



VIRGINIA
IS FOR
LEARNERS

2020

**SUPPORTING
WORLD
LANGUAGE
LEARNING
FOR
STUDENTS
WITH
DISABILITIES**



**WORLD
LANGUAGES**
VIRGINIA DEPARTMENT OF EDUCATION

**TEACHER
TOOLKIT**



VIRGINIA EDUCATION LEADERSHIP



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Dr. James F. Lane
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MISSION

The mission of the Virginia Department of Education is to advance equitable and innovative learning.

VISION

Virginia will maximize the potential of all learners.

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CORE SKILLS

The 5-C's are core skills that students and educators should possess:

- Critical Thinking
- Creative Thinking
- Communication
- Collaboration
- Citizenship



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CORE VALUES

Core Values are values that every employee of VDOE should embody:

- Inclusion
- Excellence
- Service
- Optimism



Dr. Keisha
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Pamela
Davis-Vaught



Dr. Jamelle S.
Wilson

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ACKNOWLEDGEMENTS

JAMES F. LANE, Ed.D
Superintendent of Public Instruction

SAMANTHA HOLLINS
Assistant Superintendent for Special Education and Student Services

MICHAEL F. BOLLING
Assistant Superintendent for Learning and Innovation

PATRICIA ABRAMS, DIRECTOR
Office of Special Education Instructional Services

TERESA LEE
Specialist for Learning Disabilities and Attention Disorders

CHRISTINE HARRIS, DIRECTOR
Office of Humanities

LISA A. HARRIS
Specialist for World Languages and International Education

VALERIE P. GOOSS
Project Consultant

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PURPOSE

This document serves as a supplement to the Virginia Department of Education’s technical assistance document, *Supporting World Language Learning for Students with Disabilities*. The purpose of this supplement is to provide strategies for teachers to implement as part of their instructional practices to support students with disabilities in a world language classroom. All world language students, including those with disabilities, deserve the opportunity to experience success in a world language classroom through strategic planning and the implementation of a variety of strategies and accommodations to meet student needs.

A disability should not be a barrier to any student wishing to study a world language; however, it is important to understand that students with disabilities may face challenges when learning a world language. The degree of difficulty depends on the nature of the disability or difficulty in processing spoken or written language. (Ganschow, Schneider, 2006)

While the study of a world language may present unique challenges to students with disabilities, the goal of this document is to help students find success through the implementation of appropriate supports and differentiation. The information contained in this document is intended to serve as a resource for world language professionals. It includes practical, effective strategies as well as resources to support students with disabilities.

WORLD LANGUAGES IN VIRGINIA SCHOOLS

The Virginia Department of Education considers the study of world languages to be an essential part of the Commonwealth’s efforts to “provide challenging educational program in its public schools” (Virginia Department of Education, 2020).

The Virginia Department of Education maintains standards of learning for languages that use the Roman alphabet such as French, Latin, and Spanish and for non-Roman alphabet languages such as Arabic and Chinese. The Department also maintains an instructional framework for American Sign Language (ASL). The Department supports language learning for all students, including students with disabilities. While the Department has created standards of learning for a wide range of languages, course offerings vary from one division to another and from one school to another.

FEATURES OF WORLD LANGUAGE COURSES

Languages contain different features based on a variety of factors including the way the language is written or how one communicates in face-to-face conversation. These features may be considered when determining the world language a student with a disability should study; however, these features should not be a barrier to any student's desire to study the language. The features help students, parents, and school staff understand the structure of the language being studied.

Modern spoken languages require students to listen, speak, read, write, and interact with others. Latin is not traditionally spoken but rather focuses on reading and writing. Character-based languages require students to memorize non-Roman alphabet characters. ASL is a visual and kinesthetic language.

Language	Language Features
American Sign Language	<ul style="list-style-type: none">• Relies on visual aspects of interpersonal communication through gestures and body language.• Allows students to use movement to communicate.
Latin	<ul style="list-style-type: none">• Requires students to read to interpret and understand meaning.• Requires students to interpret oral language.• Relies heavily on interpretation and manipulation of text.
Modern Roman-Alphabet Languages	<ul style="list-style-type: none">• Requires students to listen to and read the target language to interpret and comprehend meaning.• Requires students to speak and write to communicate and present information.
Modern non-Roman Alphabet Languages	<ul style="list-style-type: none">• Requires students to listen to and read the target language to interpret and comprehend meaning.• Requires students to speak and write to communicate and present information.• Requires students to learn a different alphabet.

SUPPORTING STUDENTS WITH DISABILITIES IN THE WORLD LANGUAGE CLASS

All students benefit from language instruction that integrates a variety of activities, materials, and modes of delivery that support the ways that students learn best. Many of the strategies that support students with disabilities are beneficial to all students. As part of effective instruction, teachers should develop ways to differentiate their instruction, their assessments, and their instructional materials to support the strengths as well as the specific needs of learners.

