

A Selection of Graphic Organizers

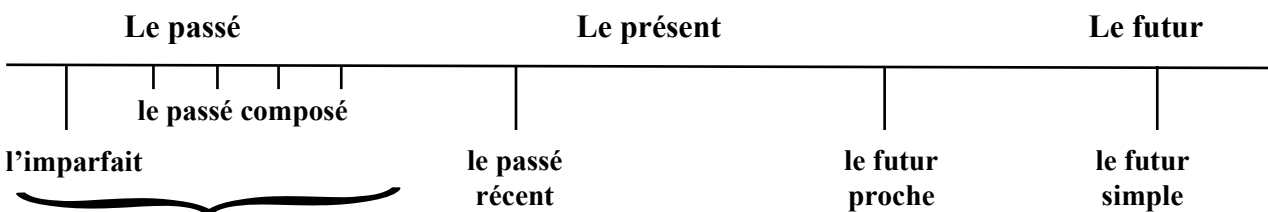
The use of graphic organizers is an instructional strategy that allows students to think creatively while focusing their attention on a specific area of interest. Graphic organizers also activate prior knowledge and help students gather new information. They can be used to launch a field of experience or an activity, and can also be used to build on other language activities in support of language skill development.

Different graphic organizers serve different purposes and their configurations are many. When choosing a particular graphic organizer, it is important to consider: 1) the purpose behind its use, 2) the language requirements needed to maximize linguistic benefits, and 3) its use in further language activities, especially since almost all graphic organizers target written production. In addition, it might be valuable to identify the types of language structures targeted in order to determine which graphic organizer best suits the intended purpose.

The examples below illustrate a select number of graphic organizers that may be used with junior high students.

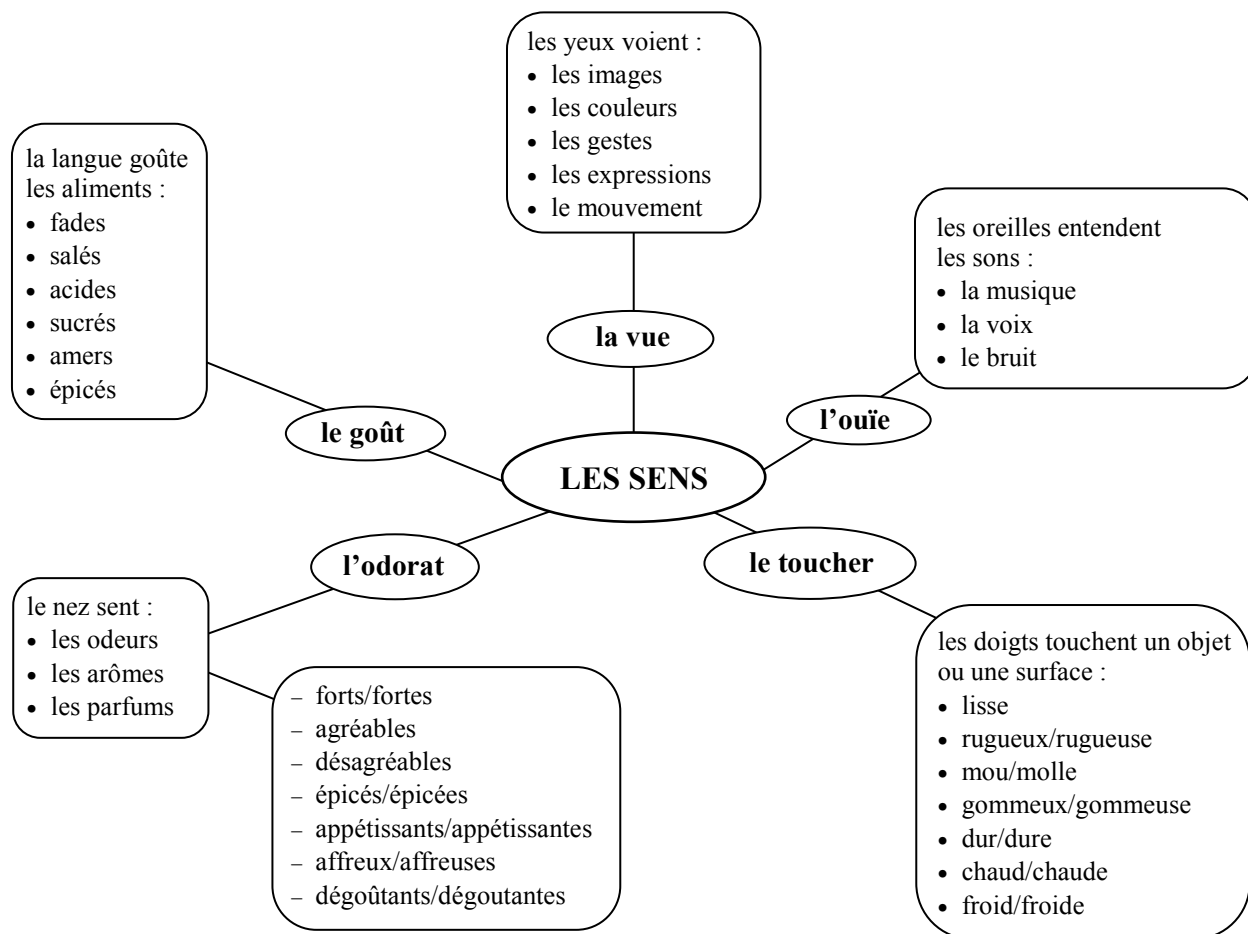
- *Une échelle* (ladder) or *un continuum* (continuum) may be used to show degrees of difference in a group of related terms. This type of organizer allows for vocabulary expansion, in addition to requiring students to use their sequencing skills.

