|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Language Level** |  | | **Grade** |  | | **Date** |  | | **Day in Unit** | |  | **Minutes** |  |
| **Unit Theme and Question** |  | | | | | | | | | | | | |
| **Daily topic:** |  | | | | | | | | | | | | |
| **STEP 1: STANDARDS** | **METACOGNITIVE QUESTIONS BEFORE PLANNING WITH STANDARDS** | | | | | | | | | | | | |
| What are the communicative and cultural objectives for the lesson?  How is culture embedded using the target language for the lesson? | **Communication**  *and*  **Cultures** | *Which modes of communication will be addressed?* | | | * *How do learners interact and negotiate meaning in spoken or written conversation to share information, reactions, feelings, and opinion?* * *How do learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics?* * *How do learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers?* * *How do learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied?* * *How do learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied?* | | | | | | | | |
| 🞏 Interpersonal | | |
| 🞏 Interpretive | | |
| 🞏 Presentational | | |
| **If applicable,** indicate how Connections • Comparisons •  Communities will be incorporated into the lesson. | **Connections** | * *How do learners reinforce and further knowledge of other disciplines in this lesson?* * *How do learners access and evaluate information and diverse perspectives that are available in the language and its cultures?* | | | | | | | | | | | |
| **Comparisons** | * *How do learners use the language to investigate, explain and reflect on the nature of language through comparisons of the language studied and their own?* * *How do learners use the language to investigate, explain and reflect on the concept through comparisons of the cultures studied of the language studied and their own?* | | | | | | | | | | | |
| **Communities** | * *How do learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world?* * *How do learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement?* | | | | | | | | | | | |
| **STEP 2: PLANNING** | **LESSON OBJECTIVES** | | | | | | | | | | | | |
|  | **Communication**  *and*  **Cultures** |  | | | | | | | | | | | |
|  | **Connections** |  | | | | | | | | | | | |
|  | **Comparisons** |  | | | | | | | | | | | |
|  | **Communities** |  | | | | | | | | | | | |
| **Lesson Sequence** | **Activities/Strategies**  What will learners do?  What does the teacher do? | | | | | | | **Time\***  How many minutes will this segment take? | | **Materials • Resources •**  **Technology**  Be specific. What materials will you develop? What materials will you bring in from other sources? | | | |
| **Gain Attention / Activate Prior Knowledge “The hook”** |  | | | | | | |  | |  | | | |
| **Provide Input** |  | | | | | | |  | |  | | | |
| **Elicit Performance / Provide Feedback** |  | | | | | | |  | |  | | | |
| **Provide Input** | *If applicable* | | | | | | |  | |  | | | |
| **Elicit Performance / Provide Feedback** | *If applicable* | | | | | | |  | |  | | | |
| **Closure** |  | | | | | | |  | |  | | | |
| **Enhance Retention & Transfer** |  | | | | | | |  | |  | | | |
| **STEP 4:**  **Metacognitive Reflection:**   * *How did this specific lesson advance the big idea or generalization of the unit? In what ways did the chosen strategy work toward a larger purpose at the beginning of the lesson (e.g., engaging students, increasing curiosity, stimulating student-generated questions, etc.)? In what ways did the chosen strategy cement the learning?* * *How did my students and I strategically use technology resources to enhance the learning experience (and support “meeting the just-right challenge,” “building relationships,” “creating relevancy,” and/or “fostering disciplinary literacy”)?* * *In what ways did the learning target support the generalization?* * *Which instructional strategies fostered learning the lesson’s skills, processes, or content?* * *What evidence showed that the strategies impacted student learning? How were the strategies effective through the learning process?*   **Formative Assessment**   * *What “indicators of success” showed that the students are gaining mastery?* * *How will I use that evidence in a feedback loop?* |  | | | | | | | | | | | | |

\* Remember that the maximum attention span of the learner is approximately the age of the learner up to 20 minutes. The initial lesson cycle (gain attention/activate prior knowledge, provide input and elicit performance/provide feedback) should not take more than 20 minutes. The second cycle (provide input and elicit performance/provide feedback) should be repeated as needed and will vary depending on the length of the class period.