

Class & Targeted Proficiency Level(s): _____

Date: _____

Overarching Objective

Today we will: _____

Because: _____

3 STRUCTURES

1. _____ 2. _____ 3. _____

<p><u>Content and Language Objectives</u> (use verbs, see Bloom's Taxonomy)</p> <p>Students will be able to:</p> <ul style="list-style-type: none">● _____● _____● _____● _____	<p><u>Assessments</u></p> <p>I know students have learned the objectives when:</p> <ul style="list-style-type: none">● _____● _____● _____● _____
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Comprehensible Input Methods

- _____
- _____
- _____

***Content Objectives** The content objectives are designed to answer the question **“What do you want the students to know at the end of the class?”** They are more specific than the overarching goals of the fluency program. I want my students to be able to recognize and understand vocabulary/concepts in context.

***Language Objectives:** The language objectives are supposed to answer the question, **“What do I want my students to be able to do by the end of class?”** For Ben Slavic, that is to be able to understand the PQA and story on M/Tu and understand a song on Friday, and on W/Th it means that they will be able to read the embedded reading taken from the story.

Materials

Student

Teacher

<ul style="list-style-type: none">• _____• _____	<ul style="list-style-type: none">• _____• _____
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Homework:

Student- _____

Teacher- _____ (for tomorrow's lesson)

Procedures and Activities

This is your 'script'.

Content Highlights

Key phrases/concepts, 'extras' they may need to know. This is your 'quick reference' section.

Reflection:

Post-lesson realizations, changes you did, would or will make, etc.

Helpful Documents:

Bloom's Taxonomy Action Verbs: http://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf

Bryce Hedstrom and the Basics of TPRS/CI: http://www.brycehedstrom.com/wp-content/uploads/2011/09/THE_BASICIS_OF_TPRS2.pdf