

INCLUSIVE PRACTICES IN MIDDLE YEARS



LI: This practical workshop will provide teachers with the why and how of differentiation and provide insight into how inclusive practices engage learners.



SC: By the end of this workshop participants will have practical ideas and strategies to increase engagement and improve student outcomes in the Languages classroom.



RICONOSCIMENTO DEI PROPRIETARI TRADIZIONALI



Oggi vorrei riconoscere rispettosamente i proprietari tradizionali del luogo sul quale presenterò questo laboratorio. I popoli Wurundjeri Woi-Wurrung, e vorrei esprimere il mio rispetto ai loro Anziani passati e presenti.

Vorrei anche riconoscere e onorare il legame spirituale, culturale e politico che hanno mantenuto con questo luogo unico per più di 2000 generazioni.

Differentiation- the purpose

Our aim as teachers, is to give students the opportunity to demonstrate what they

KNOW

UNDERSTAND

(CAN) DO

as they progress through an area of study we are teaching them.

Activity 1

- 'Questions Stand up Sit down Around The Room' activity.
- Providing teachers with a 'finger on the pulse' opportunity to gauge understanding in the 'hook' phase of the lesson.

By
differentiating
we can provide
all students with
the opportunity
to demonstrate
their knowledge,
understanding
and skill
acquisition.



We can differentiate;



content



process



product

Content

We can differentiate through concentrating on learning through a specific approach/lens.

We let students know we are only focussing on a specific area we want them to learn based on their needs and abilities.

Differentiating content can include offering different levels of complexity in the content we offer students and different levels of access e.g. reading aloud or immersive reader for some students, providing more visuals and scaffolds.

Parliamo delle nostre famiglie-Gianfranco Conti style

sentence builder

Verb	Direct object	Conjunction	Pronoun and verb	Feminine Adjective	Masculine Adjective
Positives Amo(I love) Adoro (I adore) Vado d'accordo con (I get along with) Mi diverto con (I have fun with)	la mia mamma la mia matrigna mia sorella mia cugina mia zia mia nonna la mia amica la mia sorella maggiore la mia sorella piccola	perche'	lei e' lei non e'	amichevole (friendly) antipatica(unlikeable) aiutevole(helpful) avventurosa(adventurous) bugiarda(liar) comprensiva(understanding) creativa(creative) diligente(hard working) divertente(fun) egoista(selfish) forte(strong) gentile (kind) generosa(generous) intelligente(clever) in gamba (fit/smart) pigra (lazy) severa(strict) sportiva(sporty) spiritosa(funny) simpatica (likeable) meravigliosa (wonderful) noiosa(boring)	amichevole (friendly) antipatico(unlikeable) aiutevole(helpful) avventurosa(adventurous) bugiardo(liar) comprensivo(understanding) creativo(creative) diligente(hard working) divertente(fun) egoista(selfish) forte(strong) gentile (kind) generoso(generous) intelligente(clever) in gamba (fit/smart) pigro (lazy) severo (strict) sportivo(sporty) spiritoso(funny) simpatico (likeable) meraviglioso(wonderful) noioso(boring)
Negatives Non vado d'accordo con (I don't get along with) Litigo con (I argue with) Mi arrabio con (I get mad with)	Il mio papa' Il mio padrigno mio fratello il mio fratello maggiore il mio fratello piccolo mio zio mio cugino mio nonno il mio amico	perche'	lui e' lui non e'		

Using visuals.

Ascoltare la musica- listening to music.

Ascolto la musica in camera.

Ascolto la musica
dappertutto!
Everywhere!



Ascolto la musica a scuola



Ascoltare la musica-Match the picture to expression. Including visuals

1. Ascolto la musica in camera.
2. Ascolto la musica dappertutto
3. Ascolto la musica a scuola.



Ascoltare la musica- insert the missing word.

_____ la musica in _____.

_____ la musica



Ascolto la musica a _____



Resource Page 1

- Example of Content- Gianfranco Conti style presentation of vocabulary and expressions.
- How does this type of glossary enable differentiation of content?

