

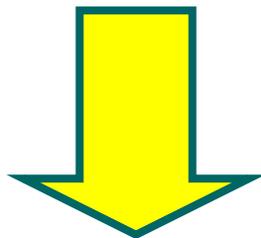
# Strategies for Diverse Learners



The following page contains an index for  
Strategies for Diverse Learners:

*Multiple Intelligences*  
*Gifted & High-Ability Learners*  
*Bloom's Taxonomy*  
*Thematic Learning*  
*Graphic Organizers*  
*Special Education Programs*

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# Strategies for Diverse Learners

This section is in four parts. The first part, *Planning Instruction*, provides general descriptions of types of diverse learners and the challenges they may present in the classroom. The second part, *General Strategies*, looks at learning theories and instructional strategies that can be used effectively when designing instruction for diverse learners. Part three, *Strategies in the Foreign Language Classroom*, translates some of the general strategies into specific examples for the foreign language classroom. The sample units provide examples of learning scenarios that have been adapted for use with diverse learners. Finally, the glossary, references, and appendixes define some of the key terms used in this section and provide additional resources for planning and implementation.

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# Strategies for Diverse Learners

## Planning Instruction

### Introduction

The materials in this section were compiled and written by a team of Nebraska teachers endorsed in foreign language, special education, and high-ability learning who collaborated to develop suggestions for teachers to better meet diverse academic needs in a regular classroom setting.

In the spirit of the *Nebraska K-12 Foreign Language Frameworks*, these suggestions were developed *by teachers for teachers*. They are a logical extension of the Frameworks in that the strategies, activities, and resources expand the number of tools that the classroom teacher can use to enhance foreign language instruction for a wider student audience.

The team approached its work in the belief that, with the necessary supports and accommodations in place, nearly all students can benefit from the strategies and suggestions included in this section. The team did not operate from the belief that *all* students must be in the regular classroom *all* of the time. Individual needs demand a wide array of program options and services be available.

With these teaching strategies, learning scenarios, reference and resource materials, and staff development resources described on the following pages, the team hopes to:

- ◆ encourage increased partnerships with specialists, regular classroom teachers, and staff developers toward better meeting academic diversity in the regular classroom setting.
- ◆ increase awareness of specialized students learning needs.
- ◆ expand classroom teachers' abilities to meet student needs in a time of increasingly limited resources.
- ◆ encourage teachers to consider further training in specific strategies and techniques to meet the diverse learning needs of their students.

### Meeting Diverse Learning Needs in the Classroom

Most diverse learning needs can be met in the general classroom when classroom teachers understand that: 1) student performance is the result of interaction between the student and the instructional environment; and 2) teachers can reasonably accommodate the needs of most students after analyzing individual learning styles and the demands of the instructional environment.

Accommodating the learning needs of a specific student is often beneficial to many other students in the same classroom. These adaptations are also good teaching techniques for adding variety and interest to any classroom.

*Ultimately, the individual classroom teacher is the most effective variable for influencing the performance of students.*



*Meeting diverse learning needs, cont.*

Making adaptations or accommodations to meet specific learning needs does not imply that classroom goals or expectations are compromised. The strategies suggested in this section honor the goals and learner results intended by the *Nebraska K-12 Foreign Language Frameworks*. They are intended to be idea generators for the classroom teacher.

### Teaming and Partnerships

Many of the suggestions encourage dialogue and teaming with special education teachers and gifted coordinators to be most effective. Often, the best results can be achieved when classroom teachers partner with building specialists in areas such as special education, gifted and talented, and English as a Second Language (ESL). Further training in many of the strategies would be beneficial to teams of teachers within a building or teaching unit.

Ultimately, the individual classroom teacher is the most effective variable for influencing the performance of students. The *Nebraska K-12 Foreign Language Frameworks*, teaching strategies, learning scenarios, and resource lists exist only as tools to help teachers help their students develop skills for life-long learning and understanding.

## Planning for Diverse Learning Needs in the Classroom

Teachers who want to meet the diverse learning needs of their students must analyze the instructional demands of their curriculum, identify the learning abilities and needs of their students, and make adaptations to meet the diverse learning abilities and needs in their classrooms. An *adaptation*, as defined here, does not change the intended outcome of the lesson. For some students, however, a *modification*—which changes the intended outcome—may be appropriate. Teachers are encouraged to work with special education teachers and gifted coordinators to design modifications in lessons to meet the needs of these students.

A decision-making process called INCLUDE was developed by Marilyn Friend of Indiana University. This seven-step approach helps teachers plan how to accommodate the diverse learning needs in their classroom:

1. **I**dentify classroom environmental, curricular, and instructional demands.
2. **N**ote student strengths and needs.
3. **C**heck for potential areas of student success.
4. **L**ook for potential problem areas.
5. **U**se information gathered to brainstorm instructional adaptations.
6. **D**ecide which adaptations to implement.
7. **E**valuate student progress.

Each student brings different abilities and learning needs to the classroom. Identification of these is necessary before appropriate instructional strategies can be designed that will lead to success in learning for each student. The information in this section is directed toward the following groups:

- ◆ Students with diverse talents (*multiple intelligences*)
- ◆ Students with high abilities (*gifted*)
- ◆ Students with specific learning needs and/or difficulties (*special education*)

Each classroom will also have students from different ethnic, cultural, linguistic and socio-economic backgrounds. These diversity factors are not addressed in this document, but recognizing and acknowledging these differences is important to any effective learning environment.

## Student Characteristics and Classroom Challenges

### ▼ Students with Diverse Talents (multiple intelligences)

One way to describe students is to discern the variety of talents and abilities that each brings to the learning experience. Each student has a unique combination of strengths and weaknesses. Howard Gardner (1983) grouped these capabilities into seven comprehensive categories or *intelligences*. Recently, an eighth intelligence has been added. Thomas Armstrong (1994) described the intelligences as they pertain to students in the classroom:

**Linguistic intelligence**—students are *word smart* and have the capacity to use words effectively, orally or in writing. It includes the ability to manipulate the structures, sounds, and meaning of language.

**Logical-Mathematical Intelligence**—students are *logic smart* and have the capacity to use numbers effectively and to reason well. It includes the ability to perform processes such as categorization, classification, inference, generalization, calculation, and hypothesis testing.

**Spatial Intelligence**—students are *picture smart* and have the ability to perceive the visual-spatial world accurately and to perform transformation upon those perceptions. It includes the capacity to visualize and to graphically represent visual or spatial ideas.

**Bodily-Kinesthetic Intelligence**—students are *body smart* and have expertise in using their whole body to express ideas and feelings, and facility in using their hands to produce or transform things.

**Musical Intelligence**—students are *music smart* and have the ability to perceive, discriminate, transform, and express musical forms. It includes sensitivity to rhythm, pitch or melody, and tone color of a musical piece. A student's understanding may be either figural/intuitive or formal/technical.



## Gardner's Multiple Intelligences



Linguistic Intelligence  
-word smart-



Logical-Mathematical Intelligence  
-logic smart-



Spatial Intelligence  
-picture smart-



Bodily-Kinesthetic Intelligence  
-body smart-



Musical Intelligence  
-music smart-



Interpersonal Intelligence  
-people smart-



Intrapersonal Intelligence  
-self smart-



Naturalist-Physical World Intelligence  
-nature smart-

**Interpersonal Intelligence**—students are *people smart* and can perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. This can include the ability to respond to cues such as facial expressions, voice, and gestures.

**Intrapersonal Intelligence**—students are *self smart* and have the ability to act adaptively on the basis of their self-knowledge. This includes awareness of inner moods, intentions, motivations, temperaments, and desires; and also the capacity for self-discipline, self-understanding, and self-esteem.

**Naturalist-Physical World Intelligence**—students are *nature smart* and sensitive to the intricacies and subtleties of the connectedness in nature. They are able to listen, watch, observe, classify, categorize, discern patterns, and appreciate nature through a variety of activities in the outdoors (Fogarty, 1997).

### Areas of challenge in the classroom

There are four key points (Armstrong, 1994) to remember when designing instructional strategies for multiple intelligences:

1. Everyone has some abilities in each of the seven intelligences. Some students will function at high levels in all or most of the seven intelligences; others may appear to struggle in all areas. Most students will fall somewhere in between, with strengths in some areas and weaknesses in others.
2. Most students can develop each intelligence to an adequate level of competency. With appropriate encouragement, enrichment, and instruction, virtually everyone is capable of performing at a reasonably high level in each of the intelligences (Gardner, as cited).
3. Intelligences work together in complex ways. Gardner proposed that no intelligence exists solely by itself. They are defined individually for theoretical study; but in real-life contexts, the intelligences are interwoven with each other.
4. There are many ways to be intelligent within each category. A student may perform well in one aspect of an intelligence while struggling in another area of the same intelligence. For example, a student may have difficulty reading and yet be highly linguistic orally with a well-developed vocabulary.

Using a variety of instructional techniques and strategies will accommodate the diverse talents within a classroom and will ensure that each student will be able to experience success in some areas and challenge growth in others. (See *Learning Theories and Instructional Models*, page 263, and *Strategies in the Foreign Language Classroom*, page 301.)

▼ **Students with High Abilities (gifted)**

Students with high abilities are those who give evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields. Gifted students are those who excel markedly in the ability to think, reason, judge, invent, or create. (See *Appendix A*, page 337, for a full description.) Barbara Clark (1983) identified several characteristics gifted students exhibit and their potential challenges in the traditional classroom. These are shown in Figure A.

**Figure A: Characteristics and classroom challenges of students with high abilities** (adapted from Clark, 1983)

Characteristics	Potential Classroom Challenges
◆ Ability to handle extraordinary quantities of information with unusual retentiveness	◆ Student may express boredom with the regular curriculum and be impatient waiting for other students.
◆ Ability to comprehend information beyond the abilities of their peers	◆ Student may dislike repetition; possibly may have poor interpersonal relationships with other students.
◆ Unusual curiosity and varied interests	◆ Student may have difficulty conforming to group tasks; may take on too many projects at once and overextend.
◆ High level of language development	◆ Student may be seen as a “show off” by peers and adults.
◆ High level of verbal ability	◆ Student may dominate classroom discussions; may use verbalism to avoid tasks and difficult thinking.
◆ Unusual capacity for processing information	◆ Student may dislike routine and drill; may resent being interrupted; may be perceived as too serious.
◆ Accelerated pace of thought processes	◆ Student may become frustrated with inactivity and the absence of progress.
◆ Flexible thought processes	◆ Student may be seen as disruptive or disrespectful to authority and traditions or to the idea of a single right answer.
◆ Creativity, particularly an ability to synthesize, delay closure, see unusual and diverse relationships, and to produce original ideas and solutions	◆ Student may have difficulty with conformity; may deal with rejection by becoming rebellious.
◆ Ability to think in abstract terms and form concepts	◆ Student may reject or omit detail, question other’s generalizations, and show frustration with other student’s lack of ability to understand concepts or generalizations.
◆ Evaluative approach to others and themselves	◆ Student may be perceived as superior and too critical; may become discouraged from self-criticism, won’t try new ideas; may be intolerant of students of lesser abilities.
◆ Persistent goal-directed behavior	◆ Student may be perceived as stubborn, willful, and uncooperative.
◆ Large accumulation of information about emotions that has not been brought to awareness	◆ Student may be vulnerable to criticism of others, have a high level of need for success and recognition, be a perfectionist.
◆ Keen sense of humor that may be gentle or hostile	◆ Student may use humor for critical attack upon others resulting in damage to interpersonal relationships.



*High-ability learners, cont.*

High-ability learners present challenges for teachers who must design learning opportunities to help them more nearly achieve their potentials. Lessons that are adapted to meet the needs and abilities of high-ability learners may also help alleviate difficulties that some gifted students experience in their interactions with other students in the regular classroom. (See *Gifted and High-Ability Learners*, page 268.)

### ▼ Students with Specific Learning Needs (*special education*)

While all students have unique learning needs, some students are posed with particular challenges in the traditional learning environment. *Rule 51, Nebraska Department of Education, Regulations and Standards for Special Education*, identifies these as students with:

- ◆ autism
- ◆ behavioral disorders
- ◆ hearing impairments
- ◆ subaverage general intellectual functioning
- ◆ orthopedic impairments
- ◆ health impairments that limit strength, vitality, or alertness
- ◆ specific learning disabilities
- ◆ speech impairments
- ◆ traumatic brain injury that results in functional disability or psychosocial impairment
- ◆ visual impairment

(See *Appendix B*, page 338, for full definitions.)

### Areas of challenge in the classroom

Special education students predictably may present challenges in the traditional classroom and would benefit from adaptive strategies in:

- ◆ spelling
- ◆ reading—paragraphs, directions for work, maps and charts, visually crowded layouts
- ◆ writing—sentence formation, pertinent details, sequence, physically difficult
- ◆ note taking—physical difficulty, inability to readily grasp concepts
- ◆ vocabulary—comprehension and memory
- ◆ organization—may be unprepared for class or have incomplete assignments
- ◆ following directions—reading, remembering, comprehending
- ◆ social skills with peers and adults
- ◆ listening -- inattentive, distractible

Students who have been identified and placed in a special education category may be provided with assistive technologies or other special assistance to accommodate their needs; however, teachers can also adapt lessons to better meet their specific needs. Other students in the classroom who have difficulties in these areas will also benefit from these adaptive strategies. (See *Learning Theories & Instructional Models*, page 263, and *Strategies in the Foreign Language Classroom*, page 301.)

△ △ △



# Strategies for Diverse Learners

## Learning Theories & Instructional Models

### Introduction

There are many different ways to look at learning capabilities, learning needs, and learning styles. Each has specific implications for instructional strategies. By employing a variety of instructional strategies in the classroom, teachers will provide for the specific learning needs of individual students and enhance the learning of all students. The learning theories and general instructional strategies that are addressed in this section include:

- ◆ Multiple intelligences
- ◆ Gifted students in the classroom
- ◆ Bloom’s taxonomy
- ◆ Thematic units
- ◆ Graphic organizers

### Multiple Intelligences

Howard Gardner (1983) identified seven *intelligences* as a way to view different cognitive strengths and contrasting cognitive styles. From this he constructed his model of multiple intelligences to describe how individuals use their intelligences to solve problems and fashion products (Armstrong, 1994). Recently, he has identified an eighth intelligence (Fogarty, 1997). The intelligences identified by Gardner are:

- ◆ linguistic intelligence
- ◆ logical-mathematical intelligence
- ◆ spatial intelligence
- ◆ bodily-kinesthetic intelligence
- ◆ musical intelligence
- ◆ interpersonal intelligence
- ◆ intrapersonal intelligence
- ◆ naturalist-physical world intelligence

In the classroom teachers can meet these diverse talents by:

- ◆ Identifying each student’s strengths (see Figure A--*Checklist for Students*, for a student self-test)
- ◆ Planning lessons and learning activities to accommodate the variety of intelligences in the classroom (see Figure B--*Planning Model for Multiple Intelligences*)
- ◆ Also see *Ideas for Exhibitions and Projects*, page 192 in the *Nebraska K-12 Foreign Language Frameworks’* section on assessment, for an extensive list of specific learning activities that will fit into strategies for multiple intelligences.



Figure A: Multiple Intelligences Checklist for Students

Adapted by R. Mook from Armstrong (1992). Naturalist intelligence adapted from Fogarty (1997).

## Multiple Intelligences Checklist

This checklist has no right or wrong answers. No one intelligence category is better than others. We all have some intelligences that are stronger and some that are weaker. This checklist will give clues about how you learn best and also about strengths that may guide you in career choices. Put a check mark beside each item that sounds like you.

### ► Linguistic Intelligence

- I enjoy reading books.
- I like to tell jokes and stories.
- I enjoy word games like Scrabble, anagrams, or crossword puzzles.
- I am a good speller.
- English, social studies, and history are easier for me than math and science.
- I have a good memory for names, places, dates, and/or trivia.
- I am a good writer.

### ► Logical-Mathematical Intelligence

- I can compute math problems quickly in my head.
- Math and science are among my favorite subjects in school.
- I enjoy games like chess, checkers, and other strategy games.
- I like working on logic puzzles or brainteasers.
- I like to think about the way things work.
- I can double or triple a cooking recipe or other measurement without having to put it down on paper.
- I believe that most things have a logical, rational explanation.

### ► Spatial Intelligence

- I can see clear visual images when I close my eyes.
- I can read maps, charts, and other diagrams more easily than written directions.
- I enjoy art activities.
- I like to solve jigsaw puzzles, mazes, and "Where's Waldo" type puzzles.
- I tend to doodle or draw on my papers.
- I like to watch movies, slides, or other visual presentations.
- I enjoy building three-dimensional constructions with Legos or other supplies.

### ► Bodily-Kinesthetic Intelligence

- I am good at sports.
- I have a hard time sitting still for very long.
- I like to take things apart and put them back together again.
- I like working with my hands in activities such as model-building, sewing, pottery, weaving, carving, or carpentry.
- I often like to spend my free time outdoors.
- My best ideas come to me when I'm out for a walk, a jog, or some other kind of physical activity.
- I frequently use hand gestures when I'm talking to someone.

... continued

Figure A: Multiple Intelligences Checklist, page 2

► **Musical Intelligence**

- \_\_\_\_\_ I frequently listen to music.
- \_\_\_\_\_ I enjoy singing along to music I hear.
- \_\_\_\_\_ I can usually tell when something is off-key.
- \_\_\_\_\_ I often make tapping sounds or sing little tunes while working, studying, or learning something new.
- \_\_\_\_\_ If I hear a musical selection once or twice, I can usually sing or play it back fairly accurately.
- \_\_\_\_\_ I play a musical instrument.
- \_\_\_\_\_ I can easily keep time to a piece of music.

► **Interpersonal Intelligence**

- \_\_\_\_\_ I'm considered a person who other people come to for advice.
- \_\_\_\_\_ I prefer group activities to being alone.
- \_\_\_\_\_ I like to get involved in social activities at school and in my community.
- \_\_\_\_\_ When I've got a problem, I'm more likely to seek out another person for help than attempt to work it out on my own.
- \_\_\_\_\_ I am concerned about others and how they feel.
- \_\_\_\_\_ I consider myself a leader (or others have called me that).
- \_\_\_\_\_ I feel comfortable, even with people I don't really know.

► **Intrapersonal Intelligence**

- \_\_\_\_\_ I consider myself to be very independent.
- \_\_\_\_\_ I prefer to study, work, or play alone.
- \_\_\_\_\_ I see myself as a loner (or others see me that way).
- \_\_\_\_\_ I have a special hobby or interest that I keep pretty much to myself.
- \_\_\_\_\_ I have some important goals for my life that I think about on a regular basis.
- \_\_\_\_\_ I would prefer to spend a weekend alone in a cabin in the woods, rather than at a fancy resort with lots of people around.
- \_\_\_\_\_ I can accurately express how I'm feeling.

