# KEYS TO PLANNING FOR LEARNING: EFFECTIVE LESSON DESIGN

image: allthingsd.com/

STARTALK 2015

Laura Terrill

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# Workshop Goal:

Consider guiding principles for designing lessons that maximize student learning.

# Lesson Plan Mindset

Transitions?

Target language?

Primacy-recency?

Comprehensible input?

Communicative Goals?

Authentic Text?

Homework?

Reflection?

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# Using the target language

Going FOR 90% Plus: How to Stay in the Target Language

BY DOUGLASS CROUSE

May I speak English?

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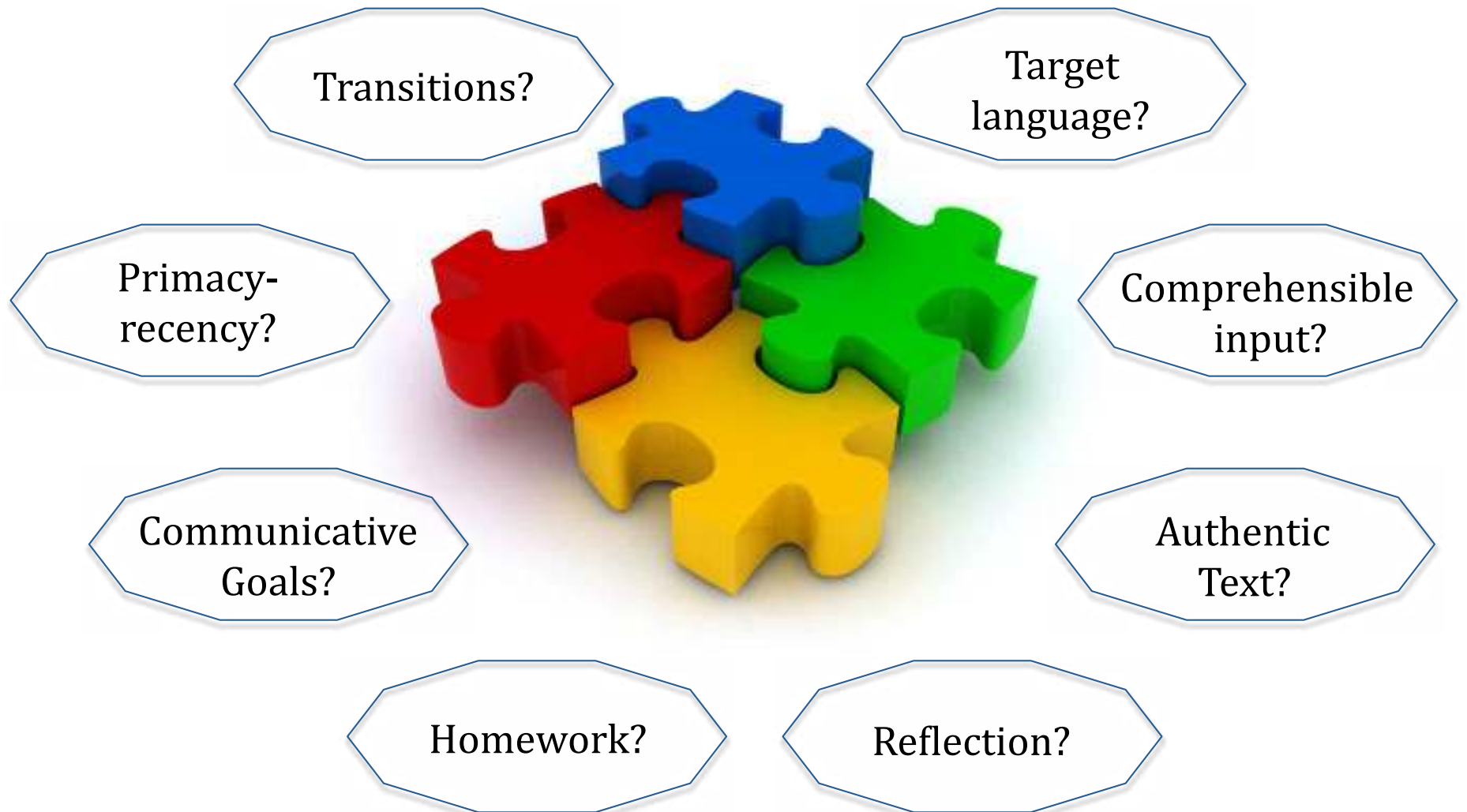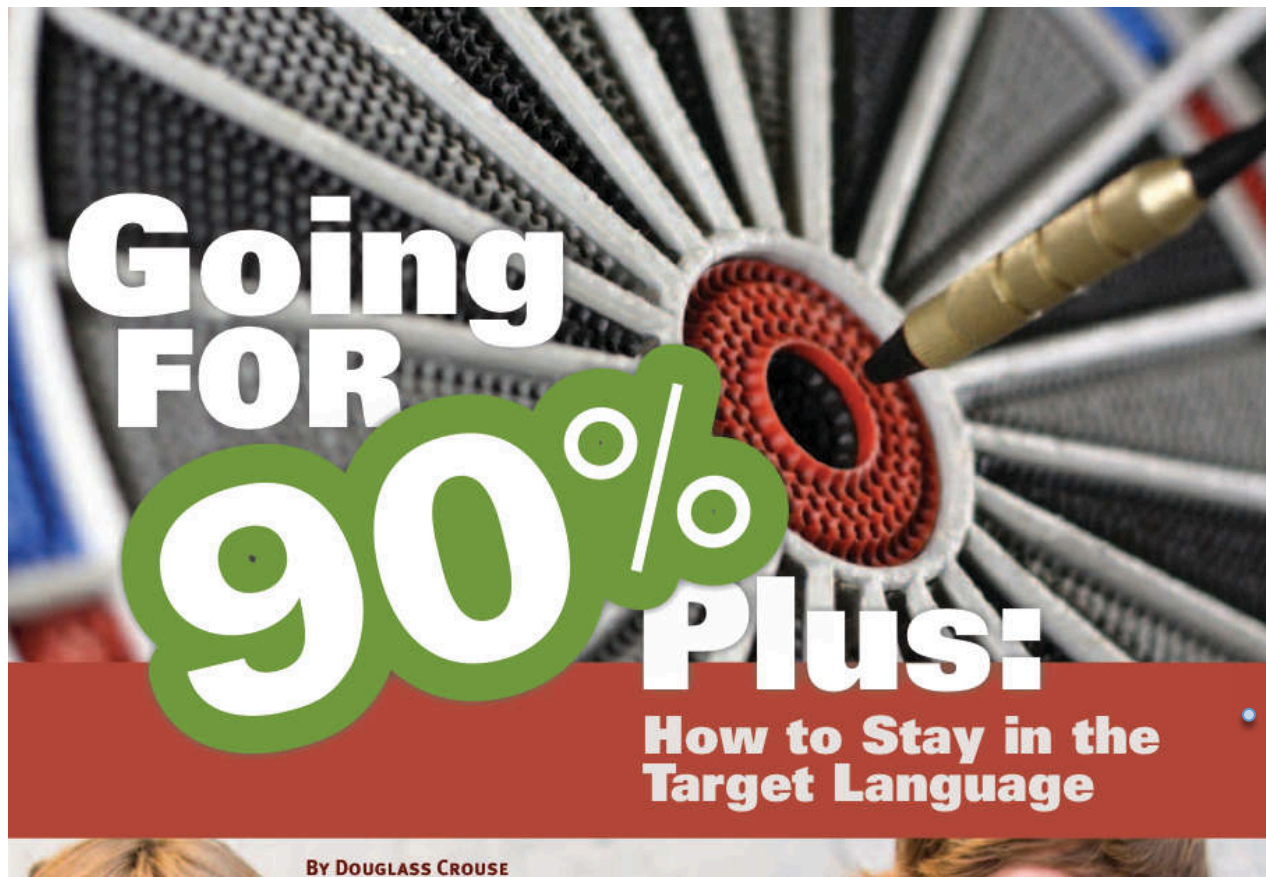
# **And** providing comprehensible input

