

Task – Teach – Task Lesson Plan Template

90 minute Lesson

Lesson Title: [Insert name of lesson]	
Communicative Goal(s): [Insert goal(s) that communicate what students will be able to do with language]	
Objective(s): [Insert specific objective(s) that students will be able to do upon completion of this lesson. This should connect to the communicative goal and the focal language features above.]	
Focal Language Feature(s) [Check all that apply and provide details]	
<input type="checkbox"/> Grammar:	<input type="checkbox"/> Vocabulary:
<input type="checkbox"/> Speaking and Pronunciation:	<input type="checkbox"/> Reading
	<input type="checkbox"/> Listening:
	<input type="checkbox"/> Writing
<input type="checkbox"/> Other :	
Description of Classroom and Student Population: [Provide a brief description of the classroom context. Include proficiency levels, languages spoken and anything else that might be important.]	
Copies and Materials: [Insert materials needed, including copies]	
Table Talk [Insert Weekly/Daily Routine] (5 - 10 minutes)	Notes
[Begin with a weekly /daily routine that is more open-ended and allows for participants to get settled in and interact with other students. Additionally this accommodates students who may arrive a few minutes late. Table Talk is an example of this but could be called What’s New? Small Talk, etc.]	Provide an opportunity for students to connect with each other and “catch-up” from the last class.
Task 1: [Insert Title of Task] (15 - 20 minutes)	
Introduction: [Insert how you will introduce the task. Include what you will say to introduce the task. This should include the communicative goal(s) and/or objective and an overview of the task.]	<i>Italics denote possible script.</i>
Task Clarification: [Insert details of how you will make sure students understand the	[Insert notes related to formative assessment, anticipated misconceptions, expected contributions, etc.

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<p>task. Keep in mind that you may need to model an example - this model can come from students, rather than you as the instructor, through eliciting contributions through questioning.]</p> <p>Task Completion: [Insert details of grouping patterns (small group, partner work, etc.), what you as the instructor will be doing during this time and specifically what you will be looking for as you observe students collaborating to complete the task.]</p> <p>Task Debrief: [Insert details on how you will debrief the task and move into the Teach part of the lesson. This could include observational highlights, student sharing, etc. This should be brief and transition the class into the Teach section of the lesson.]</p>	<p>The purpose of Task 1 is to provide a context in which the instructor can collect observational data to inform the more teacher-directed instruction that occurs in the Teach aspect of the lesson.]</p>
<p>TEACH: [Insert Title of Focused Instruction] (20 minutes)</p>	
<p>Introduction: <i>[Insert how you will transition to this part of the lesson. This should revisit the communicative goal(s) and/or objective.]</i></p> <p>Modeling: [Insert how you will model the specific focal language feature(s) that needs attention based on your observational data from Task 1. Keep in mind modeling can come from students, rather than you as the instructor, through eliciting specific contributions through questioning based on your observations during Task 1.]</p> <p>Guided Practice: [Insert how students will have the opportunity to practice these focal language features before moving to Task 2.]</p>	<p><i>Italics denote possible script.</i></p> <p>[Insert notes related to how you will connect your observations from Task 1 to this part of the lesson, continue to collect formative assessment, and transition to Task 2.]</p>
<p>TASK 2: Partner Interviews (20 - 30 minutes)</p>	
<p>Introduction and Connection to Task 1: <i>[Insert how you will introduce the task. Include what you will say to introduce the task and connect it to previous work in Task 1 and Teach.]</i></p>	<p><i>Italics denote possible script.</i></p> <p>[Insert notes related to evaluating student performance.]</p>

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<p>Task Clarification: [Insert details of how you will make sure students understand the task. Keep in mind that you may need to model an example - this model can come from students, rather than you as the instructor, through eliciting contributions through questioning.]</p> <p>Task Completion: [Insert details of grouping patterns (small group, partner work, etc.), what you as the instructor will be doing during this time and specifically what you will be looking for as you observe students collaborating to complete the task.]</p> <p>Task Debrief: [Insert details on how you will debrief the task and evaluate student performance. Include how you will know that students have successfully completed the task.]</p>	<p>The purpose of Task 2 is to provide a context in which students can demonstrate their knowledge of the focal language features. The instructor collects data, which may include using a rubric or other assessment measures, to determine future instruction.]</p>
<p>Closing/ Homework (5 - 10 minutes)</p>	
<p><i>[Insert homework assignment and preview next session's lesson focus.]</i></p>	