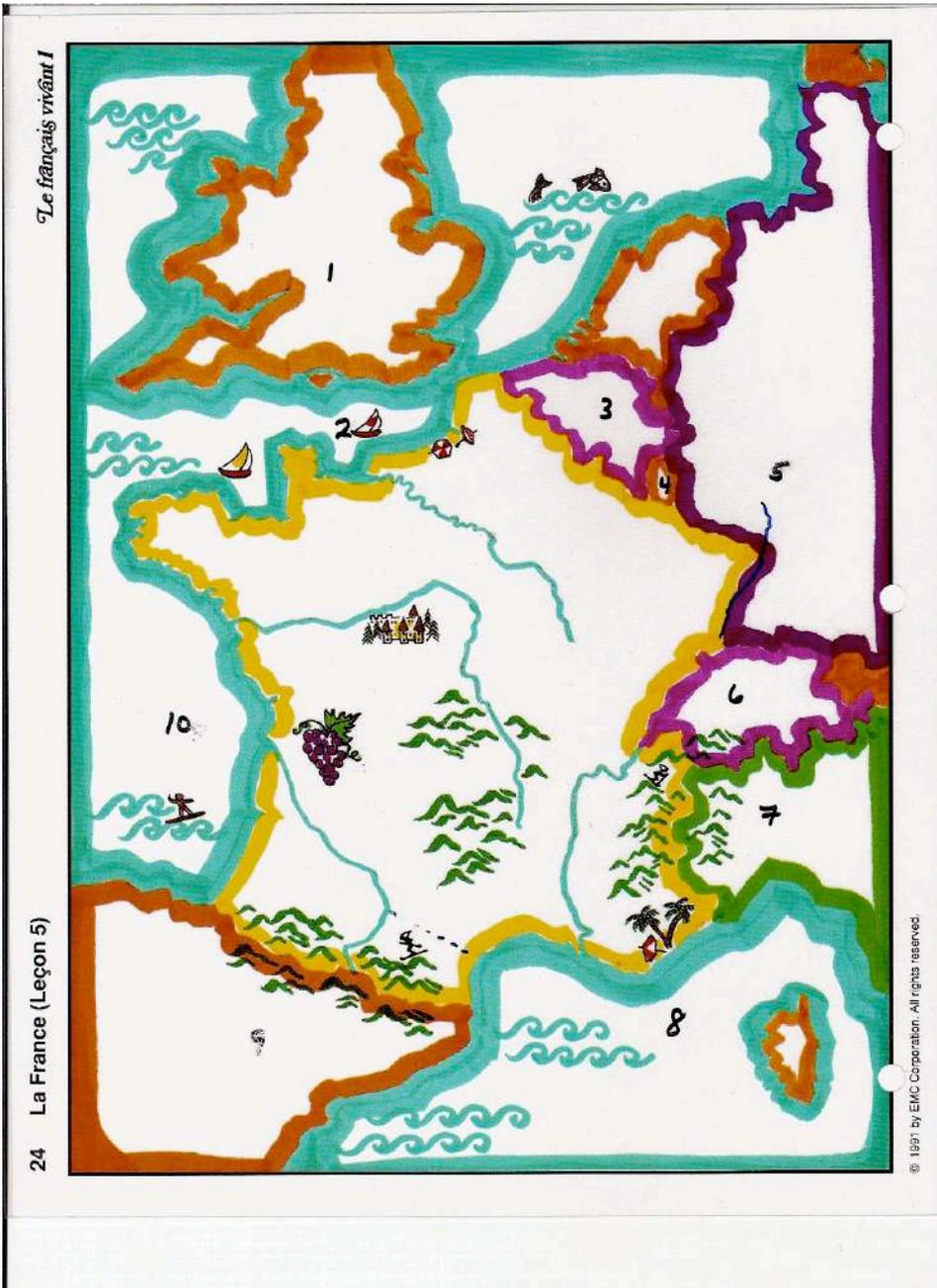
her

ask
to
gn
e listening and speaking strategy
unities for practice, rehearsal, and
discussion of unit content in a way that

