

APPROACHES TO LESSON PLANNING AND ACTIVITY DESIGN

by Kateryna Huretska

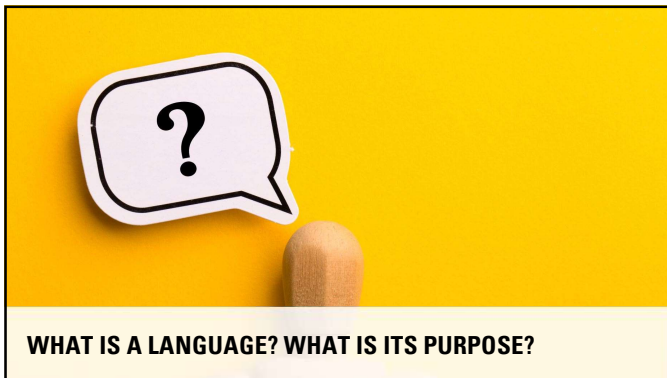
1



AGENDA

1. Linguistic and language competencies
2. Backward Design
3. Practice
4. Q&A

2



WHAT IS A LANGUAGE? WHAT IS ITS PURPOSE?

3

COMPETENCIES

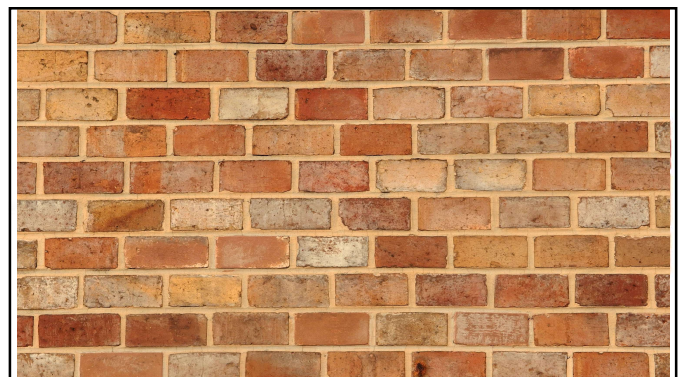
- **Linguistic:**
 - Phonics
 - Vocabulary
 - Grammar
- **Language:**
 - Listening
 - Speaking
 - Reading
 - Writing

4

LINGUISTIC COMPETENCIES

- ✓ **Phonics** (to pronounce and to recognize sounds)
- ✓ **Vocabulary** (to memorize and understand the meaning of words):
 - ✓ Passive vocabulary
 - ✓ Active vocabulary
- ✓ **Grammar** (to put learned words together in a sentence)

5



6

LINGUISTIC COMPETENCIES
WHAT KIND OF LINGUISTIC COMPETENCY IS IT?

A student is reading:



7

LINGUISTIC COMPETENCIES
WHAT KIND OF LINGUISTIC COMPETENCY IS IT?

*A student is listening to a text
and filling out gaps:*

I usually _____ at 7 o'clock in the morning. First, I brush my teeth and wash my face. Then I _____ breakfast, usually some toast and tea. At 8 o'clock I go to work. I finish work at 5 o'clock in the evening. After work, I go home, cook dinner, and _____ TV for a while. Before going to bed, I like to read a book. Finally, I go to sleep at about 11 o'clock.

8

LINGUISTIC COMPETENCIES
WHAT KIND OF LINGUISTIC
COMPETENCY IS IT?

*A student is
looking at the
picture and
answering the
question:*

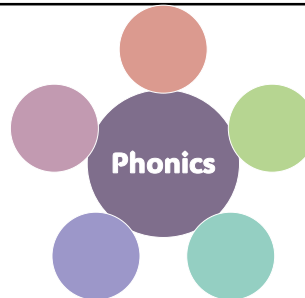
How often do you cook fish?
I cook fish once a week.

| | | | | | | |
|---|--|--|--|--|--|--|
| ✓ | | | | | | |
|---|--|--|--|--|--|--|

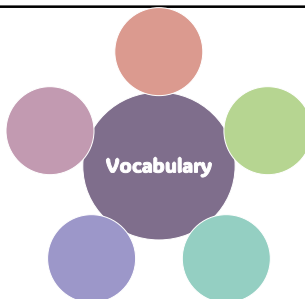
How often do you play soccer?
I play soccer 3 times a week.

| | | | | | | |
|---|--|---|--|---|--|--|
| ✓ | | ✓ | | ✓ | | |
|---|--|---|--|---|--|--|

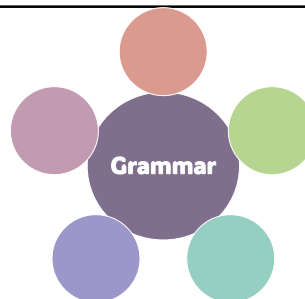
9



10



11



12

LINGUISTIC COMPETENCIES
WHAT KIND OF **LANGUAGE** COMPETENCY IS IT?

