

EIF Checklist

Lesson Developer Check-list

Lesson Title: _____ Date: _____
Lesson Developer: _____ Assessing Peer: _____

Section 1: SLO:

- Is the TL age/level appropriate and relevant to the Ss?
- SLO includes the language component and a measurable activity to assess Ss' success.

Section 2: Beginning (Encounter: first 10-20 min.)

- Begins with a warm-up and/or initial assessment activity.
- Rapport is established, motivation and interest is engaged
- Activates Ss schema and/or elicits prior knowledge.
- Target language (TL) is introduced early in the lesson.
- Checks student understanding of TL through pictures, questions and other strategies.

Section 3: Practice Time (Internalize)

- Includes several interesting and varied chances to practice the TL.
- Includes some T-Ss interaction and some S-S interaction.
- Students are supported in their practice (i.e. scaffolding, support language, chunking, and/or error-correction feedback is provided for all activities.)
- Materials engage Ss and help in Ss internalization
- Includes assessment of students' learning of the TL often during the lesson.
- Students' opinions are elicited

Section 4: Final Activity (Fluency)

- Students are given a chance to prove their mastery of the TL.
- Activity is meaningful and authentic.
- Activity has students interacting with each other.

Section 5: Learning Styles

- Lesson appeals to kinesthetic learners.
- Lesson appeals to auditory learners.
- Lesson appeals to tactile learners.
- Lesson appeals to visual learners.
- Lesson mixes some of the four skills: reading, writing, speaking, listening (circle which are used.)

Pre-During-Post Checklist

Use this form to check your lesson plans

Clear Learning objectives

Definition: Receptive lessons are ones in which the main learning objective involves the students demonstrating that they have understood a text which would normally be challenging for them because of its language, style, or organization.

- uses observable verbs describing student behavior
- uses the following pattern in writing the SWBAT:
by the end of the lesson, student will be able to (SWBAT) ... (complete receptive task X) while working with text Y (using ...) so that they can then do post text activity Z (speaking or writing).

PRE stage – Students become familiar with the topic, the language and essential vocabulary they will use during the lesson.

- Activates schema through use of visuals, topic-related discussion, prediction **in a learner-centered way.**
- Provides background and situation related to the text in an interactive and **in a learner-centered way.**
- Pre-teaches or introduces key vocabulary and language structures related to the text **in a learner-centered way.**

DURING stage – Students interact directly with the text a number of times, each time with a specific purpose that leads the students to gradually gain a more detailed understanding of the text.

- Provides multiple opportunities for student to hear/read the text.
- Each listening/reading has an interactive task requiring some kind of response from the students **and students check with peers before responding to the teacher.**
- Tasks move from general to specific understanding. From getting the gist/main idea to looking for specific, discrete pieces of information/individual words.
- Allows time for students to check comprehension, as questions, clarify vocabulary and move toward deeper understanding of the text.

POST Stage – Students' understanding of the text is reinforced through expanding on the text or personalizing the topic using other language skill areas (speaking or writing).

- Requires students to be creative and to expand on the text or personalize the topic using other skills **in a learner-centered way.**
- Allows students to reinforce the new vocabulary words/language structures using other skills **in a learner-centered way.**