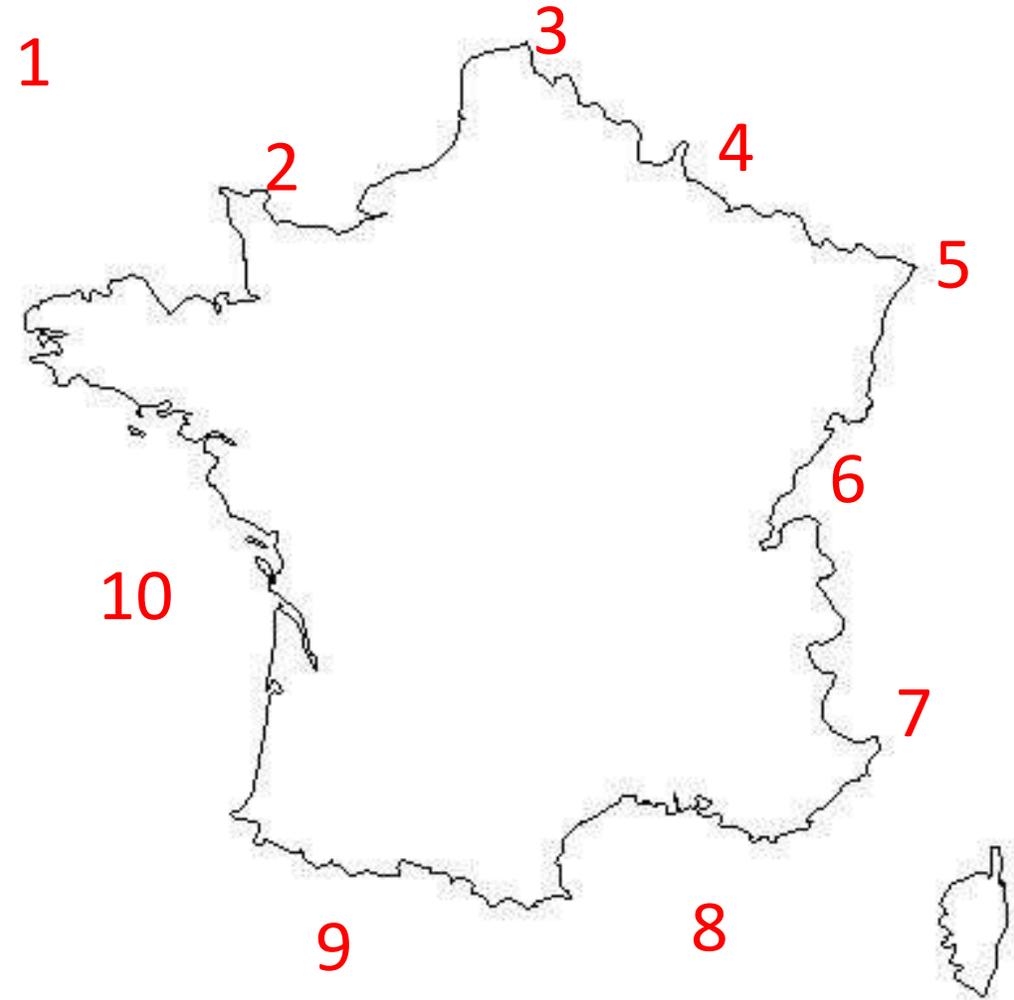
makes each individual and each group accountable for learning. Students work together in small group to answer (and discuss, when appropriate) questions

posed by the teacher before being called on at random to share their answer in front of the class.