► **Naturalist-Physical World Intelligence**

- \_\_\_\_\_ I prefer to spend a lot of my time outdoors
- \_\_\_\_\_ I am good at working and playing with animals
- \_\_\_\_\_ I collect things from nature and know their names
- \_\_\_\_\_ I study the weather and follow weather phenomenon
- \_\_\_\_\_ I often do experiments to find out what will happen
- \_\_\_\_\_ I watch birds and insects and study their habits
- \_\_\_\_\_ I like to hike, climb, hunt, and/or fish

**Totals:** Put the number of checkmarks that you made under each intelligence in the spaces below:

Linguistic: \_\_\_\_\_ Logical-Mathematical: \_\_\_\_\_ Spatial: \_\_\_\_\_ Bodily-Kinesthetic: \_\_\_\_\_

Musical: \_\_\_\_\_ Interpersonal: \_\_\_\_\_ Intrapersonal: \_\_\_\_\_ Naturalist-Physical World: \_\_\_\_\_

Your name: \_\_\_\_\_

Figure B: Planning Model for Multiple Intelligences

## Planning for Multiple Intelligences in the Classroom

Intelligence	Students learn best by:	Planning questions for teachers	Learning activities
<b>Linguistic</b> 	Verbalizing, hearing, and seeing words	How can I use the spoken or written word?	Creative writing Formal speech Humor or telling jokes Impromptu speaking Journal or diary keeping Oral debate Poetry Storytelling Words--used in reading, writing, speaking
<b>Logic-Mathematical</b> 	Conceptualizing it, quantifying it, thinking critically about it	How can I bring in numbers, calculations, logic, classifications, or critical-thinking skills?	Abstract symbols, formulas Calculation Counting Deciphering codes Finding patterns Forcing relationships Graphic organizers Number sequences Outlining Problem solving Syllogisms
<b>Spatial</b> 	Drawing it, sketching it, visualizing it	How can I use visual aids, visualization, color, art, or metaphor?	Active imagination Color schemes Designs and patterns Drawing Guided imagery Mind mapping Painting Pictures Pretending Sculpture/models
<b>Bodily-Kinesthetic</b> 	Dancing it, building a model of it, doing a hands-on activity related to it	How can I involve the whole body or use hands-on experiences?	Body language Dancing--folk or creative Drama/acting Inventing Martial arts Mime Physical gestures Physical exercises Playing sports and games Role-playing

Intelligence	Students learn best by:	Planning questions for teachers	Learning activities
<p><b>Musical</b></p> 	<p>Singing it, chanting it, finding music that illustrates it, putting on background music while learning it</p>	<p>How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?</p>	<p>Creating music Environmental sounds Humming Listening to music Music performance Music composition, creation Percussion vibrations Rhythmic patterns Singing Tonal patterns Vocal sounds and tones</p>
<p><b>Interpersonal</b></p> 	<p>Working on it with another person or group of people</p>	<p>How can I engage students in peer-sharing, cooperative learning, or large-group simulation?</p>	<p>Collaboration skills Cooperating Cooperative learning Empathy practices Giving feedback Group projects Intuiting others' feelings Listening Person-to-person communication Receiving feedback Sensing others' motives Talking to others Teamwork/division of labor</p>
<p><b>Intrapersonal</b></p> 	<p>Relating it to a personal feeling or inner experience</p>	<p>How can I evoke personal feelings or memories, or give students choices?</p>	<p>Being alone Complex guided imagery "Centering" practices Emotional processing Focusing/ concentration skills Higher-order reasoning "Know thyself" practices Metacognition techniques Mindfulness practices Silent reflection methods Telling about feelings Telling about thinking Thinking strategies</p>
<p><b>Naturalist-Physical World</b></p> 	<p>Observing it, classifying it, appreciating it</p>	<p>How can I relate the student's learning to the physical world?</p>	<p>Discovering, uncovering Observing, watching Forecasting, predicting Planting Comparing Displaying Sorting and classifying Photographing Building environments</p>

## Gifted and High-Ability Learners

The presence of gifted and high-ability learners in a heterogeneous classroom can present unique challenges for the teacher in designing appropriate learning strategies that will engage these students in learning that helps them achieve their potentials. Some researchers argue that there must be a concentrated focus on differentiating the learning environment and curriculum to provide the motivation and achievement sought for these learners (Shore & Delacourt, 1996). Others contend that instructional practices associated with programs for gifted learners are practices that would benefit *all* learners. In addition, the variety of learning levels and abilities within the gifted-student population itself may require modified instructional strategies to address the various learners' profiles (Tomlinson, 1996).

The following profile of gifted/high-ability learners and instructional strategies (*Figure C*), the planning model for academic diversity (*Figure D*), and the planning model for modification and adjustment (*Figure E*) will assist teachers in designing effective learning environments and activities for the gifted/high-ability learners in their classrooms. The models also provide a foundation of good instructional strategies that will benefit *all* learners.

**Figure C: Profile of Gifted/High Ability Learners** (adapted from Clark, 1983)

Profile/ Characteristics	Instructional Needs	Best Learning Situation	Classroom Strategies
◆ Extraordinary quantity of information, usual retentiveness]	Exposure to new and challenging information, opportunity to acquire early mastery of basic skills	Individualized learning; out-of-classroom experience	Information organized at different levels of difficulty, self check, pre and post tests, a variety of teaching and learning methods at each level
◆ Advanced comprehension	Access to challenging curriculum and intellectual peers	Self-selected flexible groupings, opportunities to attend advanced-level classes or courses	Group discussion on selected topics, independent study on advanced topics of interest, access to advanced materials
◆ Unusual curiosity, varied interests	Exposure to/opportunity to pursue a wide variety of subjects and topics	Independent study, mentors, simulations	
◆ High level of language development	Opportunity to encounter and use increasingly difficult vocabulary and concepts	Work with academic peers	Write (book, journal, play, television script), read advanced-level reading materials, make presentations to other classrooms on an interest area
◆ High level of verbal ability	Opportunity to share ideas verbally and in depth	Self-selected flexible groupings	Work on projects of interest to the student that involve communication and an exchange of opinion in a wide variety of ways
◆ Unusual capacity for processing information	Exposure to large variety of ideas at various levels of complexity	Learning centers, assignments, and projects available at many levels in a variety of subjects	Projects involving problem finding, problem focusing, problem solving, research skills

Figure C: Profile of Gifted/High Ability Learners, cont.

Profile/ Characteristics	Instructional Needs	Best Learning Situation	Classroom Strategies
◆ Accelerated pace of thought processes	Exposure to ideas, content, subject matter presented at an appropriate individual pace of learning	Acceleration, self pacing	Individualized curriculum, advanced placement, early entry, off-grade classes, cluster grouping
◆ Flexible thought processes	Opportunity to approach problems and learning in diverse ways	Lesson plans	Teacher acceptance of flexible thinking, unusual products, open-ended assignments, opportunities to do things in different ways, varied instruction
◆ Creative--synthesizes, delays closure, sees unusual, diverse relationships, generates original ideas and solution	Opportunity to have incubation time, to delay closure, to "mess around" with materials and ideas, to have creative-thinking training	Flexibility in deadlines and assignments, individual conferences, integrated curriculum over a large block of time	Individual deadlines, continuous progress assessment, present complex problems without one right answer, a classroom atmosphere (teacher acceptance) of respect for unusual ideas, provide time for thinking and reflection, unstructured periods of time for exploring materials and ideas, problem-solving activities
◆ Ability to think in abstract terms and form concepts	Exposure to abstractions; opportunity to form generalizations, to use and design conceptual frameworks, to seek order and consistency, to develop a tolerance for ambiguity	Individual contracts, learning centers, access to the community, small-group work, an opportunity to spend time with experts in the students' areas of interest	Inquiry skills, opportunities to analyze their own learning, communication and decision making, individualized projects, integrated curriculum, simulations
◆ An evaluative approach to others and themselves	Exposure to people of varying abilities/talents; setting realistic short-term goals; opportunity to develop skills in data evaluation using criteria, decision making, and problem solving	Flexible grouping, individualized learning	Self evaluation and cooperative evaluation experiences, experience and practice in goal setting and goal evaluation, experience and practice in decision making and problem solving
◆ Persistent goal-directed behavior	Opportunity to pursue interests beyond the allotted time, to set and evaluate priorities	Flexible scheduling, individualized instruction	Self-selected projects, developing interests
◆ Large accumulation of information about emotions that has not been brought to awareness	Opportunity to process the emotional meaning of experience, to become aware of emotions of self and others	Learning centers, individual activities, small discussion groups, whole-class discussion	Task cards and group discussion about emotions and feelings, awareness exercises
◆ Keen sense of humor (gentle or hostile)	Opportunity to learn how one's behavior affects the feelings of others	Whole class and group discussions	Exercises and activities that help students understand humor

Figure D: Adapted from C.A. Tomlinson, 1996/1997

## Planning Model for Academic Diversity and Talent Development

<p><b>The Learning Environment</b> is effective when it provides:</p>	<ul style="list-style-type: none"> <li>◆ <b>Active orientation</b>--students are doers rather than receivers</li> <li>◆ <b>Continual assessment and adaptation</b>--of learner readiness, understanding, interest, and learning profile to promote growth</li> <li>◆ <b>Flexible grouping patterns</b>--working independently; as part of a whole; in a variety of groups</li> <li>◆ <b>Escalating expectations</b>--communication of expectations and guidance toward continual growth in understandings and skills</li> </ul>		
<p><b>Principles for Curriculum Development</b></p>	<p><b>Content</b> is best understood and retained when it is:</p> <ul style="list-style-type: none"> <li>◆ concept and generalization based</li> <li>◆ highly relevant</li> <li>◆ coherent</li> <li>◆ transferable</li> <li>◆ powerful</li> <li>◆ authentic</li> </ul>	<p><b>Processes</b> that help learners make sense of ideas should be:</p> <ul style="list-style-type: none"> <li>◆ concept and generalization driven</li> <li>◆ focused</li> <li>◆ high level</li> <li>◆ purposeful</li> <li>◆ balance critical and creative thought</li> <li>◆ promote cognition and metacognition</li> </ul>	<p><b>Products</b> achieve best results when:</p> <ul style="list-style-type: none"> <li>◆ tasks are concept and issue centered</li> <li>◆ skills of planning are taught</li> <li>◆ skills of production are taught</li> <li>◆ application of all key skills and understandings are required</li> <li>◆ skills of the discipline are used</li> <li>◆ real problems/audiences are addressed</li> <li>◆ multiple modes of expression are used</li> </ul>
<p><b>Instructional Strategies</b></p>	<p><b>Differentiation</b> is provided through:</p> <ul style="list-style-type: none"> <li>◆ multiple texts and supplementary print resources</li> <li>◆ varied computer programs</li> <li>◆ varied audio visuals</li> <li>◆ varied support mechanisms</li> <li>◆ varied time allotments</li> <li>◆ interest centers</li> <li>◆ contracts</li> <li>◆ compacting</li> <li>◆ triarchic-based orientation</li> <li>◆ complex instruction</li> <li>◆ group investigation</li> </ul>	<p><b>Differentiation</b> is provided through:</p> <ul style="list-style-type: none"> <li>◆ tiered assignments</li> <li>◆ learning centers</li> <li>◆ triarchic model assignments</li> <li>◆ multiple intelligence assignments</li> <li>◆ graphic organizers</li> <li>◆ simulation</li> <li>◆ learning logs</li> <li>◆ concept attainment</li> <li>◆ concept development</li> <li>◆ synectics</li> <li>◆ complex instruction</li> <li>◆ group investigation</li> </ul>	<p><b>Differentiation</b> is provided through:</p> <ul style="list-style-type: none"> <li>◆ tiered product assignments</li> <li>◆ independent study</li> <li>◆ community-based products</li> <li>◆ negotiated criteria</li> <li>◆ graduated rubrics</li> <li>◆ triarchic-based orientations</li> <li>◆ multiple intelligence-based orientations</li> <li>◆ complex instruction</li> <li>◆ group investigation</li> </ul>

## Adjusting for Academic Diversity

Academic tasks may be adjusted and modified based on the level of readiness, ability, and interest of each learner. Learners who are struggling or who are new to a learning situation, concept, or idea would benefit from tasks at the lower end of the adjustment continuum. Learners who have high ability in an area and readily grasp the ideas and concepts because of prior readiness or interest, will benefit from academic tasks at the high end of the continuum. A planning model for modification and adjustment for academic diversity is shown in Figure E.

**Figure E: Planning Model for Modification and Adjustment for Academic Diversity**  
Adapted from C.A. Tomlinson, 1996/1997

Modifying and Adjusting for Academic Diversity in Content, Processes, Products, and Strategies			
Learning Area	Continuum of Adjustment for Diversity in Learner's Level of Readiness, Ability, and/or Interest		
	▶ ▶ ▶ ▶ ▶ <i>slide adjustment button to learner's appropriate level</i> ▶ ▶ ▶ ▶ ▶		
<ul style="list-style-type: none"> <li>◆ information, ideas, materials, applications</li> <li>◆ representations, ideas, applications, materials</li> <li>◆ resources, research, issues, problems, skills, goals</li> <li>◆ disciplinary connections, directions, stages of development</li> <li>◆ applications, insight transfer</li> <li>◆ solutions, decisions, approaches</li> <li>◆ process, research, products</li> <li>◆ planning, designing, monitoring</li> <li>◆ pace of study, pace of thought</li> </ul>	Foundational		Transformational
	Concrete		Abstract
	Simple		Complex
	Fewer facets		Multi-facets
	Smaller leap		Greater leap
	More structured		More open
	Clearly-defined problems		Fuzzy problems
	Less independence		Greater independence
	Slower		Quicker

## Bloom's Taxonomy of Thinking

Bloom's Taxonomy is a model that focuses on six levels of thinking. The six levels roughly form a two-tiered arrangement that represents levels of complexity in thinking. *Knowledge* and *comprehension* are the lower or more concrete levels of thinking. *Analysis*, *evaluation*, and *synthesis* represent higher or more complex levels of thinking. The *application* level, which falls between the lower and higher levels, can be very concrete or very complex depending on the task.

A variety of instructional strategies and products may be categorized for each level of thinking. Teachers who design a variety of learning activities that require different levels of thinking will provide appropriate opportunities for the diverse number of students whose thinking levels range throughout the spectrum.

Figure F provides a model for instructional planning based on Bloom's taxonomy of thinking. Also see Bloom's taxonomy as applied to foreign language, page 307.

Figure F: Planning Model using Bloom's Taxonomy (adapted from Winebrenner, 1992)

Level	Definition	Instructional Strategies	Activities, Tasks, & Products
Lower, less complex, more concrete levels	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• ask • define • describe</li> <li>• discover • identify • label • list</li> <li>• listen • locate</li> <li>• match • memorize • name</li> <li>• observe • recite • recognize</li> <li>• remember • research • select</li> <li>• state • tell</li> </ul>	<ul style="list-style-type: none"> <li>• books • diagrams</li> <li>• events • exams • facts in isolation • films • filmstrips</li> <li>• magazine articles • models</li> <li>• newspapers • people • plays</li> <li>• quiz • radio • recordings/ records • tapes • television shows • tests • text readings</li> <li>• vocabulary • workbook pages</li> </ul>
	<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• ask • change • compare</li> <li>• convert • defend • discover</li> <li>• distinguish • edit • explain</li> <li>• express • extend • generalize</li> <li>• give examples • identify</li> <li>• illustrate • infer • interpret</li> <li>• listen • locate • match</li> <li>• observe • paraphrase</li> <li>• predict • relate • research</li> <li>• restate • rewrite • show symbols • summarize</li> <li>• transform • translate</li> </ul>	<ul style="list-style-type: none"> <li>• casual relationships</li> <li>• comparison of like/unlike items • conclusion/implication based on data • diagrams</li> <li>• drama • drawing • events</li> <li>• films • filmstrips • graph</li> <li>• magazines • models</li> <li>• newspapers • outline</li> <li>• own statement • people</li> <li>• photograph • radio</li> <li>• response to questions</li> <li>• revision • skit • speech</li> <li>• story • summary • tape recording • television</li> </ul>

Figure F: Planning Model using Bloom's Taxonomy

Level	Definition	Instructional Strategies	Activities, Tasks, & Products
<i>Level depends on complexity of task</i>	<b>Application</b>	<ul style="list-style-type: none"> <li>• apply • build • change</li> <li>• choose • classify</li> <li>• construct • cook</li> <li>• demonstrate • discover</li> <li>• dramatize • experiment</li> <li>• interview • list • manipulate</li> <li>• modify • paint • prepare</li> <li>• produce • record • report</li> <li>• show • sketch • solve</li> <li>• stimulate • teach</li> <li>• use guides, charts, maps</li> </ul>	<ul style="list-style-type: none"> <li>• artwork • collection • crafts</li> <li>• demonstration • diagram</li> <li>• diorama • diary • drama</li> <li>• forecast • illustration • list</li> <li>• map • meeting • mobile</li> <li>• model • painting • paper which follows outline</li> <li>• photographs • project</li> <li>• puzzle • question • recipe</li> <li>• scrapbook • sculpture</li> <li>• shifting smoothly from one gear into another • solution</li> <li>• stichery</li> </ul>
	<b>Analysis</b>	<ul style="list-style-type: none"> <li>• advertise • analyze</li> <li>• categorize • classify</li> <li>• compare • contrast</li> <li>• differentiate • dissect</li> <li>• distinguish • infer</li> <li>• investigate • point out • select</li> <li>• separate • solve • subdivide</li> <li>• survey</li> </ul>	<ul style="list-style-type: none"> <li>• argument broken down</li> <li>• chart • commercial • conclusion checked • diagram • graph</li> <li>• parts of propaganda statement identified • plan</li> <li>• prospectus • questionnaire</li> <li>• report survey • report</li> <li>• solution • survey • syllogism broken down • word defined</li> </ul>
<i>Higher, more complex, more abstract levels</i>	<b>Synthesis</b>	<ul style="list-style-type: none"> <li>• combine • compose</li> <li>• construct • create</li> <li>• design • estimate</li> <li>• forecast • hypothesize</li> <li>• imagine • infer • invent</li> <li>• predict • produce</li> <li>• rearrange parts</li> <li>• role-play • write</li> </ul>	<ul style="list-style-type: none"> <li>• advertisement • article</li> <li>• book • cartoon • experiment</li> <li>• formation of a hypothesis or question • game • invention</li> <li>• lesson plan • machine</li> <li>• magazine • new game • new product • new color, smell, taste • news article</li> <li>• pantomime • play • poem</li> <li>• puppet show • radio show</li> <li>• recipe • report • set of rules, principles or standards</li> <li>• song • speculate on or plan alternative courses of action • story • structure</li> <li>• television show</li> </ul>
	<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• appraise • choose • compare</li> <li>• consider • criticize • critique</li> <li>• debate • decide • discuss</li> <li>• editorialize • evaluate • give opinion, viewpoint • judge</li> <li>• prioritize • recommend</li> <li>• relate • summarize • support</li> <li>• weigh</li> </ul>	<ul style="list-style-type: none"> <li>• conclusion • court trial</li> <li>• critique • debate • decision</li> <li>• defense/verdict • discussion</li> <li>• editorial • evaluation • group discussion • group • letter</li> <li>• news item • panel • rating/grades • recommendation</li> <li>• self-evaluation • standard compared • standard established • survey • valuing</li> </ul>

## Thematic Learning

Thematic learning is a way to plan curriculum that meets the diverse needs and abilities of students. When properly designed, thematic units are appropriate for students at all ability levels (Winebrenner, 1996). Themes provide organizing centers for:

- ◆ Connecting various disciplines or subject matter content (see *Frameworks Goal 3*, page 51).
- ◆ Developing learning activities around the eight intelligences (see *Multiple Intelligences*, pages 257 and 263).
- ◆ Providing learning opportunities that require different levels of thinking (see *Bloom's Taxonomy of Thinking*, page 272).

