The following types of Planning Templates are available for use and can be modified or adapted for personal use.

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Sample Template for Long-Range Planning

Teacher: ____________________ Course: ________________ School Year: ________

<table>
<thead>
<tr>
<th>Month</th>
<th>Unit Focus</th>
<th>Performance Assessment(s)</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Sample Template for Long-Range Planning (continued)

<table>
<thead>
<tr>
<th>Month</th>
<th>Unit Focus</th>
<th>Performance Assessment(s)</th>
<th>Resources</th>
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</thead>
<tbody>
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</tbody>
</table>
Sample Template for Unit Planning

Course: ___________________  Teacher: ___________________  School Year: ___________________

Unit Focus/Highlights: ____________________________________________  Possible start/end dates: ____________

________________________________

Addressing Learner Diversity: ______

________________________________

<table>
<thead>
<tr>
<th>CONTEXTS</th>
<th>REPETTOIRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Language Experiences</td>
<td>Key Vocabulary</td>
</tr>
<tr>
<td></td>
<td>Key Language Structures</td>
</tr>
<tr>
<td></td>
<td>Intercultural Knowledge</td>
</tr>
<tr>
<td>Language Functions Targeted</td>
<td>Major Teaching and Learning Activities</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------</td>
</tr>
</tbody>
</table>

Key Tasks/Projects: ____________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Sample Template for a Unit Plan (Phases of Learning)

<table>
<thead>
<tr>
<th>BRAINSTORM OF POSSIBLE CONTEXTS OR LANGUAGE EXPERIENCES</th>
<th>PHASES OF LANGUAGE LEARNING [WITH SKILLS]</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Learner Outcomes</em></td>
<td>Listening Comprehension [LC]; Reading Comprehension [RC]; Spoken Expression [EX]; Written Expression [WE]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENCOUNTERING</th>
<th>NOTICING</th>
<th>INTERNALIZING</th>
<th>APPLYING and REFINING</th>
<th>TRANSFORMING and PERSONALIZING</th>
<th>ASSESSING (for, as, of LEARNING)</th>
</tr>
</thead>
</table>

| Day 1        |          |               |                      |                               |                                 |
## Sample Template for a Unit Plan (Day-by-Day Chart)

**Unit Focus:**  

**Dates/Duration:**  

**Possible Language Experiences:**  

**Task:**  

<table>
<thead>
<tr>
<th>Day</th>
<th>Outcomes</th>
<th>Teaching and Learning Activities</th>
<th>Resources, Materials</th>
<th>Planning for Diversity</th>
<th>Assessment (for, as, of) Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language Functions</td>
<td></td>
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<tr>
<td></td>
<td>Key Language Structures</td>
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<td></td>
<td>Intercultural Components</td>
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<td>Strategies</td>
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<td>Language Functions</td>
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<tr>
<td></td>
<td>Strategies</td>
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</tbody>
</table>
Sample Template for a Lesson Plan (Step-by-Step Chart)

Date: _______ Lesson Topic: ___________________________ Number in Sequence: _______ Duration: ______________

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Activity</th>
<th>Time</th>
<th>Procedure (Step by Step)</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
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: ________________________________________________________________

<table>
<thead>
<tr>
<th>Learner Outcomes</th>
<th>Plan for Diversity</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisite Knowledge, Skills, Strategies and Attitudes</th>
<th>Preliminary Matters (Announcements, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Teaching Strategy</th>
<th>Student Activity</th>
<th>Resources</th>
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<tbody>
<tr>
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</table>

**Introduction**  
(set, link to previous learning)

**Activity Sequence**  
May involve  
Presentation,  
Explanation,  
Guided Practice,  
Independent Practice,  
Assessment

OR

Approaching,  
Encountering,  
Noticing,  
Internalizing,  
Applying  
Refining,  
Personalizing,  
Transforming,  
Assessing

**Closure**  
(summary of learning, link to upcoming learning)

<p>| | | | |</p>
<table>
<thead>
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</table>
# Using Multiple Intelligence Theory to Select Learning Activities

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Students learn best by:</th>
<th>Planning questions for teachers</th>
<th>Learning aids and activities</th>
</tr>
</thead>
</table>
| **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, tableaus 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 |

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

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

Performance Task: Students will ...