-  Interpersonal
-  6-8, 9-12, Undergraduate
-  Small group
-  You do together
-  10 to 20 minutes



Learn It the First Time



Language Functions / Can-do's

I can	Yes	With some help	Not yet
ask and answer questions about how I and others feel about school.			
say what I do to learn			
state a simple opinion about different school subjects			
ask and answer questions to compare school schedules			
describe my school building and classroom to others			
say what I have/don't have in terms of school supplies and ask others			
See unit template for remaining functions.			

Spanish 1

UNIT 1: It's nice to meet you

Name:

Class Period:

I can greet
someone and
say goodbye.

I can introduce
myself.

I can ASK,
"What is your
name?"

I can ASK, "How
are you?"

I can ANSWER,
"How are you?"

I can TELL
where I'm from.

I can ASK,
"Where are you
from?"

I can ASK
someone about
their age.

I can TELL
someone my
age.

I can ASK
someone about
their telephone
number.

I can TELL
someone my
phone number.

I can TELL the
date.

I can ASK,
"When is your
birthday?"

I can TELL when
my birthday is.

I can spell my
name out loud
in Spanish. (*Say
the letters in
Spanish*)

STARTALK *Start Talking!* **STARTALK LEARNING PLAN**
 Designing Learning Experiences

Date: Grade Range: Targeted Performance Level: Total Time for this Plan:

Curriculum Connection

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Learning Episode #1

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?

Check for Learning
 What formative task will learners do to provide evidence that they have 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?

Why Learning Plans?

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



GOAL



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

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

LESSON

Learning Episode

A Learning Episode lasts no more than 30 minutes.



***If you lead
with culture,
language will
follow.***

Donna Clementi

How do I capture the interest of the learner?



HOOK
VS.
DO NOW

Learning Episode #1

Number of minutes for this episode: 30

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 say what I want to visit in a city.

Vocabulary

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

Do you want to visit....I want/don't want
Yes I would like....No, I wouldn't like...
key places - museum, chateau, catherdrale, cafe, park
because I like - art, history, to walk, to visit gardens, I'm hungry/thirsty.

Check for Learning

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

Students will select an image of interest to them without showing to others. Students will ask and answer questions to find out what others want to visit.

Learning Experiences

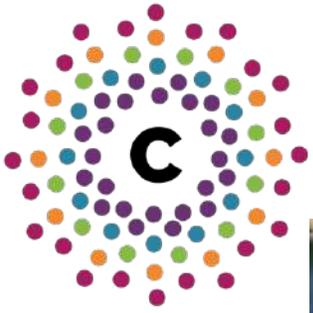
What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

Activity 1:

Activity 2:

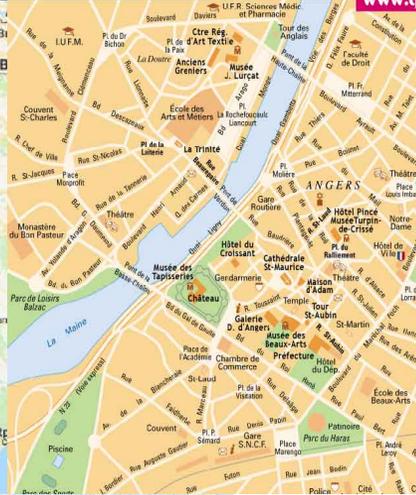
Activity 3:

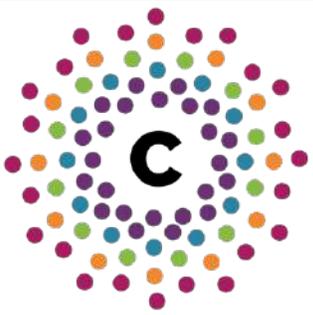
Check for learning: Students will select an image of interest to them without showing to others. Students will ask and answer questions to find out what others want to visit.



LESSON CAN DO: I can say what I want to visit in a city.