A theme may be used to plan a brief unit of study, a comprehensive unit spanning a greater period of time, or to connect with other disciplines in a team or block-scheduling situation. Winebrenner (1992, page 74) provides a graphic organizer that connects subject areas and student capabilities around a main theme as shown in Figure G. Fogarty (1997, page 48) shows how activities for multiple intelligences might be planned in a theme organized around the Olympic Games--or Games of Life--in Figure H.

**Figure G: Thematic Unit Design** (Winebrenner, 1992)

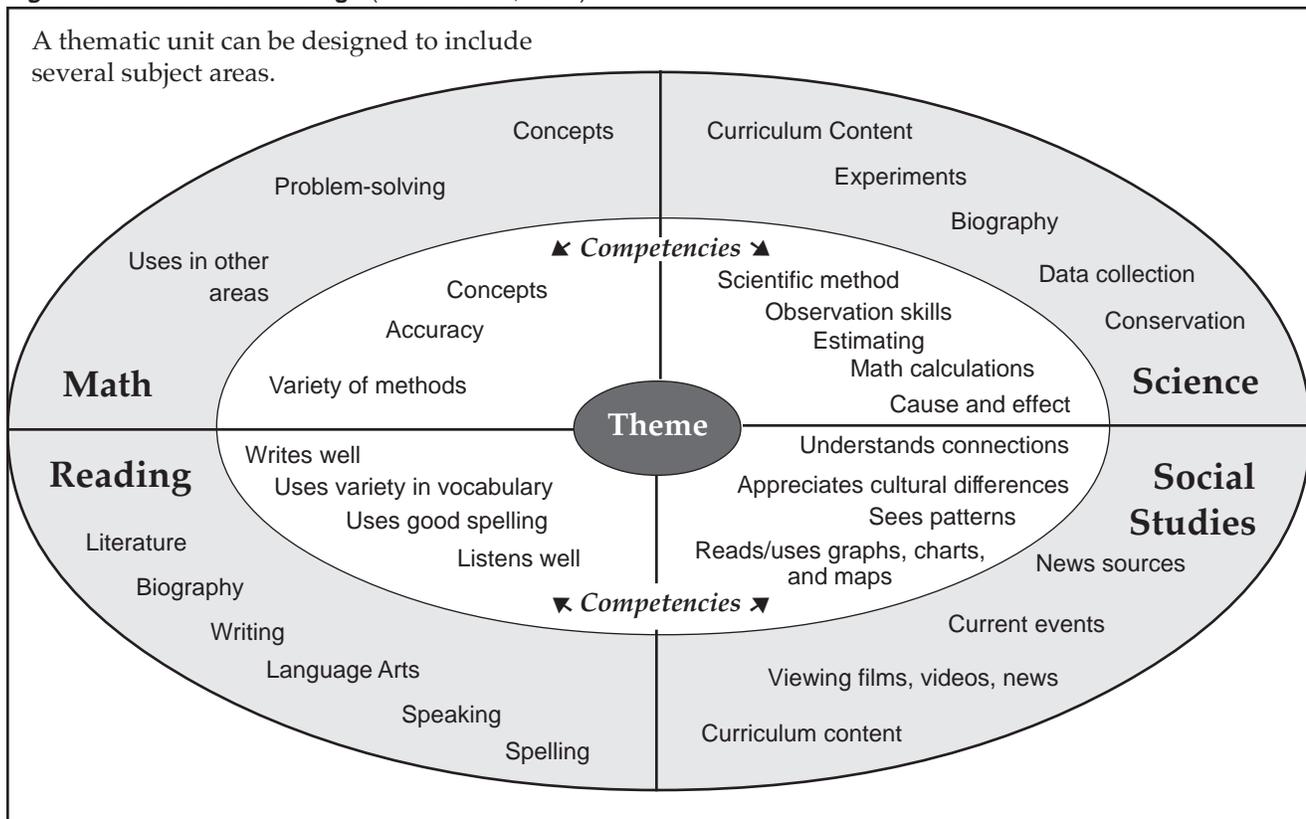


Figure H: Multiple Intelligences Grid of Life (Fogarty, 1997)

Multiple Intelligences Grid of Ideas <i>The Olympic Games or Games of Life</i>							
Verbal	Logical	Spatial	Bodily	Musical	Interpersonal	Intrapersonal	Naturalist
Biographies	Graphic arts	Greek architecture	Fitness	National songs	Teamwork	Individual achievement	Nutrition
Writing about heroes	Biochemistry	Pottery	Sports	Raps	Cooperation	Pride	Health
Historical fiction	Laws of physics	Paintings	Practice	Practicing music	Competition	Sense of accomplishment	Wellness
Myths	Statistics	Posters	Routines	Relaxation music	Sportsmanship	Logs	Biochemistry
Literature	Percentages	Photos	Regimens	Meditation	Coaching	Journals	Climate
News reporting	Logical thinking	Graphic organizers	Physical therapy	Composing	Mentoring	Psychology of peak performance	Culture
Expository writing	Sequences	Graphs	Conditioning	Performing	Global relationships	Endurance	Biofeedback
Features	Cause/effect	Visualization techniques	Experiences	Selecting appropriate music	Conflict management		Altitudes

## Designing a Thematic Plan

Another way to use thematic learning is to use the theme as a tool for designing activities requiring different levels of thinking that allow for differences among students in readiness, interest, and ability. Winebrenner (1992) presents an outline for planning a thematic unit and a template for planning learning activities. These have been adapted for use with the *Nebraska K-12 Foreign Language Frameworks* in Figures I and J, respectively. An example of a thematic unit in the foreign language classroom is shown on page 308.

**Figure I: Designing a Thematic Plan**  
(adapted from Winebrenner, 1992)

Steps for Designing a Thematic Plan for Students with Varying Abilities	
<p><b>Step 1:</b></p> <p>Choose a theme that may be used to incorporate many expected learner outcomes. The theme should be broad enough to apply to several topics within the same theme. Examples: Conflict, Civilizations, Mammals. Write the theme on the line provided on the planning chart (<i>Figure K</i>).</p> <p><b>Step 2:</b></p> <p>Create several contexts/outcomes of what students should know and be able to do from all subject areas that students will experience during the thematic unit. (<i>See the Frameworks section on Curriculum Planning.</i>) Write these in the appropriate section on the planning chart.</p> <p><b>Step 3:</b></p> <p>Determine the essential skills and knowledge that all students will need for mastery and add them to the planning chart.</p> <p><b>Step 4:</b></p> <p>Using the chart on page 272 (<i>Bloom's Taxonomy of Thinking</i>) as a reference, design instructional activities that will give students experience in mastering the essential skills and knowledge and achieving the desired outcomes. Working across the planner--that is, horizontally-- enter the activities making sure that each activity is appropriate for achieving the specific context and outcome of what students should do and what the</p>	<p>product should be. By working horizontally rather than vertically gives teachers the opportunity to design activities from the lower, concrete levels to the higher levels of thinking.</p> <p>Winebrenner (1992) suggests that teachers should design the higher-level activities so that gifted/high-ability students may not have to do the literal activities in order to achieve the outcomes. Other students will need teacher direction with the literal activities <i>before</i> moving on to the higher-level activities.</p> <p><b>Step 5:</b></p> <p>Add the activities to the planning chart, making sure that each activity teaches the essential skills and knowledge defined in step three and that activities requiring higher levels of thinking are included.</p> <p><b>Step 6:</b></p> <p>If the theme unit is carried out over a long period of time, a contract or work log may be created to help teachers and students manage doing different activities at different times. (<i>See Portfolio Management, page 155.</i>)</p> <p><b>Step 7:</b></p> <p>Decide the methods of assessment and provide the evaluation criteria and standards with students before they begin their work. (<i>See the Frameworks section on Assessments.</i>)</p>

Figure J: Thematic Unit Planner (adapted from Winebrenner, 1992)

**Theme:** \_\_\_\_\_

**Unit Context/Outcomes:** \_\_\_\_\_

**Thematic Unit Planner**

Context/ Outcomes	Essential Skills/ Knowledge Needed	Thinking Activities Lower level, concrete thinking <i>Knowledge-Comprehension-(Application)</i>	Thinking Activities Higher level, more abstract <i>(Application) Analysis-Synthesis-Evaluation</i>

## Graphic Organizers

Graphic organizers are valuable tools to use when working with students with diverse abilities. The organizers can facilitate learning and may be useful in bridging the wide spreads of learning levels within a classroom (Winebrenner, 1996). Bellanca (1992) and Winebrenner (1996) see graphic organizers as a way to help students

- ◆ connect new information to old;
- ◆ discover patterns in what they learn;
- ◆ control how and what they learn by employing a variety of learning tools;
- ◆ create internal motivation to think and problem-solve; and,
- ◆ become active learners.

Graphic organizers provide alternative ways to organize information and content for different types of learners (multiple intelligences). When students work together to complete an organizer, it promotes cooperative learning among a diverse group of students.

The graphic organizers on the following pages are arranged alphabetically by title and numbered. Each is designed to help develop specific thinking skills as shown in Figure K. Detailed information about teaching and using these organizers may be found in Bellanca (1992), Winebrenner (1996), and Mikulecky (1985) as cited by Hudelson (1992).

Figure K: Thinking skills aided by graphic organizers

Thinking Skills	Graphic Organizers																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
	5 Ws	Cause/Effect Chart	Cause/Effect-Multiple	Comparison Chart	Concept Ladder	Decision-Maker's Chart	Fat/Skinny Questions	Fishbone	Frame	Gathering Grid	KWPL	Mapping	PMI	Prediction Tree	Problem-Solving Chart	Question Matrix	Scale	Structured Overview	T-Chart	Timeline	Venn Diagram	
Alternative-seeking						✓									✓							
Analyzing		✓	✓	✓		✓	✓			✓	✓				✓	✓	✓					✓
Brainstorming					✓	✓																
Categorizing					✓														✓			
Cause/effect		✓	✓																			
Comparing/contrasting				✓			✓			✓						✓						✓
Deciding/decision-making						✓						✓										
Evaluating	✓					✓		✓			✓		✓		✓							
Gathering	✓							✓				✓							✓			
Inferring		✓	✓											✓								
Inquiring							✓						✓									
Investigating							✓															
Listing													✓					✓				✓
Predicting											✓			✓								
Priority-setting															✓							
Problem-posing															✓							
Recalling											✓											
Sequencing	✓								✓						✓						✓	
Specifying																			✓			
Summarizing	✓								✓				✓									

# The 5 Ws \*

**Purpose:**

To ask questions that require the learner to gather and summarize information

**Thinking Skills:**

Gathering, evaluating by criteria, sequencing, summarizing

**How to Use:**

Ask and answer who? what? when? where? why? and construct a one-sentence summary of the data.

Example:

Who?	What?	When?	Where?	Why?
Alice	fell down a rabbit hole	she was chasing the rabbit	in Wonderland	she was very curious
<p><b>Summary sentence:</b> Because Alice was very curious, she chased a rabbit and fell down the rabbit hole in Wonderland.</p>				

\* As illustrated and described in Bellanca, 1992

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): \_\_\_\_\_ Topic: \_\_\_\_\_

## The 5 Ws Information Chart

Who?	What?	When?	Where?	Why?

**Summary Sentence:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Cause and Effect Flow Chart \*

**Purpose:**

To show how an event or condition resulted in a particular situation or effect

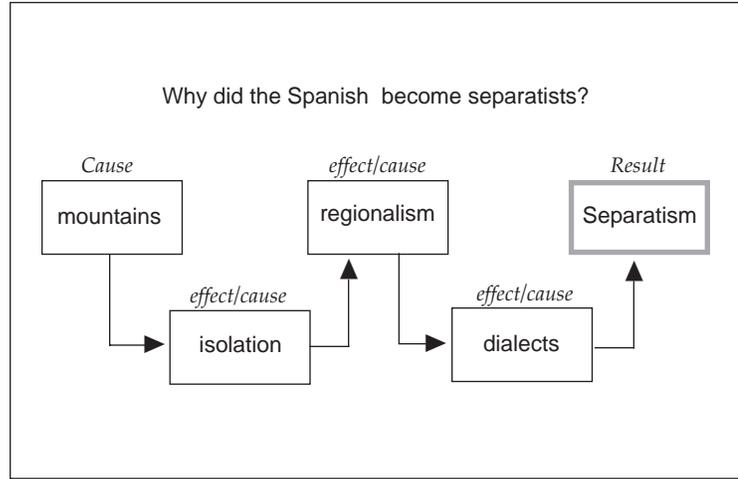
**Thinking Skills:**

Inferring, analyzing, cause / effect

**How to Use:**

Pose a question about a situation and answer it by analyzing the events, conditions, or causes that led to a particular result.

*Example:*



\* as illustrated by Mikulecky (1985) as cited by Hudelson, 1995

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): \_\_\_\_\_ Topic: \_\_\_\_\_

## Cause & Effect Flow Chart

Question: \_\_\_\_\_

---

*Cause*

*effect/cause*

*Result*

*effect/cause*

*effect/cause*

# Cause and Effect Flow Chart with Multiple Causes \*

**Purpose:**

To show the events or conditions that led to a particular situation or effect

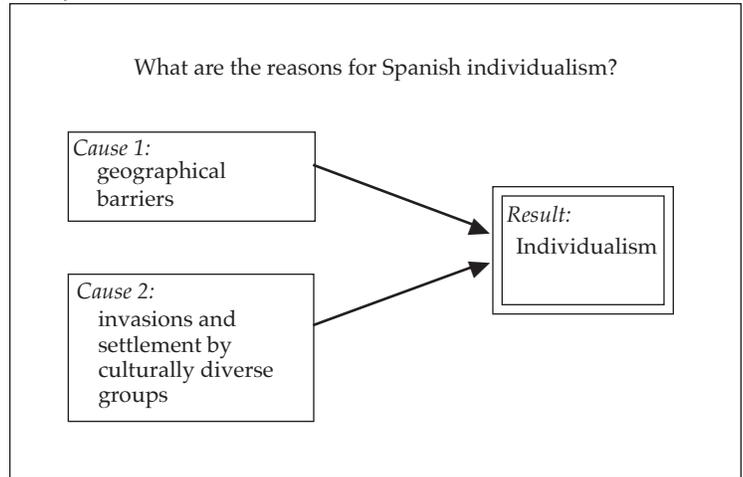
**Thinking Skills:**

Inferring, analyzing, cause/effect

**How to Use:**

Pose a question about a situation and answer it by analyzing the events, conditions, or causes that led to a particular result.

Example:



\* as illustrated by Mikulecky (1985) as cited by Hudelson, 1995

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): \_\_\_\_\_ Topic: \_\_\_\_\_

## Cause & Effect Flow Chart with Multiple Causes

Question: \_\_\_\_\_

---

Cause 1:

Cause 2:

Cause 3:

Cause 4:

Result:

*Graphic Organizer 4*

# Comparison Chart \*

**Purpose:**

To show similarities and differences between two or more topics (people, places, events, or ideas)

**Thinking Skills:**

Comparing, contrasting, analyzing

**How to Use:**

Write the topics in the top row of the grid; write the elements for comparison in the left column; write appropriate data in the remaining columns.

*Example:*

	Hunters	Gatherers
Food Supply		
Shelter		
Divisions of Labor		
Social Structure		

\* As illustrated by Mikulecky (1985) as cited in Hudelson, 1995

*Template: (Resize to 8 1/2" x 11" by copying at 150%)*

Name(s): _____ Topic: _____		
<b>Comparison Chart</b>		
	<i>Topic 1</i>	<i>Topic 2</i>
<i>Element 1</i>		
<i>Element 2</i>		
<i>Element 3</i>		
<i>Element 4</i>		

# Concept Ladder \*

**Purpose:**

To arrange information about a person, item, or topic into an organized framework

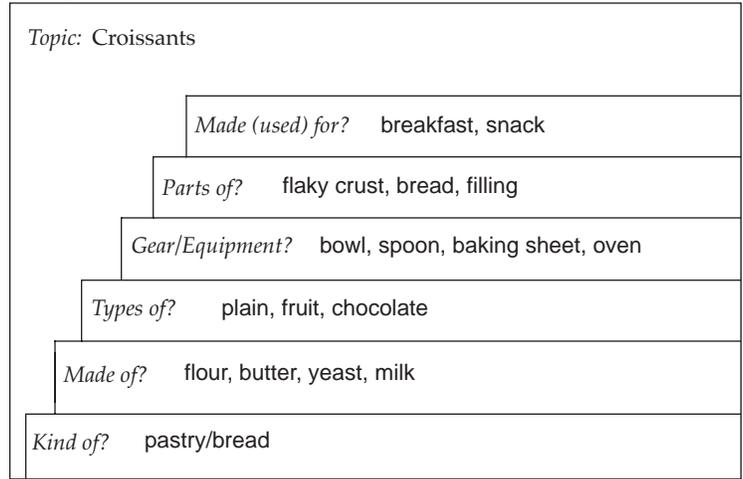
**Thinking skills:**

Listing, categorizing, brainstorming

**How to Use:**

Label each “rung” of the ladder with a characteristic of the person, thing, or idea. Fill in the frames with appropriate information.