Process

- Modify activities to promote students' ability to demonstrate understanding and to practise new skills. This includes offering students choices with varying degrees of complexity.
- Handout: Expressions with 'Avere.'
Page 2



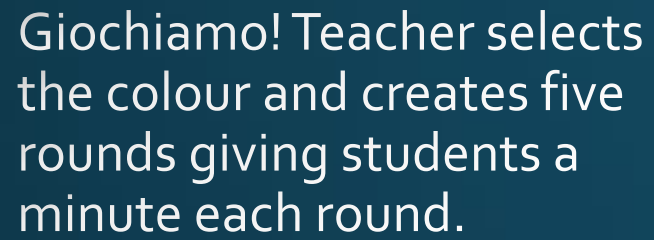
**Listening - Listen to your teacher
read out these sentences and circle
the words your teacher pronounces
incorrectly.**

1. Adoro mia madre perché lei è spiritosa.
2. Vado d'accordo con la mia sorella piccola perché lei è simpatica.
3. Litigo con mio padre perché lui è severo.
4. Mi arrabio con il mio fratello maggiore perché lui è egoista.
5. Mi diverto con mia nonna perché lei è spiritosa.
6. Mi diverto con mia zia perché lei è meravigliosa.



Differentiation takes into account students' ability and interests.

- Activity 2:
- M&Ms chat.
- Split the class into groups of 4-5
- Each group have a packet of M&Ms /Smarties with five different colours in the centre of the room.
- Each student will be expected to participate and offer an answer, once they contribute they can eat the chocolate. Variation- coloured paper squares instead of food.
- Each colour represents a topic students must contribute a word or expression for according to the topic being discussed.



- Topic: Il Tempo e Le Stagioni
- Yellow: Words related to summer
- Blue: Words related to winter.
- Orange: Summer sports
- Brown: Winter sports
- Red: Describing temperature



Differentiating Process

- Activity 3:
- What question does this information answer?
- The teacher provides a series of answers related to a topic on the board.
- In groups students need to come up with as many questions as they can that the vocabulary on the board could answer.
- Vary the levels of complexity to give all students in the group a chance to be able to contribute at least one questions.
- Students should have been exposed to the questions and vocabulary previously, this is a reviewing knowledge task.

Activity 3; esempio



Explicitly teaching vocabulary to support engagement and understanding.

- Word Sort
- This is a 'getting knowledge ready' that includes all learners regardless of their capabilities in the subject.
- Teachers create a word bank for an impending unit of study.
- Students look at the words and in small teams, place the words in groups after identifying something they have in common.
- Students then place them in categories giving the category a title that they can justify.

Esempio: Word Sort

- Scuderia Ferrari
- Discuss the words listed below. Group the words into categories making sure the words in each category share similarities. Your group should be able to explain their choices for including words in the categories.

Gran Prix	Ferrari
Enzo Ferrari	Lewis Hamilton
Rosso	
Automobile	Il pilota
La pista	Most world titles
Alfa Romeo	Maranello
Williams	Albert Park
Cavallino rampante	nero

When to use Word Sort

- A word sort prior to reading a new text, both in Italian or English, or prior to introducing a new area of study, provides the teacher with an initial assessment of students' background knowledge of the words and concepts they will encounter when studying the text/topic.
- When students justify their categories, it provides you with an opportunity to lead and guide discussion and hear vocabulary spoken in the target language.



Differentiating Process

- Possible sentences.
- Give students a set of familiar words related to an area of study.
- Provide visual stimulus and a model of how to do it.
- Group students and give them time to create sentences.

Possible sentences.

- | | | | |
|-----------|------------|-----------|----------|
| • Gatto | pigro | gallopa | mi piace |
| • Cane | giochevole | canta | adoro |
| • Uccello | bello | gioca | e' |
| • Cavallo | grande | dorme | il mio |
| • Quando | perche' | di solito | forte |

Student 1: Il mio gatto e' pigro

Student 2: Adoro il cavollo quando gallopa, e' molto bello.