- Verbal/Linguistic
- Logical/Mathematical
- Visual/Spatial
- Interpersonal
- Bodily/Kinesthetic
- Musical/Rhythmic
- Naturalist/Physical
- Intrapersonal

Unit Focus (subfield)

Duration
Sample Template for Planning an Activity or a Task

Unit: ___________________________  Dates/Duration: _______________________

<table>
<thead>
<tr>
<th>CONTEXT(s)</th>
<th>RELATED LANGUAGE EXPERIENCES</th>
<th>RELATED LANGUAGE FUNCTIONS</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**ACTIVITY OR TASK** selected for this unit:

Students will …

**Necessary Vocabulary** (words/expressions)

<table>
<thead>
<tr>
<th>New</th>
<th>Needing review</th>
<th>Known</th>
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**Necessary Language Structures and Discourse Development**

<table>
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<tr>
<th>New</th>
<th>Needing review</th>
<th>Known</th>
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<tbody>
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<tr>
<td>Necessary Intercultural/Cultural Knowledge</td>
<td>New</td>
<td>Needing review</td>
</tr>
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<table>
<thead>
<tr>
<th>Possible associated Language Learning Strategies</th>
<th>New</th>
<th>Needing review</th>
<th>Known</th>
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<tbody>
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</table>

**Necessary authentic text(s) needed as models to support student production**

Visual:

Audio:

Audiovisual:

Print:
Example of Planning an Activity or Task

Course: French 10–3Y

Unit: Who Am I? Dates/Duration: 3 weeks

<table>
<thead>
<tr>
<th>CONTEXT(s)</th>
<th>RELATED LANGUAGE EXPERIENCES</th>
<th>RELATED LANGUAGE FUNCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Context</td>
<td>– identifying and describing themselves (C 1.1)</td>
<td>– Personal function: expressing personal preferences (A 1)</td>
</tr>
<tr>
<td></td>
<td>– becoming informed about community events and services (C 3.4)</td>
<td>– Interpersonal function: expressing the preferences of someone else (A 2)</td>
</tr>
<tr>
<td></td>
<td>– Interpersonal function: expressing the preferences of someone else (A 2)</td>
<td></td>
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<tr>
<td></td>
<td>– Directive function: suggesting an action (A 4)</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY or TASK selected for this unit:**

*Students will …*
- prepare a survey of each other’s preferences
- present their findings orally
- use their findings to make suggestions for leisure activities based on available services in the community

**Necessary Vocabulary**

<table>
<thead>
<tr>
<th>(words/expressions)</th>
<th>New</th>
<th>Needing review</th>
<th>Known</th>
</tr>
</thead>
<tbody>
<tr>
<td>– vocabulary for preferences: food, hobbies, sports (R 1.1)</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>– verbs required to indicate preferences: <em>aimer</em>, <em>adorer</em>, <em>détester</em></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Necessary Language Structures and Discourse Development**

<table>
<thead>
<tr>
<th>New</th>
<th>Needing review</th>
<th>Known</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>

- understand the formulation of questions with *est-ce que* and different forms of *quel* (R 2.4a)
- ask questions, orally and in writing, using *est-ce que* and the different forms of *quel* (R 2.4a)
- understand the concept of *les pronoms personnels sujets* (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 –er verbs *aimer*, *adorer*, *détester*
- understand the concept of gender and number in French (R 2.1a)
- understand the role of *déterminants indéfinis* and *définis* and apply this knowledge (R 2.1d)
- recognize the difference between a statement and a question (R 2.14b)

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### Necessary Intercultural/Cultural Knowledge

<table>
<thead>
<tr>
<th>New</th>
<th>Needing Review</th>
<th>Known</th>
</tr>
</thead>
<tbody>
<tr>
<td>– recognize social conventions used by Francophone speakers when interacting with others in familiar situations; e.g., social space (R 3.1)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>– distinguish, with guidance, between formal and informal language related to the context and the language experiences (R 3.2)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>– 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)</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

### Possible associated Language Learning Strategies

#### Comprehension Strategies

<table>
<thead>
<tr>
<th>New</th>
<th>Needing Review</th>
<th>Known</th>
</tr>
</thead>
<tbody>
<tr>
<td>– drawing on previous experiences and prior knowledge to make inferences about an oral or written text <em>(make explicit)</em></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>– using guessing to anticipate what might be heard or read <em>(make explicit)</em></td>
<td>✓</td>
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</table>

