



**UNLOCKING LESSON PLANNING:
HOW TO USE INTERCHANGEABLE BLOCKS
AND ROUTINES TO PLAN FOR PROFICIENCY**

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MICHIGAN STATE UNIVERSITY & WILLIAMSTON PUBLIC SCHOOLS



MIWLA 2024

Thursday | October 10

maflt.cal.msu.edu/pd-posts/2024/miwla-fill-your-plate

MAESTRA HALEY ROONEY

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LanierLingvista.org
Amanda@lanierlingvista.org

	Mon	Tue	Wed	Thu	Fri
	Attendance/announcements				
8:00 - 8:15	Word of the week				
	Unit 3 - speaking	Interpersonal speaking		Unit 3 - speaking	Class meeting
8:15 - 8:30	Cultural investigation		Unit 3 - Presentational writing	MTSS	
	1 hand, 2 hands	Unit 3 - Interpretive listening		listening	Unit 3 summative assessments
8:30 - 8:45	Unit 3 - Interpretive listening		Human bingo	Show what we know Unit 3 - Interpretive reading	
	Unit 3 - Interpretive listening Formative assessment	Unit 3 - Interpretive reading	Unit 3 - Formative assessment	Unit 3 -	
8:45 - 9:00	SEL/planners/homework check-in				

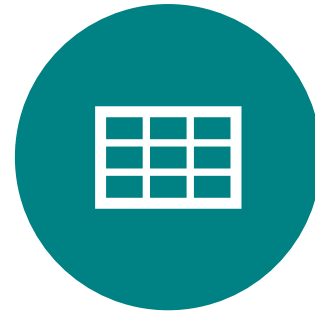
**WHAT DO YOU
NEED TO SERVE
A MEAL?**







What do you need to serve a meal?



Write down everything you remember seeing on the table.



THINK ABOUT A NORMAL CLASS PERIOD.

WHAT INDIVIDUAL COMPONENTS
MAKE UP THAT TIME?



Dinner Plan

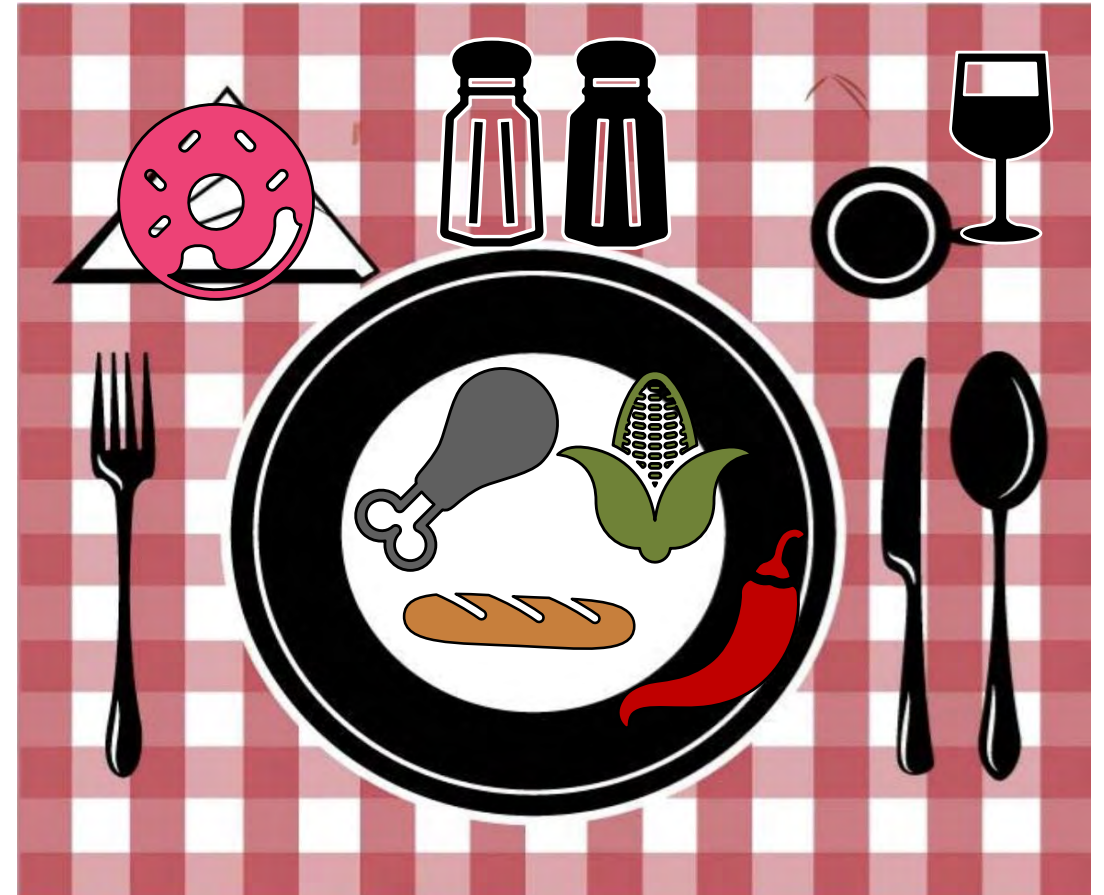
	Mon	Tue	Wed	Thu	Fri	Sat	Sun
protein	chicken	beef	fish	pork	chicken	beef	chicken
carb	rice	potatoes	chickpeas	beans	pasta	rice	potatoes
vegetable	broccoli	carrots	spinach	asparagus	corn	peas	green beans