*Example:*



\* as illustrated by Mikulecky (1985) as cited by Hudelson, 1995

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): \_\_\_\_\_ Topic: \_\_\_\_\_

## Concept Ladder

*Made (used) for?*

*Parts of?*

*Gear/Equipment?*

*Types of?*

*Made of?*

*Kind of?*

# Decision-Maker's Flow Chart \*

**Purpose:**

To make a judgment or determination by following a detailed structure of steps

**Thinking skills:**

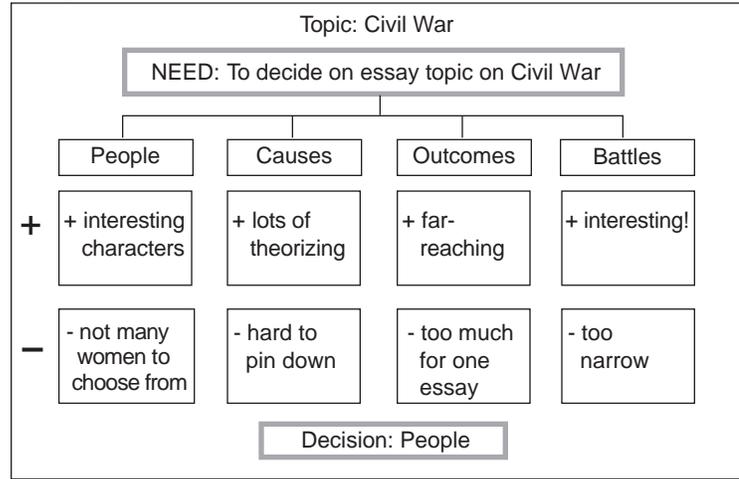
Alternative seeking, evaluating, brainstorming, analyzing, deciding

**How to Use:**

Reach a decision by examining:

- Need--a requirement, duty, or obligation
- Alternatives--a choice limited to one of two or more possibilities
- Consequences--positive and negative effects, results, or outcomes of something

Example:



as illustrated and described in Bellanca, 1992

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): \_\_\_\_\_ Topic: \_\_\_\_\_

## Decision Maker's Flow Chart

NEED: \_\_\_\_\_

Alternative 1:	Alternative 2:	Alternative 3:	Alternative 4:

DECISION: \_\_\_\_\_

# Fat & Skinny Questions

**Purpose:**

To practice forming factual and complex thought questions

**Thinking Skills:**

Inquiring, investigating, analyzing, compare/contrast

**How to Use:**

Create skinny (factual) questions--What is...? When did...? Can...? Will...? Is it true that...?

Use the skinny questions to lead into fat (complex) questions--Explain why.... What if...? Predict what would happen if... Why do you believe...?

Example:

<b>FAT?</b>	<b>Skinny?</b>
Why do you think Lindbergh called his plane "The Spirit of St. Louis?"	Who made the first trans-atlantic flight?
What difficulties do you think he might have had finding a plane?	What was the name of his plane?
Explain why his arrival in Paris was such a big celebration.	What was his destination?

*\* As described and illustrated in Bellanca, 1992*

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____	
<h2>Fat and Skinny Questions</h2>	
<b>FAT?</b>	<b>Skinny?</b>

# The Fishbone \*

**Purpose:**

To gather information from a reading selection and to summarize it

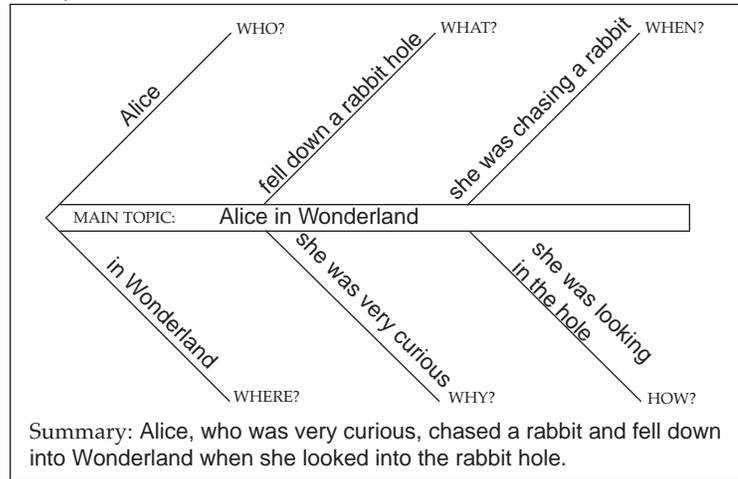
**Thinking skills:**

Gathering, evaluating by criteria, summarizing

**How to Use:**

Complete the fishbone by identifying the main topic of the selection and then finding and filling in the answers to who, what, when, where, why, and how. Summarize the information into a single sentence.

Example:



\* As illustrated and described in Winebrenner, 1996

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): \_\_\_\_\_ Topic: \_\_\_\_\_

## The Fishbone

WHO?

WHAT?

WHEN?

---

WHERE?

WHY?

HOW?

Summary sentence: \_\_\_\_\_

\_\_\_\_\_

# The Frame \*

**Purpose:**

- To sequence story events
- To outline sequential events or materials
- To encourage translation of ideas from print into a different mode of expression

**Thinking Skills:**

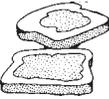
Sequencing, perceiving time-sequenced relationships

**How to Use:**

Gather information and place it in an order by time or by concept development. Pictures may be used, as in a comic strip.

*\* As described and illustrated in Bellanca, 1992*

Example:

Title: How to make a peanut butter and jelly sandwich			
1.  Take two pieces of bread,	2.  some jelly,	3.  and some peanut butter.	4.  Use a knife
5.  to put the peanut butter and jelly on the bread.	6.  Put the two pieces of bread together.	7.  Serve with milk.	8.  Eat the sandwich.

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____		Topic: _____	
<b>The Frame</b>			
Title: _____			
1.	2.	3.	4.
5.	6.	7.	8.

# Gathering Grid \*

**Purpose:**

To make subtle distinctions between similar ideas, people, events, places in a matched- structure format

**Thinking Skills:**

Analyzing, comparing, contrasting

**How to Use:**

Gather information on the grid by grouping common elements in the center column. Complete the information for each specific column.

*Example:*

BUSH	REAGAN	PRESIDENTS	LINCOLN	WASHINGTON
50	50	states	Kept as is	13 Colonies
Republican	Republican	party	Republican	
Iraq	Grenada	war(s)	Civil	Revolutionary
CIA	Movies	known for	Gettysburg Address	Cherry Tree

*\* As described and illustrated in Bellanca, 1992*

*Template: (Resize to 8 1/2" x 11" by copying at 150%)*

Name(s): \_\_\_\_\_ Topic: \_\_\_\_\_

## Gathering Grid


# K W P L \*

**Purpose:**

To use prior knowledge about something as a bridge to a new concept or lesson

**Thinking skills:**

Recalling, analyzing, evaluating

**How to Use:**

K= Know--brainstorm and list what you already know about a topic

W= Want to Know--write questions about what you want to learn

P= Predict--predict what you will learn

L= Learned--review the topic after studying it and write what you learned

*\* As described and illustrated in Bellanca, 1992 and Winebrenner, 1996*

Example:

Topic: Illinois			
K	W	P	L
Lake Michigan	Who started Chicago?	name of person or group	the Aldermen talk too much childhood, teen years
Chicago/biggest city	Why is Chicago the windy city?	weather patterns, dates, historical period, Lincoln biography	
Abe Lincoln	When did Lincoln live in Illinois?	state history, location of city	in Sangamon County, Sangamon river
Chicago Bears	Why is the capital here?	maps, type of soil and terrain	
Corn crops	Where are Illinois' biggest farms?		
Springfield/capital			
Prairies			
Farms			

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____			
<b>K W P L</b>			
<b>K</b>	<b>W</b>	<b>P</b>	<b>L</b>

# Mapping \* (also called concept web or semantic map)

**Purpose:**

To identify characteristics or attributes of a topic and group them in a visual pattern to show a concept

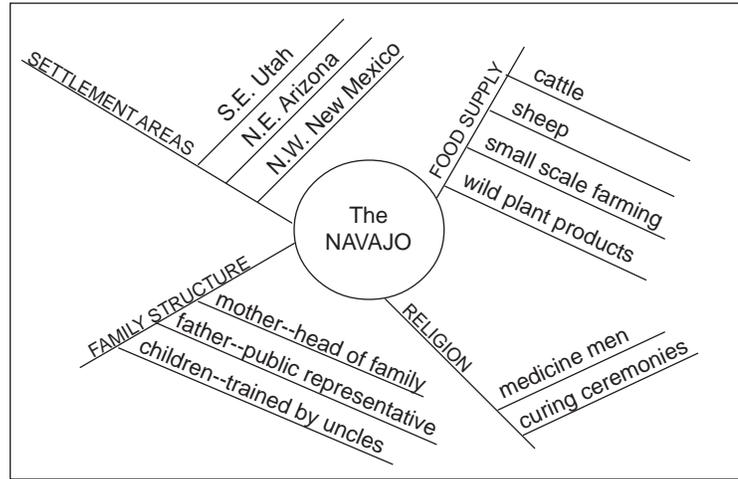
**Thinking Skills:**

Listing, gathering, summarizing

**How to Use:**

Choose a category or topic and identify its characteristics or attributes. Create subcategories to describe the characteristics or attributes.

Example:



\* as illustrated by Mikulecky (1985) as cited by Hudelson, 1995

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): \_\_\_\_\_ Topic: \_\_\_\_\_

## Webbing

# P M I \*

**Purpose:**

To evaluate and extend understanding about facts, concepts, thinking processes, and cooperative interactions

**Thinking Skills:**

Evaluating, inquiring, decision-making

**How to Use:**

P = Plus--write down what you like or enjoy about a topic  
 M = Minus--write down what you dislike about a topic  
 I = Interesting Questions--write down what you would like to know about a topic or its pluses or minuses

Example:

Issue: Being a Cheerleader	
<b>P (+)</b>	exercise, hard work, friends, fun, sports, popular, discipline, teamwork, well liked, uniforms, dance, ready for high school
<b>M (-)</b>	hard work, cliché, practice time, snobs, discipline, phony, not a real sport, sexist
<b>I (?)</b>	How much skill does it take? How do they pick cheerleaders? How does cheerleading hurt or help our grades? Why does our class have the best squad? Why aren't there boy cheerleaders for girls' teams?

\* As described and illustrated in Bellanca, 1992

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____	
<b>P M I</b>	
Issue: _____	
<b>P (+)</b>	
<b>M (-)</b>	
<b>I (?)</b>	

# Prediction Tree \*

**Purpose:**

To make predictions about a character or event in a reading selection

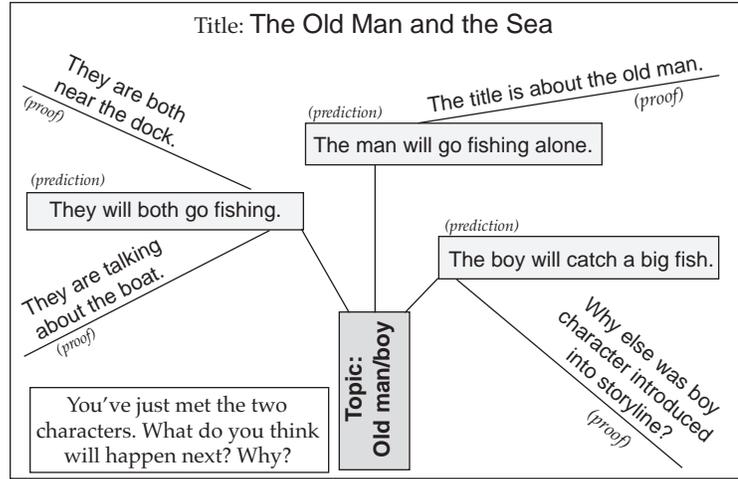
**Thinking Skills:**

Predicting, inferring

**How to Use:**

Project ahead in a story by listing possible or probable outcomes. Support the predictions with clues or proof.

Example:



\* As described and illustrated in Bellanca, 1992

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): \_\_\_\_\_ Topic: \_\_\_\_\_

## Prediction Tree

Title: \_\_\_\_\_

(prediction)

(proof) (proof)

(prediction) (prediction)

Topic:

(proof) (proof)

Question: \_\_\_\_\_

# Problem-Solving Chart \*

**Purpose:**

To pose and solve problems

**Thinking Skills:**

Problem posing, alternative seeking, analyzing, evaluating, sequencing, priority setting

**How to Use:**

Apply an IDEAS framework to a problem scenario or assess knowledge of a concept or event.

I = Index the facts as you see them.

D = Define problem.

E = Expand on possible alternatives.

A = Adopt a criterion.

S = Select and sell your idea to others involved.

*Example:*

Problem: Noise in Cafeteria	
<b>I</b>	- Students yell across table, clash trays, high pitch
<b>D</b>	- Students not controlling loudness
<b>E</b>	- Quiet signs and signals                      - Air raid siren - Ban the noisiest                                      - Quiet-checker at table
<b>A</b>	- Students can hear to the other end of table - Students use "six-inch" voices
<b>S</b>	- Table-checker and signal; have all students practice

\* As described and illustrated in Bellanca, 1992

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____	
<b>Problem-Solving Chart</b>	
Problem: _____	
<b>I</b>	
<b>D</b>	
<b>E</b>	
<b>A</b>	
<b>S</b>	

# Question Matrix \*

**Purpose:**

To compare and contrast attributes, qualities or characteristics

**Thinking Skills:**

Analyzing, comparing/contrasting

**How to Use:**

Put answers to a factual question about two or more objects, individuals, or ideas in a matrix format.

In a situation matrix, replace the question column with personal characteristics of persons in fiction or history (e.g., thoughtful, caring, brave). In the right columns enter situations in which the person(s) displayed the characteristic.

*\* As described and illustrated in Bellanca, 1992*

*Example:*

Subject: Two Countries		
	Mexico	Canada
Who are the natives?		
What Europeans first settled?		
What are the chief products today?		
How does the economy of each compare?		

*Template: (Resize to 8 1/2" x 11" by copying at 150%)*

Name(s): _____ Topic: _____		
<b>Question Matrix</b>		

# The Scales \*

**Purpose:**

To weigh, evaluate, or make balanced judgments about facts, ideas, or values

**Thinking Skills:**

Analyzing, evaluating, decision-making

**How to Use:**

Choose a topic to evaluate. Choose two items related to the topic. Identify a criterion to evaluate the items. List attributes, characteristics, or descriptions to evaluate the item against the criterion. "Weigh" the item that best fits the criterion.

*Example:*

Subject: The Seasons		
WINTER  sharp outlines snow blanket winterwonderland quiet snowballs		SUMMER  many colors green and fresh flowers gardens shade vegetables
Criterion: Most beautiful		

*\* As described and illustrated in Bellanca, 1992*

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): \_\_\_\_\_ Topic: \_\_\_\_\_

## The Scales

Subject: \_\_\_\_\_

<u>Item 1</u>		<u>Item 1</u>
---------------	--	---------------

Criterion: \_\_\_\_\_

\_\_\_\_\_

# Structured Overview \*

**Purpose:**

To group similar items and list characteristics or attributes in a visual pattern

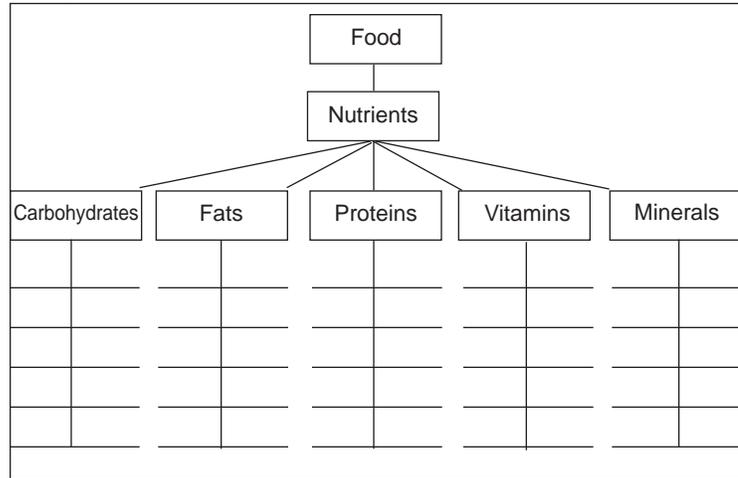
**Thinking Skills:**

Listing, gathering

**How to Use:**

Determine a category or topic that shares common characteristics or attributes. Create subcategories to describe the characteristics or attributes.

Example:



\* as illustrated by Mikulecky (1985) as cited by Hudelson, 1995

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): \_\_\_\_\_ Topic: \_\_\_\_\_

## Structured Overview

[ ]				
[ ]				
[ ]	[ ]	[ ]	[ ]	[ ]

# T-Chart \*

**Purpose:**

To clarify central concepts or ideas; to collect specific examples for an idea or behavior

**Thinking Skills:**

Specifying, categorizing

**How to Use:**

In the "looks like" column, list all the behaviors or observable characteristics related to a topic; in the "sounds like" column, list all the sounds or audible characteristics, including possible verbal messages.

Example:

CONSENSUS	
Looks like:	Sounds like:
nodding head	"I can live with it."
eye contact	"Good idea."
smile	"That will help us."
attention	"I see your point."

\* As described and illustrated in Bellanca, 1992

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): _____ Topic: _____	
<b>T-Chart</b>	
Title: _____	
Looks like:	Sounds like:



# Venn Diagram \*

**Purpose:**

To show characteristics that are shared and different between similar ideas, people, events, and places

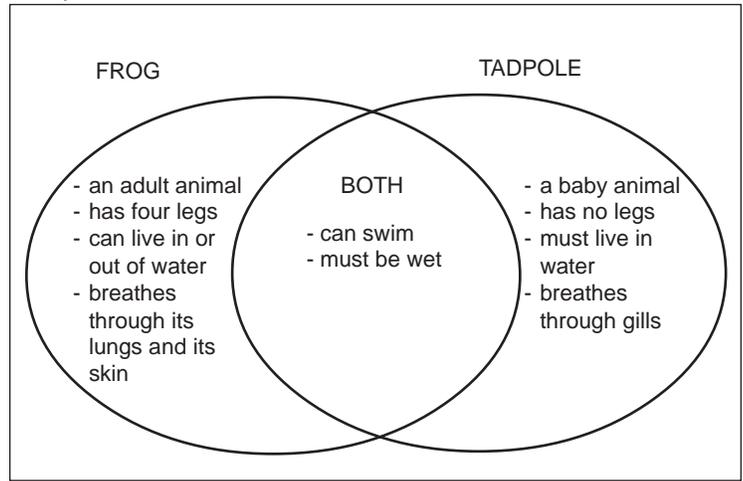
**Thinking Skills:**

Analyzing, comparing, contrasting

**How to Use:**

In the shared space, list characteristics that are the same for each item; in the single spaces, list the characteristics that are different.

Example:



*\*as illustrated by Mikulecky (1985) as cited by Hudelson, 1995*

Template: (Resize to 8 1/2" x 11" by copying at 150%)

Name(s): \_\_\_\_\_ Topic: \_\_\_\_\_

## Venn Diagram

Item 1: \_\_\_\_\_ Item 2: \_\_\_\_\_

Both



# Strategies for Diverse Learners In the Foreign Language Classroom

## Introduction

This section focuses on strategies for planning instruction to meet diverse learning needs in the foreign language classroom. Much of it is based on the learning theories and instructional models that were discussed in previous sections.

The first part of the section contains general strategies for diverse learners in the foreign language classroom (*Figure M*). The series of suggestions are grouped to address specific kinds of learning needs, but the strategies also may be beneficial to other students in the same classroom. The teaching strategies are followed by an example of the use of Bloom's taxonomy in the foreign language classroom (*Figure N*) and an example of a thematic unit designed for a foreign language class (*Figure O*).

Sample units make up the rest of this section. The units correlate with learning scenarios in the *Nebraska K-12 Foreign Language Frameworks* and provide models of how the learning scenarios may be adapted to address diverse learning needs.

