STARTALK
Learning Plan Guide

Last Update: April 2021

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 recognizes that there are many lesson plan templates available. However, programs are expected to use the learning plan template specifically designed for STARTALK programs. This learning plan guide helps instructors to:

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

Learning Plan Requirements

Student programs must complete learning plans for each day of the program and for all learning experiences, whether those experiences occur in the classroom or in other settings. You must provide a print or digital copy of the plans for the day before, day of, and day after the site visit for each member of the site visit team. The three-day sequence of plans must be written in English. All other learning plans should be available to the site visit team as well; however, they may be written in the target language.

Learning Plan Structure

Each learning plan is considered 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 should rarely be more than 30 minutes. The number of learning plans a program develops will depend on how your program chooses to structure the day.

The length of a lesson is determined by your program. Indicate how you structure your learning plans by listing the total amount of time for each learning episode. For example, a 4 hour-per day program may choose to create either:

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

Sample Learning Plan

This guide follows a sample learning plan taken from the STARTALK Model Curricula *Our Identities: Here and There*. This unit targets Novice Mid/Novice High. The complete learning plan has two learning episodes each lasting 30 minutes. Only the first learning episode is shown in this guide to explain the key concepts of the learning plan template. The complete learning plan can be found on the STARTALK website.

Curriculum Connection

The STARTALK learning plan makes the connection between the approved curriculum and the learning plan transparent. Copy the program can-do statement and the performance assessment task for each lesson can-do statement identified in the curriculum to the learning plan. This ensures that the learning experiences for each lesson prepare learners for the performance assessment task.

Program Can-Do Statements	Performance Assessment Tasks
I can ask for and give information about personal interests.	Students interview a partner to identify similarities and differences using a personal interest card that students have created. To support their answers, students will select images of people, places, things, activities, and hobbies that have personal meaning for them.

Learning Episode

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

- **Lesson can-do statement(s)** that serve as the goal for the specific learning episode. Lesson can-do statements were identified in stage 3 of the curriculum development process.
- **Vocabulary** or language chunks (words, questions, and answer frames) that learners need to meet the lesson can-do statement(s).
- A **check for learning** that describes a task that shows how well individual learners meet the goal of the lesson can-do statement(s).

Lesson Can-Do Statement

Identify the lesson can-do statement(s) from the curriculum that are the goals for this learning episode.

1.1 *Interpretive*
I can identify activities and hobbies when they are named in spoken or written text.
1.2 *Interpretive*
I can identify places associated with activities and hobbies when they are named in spoken or written text.

This sample learning episode identifies two lesson can-do statements. Both focus on recognition of new vocabulary related to activities and where people go for those activities. Both lesson can-do statements address the interpretive mode of communication.

Vocabulary

What language chunks (words, questions, and answer frames) will learners use to meet the lesson can-do statement?

- I am at the….
- because I like ….
- Do you like…
- museum/art, bakery/pastries,
- fort/history, theater/movies,

This sample lists common activities and places. Your program would choose specific words that bring in target language culture and/or content. Instructors introduce words using questions and answers frames, but learners are focused on recognition of words associated with activities and places. Since this learning episode is designed for 30 minutes, instructors would limit the number of new words that are introduced.

Check for Learning

What task will learners do to provide evidence that they meet the lesson can-do statement?

Slap Jack: Students work in pairs. Each pair of students has a handout with words and/or images related to this and previous lessons. The teacher reads aloud a sentence that mentions an activity or hobby. Students try to be first to touch the image or word.

The final activity of the learning episode serves as the check for learning and learners individually demonstrate that they recognize the new words while playing a game. Learners demonstrate that they recognize the new words when they hear them in a sentence.

Learning Experiences

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

Activity 1: The teacher shows a time lapse video (no more than 2 minutes) on a target culture city that provides context for places and activities. The teacher shows the video without sound. The teacher shows the video a second time and has students write down or say words that they have previously learned. Students pair to share words, then share with class allowing the teacher to incorporate previously learned material into the lesson with new words.

Activity 2: The teacher shows the video a second time again without sound and pauses at key points to comment on where "they" are, saying "I am at the museum because I like art." The teacher points to the building for the museum and to works of art for art. The teacher has additional pictures and props as needed for each word that is being emphasized. The teacher pauses to ask students "Do you like (museums)? and allows students to signal yes/no. This continues until 3 or 4 sets of words dealing with activity/place have been introduced.