Dinner Plan

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
protein	chicken	meatloaf	salmon	pork	chicken	beef	chicken
carb	cilantro lime rice	potatoes	chickpeas	beans	alfredo pasta	fried rice	garlic dill roasted potatoes
vegetable	corn	carrots	spinach	grilled asparagus	broccoli	peas	green beans
+	cilantro & lime	brown sugar ketchup sauce	--> curry	creamy mustard dressing	creamy mustard dressing	sweet chili sauce	lemon yogurt dressing

Meal planning

- Given: plate, silverware, napkin, glass
- Guiding: protein, carb, vegetable, drink
- Gourmet: Gourmet, sauce, seasoning, dessert



WHAT
COMPONENTS
DO YOU NEED
TO INCLUDE IN
A GOOD
LESSON?





	Mon	Tue	Wed	Thu	Fri
8:00 - 8:15	Unit 3 – Interpretive reading	Unit 3 – Interpersonal speaking	Unit 3 – Presentational writing	Unit 3 – Interpersonal speaking	Unit 3 summative assessments
8:15 - 8:30	Unit 3 – Interpretive listening	Unit 3 – Interpretive listening		Unit 3 – Interpretive listening	
8:30 - 8:45		Unit 3 – Interpretive reading	Unit 3 – Interpretive reading	Unit 3 – Interpretive reading	
8:45 - 9:00		Unit 3 – Interpretive reading	Unit 3 – Interpretive reading	Unit 3 – Presentational writing	





	Mon	Tue	Wed	Thu	Fri
	Attendance/announcements				
8:00 - 8:15	Word of the week				
8:15 - 8:30	Unit 3 - Activity A	Unit 3 - Activity C	Show what we know	Class meeting	Unit 3 summative assessment
	1 hand, 2 hands		Unit 3 - Activity E	Unit 3 - Activity F	
8:30 - 8:45	Unit 3 - Activity B	Human bingo		Independent online practice	
	Formative	Unit 3 - Activity D	Formative		
8:45 - 9:00	SEL/planners/homework check-in				

WHAT IS LESSON PLANNING?

“Lesson planning is the process of taking everything we know about teaching and learning, along with everything we know about the students in front of us, and putting it together to create a road map for what a class period will look like.”

- Purgason, K. (2013).

