

Sample Template for a Lesson Plan (Teacher and Student Activities)

Class(es) _____ Lesson Number ____ out of ____ Total in Unit

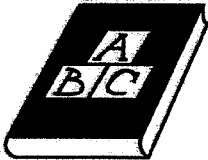
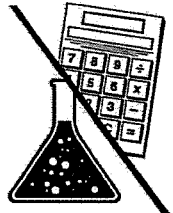

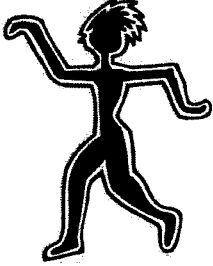
Date _____ Class start time ____ Class end time _____

Task: _____


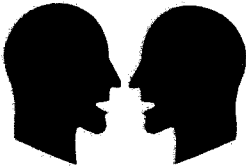


Learner Outcomes	Plan for Diversity
Prerequisite Knowledge, Skills, Strategies and Attitudes	Preliminary Matters (Announcements, etc.)

	Time	Teaching Strategy	Student Activity	Resources
Introduction (set, link to previous learning)				
Activity Sequence <i>May involve Presentation, Explanation, Guided Practice, Independent Practice, Assessment</i> OR <i>Approaching, Encountering, Noticing, Internalizing, Applying, Refining, Personalizing, Transforming, Assessing</i>				
Closure (summary of learning, link to upcoming learning)				

Using Multiple Intelligence Theory to Select Learning Activities

<i>Intelligence</i>	Students learn best by:	Planning questions for teachers	Learning aids and activities
Verbal / Linguistic 	Verbalizing, hearing and seeing words	How can I use the spoken or written word?	Creative writing Formal speech Humour or joke telling Impromptu speaking Journal or diary keeping Oral debate Poetry Storytelling or creation Studying written materials Learning and practising new words
Logical/ Mathematical 	Conceptualizing, quantifying and thinking critically	How can I bring in numbers, calculations, logical classifications or critical-thinking skills?	Puzzles Logic and pattern games Abstract symbols Formulae, steps or processes Graphic organizers Number sequences Problem solving Counting or sequencing Deciphering codes Finding patterns Forging relationships Outlining
Visual/Spatial 	Drawing, sketching and visualizing	How can I use visual aids, visualization, colour, art or metaphor?	Active imagination Colour schemes Designs or patterns Mind mapping Creating videos Drawing or guided imagery Painting or drawing Sculpting or modelling
Bodily/Kinesthetic 	Dancing, building a model, doing a hands-on activity and moving	How can I involve the whole body or use hands-on experience?	Body language and gestures Body sculpture, tableaux or human graphs Dramatic enactment Martial arts Mime Physical gestures Physical exercises Dancing—folk or creative Inventing Playing sports and games Role playing and mime

