

Chapter 10, Episode 1: Designing a Language Lesson Appropriate for Diverse Learning Styles

STAGE 1: Desired Results

Established Goals

W-RSLL: 1) Communication standards: Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 2) Interpretive Communication: Learners understand, interpret and analyze what is heard, read or viewed on a variety of topics.

Understandings

How learners can use adjectives in a variety of different situations to describe opinions, people and objects

Essential Questions

Understanding the placement of adjectives in the French sentence and which adjectives go before the noun and which adjectives are placed after the noun.

Knowledge

Learners will learn the meaning of a key number of adjectives, reinforce their knowledge of adjective agreement, gain knowledge about where certain adjectives are placed and gain knowledge of the city of Paris and its monuments through the presentational story.

Skills

Learners will be able to read, write and express verbally a description of a person or object and be able to identify where the adjective is placed.

STAGE 2: Assessment Evidence**Performance Tasks** (differentiated)

Learners co-construct a list of adjectives and develop a description for the rules of adjective placement. Performance tasks for the three main learning styles in this class (1: detailed/analytical, 2) Visual, 3) Interactive) are developed using worksheets with various levels of difficulty and visual aids.

Other Evidence (differentiated)

Quizzes on adjective placement will be used to assess learning level. Quizzes may vary by degree of difficulty and learner readiness.

Key Criteria

Learners need to identify which adjectives are placed after the noun and which adjectives go before the noun. Advanced students will be able to identify two adjectives are placed when using together.

STAGE 3: Learning Plan

Use the PACE model to develop learner understanding of use and placement of adjectives.

Learning Activities

1) Pre-presentation activities (not differentiated)

During the Presentation phase of the PACE model, students will listen to the instructor read a story of two American students visiting. In this pre-presentation phase, the instructor will go over some of the monuments and sites that they would see in Paris, as well as a quick revisit of the adjectives that the students already know. Students will also be asked to predict what the students in Paris may see and how they may describe what they see.

2) Presentation Phase (not differentiated)

Instructor will read a story about two students traveling to Paris. The story will recount events of the two visiting students as they arrive in Paris, leave their hotel and begin a day of sightseeing and wandering the streets in the Latin Quarter. The grammatical feature in question, adjectives, will appear naturally several times in the story to describe the sights the two American students are seeing. Learners have already studied adjectives but adjectives that are placed after the noun such as adjectives of color. Most adjectives are placed after the noun. However, there is a small group of important and commonly used adjectives that are placed before the noun and this group of adjectives will be the primary grammatical feature of the story. During the first read, the students will not have a written copy of the story. They will only listen. As the instructor reads the story, he/she will take pauses and check in with the students for comprehension by asking questions.

3) Attention Phase (not differentiated)

During this phase, students will be asked if they noticed anything interesting about the story, about the words that were used. The goal in this phase is to simply draw attention to grammatical feature, not to explain it. If students struggle in this part of identify the grammatical feature, then parts of the story can be reread and elements can also be written on the board.

4) Co-Construction Phase (not differentiated)

During this phase, students will engage in a collaborative and interactive exchange with the teacher to co-construct, hypothesize and create an understanding of the rules of adjective placement, specifically what types of adjectives go before the noun and which go after. It is

important in this phase that the instructor asks a lot of questions and not lead the discussion to much so that it really is a collaborative exercise.

5) Extension Activities (differentiated)

In this phase, students will be placed into one of three groups according to learning style differences. The three learning style groups will be as follows

a) Detailed/Analytical

b) Visual

c) Interactive

The Detailed/Analytical group will be given individual worksheets with problems to solve, such as filling in the blanks in sentences. The Visual group will work at the white board and use post-its with an adjective written on them to fill in the blanks in sentences. The interactive group will work together to develop a range of sentences using all of the new adjectives. They will have a list of adjectives to work from that will combine those that go before and after the noun.