

Diferencijacija u nastavi stranih jezika

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Ritha praktičar za rad s darovitom djecom

Teachers can differentiate



According to



Student characteristics

Odakle krenuti?

Differentiation in the Classroom



Original lesson plan

Obrazac „Metodičkih preporuka za ostvarivanje odgojno-obrazovnih ishoda predmetnih kurikuluma i međupredmetnih tema za osnovnu i srednju školu“	
OSNOVNI PODACI	
Ime i prezime	Marina Lisica
Zvanje	Prof. English language and literature and Italian Language and literature
Naziv škole u kojoj ste trenutčno zaposleni	Primary school Stjepan Radić Bibinje
Adresa elektroničke pošte	marinatorbarina@yahoo.com
Naslov metodičkih preporuka	The Food Pyramid
Predmet (ili međupredmetna tema)	English Language
Za međupredmetnu temu obavezno navesti u sklopu kojega nastavnoga predmeta se izvodi. Dodatno može i sat razrednika ili izvannastavna aktivnost, ali najmanje jedan nastavni predmet je obavezan.	
Razred	
OBVEZNI ELEMENTI	
Odgojno-obrazovni ishod (oznaka i tekst iz kurikuluma predmeta ili međupredmetnih tema objavljenih u NN)	A.1.1. <u>Verbaly and non-verbaly responds to the spoken instructions</u> A.1.3. <u>Repeats the words and very simple sentences in the English language</u> A.1.6. <u>Copies the letters of the English alphabet</u> A.1.7. <u>Copies simple common English words</u> C.1.6. <u>Recognizes different sources of information</u>
Tijek nastavnoga sata	1. <u>Memory game Food</u> https://learningapps.org/view9702205 <u>The students repeat the names of different food items through an online game.</u> 2. <u>Opening discussion: What types of food do you know? What's the food pyramid? What does it show us? What are the components of the food pyramid (under what category do the given words fall; e.g. apple, orange and pear are...).</u> 3. <u>Open Food pyramid on the ThingLink application</u> https://www.thinglink.com/scene/1301872386915696641

PRE-ASSESSMENT ≠ TEACHER GROUPING

<p>7a. Procedures – whole-class lesson</p> <p>1. Food Pyramid</p> <p>2. Servings per group</p>	<p>1. Show the students the food pyramid at Thinglink and have a short class discussion on What’s the food pyramid? What does it show us? What are the components of the food pyramid (under what category do the given words fall; e.g. apple, orange and pear are...). Explain to the students that they are going to make their own food pyramid posters today. They need to cut out food items (pictures or words) and glue them in the appropriate food group. If they have trouble dividing the food items explain to them that they can have another look at the food pyramid poster, search the food items in the Thinglink Application or watch a food pyramid on YouTube</p> <p>2. Explain and/or discuss with students the following questions: Why do we need to eat food from all groups? Why are the healthy food groups organized in the form of a pyramid (or a triangle)? Which food items should children consume the least and which the most? What will happen if we just eat a lot of food from one group.</p>		
<p>7.b. Procedures – tiered learning activity</p> <p>1. Food pyramid</p> <p>2. Number of Servings</p>	<p>Novice</p> <p>1. Start with memory game (Learning apps under teacher resources)</p> <p>2. Give the students worksheet with food pyramid that contains name of the food group and one picture. Explain to the students that they need to cut out the remaining food items and glue them to the correct food group. (They can also copy the words into the appropriate food group or simply draw them).</p> <p>3. Pass out Annex 1 to the students. Explain to them that they have to write with number the <u>amount</u> of servings for each group on their food pyramid posters (give them time to conclude that the black dots represent number of servings; if they don’t pick that up, explain).</p>	<p>Apprentice</p> <p>1. Give the students worksheet with food pyramid that contains name of the groups. Ask the students to sort out the words that are written on the worksheet in the according group. They can cut out and glue, write and draw, just write or just draw the food items.</p> <p>2. Pass out Annex 3 to the students. Explain to them that they have to write with numbers the <u>amount</u> of servings for each group onto their food pyramid posters (give them time to conclude that the plate represents the amount of food a child should eat in a day; if they don’t pick that up guide them with further clues).</p>	<p>Practitioner</p> <p>1. Give the students worksheet with a blank food pyramid. The students need to write the names of the food groups, <u>and</u> sort out the words written on the worksheet into the appropriate food group. They can cut out and glue the words, <u>write</u> and draw the words, only write or only draw the words.</p> <p>2. Pass out Annex 2 to the students. Explain to them that they have to write with numbers the amount of servings for each group onto their food pyramid posters (give them time to conclude that the table represents a <u>weeks</u> diet for a child to eat in order to be healthy and that they need to figure out the amount of each food group for one day; if they don’t pick that up guide them with further clues).</p>