ORDER OF EVENTS

“[Effective planning] involves thinking a great deal, first, about the specific learnings sought, and the evidence of such learnings, before thinking about what we, as the teacher, will do or provide in teaching and learning activities ”

- *Wiggins and McTighe (2005).*

Lesson planning

- **Given:** attendance, announcements, SEL lessons, FVR
- **Guiding:** curriculum lessons and tasks, assessments,, MTSS, RTI
- **Gourmet:** community building, rich input opportunities, formative assessments, output opportunities, cultural investigations, fun stuff



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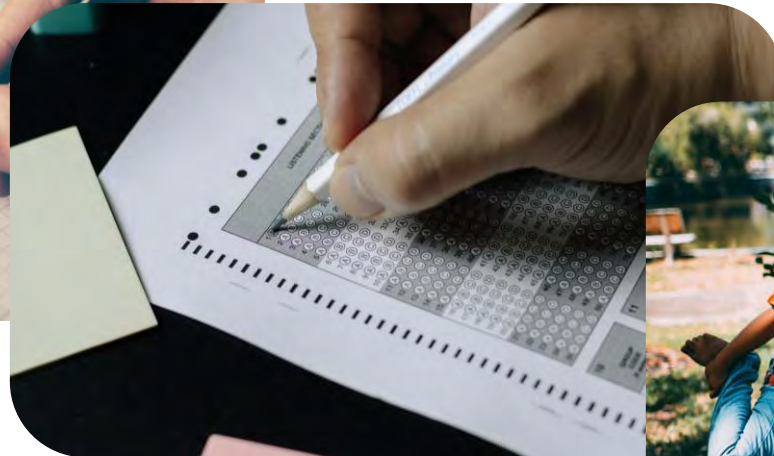


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WHAT IS LESSON PLANNING?

“The wealth and variety of **instruction materials** available, the emphasis on **meeting school or district objectives**, and the **wide range of student aptitudes** in most classrooms are but a few of the factors that **virtually necessitate thinking and planning** for the term, coming weeks, or even the next day. ”

- *Yinger (1979).*

Given components

Record keeping	Assessment	Scheduling	Student-level	Physical space
Attendance	Summative	Assembly	Check ins	Materials out/in
Planners	Formative	Homeroom	SEL lessons	Clean up
Accommodati on tracking	Reflection	Drills	PBIS	
Homework checks		Transitions	Expectations	

Guiding components

Modes	Input	Output	Culture
Interpretive	Reading	Writing	Investigation
Interpersonal	Listening	Speaking - presentational	Interaction
Presentational	Videos/clips	Speaking - interpersonal	

ALL THE REST

“Language teachers can ill afford to ignore the **sociocultural reality** that influences **identity** formation in the classroom, nor can they afford to separate the linguistic needs of learners from their **social needs**. In other words, language teachers cannot hope to fully satisfy their **pedagogic obligations** without at the same time satisfying their **social obligations**. ”

- *Kumaravadivelu, B (2001).*

Gourmet components

Motivation	Reflection	Community	Movement	Culture & Arts	"I need a break"	"Please sit and be quiet for 5 more minutes."
Goal setting & reflection	3-2-1-0	Find someone who...	1 hand, 2 hands	Song of the week/day	FVR	Logic puzzles
See what we know	Fist to five	Human bingo	4 corners	Picture talk: fine art	Online practice	Mystery pictures
PQA	Exit ticket	Class meeting	Everybody acts	Clip chat: commercials	mystery pictures	Word searches
Current news	Self-correct	Password	Stand, hands, pair up	Current news	Edpuzzle	
		Storyasking	Plates			
			House, rock, tree			

Prioritizing:

List of potentials this week:

- Chicken alfredo pasta
- Strawberry spinach salad
- Meatloaf & potatoes
- Ground beef, veggies, rice bowls
- Pizza
- Order out

Priority: Taste

1. Chicken alfredo
2. Pizza
3. Ground beef bowls

Priority: Ingredients

1. Spinach salad
2. Meatloaf
3. Ground beef bowls

Priority: Low prep

1. Pizza
2. Order out
3. Spinach salad

Prioritizing:

List of potentials this week:

