

Put your title here

Name Put your name here	Title or explanation Put a title here (anything is fine!)	Time 40-60 minutes is a good class time
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Level/Age
Approximate age and level (beginner/intermediate/advanced) of students

Language focus
Target language: Put some examples of keywords from the listening or reading material here.
Specific language skill focus: Reading / Listening (delete one)
Culture: If you think there are any cultural issues with the material, you can explain that here.

Student learning objective and assessment activity *SLO*****
By the end of the lesson, SWBAT... **understand the article/clip/story/text** "[name of text]" **by** [write the last one or two activities in the During stage].

Ongoing assessment
Most of your During stages will be ongoing assessment. You can write here about how each step checks the students' progress.

Students' background knowledge and abilities in relation to the topic of the lesson
Students should be able to comprehend most of the listening or reading material, but perhaps there are some difficult words or phrases. You can explain what language they do know and perhaps include some of the words or phrases they might not know.

Challenges and solutions
Challenges: Are there any aspects of the material or activities that might be difficult for students?
Solutions: How you will fix these issues.

Steps	Stage s	Time	Procedure	Interactio n	Activity purpose
1	P	Appro x. time	<p>Check the example P-D-P lessons in the Materials Development coursebook for ideas and examples about how to write these stages.</p> <p>In this first stage think about generating student interest and introducing the topic.</p>	T-S, Ss- Ss, etc.	The reason for each stage. Again, look at the examples in the coursebook to get ideas about how to write this.
2	P		In the second or third stage, think about checking background knowledge, activating background knowledge (schema), or pre-teaching some difficult keywords.		
3	P		2~3 Pre steps is enough.		
4	D		<p>There should be at least 4 During stages. Look at the PDP reading material in the coursebook to get ideas about activities and how to sequence these stages.</p> <p>Remember: Give the task or questions each time before listening/reading, so you are checking comprehension not memory.</p>		

Steps	Stages	Time	Procedure	Interaction	Activity purpose
5	D				
6	D				
7	D		<p>The last During activity should have the students demonstrate the most comprehension. Include details of this in your SLO.</p>		
8	P		<p>The Post stage can have 1~2 steps. This is when you have finished with the listening or reading material and you have moved onto another skill or similar topic.</p>		