

LESSON PLAN

Teacher:

School:

Email:

LESSON TITLE _____

LESSON SKILL TARGETED _____ (model)

CLASS LEVEL _____

TARGETED STANDARDS

I. OBJECTIVES

II. MATERIALS

III. PROCEDURES (see specific instructions for each lesson)*

IV. CULTURAL INFORMATION

V. TECHNOLOGY USED

*III. PROCEDURES

GRAMMAR INSTRUCTION GUIDELINES

Design a lesson that integrates formal instruction in the context of a whole-language approach, using the [PACE](#) model (Adair-Hauck & Donato, cited in Shrum & Glisan (2000), p. 154-157).

PACE Model Stages	Purpose and Activities
Presentation	Teacher foreshadows grammar explanation through use of integrated discourse (stories, poems, listening texts); emphasis on comprehension and meaning.
Attention	Teacher uses multiple passes and recycles story line through pictures, TPR activities, and role playing, increasing comprehension and learner participation. Emphasis is on meaning.
Co-Construct Explanation	Once comprehension is achieved and meaning understood, the teacher turns the learner's attention to focus on form. Both the teacher and the learner co-construct the grammar.
Extension Activity	Through extension activities, learners need to use grammatical structures to carry out particular functions and tasks.

LISTENING & READING COMPREHENSION - INTERACTIVE MODEL GUIDELINES

Design lessons that include all stages from the following model (Shrum & Glisan, 2005; pp. 176-178):

Phases of Model	Sample Class Activities
Preparation	<ul style="list-style-type: none"> Preview the text Establish a purpose Predict meaning Activate background knowledge Preview unfamiliar content Anticipate new vocabulary and text language
Comprehension	<ul style="list-style-type: none"> Skim for gist Scan for specific information Create a list of main ideas Match main ideas to key details

<p>Interpretation</p>	<p>Read/listen/view “between the lines” Collaborate to identify the 3Ps found in the text Ask each other questions about content, inferences, and author intent/perspective Share opinions of and reactions to text</p>
<p>Application</p>	<p>Create a written summary and/or design oral/video presentation Create follow-up product such as letter, advertisement, new beginning or ending</p>
<p>Extension</p>	<p>Analyze features of two texts and compare content and organization</p>

INTERACTIVE SPEAKING ACTIVITY GUIDELINES

Create an activity to provide speaking interaction among your students (information-gap, paired interview, role-play, imaginative, culture-based, etc.). Decide what the purpose of the activity is and how it relates to your chapter/unit/course objectives. Identify functions/contexts, grammar, and/or vocabulary that are integrated. Include specific instructions and your procedure for grouping students.

IV. CULTURAL INFORMATION

All lessons must be based on a product and/or practice of Costa Rican culture. The perspective(s) underlying this product and/or practice must be examined in the lesson as well.

V. TECHNOLOGY USED

Indicate what technology will be needed throughout the lesson for successful completion.