

OMLTA

**Handouts for Workshop D 11-Melady**

OMLTA SPRING CONFERENCE/CONGRES Du PRINTEMPS 2008

Session D 11-Melady

**The Balancing Act-Teaching Double Grades in FSL**

Workshop Agenda

INTRODUCTION

STARTING THE COURSE - Establishing routines and Getting acquainted

ORGANIZATION OF THE CLASS

ORGANIZATION OF THE LESSONS

## PRESENTATION OF GRAMMAR STRUCTURES

## EVALUATION

## ANCHOR ACTIVITY

### What ?

The Anchor Activity is an effective time management strategy which helps implement differentiated instruction/split grades in the class. Students work quietly and independently on a task that is meaningful and ongoing. For my FSL classes it's a vocabulary development activity based on students' interests.

### When?

Students do the Anchor Activity when the teacher needs to work with specific groups/grades or individuals according to their performance on a formative assessment. Students may also work on the Anchor Activity when they first enter the classroom, or finish seatwork, a test, or final task. It's also a great assignment to leave with a supply teacher.

### Why?

It meets some of the curriculum expectations for reading and writing. The following expectations come from the Gr. 9 Core French Curriculum Expectations.

#### OVERALL -Reading

*- read a range of simple texts to gather information and to expand their knowledge of the French language.*

*-identify and understand language conventions used in their reading materials*

#### Specific

*- demonstrate basic dictionary skills*

*- use French/English dictionaries to determine the meaning of unfamiliar vocabulary*

#### OVERALL -Writing

*-create short, simple written texts in structured and open-ended situations*

*-incorporate newly acquired vocabulary into their written work*

### How?

I use two types.

#### A. Core, Elementary and Gr. 9

Students label drawing/collages on various topics ie) their interests, seasonal, unit of study and keep them in their own duotang. Students use dictionaries which they are assigned at the beginning of the semester to assist them in labelling with the appropriate word. They are instructed to bring their dictionary every day to class. We even do some lessons on how to use a French/English dictionary correctly.

Students are encouraged to work at the level they are comfortable with. Some students may simply label their drawings. Others will write sentences or short texts to describe what they drew.

If they get bored with the format, I challenge my students to try to illustrate and label their work as in the I Spy series or like Animalia where all the items on each page begins with a specific letter of the alphabet.

#### B. Advanced Core and Immersion

Students select reading materials according to their interests ie) magazines, novels, newspapers, comics etc. and make a record of the new vocabulary for them found while reading. They write the vocabulary words and the definition on the attached handout and keep these sheets in a duotang. They are to also include the sentence from the text and for extra marks they may compose their own sentence using the new word.

The duotangs for both levels do not leave the classroom. Therefore there's no excuse for not working on the Anchor Activity because they forgot it in their lockers or at home.

In order for the Anchor Activity to work smoothly, it is important to clearly state the expectations of the task and the behaviour while doing the task. Since the students must work quietly and independently, they must practice doing the Anchor Activity before the teacher can work with different groups. Spend a few sessions as a whole class where everyone is working independently and quietly and the teacher can determine that everyone knows what to do. After the class demonstrates that they can work well on their own, divide the class in two and have one half work on the Anchor Activity and the other half do another activity such as seatwork related to the unit of study. After 20 minutes, flip-flop the two groups. Once students can demonstrate that they know how to work well on their own, then start using the Anchor Activity with teacher-direct instruction.

The Anchor Activity must be meaningful. I evaluate it at mid-semester and at the end of the semester. The attached rubric applies to my advanced Core and Immersion classes.

#### **Where?**

The Anchor Activity is set up in a bookcase where each level is assigned a shelf. The duotangs, reading materials, handouts, drawing materials, and unilingual or bilingual dictionaries are easily accessible. If students forget their own dictionaries, they record the number written on the dictionary and their name on the board. At the end of the activity, a student checks to see if all

the dictionaries have been returned to the shelf.

## ACTIVITE D'ANCRE

Remplis sous chaque catégorie. Copie la phrase où le mot se trouve. (Niveau 3)

Crée ta propre phrase en montrant le sens du nouveau mot. (Niveau 4)

Date : \_\_\_\_\_ Titre : \_\_\_\_\_

Mot : \_\_\_\_\_ Définition : \_\_\_\_\_  
\_\_\_\_\_

Phrase du texte : \_\_\_\_\_

Ma phrase : \_\_\_\_\_  
\_\_\_\_\_

Date : \_\_\_\_\_ Titre : \_\_\_\_\_

Mot : \_\_\_\_\_ Définition : \_\_\_\_\_  
\_\_\_\_\_

Phrase du texte : \_\_\_\_\_

Ma phrase : \_\_\_\_\_  
\_\_\_\_\_

Date : \_\_\_\_\_ Titre : \_\_\_\_\_

Mot : \_\_\_\_\_ Définition : \_\_\_\_\_  
\_\_\_\_\_

Phrase du texte : \_\_\_\_\_

Ma phrase : \_\_\_\_\_

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## ACTIVITE D'ANCRE

### RUBRIQUE

CATEGORIE	NIVEAU 1	NIVEAU 2	NIVEAU 3	NIVEAU 4
Connaissances/ Compréhension  -compréhension du mot dans le contexte	L'élève démontre...  une compréhension limitée du mot dans le contexte	quelque compréhension du mot dans le contexte	une bonne compréhension du mot dans le contexte	une compréhension approfondie du mot dans le contexte
Pensée  -habilité de recherche (choisit le bon sens du mot, la quantité des mots)	-applique peu d'habilité	-applique quelque d'habilité	-applique bien l'habilité	-applique très bien l'habilité
Application  -remplit la fiche  - remplit la fiche	-avec peu de précision  - ne remplit pas complètement la fiche	-avec quelque précision  - remplit la fiche	-avec précision  -copie la phrase du texte	-avec précision (sans erreurs)  -crée sa propre phrase