Example: A continuum can be used to demonstrate the timeline of different verb tenses.



- *Une toile d'araignée* (word web) can be used to illustrate various topics related to a central focus. Word webs may be used for brainstorming ideas as well as for developing vocabulary.

Example: After completing a unit on *LES SENS*, students can create a web of all of the vocabulary learned as a memory strategy. An example of what a word web might look like this:



► *Une grille de comparaison* (comparison and contrast chart) allows students to gather information so that they can show differences and similarities between two or more categories of information, such as places, events, people’s points of view or lifestyles. Students are given a chart with columns in which the elements for comparison are indicated.

Example: Students in French 10–9Y are studying different painters as part of the LES BEAUX-ARTS field of experience. Students are given a list of painters. To assist them in making comparisons between painters from different times in history, students use a comparison and contrast chart.

Peintres à contraster	Marc Chagall	Edgar Degas
Éléments recherchés		
Pays et date de naissance		
Style de peinture		
Techniques employés		
Thèmes de peintures		

EXAMPLE OF STUDENT WORK:

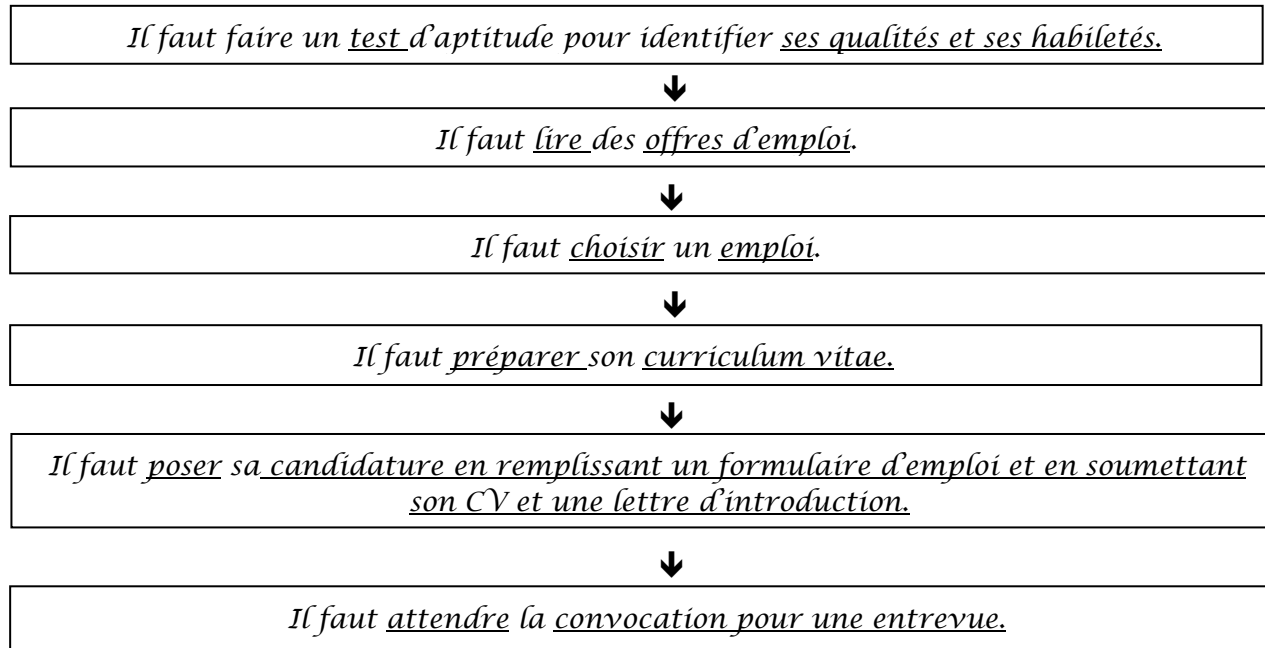
Peintres à contraster	Marc Chagall	Edgar Degas
Éléments recherchés		
Pays et date de naissance	<i>la Russie le 7 juillet 1887</i>	<i>la France le 19 juillet 1834</i>
Style de peinture	<i>un style bien à lui qui comprenait surtout les influences de l'impressionnisme, du symbolisme et du cubisme</i>	<i>le réalisme et l'impressionnisme</i>
Techniques employés	<i>gouache, aquarelle, pastels, encre, collage, gravure et vitre</i>	<i>huile, aquarelle, craie, pastels, crayon, gravure à l'eau forte et photographie</i>
Thèmes de peintures	<i>sujets sont souvent tirés de la bible, de la mythologie et du folklore juif</i>	<i>centré sur les théâtres, les cafés, les courses de chevaux et sur les personnes en mouvement surtout les femmes (danseuses, chapelières et blanchisseuses)</i>

As an extension activity, students are divided into groups of four and they share orally their research. As a follow-up activity, students can create a collage of examples of the works of the painters that they discussed as a group.

- *Une chaîne graphique* (chain diagram) allows students to gather information in a sequential fashion. This type of graphic organizer is useful for identifying main events in chronological order or steps in a procedure, such as how to clean grass stain. The chain can be comprised of three to six vertical squares or for the purposes of summarizing the key events in a story, or, it can be comprised of three chains in which the categories of “beginning,” “middle” and “end” may be used.

Example: Students in French 30–9Y are working on the subfield of experience related to job seeking. Before students read information on how to look for a job, they are asked to use the chain diagram to indicate what the steps may be in obtaining a job. Students are given a list of steps out of order and are asked to rearrange them, underlining key words used in the decision-making process. The following is a possible example of what students might be able to produce.