What makes a book
comprehensible
to a 2-year old child in
his first language?

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# Making Input Comprehensible

| Sensorial Supports | Paraverbals | Non-Verbals |
|---|---|---|
| • Visuals<br>• Graphics<br>• Realia<br>• Pictures<br>• Graphic Organizers<br>• Manipulatives | • Exagerated pronunciation<br>• Slower than normal speech<br>• Purposeful pauses<br>• Intonation<br>• Enunciation<br>• Slowed speech for emphasis<br>• Key word emphasis | • Gestures<br>• Facial expressions<br>• Pantomime<br>• Demonstration<br>• Routine<br>• Context clues |

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# Importance of Authentic Texts

Authentic Text – text written by speakers of the target language for speakers of the language

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

**Plus besoin de faire ses lacets avec cette invention**

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# Selecting Authentic Text

**Novice Range Interpretive Proficiency**
Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts,
**<span style="color:red">with strong visual support.</span>**

**Is the text:**
- Intrinsically interesting, rich in ideas?
- Cognitively engaging, intellectually challenging?
- Communicatively purposeful, relevant to the learner?
- One that explores an aspect of the essential question?

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# Ouiiin! Mais que se passe-t-il?

Au Japon, deux lutteurs de sumo, des sumotori, soulèvent des bébés pour un combat… de pleurs ! Cette cérémonie, appelée « Naki Sumo », a eu lieu dimanche dernier à Tokyo : les parents japonais y amènent leurs petits enfants car ils pensent que des bébés qui pleurent fort seront pleins de santé. C'est une coutume shintô, l'une des religions au Japon.

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# Tips for finding authentic text

- Look for texts that address the essential question of the unit and allow students to work on the language functions of the unit.

- Do not look for texts that have specific vocabulary or structures.

- Do a google search using possible words, phrases in the target language, click on images and videos first especially for novice learners.

- Adapt the task, not the text.

- Become a fan of Pinterest.

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| Alimenti e bevande | Kcal | Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie | |
|---|---|---|---|
| | | Donna (peso 60 kg) | Uomo (peso 73 kg) |
| ▪ Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate | 300 | 115 minuti | 95 minuti |
| ▪ Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10) | 350 | 135 minuti | 110 minuti |
| ▪ Panino con hamburger al doppio formaggio | 450 | 170 minuti | 140 minuti |
| ▪ Patatine fritte (porzione media da fast food) | 340 | 130 minuti | 110 minuti |
| ▪ Una porzione di profiterol ▪ (g 100) | 280 | 110 minuti | 90 minuti |
| Una lattina di bibita zuccherata (330 cc) | 130 | 50 minuti | 40 minuti |

D'ARCO

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# Making Authentic Text Comprehensible

| Alimenti e bevande | Kcal | Minuti di cammino (a 3,2 km all'o necessari per bruciare le calorie | |
|---|---|---|---|
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# Practice in target language

**Comment dit-on…..**
*How do you say….*

**Cherchez les mots qui indiquent…..**
*Find the words that indicate….*
1. **une quantité de coca** *(an amount of coke)*
2. **pas toutes les profiteroles** *(not all the profiteroles)*
3. **une sauce blanche** *(a white sauce)*
4. **Quelquechose de jaune qui va souvent avec un hamburger**
   *(something yellow that often goes with a hamburger)*
5. **La nourriture qui exige plus de deux heures de marcher pour éliminer les calories**
   *(the food that requires more than 2 hours of walking to get rid of calories)*

**Quelle est l'idée principale?**
*What is the main idea?*

a. **La différence entre les hommes et les femmes**
   *(difference between men and women)*
b. **Une comparaison entre les calories et l'activité**
   *(A comparaison between calories and activity)*
c. **La nourriture qui est de mauvaise santé**
   *(food that is unhealthy)*

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# Primacy-Recency
We learn best what we learn first and last.

What is the most important thing in the lesson? Do it first.