**Figure M: General Strategies in the Foreign Language Classroom**

### Teaching Strategies for Students with Diverse-Learning Needs

**General considerations for meeting student needs:**

*Selecting and using the following approaches will add variety to classroom teaching and, more importantly, will assist the wide variety of learners within the classroom toward mastering the concepts of a lesson.*

- ◆ Relate learning activities to personal real-life skills and experiences.
- ◆ Model assignment expectations by showing an example of the product.
- ◆ Limit expectations to two or three well-developed concepts per unit.
- ◆ Be aware of academic levels of students so that reading, vocabulary, and other issues can be addressed.
- ◆ Use projects rather than traditional testing for evaluation.
- ◆ Concentrate on student strengths and bring those strengths into the lesson.
- ◆ Use concise written and oral directions.
- ◆ Provide lecture outlines.
- ◆ Pre-teach concept vocabulary; use pre-reading clues.
- ◆ Use pictures, concept mapping, webbing, and graphic organizers.
- ◆ Require short answers as well as long essay answers; e.g., testing, oral response
- ◆ Create large and small group activities.
- ◆ Use multiple intelligences approaches to teach the same lessons.

▷▷▷

### Considerations for Meeting Specific Learning Needs in Skill and Instructional Areas

*The following suggestions are grouped to address specific kinds of learning needs, but the strategies also may be beneficial to other students in the same classroom.*

#### ► To ensure student success with *reading* . . .

- ◆ use pre-reading and post-reading activities to pre-teach or reinforce main ideas.
- ◆ use before, during, and after reading strategies; e.g., before—preview questions; during—pausing to reflect; after—self-evaluation, summary
- ◆ provide advanced organizers when showing videos.
- ◆ use peer tutoring.
- ◆ provide audio-taped materials (text or study guides).
- ◆ teach self-questioning.
- ◆ paraphrase key points and/or have students paraphrase key points
- ◆ summarize key points and/or have students summarize key points
- ◆ label main ideas.
- ◆ label 5W's - who, what, when, where, why.
- ◆ allow highlighting of texts, passages, key words, or concepts.
- ◆ use visual imagery.
- ◆ explain idioms that appear in reading passages.
- ◆ allow silent pre-reading.
- ◆ allow partner reading.
- ◆ use computer programs or games.
- ◆ allow students to quietly read aloud (sub-vocalization).
- ◆ use graphic organizers.
- ◆ use preparatory set; i.e., talk through what a reading passage is about using new vocabulary and concepts.

#### ► To ensure student success with *writing* . . .

- ◆ shorten writing assignments.
- ◆ require lists instead of sentences.
- ◆ dictate ideas to peers.
- ◆ provide note takers.
- ◆ allow student to use a tape recorder to dictate writing.
- ◆ allow visual representation of ideas.
- ◆ provide a fill-in-the-blank form for note taking.
- ◆ allow student to use a computer for outlining, word-processing, spelling, and grammar check.
- ◆ provide a structure for the writing.
- ◆ allow collaborative writing.
- ◆ provide a model of the writing.
- ◆ allow use of different writing utensils and paper.
- ◆ use a flow chart for writing ideas before the student writes.
- ◆ brainstorm a word bank of possible words that would be needed prior to the writing activity.
- ◆ narrow the choice of topics.
- ◆ grade on the basis of content; do not penalize for errors in mechanics and grammar.
- ◆ allow choices of manuscript, cursive, keyboarding.
- ◆ allow different positions of writing paper and/or surfaces.

► **To ensure student success with *speaking* . . .**

- ◆ give sentence starters.
- ◆ use graphic organizers to organize ideas and relationships.
- ◆ use visuals.
- ◆ allow extra response time for processing.
- ◆ use cues and prompts to help the student know when to speak.
- ◆ use partners.
- ◆ phrase questions with choices embedded in them.
- ◆ use choral reading or speaking.
- ◆ use rhythm or music.
- ◆ allow practice opportunities for speaking.
- ◆ practice role playing activities.

► **To ensure student success with *attending* . . .**

- ◆ use preferential seating.
- ◆ use proximity to measure on-task behavior.
- ◆ provide opportunities for movement within a lesson.
- ◆ use self-monitoring strategies.
- ◆ provide a structure for organization.
- ◆ help the student set and monitor personal goals.
- ◆ provide alternative work areas.
- ◆ decrease distractions.
- ◆ use active learning to increase opportunities for student participation.
- ◆ provide opportunities to change tasks or activities more frequently.
- ◆ break tasks into the smallest possible chunks.
- ◆ provide reminder cues or prompts.
- ◆ use private signal to cue appropriate behavior for more difficult times.
- ◆ teach skills of independence; e.g., paying attention.
- ◆ provide definite purpose and expectations especially during unstructured activities.
- ◆ prepare the student for changes in the routine.
- ◆ use computers.
- ◆ use graphic organizers.
- ◆ reduce assignment length.

► **To ensure student success with *following classroom rules* . . .**

- ◆ teach rules and expectations.
- ◆ model and role-play rules and expectations.
- ◆ post rules and expectations.
- ◆ teach skills of independence.
- ◆ be consistent.
- ◆ use proximity.
- ◆ have students set personal goals.
- ◆ use self-monitoring strategies.
- ◆ use positive correction prompts.
- ◆ teach and use positive and negative consequences.

► **To ensure student success with *organizing* . . .**

- ◆ use graphic organizers.
- ◆ use semantic mapping.
- ◆ teach time-management skills.
- ◆ post sequence of events.
- ◆ teach use of folder, notebooks, etc.
- ◆ teach how to clean a desk or locker.
- ◆ use assignment sheets.
- ◆ model how to think aloud when organizing a certain project.
- ◆ allow students to brainstorm and prioritize the important parts of a project or assignment.

### ► To ensure student success when *working in groups* . . .

- ◆ teach group rules and expectations.
- ◆ teach skills of independence; e.g., bridging phrases, disagreeing agreeably, voice level.
- ◆ teach manageable strategies for moving in and out of groups within the classroom setting.
- ◆ post rules and expectations.
- ◆ give adequate time but not “fooling around” time.
- ◆ be in close proximity to groups as they work.
- ◆ teach students to self-monitor group progress.
- ◆ assign student roles or responsibilities in the group.
- ◆ teach a signal for getting attention of all groups.
- ◆ practice and assess student behaviors in small-group settings
- ◆ use cooperative learning strategies.
- ◆ use a wide variety of groupings; e.g., flexible, cluster, skill

### ► To ensure student success with *understanding new concepts* . . .

- ◆ pre-teach new concepts.
- ◆ identify priority learning from less important material
- ◆ provide adequate time.
- ◆ provide meaningful practice, review, repetition.
- ◆ use flow charts.
- ◆ connect previous learning to new information.
- ◆ use multiple means of learning the same material (visual, auditory, tactile).
- ◆ have student set personal goals.
- ◆ use peer tutors.
- ◆ use multiple intelligences information to deliver material in a variety of ways.
- ◆ use cooperative learning and small groups.
- ◆ provide cues.

### ► To ensure student success with *retaining and retrieving information* . . .

- ◆ use multi-modalities (visual, auditory, tactile) to teach the same concept.
- ◆ teach vocabulary in context.
- ◆ use cues, prompts.
- ◆ use graphic organizers.
- ◆ use frequent repetition of key points.
- ◆ break down instructional units into smaller steps.
- ◆ show relationships among concepts through graphs, outlines, and webbing.
- ◆ use color coding to show concepts and relationships.
- ◆ use peer tutors.
- ◆ highlight important information.
- ◆ teach mnemonics as a memory tool.
- ◆ teach visual imagery.
- ◆ use rhythm, music, and movement.
- ◆ use lists.
- ◆ use matrix to organize information; allow students to construct some of their own.
- ◆ use pictographs.

► **To ensure student success with *representing new learning in assessment . . .***

- ◆ use a variety of authentic assessments.
- ◆ establish criteria and expectations prior to instruction.
- ◆ teach test-taking strategies.
- ◆ teach the format of an upcoming test.
- ◆ allow adequate time for test taking.
- ◆ allow paper-pencil tests to be taken in a different space.
- ◆ allow a variety of ways to respond; e.g., orally, pictorially, tape recording,
- ◆ give choices.
- ◆ assess learning continuously over time, not just at the end of a unit of study.
- ◆ use rubrics.
- ◆ use self-assessment tools.

► **To ensure student success with *motor skills, mobility, posture maintenance, manipulation of materials . . .***

- ◆ allow alternatives to writing.
- ◆ allow adequate time for manipulation of materials.
- ◆ allow different postures.
- ◆ use physical cues
- ◆ use easy-to-handle concrete examples and models.
- ◆ position materials for easy access and individual use.
- ◆ provide adaptive equipment.
- ◆ be aware of the impacts of room arrangement.
- ◆ be aware of the impacts of the physical positioning of the individual.
- ◆ use bold outlines on maps and charts.
- ◆ use peer tutors.
- ◆ be aware of tasks that require eye movement from one plane to another.
- ◆ be aware of the student level of fatigue.
- ◆ position all participants at the same eye level during small-group discussion.

► **To ensure student success with *hearing-impaired learners . . .***

- ◆ provide preferential seating.
- ◆ use visual cues (overheads, drawings, maps, demonstrations, visual samples of new vocabulary).
- ◆ face student directly when speaking.
- ◆ emphasize key points; don't overload with information.
- ◆ repeat or rephrase what other students say--hearing what other students say is often difficult for hearing-impaired students.
- ◆ highlight text and study guides.
- ◆ provide note-taking assistance during lectures to allow hearing-impaired student to concentrate on the teacher.
- ◆ use peer tutoring.
- ◆ use study sheets to organize information.
- ◆ pre-teach vocabulary.
- ◆ use captioned videos, films, etc.
- ◆ show videos or visuals before presenting information to provide a knowledge base for students.
- ◆ use alternative testing methods.
- ◆ minimize background noise.
- ◆ simplify vocabulary.
- ◆ use pre-printed outline of materials.



### ► To ensure student success with *visually-impaired learners* . . .

- ◆ describe what you are doing.
- ◆ provide preferential seating.
- ◆ provide material in large or braille print.
- ◆ give student an individual copy of visual information presented to the group.
- ◆ use black and white printed handouts.
- ◆ use audio-taped books.
- ◆ use tactual materials to represent concepts-- contact a vision consultant to assist with the design.
- ◆ be aware of lighting requirements.
- ◆ stand away from window glare when talking to the student.
- ◆ allow extra time to complete a task.

### ► To ensure success with *gifted and high ability learners* . . .

- ◆ allow for choice within assignments and projects.
- ◆ use compacting.
- ◆ allow students to make independent plans for independent learning.
- ◆ provide mentoring or apprenticeship with professionals.
- ◆ teach entrepreneurship.
- ◆ use theory of multiple intelligences.
- ◆ use tiered assignments which are more complex or abstract.
- ◆ use Socratic questioning.
- ◆ use critical and creative questioning strategies.
- ◆ use open-ended questioning strategies.
- ◆ use interdisciplinary units.
- ◆ allow in-depth enrichment learning.
- ◆ allow time with like-intellectual peers.
- ◆ use accelerated pace of instruction.
- ◆ allow dual enrollment or early admission opportunities.
- ◆ remove time and space restrictions to allow for a long-term integrated plan of study.
- ◆ provide more difficult or abstract resources.
- ◆ allow for concrete or real-life investigations and explorations.
- ◆ teach coping skills.
- ◆ allow students to suggest modifications in the content of their learning, the process which they use to learn, and the product they produce to show their learning.
- ◆ clearly communicate criteria and parameters to avoid students taking unacceptable risks or creative detours.

△ △ △

# Bloom's Taxonomy and the Nebraska Foreign Language Frameworks

Adapted by Marie Trayer, Frameworks Project (1997) Note: *Beginning, Developing and Expanding* refer to the Frameworks progress indicators.

Figure N: Bloom's taxonomy

<b>Knowledge/Comprehension</b> (Beginning)	<b>Application</b> (Beginning, Developing)	<b>Analysis</b> (Developing, Expanding)	<b>Synthesis</b> (Developing, Expanding)	<b>Evaluation</b> (Developing, Expanding)
<p><i>What students will do:</i></p> <ul style="list-style-type: none"> <li>◆ Write telegrams</li> <li>◆ Arrange lines of dialogues</li> <li>◆ Fill out authentic forms from the target country</li> <li>◆ Explain proverbs, slang</li> <li>◆ Listen for sequence</li> <li>◆ Explain the "What? Who? Where? How? Why?"</li> <li>◆ Give description of scenes from a video presentation</li> <li>◆ Describe pictures from the target country</li> <li>◆ Define words</li> <li>◆ Listen and paraphrase in English a conversation heard in the target language</li> <li>◆ Draw picture from verbal information of a target culture's scene or object</li> </ul>	<p><i>What students will do:</i></p> <ul style="list-style-type: none"> <li>◆ Dub cartoons, T.V. shows</li> <li>◆ Command others step-by-step to prepare a typical cultural dish</li> <li>◆ Produce questions with correct pronunciation</li> <li>◆ Apply a cultural custom to a real-life situation in the target country</li> <li>◆ Interview classmates on their daily activities</li> <li>◆ Plan a menu for occasions typical of the target culture</li> <li>◆ Make shopping lists for various cultural social events</li> <li>◆ Apply rules of correct cultural protocol while dining in the target country</li> <li>◆ Classify words, poems, authentic materials, genre</li> <li>◆ Apply gestures learned to an authentic situation</li> <li>◆ Apply reading strategies to understand authentic texts</li> </ul>	<p><i>What students will do:</i></p> <ul style="list-style-type: none"> <li>◆ Identify elements of a particular literary form</li> <li>◆ Analyze the lyrics of popular songs to compare both cultures' perspectives</li> <li>◆ Compare points of view found in two editorials</li> <li>◆ Analyze a story, poem, and other authentic materials</li> <li>◆ Analyze a scene in the target culture</li> <li>◆ Find evidence to support opinion</li> <li>◆ Compare students' customs with the target culture's</li> <li>◆ Conduct a survey and analyze the results</li> <li>◆ Analyze the typical foods of the target country for nutritional value</li> <li>◆ Identify the best route to an historic site in the target country</li> <li>◆ Play the role of a tourist who bargains for merchandise in the target country</li> </ul>	<p><i>What students will do:</i></p> <ul style="list-style-type: none"> <li>◆ Write an alternative ending to a story</li> <li>◆ Predict consequences if other historical events would have resulted differently</li> <li>◆ Write titles for a play, story, or article</li> <li>◆ Write headlines in newspaper style on current issues in the target country</li> <li>◆ Predict future events</li> <li>◆ Write a diary of an imaginary trip</li> <li>◆ Extend a story</li> <li>◆ Hypothesize the reaction to different situations based on the cultural beliefs</li> <li>◆ Compose a poem, skit, role-play, advertisement</li> <li>◆ Create hypothetical real-world situations found in the target culture</li> <li>◆ Create an informal</li> </ul>	<p><i>What students will do:</i></p> <ul style="list-style-type: none"> <li>◆ Prioritize solutions to cultural dilemmas</li> <li>◆ Express and justify opinions on creative products of the culture</li> <li>◆ Give and support opinions about issues</li> <li>◆ Evaluate TV shows, movies, cartoons</li> <li>◆ Write an editorial giving and supporting own opinion</li> <li>◆ Express the pros and cons of policies</li> <li>◆ Give and support the decision in a mock trial</li> <li>◆ Write an ambassador with suggestions for the resolution of a real-world problem</li> <li>◆ Justify decisions of sites to visit in the target culture</li> <li>◆ Read an editorial in a target-country newspaper; respond and send response</li> <li>◆ Evaluate best World Wide Web pages for sources in the target country</li> </ul>

**Thematic Unit Plan**

**Theme: Civilizations**

**Unit Context/Outcome:** Students demonstrate an understanding of the relationship between the perspectives and products / contributions of the Hispanic civilizations from past to present.

Context/ Outcomes	Essential Skills/ Knowledge Needed	Thinking Activities Lower level, concrete thinking <i>Knowledge-Comprehension-(Application)</i>	Thinking Activities Higher level, more abstract <i>(Application)-Analysis-Synthesis-Evaluation</i>
<p>▶ <b>Context/Outcome # 1</b></p> <p>Students demonstrate an understanding of the relationship of products / contributions of pre-columbian civilizations.</p>	<ul style="list-style-type: none"> <li>◆ information access skills-library, Internet compare/contrast skills</li> <li>◆ identification of key concept skills</li> <li>◆ evaluation skills</li> <li>◆ identification of perspectives and contributions</li> </ul>	<ul style="list-style-type: none"> <li>◆ Go to library /search Internet and record information on the pre-columbian civilizations</li> <li>◆ Find pictures of the products / contributions and prepare visuals</li> </ul>	<ul style="list-style-type: none"> <li>◆ Select pre-columbian civilization that you believe to be the most advanced. Support answers.</li> <li>◆ Simulate an auction of pre-columbian “legal” artifacts to museum curators. Create exhibits for pre-columbian civilizations.</li> <li>◆ Prepare an action plan for stopping the illegal plunder and sale of pre-columbian artifacts. Mail your plan to the appropriate government agency.</li> </ul>
<p>▶ <b>Context/Outcome # 2</b></p> <p>Students reinforce and further knowledge of other disciplines through the foreign languages by comparing pre-columbian and present-day Latin American civilizations.</p>	<ul style="list-style-type: none"> <li>◆ information access skills-library, Internet compare /contrast skills</li> <li>◆ identification of key concept skills</li> <li>◆ interview skills</li> <li>◆ computation skills for converting calendars and codes</li> </ul>	<ul style="list-style-type: none"> <li>◆ Find the formulas for calculating the calendars and codes. Interview “world” history teachers to find out definition of civilization and information on present-day Latin American perspectives and contributions</li> </ul>	<ul style="list-style-type: none"> <li>◆ Prepare a presentation demonstrating the influence of pre-columbian civilizations to present-day Latin American society to give in Spanish, math, and social studies classes, and to a community Hispanic organization.</li> </ul>

## Sample Units

The sample units in this section have been adapted to accommodate different abilities, learning styles, and special learning needs. Several of the units are based on the learning scenarios of the *Nebraska K-12 Foreign Language Frameworks* and show how a scenario may be adapted for specific learning needs. Others were copied with permission from *Teaching Strategies for Students with Diverse Learning Needs*, an addendum to the *Nebraska Social Studies Framework* (1996). The Social Studies units correlate well with activities in the foreign language classroom and illustrate how foreign language can connect with other disciplines (Frameworks Goal Three).

## Adapting a Unit to Accommodate Special Learning Needs

The first sample unit is based on the foreign language learning scenario, *House and Home* (page 100) and illustrates the many ways a unit might be adapted to ensure success by students with a diversity of learning needs in the foreign language classroom. The area(s) of special learning needs for which each strategy might be used effectively is indicated with a check mark. (Also see the strategies listed for these areas beginning on page 301.)

