**MICRO-LEVEL: LESSON PLANNING: *Planning for a single lesson, as part of a module/unit plan and a longer-term program***

**Planning at this level involves detail for each lesson taught, including specific content, pedagogies and scaffolds, key questions, interactions/experiences and assessment, with links to AC:L identified.**

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| **YEAR LEVEL** e.g. Year 5 | | **CLASS** e.g. 5A | | **LANGUAGE** e.g. Japanese |
| **TERM** e.g. 3 | | **LESSON TIME/DAY** e.g. Friday Lesson 2 10-11 | | **DURATION** e.g. 60 mins |
| **MODULE/UNIT TITLE**  e.g. What do you play? | | | **LESSON NUMBER** e.g. 3/10  3rd lesson in sequence of 10 lessons in this module | |
| **RELEVANT PRIOR LEARNING EXPERIENCES**  e.g. Build on language of names of games, I play, I like to…, considering playing of games at school in Japan and Australia | | | | |
| **Lesson Scope** | | | | |
| Key concepts | *What is/are the main ideas/concepts being explored in this lesson?* | | | |
| Key content | *What is the content focus?*  *Which CDs/Es are addressed in the lesson?* | | | |
| Key language | *What language concepts will be addressed? What specific language structures and features are addressed?* | | | |
| Learning goals | *What do you want learners to be able to do, know and understand from this lesson?*  *-Explore sources of language use (texts) as stimulus for learning*  *-Interact with a focus on a language/culture concept or process*  *-Engage in communication experiences/reflections in context* | | | |
| Key texts | *What stimulus texts, realia, etc, will be used in the lesson?* | | | |
| Resources | *What IT and online resources, classroom equipment, etc do you need in the lesson?* | | | |
| **Lesson Sequence**  *Types of questions/ interactions/experiences/processes and resources to be used, in order of presentation/use* | | | | |
| Introduction & orientation: Connecting with past and talking about/introducing new ideas |  | | | |
| Core activities:  Engaging with and applying new ideas | 1.  2.  3.  4. | | | |
| Reflection:  On new learning, as self as learner, on others as users of this language in variable contexts |  | | | |
| **ASSESSMENT** | *If applicable*  *What ongoing feedback is provided to students? How/when is this provided?*  *Consider formative and summative assessment, linked to partial fulfilment of one or several ASs* | | | |
| **EVALUATION** | *Evaluate lesson content, pedagogy, student responses, next steps, etc* | | | |