Degree of Retention

**Prime-time-1**

**Provide Input**

**Prime-time-2**

**Gain Attention / Activate Prior Knowledge**

**Elicit Performance / Provide Feedback**

**Downtime**

0    5    10    15    20

Time in Minutes

Adapted from Sousa

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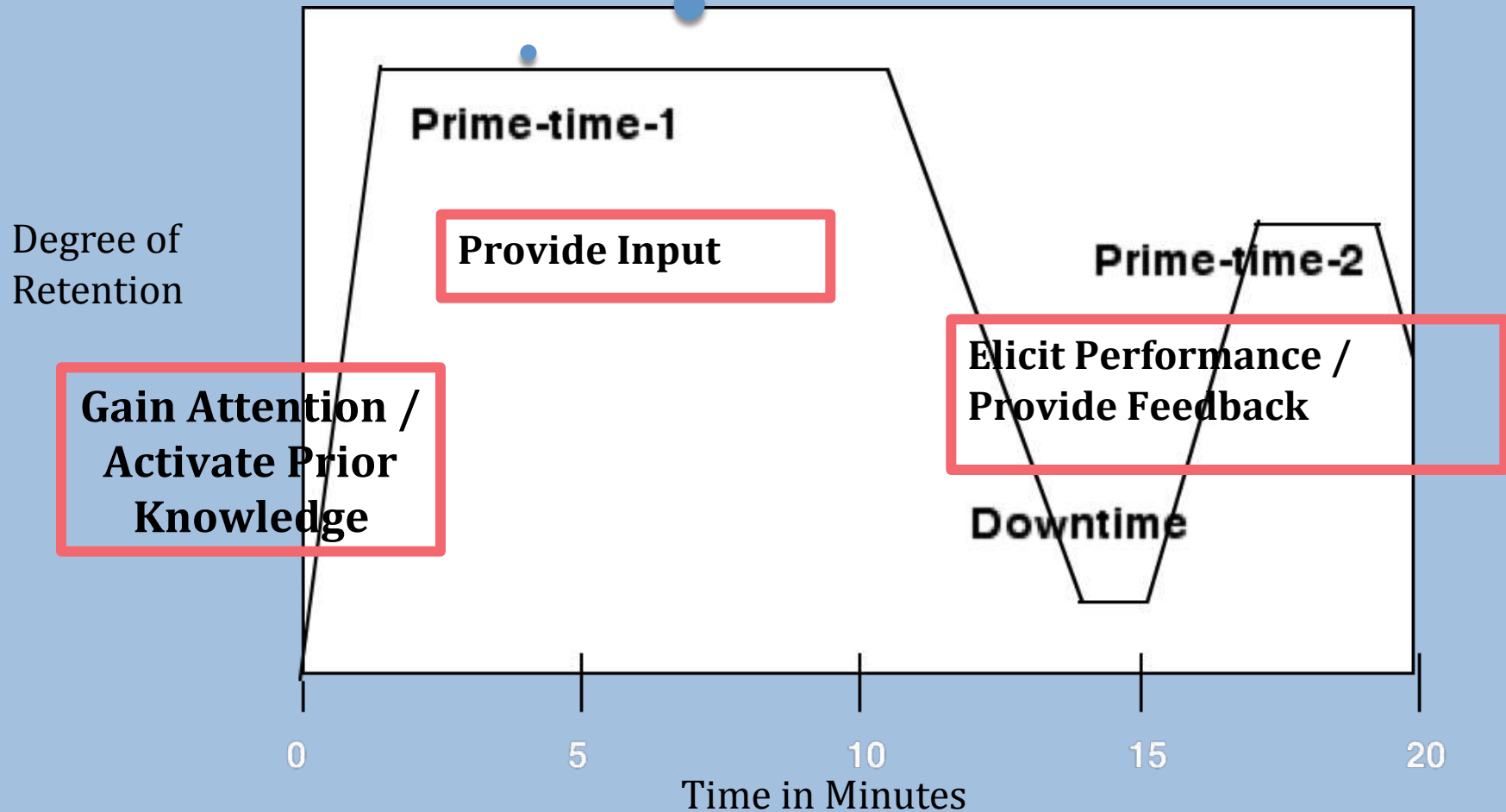
# I DO….WE DO….YOU DO

| | |
|---|---|
| **I DO** | **The teacher:**<br>•gets the attention of the learner<br>•communicates the learning goal of the lesson<br>•provides comprehensible input<br>•models language use in context |
| **WE DO** | **The students:**<br>•work collaboratively to use language<br>•are supported by peers<br>•gain confidence<br>•receive feedback on performance |
| **YOU DO** | **The individual student:**<br>•demonstrates his/her ability to meet the goal of the lesson |

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# The lesson takes an appropriate amount of time considering the age of the learner.

**Attention** – *Your Brain is Easily Bored*

Create 10 min.
Presentation Chunks

- Tell a Story

- Trigger
Emotions

10 Minutes

Emotional Hook
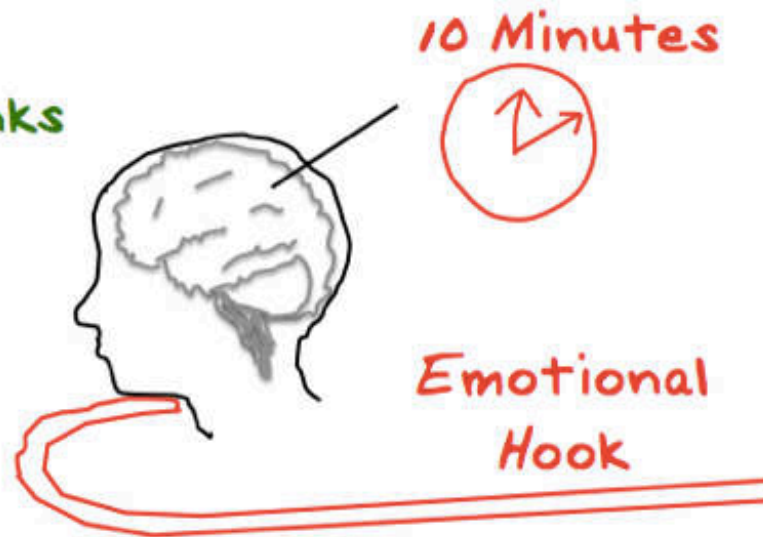
| Age | # of items* | Time Span |
|------|-------------|-----------|
| 5 – 14 | 3 - 7 | 10 minutes |
| 14+ | 5 – 9 | 20 minutes |

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image: http://customerthink.com

# Managing transitions

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.

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# Your "apple save" moment....

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# Backward Design

Identify desired results

What are the goals?

Determine acceptable evidence

How will you and learners know they reached the goals?

