

## A lesson planning framework for secondary level ESL learners in Quebec

<b>Target learners/Grade :</b> Cycle 1, secondary 1, enrichment program	
<b>Title of the lesson:</b> Halloween Project	
<b>Broad theme of learning:</b> Media Literacy	
<b>Purpose:</b> To see if students acknowledged well the notions they saw related to Halloween (adjectives, adjectives' order, vocabulary, text's structure)	
<b>Competency(ies):</b> <ul style="list-style-type: none"> <li>- Interacts orally in English</li> <li>- Writes and produces texts</li> <li>- Reinvests understanding of text</li> </ul>	<b>Key features:</b> <ul style="list-style-type: none"> <li>- Broadens repertoire of texts</li> <li>- Uses the writing and production processes</li> <li>- Uses a personalized production/writing process</li> <li>- Expands a personal language repertoire</li> </ul>
<b>Cross-curricular competency(ies):</b> <ul style="list-style-type: none"> <li>-Cooperates with others</li> <li>- Communicates appropriately</li> <li>- Adopts effective work methods</li> </ul>	
<b>Materials and equipment:</b> <ul style="list-style-type: none"> <li>- Orange "Halloween Project" sheet</li> <li>- "Order of Adjectives" chart</li> </ul>	
<b>KNOWLEDGE:</b>	
<b>Functional language:</b> <ul style="list-style-type: none"> <li>- <u>Useful expressions</u></li> <li>- Every expressions on the "Vocabulary Sheet"</li> <li>- <u>Vocabulary</u></li> <li>- Every vocabulary words on the "Vocabulary Sheet"</li> <li>- Adjectives on the "Order of Adjectives" sheet</li> </ul>	<b>Strategies</b> <ul style="list-style-type: none"> <li>- Take notes</li> <li>- Use of prior knowledge</li> <li>- Predicting</li> <li>-Using resources</li> <li>- Spiralling</li> </ul>
<b>Language conventions (grammar, phonology, punctuation and spelling)</b> <ul style="list-style-type: none"> <li>- Adjectives' order</li> <li>- Identification and descriptions</li> <li>- Help/assistance</li> <li>- Request for information</li> <li>- Teamwork and encouragement</li> </ul>	<b>Text components:</b> <ul style="list-style-type: none"> <li>- Text's structure</li> </ul>
<b>Cultural products</b> <ul style="list-style-type: none"> <li>- To know more about Halloween's celebration</li> </ul>	<b>Use of information and communication technologies</b> N.A.

PROCEDURE				
	Teacher	Learners	Grouping	Time
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• Ask students if they like horror movies and which one is their favorite and why.</li> <li>• Ask them if they can give some adjectives related to Halloween.</li> </ul>	<ul style="list-style-type: none"> <li>• Answer to the questions properly.</li> <li>• Give some adjectives related to Halloween that they know.</li> </ul>	Whole class	2-5 min.
<b>Activities</b>				
Pre-activity	<ul style="list-style-type: none"> <li>• Ask students to get in teams of four AND that teams have to be MIXED (boys and girls teams).</li> <li>• Give one “Halloween Project” sheet per team.</li> <li>• Ask some students to read the sheet.</li> <li>• Explain each step by making parallels with the text’s structure that they learned.</li> <li>• Tell students that they can wear costumes, use music and accessories for their oral presentation.</li> <li>• Tell them that they are going to have three classes to make their story and prepare their oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Get in teams of four with boys and girls.</li> <li>• Receive the “Halloween Project” sheet.</li> <li>• Read the guidelines on sheet.</li> <li>• Listen to the explanations and take notes.</li> <li>• Listen to the teacher.</li> <li>• Write the important information down (oral date).</li> </ul>	Groups of four	5-10 min.
Main Activities	<ul style="list-style-type: none"> <li>• Let students work in team on their project for three classes.</li> <li>• Go around the classroom while students are working to see:               <ul style="list-style-type: none"> <li>- if they speak English</li> <li>- if they work on the project</li> <li>- if they need help</li> </ul> </li> </ul> <p>*At the beginning of each class, remind students of the time left they have and of what has to be included in their story (check up list).</p>	<ul style="list-style-type: none"> <li>• Work in team on their project.</li> <li>• Don’t forget to :               <ul style="list-style-type: none"> <li>- Speak in English all the time</li> <li>- Work hard on the project</li> <li>- Use the dictionary</li> <li>- Use Halloween vocabulary words</li> <li>- Add a lot of descriptions to the text</li> </ul> </li> </ul>	Groups of four	≈170 min.
Post-activity	<ul style="list-style-type: none"> <li>• Listen to oral presentations on the fourth day while my associate teacher is evaluating students’ performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Present their horror story to the class.</li> </ul>	Groups of four	A whole period
<b>Wrap-up</b>	N.A. (practicum was over, I had time to see the presentations of one class only, so no wrap-up possible)	N.A.	N.A.	N.A.
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• See if students respected what was written on the sheet (elements to include in their story)</li> <li>• Evaluate students’ performance while doing their oral presentation.</li> </ul> <p>* Stories will be corrected by my associate teacher because it was their final project on Halloween.</p>		<b>Extra-class work</b> N.A.	