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|  | **Stage of Lesson** | **Focus & Objectives of Stage** | **Examples of things students can do during the stage.** | **Components of proficiency primarily focused on** |
| **ENGAGE**(topic, activity of interest, student-centered) | **Warm up*** Student-centered
* Task-oriented
 | * Share meaningful ideas
* Activate schema
* Prepare Ss to listen
* Build interest or motivation
 | * Working with visuals
* Forms of media with context/gram ideas
* Brainstorms/Discussion (cooperative principles)
* Work with key vocabulary (help Ss prepare)
 | * Fluency
* Comprehension
* (mostly just focus on goals/objectives of warm up)
 |
| **Presentation of Text/Content**(when using a Ls/R text)**Target language focus for day** (in context or as practice from previous day) | * Meaningful tasks (first)
* Develop receptive skills
* Comprehend meaning from text
* Build content/knowldege
* Focus on Form (in context)
 | **Listen/Reading for main idea, specific info, and a focus on target language focus** * Comprehension questions/tasks (Qs, M-C, T/F)
* Tasks for ordering, labeling, completion or other
* Task to isolate target gram/vocab in text
* (optional) type of dictation or repetition of text
 | * Comprehension
* Fluency
* Tasks & Functions
* Some gram/vocab noticing
* (hear/see target language in context🡪know/don’t know)
 |
| **STUDY**(direct focus on gram/ vocab of day’s lesson) | **Practice** * Drills/Exercises can be teacher-fronted (correct errors)
* Controlled student-centered activity (can correct errors)
* Mechanical and/or meaningful use
 | * Develop productive skills
* Build accuracy through repetitive use
* Mechanical use of gram/vocab knowledge
* Build some fluency
 | * (possible) Student practice dialogue/discussion of content
* (possible) Drills: substitution, slash sentences, sentence patterns, etc. , if needed
* (possible) Exercises: from book or provided by teacher
* Activity for repetitive use of target gram/vocab
* Application of introduced/new vocabulary
 | * Fluency
* Vocabulary
* Grammar
* (consolidate target language focus of the day)
 |
| **ACTIVATE**(Ss use all language skills) | **Produce*** Freer student-centered activity
* Meaningful or creative language use
* Little or no correction
 | * Develop productive skills
* Develop more fluency
* Use language more meaningfully/creatively
 | * Focus on same content/ideas/context found in the text (Ls or R)
* Meaningful talk based on Ss’ lives/background
* (or) Creative use of language in meaningful context
* Ss “pushed” to use ALL language more spontaneously
 | * Fluency
* Comprehension
* Tasks & Functions
* (more consolidation of present and past language)
 |
|  | **Feedback** | * Give Ss feedback
* Receive Ss’ feedback
 | * Ss receive and note down T’s feedback
* Ss reflect on and provide points of view, opinions, experiences, etc during activity or class (summarize key points of lesson)
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