** 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/ Dating** |

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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 as  a 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?** |

Top of Form

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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 describe my ideal date. | What would you like to do?  To see each other  To pick you up  To hold hands  Be on time, be late  [activity vocabulary from prior units] |

Bottom of Form

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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 choose a famous person (alive or dead) with whom they would like to go out.  They will be allowed to pull up a picture of this person on their phones if desired.  Students will then pair up with another student and explain who they would like to go out with and why they picked that person.  They will also describe what activities they would do on a perfect date with that person. |

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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?*  **Using the target vocabulary and structures, tell the story of your first date, including pictures if possible, circling around the target vocabulary and structures for emphasis. The story can be embellished with absurd or silly facts in order to include the vocabulary ad structures and grab the attention of the students** | Time: |

**Learning Episode**

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| **Post the vocabulary and structures for students to view. Go through each one asking in the target language and have students write down what each one means based on the story they have just heard. Go through responses until the corret answer is produced and then re-circle for emphasis.** | Time: |

**Learning Episode**

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| **Toss a ball to a student and ask “would you like to [list an acitivity one might do on a date]”. They will answer “yes” and you will say, “I will pick you up at \_\_\_\_\_”. The student will answer by telling you to be on time or that they will be late. They will then toss the ball to another student and repeat the dialgogue until all students have had a chance.** | Time: |

**Learning Episode**

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| **Students will select a famous person they would like to ask out on a date. They will then be partnered up and student 1 will play themselves, while student 2 will pretent to be student 1’s famous person. Student 1 will ask their famous person (student 2) out on a date, suggesting an activity and propsing a time to pick them up. Student 2 responds appropriately.** | Time: |

Add additional learning episodes if necessary.

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| **Materials needed for this lesson** |

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| **Story of first date with pictures. This can be done in powerpoint, or some other visual format.** |

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| **Reflection/Notes to Self** |

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