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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) |  |