

Sample Generic Lesson Plan Progression

Day 1

- Lesson Hook: Meme ([French](#), [Spanish](#))
- Brainstorming activity on new theme (using word cloud generators, [Padlet](#), Jamboard, [Placemat](#), etc.)
- Comprehensible input #1 in context using a real-world scenario or authentic resource. Teacher checks for understanding throughout ([TPR](#), [hold ups](#), [student response tools](#), etc.)
- Interpersonal activity in pairs using input in context (using an interpersonal strategy such as [information gap](#), [inside-outside circles](#), etc. with [scaffold/support](#))
- Students use information collected during interpersonal activity to participate in a whole class guided conversation led by the teacher (with [scaffold/support](#)). Teacher uses [scaffolded questioning](#) and prompting strategies (check for understanding)
- SEL Transition: [Brain break](#) (Zumba, Yoga, Dance, Dance, Revolution in target language)
- Students interact with another authentic resource related to input #1 in pairs and small groups to reinforce the new content using a cooperative learning strategy (ex. [Jigsaw](#), [Placement](#))
- Interactive activity: Game (check for understanding) using new content
- Closure (connecting new content with prior learning)
- Student task: Students reflect on the new unit theme (Student Input on New Unit)

Day 2

- Lesson hook: Question of the day (quick write or free speaking activity)
- Pair/small group work using a [cooperative learning](#) or [discussion protocol](#) using homework task (with [scaffold/support](#)). Students add ideas to their homework tasks
- Students improve their products and the teacher evaluates informally as a formative task while students work in pairs/small groups
- Teacher models interpreting an authentic resource aligned to unit input and reinforces [reading/listening/viewing skills](#) (using context clues, identifying author's purpose, etc.)
- Comprehensible input #2 in context (based on real-world scenario or authentic resource)- incorporating student generated/requested vocabulary
- SEL Transition: [Mindfulness activity](#)
- Interpersonal activity in pairs/small groups (ex. [Think-pair-share](#)) using input #2 in context with [conversational expressions list](#) (ex. [Conversational fillers](#))
- Interactive activity: [Target language song/music video with lyrics](#) (aligned to input #2)

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- Closure ([exit ticket to check for understanding](#))
- Student task: create a visual product using new content (labeled drawing, sketchnote, etc.)

Day 3

- Lesson hook: [Picture description](#) (turn and talk or quick write)
- [Peer feedback](#) on homework task (with [scaffold/support](#)) using unit Can-Do statements and rubrics
- Students interpret an authentic resource aligned with unit theme in pairs/small groups (using a scaffold such as a [graphic organizer](#) and using an [interpretive routine](#) (5W's + H, text mark up, etc.)
- Pairs/small groups combine to share information gleaned from authentic resource ([using a routine](#) (ex. [Talking chips](#)) and an [expression list](#)). Students add ideas shared to their notes and create a collaborative product (poster, infographic, social media thread, etc.)
- SEL Transition (community building activity): [Find someone who](#) and report out.
- Teacher leads [grammar in context segment](#) using an authentic resource related to the unit theme on a focus structure using a protocol (ex. PACE), students have [graphic organizer](#)
- Students work independently extend their understanding of the focus structure by creating examples of their own
- Interactive activity focused on input #2 that incorporates [movement or is hands-on](#)
- Closure: [Would you rather?](#) Why? (ex. This or That?)
- Student task: Review grammar videos and anchor charts ([French](#), [Spanish](#)) and create your own sentences

Day 4

- Lesson hook: Mystery item/person (with [scaffold](#) of circumlocution expressions)
- Students share homework tasks in pairs/small groups
- Teacher leads guided activity using an authentic resource focused on input #2 and on [building skills](#) needed using a [graphic organizer](#) based on data collected
- Formative performance task to practice interpretive and/or interpersonal skills (focused on input #1)
- SEL transition: What is [resilience/empathy/gratitude](#)? (in the target language)
- [Student self-assessment on learning targets and goal setting](#)
- Interactive activity: Viewing activity (ex. commercial) related to theme ([French](#), [Spanish](#))

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- Closure: stickie note related to the viewing activity
- Student task: write a journal entry personal response to a choice of prompts using unit content