Plan learning experiences and instruction

What does it take to get there?

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# What is the ideal city?

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# What makes Angers special?

## Géocaching au Moyen-âge, cap ou pas cap ? (1)

Cette cache a été mise en place par l'Office de Tourisme d'Angers avec l'aide de www.geocaching.com

**GC466VN**

Difficulté : ★★★★★
Taille de la cache : ▼▼▽▽▽
Durée : parcours d'environ 1 heure
Matériel : 1 GPS Rando ou Smartphone avec application GPS « twoNav »
1 objet de valeur équivalente à celui que vous trouverez dans la cache
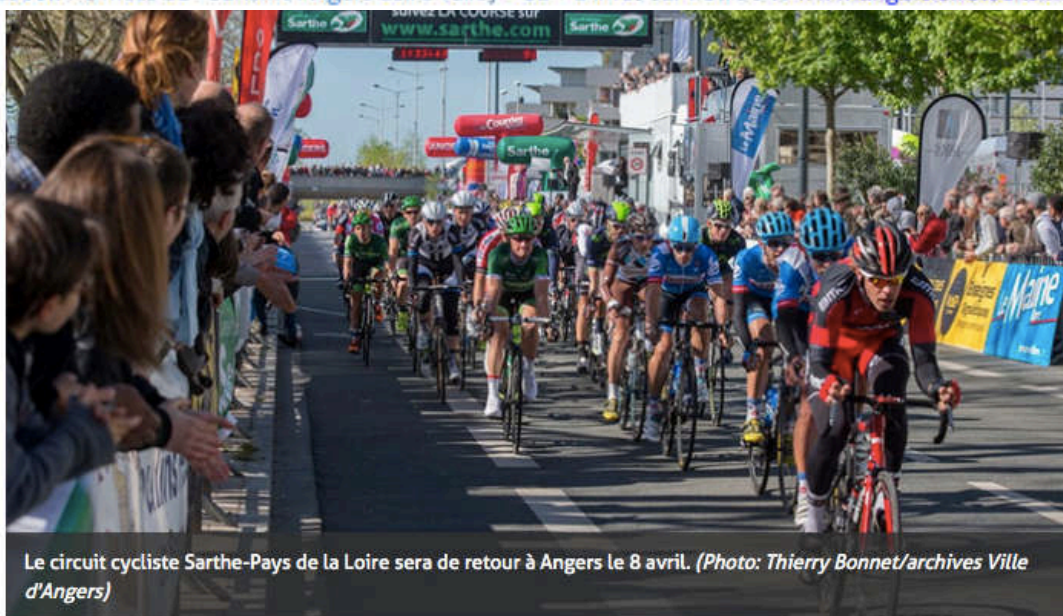
Attributs :

P parkings (payants) Place Kennedy et Place de l'Académie
Ce parcours est déconseillé aux personnes à mobilité réduite ou avec des poussettes.
N'oubliez pas votre appareil photo et laissez vos témoignages (sans révéler les secrets du parcours) sur la page Facebook « Offices de Tourisme Angers Loire Valley » ou + d'infos sur notre site www.angersloiretourisme.com !

**WEEK-ENDS & SÉJOURS**

Se détendre, s'évader, s'émerveiller le temps d'un week-end ou de quelques jours !

✓ RESERVER

Le circuit cycliste Sarthe-Pays de la Loire sera de retour à Angers le 8 avril. *(Photo: Thierry Bonnet/archives Ville d'Angers)*

Boxe, natation, cyclisme, athlétisme, tennis... un beau programme s'annonce pendant le printemps à Angers, avec de nombreux événements pour tous les amateurs de sport.
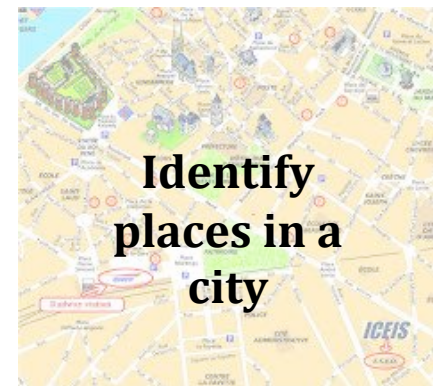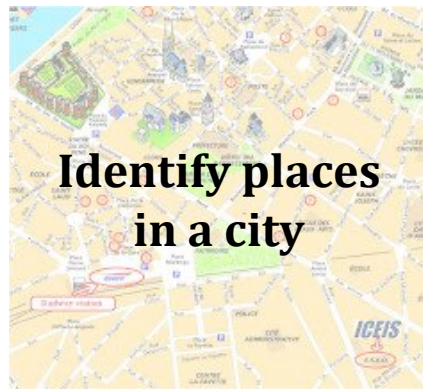
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# Student Can-do's

| I can | Yes | With some help | Not yet |
|---|---|---|---|
| **Identify** places in a city | | | |
| **Ask for and follow directions** within a city | | | |
| **Describe** places in a city | | | |
| **Express preferences with reasons** about what cities to visit | | | |
| **Make comparisons** between cities in the US and cities in France | | | |
| **Identify** places in a city | | | |