STUDENT LEARNING SURVEYS

When someone goes to a restaurant, they generally open the menu and make a selection. People choose an option based on what they like or based on specific dietary needs. In general, one does not typically allow the waiter to bring something to the table without input or asking for recommendations based on likes or dislikes.

In the case of schools, too often educators deliver information to students without their voice and choice. Teachers can better support students by allowing them the opportunity to express their preferences around their own learning and by giving them input in to how they learn best. Development of student metacognition allows students to examine how they learn best. This is particularly important for a student with a disability. By allowing students to examine and share their thoughts on their own learning, teachers help students build their own metacognition as well as gain useful data around student needs and learning styles. (Sager, 2017)

As students develop metacognition, they are able to discover how they learn best. They begin to differentiate between how strategies that work in one class may not work in another. This can be particularly important to students with disabilities as they explore their own strengths and areas where they need additional support. To help students develop their metacognition, it is important to:

- Create time for students to reflect on the learning process.
- Provide opportunities for students to reflect on what is difficult for them versus what is easy and why.
- Encourage students to understand how they respond accurately and when they are incorrect, and the processes for both being right and wrong. (Blake, 2016)

One way that teachers can help students examine their own metacognition is through student surveys. Many teachers capture basic student information early in the school year through surveys that include things such as name, interests, and activities. In order to use student surveys to modify instruction, teachers should incorporate questions that allow students to consider how they learn. Surveys that focus on the perceptions of the learners and include questions that are open-ended provide valuable information to the student and teacher. The information collected in a well-crafted survey requires students to think about how they learn while allowing teachers to use the responses to differentiate.

For example, teachers may ask students to complete this statement:

"I feel _____ when I am asked to respond to a prompt. In order to help me complete a writing prompt, it helps me if _____."

Data from student surveys is powerful to both the student and the teacher. Teachers should consider administering surveys throughout the year to make appropriate adjustments to their instruction. When carefully crafted, surveys yield valuable information around student perceptions of their own learning and

provide data around strategies that may benefit the learner. Examples of questions to include in a classroom survey are listed below:

EXAMPLE QUESTIONS
• What is your favorite subject and why?
• What do you hope to be able to do at the end of this course?
• I like it when my teacher...
• I learn best when...
• What 3 words best describe the way you learn?
• In order to stay organized I...
• I like working in groups because...
• I prefer to work by myself because...
• In order to get used to the sounds in French, it helps me if...
• When I am asked to translate a Latin passage, it helps me if...
• To memorize the characters in Japanese, it helps me if...
• Once I leave class, I like having access to...in order to reinforce what I learned.

CLASSROOM SETTING AND PROCEDURES

Students who understand classroom procedures and who can predict what is going to happen are less likely to display inappropriate behaviors.

When setting up classroom procedures, teachers strive create an environment that is conducive to learning, specifically for students with disabilities. Students who understand classroom procedures and who can predict what is going to happen are less likely to display inappropriate behaviors. When considering the classroom setting, distractions should be limited so that students can focus on the task at hand. World language classrooms are often realia-rich to immerse the students in the culture of the countries where the target language is spoken. Teachers should be mindful that more is not always better. Too many decorations can distract students. When creating a learning environment, teachers should ensure that students can work in a setting best suited for to meet their needs.

ORGANIZED LEARNING ENVIRONMENT

- Specific place to submit work.
- Consistent locations for posting assignments.
- Easy access to instructional materials.

CONSISTENT RULES AND PROCEDURES

- Share, model, and review rules and procedures throughout the year.
- Ensure consequences are clear with consistent enforcement.
- Discuss, model, and practice changes
- Revisit rules and procedures periodically to see if students understand.

LIMIT DISTRACTIONS

- More is not always better in classroom decoration
- Realia and decorations are relevant to the unit of study and support student learning targets
- Quiet places for independent work
- Designated places for group work, using technology, manipulating realia
- Lighting is not too bright or dark, natural light when possible

MULTISENSORY APPROACH

A classroom setting that uses a multisensory approach is often used as a way to students with disabilities. Studies have shown that the more senses are stimulated, the more students are able to retain new knowledge. (Franceschin, 2017) Additionally, students with disabilities in a world language classroom show greater gains when teachers incorporate a multisensory approach. (Sparks, 1998)

In a multisensory classroom, teachers implement a wide range of instructional tools and activities to engage learners. The instruction includes hands-on activities and objects to touch or manipulate in some way. Students have opportunities to create models, cut-outs, and posters.

Teachers incorporate movement, clapping, songs, visuals, and chants. Students participate in activities that engage as many senses as possible.