#### Production Strategies

<table>
<thead>
<tr>
<th>New</th>
<th>Needing Review</th>
<th>Known</th>
</tr>
</thead>
<tbody>
<tr>
<td>– recalling and rehearsing an appropriate set of phrases from the repertoire <em>(make explicit)</em></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>– role-playing in advance <em>(make explicit)</em></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>– making a plan, in advance, about how to approach the learning of vocabulary <em>(make explicit)</em></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

### Necessary authentic text(s) needed as models to support student production

- **Visual:**
  - Flash cards for vocabulary

- **Audio:**
  - Examples of questions related to preferences

- **Audiovisual:**

- **Print:**
  - Statistics about leisure activities for Québécois and French youth
Unit Planning Checklist

Have I …

☐ selected the outcomes I wish to focus on in this unit and considered how these relate to the outcomes in previous and upcoming units?

☐ determined the main ideas and key concepts the unit is to contain in order to support a gradual expansion of student understanding and skill development?

☐ included a variety of instructional strategies as well as language experiences and activities while considering students’ continued language development?

☐ planned for communicative acts which involve a wide array of language functions?

☐ provided opportunities for students to engage in activities that allow them to develop their comprehension and expression skills both orally and in writing?

☐ included activities that allow students to access and share cultural knowledge about the Francophone world?

☐ considered which language structures and vocabulary students will need to know and apply in order to successfully carry out the performance task(s) I am selecting?

☐ planned for appropriate assessment for learning, assessment as learning and assessment of learning techniques?

☐ considered student needs, interests and abilities as well as issues relevant to their lives in and outside of school as I select appropriate activities?

☐ considered how to solicit and use student input when choosing and/or designing activities so that students’ learning styles, strengths, weaknesses and interests are integrated within a collaborative learning and decision–making process?

☐ allowed for flexibility and adaptation of the plan in response to student needs and time allocations?

☐ determined how activities and tasks will be balanced so that all four skills (oral and written comprehension and oral and written expression) are developed and assessed equally over the course of the unit?

☐ selected performance assessment tasks that are based on authentic uses of language and planned many and varied practice opportunities related to all the components of the task to ensure student success?

☐ considered how previously learned vocabulary, grammatical and sociolinguistic, sociocultural and cultural elements can be reviewed and reintegrated in the unit?

☐ selected interesting, relevant and varied resources to support this unit?

☐ verified that the activities of the unit and accompanying resources reflect a wide array of learning style preferences?

☐ ensured that I planned for a variety of small and large group activities throughout the unit including pair, trio, quad and other types of groupings?

☐ determined how previously developed language learning strategies can be expanded on in this unit, as well as which additional strategies can be introduced?

☐ determined how to celebrate students’ language progress?
Lesson Planning Checklist

Have I …

☑ considered how to structure and sequence activities in order to support a gradual expansion of student understanding and skill development?

☑ included a balance of individual, small group and whole class activities in the lesson?

☑ determined how to maximize active participation in the classroom?

☑ determined how to differentiate instruction and modify or adapt activities depending on student needs, interests and differing rates of acquisition?

☑ considered which strategies to select in order to motivate students and to provide a link to previous and upcoming learning?

☑ determined which cooperative learning strategies to select for use in small group or pair activities?

☑ determined which independent tasks could be assigned as homework?

☑ decided where and how the lesson plan can be adjusted to accommodate new needs, ideas or information?
Checklist for Differentiating Instruction

In general have I …

☐ considered students' individual needs and learning profiles to determine the accommodations, modifications and adaptations necessary for success?

With regard to the selection and scope of outcomes, have I …

☐ selected fewer outcomes or made allowances for partial outcomes for some students?
☐ aligned the planned activities to the level of learner support associated with the outcomes in question?
☐ decided how students will apply their learning?
☐ determined what the students will be able to demonstrate as a result of this learning activity?
☐ decided where and how the lesson plan can be adjusted to accommodate new needs, ideas or information?

With regard to key concepts, have I …

☐ identified the key concepts of the unit to be taught and activities used to support these concepts?
☐ made the key concepts explicit to the students?
☐ made a clear link between the key concepts being presented and those related concepts that were previously addressed in the course?
☐ provided opportunities for students to relate the key concepts to their own experiences or understanding?
☐ incorporated opportunities to allow students to make connections between what they know and what they are learning?
☐ presented and supported the key concepts, using demonstration, oral, visual and written support as well as illustrative examples?
☐ highlighted key points of the lesson orally and visually?
☐ ensured that students have accurately taken notes of each day’s key points for future reference?