A student is reading:



13

LINGUISTIC COMPETENCIES
WHAT KIND OF **LANGUAGE** COMPETENCY IS IT?

*A student is listening to a text
and filling out gaps:*

I usually _____ at 7 o'clock in the morning. First, I brush my teeth and wash my face. Then I _____ breakfast, usually some toast and tea. At 8 o'clock I go to work. I finish work at 5 o'clock in the evening. After work, I go home, cook dinner, and _____ TV for a while. Before going to bed, I like to read a book. Finally, I go to sleep at about 11 o'clock.

14

LINGUISTIC COMPETENCIES
WHAT KIND OF **LANGUAGE** COMPETENCY IS IT?

*A student is
looking at the
picture and
answering the
question:*

How often do you cook fish?
I cook fish once a week.

| | | | | | |
|---|--|--|--|--|--|
| ✓ | | | | | |
|---|--|--|--|--|--|

How often do you play soccer?
I play soccer 3 times a week.

| | | | | |
|---|---|---|--|--|
| ✓ | ✓ | ✓ | | |
|---|---|---|--|--|

15

SUM UP

• **Linguistic:**

- Phonics
- Vocabulary
- Grammar

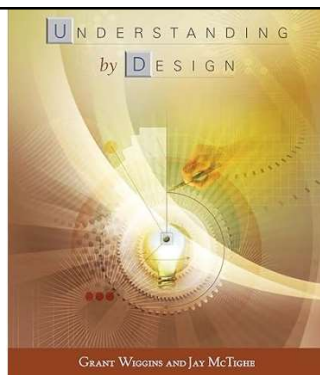
• **Language:**

- Listening
- Speaking
- Reading
- Writing



16

**BACKWARD
DESIGN**



17

BACKWARD DESIGN

In this book, Grant Wiggins and Jay McTighe explain how the backward design framework works to design course and content. Through this framework, teachers "work backwards": from considering desired goal to identifying learning materials.

Backward design helps teachers to focus more on student learning and comprehension (the outputs of teaching) rather than on their own "performance".



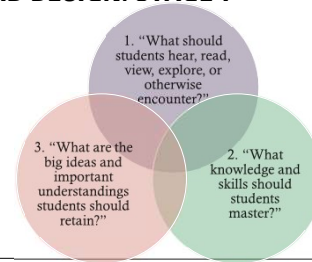
18

STAGES OF BACKWARD DESIGN



19

BACKWARD DESIGN. STAGE 1



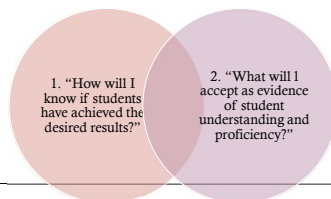
20

BACKWARD DESIGN. STAGE 2

Stage 2 requires teachers to determine the activities and assessments that, once completed by students, will act as evidence of their learning and comprehension.

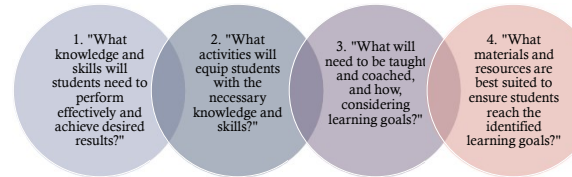
!!!

It may be helpful to think first about what mastery looks like in the "real world" before you attempt to design an assessment.



21

BACKWARD DESIGN. STAGE 3



22

BACKWARD DESIGN. RESOURCES:



WIGGINS, G. & MCTIGHE, J. 2005. UNDERSTANDING BY DESIGN. EDS. ALEXANDRIA, VIRGINIA: ASCD.



SAMPLE, M. 2011. TEACHING FOR ENDURING UNDERSTANDING. THE CHRONICLE OF HIGHER EDUCATION. RETRIEVED FROM: [HTTP://WWW.CHRONICLE.COM/BLOGS/PROFBACKER/TEACHING-FOR-ENDURING-UNDERSTANDING/35243](http://www.chronicle.com/blogs/profbacker/teaching-for-enduring-understanding/35243).