Sample 1

**Title:** Strategies for “House and Home”

**Strategy:** Providing alternative strategies for communication

**Activity Summary:**

Students create a house and home  
Based on Learning Scenario: *House and Home*, page 100

**Intended Level:** Beginning

**Reflects Frameworks:**

Goal One: Communication

- |              |   |
|--------------|---|
| Standard 1.1 | Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. |
| Standard 1.2 | Students understand and interpret written and spoken language on a variety of topics.                                   |
| Standard 1.3 | Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.                    |

**Context/Outcomes:**

The student will be able to convey information by describing a house plan in the target language.

**Strategies for Implementation and Planning:**

See charts on pages 310 and 311.

▷▷▷

## Strategies for Diverse Learners

### Strategies for Planning and Implementation--House and Home, cont.

<p>The check marks indicate areas of learning needs that may benefit from the following strategies as adapted for the learning scenario, House and Home, page 100.</p>	reading	writing	speaking	attending	following rules	organizing	group work	new concepts	remembering	new learning	motor skills	hearing-impaired	visually-impaired	gifted/high-ability
1. Students use KWL chart—"what I know, what I want to know, and what I have learned" (see example on page 289)			✓	✓	✓			✓						✓
2. Teacher models vocabulary with visuals			✓					✓	✓					
3. Vocabulary practice options:														
• non-verbal learners physically choose the correct response	✓		✓	✓				✓						
• cut pictures of house vocabulary items out of catalogs							✓	✓			✓			
• label pictures with target vocabulary				✓				✓		✓				
• make flashcards for practice								✓		✓				
• recognition level matching words and pictures-concentration game								✓	✓					
• pronunciation and written response (take dictation)									✓	✓				
• practice one-on-one with other students using flashcards				✓		✓	✓	✓	✓					
• quantity production of vocabulary - timed										✓	✓			
• proficient learners model pronunciation to others			✓	✓			✓		✓			✓		
• provide additional vocabulary for proficient learners				✓										✓
• students learn vocabulary and test out to do enrichment activities										✓				✓
4. Alternative strategies for communication														
• Students point to items described by a speaker.				✓		✓		✓		✓				
• Teacher provides structure for oral presentations: give outline, sentence starters, or examples to follow; e.g., " My house has . . ." or "In my house there are.. ."				✓	✓			✓		✓				
• Students use note cards to read from or to support presentation.			✓	✓							✓			
• Teacher prepares cloze activity in which students fill in blanks identifying rooms of a house and the contents.	✓	✓								✓				✓
• Students read the presentation.	✓									✓				
• Students write the presentation.			✓							✓				
• Students speak without cues.			✓							✓				
• Students respond spontaneously.	✓	✓								✓				
• Students respond to questions at various levels.	✓	✓	✓							✓				
• Students compare two house plans.										✓				✓
• Students role play a real-estate agent describing the characteristics of two or three different houses to a buyer.				✓				✓		✓				✓
• Students use computer to design a presentation.				✓						✓				✓
• Students design a web page.				✓						✓				✓

<p>The check marks indicate areas of learning needs that may benefit from the following strategies as adapted for the learning scenario, House and Home, page 100.</p>	reading	writing	speaking	attending	following rules	organizing	group work	new concepts	remembering	new learning	motor skills	hearing-impaired	visually-impaired	gifted/high-ability
<p>5. Students create a web chart of vocabulary for each room in the house plan; students use dictionaries to create or fill in the webs. Students create webs at all levels of complexity</p>	✓	✓	✓	✓		✓	✓	✓	✓	✓				
<p>6. Contracting: Students contract for a grade according to the number of projects completed from a given list of activities/projects. Organizational management techniques:</p>														
<ul style="list-style-type: none"> <li>• Use preset timelines to help students avoid procrastination.</li> </ul>	✓	✓	✓	✓	✓	✓	✓			✓				✓
<ul style="list-style-type: none"> <li>• Use progress logs to document progress throughout the contract period.</li> </ul>				✓	✓	✓		✓						✓
<ul style="list-style-type: none"> <li>• Establish criteria for success. <i>(See section on assessments.)</i></li> </ul>				✓	✓			✓		✓				✓
<p>7. Tiered Assignments: The teacher varies the levels of activities to ensure that students can apply concepts at their instructional level. The teacher chooses and assigns a task and presentation according to a student's skill and instructional level. Example: Step #4-creating house visuals--concrete to more abstract</p>														
<ul style="list-style-type: none"> <li>• Students cut pictures of rooms out of the newspaper and identify them using target vocabulary</li> </ul>	✓	✓		✓				✓		✓				
<ul style="list-style-type: none"> <li>• Students orally or physically identify rooms in a doll house or three-dimensional model</li> </ul>		✓	✓	✓				✓		✓				
<ul style="list-style-type: none"> <li>• Students draw and identify parts of a dreamhouse</li> </ul>				✓				✓	✓	✓		✓		✓
<ul style="list-style-type: none"> <li>• Students use a computer to generate a floor plan</li> </ul>				✓				✓	✓	✓				✓
<ul style="list-style-type: none"> <li>• Students perform role plays; e.g., a real estate agent trying to sell a house, an architect designing a house, or an artist decorating a home</li> </ul>				✓				✓		✓				✓
<p>8. Questioning techniques: Base questions on Bloom's Taxonomy</p>														
<ul style="list-style-type: none"> <li>• Knowledge: "What is this?" (given a picture)</li> </ul>														
<ul style="list-style-type: none"> <li>• Comprehension: "What is next to the bathroom?" (given a picture)</li> </ul>														
<ul style="list-style-type: none"> <li>• Application: "In what room would you put the sofa?"</li> </ul>														
<ul style="list-style-type: none"> <li>• Evaluation: "What is your favorite room in the house and why?" "Which is your favorite house plan and why?"</li> </ul>														

△ △ △

Sample 2

### **Title:** Strategies for “Dining” (*high-ability learners*)

**Strategy:** Providing challenging options for the high-ability learner

### **Activity Summary:**

Students explore and experience the dining practices of the target culture.  
Based on Learning Scenario: Dining, page 93

**Intended Level:** Beginning

### **Reflects Frameworks:**

#### Goal One: Communication

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes

#### Goal Two: Cultures

Standard 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

#### Goal Three: Connections

Standard 3.1 Students reinforce and further knowledge of other disciplines through foreign languages.

#### Goal Four: Comparisons

Standard 4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

#### Goal Five: Communities

Standard 5.1 Students apply language skills and cultural knowledge within and beyond the school setting.

### **Context/Outcomes:**

Students identify the similarities and differences between dining practices in the U.S. and the target country.

### **Strategies for Implementation:**

1. Set up learning center options:
  - ◆ Using realia/authentic menus, students analyze costs and currency of the target culture compared to the U.S.
  - ◆ Using menus from the target culture, students make inferences about what food is popular and compare it to a restaurant in their own city using a Venn diagram.
  - ◆ Students use the Internet, interviews with native speakers, and the library to research and prepare a presentation for the class on the dining practices of the target culture and the U.S.
  - ◆ After studying four authentic menus, students write descriptions of each restaurant and provide a rating for each and explain why.

2. Students create an authentic menu including prices, beverages, lunches, dinners, type of restaurant, etc.
3. After studying menus from the target culture, students go to a similar restaurant with their families and make inferences between a U.S.-style restaurant and one from the target culture and present their observations to the class.
4. Students write a letter to the person responsible for the school cafeteria and ask for new selections of ethnic food from the target culture.
5. Students find and prepare a recipe from the target culture at home and make a report to the class about their families' preferences.

**Materials/Resources Needed:**

- ◆ computer capability
- ◆ Internet
- ◆ authentic menus
- ◆ library
- ◆ calculators
- ◆ currency exchange chart
- ◆ currency of the target culture

△ △ △

Sample 3

### **Title:** Strategies for “Dining” (*multiple modalities*)

**Strategy:** Teaching to multiple modalities

### **Activity Summary:**

Students practice vocabulary to be used in the learning scenario.  
Based on Learning Scenario: Dining, page 93

**Intended Level:** Beginning

### **Reflects Frameworks:**

Goal One: Communication

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

### **Context/Outcomes:**

Students understand, interpret, and express opinions about a menu in the target language.

### **Strategies for Implementation:**

Practicing food vocabulary listed on the menu for:

- ◆ Auditory learners
  1. The teacher continuously repeats the menu food items in the target language.
- ◆ Visual learners
  1. The teacher repeats the menu food items/list using flashcards with the words and pictures on each card.
  2. The teacher uses props (e.g., plastic food) while repeating the food items/list. Kinesthetic learners.
- ◆ Kinesthetic learners
  1. Students use gestures imitating how they eat certain foods when they hear the vocabulary word; e.g., peeling a banana.
  2. Students hold up representations, pictures, or written vocabulary words to answer questions asked in the target language about the menu items/list.
  3. Students retrieve items (props) they hear in the target language and bring them to other students.

### **Materials/Resources Needed:**

- ◆ Flashcards of food and drinks that include both a picture and the word written in the target language on the same side as the picture.
- ◆ Props or representations of foods; e.g., plastic fruit

△ △ △

**Title: Strategies for “Dining”** (*reading/attending/organizing*)**Strategy:** Ensuring success with reading, attending, and organizing**Activity Summary:**

Students explore and experience the dining practices of the target culture.  
Based on Learning Scenario: Dining, page 93

**Intended Level:** Beginning**Reflects Frameworks:**

Goal One: Communication

Standard 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.

Goal Two: Cultures

Standard 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

Goal Four: Comparisons

Standard 4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

**Context/Outcomes:**

Students identify the similarities and differences between dining practices in the U.S. and the target culture.

**Strategies for Implementation:**

1. Pre-reading activity: Students use a compare-and-contrast diagram (Venn or other) to brainstorm ideas from their own dining experiences and answer questions about what they ate, at what time, with whom, etc. Students fill out the section of the diagram that refers to dining characteristics in the U.S.
2. Students watch a video clip showing persons from the target culture eating a meal and write down the dining characteristics of the target culture that they observe on the video.
3. Students read English text about dining customs of the target culture — one person records the key points, one person reads the text, one person reads the questions about the text. All students answer.
4. As a class, students fill in dining characteristics of the target culture on the diagram.
5. As a class, students discuss and write similarities (or differences) between the two cultures.

**Materials:**

Black Line Masters—*Reading Instructions that Make Sense*

△ △ △

Sample 5

### Title: Strategies for “Fashion Show” (*high-ability learner*)

**Strategy:** Providing critical thinking tasks for the high-ability learner; Bloom’s taxonomy

#### Activity Summary:

Students communicate about clothing.  
Based on Learning Scenario: Fashion Show, page 95

**Intended Level:** Developing

#### Reflects Frameworks:

##### Goal One: Communication

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.

##### Goal Two: Cultures

- Standard 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

##### Goal Four: Comparisons

- Standard 4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

#### Context/Outcomes:

Students express their likes or dislikes about clothing and describe selected clothing items in the target language.

#### Strategies for Implementation:

1. Students research holidays or special events in the target culture, looking for differences in attire for those events. (*Bloom’s–analysis*)
2. Using familiar vocabulary words from the target language, students write an invitation to a gathering (formal or informal); e.g., a swimming party, a trip. (*Bloom’s–synthesis*)  
In a follow-up activity, classmates randomly pick one of the invitations and describe appropriate clothing items to pack for the activity.
3. Students design (draw or sew) a costume from the target country or region and describe it in a presentation in the target language to an audience. (*Bloom’s–synthesis*)
4. Students use Internet, e-mail, or write to a pen pal from the target region to obtain pictures of people in the target culture wearing current clothing styles; e.g., photos of the pen pal and friends, pictures from magazines and newspapers, etc. (*Bloom’s–application*)
5. Using HyperStudio, students create a format of a department store with a variety of clothing and prices. A situation is set up in which a person traveling in the target culture has lost a suitcase and must use a specified (assigned) amount of money to replace the most important clothing items for the rest of the visit. After making the “purchases,” the student (player) communicates orally or in writing why each item was chosen. (*Bloom’s–synthesis, evaluation*)

#### Materials/Resources Needed:

- ◆ research materials on cultural events and holidays in the target culture
- ◆ list of names and addresses for pen pals
- ◆ computer/Internet/HyperStudio

**Title: Strategies for “Fashion Show”** (*multiple modalities*)**Strategy:** Teaching to multiple modalities (visual and kinesthetic learners)**Activity Summary:**

Students practice vocabulary for a role play about clothing.  
Based on Learning Scenario: Fashion Show, page 95

**Intended Level:** Developing**Reflects Frameworks:**

Goal One: Communication

- |              |   |
|--------------|---|
| Standard 1.1 | Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. |
| Standard 1.2 | Students understand and interpret written and spoken language on a variety of topics.                                   |
| Standard 1.3 | Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.                    |

**Context/Outcomes:**

Students express their likes or dislikes and describe clothing items in the target language.

**Strategies for Implementation:**

1. Teacher and/or students use gestures to mimic vocabulary words while saying the word; e.g., glove—mimic putting on a glove.
  2. Students use dolls or paper dolls and describe what they are wearing, changing outfits one or more times.
  3. Students attach flash cards of clothing vocabulary words in the target language to a poster or live model to indicate where/how the clothing is worn.
  4. Students bring in and label different clothes to be used as props (see #5).
  5. Teacher/students provide scenarios of different activities on a trip. Students, using a suitcase and clothing props, pack appropriate clothing for the activity, situation, or weather, describing the clothing and explaining why it was chosen.
- ◆ Variation:  
Students translate invitations written by a classmate (see “Fashion”—high-ability learner). Using provided clothing and a suitcase, students pack the suitcase with appropriate clothing for the occasion.

**Materials/Resources Needed:**

- ◆ clothing items
- ◆ vocabulary cards
- ◆ dolls or paper dolls with different changes of clothes

△ △ △

Sample 7

### **Title: Strategies for “Guide through A City”** *(multiple intelligences, high-ability learner)*

**Strategy:** Providing options for high-ability learners and multiple intelligences

#### **Activity Summary:**

Read a written paragraph and follow directions given in the paragraph to draw a path on a city map.  
Based on Learning Scenario: Guide through a City, page 99

**Intended Level:** Beginning

#### **Reflects Frameworks:**

Goal One: Communication

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Goal Two: Cultures

Standard 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

Goal Three: Connections

Standard 3.1 Students reinforce and further knowledge of other disciplines through foreign languages.

Goal Four: Comparisons

Standard 4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

Standard 4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

#### **Context/Outcomes:**

The student will be able to understand and respond to given directions when following/drawing a path on a map.

#### **Strategies for Implementation:**

◆ Multiple intelligences:

1. Spatial/Visual intelligences

- Teacher shows differences between cities in the target culture using diagrams on an overhead transparency. (Obtain maps from travel agencies or Internet map sites.) Students create their own maps.

2. Spatial/Linguistic intelligences

- Students reproduce a city to scale using posterboard, plastic cut into sections, or transparencies adding stores or shops, as appropriate. Using the model/map, students choose routes to different sites. Students work in groups of three and give and follow directions in one of the following ways:

Variation #1:

- Student 1 writes directions to a site and tells student 3 the intended destination.
- Student 2 follows the written directions to point out the route on the model/map.
- Student 3 judges whether the intended destination is reached.
- Students rotate in the roles of persons 1-3.

Variation #2:

- Student 1 reads his/her own directions
- Student 2 listens to the directions and points out the route (or uses a model car) on the map/model.
- Student 3 listens and assesses the accuracy of the directions and the response to the directions.
- Students rotate in the roles of persons 1-3.

Variation #3:

- Students 1 and 2 stand back to back; each has a map.
- Student 1 verbally gives directions while tracing a route on the map.
- Student 2 listens to the directions and points out the route on the second map.
- Student 3 observes and evaluates.
- Students rotate in the roles of persons 1-3.

3. Logical/Mathematical Intelligence

Students estimate /record distances in kilometers for routes and compare the routes.

4. Intrapersonal intelligence

Students imagine being lost in the city and identify their personal feelings about the situation.

5. Linguistic intelligence

Students imagine being lost in a city/place and ask for directions.

◆ High-ability learners:

1. After testing out/demonstrating proficiency, native speakers or proficient learners choose alternative learning tasks; e.g., researching points of interest in a city for a vacation or trip and explaining how they would travel from place to place.

2. Tiered Assignments

In a scavenger hunt for various levels of instruction (from concrete to abstract tasks):

- Require students to locate fewer items; provide fewer and less complex directions; start with a familiar place and provide peer or staff support, if needed
- Provide additional directions that are more complex; students move through more locations, independently. Students record the route on a map or diagram.
- Provide complex directions through many locations and/or with greater difficulty in the sequence of directions. Students record the route.
- Students design a scavenger hunt for peers and design an answer key to be used with the hunt.

3. Interest Centers

Students are assigned centers of different cities in the target culture and draw maps illustrating points of interest in those cities. Students explain a map and give directions to the points of interest; e.g., the Eiffel Tower in Paris, France.

**Materials:**

- ◆ City map with written directions relevant to that map

△ △ △

**Title: The Family Tree** *(with strategies for special learning needs)*

**Strategy:** Providing options for special learning needs using graphic organizers; charts, maps

**Activity summary:**

Students explore family name, derivation, heritage, genealogical connections.  
Based on teacher-designed unit that spans the school year.

**Intended level:** beginning and developing

**Reflects Goals and Standards:**

- Goal 1: Communication
  - Standard 1.1 Students . . . provide and obtain information . . .
- Goal 2: Cultures
  - Standard 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied . . .
- Goal 3: Connections
  - Standard 3.1 Students reinforce and further knowledge of other disciplines through foreign languages.
- Goal 4: Comparisons
  - Standard 4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

**Context/Outcomes:**

Students recognize that cultures use different patterns of family structures and customs and apply this knowledge to their own culture.

**Steps for Planning and Implementation (Unit)**

1. Students “search for self,” in which they study their given and family names to establish an understanding of their own heritage and add significance to their study of language and culture. *[Note: Give students who have no knowledge of family heritage the opportunity to create an imaginary family and origin—some creative ones might include a child as result of an alien visit to this planet or a famous person’s name]*
  - ◆ Use the official name that has been given to the individual. Access a variety of sources to aid in research; for example, resources on names collected by the library/media specialist, websites, and family members.
  - ◆ Students explore how they received their given and family names; for example, what their parents may have debated and discussed before deciding on the name. (See Graphic Organizer A for collecting information.)
  - ◆ Students research the significance or “meaning” of their names. Special attention should be given to the name as a reflection of a cultural heritage. Resources might include books on selecting a baby’s name, or name dictionaries.
  - ◆ Students research the genealogical heritage of their names. (Resources might include web sites such as Ellis Island and Salt Lake City.)

