

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								
<p>What are the communicative and cultural objectives for the lesson? How is culture embedded using the target language for the lesson?</p>	<p>Communication and Cultures</p>	<p><i>Which modes of communication will be addressed?</i></p>			<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							
<p>If applicable, indicate how Connections • Comparisons • Communities will be incorporated into the lesson.</p>	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? 						
	Essential Skills & Core Practices		<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 and Cultures		
	Connections		
	Comparisons		
	Essential Skills & Core Practices		
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.