CREATE

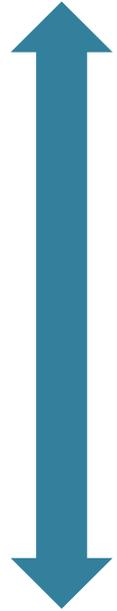




Discover the French City of Angers (NH)

Lesson Can Do— I can say what I want to visit/do in Angers.

CREATE



Input and Processing



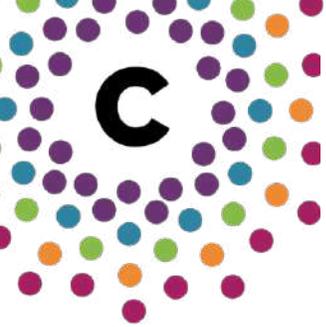
Sharing, Guiding, and Applying

1. Students will watch a timelapse video of Angers. They will brainstorm words and phrases they know.
2. The teacher will pause the video pointing out key spots.....

1. Students will indicate via thumbs up, thumbs down if they want to go to each place.
2. Given 4 images, each student will rank order the images according to the way they are called. This will be repeated more and more quickly in a different order.....

Check for Learning

Students will select an image of interest to them without showing to others. Students will ask and answer questions to find out what others want to visit.



SHARE



Discover the French City of Angers

Author

[Laura Terrill](#)

Description

Students explore the city of Angers from the point of view of someone who might select Angers as a tourist destination. They will work with various texts that share information on Angers as they learn more about the city. They will compare Angers to their city and to other cities that are of interest to them. They will be able to identify features common to most cities and places and things to do that make Angers unique.

NCSSFL-ACTFL Global Can-Do Indicators

Novice > High > Interpersonal: I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

Novice > High > Interpretive: I can identify the topic and some isolated facts from simple sentences in informational texts.

Novice > High > Interpretive: I can understand familiar questions and statements from simple sentences in conversations.

Novice > High > Presentational: I can present personal information about my life and activities, using simple sentences most of the time.

Learning Goals/Program Can Do Statements

Target Languages

Non-language Specific

Topic

[City](#)

[France](#)

[Tourism](#)

Target Proficiency Level

[Novice > High](#)

Grade Range

[High School \(9-12\)](#)

[Middle School \(6-8\)](#)

Learner Type

[Non-Heritage](#)

Time Required (in min)

30

Publish your lesson in CREATE and it will be available for other educators to find, use, adapt.



Learning Plan ID: 1463 License: CC BY-NC

07/29/2018

EDIT

THE CHARMING CITY OF LIJIANG, CHINA

AUTHOR
Luzhen (Lynn) Tian

TOPICS
China, Teaching And Learning, Cultural Understanding

TARGET LANGUAGE
Chinese *

GRADE RANGE
High School (9-12)

TARGET PROFICIENCY LEVEL
Novice > Mid

TIME REQUIRED
200 min.

DESCRIPTION

This is a section of the curriculum. The theme is "My New Community", guided by a story of an American boy relocated with his family to Yunnan, China. He is settling in and exploring the region to gain a better understanding of it.



Search CREATE and discover lessons you can use and adapt.

Une journée à Angers

I can say what I want to visit/do in a city.

1. Students

brainstorm words and phrases that they associate with the video.

2. Students

complete a graphic organizer as they watch the video a second time.





Brainstorming

I can say what I want to visit/do in a city.

Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.





A city where there are a lot of activities

I can say what I want to visit/do in a city.