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# Student Can-do's

Identify places in a city

Ask for and follow directions within a city

Describe places in a city

Express preferences with reasons about what cities to visit

Make comparisons between cities in the US and cities in France

Identify places in a city

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# Setting Lesson Goals

Are students involved in a worthwhile lesson that leads them to important standards and curricular goals, engages them with rigorous content, and meets their learning needs?

Moss and Brookhart

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# Key Lesson Planning Question

What will the students be required to do, say, make, or write during the lesson that will both deepen and assess their learning?

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# Lesson Learning Target

Function(s): **Name** places that are found in/near cities

Hear the conversation you want students to have.

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# Learning Target – Name places that are found in and near cities

Hear the conversation you want students to have. Do not teach the conversation.

- Do you want to go to Angers?
- Angers? I don't know. I like to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to Angers.
- I prefer a town close to the beach. What about La Baule?
- Maybe, are there museums and good restaurants?
- Of course.
- OK, what about 3 days in La Baule and 3 in Angers.
- Great idea. Let's go.

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## STAGE 1: What will learners be able to do with what they know by the end of this lesson?

| DO | KNOW |
|---|---|
| Learners will be able to:<br><br>1. Identify locations in a city;<br>2. State preferences for places and activities done in those places (recycled);<br>3. Demonstrate comprehension by matching text to visuals. | Learners need to know:<br><br>• names of places typical to cities<br>• activities (recycled)<br>• is there, are there, there is, there isn't, indefinite articles |

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# Thinking Like an Assessor

What were learners able to do as a result of the lesson that they couldn't do at the start of the lesson?

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**STAGE 2:** **How will learners demonstrate what they can do with what they know by the end of the lesson?**

**At the end of the lesson, how will you know that each student has met or made progress toward the learning target?**

- Connect text to images to demonstrate comprehension of new vocabulary.
- Ask and answer questions with partner to identify what is and is not in a city.
- Students have 2 minutes to write or record as much as they can about the city of Angers. These are collected as exit slips.

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# Bringing the pieces together….

# STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

**Do the activities in the lesson**

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

- provide sufficient opportunities for understanding new words before expecting production?

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

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

- engage all students (as opposed to just one or two students at a time)?

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# STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

**Do the activities in the lesson**

- vary in the level of intensity and the amount of physical movement required?
- make the learner, not the teacher, the active participant?
- build toward allowing students to demonstrate in meaningful and unrehearsed ways that they are able to use what they know?
- make the best use of instructional time to maximize student learning?
- take an appropriate amount of time considering the age of the learner?

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

# Une journée à Angers

https://www.youtube.com/watch?v=eP7A50HO914

Students list words and phrases they associate with the images.
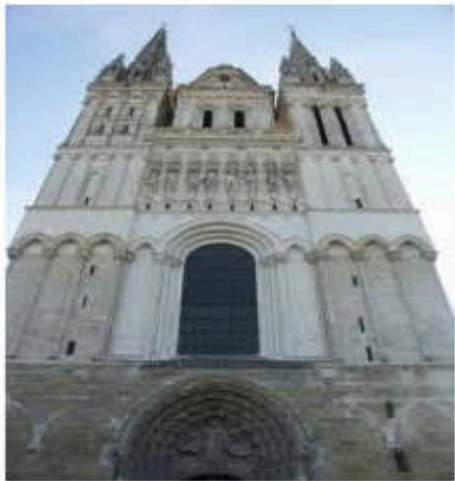
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# Y a-t-il….? Il y a ou il n'y a pas de……?

*Is there? There is or there isn't…..*

# Tear Sheet Vocabulary

# Comment est Angers?

J'y vis depuis que j'ai 18ans, (et j'en ai 43)
C'est une ville calme, très bien achalandée si tu aimes les petites boutiques, il y en a pour tout les gouts du baba-cool aux très chic..ecoles dans tous les coins de la villes, cuisine scolaire public, bien d'après mes enfants qui y mange tous les jours..Bars, je ne les fréquente pas mais je sais qu'il y a de tout aussi...Restaus , (que l'embaras du choix, marocains, turc, végétaliens, canadiens, médiéval, resto à viande etc..) Pour aller à la mer, nous y allons souvent , il faut 1h15 direct par l'autoroute pour te rendre sur la cote atlantique..
voilà ce que je peux te dire..
Bis CLo

http://forum.aufeminin.com/forum/preschezvous19/__f1943_preschezvous19-C-est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