Name:

Differentiated Lesson Plan – Tiered Activity

Develop a tiered lesson for use with students. You are encouraged to use a lesson that you have developed for another course or one you have selected from another resource (with appropriate citations) rather than develop an original lesson plan. Redesign the lesson with at least 3 levels of instruction to address various student achievement levels. *Note: If you choose a lesson that is already tiered to meet varied levels of readiness, your redesign should focus on how you’re improving the lesson rather than simply rearrange the content of the original lesson to fit the format of this task.*

- a. Specify grade level(s), materials, and procedures so that your classmates could actually do the activities with their students.
- b. Include the original lesson plan and your tiered version. A template is provided for your tiered lesson plan.
- c. These lessons will be shared in recitation sessions.

Original Lesson:

This Tiered Activity is based on a lesson created for a current or previous methods course. A copy of the original lesson is attached.

This Tiered Activity is based on a lesson taken from (cite your source). A copy of the lesson is attached.

This is an original lesson developed for this course.

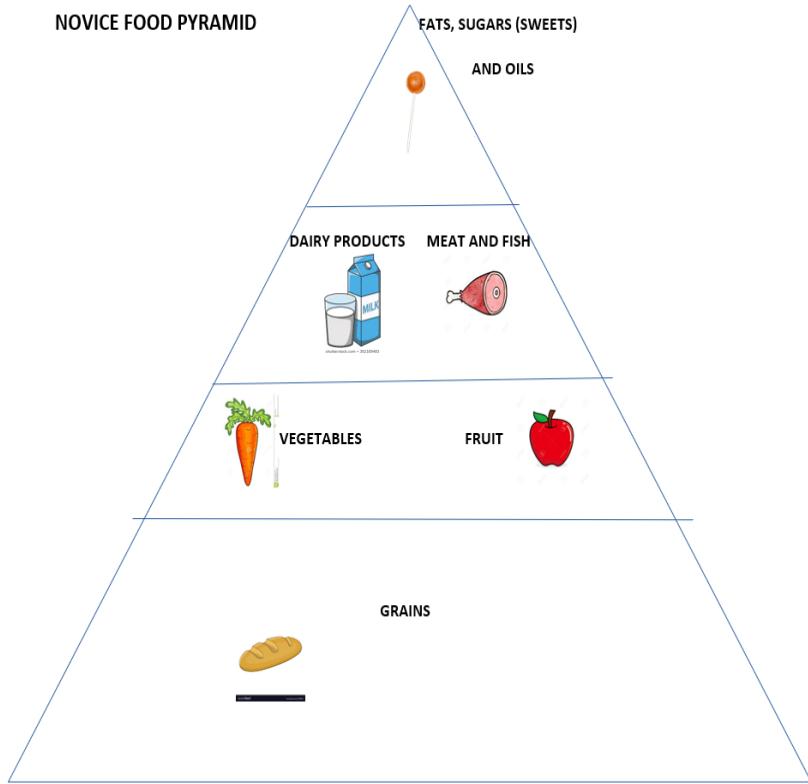
Unaprijed odrediti razine

Flexible grouping!