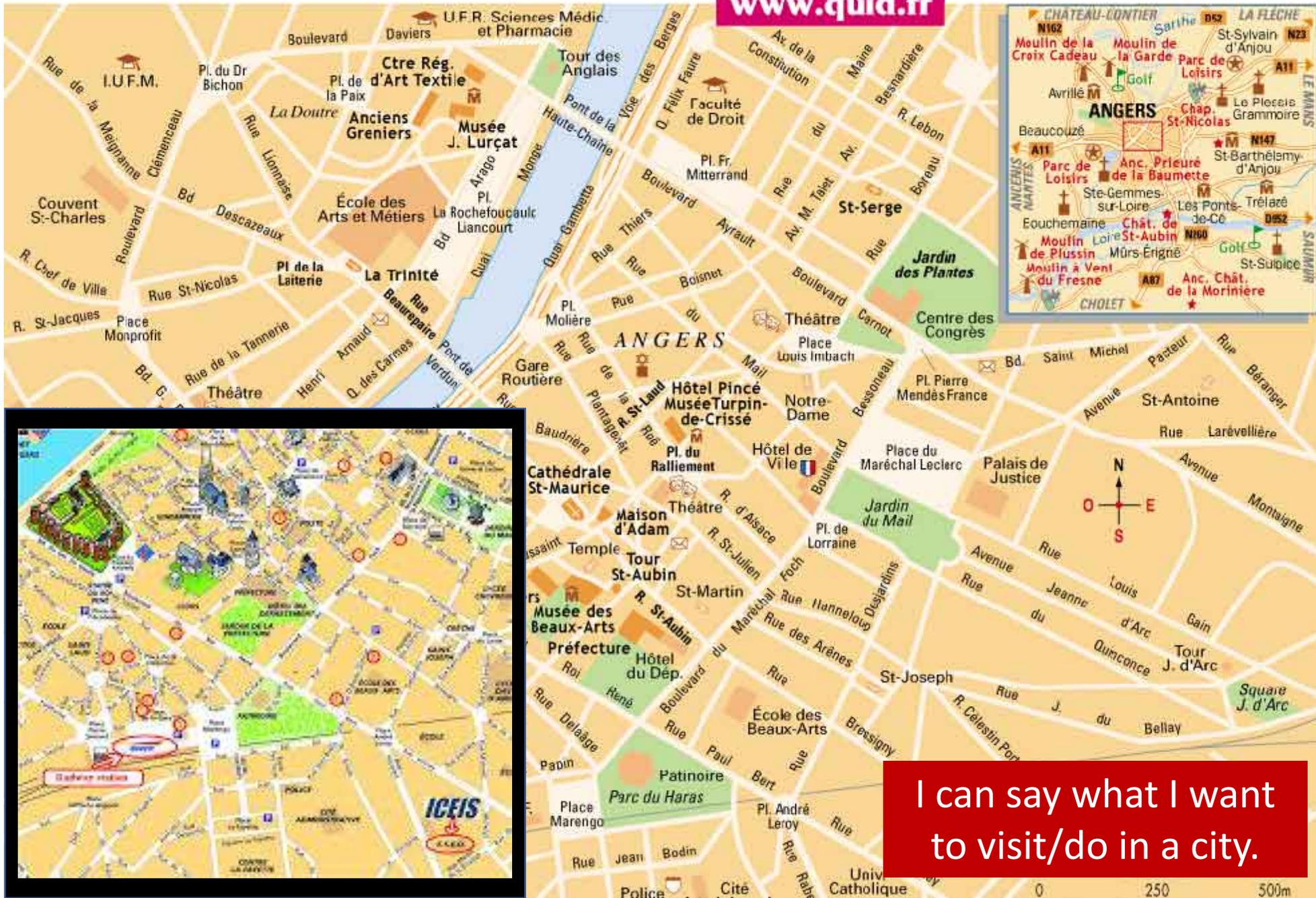
A city where you eat well



A modern city

An old city





I can say what I want to visit/do in a city.

Do you want to visit the cathedral?

- Yes, I want to see the cathedral.
- No, I don't want to see the cathedral.

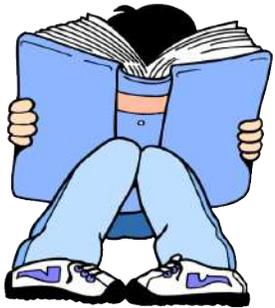
I can say what I want to visit/do in a city.



