** 2014 Student Program Lesson Plan Template**

*For step-by-step help in completing this document, please see the accompanying guide.*

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| **Date:** | **July 8, 2016** | **Class:** |  **Level 3 / Unit 3 My Relationships/ Rendering Service** |

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| **Definition and Guiding Question** |

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| **LESSON** | **LEARNING EPISODE** |
| For the purpose of this STARTALK template a *lesson* is defined as a single learning experience lasting no more than ninety minutes. Learning experiences occur both in the classroom and/or in other settings. Longer blocks of time will involve several learning episodes and lesson plans. | For the purpose of this STARTALK template a *learning episode* is defined asa learning experience that addresses a specific aspect of a learning target or can-do statement. 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 and will rarely be more than twenty minutes. |

**Questions to Consider Before and During Lesson Planning**

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| **Do the activities in the lesson*** 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)?
* give students a reason for needing to/wanting to pay attention and be on task?
* vary in the level of intensity and the amount of physical movement required?
* take an appropriate amount of time considering the age of the learner?
* make the learner, not the teacher, the active participant?
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| **STAGE 1: What will learners be able to do with what they know by the end of this lesson?** |

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| **DO***What are the learning targets for this lesson?*  | **KNOW***What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?* |
| \*I can explain how serving in my community has positive effects. | To help each otherEvery day (week, morning, etc.)After schoolServiceProjectApprovalWork togetherCooperateVolunteer |

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

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| **What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?** |
| Students will be placed in groups of 3 or 4 to play “Would You Rather”. Using prepared cards, students will read two options of community service projects and each person in the group will make their selection, describing why that service project is a better option than the other. Each group will then present their idea to the class. |

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

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| How will you facilitate the learning? **What activities will be used to ensure learners accomplish the lesson can do? What will the teacher be doing? What will the students be doing?** |

**Opening Activity**

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| *How can you capture the students’ energy and commitment for today’s lesson?***Show the class pictures of people doing acts of service in the community (examples: working with the elderly, picking up trash, working in a food kitchen, etc) and pictures of people not doing service (examples: littering, doing graffiti, walking past a person in need, etc). Discuss what each act of service is and why it is helpful in the community.** | Time:20 min |

**Learning Episode**

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| **Place students in pairs and give them instructions to create a 3 colum sheet, labeling each column “project”, “supplies” and “benefits”. Students will brainstorm a list of projects, what supplies might be needed and the benefits of that project.**  | Time:10 min |

**Learning Episode**

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| **Place student pairs into groups of 4 or 6 and from the list each pair came up with, have them select a the option they like best and review and revise the supplies needed and benefits of the project**  | Time:10 min |

**Learning Episode**

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| **Groups will present their ideas to the class and try to convice the class that their project would be most valuable. Students will vote on the best idea for a service project.** | Time:40 min |

Add additional learning episodes if necessary.

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| **Materials needed for this lesson**  |

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| **Pictures of people doig service projects and pictures of people being counterproductive.** |

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| **Reflection/Notes to Self** |

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