Day 5

- Lesson Hook: Caption This!- students a given one or more photos (related to the unit theme) and create captions for them. They share them with the class and the class votes on their favorites.
- Teacher gives [feedback](#) about journal entries and offers opportunities to improve products/performances based on the feedback
- Teacher leads a [skill building segment](#) related to the presentational speaking or writing performance task using an authentic resource based on targeted proficiency level (ex. expressing opinions)
- Teacher does a guided activity modeling and analyzing an example of a presentational speaking or writing performance assessment
- SEL Transition: Charades (students act out new vocabulary) or Heads Up (students give clues)
- Teacher introduces actual presentational speaking or writing performance task
- Students complete graphic organizer for the performance assessment
- Students share completed graphic organizers in pairs/small groups to add to their ideas (using an [interpersonal strategy](#) and [expression list](#))
- Closure- Students create a social media post about the unit theme (ex tech tool: [Texting story maker](#))
- Student task: work on first draft of presentational speaking or writing performance assessment product

Day 6

- Lesson hook: Free voluntary reading
- [Peer feedback](#) on performance assessment drafts (using proficiency-based rubrics)
- Teacher collects student first drafts
- Interpersonal task: Pairs of students interact with prompts relating the unit content around the room ([Chat stations](#), [Carousel brainstorming](#)) generated by classmates.
- Small groups are assigned one prompt and process the ideas added by the class to create a collaborative product (ex. Infographic, sketchnote, etc.)

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- SEL Transition: [Roll and Do](#) (in small groups, student roll dice and do the activity on the game board)
- Students participate in a guided [discussion/debate](#) (using a discussion protocol) related to the unit theme and focused on cultural products, practices, and perspectives (with appropriate [scaffolds/supports](#)). The teacher frames the discussion around window and mirror prompts.
- Interactive activity- [EdPuzzle](#) or [FluentKey](#) activity
- Closure- Students design a meme about today's discussion
- Student task: Follow-up task to discussion or community connection activity or prepare questions for Mystery Person

Day 7

- Lesson hook: Read aloud (authentic text related to unit theme that highlights focus grammar)
- [Tiered activity](#)- tiered tasks or text using authentic resources at varied levels of challenge (ex. [tiered writing prompts](#))
- Students share products from tiered activity in pairs/small groups (using a [discussion protocol](#))
- Teacher leads a guided activity interpreting an authentic text for the purpose of cultural comparisons (window and mirror activity). The teacher points out social justice connections, bias, and stereotypes if appropriate
- Check for understanding (using whiteboards or a tech tool such as [Gimkit](#), [Quizlet Live](#))
- Interactive activity- Mystery Person interview
- Closure- Community building activity- Minute to Win It tasks
- Student task: Students complete final draft of performance assessment product (speaking or writing) using feedback

Day 8

- Lesson hook: Students choose a Tweet or Instagram post to interpret from a series of posts
- Students take turns sharing the tweets/Instagram posts they interpreted in small groups and work collaboratively to create a response to each.
- Student groups trade their responses and guess the posts for the responses created.
- The teacher models for the class a scenario during which students will practice interacting in a culturally-appropriate way (door activity)
- Students are given a variety of scenarios on a set of cards for intercultural, communicative interactions and work in pairs to plan out their interactions
- SEL Transition: Students write a compliment in the target language for a classmate

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- Interactive activity: Virtual field trip (Google Earth, [Google Tour Creator](#), museum sites, etc.)
- Students write/record their presentational speaking assessments and submit

Day 9

- Lesson Hook: Joke or pun (ideally aligned to the focus structure and/or content)
- Choice [Learning centers](#) (enrichment or extension of theme, ideally based on authentic resources)
 - Speaking: Students play [conversation Jenga](#)
 - Writing: Students respond to writing prompts
 - Listening: Students listen to a content-related song and complete a cloze activity
 - Reading: Students do research online that extends their learning for the unit theme (cultural investigation)
 - Intercultural: Students record their intercultural interactions
- [Student self-assessment on learning targets and revisit goals](#)
- Teacher previews the next unit theme, taps into students' prior knowledge, solicits student input on new unit theme
- Closure- Using a [visible thinking strategy](#) (ex. See-Think-Wonder)
- Student task: Students create a web or word cloud of words and phrases they know on the next unit theme or may complete the "Student Input on New Unit" document