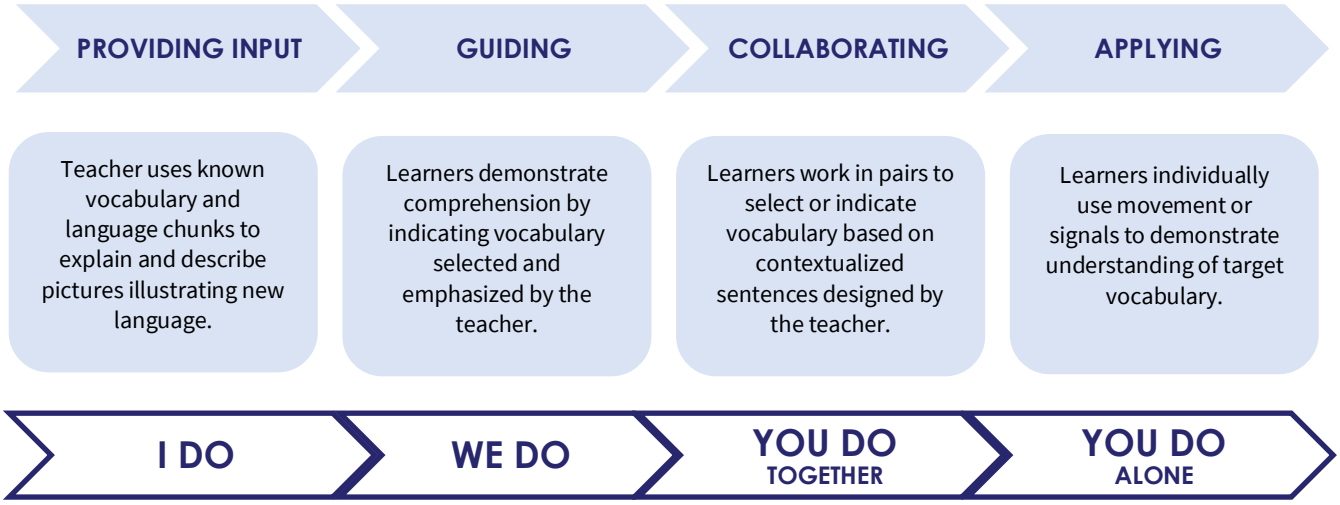
Activity 3: The teacher displays four places using the same or similar images from the video. Each image is numbered. The teacher says the name of one student in the class. (Name) likes art. Let's go to…. The students signal comprehension by holding up a card with 1, 2, 3, or 4 depending on which number represents the museum. The same pattern is repeated with pictures of places/activities. The teacher says "Let's go to the fort. (Name) likes…" Students signal the number for the correct thing or activity.

Activity 4: The teacher gives each group of students a tourist map of the city. Alternatively, a map is displayed. The teacher announces where she is at and students find the location on the map based on images and/or print. Each group then selects a location and writes down or draws an image of where they are at. The teacher must try to guess by asking "You like pastries. Are you at the bakery?" The students keep track of how many correct guesses the teacher makes.

Activity 5: The teacher displays images in one column and words in another. The words are not in order. The teacher slowly reads the words aloud. Students work together to match words and images.

Activity 6: Complete the Check for Learning task identified above.

The sample learning experience sequence is carefully designed to move learners along the continuum from input to application. This learning episode focuses on providing comprehensible input since the lesson can-do statement focuses on the interpretive mode. The check for learning at the end of the episode requires learners to apply their new learning by demonstrating that they understand the new words and phrases. They do not produce language in the check for learning. In subsequent learning episodes, learners will move from input to output.



Materials Needed

Instructors identify the materials needed to successfully implement the learning plan in this section. Resources include any authentic print and non-print resources that are appropriate to the language proficiency and age level of the learners, as well as other materials that facilitate the activities outlined in the learning experiences section.

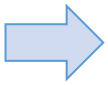
- authentic images of places and activities that will be used - screenshots from video when possible
- time lapse video of target culture city that shows multiple places and activities
- tourist type map of selected city
- images with captions possibly from a tourist website

Additional Learning Episodes

Subsequent learning episodes will continue to work with the other lesson can-do statements that address the program can-do statement and performance assessment task shown below. Instructors continue to monitor evidence from the checks for learning for each learning episode. The model curriculum Our Identities: Here and There suggests possible checks for learning for each of the lesson can-do statements. Learners demonstrate their learning by completing the performance task that was aligned with the program can-do statement when the majority of students have demonstrated success with each of the lesson can-do statements.

Program Can-Do Statement & Performance Assessment Task #1

I can ask for and give information about personal interests.



Students interview a partner to identify similarities and differences using a personal interest card that students have created. To support their answers, students select images of people, places, things, activities, and hobbies that have personal meaning for them.

Lesson Can-Do Statements	Checks for Learning
1.1 Interpretive I can identify activities and hobbies when they are named in spoken or written text.	**Slap Jack** Students work in pairs. The teacher reads aloud a sentence that mentions an activity or hobby. Students race to be first to touch the image. For reading comprehension, the teacher displays a sentence. Students race to be the first to touch the image named.
1.2 Interpretive I can identify places associated with activities and hobbies when they are named in spoken or written text.	**Hold Ups** Students are given a set of images showing various places. They listen as the teacher describes what she is doing and where she is. They then hold up the correct place. *Interpretive Listening* **Picture Sequencing** Students read a short passage that details where someone went during a day. Based on what they read, they arrange images to show the correct order of places. *Interpretive reading*
1.3 Interpretive I can recognize key words when reading simple text related to activities and hobbies.	**Guided Reading with a Highlighter** Students read silently and highlight information about the activities and places mentioned in an authentic text. They then use that information to complete a graphic organizer. Alternatively, students may listen as a text is read to them and highlight key words.
1.4 Interpersonal I can ask and answer questions to identify activities and hobbies I have in common with others and react appropriately.	**Find Someone Who** Students list activities and hobbies and survey their classmates to find out asking about likes and dislikes to see what they have in common with their classmates.
1.5 Interpersonal I can ask and answer questions to share likes and dislikes related to people, places, activities and hobbies and find out more about those of another person.	**Inside/Outside Circles** The teacher displays images of activities, places and hobbies. Students select 4 images making note of the images they selected. Students interview each other in inner/outer circles. They have a set amount of to ask and answer questions to find out if they have any images in common.