- Class meeting
- Storyasking
- Stand out
- Shrinking summary
- Password
- Clip chat
- Show what we know
- Human bingo

Priority: Input

1. Storyasking
2. Clip chat
3. Shrinking summary

Priority: Output

1. Human bingo
2. Shrinking summary
3. Class meeting

Priority: Community

1. Class meeting
2. Human bingo
3. Storyasking

How to:

1. Identify your “given” components.

- ❖ attendance, announcements, SEL check-ins, planner checks, MTSS/RTI

2. Identify what components you choose or are “guiding” you to do as part of your curriculum/standards/etc.

- ❖ lessons and activities from the curriculum

3. Identify what components you might like to do to add some “gourmet” flavor to your lessons.

- ❖ extra input, classroom community builders, cultural investigations

4. Identify a goal you have through these extra components.

5. Prioritize your extra components with your goal in mind.

<https://bit.ly/lang-plan>

IN SMALL
GROUPS, PLAN A
5-DAY UNIT IN A
WL CLASS.



How to:

1. Choose a format

Weekly Plan

	Mon	Tue	Wed	Thu	Fri
8:00 - 8:15					
8:15 - 8:30					
8:30 - 8:45					
8:45 - 9:00					

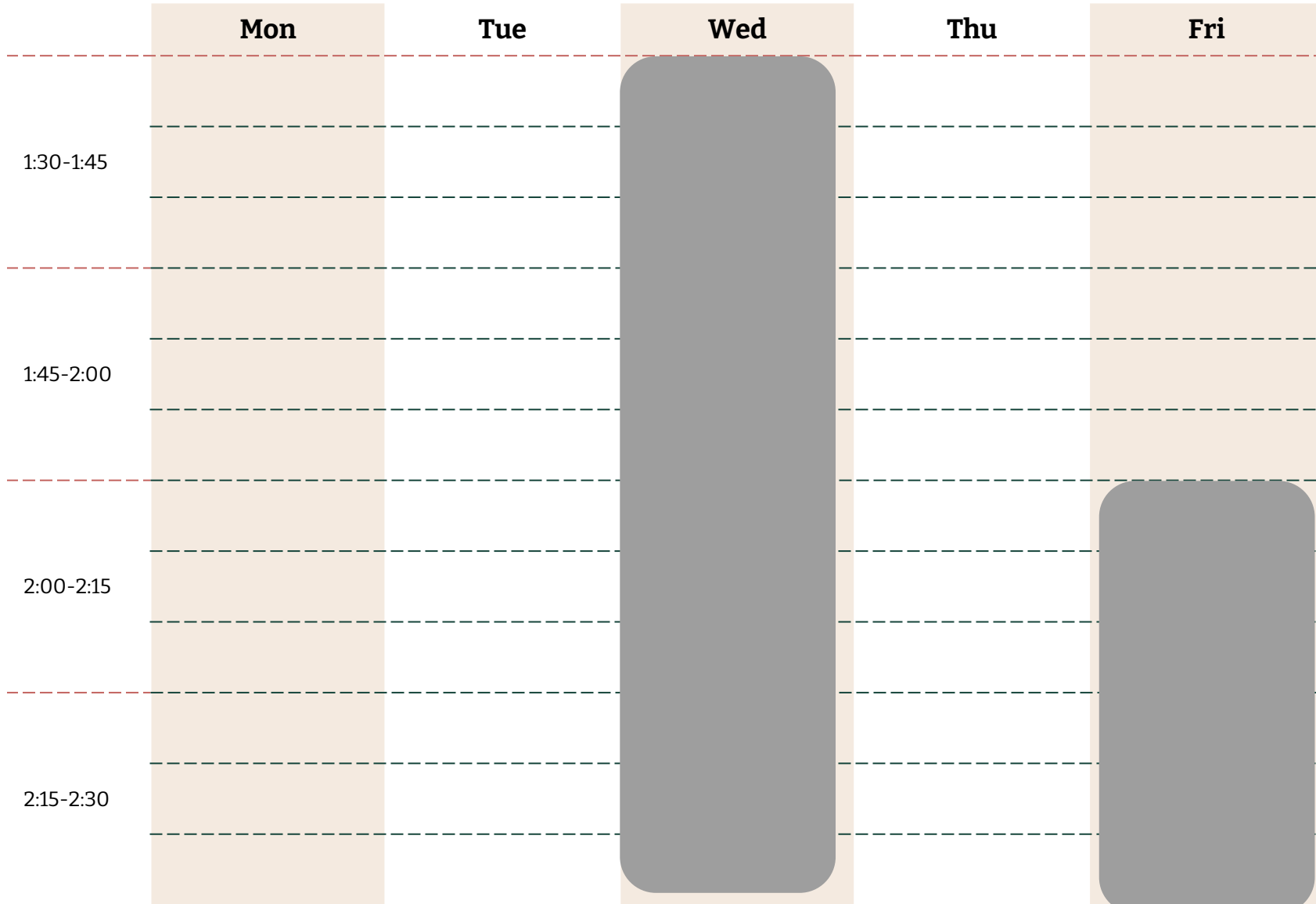
Unit/Monthly Plan



	Week 1					Week 2					Week 3					Week 4				
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
8:00 - 8:15																				
8:15 - 8:30																				
8:30 - 8:45																				
8:45 - 9:00																				

How to:

1. Choose a format
2. Adjust the plan to your schedule



How to:

1. Choose a format
2. Adjust the plan to your schedule
3. Add the “given” components

Weekly Plan

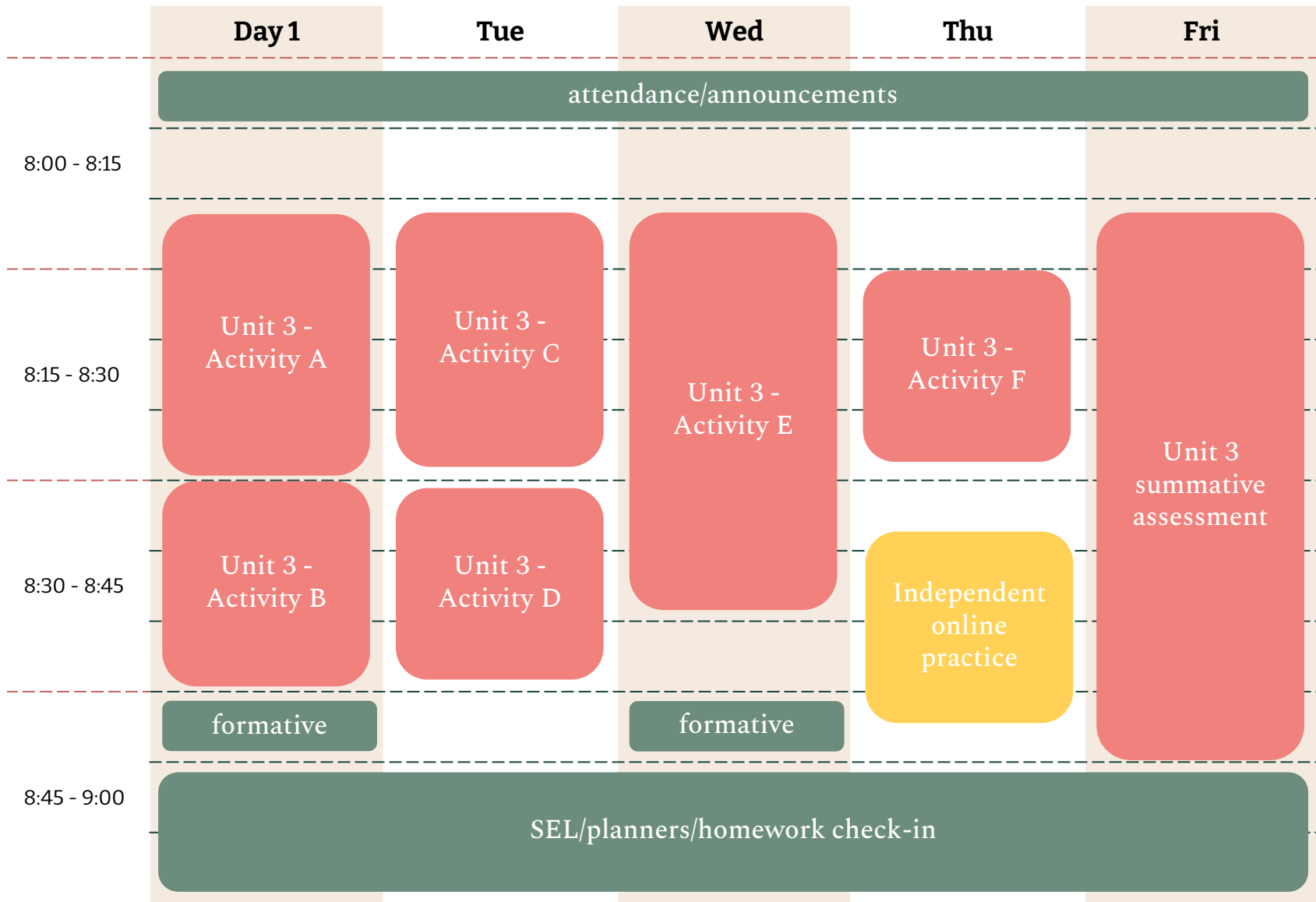
	Mon	Tue	Wed	Thu	Fri
8:00 - 8:15	attendance/announcements				
8:15 - 8:30					
8:30 - 8:45					
8:45 - 9:00		formative		formative	
	SEL/planners/homework check-in				