Les étapes pour se trouver un emploi

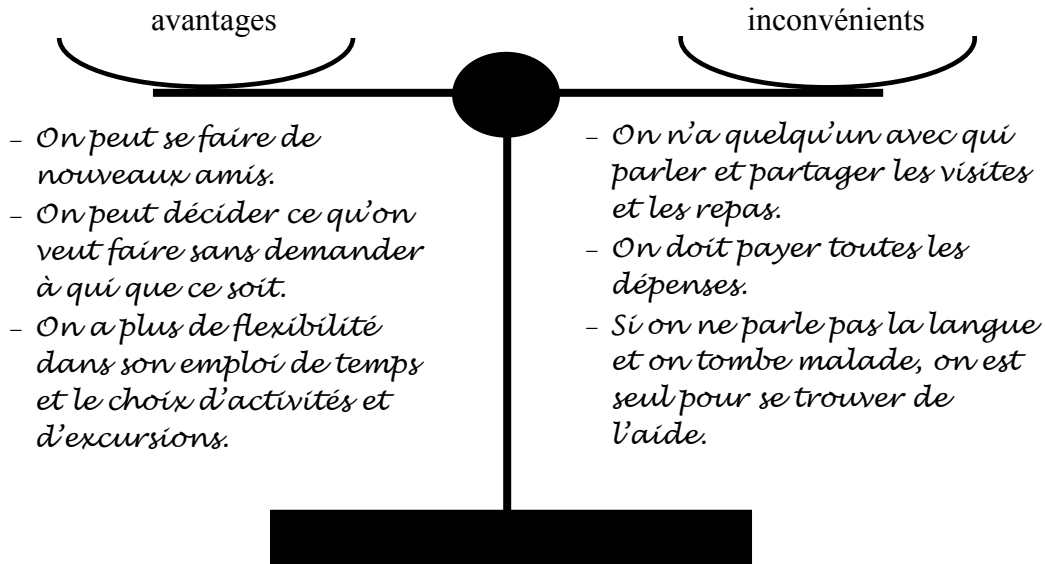


Students now use the graphic organizer to discuss their personal experiences in job seeking and to confirm whether or not they followed this process when searching for a part-time job. Students could then use the information in the graphic organizer to give advice to future job seekers.

- *La balance* (scales) allows students to classify information (facts, ideas, values) in order to make judgements that are balanced. To use this graphic organizer, a topic is chosen that allows for a criterion that can be divided into two items. Students list the ideas that come to mind as they pertain to the topic at hand.

Example: In the French 10–9Y, students are given an opportunity to reflect on the advantages and disadvantages of travelling alone. Students use the scales graphic organizer to brainstorm ideas before discussing them as a class or in small groups

Quels sont les avantages et les inconvénients de voyager seul?



Using the information in the graphic organizer, students can now present their opinions on the subject. Students can keep track of how many classmates have come up with similar ideas.

► Une grille de questionnement (Question Matrix) allows students to compare and contrast attributes, qualities or characteristics. This type of graphic organizer permits students to organize their ideas based on the questions asked.

Example: Students in French 20–9Y are carrying out activities related to the subfield LES CHOIX DES CONSOMMATEURS. Students first carry out an activity in which they compare two computer stores in order to determine which one is a better choice.

Questions	Magasin 1	Magasin 2
Quels sont leurs produits et/ou services offerts?	<ul style="list-style-type: none"> - ordinateurs et portatifs - claviers - câbles - accessoires pour ordinateur - imprimantes - services de réparation - services de dépannage 24 h sur 24, 7 jours sur 7 	<ul style="list-style-type: none"> - ordinateurs et portatifs - claviers - câbles - accessoires pour ordinateur - imprimantes - baladeurs à disque dur - DVD et CD-ROM - logiciels - jeux d'ordinateur - magasin virtuel

Questions	Magasin 1	Magasin 2
Quelles sont les types de paiement acceptés par le magasin?	<ul style="list-style-type: none"> - au comptant/en argent liquide - par carte-cadeau - par carte de crédit - par carte de débit - par chèque-cadeau - par bon de commande 	<ul style="list-style-type: none"> - au comptant/en argent liquide - en ligne - par carte-cadeau - par carte de crédit - par carte de débit - par chèque-cadeau
Ont-ils un bureau de service à la clientèle?	- au magasin et au centre d'appels	- au magasin et en ligne
Quelle est la politique de remboursement ou d'échange de marchandise?	100 % de remboursement, 14 jours pour toute marchandise avec le reçu original. Si le client dépasse les 14 jours, il reçoit un échange pour la marchandise défectueuse ou une carte-cadeau pour un futur achat.	Pour tout achat, seule la marchandise défectueuse peut être échangée pour le même produit. Toute transaction d'échange requiert le reçu original. Les frais d'expédition originaux ne sont pas remboursables.
Y a-t-il une politique de concurrence de prix?	<ul style="list-style-type: none"> - Oui, ils offrent un escompte de 10 % sur la différence de tout prix annoncé. - Si le produit est en solde après son achat, le client reçoit la différence plus 10 %. 	- Non, ils n'ont pas de politique.