- ◆ Students develop family trees or other products to introduce their families to the class.
    - Students may brainstorm possible ways to show significant aspects of their family; for example, their ethnic heritage, genealogy, country/city of origin, length of time in the U.S.
    - Students should be offered choices as to how the material they gather on their families will be presented to the class to allow for individual expression and talents. Choices of products to share might be: a coat of arms, rap, song, poem, pictures or symbols to represent family members, a collage, a video tape of family interviews.
2. The activities of “search for self” begins an opportunity to collect in a portfolio materials studied during the first year of a foreign language. Students continue to add materials about family and cultural identity to the portfolio during the first year of their foreign language study. Additional products would revolve around the target language family created (in Step 3) and reflect the students’ growing abilities to master vocabulary (family members, body parts, clothing, etc.) and demonstrate increasing proficiency. Both written and audio presentations may be included.
  3. Students create a target-language family of 12 to 20 members.
    - ◆ The class creates the family by working in groups. Each group is assigned a particular task—to create the characters, draw, color, etc. This could also be arranged as a collaborative project in which smaller groups of students are individually responsible for the tasks that need to be completed.
    - ◆ Students brainstorm information about the family; such as, names, ages, occupations, the city in which they live.
    - ◆ Place the family depiction in the classroom for reference during the course of the school year. (Make individual copies for students to put in their portfolios.) The target-language family can be used for generating oral communication involving feelings, physical and personality characteristics, or school subjects; such as, classes the individuals liked or needed to complete to prepare for current occupation.
  4. Students study aspects related to the target-language family throughout the school year and add products created to their portfolios.
    - ◆ Students consider and discuss the world-view of families, then learn about families in the target-language culture; for example, family dynamics (who is in control), relationships among family members, etc.
    - ◆ Students investigate the foreign city selected for the target-language family, learn the city’s history, customs, interesting sites, etc.
  5. Bring the unit full circle by the end of the school year. The class began by individually researching their names and then spreading their base of information to names of families in the target culture and places in foreign lands. The focus now returns to the “individual” interest by investigating information about the students’ own city and expanding it to include other community members. Create a large map with in-roading trails illustrating the various origins and heritages of the students in the class.
    - ◆ Some students could demonstrate their math skills by illustrating the percentage of individuals who are of a particular ancestry; such as, British, German, or Mexican.
    - ◆ Some students might talk to older family members or visit retirement homes to talk with individuals regarding their memories of changing neighborhoods and how different ethnic groups were received. (See Graphic Organizer B.)



### *Family Tree, cont.*

- ◆ Some students might research old newspaper stories, pictures, and headlines as a way to demonstrate changes as different cultural groups joined and were assimilated into the community.
- ◆ The map and the information gathered can be shared with the city council, community outreach organizations, social studies classes within the school, and other interested groups and organizations.
- ◆ Individuals who like to work interpersonally (multiple intelligences) might interview an ESL student and together create that student's coat of arms, symbols representing the ESL student's family, or a collage to share with the class.

## Adaptations for students with special needs

1. Organizing information
  - ◆ Prepare a list of sources for students to use to research their names. Students should have had previous training on how to use sources (Internet, web sites, almanacs, etc.).
  - ◆ Provide an example of a completed search.
  - ◆ Provide a graphic organizer that students may use to gather required information (see Graphic Organizer C).
  - ◆ Family tree project: Provide a variety of graphic organizers to which students add information. (See graphic organizers D for examples.)
  - ◆ Allow choices for products in which students will share the information with the class.
2. Acquisition of vocabulary
  - ◆ Provide an array of visuals (flash cards, game activities, computer games, other books, periodicals) as a means to learn new vocabulary.
    - Provide materials that may used in the resource room, if applicable, or at home.
  - ◆ Provide opportunities for repetition.
  - ◆ Allow practice with a partner (less threatening for student).
3. Other suggestions for this unit:
  - ◆ As students move from one concept to another, bring closure to previous a unit or build upon it before moving to the next concept or unit.
  - ◆ Use a camera or video tape recorder so students may demonstrate a concept rather than give a written presentation.
  - ◆ When students work in groups, assign specific duties to each member so that students are not overwhelmed with decisions.
  - ◆ Be specific about deadlines. Give students a written itinerary/outline of the unit and include a detailed description of projects with due dates.

### **Materials/Resources Needed:**

- ◆ references for researching names and their meanings--books, web addresses

Graphic Organizer A: Significance of one's name

Questions	<i>How did I get my name?</i>	<i>What does my name mean?</i>	<i>Where does my name come from?</i>	<i>Nicknames</i>	<i>Who else shares my name?</i>
<b>Names</b>					
<b>First</b> (Given)					
<b>Middle</b> (names)					
<b>Last</b> (Family)					

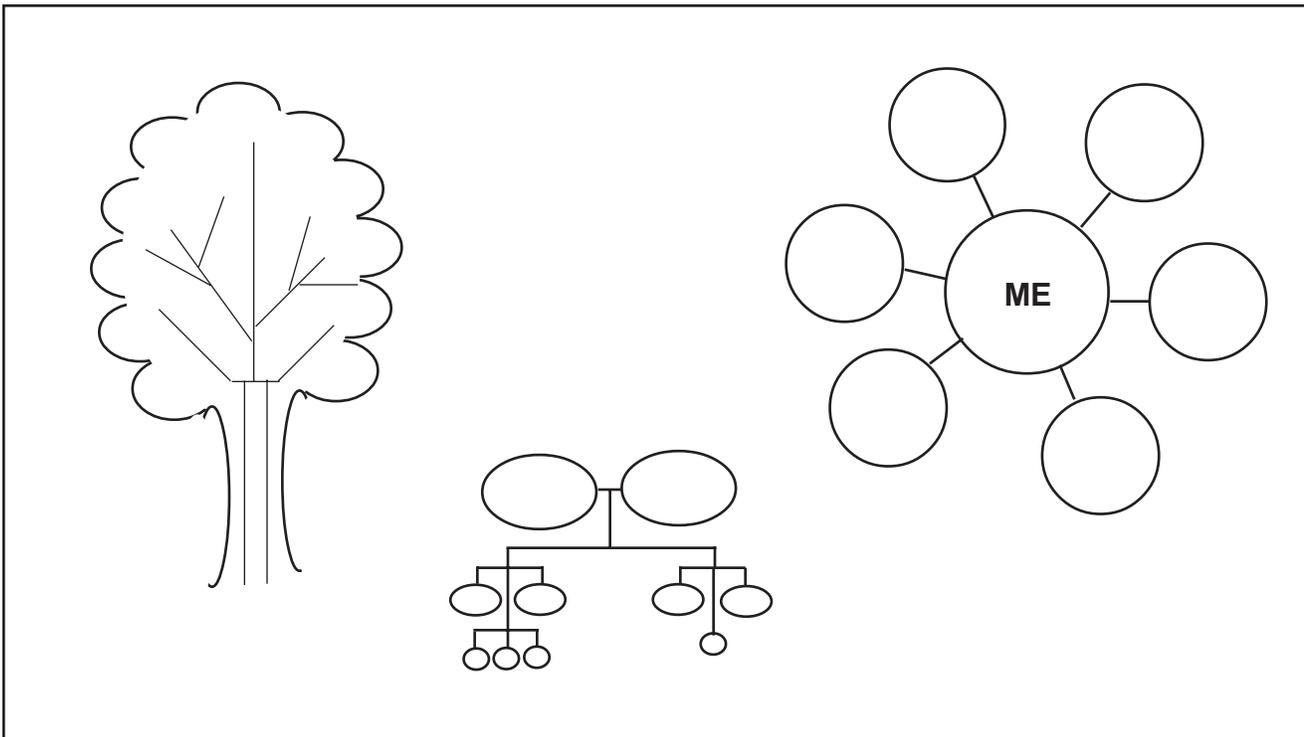
Graphic Organizer B: Interviewing a family member (or elderly member of the community)

<b>Question:</b> Where were you born?	<b>Answer:</b>
<b>Question:</b> Where were your parents born?	<b>Answer:</b>
<b>Question:</b> When did you arrive in this area?	<b>Answer:</b>
<b>Question:</b> Describe an event you remember from your childhood.	<b>Answer:</b>
<b>Question:</b> How do you celebrate Christmas, Hannukah, Easter or other major holidays?	<b>Answer:</b>

**Graphic Organizer C:** Information about student's own name

Name	Meaning of Name	Origin	Ethnic Origin
<b>First</b> (Given)			
<b>Middle</b> (names)			
<b>Last</b> (Family)			

**Graphic Organizer D:** Examples of a family tree



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**Title: People, Places, and Environments**

from *Nebraska Social Studies Framework: Teaching Strategies for Students with Diverse Learning Needs*

**Strategy:** Flexible Outlining for Writing

**Concept:** How does the culture shape individual identity?

**Activity:** Write a paper explaining how the student's culture has influenced his/her life.

**Intended Student Level for This Example:** Upper Elementary Level

**Connecting Themes:**

Culture  
Individuals, Groups, and Institutions

**Outcomes:**

The learner will organize appropriate data from the data bank and produce a written report.

**Procedures:**

- ◆ The writing activity would be preceded by a class discussion on aspects of our culture and local population groups (see example matrix form for technique).
- ◆ Using the headings in the matrix, the students will write their own personal data on sticky notes, one item per sheet (see example).
- ◆ Some items may need to be researched at home or through extended family.
- ◆ Students then cluster their sticky notes into appropriate categories that would provide connections for writing.

**Teacher Tips:**

- ◆ Sticky notes can be structured into work webs, charts, or outlines depending upon the nature of the task. Some students benefit from being able to physically manipulate the information rather than outlining in linear form. Writing from a personal viewpoint is easier for many students with language difficulties.
- ◆ Other possibilities for organizing ideas for writing include webs (made with pictures and/or words), outlines, matrixes, starter questions, and/or prompts.
- ◆ Alternative options for written assignments include using a word processing program, dictating into a tape player or to a scribe, picture representation, or using a generic form where students fill in the blanks.

**Resources:**

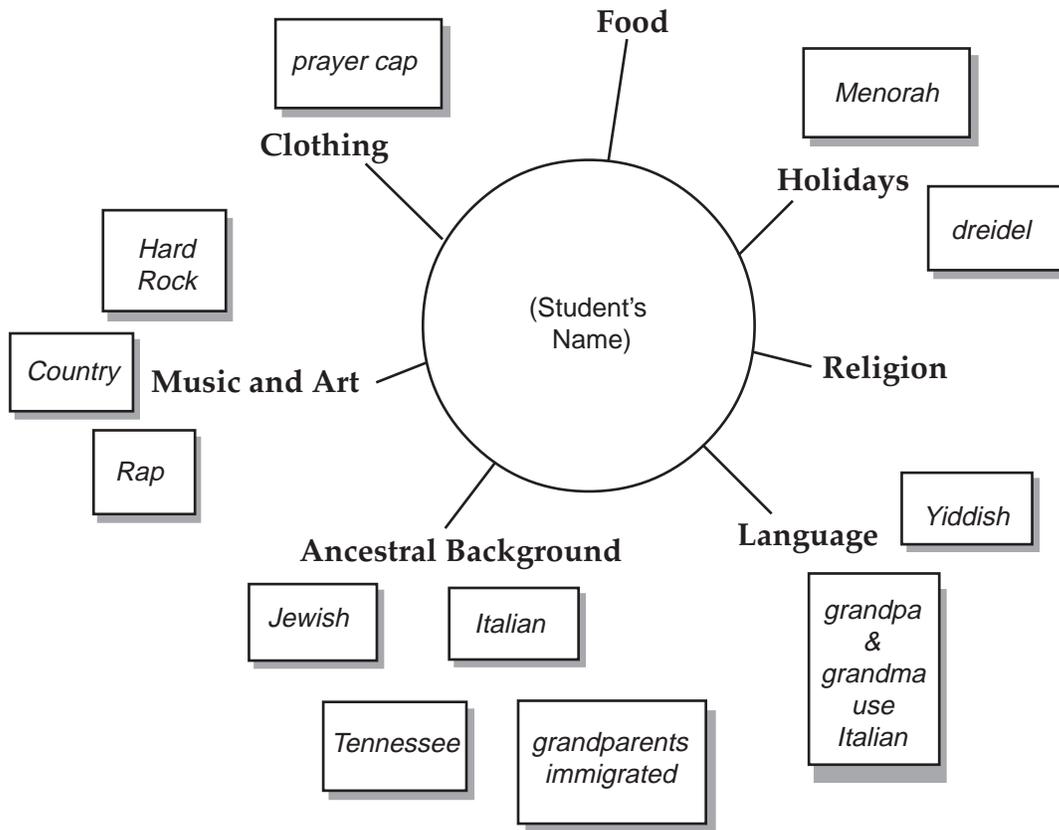
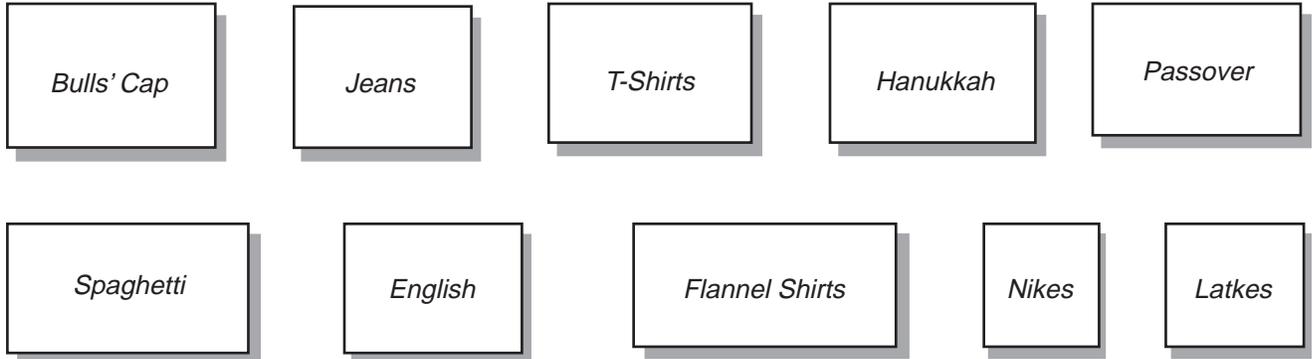
- ◆ Lots of sticky note





Samples of Flexible Outlining for Writing

Students notes would be clustered on word web.



**Title: Cultures**

from *Nebraska Social Studies Framework: Teaching Strategies for Students with Diverse Learning Needs*

**Strategies:** Webbing

**Concept:** How/Why are cultures different or similar from place to place?

**Activity:** Use of webbing technique to understand the reasons and effects of migrations on the culture of the country of origin and the country of destination.

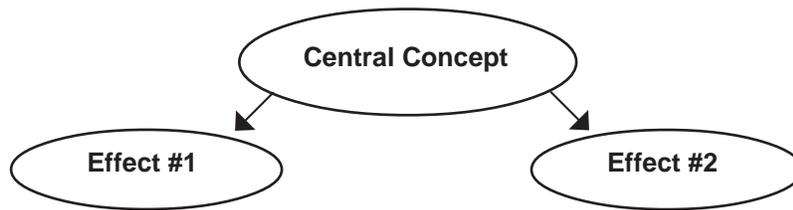
**Intended Student Level for this Example:** Middle or Secondary Levels

**Connecting Themes:** Time, Continuity, and Change

**Outcomes:**

To determine the impact of migration on the culture and society in the country of origin and the country of destination.

**Procedures:** Show students an example of the web format:



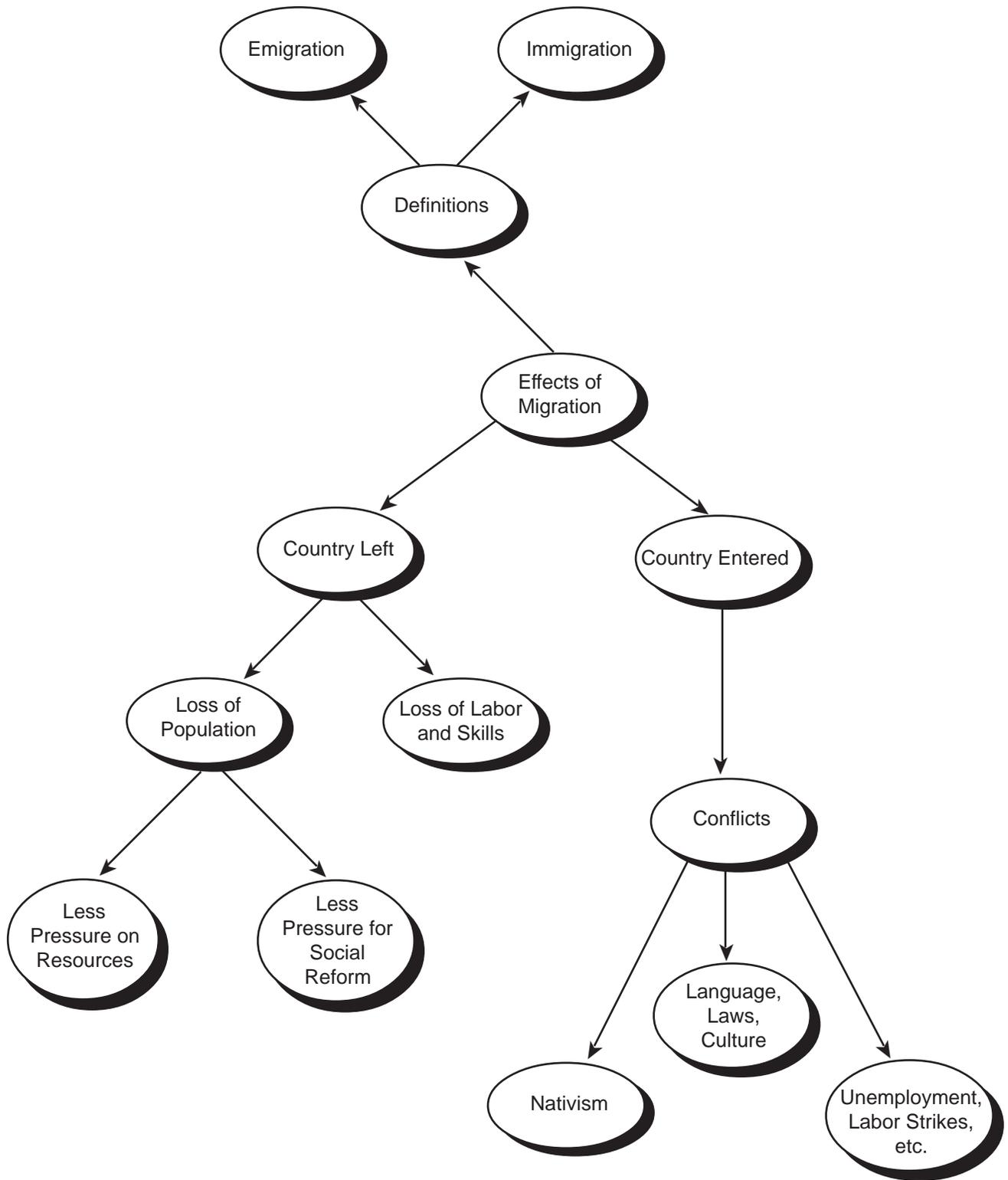
**Evaluation:**

- ◆ Allow the use of the web on the unit test.
- ◆ Write a journal from the view of a migrant and show how the migration affected the country one left and the country to which one went.
- ◆ Journals could be modified by use of pictures, etc.