BOWEN, R.S. 2017. UNDERSTANDING BY DESIGN. VANDERBILT UNIVERSITY CENTER FOR TEACHING. AVAILABLE: [HTTPS://CFVANDERBILT.EDU/WP-CONTENT/UPLOADS/SITES/9/UNDERSTANDING-BY-DESIGN.DOCX](https://cfvanderbilt.edu/wp-content/uploads/sites/9/understanding-by-design.docx)

23

BACKWARD DESIGN

Topic: Weather

Class: Beginners

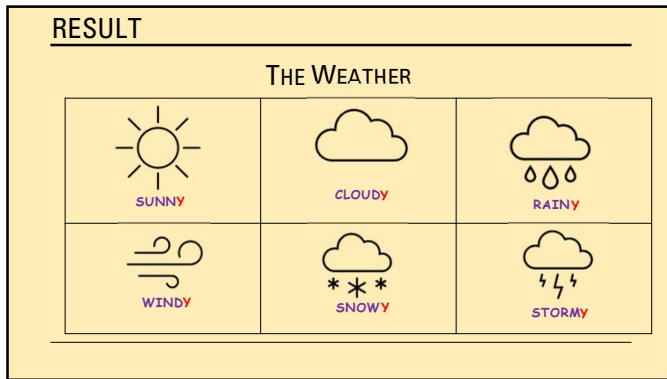
Results

Evidence

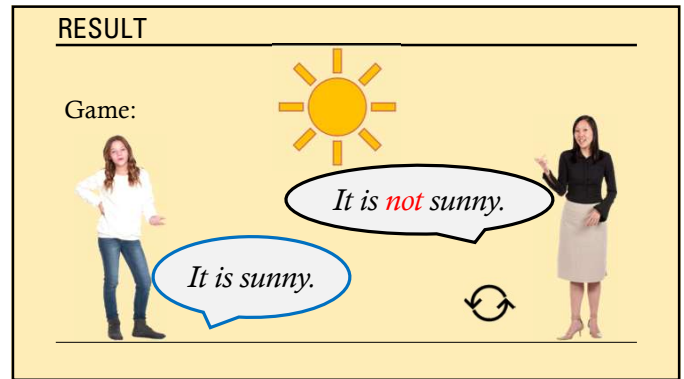
Planning



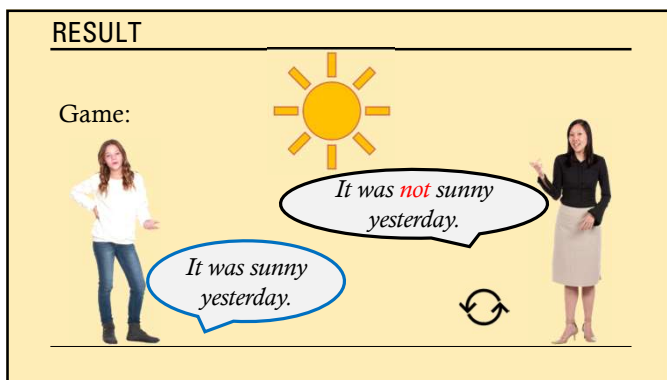
24



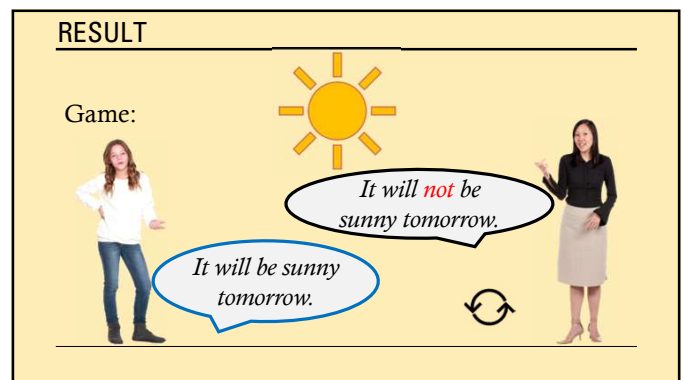
25



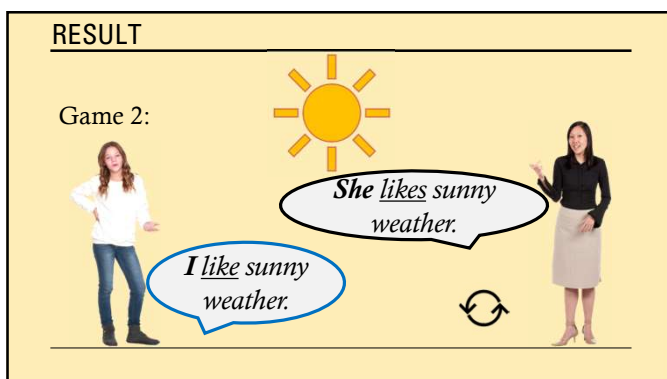
26



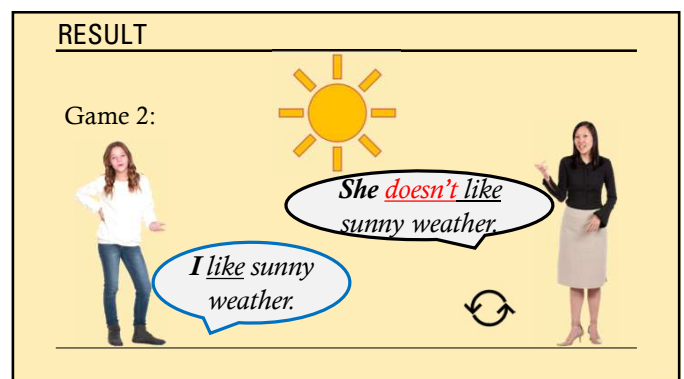