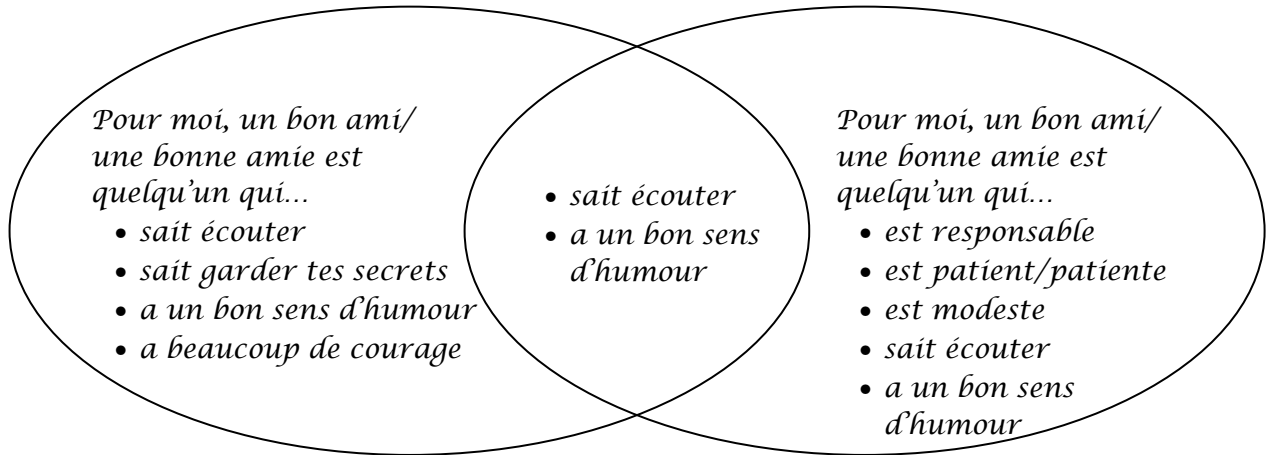
Students now use the information to compare how the two stores are similar and different and what precautions the consumer should take when purchasing products from either store. This can lead to a discussion on the importance of “shopping around before making a significant purchase.”

► *Le diagramme de Venn* (Venn diagram), made up of two or three overlapping circles, allows students to compare and contrast attributes, characteristics or facts visually so as to be able to arrive at commonalities.

Example: Students in French 20—9Y are to discuss the qualities they look for in a friend. To facilitate the discussion, students are given a Venn diagram to brainstorm their ideas. They share their ideas with a partner and fill in their partner’s responses. They then look for their common qualities and write their common thoughts in the centre circle. Their Venn diagram might look like this:

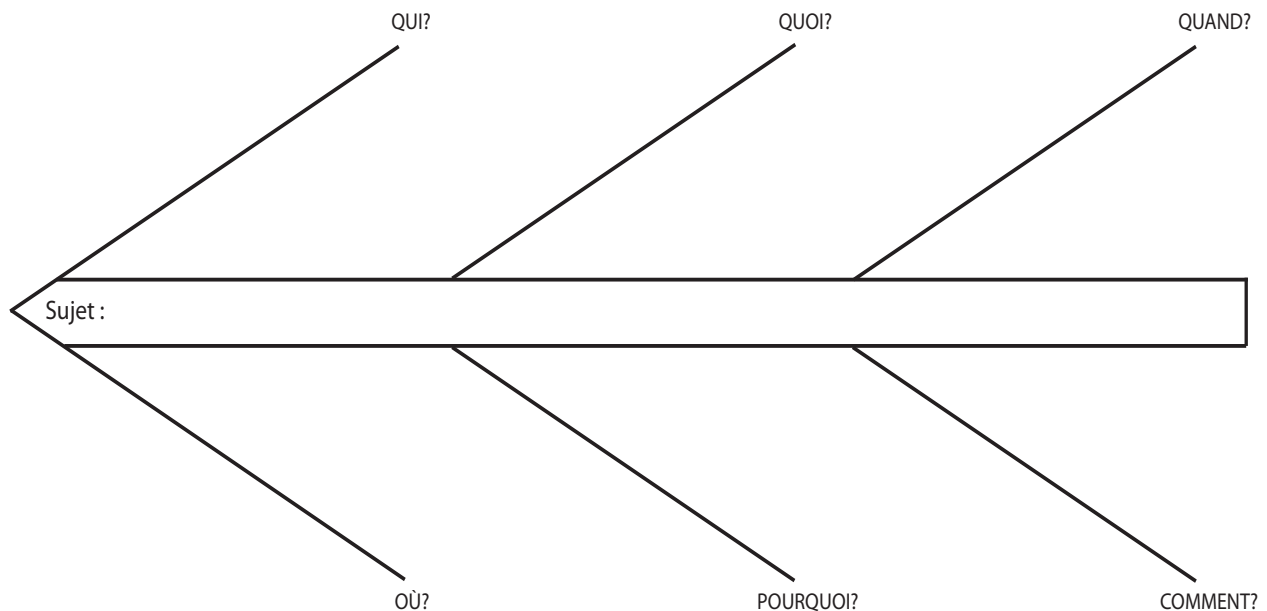
*Les qualités que je cherche
chez un ami/une amie*

