

Grammar Lesson Checklist

Discovery

- The beginning of the lesson is interesting and motivating
- Students are exposed to the target grammar in a way that makes the meaning of the language clear
- Model examples are given in context (with images, within a dialog, as part of an activity, etc.)
- Explanations are not too explicit or deductive, especially for young learners
- The language used to model/explain the grammar is not more difficult than the grammar itself.

Consolidation

- The activities are interesting and engaging
- Students are able to process the grammar with a focus on meaning
- The grammar form is scaffolded and supported by the teacher
- Error correction at this stage is possible

Use

- Students use the grammar in a natural and meaningful way
- Interaction (speaking or writing) is maximized
- Expressions can be personalized and new examples can be used
- This stage links back to the language used in the previous stages

General tips

- Try to make the lesson not seem like a grammar lesson
- If possible, **don't** mention the grammar that the lesson is focused on. Let students learn it naturally.
- Lesson should appeal to different learning styles (e.g. kinesthetic, auditory learners, tactile learners, visual, etc.)
- Lesson mixes some of the four skills – reading, writing, speaking, and listening
- Instructions are easy to follow
- Activities are modeled/demonstrated (the teacher does them with the whole class before students do the activity)
- Materials are attractive and effective