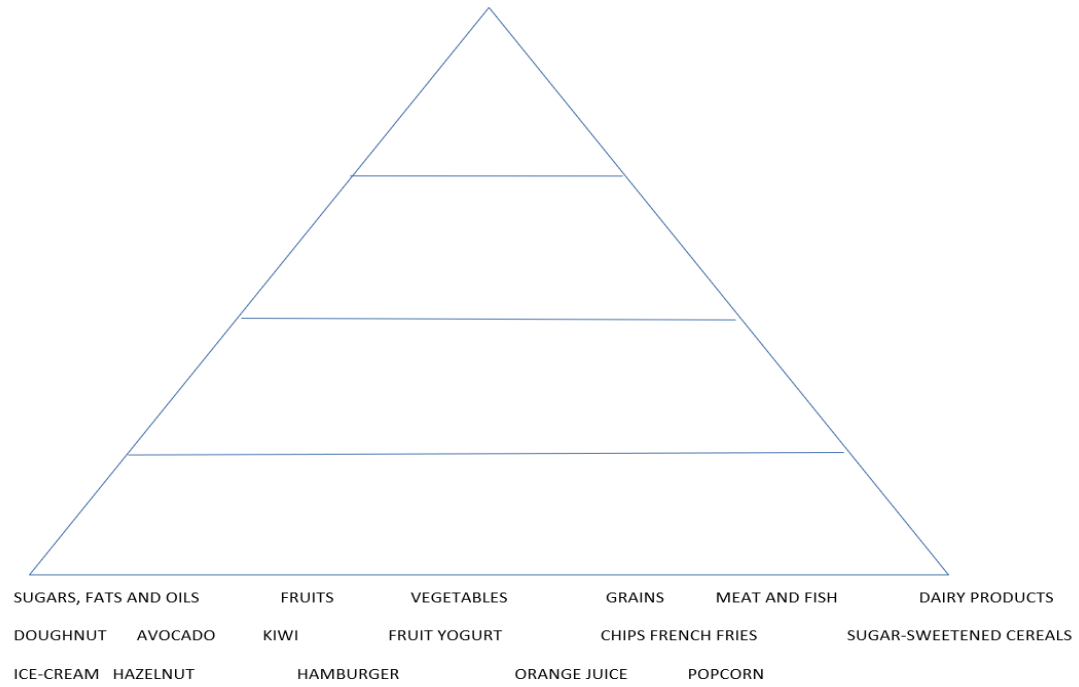
DRAWING DICTATION LIST

apple	pear	carrot	potato
orange	plum	tomato	broccoli
strawberry	grapes	lettuce	spinach
watermelon	lemon	peas	rice
bread	spaghetti	cereals	macaroni
toast	meat	chicken	fish
eggs	milk	yogurt	cheese
ice-cream	cake	cookies	doughnut
lollipop	chocolate		

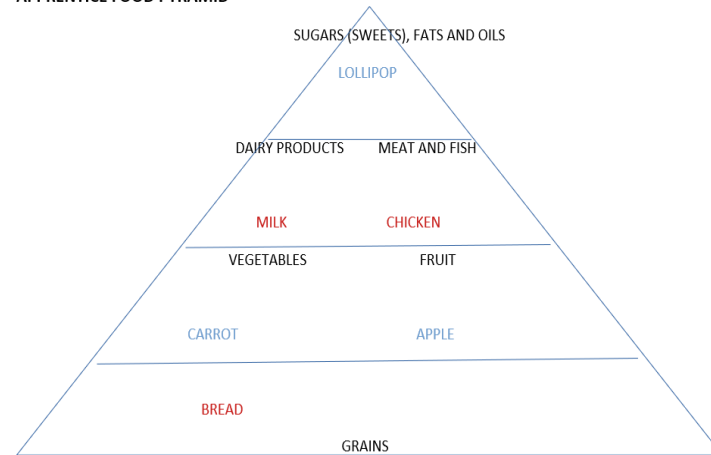
NOVICE FOOD PYRAMID



PRACTITIONER FOOD PYRAMID



APPRENTICE FOOD PYRAMID

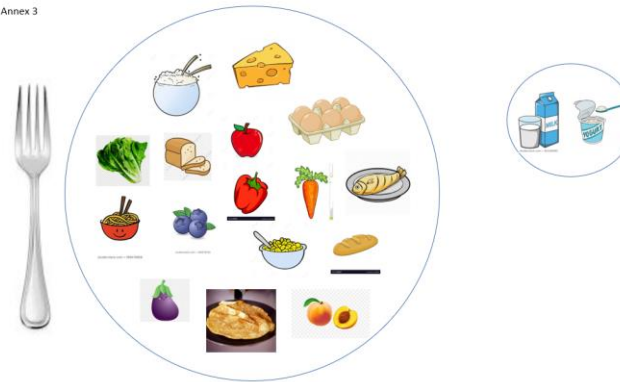


CEREALS, BROCCOLI, YOGURT, SPAGHETTI, CHEESE, PLUM, CHERRY, RICE, LEMON, COCA-COLA, ORANGE, POTATO, CHOCOLATE, CUCUMBER, EGGS, OCTOPUS

TABLE 4

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BREAKFAST	whole-wheat bagel, banana and yogurt	cereals with milk	toast with cheese and yogurt	peach with rice on milk	croissant and yogurt
LUNCH	turkey salad with cheese, carrots, tomato and cucumbers, a slice of whole-wheat bread	chicken noodle soup, macaroni in tomato sauce(with melted cheese) with lettuce and a glass of fresh squeezed orange juice	turkey tortilla wrap with tomato, pepper and lettuce grapes	soup with grain dumplings fish and veggie mix (carrots, peas and potatoes) with a slice of whole-wheat bread	broccoli and potato soup spaghetti with minced meat in tomato sauce and melted cheese
DINNER	grilled chicken with spaghetti and lettuce	scrambled egg with veggie mix (broccoli, carrots and potato)	fish with potatoes and a slice of whole-wheat bread	hard-boiled egg with spinach and a whole-wheat bagel	Grilled fish and lettuce with a slice of whole-wheat bread
MORNING SNACK	apple compote with rice and pretzels	apple and banana, yogurt	fruit granola bar	pretzels, apples and pears	Pretzels yogurt
AFTERNOON SNACK	pancakes with strawberries and a glass of milk	granola bar (with 3 types of grains)	banana with a glass of milk	pancakes with walnuts and chocolate	fruit granola bar