*Les qualités d'un ami/une amie
cherchées par
mon/ma camarade de classe*

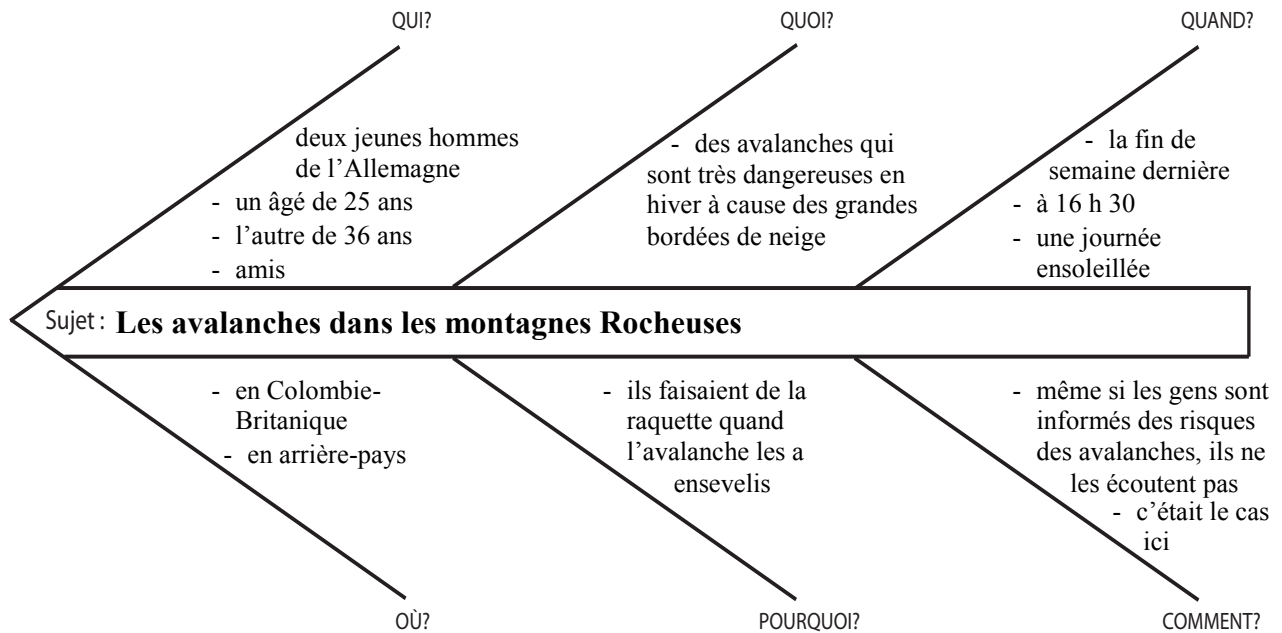


As a pair, students would then use the common points to create a poem on what is a best friend.

► *Le poisson* (The Fishbone) is a graphic organizer that allows students to gather, sequence and/or summarize information and is based on the five question words. This graphic organizer can be used to gather information orally, such as in an interview or for culling information from a text such as a newspaper or magazine article.



Example: Students working on the media unit might be asked to listen to the news off of a French-language radio station on the Internet. They would use the graphic organizer to identify the key information given in one news story.



The activity can now be extended in such a way that students can use the information to debate whether avalanches can dissuade travelers from coming to Canada to ski and whether or not provincial governments should enact regulations regarding skiing in these high-risk areas.

Reference Sources:

- <http://www.carla.umn.edu/cobaltt/modules/strategies/gorganizers/index.html>
- <http://www.enchantedlearning.com/graphicorganizers/>

Various Instruments Related to Differentiated Instruction

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Accommodations and Adaptations to Consider When Differentiating Instruction

As teachers design learning activities, they should consider students' individual needs and learning profiles to determine the accommodations, modifications and adaptations necessary for success.

Key Concepts

- Identify the key concepts of the learning activity.
- Consider how the activity has been designed to motivate and engage student interest.
- Determine how to present an overview of the learning activity.
- Ensure the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- Incorporate opportunities to make connections between what the students know and what they are learning.

Outcomes

- Determine outcomes students can reasonably accomplish.
- Select fewer outcomes, partial outcomes or outcomes from a different grade level, if necessary.
- Determine what the students will be able to demonstrate as a result of this learning activity.
- Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or a portion of the outcomes.

Learning Activities

- Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.
- Decide how students will apply their learning.
- Ensure opportunities for students to use different learning modalities; e.g., visual, auditory.
- Present and support key concepts and instructions, using demonstration, oral and written steps and exemplars of completed assignments.
- Break down assignments or tasks into smaller, more manageable parts.
- Give clear, concrete instructions.
- Provide a visual reference of the sequence of key steps for completing the assignment.
- Provide a checklist of assignment parts for students to self-monitor as tasks are completed.
- Support written instructions with picture prompts or highlight directions, using a colour-coding system.
- Tape record directions or lectures for playback.
- Repeat instructions.
- Have students recall instructions in sequence.

- Model and demonstrate to ensure understanding of directions.
- Highlight key points of the lesson, orally and visually.
- Check in with students regularly to ensure task understanding and to provide feedback and clarification on specific aspects of the assignment.
- Select extension activities that will reinforce and extend learning.
- Write assignments and homework on a chart or blackboard. Ensure that students write down assignments in their agendas.
- Help students stay on task by employing a cueing strategy.
- Consider how the students will be organized for instruction and select the type of grouping that will be most effective (e.g., partner, small group, large group).
- Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on learning profile, interest, readiness or need, depending on the end goal.

Resources

- Decide on the resources that will be used for the learning activity, including oral, print, media texts and community resources.
- Locate necessary materials and resources to support different reading levels, learning styles and student needs.
- Consider using a graphic organizer to present information.
- Prepare resources to assist students with learning difficulties.
- Rewrite materials at a lower reading level.
- Provide an advance organizer for note-taking; e.g., fill-in-the-blank, cloze style.
- Highlight passages of text.
- Reformat handouts and tests, as necessary. For example, provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print or increase spacing between lines of print.
- Determine Web-based supports (e.g., simulations).
- Ensure that students have the assistive tools and devices required to support their learning style or needs:
 - highlighters, calculators, post-it notes, ruler, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
 - a copy of the lecture notes
 - enlarged or reduced text
 - scribe
 - tape recording
 - picture prompts
 - manipulatives
 - overlays
 - computers.