Spelling Relay

- Divide the class into teams.
- Print or write each of the letters on a separate piece of paper. Jumble the letters and place them at one end of the room; the team sits directly opposite the papers at the other end. As in a relay race, at the command “3-2-1-Spell!,” one student from each team runs across the room to retrieve a letter from the pile, runs back to the group, and tags the next student, who runs to get the next letter. Once the teammates have come back with the letters, they work as a group to unscramble them. The team that successfully spells their word first wins the relay race.
- Spelling words can be pre -chosen to match the needs/abilities of groups.

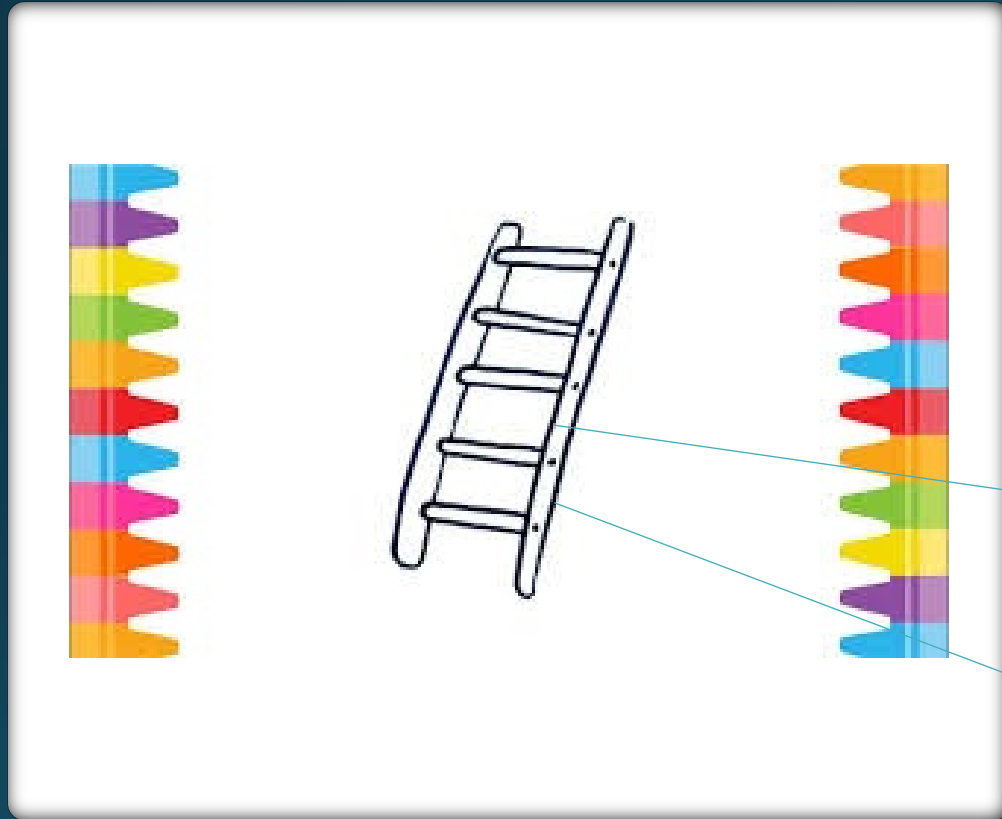


SCRIVERE!

Corpo
di scrittura creativa



Ladder Brainstorm Activity



- Assign students to small groups and provide them with paper/whiteboards.
- Students draw a ladder with 5 rungs in the middle of their papers.
- The purpose of the activity is to fill each rung of the ladder with a word from the unit students are covering .
- Each student contributes.
- Each word has to start with the letter of the previous word, no repeats.

ABITO

MODA

Process Resource Sheet

- Page 3

Product

- Students don't all have to produce the same final product to demonstrate their skill and knowledge acquisition. Differentiating product ensures students have equal opportunities to demonstrate their knowledge, understanding and skill acquisition.



Multiple Intelligences and how this influences differentiation.

- Helping students understand their preferred learning style and encouraging them to take risks and experiment with a new learning style, facilitates student engagement and better learning outcomes.

