

Lesson Planning Template (Based on Wiggins & McTighe, Damian Cooper & MB Ed)

Grade/Course:	
Unit:	
Length of Lesson:	

Stage 1 – Desired Results	
1. General and Specific Outcomes (Knowledge, Skills & Attitudes/Values):	
2. Essential Questions: The key questions we will answer are...	
3. Students will know. . .	
4. <i>Students will be able to. . .</i>	

Stage 3 – Learning Plan

Instructional Strategies For This Lesson

Consider learning styles, multiple intelligences, learner abilities and student interests.

1. Activating

2. Acquiring

3. Applying

4. What about students who require adaptation to the lesson?

Resources/Technology:

Learning Materials Required:

Cross-Curricular Integration:

Stage 4 - Reflection

Supportive Ideas for Lesson Plan and Unit Plan Development

1. Gardner's Multiple Intelligences include:

- a. Linguistic (reading, writing, telling stories)
- b. Logical / Mathematical (experimenting, working with numbers, questioning)
- c. Spatial (drawing, building, creating, very visual)
- d. Musical (singing, listening to music, using instruments)
- e. Bodily / Kinesthetic (moving, touching, interacting, acting)
- f. Naturalistic (interacting with one's environment and surroundings, enjoying the outdoors)
- g. Interpersonal (talking with peers, mediating, sharing, organizing)
- h. Intrapersonal (thinking inward, working independently, pursuing personal goals)
- i. Existential (understanding religious & spiritual needs, naturalistic, see the big picture in life and the universe)

2. Learning Styles to Consider:

- a. Visual (spatial): prefer using pictures, images, and spatial understanding.
- b. Aural (auditory-musical): prefer using sound and music.
- c. Verbal (linguistic): prefer using words, both in speech and writing.
- d. Physical (kinesthetic): prefer using your body, hands and sense of touch.
- e. Logical (mathematical): prefer using logic, reasoning and systems.
- f. Social (interpersonal): prefer to learn in groups or with other people.
- g. Solitary (intrapersonal): prefer to work alone and use self-study.

3. Groupings (Taken from MB Education & Training)

A variety of groupings facilitate differentiation in a multilevel classroom, including *flexible* and *cooperative groups*.

Flexible groups:

- a. meet a particular need or interest of a small group of learners for strategic or explicit instruction, guided practice, or independent inquiry.
- b. will change frequently throughout a day or a learning/teaching sequence.
- c. may be formed by and across developmental levels and by student choice.

Cooperative groups:

- a. develop a collaborative "micro" learning community within the larger classroom community (Johnson and Johnson).
- b. may stay together for an entire term.
- c. offer valuable opportunities for independent learning, thereby also allowing the teacher more time to work with flexible groups.
- d. require thoughtful role assignment in cooperative groups is essential so that younger students are not overshadowed by older ones. Assign roles that are based on students' skills (e.g., reader, recorder, reporter, helper) and rotate them. Alternatively, suggest a "share-the-pen" strategy, with each member taking a turn at recording an idea while the others are coaches, assisting with spelling, and encouraging thinking.
- e. may be formed across developmental levels. Select students who have a range of social and academic abilities that will foster interdependence.

Class Review Recording Form

Classroom Strengths

Classroom Needs

Name of Teacher

Goals

Decisions

Individual Concerns

Medical Language Learning Social-Emotional Other

Multiple Intelligence Theory and Bloom's Taxonomy

Bloom's Six Levels of Educational Objectives						
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Verbal Linguistic						
Logical Mathematical						
Visual Spatial						
Body Kinesthetic						
Musical Rhythmic						
Natural						
Interpersonal						
Intrapersonal						