Timelines

- Determine an approximate timeline for the learning activity.
- Determine whether there is a need to compact or extend the study, based on student interest or needs.
- Consider the pace of the learning activity and the needs of the students.
- Consider ways to change the pace and allow students to focus on the task for more condensed periods of time, if necessary.
- Prepare an assignment sheet with task increments and a timeline to guide students' completion of the assignment.
- Provide opportunities for frequent breaks, if necessary.
- Provide time warnings for task completion.
- Extend deadlines for those students who require more time to complete assignments.

Assessment

- Decide what evidence will show whether the students have achieved the outcomes.
- Determine the best way for students to demonstrate their learning.
- Provide assessment options for students to show what they know.
- Make necessary preparations for alternative testing procedures, resources and materials.
 - Does the student need:
 - a tape recording of the assignment or test?
 - a scribe to write down his or her ideas or answers?
 - the assignment or test questions read aloud?
 - a time extension?
 - fewer questions?
- Record important assignments and test due dates on a master calendar and have students transpose these dates into their agendas.
- Show students how to plan for longer assignments by back-planning on a calendar.
- Show students how to study for an upcoming test.
- Provide students with a study guide of important skills and concepts.
- Determine the focus of the assessment.
 - For example, if students are to be assessed solely on their understanding of content, they should not be penalized for spelling errors or missing punctuation.
- Select or develop rubrics, exemplars and checklists to support student assessment.
- Provide immediate, specific and constructive feedback.
- Emphasize the quality of work and perseverance, rather than the quantity of work.
- Provide opportunities for student self-reflection and self-assessment.
- Consider necessary alternate assessment options to accommodate different learning styles, interests or strengths.
- Share assignment criteria lists, checklists, standards and exemplars with students.

Academic/Instructional Accommodations (by Special Learning Need)

Name _____ School _____ Grade _____ Date _____ Completed by _____

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine & Gross Motor Difficulties
<ul style="list-style-type: none"> <input type="checkbox"/> Use less difficult/alternative reading material <input type="checkbox"/> Reduce amount of reading required <input type="checkbox"/> Allow alternative methods of data collection (e.g., tape recorders, dictation, interviews, fact sheets) <input type="checkbox"/> Set time limits for specific task completion <input type="checkbox"/> Enlarge text of worksheets and reading materials <input type="checkbox"/> Extend time to complete tests and assignments <input type="checkbox"/> Use large print editions of tests <input type="checkbox"/> Read test items aloud to student <input type="checkbox"/> Read standard directions several times at start of exam <input type="checkbox"/> Record directions <input type="checkbox"/> Use assistive technology (e.g., optical character recognition system, books on tape/CD, screen readers) 	<ul style="list-style-type: none"> <input type="checkbox"/> Reduce volume of work <input type="checkbox"/> Break long-term assignments into manageable tasks <input type="checkbox"/> Extend time for completing assignments <input type="checkbox"/> Offer alternative assignments <input type="checkbox"/> Allow student to work on homework while at school <input type="checkbox"/> Allow alternative methods of data collection (e.g., tape recorders, dictation, interviews, fact sheets) <input type="checkbox"/> Permit use of scribe or tape recorder for answers (student should include specific instructions about punctuation and paragraphing) <input type="checkbox"/> Waive spelling, punctuation and paragraphing requirements <input type="checkbox"/> Accept keyword responses, instead of complete sentences <input type="checkbox"/> Use assistive technology (e.g., word processor, spell-check device, grammar-check device, text-to-speech software) 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide alternative seating <ul style="list-style-type: none"> – near teacher – facing teacher – at front of class, between well-focused students and away from distractions <input type="checkbox"/> Provide additional or personal work space (e.g., quiet area for study, extra seat or table, time-out spot, study carrels) <input type="checkbox"/> Permit movement during class activities and testing sessions <input type="checkbox"/> Provide directions, in written form, <ul style="list-style-type: none"> – on board – on worksheets – copied in assignment book by student <input type="checkbox"/> Set time limits for specific task completion <input type="checkbox"/> Extend time to complete tests and assignments <input type="checkbox"/> Allow student to take breaks during tests <input type="checkbox"/> Use multiple testing sessions for longer tests <input type="checkbox"/> Use place markers, special paper, graph paper or writing templates to allow student to maintain position better or to focus attention <input type="checkbox"/> Provide cues; e.g., arrows and stop signs on worksheets and tests <input type="checkbox"/> Provide a quiet, distraction-free area for testing <input type="checkbox"/> Allow student to wear noise buffer device, such as headphones, to screen out distracting sounds <input type="checkbox"/> Provide checklists for long, detailed assignments 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide a written outline <input type="checkbox"/> Provide directions in written form (e.g., on board, on worksheets, copied in assignment book by student) <input type="checkbox"/> Provide a specific process for turning in completed assignments <input type="checkbox"/> Provide checklists for long, detailed assignments <input type="checkbox"/> Read and discuss standard directions several times at the start of exams <input type="checkbox"/> Provide cues; e.g., arrows and stop signs on worksheets and tests <input type="checkbox"/> Allow student to use reference aids (e.g., dictionary, word processor, vocabulary cue card) 	<ul style="list-style-type: none"> <input type="checkbox"/> Use assistive and adaptive devices (e.g., slant boards/desktop easels) to display written material <ul style="list-style-type: none"> – pencil or pen adapted in size or grip diameter – alternative keyboards – portable word processor <input type="checkbox"/> Set realistic and mutually agreed-upon expectations for neatness <input type="checkbox"/> Reduce or eliminate the need to copy from a text or board <ul style="list-style-type: none"> – provide copies of notes – permit student to photocopy a peer's notes – provide carbon/NCR paper to a peer to allow a duplicate copy of notes to be made <input type="checkbox"/> Extend time to complete tests and assignments <input type="checkbox"/> Alter the size, shape or location of the space provided for answers <input type="checkbox"/> Accept keyword responses, instead of complete sentences <input type="checkbox"/> Allow student to type answers or to answer orally, instead of in writing