# Comment est Angers?

I have been living here since I was 18 years old, (and I am 43)
It is a quiet town, very well stocked if you love the little shops, there is something for all tastes of hippie with very chic..schools in every corner of the city, public school cafeterias, good according to my children who eat there every day ..Bars, I do not frequent them but I know there are many... restaurants (so many choices, Moroccan, Turkish, vegan, Canadian, medieval, meat restaurant etc ..)
To go to the sea, we go often, it takes 1:15 by highway to get you to the Atlantic coast ..
this is what I can tell you ..
Kisses CLo

http://forum.aufeminin.com/forum/preschezvous19/__f1943_preschezvous19-C-est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

| Proof for | | Proof against |
|---|---|---|
| | Clo a 18 ans. *(Clo is 18.)* | *Clo a 43 ans.* |
| | On peut faire les magasins. *(You can shop.)* | |
| | Il y a beaucoup de restaurants. *(There are a lot of restaurants.)* | |
| | Angers est près de la mer. *(Angers is near the sea.)* | |

**Process:**
1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.
5. They write 2 additional statements and exchange with another pair.

# D'après Clo, qu'est-ce qu'il y a à Angers?
*According to Clo, what is there in Angers?*

# Check for Learning

| **Stage 1:** Learning Target | • Identify locations in a city;<br>• State preferences for places and activities done in those places (recycled); |
|---|---|
| **Stage 2:** Check for Learning/Assessment | • Students participate in inner/outer circle using images from tear sheet and ask and answer questions about places. Teacher listens as partners pair. |

*Working with Random Partners*
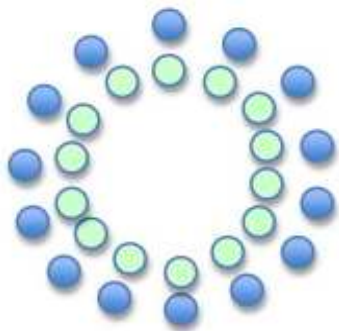
Inner/Outer Circle
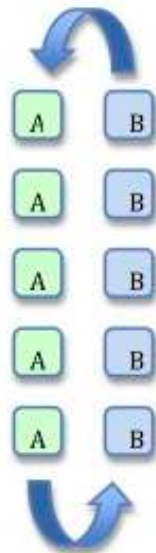
Rotating Rows

Four Corners

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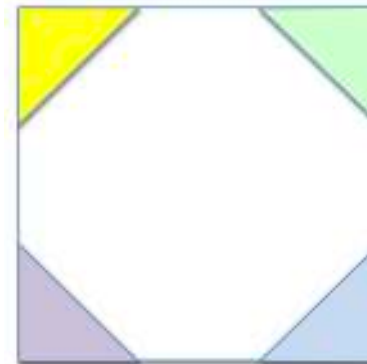
# Elicit Performance/Provide Feedback

## Quick Write

Write for 2 minutes about city life. What is there in a city? What do you like to do? Why do you go to different places?

# STAGE 1: What will learners be able to do with what they know by the end of this lesson?

| DO | KNOW |
|---|---|
| Learners will be able to:<br><br>1. State 1-2 simple facts about a sea turtle. | Learners need to know:<br><br>1. The sea turtle…..<br>   • is big and green.<br>   • lives in the ocean.<br>   • swims in the ocean.<br>   • walks on land.<br>   • loves clean water.<br>   • eats jellyfish.<br>   • hates plastic bags. |

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# STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

**At the end of the lesson, how will you know that each student has met or made progress toward the learning target?**

- Students will work individually and then in pairs to connect and say sentences about sea turtles.

*Gouin Series*



I am a sea turtle.
I am big.
I live in the sea.
I walk on the beach.
I swim in the sea.
I eat plants.
I eat jellyfish.
I hate plastic bags.
I prefer clean water, please.

https://wlteacher.wordpress.com/2012/02/10/using-the-gouin-series-is-the-foreign-language-classroom/

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

La tortue de mer nage dans l'océan.

- ☐ Opening activity as a 'hook'
- ☐ Interesting to the learner
- ☐ 'Can–do' disposition

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# La tortue verte

https://www.youtube.com/watch?v=eP7A50HO914

What words and phrases do you know that would
help you talk about this video?

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# Où tu habites, la tortue de mer?

J'habite.......

l'océan

le fleuve Jaune

# Où tu habites, la tortue de mer?

# Qu'est-ce que tu fais, la tortue de mer?

Je....

nage dans l'océan.

marche sur la plage.

# Qu'est-ce que tu fais, la tortue de mer?

# Qu'est-ce que tu manges, la tortue de mer?

Je mange....

des plantes.

des méduses.