With regard to planned learning activities, have I …

☐ selected appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes?
☐ selected extension activities that will reinforce and extend learning?
☐ provided opportunities for students to use different learning modalities; e.g., visual, auditory, kinesthetic, interpersonal, intrapersonal?
☐ considered how the students will be organized for instruction?
☐ selected the type of grouping that will be most effective for a particular activity or a particular end goal?
☐ made decisions about grouping students based on learning profile, interest, readiness or need?
☐ presented and supported instructions using demonstration, oral and written steps and exemplars of completed assignments?
☐ broken down assignments or tasks into smaller, more manageable parts?
☐ given clear, concrete instructions and repeated them where necessary?
☐ supported written instructions with picture prompts?
modelled the type of actions or strategies expected of students when they are engaged in the assigned learning activity?

highlighted directions using a colour-coding system or other type of visual support?

provided a visual reference of the sequence of key steps in completing the assignment?

asked students to recall the instructions in sequence or to indicate in some other way that they have understood the directions?

provided a checklist of assignment parts so that students may monitor their progress through the instructions as they complete the specified steps or tasks?

audio recorded presentations or directions for playback as needed?

written assignments and homework on a chart or blackboard?

ensured that students write down assignments in their agendas?

With regard to resources, have I …

decided on the resources that will be used for the learning activity, including oral, print, media texts and community resources?

determined Web-based supports where helpful; e.g., animated language structures, learning objects, simulations, audio texts?

considered using a graphic organizer to present information?

provided an advance organizer for note-taking; e.g., fill-in-the-blank, cloze style?

located necessary materials and resources to support different learning styles and student needs?

located or prepared necessary materials and resources to support students with learning difficulties or those working with different reading levels:

- by highlighting passages of text?
- by providing an enlarged copy of material?
- by rewriting materials at a lower reading level?
- by reformatting handouts and tests to include larger spaces and lines for written responses as necessary?

ensured that students have the assistive tools and devices required to support their learning style or needs, such as rulers, overlays, recordings, computers, or access to a scribe for major assessments where needed?

helped students stay on task by employing a cueing strategy?

checked in with students regularly to ensure that the task is understood and provided feedback and clarification on specific aspects of the assignment?

When it comes to timelines, have I …

determined an approximate timeline for the learning activity?

prepared an assignment sheet with task increments and a timeline to guide students’ completion of the assignment?

considered the pace of the learning activity and the needs of the students?

determined whether there is a need to compact or extend the study, based on student needs?

considered ways to change the pace and allow students to focus on the task for more condensed periods of time, if necessary?
provided opportunities for frequent breaks, if necessary?
- provided students with time warnings for task completion?
- extended deadlines for those students who require more time to complete assignments?
- recorded important assignments and test due dates on a master calendar?
- had students write dates for upcoming assignments and tests into their agendas?
- shown students how to plan for longer assignments by back-planning on a calendar?

**With regard to assessment, have I …**
- determined the best way for students to demonstrate their learning?
- defined the focus of the assessment and decided not to penalize students for errors related to other matters?
- considered necessary alternate assessment options to accommodate different learning styles, interests or strengths?
- provided assessment options for students to show what they know?
- shared assignment criteria, checklists, standards and exemplars with students?
- selected or developed rubrics, exemplars and checklists to support student assessment?
- provided immediate, specific and constructive feedback?
- emphasized the quality of work and perseverance rather than the quantity of work?
- provided opportunities for student self-reflection and self-assessment?
- shown students how to turn the list of key concepts and other course notes or activity handouts into their own study guide of important skills and concepts?
- shown students how to study for an upcoming test?
- made necessary preparations for alternative testing procedures, timelines, resources and materials for individual students?

**With regard to students with specific attention difficulties, have I …**
- provided alternative seating (e.g., near teacher, facing teacher, between well-focused students, away from distractions)?
- provided additional or personal work space (e.g., quiet area, extra seat or table, time-out spot, study carrels)?
- permitted movement during class activities and testing sessions?
- provided oral directions in written form?
- provided checklists to track progress of tasks that are part of long, detailed assignments?
- set time limits for specific task completion?
- checked in with the student regularly to help monitor progress?
- used place markers to allow the student to maintain position better or to focus attention?
- allowed the student to wear noise buffer devices such as head phones to screen out distracting sounds where permitted?