How to:

1. Choose a format
2. Adjust the plan to your schedule
3. Add the “given” components
4. Add the “guiding” components

This might just look like saying “this activity on Monday, this one on Wednesday, test on Friday etc.”

That’s okay at this step.



How to:

1. Choose a format
2. Adjust the plan to your schedule
3. Add the “given” components
4. Add the “guiding” component
5. Add the “gourmet” components

This might mean moving things around within a class period or week.

This is also where it's important to have already prioritized activities based on your goals.



	Mon	Tue	Wed	Thu	Fri
	Attendance/announcements				
8:00 - 8:15	Word of the week				
8:15 - 8:30	Unit 3 - Activity A	Unit 3 - Activity C	Show what we know	Class meeting	Unit 3 summative assessment
	1 hand, 2 hands		Unit 3 - Activity E	Unit 3 - Activity F	
8:30 - 8:45	Unit 3 - Activity B	Human bingo		Unit 3 - Activity D	
	formative		formative		
8:45 - 9:00	SEL/planners/homework check-in				

TAKE AWAY

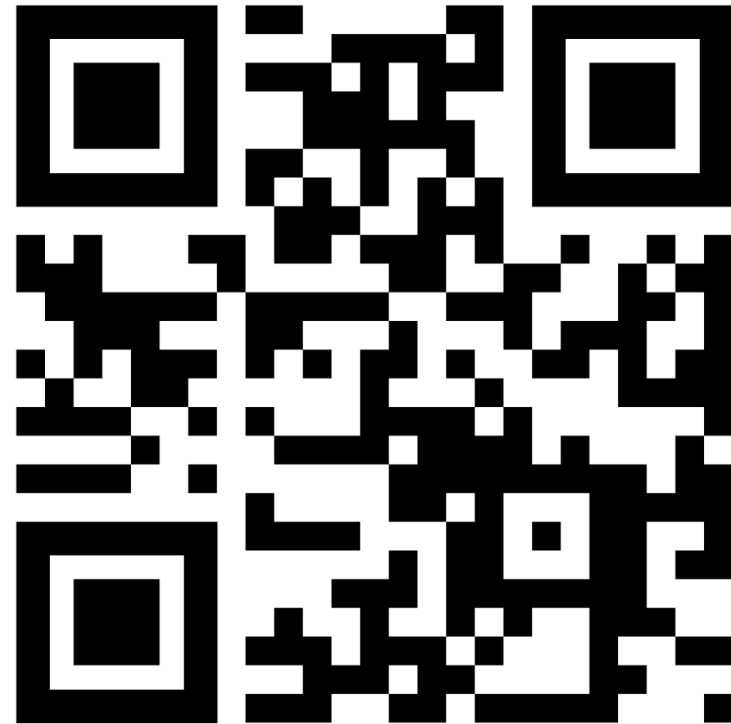
Access your own copy of the planning framework