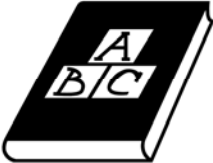



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Accommodations to Consider when Lesson Planning





Name _____ School _____ Grade _____ Date _____ Completed by _____			
<p>Methods of Instruction (general structure or content of lesson)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vary amount of material to be learned <input type="checkbox"/> Vary amount of material to be practised <input type="checkbox"/> Vary time for practice activities <input type="checkbox"/> Use advance organizers <input type="checkbox"/> Cue student to stay on task, e.g., private signal <input type="checkbox"/> Use student cueing (e.g., facilitate the student providing cues to the teacher) <input type="checkbox"/> Repeat directions or have student repeat directions <input type="checkbox"/> Shorten directions <input type="checkbox"/> Pair written instructions with oral instructions <input type="checkbox"/> Use computer-assisted instruction <input type="checkbox"/> Use visual aids in lesson presentation <input type="checkbox"/> Other _____ <p>Task/Response</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reduce or substitute required assignments <input type="checkbox"/> Adjust level of in-class assignments to academic level <input type="checkbox"/> Break long-term assignments into shorter tasks <input type="checkbox"/> Adjust amount of copying <input type="checkbox"/> Use strategies to enhance recall; e.g., cues, cloze <input type="checkbox"/> Provide student with a copy of notes <input type="checkbox"/> Accept dictated or parent-assisted homework assignments <input type="checkbox"/> Provide extra assignment time <input type="checkbox"/> Permit student to print <input type="checkbox"/> Provide a student buddy for reading <input type="checkbox"/> Other _____ 	<p>Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modify text materials (e.g., add, adapt, substitute) <input type="checkbox"/> Make materials self-correcting <input type="checkbox"/> Highlight important concepts, information and/or passages <input type="checkbox"/> Use a desktop easel or slant board to raise reading materials <input type="checkbox"/> Prepare recordings of reading/textbook materials and tasks <input type="checkbox"/> Provide an extra textbook for home use <input type="checkbox"/> Allow use of personal word lists and cue cards <input type="checkbox"/> Increase use of pictures, diagrams and concrete manipulatives <input type="checkbox"/> Break materials into smaller task units <input type="checkbox"/> Increase print size in photocopying <input type="checkbox"/> Use daily homework assignment book <input type="checkbox"/> Other _____ 	<p>Organization for Instruction</p> <p>The student works best:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In large group instruction <input type="checkbox"/> In small group instruction <input type="checkbox"/> When placed beside an independent learner <input type="checkbox"/> With individual instruction <input type="checkbox"/> With peer tutoring <input type="checkbox"/> With cross-aged tutoring <input type="checkbox"/> Using independent self-instructional materials <input type="checkbox"/> In learning centres <input type="checkbox"/> With preferential seating <input type="checkbox"/> With allowances for mobility <input type="checkbox"/> In a quiet space, within the classroom <input type="checkbox"/> Other _____ <p>Reinforcement Systems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide immediate reinforcement <input type="checkbox"/> Give verbal praise for positive behaviour <input type="checkbox"/> Use tangible reinforcers <input type="checkbox"/> Send notes home <input type="checkbox"/> Complete progress charts <input type="checkbox"/> Allow special activities <input type="checkbox"/> Instruct student in self-monitoring; e.g., following directions, raising hand to talk <input type="checkbox"/> Other _____ 	<p>Assessment and Testing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjust the test appearance (e.g., margins, spacing) <input type="checkbox"/> Adjust the test design (e.g., T/F, multiple choice, matching) <input type="checkbox"/> Adjust to recall with cues, cloze and word lists <input type="checkbox"/> Vary test administration (e.g., group/individual, open book, make-up tests) <input type="checkbox"/> Record test questions <input type="checkbox"/> Select items specific to ability levels <input type="checkbox"/> Vary amount to be tested <input type="checkbox"/> Give extra test time <input type="checkbox"/> Adjust readability of test <input type="checkbox"/> Allow recorded reports for essays and/or long answers <input type="checkbox"/> Read test questions <input type="checkbox"/> Allow use of a scribe or a reader <input type="checkbox"/> Allow oral exams <input type="checkbox"/> Other _____

Adapted from Alberta Education, *Teaching Students with Learning Disabilities, Book 6 in the Programming for Students with Special Needs series* (Edmonton, AB: Alberta Education, 1996), pp. LD.74-LD.75.