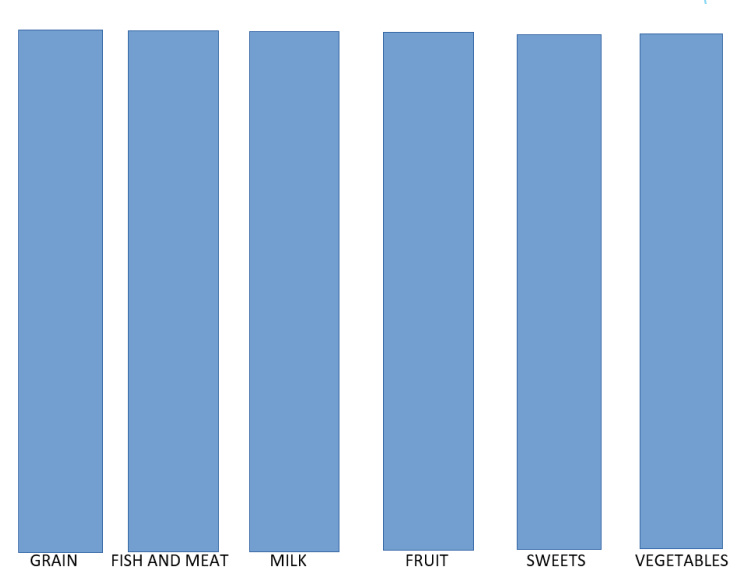
Annex 3



Završno VREDNOVANJE

TIC – TAC – TOE

<p>MAKE A SHOPPING LIST FOR YOUR GROUP MEMBERS TO <u>HAVE BREAKFAST</u>. MAKE SURE TO BUY NECESSARY “NUMBER” OF FOOD FOR ALL OF YOU TO EAT</p>	<p>MAKE A MENTAL MAP OF THE FOOD PYRAMID IN ORDER TO PRESENT IT TO SOMEONE WHO HAS NEVER HEARD ABOUT IT</p>	<p>MAKE A FOOD PYRAMID POSTER. DRAW THE FOOD PYRAMID, FIND IN THE MAGAZINES PICTURES OF DIFFERENT FOOD, CUT THEM AND GLUE ON THE PYRAMID IN THE APPROPRIATE FOOD GROUP</p>
<p>MAKE A GRAPH OF YOUR FAMILY’S FAVORITE FOOD. THINK OF THREE FAVORITE ITEMS OF FOOD FOR EACH FAMILY MEMBER. CATEGORIZE IT IN A WAY THAT YOU ADD TO EACH COLUMN OF THE GRAPH A CONSTRUCTION PAPER SQUARE FOR EACH FOOD (COLUMN REPRESENT <u>GROUPS</u>) Annex 5</p>	<p>MAKE 5 QUIZ QUESTIONS FOR SOMEONE TO ANSWER REGARDING TODAY’S LESSON</p>	<p>DESCRIBE THE FOOD PYRAMID IN A FORM OF A SONG / POEM / STORY</p>
<p>USE THE PLAY DOH TO MAKE THE FOOD PYRAMID</p>	<p>MAKE A COMIC IN WHICH YOU PRESENT THE BASIC CONCEPTS OF THE FOOD PYRAMID</p>	<p>MAKE A PAPER PLANE AND WRITE THE MOST IMPORTANT THINGS ON EACH “WING” OF THE PLANE</p>



CHECKLIST

- odrediti temu
- utvrditi obrazovne ishode koje svi učenici moraju svladati
- napraviti prvotnu procjenu (pre-assessment)
- unaprijed odrediti koliko bodova je za koju razinu
- podijeliti vremenski sve aktivnosti kako bi strukturno uokvirili lekciju
- točno odrediti kada i kako nadgledate koju grupu
- koristiti razne oblike grupiranja učenika
- koristiti izazovnije/kompleksnije tekstove i složeniji sadržaj
- koristiti više načina usvajanja ishoda (vizualni, auditivni, taktilni...)
- koristiti više načina vrednovanja usvojenosti ishoda
- za strane jezike: LANGUAGE IMPROVEMENT je uvijek krajnji cilj!

Literatura

- ▶ Roberts, J. L., and Inman, T. F. (2021). *Strategies for differentiating instruction: Best practices for the classroom*. Routledge.
- ▶ Tomlinson, C. A. (Ed.). (2005). *Differentiated instruction*. Lawrence Erlbaum Associates.
- ▶ VanTassel-Baska, J., & Wood, S. (2010). The integrated curriculum model (ICM). *Learning and individual differences*, 20(4), 345-357.
- ▶ Van Tassel, J. (2005). *A Teacher's Guide to Differentiating Instruction*.

▶ HVALA NA PAŽNJI!