27



28



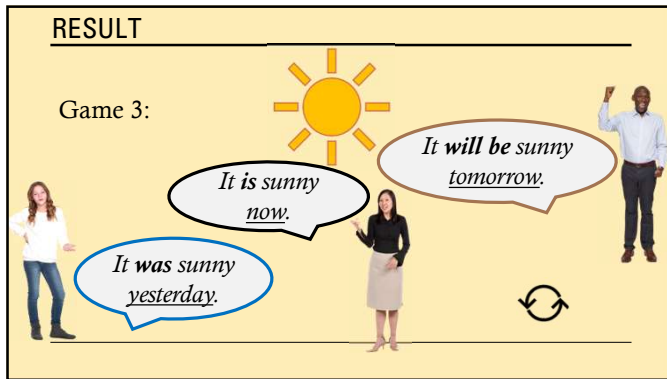
29



30

RESULT

Game 3:



It was sunny yesterday.

It is sunny now.

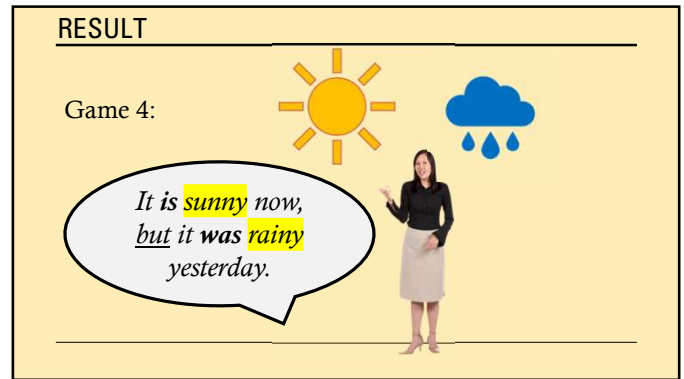
It will be sunny tomorrow.

↻

31

RESULT

Game 4:

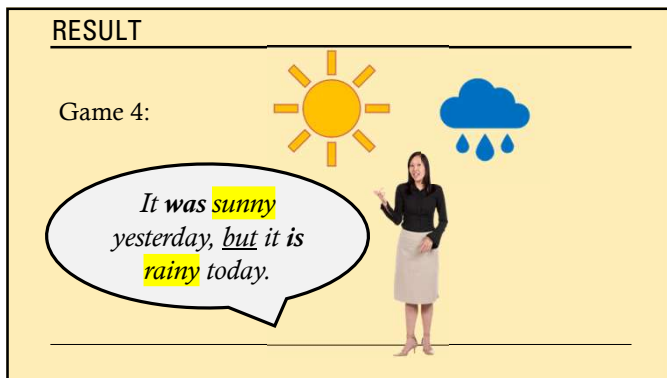


It is sunny now, but it was rainy yesterday.

32

RESULT

Game 4:



It was sunny yesterday, but it is rainy today.

33

ACTIVITY DESIGN

Goal

Plan:

1. Now it is your turn!
2. Topic: Daily routine
3. Class: True Beginners

34

ACTIVITY DESIGN

Now it is your turn!

Topic: Hobbies

Class: Low Intermediate

35



THANK YOU!

36