Using Multiple Intelligence Theory to Select Learning Activities

<i>Intelligence</i>	Students learn best by:	Planning questions for teachers	Learning aids and activities
Verbal/Linguistic 	Verbalizing, hearing and seeing words	How can I use the spoken or written word?	Creative writing Formal speech Humour or joke telling Impromptu speaking Journal or diary keeping Oral debate Poetry Storytelling or creation Studying written materials Learning and practising new words
Logical/Mathematical 	Conceptualizing, quantifying and thinking critically	How can I bring in numbers, calculations, logical classifications or critical-thinking skills?	Puzzles Logic and pattern games Abstract symbols Formulae, steps or processes Graphic organizers Number sequences Problem solving Counting or sequencing Deciphering codes Finding patterns Forging relationships Outlining
Visual/Spatial 	Drawing, sketching and visualizing	How can I use visual aids, visualization, colour, art or metaphor?	Active imagination Colour schemes Designs or patterns Mind mapping Creating videos Drawing or guided imagery Painting or drawing Sculpting or modelling
Bodily/Kinesthetic 	Dancing, building a model, doing a hands-on activity and moving	How can I involve the whole body or use hands-on experience?	Body language and gestures Body sculpture, tableaux or human graphs Dramatic enactment Martial arts Mime Physical gestures Physical exercises Dancing—folk or creative Inventing Playing sports and games Role playing and mime

Adapted from Nebraska Department of Education, *Nebraska K-12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Development of Education, 1996) pp. 226-227. Reproduced with permission of the Nebraska Department of Education.

Intelligence	Students learn best by:	Planning questions for teachers	Learning activities
Musical/Rhythmic 	Singing, chanting, finding music that illustrates and putting on background music while learning	How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?	Music performance Music creation Rhythmic patterns Tonal patterns Vocal sounds and tones Chanting or humming Rapping Listening to music Singing
Interpersonal 	Working with another person or group of people	How can I engage students in peer-sharing, cooperative learning or large group simulation?	Peer assessment Collaboration skills Empathy practice Group projects Teamwork/division of labour Cooperative learning Talking person to person Intuiting others' feelings or motives Giving feedback
Intrapersonal 	Relating to a personal feeling or inner experience	How can I evoke personal feelings or memories or give students choices?	Self-assessment Reflective writing Independent study Guided imagery Metacognition techniques Silent reflection methods Focusing or concentration skills Thinking strategies Higher-order reasoning Telling about feelings Telling about thinking
Naturalist-Physical 	Observing, classifying and appreciating nature	How can I connect students' learning to the physical world?	Field trips Hands-on labs Sensory stimulation Discovering or uncovering Observing or watching Forecasting Caring for plants and animals Comparing Displaying Sorting and classifying Photographing Building environments

Adapted from Nebraska Department of Education, *Nebraska K-12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Development of Education, 1996) pp. 226-227. Reproduced with permission of the Nebraska Department of Education.

Charting Intellectual Characteristics and Behaviours of Gifted Students (example)

This chart has been filled in using examples of students who are gifted. Teachers may wish to use a similar chart to identify behavioural examples of other types of students in order to guide their planning.

Trait or Aptitude	Behavioural Examples of Students who are Gifted
Advanced Intellectual Achievement	<ul style="list-style-type: none">• Takes great pleasure in intellectual activity.• Has high aspirations.• Easily grasps new ideas and concepts, and understands them more deeply than same-aged peers.• Easily memorizes facts, lists, dates and names.• Enjoys playing challenging games and making elaborate plans.• Appears bored or impatient with activities or people.
Motivation and Interest	<ul style="list-style-type: none">• Requires little external motivation to follow through on work that initially excites.• Demonstrates persistence in pursuing or completing self-selected tasks in and out of school.• Develops interests independently.• Has unusual or advanced interests in a topic or activity, but may move quickly from one activity or interest to another.• Asks a lot of questions—one after another.• Asks tough questions about abstract ideas like love, relationships and the universe.• Has a great deal of energy and may need constant stimulation.
Problem-solving Ability	<ul style="list-style-type: none">• Thinks logically, given appropriate data.• Uses effective, often inventive strategies for recognizing and solving problems.• Devises or adopts a systematic strategy to solve problems and changes the strategy if it is not working.• Reasons by analogy; that is, compares an unknown and complex process or scenario to a familiar one; e.g., design and build a robotic arm to function as a human arm.• Extends prior knowledge to solve problems in new situations or applications.• Creates new designs and inventions.• Shows rapid insight into cause-and-effect relationships.
Verbal Proficiency	<ul style="list-style-type: none">• Talks early and pronounces words correctly from the start.• Develops a large and advanced vocabulary and uses complex sentence structures.• Makes up elaborate stories.• Enjoys memorizing and reciting poems and rhymes.• Teaches himself or herself to read.• Easily and spontaneously describes new experiences and explains ideas in complex and unusual ways.

Trait or Aptitude	Behavioural Examples of Students who are Gifted
Logical Thinking	<ul style="list-style-type: none"> • Enjoys counting, weighing, measuring and categorizing objects. • Loves maps, globes, charts, calendars and clocks. • Prefers his or her environment to be organized and orderly. • Gives or demands logical, reasonable explanations for events and occurrences. • Comes up with powerful, persuasive arguments for almost anything. • Complains loudly if he or she perceives something as unfair or illogical.
Creativity	<ul style="list-style-type: none"> • Comes up with new ideas and concepts on his or her own and applies them in creative and interesting ways. • Uses materials in new and unusual ways. • Has lots of ideas to share. • Creates complicated play and games, or adds new details and twists to stories, songs, movies and games. • Responds to questions with a list of possible answers. • Escapes into fantasy and appears to have trouble separating what is real from what is not. • Goes off in his or her own direction, rather than following instructions. • Spends a lot of time daydreaming or thinking, which may be perceived as wasting time. • Makes up elaborate excuses or finds loopholes to evade responsibility for his or her own behaviours.

Charting Intellectual Characteristics and Behaviours (blank chart)

Trait or Aptitude	Behavioural Examples of Students who/with _____
Intellectual Achievement	•
Motivation and Interest	•
Problem-solving Ability	•
Verbal Proficiency	•
Logical Thinking	•
Creativity	•
Other	•

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