What is worth remembering? What questions do you have?



Getting the most out of a text



Read and/or listen



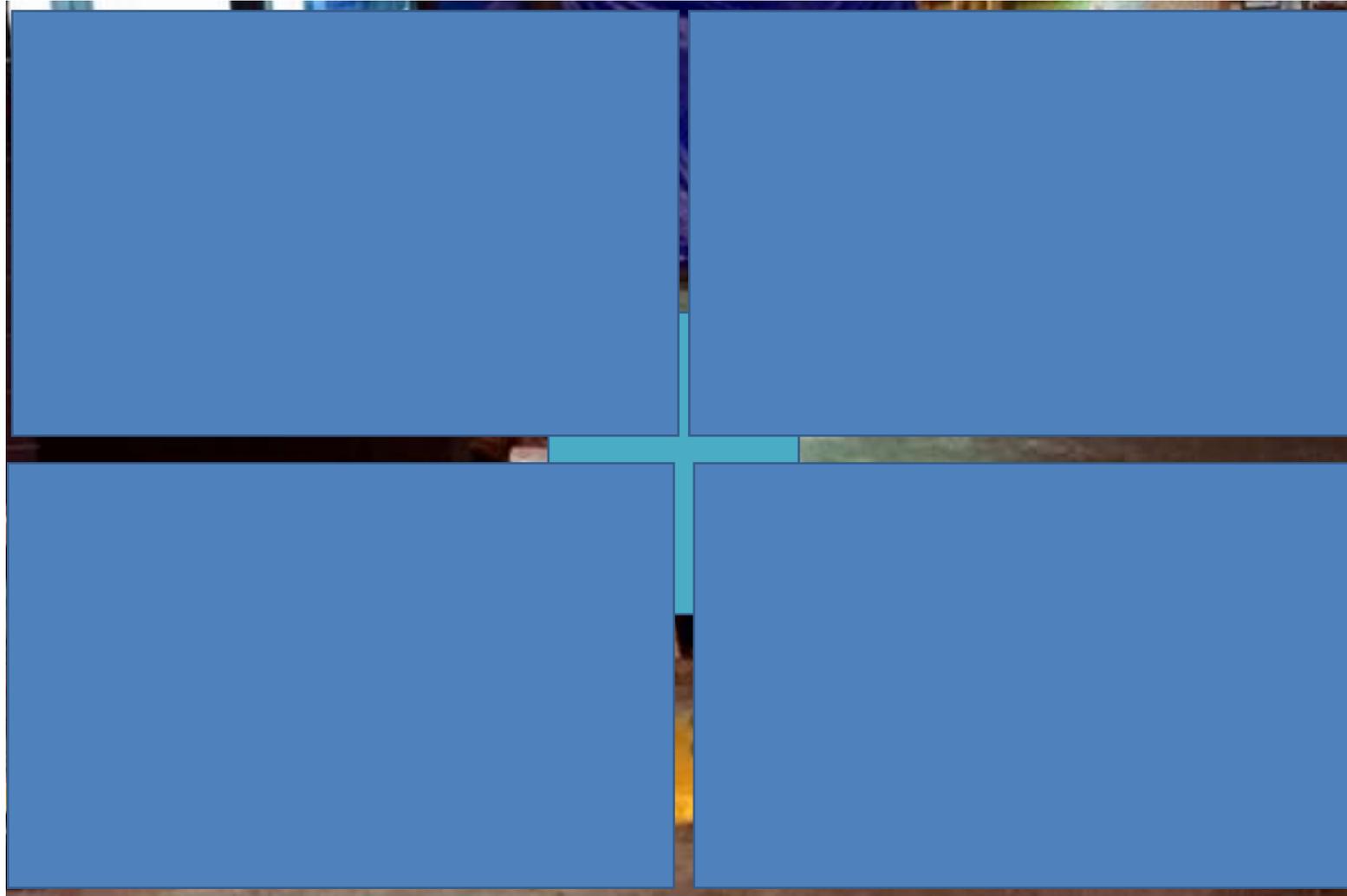
Talk about it



Write about it

- How can you best use this text in the **interpretive** mode?
- What **interpersonal** conversation would students be likely to have on this topic?
- What might students do in the **presentational** mode as a way of making learning more concrete?