**Teacher Tips:**

- ◆ Practice webbing technique with family tree.
- ◆ Do a hanging classroom mobile.
- ◆ Pictorial representation of family tree including food, culture, language, traditions, etc.
- ◆ Follow-up activity could lead to a debate on the effects on society of providing social services to non-citizens. Discuss also why some countries won't allow for naturalization or emigration.
- ◆ Food day could add an interesting motivation for this activity.
- ◆ Interview relatives or neighbors in the community about their migration experiences.
- ◆ Provide guidelines, examples, leading questions, existing historical diaries for student journals.
- ◆ What aspects of your physical or cultural makeup can you trace through the family tree?
- ◆ What factors caused your ancestors to move from one place to another?
- ◆ Provide large print or tactual mapping materials.

Sample of Webbing: Effects of Migration



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**Title: Global Connections**

from *Nebraska Social Studies Framework: Teaching Strategies for Students with Diverse Learning Needs*

**Strategies:** Interviewing

**Concept:**

How do global connections affect the needs and wants and, therefore, production, distribution, and consumption of goods and services?

**Activity:**

Use of interviewing techniques to explore and determine the reasons for global connections of local businesses.

**Intended Student Level for This Example:** Middle or Secondary Levels

**Connecting Themes:**

People, Places, and Environments  
Production, Distribution, and Consumption  
Science, Technology, and Society  
Time, Continuity, and Change

**Outcomes:**

To develop an interview document for the purpose of surveying businesses on the topic of global connections.

**Procedures:**

- ◆ Pre-teaching the concept of global connections.
- ◆ Check clothing labels or “made in” statements of household or school equipment or products.
- ◆ Use telephone directory or chamber of commerce information to compile list of local businesses.
- ◆ Have a representative from the chamber of commerce speak to the class about the importance of foreign markets to the local community.
- ◆ Write letters or make calls to a business to set up the student interviews.
- ◆ Get parent and school permission forms signed and arrange for transportation (interviews could be done at school).
- ◆ Have students develop the interview form with teacher supervision.
- ◆ Do class role playing of a model interview.
- ◆ Conduct the interview. Consider taking camera, video cam, audio recorder, etc. to record the interview.
- ◆ Analyze the reasons for global connections.
- ◆ Write, map, chart, graph, picture, etc. the presentation.
- ◆ Write thank you notes.

**Teacher Tips:**

- ◆ Follow the world and local news to make connections between foreign and local events.
- ◆ Follow a foreign-owned company on the stock market to see relationship of world events to stock values.
- ◆ Discuss the issue of “Buy American.”
- ◆ Allow choice of individual, paired, or small group interview.
- ◆ Be careful with accuracy of direct quotes.
- ◆ Research use of child labor in foreign industries.
- ◆ Create and play a “Jeopardy” style game of foreign companies and products.
- ◆ Presentations could also be made to the chamber of commerce, city council, etc.
- ◆ Practice webbing with family tree.

**Evaluation:**

- ◆ Evaluation would be met appropriately by the presentation.
- ◆ Write a journal explaining how the student accomplished the task.
- ◆ Journals could be modified by use of pictures, etc.

**Resources:**

- ◆ Print: directory, city map, newspaper
- ◆ Electronic: use of Internet to find information about foreign companies
- ◆ Print: resources from state or local history association
- ◆ Electronic: genealogy home pages, etc.

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# Strategies for Diverse Learners

## Glossary

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<b>assessment</b>	process of gathering information to monitor progress and make educational decisions
<b>compacting</b>	streamlining work that may be mastered at a pace appropriate to student ability
<b>concept diagram</b>	specific type of graphic organizer used to present vocabulary which includes definitions and characteristics
<b>concept map</b>	graphic organizer showing relationships among concepts of instruction as well as characteristics of the concept
<b>cooperative learning</b>	student-centered instructional approach in which students work in small mixed-ability groups with a shared learning goal
<b>disability</b>	condition characterized by a physical, cognitive, psychological, or social difficulty so severe that it negatively affects student learning. In the Americans With Disabilities Act, a disability is defined as a condition that limits some major life activity.
<b>gifted/high-ability</b>	demonstrated ability for above average performance in one or several areas, including ability, leadership, specific academic subjects, creativity, athletics, or the visual or performing arts
<b>graphic organizer</b>	visual format that helps students to organize their understanding of information being presented or read, and the relationships between various parts of the information
<b>mnemonics</b>	a device or code used to assist memory by imposing an order on the information to be remembered
<b>multiple intelligences</b>	a concept proposed by Howard Gardner (1993) that suggests there are seven types of intelligences ( <i>An eighth intelligence was added in 1997.</i> )
<b>rubric</b>	an assessment tool listing expected student accomplishments, and a corresponding score for each area

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**semantic mapping** a process to develop an internal schema for thinking about relationships in concepts by developing word association maps.

**self-questioning** strategy in which students are taught to guide their performance by asking themselves relevant questions.

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# Strategies for Diverse Learners

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# Strategies for Diverse Learners—Appendix A

## Gifted Children and Learners with High Ability

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### **Selected Portions of the Nebraska Revised State Statutes, 1996—Article XI: *Special Populations and Services***

#### **79-1105. State Department of Education; education for gifted children; consultant; employ; gifted children, defined.**

The State Department of Education has authority to employ a special consultant trained and experienced in the field of special education for gifted children. Such consultant shall encourage, advise, and consult with each school of the state in the development and implementation of plans for special education of gifted children. For purposes of this section, gifted children means children who excel markedly in ability to think, reason, judge, invent, or create and who need special facilities or educational services or both such facilities and services in order to assist them to achieve more nearly their potentials for their own sakes as individuals and for the increased contributions they may make to the community, state, and nation.

#### **79-1106. Learners with high ability; purpose of sections.**

The purpose of sections 79-1106 to 79-1109 is to assist and encourage all school districts in the development, improvement, and implementation of educational programs or services that will serve the educational needs of learners with high ability at levels appropriate for their abilities.

#### **79-1107. Learners with high ability . . . defined.**

(3) Learner with high ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires services or activities not ordinarily provided by the school in order to develop those capabilities fully.

# Strategies for Diverse Learners—Appendix B

## Special Education Programs

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### Selected Portions of Title 92 Nebraska Department of Education Chapter 51— Regulations and Standards for Special Education Programs

#### 003 Definition of Terms

- 03 Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.
- 04 Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device. The term includes the evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child’s customary environment; purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by a child with a disability; selecting, designing, fitting, customizing, adapting, applying, retaining, repairing or replacing of assistive technology devices; coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; training or technical assistance for a child with a disability, or if appropriate, that child’s family; and training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the individual with a disability.

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- 08 Children with disabilities shall mean those children who have been verified by a multidisciplinary evaluation team as per 92 NAC 51 006 as children with autism, behavior disorders, deaf blindness, hearing impairments, mental handicaps, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech language impairments, traumatic brain injury or visual impairments, who because of these impairments need special education and related services. The terms used in this definition are defined as follows:
- 08A Autism shall mean a developmental disability which significantly affects verbal and nonverbal communication and social interaction, generally evident before the age of three, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not include children with characteristics of the disability category “behavioral disorder.”
- 08B Behavioral disorders shall mean:
- 08B1 A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects the child’s educational performance or, in the case of children below age five, development;
- 08B1a An inability to learn which cannot be explained by intellectual, sensory, or health factors;

- 08B1b An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
  - 08B1c Inappropriate types of behavior or feelings under normal circumstances;
  - 08B1d A general pervasive mood of unhappiness or depression; or 08B1e A tendency to develop physical symptoms or fears associated with personal or school problems.
- 08B2 The term includes children with schizophrenia. The term does not include children with social maladjustments, unless it is determined that they have behavioral disorders. This term parallels the federal definition of seriously emotionally disturbed.
- 08C Deaf blindness shall mean concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with deafness or blindness.
- 08D Hearing impairments shall mean a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects development or educational performance. Hearing impairments shall also mean a hearing impairment, whether permanent or fluctuating, which adversely affects a child's development or educational performance. This term parallels the state and federal definitions of hearing impairments including deafness.
- 08E Mental handicap shall mean significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's development or educational performance.
- 08F Multiple disabilities shall mean concomitant impairments (such as mental handicap visual impairment, mental handicap orthopedic impairment, etc., the combination of which causes such severe developmental or educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include children with deaf blindness.
- 08G Orthopedic impairments shall mean a severe orthopedic impairment which adversely affects a child's development or educational performance. The term includes impairments caused by congenital anomaly, impairments caused by disease, and impairments from other causes.
- 08H Other health impairments shall mean:
- 08H1 Having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's development or educational performance.
- 08I Specific learning disability shall mean a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor disabilities; of mental handicaps; of behavioral disorders; or of environmental, cultural, or economic disadvantage.



Special Education-definition, cont.

- 08J Speech language impairments shall mean a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's development or educational performance.
- 08K Traumatic brain injury shall mean an injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term includes open or closed head injuries resulting in impairments in one or more areas, including cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.
- 08L Visual impairment shall mean a visual impairment which, even with correction, adversely affects a child's development or educational performance. The term includes both partially seeing and blind.

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- 45 Special education shall mean specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a verified disability, including classroom instruction, instruction in physical education, home instruction and instruction in hospitals and institutions. The term includes speech pathology, occupational therapy and physical therapy if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.
- 46 Student assistance team (SAT) shall mean a group of persons utilizing problem solving and intervention strategies to assist the teacher(s) in the provision of general education.

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# Strategies for Diverse Learners–Appendix C

## Resources-Special Education

From the *Nebraska Social Studies Framework: Teaching Strategies for Students with Diverse Learning Needs*, 1996, Nebraska Department of Education:

*Content Enhancement Series*: Lesson Organizer Routine, Unit Organizer Routine, Concept Mastery Routine.

*Other Content Enhancement Series* available through KUCRL: Chapter Survey Routine, Concept Comparison Routine, Concept Anchoring Routine.

*Curriculum Consideration in Inclusive Classrooms, Facilitating Learning for All Students*. Susan Stainback and William Stainback. College of Education, University of Northern Iowa. Paul Brookes Publishing, Baltimore, 1992.

*Lesson Plans and Modification for Inclusion and Collaborative Classrooms*. Teresa VanDover. The Master Teacher, Manhattan, KS.

*When You Have a Visually Handicapped Child in Your Classroom: Suggestions for Teachers*. Anne Corn, Iris Martinez. American Foundation for the Blind, New York, New York.

*PROJECT ACCOMMODATE*, Stanley F. Vasa and Allen L. Steckelberg, Department of Special Education and Communication Disorders, Barkley Memorial Center, University of Nebraska-Lincoln.

*VOCAB Routine*: University of Kansas Center for Research on Learning, Lawrence, KS.

For help in obtaining a consultant to assist with sensory impairment issues, contact your local Educational Service Unit or the Nebraska Department of Education, Special Populations Office (402/471-2471).

The following list contains companies who sell social studies products for the visually impaired:

*American Printing House for the Blind (APH)*

1839 Frankfort Avenue  
P. O. Box 6085  
Louisville, KY 40206-0085  
502/895-2405  
800/223-1839  
502/895-1509 (Fax)

*Independent Living Aids, Inc. (ILA)*

27 East Mall  
Plainview, NY 11803  
800/537-2118  
516/752-3135 (Fax)

- ◆ Tactile globes
- ◆ Braille maps: dual map for blind and sighted

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*Resources--Special Education, cont.*

**LS&S Group**

P. O. Box 673  
Northbrook, IL 60065  
847 / 498-9777  
800 / 468-789  
800 / 317-8533 (TTY)  
847 / 498-1482 (Tax)  
LSSGRP@aol.com (e-mail)

- ◆ Large Type World Atlas for Partially Sighted
- ◆ Raised Line Drawing Kit

***Prose & Cons Brail Unit***

P. O. Box 2500  
Lincoln, NE 68542-2500  
402 / 471-3161 ext. 3373

- ◆ Braille Maps: Atlas 5 vol.

***The Lighthouse, Inc.***

36-02 Northern Blvd.  
Long Island City, NY 11101-1614  
800 / 829-0500

- ◆ Hammond Large-Print World Atlas
- ◆ Tactile Map of U.S.
- ◆ Tactile Map of Europe
- ◆ Hi Marks (glue-like substance for tactile shapes / lines)
- ◆ Raised Line Drawing Kit

***Recording for the Blind*** (textbooks on tape)

20 Roszezl Road  
Princeton, NJ 08540  
800 / 221-4792

### **Resources/Training Available**

Strategies requiring specific in-service training obtainable through the Nebraska Department of Education Support Cadre (402 / 472-6297).

- ◆ Test Taking
- ◆ First Letter Mnemonics
- ◆ Sentence Writing
- ◆ Self-Questioning
- ◆ Paraphrasing
- ◆ Visual Imagery
- ◆ LINC'S (Vocabulary Memorization)
- ◆ Slant

# Strategies for Diverse Learners—Appendix D

## Resources-Foreign Language & Learning Disabilities

From *Minibib* (May 1994). ERIC: Clearinghouse on Language and Linguistics—Center for Applied Linguistics. Compiled by Craig Packard.

### ARTICLES

- EJ 474 345 Majhanovich, Suzanne. "The Mainstreamed Environment in Canada: Is There a Place in French Immersion for Learning Disabled Students?" *Canadian Journal of Special Education*; v9 n1 (1993) p67-72.
- A review of 30 years' experience with French immersion second-language instruction concludes that most children with learning disabilities can benefit from a bilingual (immersion) approach—perhaps more than from traditional instruction.
- EJ 459 726 Ganschow, Leonore; and Others. "Factors Relating to Learning a Foreign Language among High- and Low-Risk High School Students with Learning Disabilities." *Applied Language Learning*; v3 n1-2 (1992) p37-63.
- The results of a factor analysis on a battery of native- and foreign-language aptitude tests given to 80 high school students in first-semester language classes identified 29 high- and 36 low-risk students, and 15 with learning disabilities. (68 references)
- EJ 455 880 Sparks, Richard L.; and Others. "Use of an Orton-Gillingham Approach to Teach a Foreign Language to Dyslexic/Learning-Disabled Students: Explicit Teaching of Phonology in a Second Language." *Annals of Dyslexia*; v41 (1991) p96-118.
- The multisensory structured language approach described here adheres to the direct and explicit teaching of phonology, serving as an alternative instructional strategy for dyslexic/learning-disabled or at-risk students. It is possible to adapt the approach to teach Spanish.
- EJ 450 071 Sparks, Richard L.; and Others. "Diagnosing and Accommodating the Foreign Language Learning Difficulties of College Students with Learning Disabilities." *Learning Disabilities Research and Practice*; v7 n3 (Sum 1992) p150-60.
- Following an historical overview of the foreign language learning difficulties of students with learning disabilities, the authors describe an assessment model for diagnosing learning problems. Discussion of the role of diagnosticians, counselors, and academic service providers touches on problem identification, accommodation, and course substitution or waiver.
- EJ 439 572 Javorsky, James; and Others. "Perceptions of College Students with and without Specific Learning Disabilities about Foreign Language Courses." *Learning Disabilities Research and Practice*; v7 n1 (1992) p31-44.
- A comparison of student attitudes suggests that learning disabled students' language learning difficulties relate not to motivation or anxiety but rather to the students' oral and written language problems.
- EJ 439 424 Ganschow, Leonore; and Others. "Identifying Native Language Difficulties among Foreign Language Learners in College: A 'Foreign' Language Learning Disability?" *Journal of Learning Disabilities*; v24 n9 (Nov 1991) p530-41.
- Comparison of 15 successful and unsuccessful college foreign-language (FL) learners found significant intergroup differences in performance on the MLA aptitude test, tests of written and oral language in both syntactical and phonological domains, and math calculation. Results suggest that students with FL learning difficulties may have underlying language problems.
- EJ 429 881 Fradd, Sandra; Bermudez, Andrea B. "POWER: A Process for Meeting the Instructional Needs of Handicapped Language-Minority Students." *Teacher Education and Special Education*; v14 n1 (Win 1991) p19-24.
- The field-tested instruction and assessment model described fosters development of second-language skills by integrating writing with listening, speaking, reading, and problem solving. The model draws upon elements of process-oriented instruction, whole language learning, cooperative learning, cognitive mapping, and reading and writing across the curriculum. >>>

Resources-Foreign Language & Learning Disabilities, cont.

- EJ 410 315 Hughes, Charles A.; Smith, Judith Osgood. "Cognitive and Academic Performance of College Students with Learning Disabilities: A Synthesis of the Literature." *Learning Disability Quarterly*; v13 n1 (Win 1990) p66-79.

A review of 26 articles, which include information about college language learners, focuses on levels of intellectual functioning, reading and mathematics achievement, written language, and foreign language performance and also discusses needs and implications for providing service to the students.

### DOCUMENTS

- ED 355 834 Barr, Vickie. *Foreign Language Requirements and Students with Learning Disabilities*. ERIC Digest. Apr 1993. ERIC Clearinghouse on Languages and Linguistics. Washington, DC. 4p.

There is a dilemma for learning-disabled students facing foreign language requirements at colleges and universities, even though Section 504 of the 1973 Rehabilitation Act allows (but does not require) waiver of such requirements. Discussion addresses: waivers and course substitutions (and alternatives); teaching foreign languages to these students; and the Orton Gillingham Technique.

- ED 345 536 Coven, Ludmilla. *Curriculum issues: Second Language Acquisition for Special Needs Students*. Jan 1992. 9p.

Following a brief survey of changing rationales for the study of foreign languages (FL's), the discussion lists major objections to teaching FL's to learning disabled students before attempting to refute these objections using results of recent research.

- ED 335 812 Welch, Olga M.; Hodges, Carolyn R. *Pilot Project TSD: A Study of Foreign Language Academic Self-Esteem, and Achievement Motivation in Hearing-Impaired Adolescents*. Aug 1990. 44p.; [Paper copy not available—microfiche format only.]

Fourteen hearing-impaired 11th-grade students, evaluated to explore the relationship between self-esteem and achievement motivation, participated in experimental and control group settings in a computer-assisted vocabulary-building program in either English only or English and Wortgefacht (a computerized German language-learning program). The experimental group students showed generally better results than did those in the control group.

- ED 292 335 Myer, Bettye J.; Ganschow, Leonore. "Profiles of Frustration: Second Language Learners with Specific Learning Disabilities." 1988. 23p; In: Lalande, John F. II, Ed., *Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of the Central States Conference on the Teaching of Foreign Language*—ED 292 332. [Paper copy not available—microfiche format only.]

Recent research has identified some of the problems facing capable, college-bound, learning-disabled students, whose disabilities are diverse and lacking any single, unifying profile. Adaptive cognitive strategies applicable to foreign language learning, together with the provision of academic options, make for flexibility in the direction that such students' language learning may take.

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