# Qu'est-ce que tu manges,  la tortue de mer?

# Tu es grande ou petite, la tortue de mer?

Je suis.....

grande.

petite.

# Tu es grande ou petite, la tortue de mer?

# Qu'est-ce que tu préfères, la tortue de mer?

Je préfère…..
Je déteste…..

l'eau propre.

les sacs plastiques.

# Qu'est-ce que tu préfères, la tortue de mer?
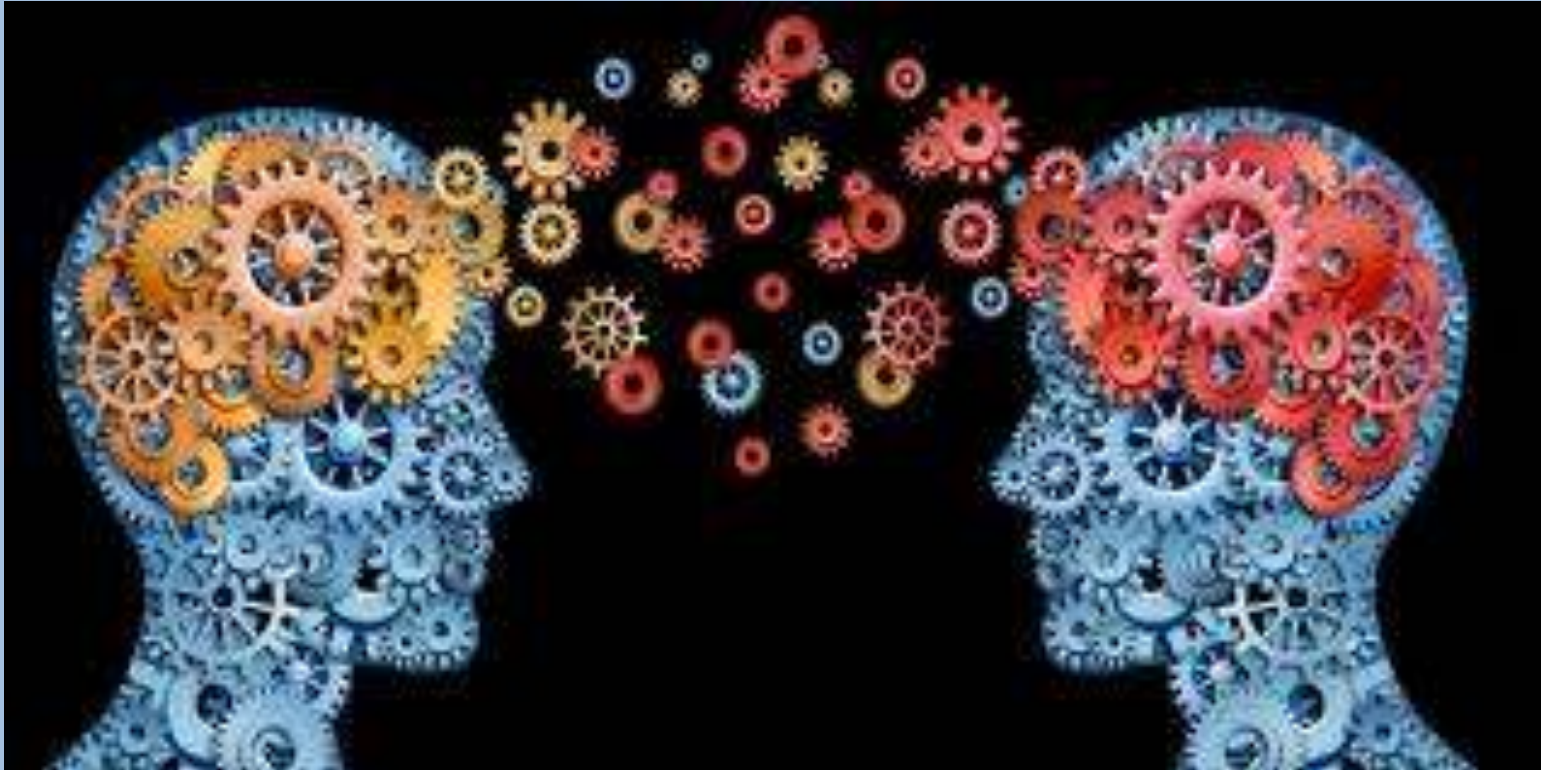
# Rebus Sentences
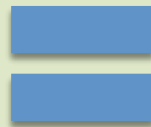
# Numbered Heads Together

How could you use this activity in the classroom? What are the advantages of this type of activity?

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Laura Terrill, STARTALK 2015

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**The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design**
http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning