**Learning Plan Checklist 教案设计检查表**

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| **✓** | **Item 检查内容** |
| **Stage 1 第一阶段** | |
|  | I have identified what I want students to be able to do (the Lesson Can-Do statements) for each lesson episode.  我已经确定了我想让学生们在每节课堂上达到做某些事的能力。（能力目标） |
|  | I have determined what students need to know (vocabulary, structures, cultural and content knowledge) in order to accomplish the Lesson Can-Dos.  为了完成教学目标，我确定了学生需要学习的内容应包括：词汇，结构，风俗文化和学科知识。 |
| **Stage 2 第二阶段** | |
|  | I know how students will show me that they have achieved the Lesson Can-Dos by the end of each lesson episode.  在每一课结束时，我需要确认学生能展现所学，能够合理的运用每节课上的教学目标中的内容。 |
| **Stage 3 第三阶段** | |
|  | I have thought about various activities that could be used to achieve the Lesson Can-Dos.  我想了很多不同种类的，可以运用到教学目标上的教学方法。 |
|  | I have carefully chosen these activities out of all the activities I have thought about, because they hold the greatest promise for reaching the Lesson Can-Dos.  我很仔细地在我所想到的教学方法中选择了最合适的学习活动，因为它们最有可能使能力目标得以实现。 |
| **The activities I have selected do the following: 教学活动设计检查要点：** | |
|  | Give students a reason for needing and wanting to pay attention and be on task  运用各种活动使学生专注地、并且自己主动地去学习。 |
|  | Provide sufficient opportunities for understanding new words (input) before expecting production (output)  在达到预期的语言表达（输出）之前，提供学生足够的机会来理解新的单词（输入）。 |
|  | Reflect and respond to the Gradual Release of Responsibility model (*I Do, We Do Guided, We Do Collaborative, You Do*) with the goal of leading to independent practice  老师考虑和达到逐步放责模式-责任逐渐从老师转移到学生自己身上。使学生习得独立解决问题的能力。在整个教学过程中，责任逐渐从老师转移到学生。换句话说这个过程就是“学生看老师做”→“同学互相讨论并从中学习”（如果有问题，可以优先问同学）→“学生先自己做，要是有问题再求助老师”→“自己独立解决问题”。 |
|  | Provide multiple, varied opportunities for students to hear new words and expressions used in highly visualized contexts that make meaning transparent  为学生提供多种多样的学习方法使学生学习到更多的新词汇。例如：形成思维图像的方法使学生能够清晰的想象出新学的单词想要表达的意思。 |
|  | Provide students with an authentic purpose for using words and phrases  为学生提供一些能真正的运用到所学词汇于真实目的和情境中。 |
|  | Engage all students as much of the time as possible (as opposed to engaging just one or two students at a time)  老师应避免每次只让一两个学生参与讨论，老师应尽量带动所有学生一同参与。 |
|  | Vary in the level of intensity and the amount of physical movement required  老师需在课程活动设计上把不同强度的肢体活动融入教学内容。 |
|  | Make the learner, not the teacher, the active participant  让学生充分的参与到学习中，而不仅仅是老师一个人在讲课。 |
|  | Build toward allowing students to demonstrate in meaningful and unrehearsed ways that they are able to use what they know  培养学生能够充分的运用所学过的知识，并能自然真实地表达出来的能力。 |
|  | Make the best use of instructional time to maximize student learning  充分地利用教学时间，最大限度的帮助学生提高学习效率。 |
|  | Take an appropriate amount of time considering the age of the learner  依据学生年龄，从学生的专注力和能力范围之内合理的分配每个学习活动的时间。 |