

INCLUSIVITY IN ACTIONS

Differentiation for French Immersion

To remember:

- Differentiate activities by linguistic complexity, product, process, content.
- Grouping students based on interests, needs, readiness.
- Use differentiated instruction over the course of a full lesson.

ENGAGEMENT

- Offer choices and give autonomy.
- Create authentic tasks.
- Optimize relevance and value.
- Minimize distractions.
- Offer feedback based on mastery.
- Collaborative tasks.
- Make expectations clear.
- Reflection and self-assessment.

REPRESENTATION

- Offer different ways or alternatives to represent information.
- Use clear vocabulary, syntax and structure and access prior knowledge to support students.
- Illustrate through multiple medias.
- Highlight patterns, relationships, big ideas, and competencies.
- Guide processing of information.

EXPRESSION

- Give access to technology for support.
- Use multiple modes and medias of communication.
- Help build competencies with appropriate scaffolding.
- Support strategy development.
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LANGUAGE

- Use modelling to teach concept.
- Teach written language and reading skills.
- Keep the language of instructions as simple as possible.
- Teach students to repeat directions or ask for clarification.

VISUAL-MOTOR SKILLS

- Allow different option for writing: typing, cursive or print.
- Use technology (word processing or speech to text).
- Do not require speed when asking to copy.
- Provide extra practice.
- Provide photocopied notes.

VISUAL SPATIAL

- Dual code (pair verbal and written instructions).
- Provide extra visual structure.
- Reduce visual clutter.
- Provide the support of clear verbal instructions with demonstrations, or visual cues, for tasks requiring spatial organization.

MEMORY

- Give few instructions and repeat.
- Teach memory aids and techniques.
- Limit the number of new facts or new information in each lesson.
- Explicitly teach how to study and take notes with scaffolding.
- Break lessons and projects into chunks.
- Allow more time to remember or recall cues.

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Part 2

PROCESSING

- Allow longer time to respond.
- Review expectations and questions ahead of time to make sure the students understand.
- Provide instruction to support writing and reading fluency.
- Reduce the quantity of work in favour of quality.

ATTENTION

- Chunk projects and assignments in small steps to ensure completion.
- Modulate voice to capture attention.
- Clear instructions, structure and rules.
- Multi-media approach.
- Vary presentation format.
- Allow students to change focus or tasks.

EXECUTIVE FUNCTION

- Provide tools and organizers in advance.
- Teach how to establish timeline and budget for time.
- Foster planning skills, and monitor closely.
- Use timer.

PHONOLOGICAL PROCESSING

- Use visual sequence.
- Provide rhymes, word patterns, singing.
- Provide visual prompts.

UNDERSTANDING

- Using gestures, images, facial expressions, objects.
- Assessing prior knowledge and fill the gap.
- Providing wait time.
- Adjusting the complexity of language.
- Repeat and reformulate.

LANGUAGE PRODUCTION

- Provide exemplars.
- Asking questions that invite students to elaborate.
- Create, use and display linguistic supports.
- Offer opportunities for peer communication.

VOCABULARY DEVELOPMENT

- Provide required language before an activity or a lesson.
- Explaining vocabulary using examples, synonyms, antonyms, cognates, and teacher/learner definitions.
- Use role-play and games to present new vocabulary.
- Use word walls and mind maps.