

OMLTA

Handouts for Workshop H 15-Melady

OMLTA SPRING CONFERENCE/CONGRES Du PRINTEMPS 2008

YOU CAN DO IT!

Practical Strategies for Formative Assessment

Session H 15-Melady

Workshop Agenda

INTRODUCTION

STARTING THE COURSE - Establishing routines and getting acquainted

ORGANIZATION OF LESSONS

PRESENTATION OF GRAMMAR STRUCTURE

FORMATIVE ASSESSMENT

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 : _____

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

LES CENTRES D'ACTIVITÉS

avec

“AVOIR”

Group Remedial Activities Using Different Learning Styles

The class was divided into 4 groups. The activity centres were designed to satisfy different learning styles, but the groups were a mixture of the learning styles. Students worked at one activity centre each day, for 15 minutes each time.

The learning styles are:

1. Visual Learner learns best by reading, seeing things written out, and picture things in his/her head.
2. Auditory Learner learns best by reading aloud, likes to discuss with others, remembers things better when he/she hears them.
3. Kinesthetic Learner enjoys hands-on learning, is good at puzzles and mazes, likes to move while memorizing.

The activity centres are:

1. **Mon Bateau (Battleship)** see attached grid. Make enough copies of the grid for each student in the group. Students play in pairs and each student is given a copy of the grid which is protected by a plastic sheet protector. In this way they can use overhead markers to mark their boats and the grids can be used repeatedly. Students place their boats from sizes of one square on the grid to four squares. The boats can be placed vertically, horizontally, and diagonally. Students do not show where they placed their boats to their partner (who is really their opponent). They try to find their partner's (opponent's) boats by calling out the co-ordinates on the vertical and horizontal axis. The horizontal co-ordinate is identified by the subject of the sentence and the vertical co-ordinate is identified by the correct verb and sentence completion. I included the correct form of the verb “avoir” in the co-ordinates because I wanted students to see the forms with the subject and the game had to be self correcting. When the student named a co-ordinate that contained a boat, the boat “blew up”. The game continues until all one partner's boats are “blown up.”

This activity works well with **Auditory Learners** because they are hearing and saying repeatedly

the correct forms of the verb with the subject.

It also works well for the **Visual Learners** because they repeatedly see the correct forms of the verb with the subject.

By creating sentences both types of learners are using the verb “avoir” in context.

2. **Les poches** Eight library card pockets are placed side by side on an open legal size file folder. Four pockets are placed on the top and four on the bottom. The forms of the verb “avoir” are written on top of the library pockets. (These pockets are now hard to find. Envelopes cut in half work well too.) Write the subject pronouns on index cards. I make enough of these file folders so that two students share one. Students are to place the index cards in the correct pocket, therefore matching the correct subject with the verb form. In order to check if they have the correct answers, you can write the answers on the reverse side of the folder or students may refer to their notes. The object of this activity is to see which partner has the fastest time putting the cards in the pockets correctly. The winner can then challenge other people in his group. There’s much room for variety. It’s interesting to see the variations that students come up with.

This activity works well for the **Kinesthetic Learners** because they move cards around and race against time. The **Visual Learners** see and read the forms.

3. **Concentration** The beginning of the sentence is written on one card and the completion of the sentence, starting with the verb, is written on another card. Determine the number of sentences you want to use. All the cards are shuffled and placed face-down on the table. A student picks up one card, reads it aloud. He/she picks another card, reads it aloud and determines whether it matches the first card. Students may verify if it’s correct by using an answer key prepared by the teacher or referring to their notes. If the second card matches the first card, the student keeps them. If it’s not the correct subject and verb match, both cards are returned to their places on the table. Students take turns finding matching cards (cards that make a correct sentence). Play continues until all the cards are matched. The player with the most cards wins.

This activity applies to all learning styles. It is a hands-on puzzle for the **Kinesthetic Learners**. The **Visual Learners** are seeing correct uses of the verb and the **Auditory Learners** are hearing the forms.

4. **Les phrases** Compose sentences, writing the subject on one card, the verb (a form of the verb “avoir”) on the second one, and the sentence completion on the third card. Compose as many sentences as you like. To play the game, deal all the cards to the players. Each player must compose possible sentences. Students are to verify correct verb and subject agreement. Each sentence must end with a period or a question mark. The player with the most sentences wins the end. Play continues for as long as the activity runs.

This activity is geared to **Kinesthetic Learners** and **Visual Learners**. **Kinesthetic Learners** can manipulate the cards to create sentences. **Visual Learners** read sentence using “avoir” correctly.

Students follow the schedule over a four day period.

Jour/groupe	Jour 1	Jour 2	Jour 3	Jour 4
1	Mon Bateau	Les Phrases	Concentration	Les Poches
2	Les Poches	Mon Bateau	Les Phrases	Concentration
3	Concentration	Les Poches	Mon Bateau	Les Phrases
4	Les Phrases	Concentration	Les Poches	Mon Bateau

Implementation Schedule

Day 1 - Review forms of “avoir” and make a note for student reference during activity centres.

Day 2 - 1. Present activity centres, explaining how to complete each task.
2. Do one round of the activity centres for 15 minutes.
3. Assign homework on use of “avoir.” Homework is due on Day 5.

Days 3 - 5 - continue centres, doing one round for 15 minutes each day.
- take up homework on Day 5.

Day 6 - Students write the formative assessment.

Sample

FSF 1P BIENVENUE SUR MA PAGE WEB

Tâche finale -écrite

Écris un paragraphe où tu te décris et tu parles de ta routine quotidienne.

1. Fais le sondage “How Are You Intelligent?”.
2. Fais une liste des adjectifs irréguliers qui te décrivent.
3. Écris les bonnes formes de ces adjectifs..
4. Utilise ces adjectifs dans les phrases qui te décrivent.
5. Justifie l’usage de ces adjectifs avec les exemples.
ie) Je suis *sportif* (adjectif).
Je joue souvent aux sports. (justification)
6. Fais une liste des verbes réfléchis qui décrivent ta routine quotidienne.
7. Conjugue ces verbes avec la forme “je.”
8. Écris ces formes dans les phrases complètes.
9. Organise les phrases de # 4 et les phrases de #8 dans un paragraphe logique.
10. Ajoute une introduction au début et une conclusion à la fin.
11. Rédige ton paragraphe.
12. Choisis un projet de “How Are You Intelligent?” selon ton intelligence.
13. Présente ton paragraphe dans le projet.

Sample

FSF 1P
Pratique orale
Passé composé des verbes irréguliers

QUESTIONS

A 1 tu (comprendre)	A2 on (obtenir)	A3 j' (faire)
B 1 vous (avoir)	B 2 nous (prendre)	B 3 ils (voir)
C 1 il (devoir)	C 2 elle (mettre)	C 3 elles (vouloir)

FSF 1P
Pratique orale
Passé composé des verbes irréguliers

RÉPONSES

A 1 tu as compris	A2 on a obtenu	A3 j' ai fait
B 1 vous avez eu	B 2 nous avons pris	B 3 ils ont vu
C 1 il a dû	C 2 elle a mis	C 3 elles ont voulu