What do you see? What do you think?



Inferencing



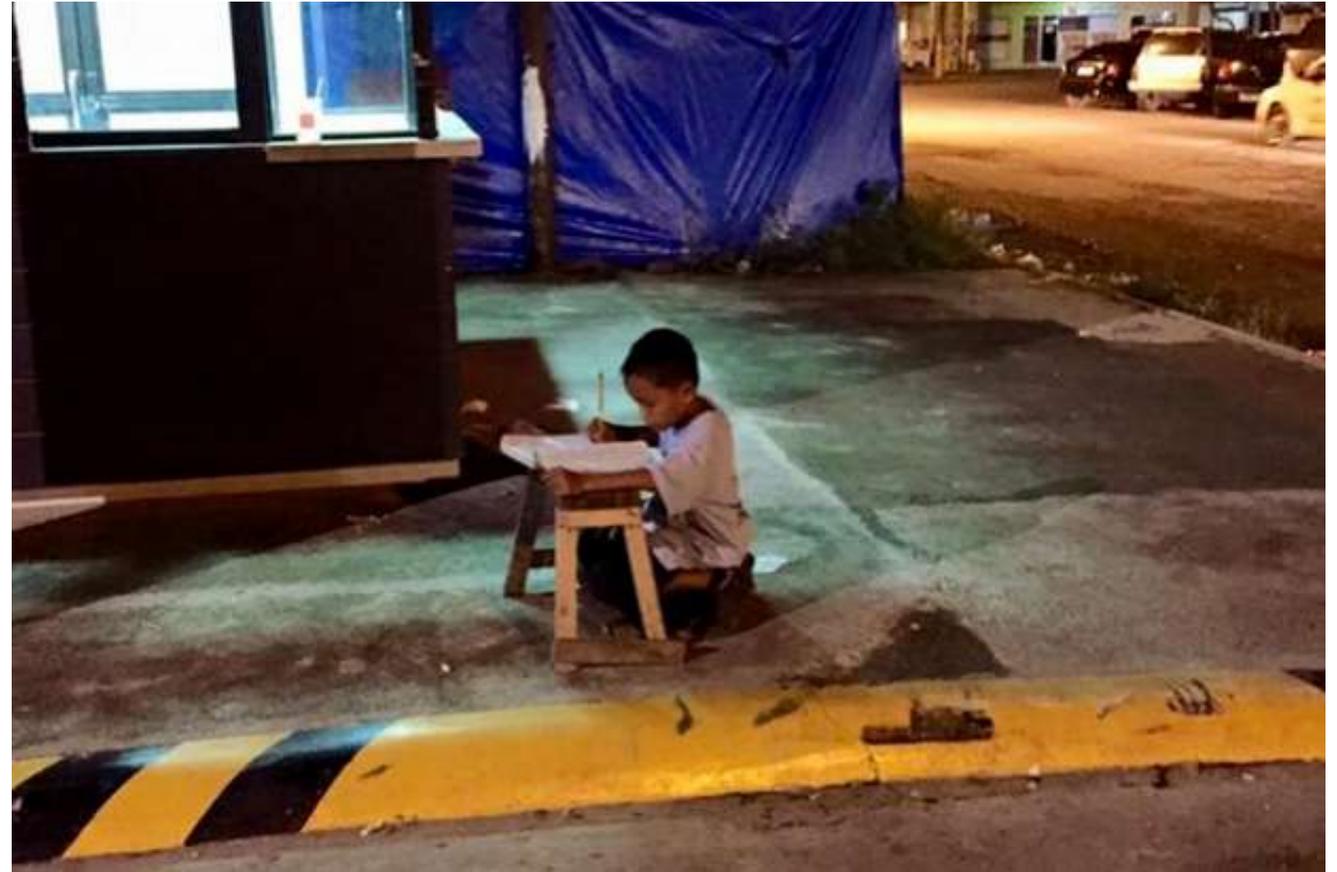
1. What is going on in this picture
2. What do you see that makes you say that?
3. What more can we find?