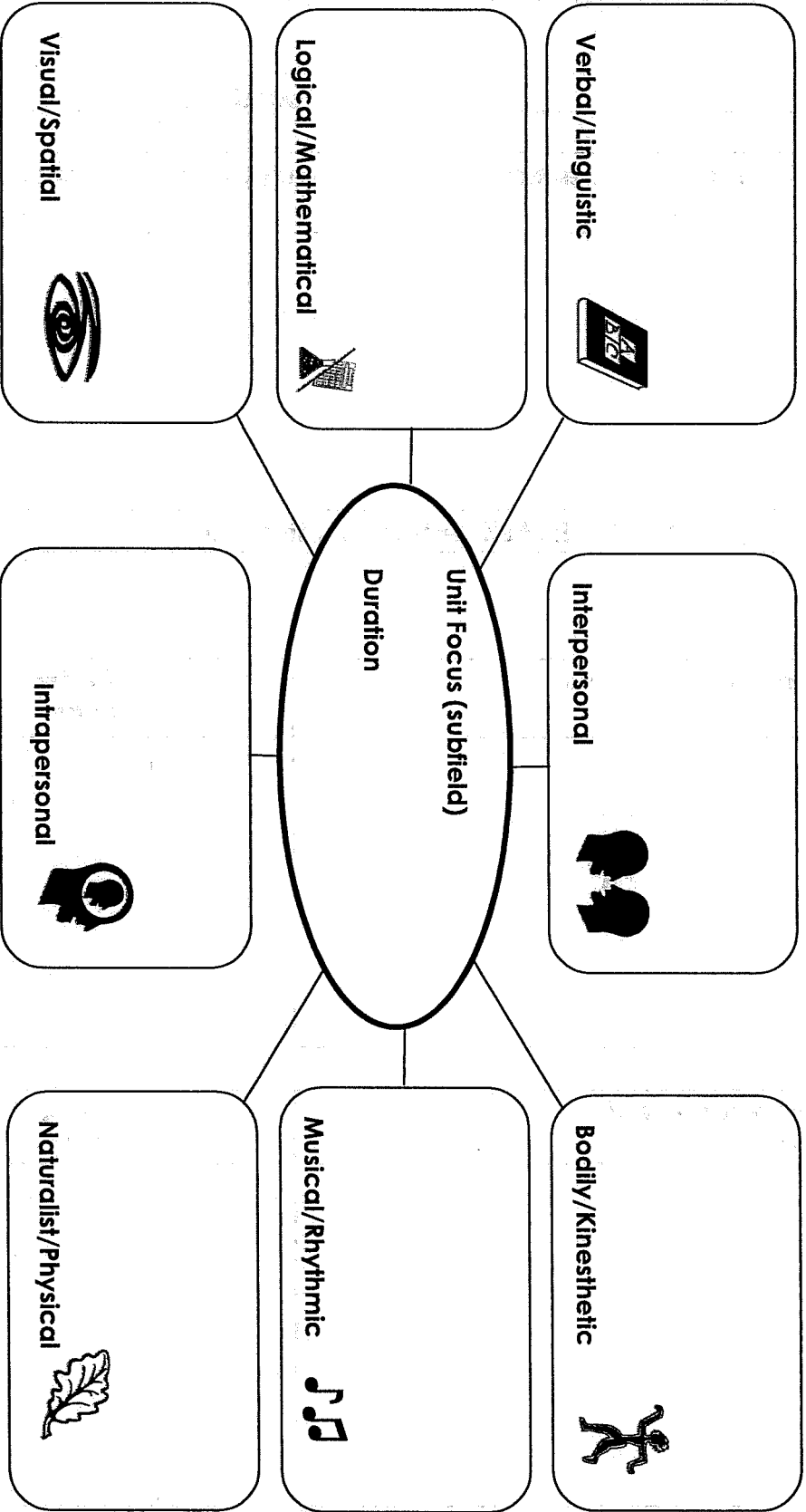
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Intelligence	Students learn best by:	Planning questions for teachers	Learning activities
Musical / Rhythmic 	Singing, chanting, finding music that illustrates and putting on background music while learning	How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?	Music performance Music creation Rhythmic patterns Tonal patterns Vocal sounds and tones Chanting or humming Rapping Listening to music Singing
Interpersonal 	Working with another person or group of people	How can I engage students in peer-sharing, cooperative learning or large group simulation?	Peer assessment Collaboration skills Empathy practice Group projects Teamwork/division of labour Cooperative learning Talking person to person Intuiting others' feelings or motives Giving feedback
Intrapersonal 	Relating to a personal feeling or inner experience	How can I evoke personal feelings or memories or give students choices?	Self-assessment Reflective writing Independent study Guided imagery Metacognition techniques Silent reflection methods Focusing or concentration skills Thinking strategies Higher-order reasoning Telling about feelings Telling about thinking
Naturalist / Physical 	Observing, classifying and appreciating nature	How can I connect students' learning to the physical world?	Field trips Hands-on labs Sensory stimulation Discovering or uncovering Observing or watching Forecasting Caring for plants and animals Comparing Displaying Sorting and classifying Photographing Building environments

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Activities Brainstorm Planning Sheet (planning with multiple intelligences in mind)

Performance Task: Students will ...



