

TOPIC & LEARNING OBJECTIVE/S	What are the expected learning outcomes of the lesson/topic? (set by teacher/school/national curriculum?)								
CONTENT	What is the subject? What is the content and context? What do students need to know?								
COMMUNICATION	<p><b>Language OF Learning</b> What are the keywords and language related to the topic?</p> <p><b>Language FOR Learning</b> What language will students need in the classroom and to communicate with me and other students throughout?</p> <p><b>Language THROUGH Learning (<i>anticipated</i>)</b> What language / language needs will possibly emerge from lesson? <b>DURING/AFTER LESSON:</b> Are there words and phrases which students need/needed that can be included in next lessons? Was there significant L1 interference (meaning/pronunciation) which caused difficulties?</p>	<table border="1"> <tr> <td>Language OF Learning</td><td></td></tr> <tr> <td>Language FOR Learning</td><td></td></tr> <tr> <td>Language THROUGH Learning</td><td></td></tr> </table>	Language OF Learning		Language FOR Learning		Language THROUGH Learning		
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COGNITIVE SKILLS	What cognitive skills will be developed? Will there be balance of LOTS and HOTS?								
CULTURE/ COMMUNITY ELEMENTS	What cultural aspects are there to the lesson? How can it be linked to our culture/s? Are there any potential cultural conflicts/misunderstandings?								

orientation	LEAD IN / ACTIVATING PRIOR KNOWLEDGE	What do students know/want to know/(will have learnt by end of lesson)? <b>KWL</b> How can I motivate/engage students in the topic/content? (video/music/images/puzzles etc)	
	INPUT & SCAFFOLDING	How do I approach the content and break it down for students into manageable chunks?  Will I pre-teach vocabulary? How will I pre-teach vocabulary?  What are the individual stages of my lesson?  How much language support/scaffolding is needed for the content I will teach?  How will I differentiate the input/scaffolding for different level students?	

complication	ACTIVITIES/TASKS	What will students be doing to explore, understand and apply this understanding of content? Which skills will they work with – reading/writing/speaking/listening?	
	OUTPUT & SCAFFOLDING	How much language support/scaffolding is needed for students to produce the work?	
		What sort of scaffolding will I supply (speaking frames and language) so students will be able to carry out these activities in L2?	
		What differentiation will I offer? (a differentiated version of the same task)	
resolution	ASSESSMENT	<p>How will I assess the understanding of the content? Is it written, verbal? How will I record it?</p> <p>Are there criteria on which it is assessed and are these shared with students in advance?</p> <p>Will I assess content, language or both?</p> <p>Have I included a range of assessment e.g. self, peer, teacher, formative. summative?</p>	