visualthinkingstrategies.org

What do you wonder?

HIERARCHY OF QUESTIONS

- Yes/No
- Which...?
- Either/or
- What? When? Where?
Who?
- How? Why?
- Can you describe...?
- Can you tell me about....?
- What if....?



Interpretive Mode



Students write questions in target language that are answered in the text. Then, they pair and ask each other.

Daniel Cabrera a 9 ans. Il vit aux Philippines, un pays d'Asie du Sud-Est, situé à plus de 11 000 kilomètres de la France. Les Philippines sont constituées de plus de 7 000 îles. Daniel vit à Cebu, une île située au centre de l'archipel philippin.

Interpretive Mode

Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.

Que nous montre cette photo?

Daniel est assis dans la rue, la nuit est tombée ; il a posé son cahier sur un tabouret et il fait ses devoirs **à la lumière** d'un fast-food, près de chez lui. Le petit garçon est très déterminé, il veut devenir policier... et médecin. Il sait que pour réussir il lui faut aller à l'école. Daniel est d'autant plus **motivé** qu'il vit dans un pays très pauvre : 1 Philippin sur 4 vit dans un **bidonville**, et n'a pas toujours de quoi manger. Beaucoup de petits Philippins travaillent ou **mendient** au lieu d'aller à l'école.



Students select or are given 3-4 important words and explain why they are important in the context of the text.

Presentational Mode

Give 4 or 5 simple sentences. Have students work in pairs or small groups to write a better sentence with the same ideas.

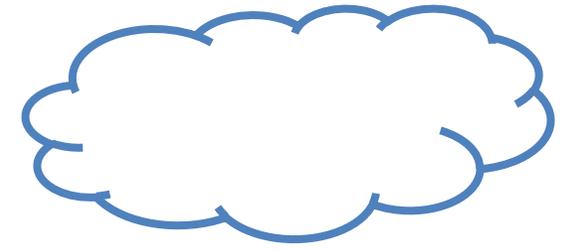
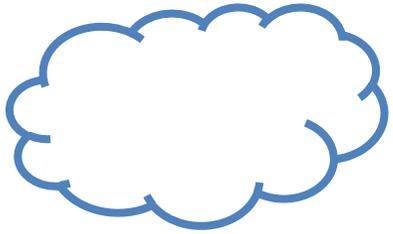


- Daniel is young.
- He is a student.
- He likes school.
- He studies.
- He studies at night.

Daniel is a young student who studies at night because he likes school.

Interpersonal Mode

Imagine the conversation between the two children.



STARTALK  **STARTALK LEARNING PLAN**
 Designing Learning Experiences

Date:	Grade Range:	Targeted Performance Level:	Total Time for this Plan:
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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.

Program Can-Do Statement:  Performance Assessment Task:

Learning Episode #1 Number of minutes for this episode: _____

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

Learning Experiences
 What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each 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?

Jot down ideas for 2 -3 activities that would lead to the check for learning for this episode. Keep I do, we do, you do together, you do alone in mind.



Chat Stations

1

How will you work with an authentic text in all 3 modes?

2

How do you use lesson can-do statements to improve learning?

3

What are your ideas for making pair and group work effective?

4

How would you describe an effective learning cycle?

5

What have you heard that you want to share with a colleague?

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.

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

—John Dewey

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.

STARTALK



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