Sample Template for Planning an Activity or a Task

Unit: _____ Dates/Duration: _____

CONTEXT(S)	RELATED LANGUAGE EXPERIENCES	RELATED LANGUAGE FUNCTIONS		
ACTIVITY OR TASK selected for this unit:				
Students will ...				
Necessary Vocabulary (words/expressions)		<i>New</i>	<i>Needing review</i>	<i>Known</i>
Necessary Language Structures and Discourse Development		<i>New</i>	<i>Needing review</i>	<i>Known</i>

Necessary Intercultural/Cultural Knowledge	<i>New</i>	<i>Needing review</i>	<i>Known</i>
Possible associated Language Learning Strategies	<i>New</i>	<i>Needing review</i>	<i>Known</i>
Necessary authentic text(s) needed as models to support student production			
<p>Visual:</p> <p>Audio:</p> <p>Audiovisual:</p> <p>Print:</p>			

Example of Planning an Activity or Task

Course: French 10–3Y

Unit: Who Am I?

Dates/Duration: 3 weeks

CONTEXT(s)	RELATED LANGUAGE EXPERIENCES	RELATED LANGUAGE FUNCTIONS		
Personal Context	– identifying and describing themselves (C 1.1)	– Personal function: expressing personal preferences (A 1)		
Public Context	– becoming informed about community events and services (C 3.4)	– Interpersonal function: expressing the preferences of someone else (A 2) – Directive function: suggesting an action (A 4)		
ACTIVITY or TASK selected for this unit:				
Students will ...				
<ul style="list-style-type: none"> – prepare a survey of each other’s preferences – present their finding orally – use their findings to make suggestions for leisure activities based on available services in the community 				
Necessary Vocabulary (words/expressions)		<i>New</i>	<i>Needing review</i>	<i>Known</i>
– vocabulary for preferences: food, hobbies, sports (R 1.1)		✓		
– verbs required to indicate preferences: <i>aimer, adorer, détester</i>		✓		
Necessary Language Structures and Discourse Development		<i>New</i>	<i>Needing review</i>	<i>Known</i>
– understand the formulation of questions with <i>est-ce que</i> and different forms of <i>quel</i> (R 2.4a)		✓		
– ask questions, orally and in writing, using <i>est-ce que</i> and the different forms of <i>quel</i> (R 2.4a)		✓		
– understand the concept of <i>les pronoms personnels sujets</i> (R 2.2b)		✓		
– understand the concept of subject and verb agreement in French (R 2.5a)		✓		
– understand concept of conjugation patterns in French (R 2.5b)		✓		
– apply knowledge of the conjugation pattern with regular <i>-er</i> verbs <i>aimer, adorer, détester</i>		✓		
– understand the concept of gender and number in French (R 2.1a)		✓		
– understand the role of <i>déterminants indéfinis</i> and <i>définis</i> and apply this knowledge (R 2.1d)		✓		
– recognize the difference between a statement and a question (R 2.14b)		✓		

Example (continued)

Necessary Intercultural/Cultural Knowledge	<i>New</i>	<i>Needing review</i>	<i>Known</i>
<ul style="list-style-type: none"> – recognize social conventions used by Francophone speakers when interacting with others in familiar situations; e.g., social space (R 3.1) – distinguish, with guidance, between formal and informal language related to the context and the language experiences (R 3.2) – compare and contrast, in English, some practices of everyday living; e.g., preferences of Québécois and French youth in terms of activities (R 4.1f) 	<ul style="list-style-type: none"> ✓ ✓ ✓ 		
Possible associated Language Learning Strategies	<i>New</i>	<i>Needing review</i>	<i>Known</i>
<p>Comprehension Strategies</p> <ul style="list-style-type: none"> – drawing on previous experiences and prior knowledge to make inferences about an oral or written text (<i>make explicit</i>) – using guessing to anticipate what might be heard or read (<i>make explicit</i>) <p>Production Strategies</p> <ul style="list-style-type: none"> – recalling and rehearsing an appropriate set of phrases from the repertoire (<i>make explicit</i>) – role-playing in advance (<i>make explicit</i>) – making a plan, in advance, about how to approach the learning of vocabulary (<i>make explicit</i>) 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		
Necessary authentic text(s) needed as models to support student production			
<p>Visual: Flash cards for vocabulary</p> <p>Audio: Examples of questions related to preferences</p> <p>Audiovisual:</p> <p>Print: Statistics about leisure activities for Québécois and French youth</p>			