MULTIPLE INTELLIGENCES



Refer to Choice Boards handout and Directions Unit in Venice handouts. Pages 4-8.

Differentiating Product

- Keeping in mind that assessment is about giving students the opportunity to show us what they know, understand and can do ,(KUDs) our assessments should offer a variety of ways to demonstrate KUDs.
- Suggested tasks that reflect asking students to demonstrate comprehension skills through both writing and listening tasks.
- *Spot the intruders task in a reading passage.*
- *Arrange the sentences in the order you hear them.*
- *Spot the faulty translation and annotate the mistake.*
- *Narrow reading.*

Match the expression to the picture.

- 1. Amo mio nonno perché lui è in gamba.
- 2. Vado d'accordo con mia mamma perché lei è comprensiva.
- 3. Adoro mio papà perché lui è diligente.
- 4. Mi diverto con la mia amica perché lei è sportiva.
- 5. Vado d'accordo con mio fratello perché lui è spiritoso.



Narrow Reading

Buongiorno. Mi chiamo Anna e ho quattordici anni. La mia famiglia è composta da cinque persone. Vado d'accordo con mia mamma Marina perché lei è comprensiva. Amo il mio padrigno Alberto perché lui è spiritoso. Mi diverto con mia sorella Maggie perché lei è avventurosa. Non vado d'accordo con mio fratello perché lui è egoista.

Salve! Mi chiamo Benny e ho quindici anni. Amo la mia famiglia. Adoro mia mamma perché lei è aiutevole. Vado d'accordo con mio fratello perché lui è in gamba. Mi diverto con mia cugina perché lei è sportiva. Non vado d'accordo con il mio fratello piccolo perché è bugiardo.

Ciao! Mi chiamo Sam e ho quindici anni. Abito con la mia famiglia. Vado d'accordo con la mia matrigna. Non vado d'accordo con mio papà perché lui è pigro. Non vado d'accordo con la mia sorella maggiore perché lei è egoista e bugiarda. Mi diverto con la mia amica Giulia perché lei è spiritosa.

Ciao! Mi chiamo Marta e ho quattordici anni. Abito con mia nonna e mio nonno. Vado d'accordo con mia nonna perché lei è gentile. Mi diverto con mio nonno perché lui è spiritoso. Adoro la mia sorella maggiore perché lei è amichevole.

Read the texts and then answer the questions below.

Who:

1. has a stepmother?
2. lives with 1 parent?
3. lives with their grandparents?
4. doesn't get on with their father?
5. has a selfish sister?
6. has a funny sister?
7. doesn't get on with their brother?

1. Why does Benny get on well with his brother?
2. What is Sam's dad like?
3. How many siblings does Anna have?
4. Why does Marta get along with her grandmother ?
5. Why does Sam get on with his step mum?

• Find these expressions in Italian :

1. I get on well with my step mum.
2. I love my older sister because she is friendly.
3. I enjoy myself with my sister Maggie because she is adventurous.
4. My family consists of five people.
5. I live with my family.
6. I get along with mum because she is understanding.

Dettato illustrato

This is called 'Illustrated Dictation.' Your teacher will read a number of sentences related to describing family members. With a partner you need to draw what you hear the teacher saying. Think carefully about how you will represent a grandfather or symbols/pictures you could use to represent someone who is a liar or sporty or strong.



Scaffolding and Multiple Exposures

The Gianfranco Conti resources in which he uses sentence builders and multiple exposures tasks reflects the Universal Design Theory approach to learning.

By providing scaffolds and supports we give all students equal access to learning, the variety of ways to learn we provide to students enables all of them to experience success and show their understanding and application.



Spot the difference – Using the sentence builders make up two sentences about your family.

- Without showing your partner, read the sentences twice to them. They can take notes.
- Now change one thing about your sentences e.g., A family member/an adjective. (I will model this for you)
- Read the sentences to your partner. Can they spot the difference?
- Swap and do this activity again with your partner now reading the sentences and you spotting the difference.

The Inclusive Classroom

- Strategies review sheet.
- Final thoughts and take aways.
- GRAZIE

Grazie Mille



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