

Differentiated Instruction Teaching/Learning Examples



GRADE 8 LANGUAGE: METACOGNITION/STORYTELLING

One 40–50 minute period with follow-up for Student-Teacher Conference.
Note: This Differentiated Instruction Teaching/Learning Example is the last lesson in a Storytelling unit that provides students with an opportunity to reflect and practise metacognitive skills. Students begin the unit by completing a Self-Assessment and Planning for Improvement Chart (Appendix A), which is also used to reflect on their improvement in this lesson. For this lesson, it is essential that students have been videotaped during their storytelling. Video recording of the teacher storytelling a legend—before and after versions—is optional.

1. Corners (Cooperative Learning)*
2. Teacher Demonstration
3. Learning Styles Choice Board**/Graphic Organizers (Identifying Similarities and Differences)*
4. Guided Viewing/Self-Assessment (Questions, Cues and Advance Organizers; Setting Objectives and Providing Feedback)*
5. Student-Teacher Conference (Setting Objectives and Providing Feedback)*

*Marzano’s Categories of Instructional Strategies (See Resources, below)
 **Differentiated Instruction Structure

DIFFERENTIATED INSTRUCTION DETAILS

Knowledge of Students

Differentiation based on student:

- Readiness Interests Preferences; Styles Intelligences Other (e.g., environment, gender, culture)



Need to Know

- Student Learning Style preferences (e.g., visual, auditory, written, kinesthetic) for note taking

How to Find Out

- Initiate a student discussion about Learning Styles and the ways they learn best; see Minds On section inside this folder

Differentiated Instruction Response

- Learning materials (content) Ways of learning (process) Ways of demonstrating learning (product) Learning environment

CURRICULUM CONNECTIONS

Overall Expectation: Oral Communication

3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies that are most helpful in oral communication situations.

Specific Expectation: Metacognition

- 3.1 Identify what strategies they found most helpful before, during and after listening and speaking and steps that can be taken to improve oral communication skills.

Learning Goal:

- Explain the strategies and steps (i.e., self-assessment, planning for improvement, practice and refinement) used to improve storytelling skills

ASSESSMENT AND EVALUATION

Assessment/Success Criteria

Thinking

- Uses critical/creative thinking skills (i.e., metacognition)
 - Describes current learning based on feedback
 - Articulates strategies that meet learning needs
 - Identifies next steps

Assessment Tools:

- Anecdotal Comments
- Checklist
- Rubric

PRIOR LEARNING

Prior to this lesson, students will have:

- Completed the Self-Assessment Checklist and Planning for Improvement Chart (Appendix A) based on a recent oral presentation(s)
- Experienced storytelling, perhaps by listening to a First Nations storyteller from the local community
- Read and practised identifying elements of First Nations legends, (i.e., characters, problem and solution, setting, hidden message)
- Practised storytelling, modelled on initial example (e.g., First Nations storyteller) focusing on elements of a legend and effective storytelling techniques—content and delivery—including spoken, non-verbal and visual aids/props. See Self-Assessment Checklist and Planning for Improvement Chart (Appendix A).
- Practised metacognitive skills by self-assessing, identifying areas for improvement and planning steps and strategies in order to improve
- Completed a videotaped storytelling presentation

MATERIALS AND RESOURCES

Materials:

Video recording of students’ storytelling presentations
 Four images or words representing common student activities, i.e., hockey, biking, swimming, video gaming—Corners Activity
 Teacher preparation of a “before” and “after” storytelling presentation used for modeling

Appendix A: Self-Assessment Checklist and Planning for Improvement Chart—two copies per student: one completed early in the unit; another completed as students view a video of their storytelling presentation

Appendix B: Learning Styles Choice Board—one per student

Appendix C: Metacognition Rubric—one per student

Resources:

Marzano, Robert J., Pickering, Debra, & Pollock, Jane E. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.

Ministry of Education (2006). *The Ontario Curriculum, Grades 1–8, Language*.

Teaching/Learning Sequence: Grade 8 Language—Metacognition/Storytelling

MINDS ON

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Early in the Storytelling Unit

Introduce students to the criteria for effective oral communication skills by having them self-assess a recent oral presentation using the Self-Assessment Checklist and Planning for Improvement Chart (Appendix A).

Small Group → Corners

Post, at various locations in the classroom, images representing common student activities (e.g., hockey, biking, swimming, video gaming).

Students:

- Select and go to the image of the activity that they most enjoy
- Discuss their choice with others in the group and describe what they did that led to improvement in that particular activity
- Share group discussion with the class

Observe and note students' comments in order to make connections in the following Minds On activity.

Ask students at the Corners locations to think about ways they learn more about, or improve at, a favourite activity, e.g., talking to friends (auditory), watching others (visual), reading (written), and/or learning by doing (kinesthetic).

Corners share a brief summary of their discussion.

Summarize for the class by indicating that we all learn differently, sometimes we prefer one or more ways over others and that our preferences vary from time to time and activity to activity.

Whole-Class → Teacher Demonstration

Model (live or with a pre-recorded video) a "before" and "after" of same storytelling that demonstrates improvement.

Focus "improvements" on several of the criteria for effective oral communication; see Self-Assessment Checklist and Planning for Improvement Chart (Appendix A).

Individuals/Pairs → Learning Styles Choice Board

Students:

- Select, from the Learning Styles Choice Board (Appendix B), a way to compare the "before" and "after" versions of the teacher's storytelling
- Compare the teacher's "before" and "after" storytelling presentations
- Share comparisons in small groups

Circulate to assist students in identifying and articulating areas for comparison (i.e., criteria and indicators).

Whole-Class → Co-construction of Checklist/Demonstration of Self-Assessment

Lead a class discussion to explicitly identify the areas of improvement in the teacher's storytelling. Provide students with the self-assessment Checklist and Planning for Improvement Chart (Appendix A). Refine or revise as required for use with storytelling, incorporating the input of students.

Model the self-assessment and planning for improvement process using Appendix A.

CONNECTIONS

L: Literacy
ML: Mathematical Literacy
AfL, AoL: Assessment **for/of** Learning

DI

Literacy (oral communication—speaking skills)

DI

AfL: Choice Board/ Anecdotal Comments

ACTION

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

Individuals/Groups → Guided Viewing of Personal Storytelling Video

Create an area where students can view the video of their storytelling and use the Self-Assessment Checklist and Planning for Improvement Chart (Appendix A) to self-assess and plan for improvement.

Circulate and support students individually or in groups, as necessary.

(Note: Prior to this lesson, a video will have been made of each student's storytelling presentation. See introductory note and the Materials and Resources section on the reverse of this folder.)

AfL (Self): Guided Viewing of Video/Checklist/Anecdotal Comments

CONSOLIDATION AND CONNECTION

- Helping students demonstrate what they have learned
- Providing opportunities for consolidation and reflection

Individuals → Student-Teacher Conference

Students meet with the teacher to explain their completed Self-Assessment Checklist and Planning for Improvement Chart (Appendix A) and compare this "storytelling" self-assessment to the oral communication self-assessment at the beginning of the unit.

During the Student-Teacher Conference, use the Metacognition Rubric (Appendix C) to evaluate how well students explained the strategies and steps they used to improve their storytelling.

AfL(Self): Student-Teacher Conference/Anecdotal Comments

AoL: Student-Teacher Conference/Rubric