

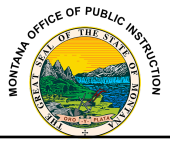
Lesson Plan Template for World Languages Steps 1-4

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?		<ul style="list-style-type: none"> 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? 					
		<input type="checkbox"/> Interpersonal							
		<input type="checkbox"/> Interpretive							
		<input type="checkbox"/> Presentational							
If applicable, indicate how Connections • Comparisons • Communities will be incorporated into the lesson.	Connections	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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? 							



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STEP 2: PLANNING		LESSON OBJECTIVES	
	Communication <i>and</i> 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	<i>If applicable</i>		
Elicit Performance / Provide Feedback	<i>If applicable</i>		
Closure			
Enhance Retention & Transfer			



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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.