<https://bit.ly/blocksplan>



READ MORE & ACCESS SLIDES

<https://bit.ly/maf1t>



FURTHER READING

Language Meal Planning - <https://rooneyedu.wordpress.com/>



EXPLORE MORE MAFLT EXPERIENTIAL MODULE PROJECTS

Teaching for Proficiency Using the Backward Design Approach & Portfolio Assessment - A Self-Guided Professional Development Training

<https://sites.google.com/msu.edu/kls-maftl-portfolio/>



Check out the entire MAFLT EM Showcase:
<https://mafltshowcase.commons.msu.edu>

Planning for Proficiency via Understanding by Design

<https://sites.google.com/msu.edu/planningforproficiency/>

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<https://doi.org/10.1080/00405847909542827>



MIWLA 2024 | "Working Smarter, Not Harder"

SMART Programs Plan Together: Your Take-Home Guide to Teacher-Led Strategic Planning

Presented by Dr. Amanda Lanier

Michigan State University | <https://lanierlingvista.org>

Make sure to
check this out...

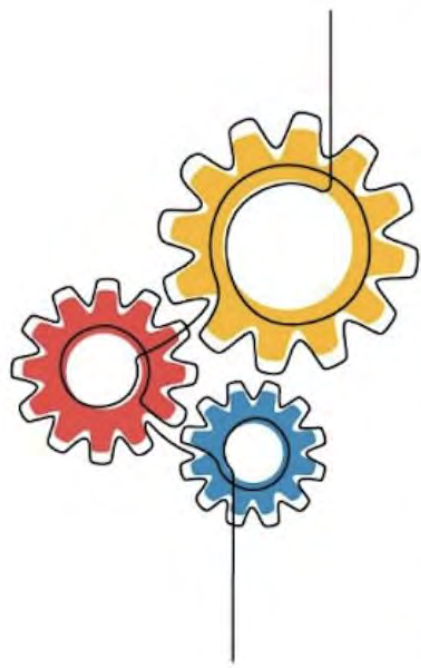
It's like the next
level!

DR. AMANDA LANIER
2PM FRIDAY, ROOM 102

MIWLA 2024 | October 11, 2024

**SMART PROGRAMS PLAN TOGETHER: YOUR TAKE-HOME
GUIDE TO LANGUAGE-TEACHER-LED STRATEGIC PLANNING**

Haley Rooney & Amanda Lanier: Unlocking Lesson Planning: How to Use Interchangeable Blocks and Routines to Plan for Proficiency



WORKING
SMARTER
NOT
HARDER

MIWLA 2024

**WE VALUE YOUR FEEDBACK!
PLEASE TAKE A MOMENT TO
EVALUATE THIS SESSION:**



<https://tinyurl.com/MIWLA2024>

- ~~“Gourmet” or “gourmet” components—need slides that present those, and include some specific activities/techniques/strategies~~
- ~~“Given” externally guiding elements~~
- ~~Plate that is an actual planning schematic~~
- ~~Shape up the “planning puzzle” slides~~
- ~~Meal planning calendar— as a sequence of dinners, not every meal every day~~
- ~~Think about color coding for the guiding, the gourmet, and the flexible pieces~~

- Traditional / novice teaching of lesson planning and “what is a lesson plan for?”
- Visuals for the plate icebreaker
- Interaction re: components to include in a lesson
- General design unification (later)
- Handout