VISUAL AND AUDITORY SUPPORTS AND ADAPTATIONS

- Closed captioning for videos
- Audio versions or accompaniments for documents
- Paper copies of electronic documents
- Visuals
- Graphic organizers
- Digital files of print documents
- Large print and Braille media obtained through Accessible Instructional Materials centers

KINETHETIC SUPPORTS

- Authentic materials, realia or other cultural manipulatives
- Puppets to be used for presentations or interpersonal speaking activities

SOCIAL/ EMOTIONAL SUPPORTS

- Adjustments to the physical arrangement of the room
- Opportunities to work alone, in small or whole groups
- Gestures or signals for students to address behavior, a change in activity that is about to happen, or the end of an activity

ASSISTIVE OR ADAPTIVE TECHNOLOGY

- Language learning software or apps
- Web tools
- Screen readers
- Speech to text software
- Alternative keyboards
- Audio recorders
- Note: assistive technology should be tailored to the individual student needs

PREPARING FOR LEARNING

In order for the lesson to be effective, teachers should activate prior knowledge and connect learning to student experiences making the lesson relevant. Connections to prior learning support all students but particularly students with disabilities who may need activities that strategically connect new learning to prior concepts or life experiences.

Teachers should consider incorporating some of the following to build on what students know and prepare student for new content and concepts:

- Use graphic organizers to brainstorm what students already know and what they want to know around a topic.
- Allow students to make predictions about the lesson.
- Use video, audio, images, or activities to activate prior knowledge.
- Relate the lesson to student's own personal experiences.
- Pre-teach vocabulary.
- Allow students to preview print and nonprint materials associated with the lesson.

EXAMPLE OF ORGANIZATIONAL TOOLS

- Graphic organizers
- Semantic organizers
- Mnemonic devices
- Color coding
- Writing, speaking, listening frames
- Movement cues
- Music
- Analogies
- Imagery

INSTRUCTIONAL TOOLS THAT HELP STUDENTS ORGANIZE LEARNING

Students with disabilities may benefit from lessons that include tools that help organize and categorize information, that build their ability to recall and apply information, that help them generate their own categories or comparisons, and help students make associations or connections with prior learning. Students with disabilities will be able to understand, organize, and retain information through the use of the implementation of specific tools such as those listed below.

When using organizational tools such as graphic organizers, the tool should be straightforward and students should be taught how to use it. Through implementation of these examples, students will build their capacity to understand, organize, and retain of new ideas. (William and Mary Training & Technical Assistance Center, 2015)

APPLICATION/EXTENSION ACTIVITIES

When students are asked to demonstrate or apply a concept they have learned, it is important to provide a variety of opportunities apply what they have learned and extend their learning. Application activities give students the chance to elaborate their understanding, expand their understanding, and build connections and associations to the learning. Teachers should offer a variety of options for students to apply their understanding around a topic.

APPLICATION AND EXTENSION ACTIVITIES

- Field trips to local venues that connect to the lesson.
- Guest speakers.
- Simulations
- Real-life application of learning
- Interactive writing assignments
- Music and dance
- Illustrations, artwork, graphics
- Hands-on activities
- Dramatization

EXAMPLES OF MONITORING TOOLS

- Journals
- Portfolios
- Peer reviews
- Rubrics
- Student contracts
- Planning agendas
- Self-evaluation checklists for students
- Timelines for units or assignments
- Planning tools

MONITORING STUDENT LEARNING

Monitoring student understanding during a lesson or unit allows teachers to provide reinforcement, praise, and constructive feedback during the learning process. When teachers incorporate tools that check student progress, they are aware of how well a student is progressing. They are better able to intervene and assist students. Instructional monitoring provides ongoing checks for understanding, builds relationships between the teacher and student, and provides reinforcement and constructive feedback to the student. Ongoing monitoring allows the student and teacher to reexamine accommodations and modifications as needed. The examples below are particularly effective when working with students with disabilities.

ASSESSMENT

Assessments may present challenges to any student, but particularly to students with disabilities. Just as modifications and differentiation are an essential part of instruction, the same is true with student assessment.

First and foremost, teachers should be aware of any accommodations for testing that are a part of a student's IEP or 504 Plan.

Students with disabilities may also require adaptations to demonstrate and apply what they have learned. In addition to the more traditional assessment accommodations such as extended time, shorter assessments or dictating to a scribe, teachers should provide a variety of ways for students to show what they know.

When creating lessons or units, teachers should consider how students will present their understanding as part of a summative assessment. Teachers should consider giving students options or choices for how they will show what they know.

APPLICATION AND EXTENSION ACTIVITIES

- Journals with multiple entries
- Multimedia presentations
- Role play
- Portfolios that include a collection of student samples
- Diagrams
- Models
- Illustrations
- Digital discussion groups
- Charts that contain data that has been collected
- Recitation
- Interviews

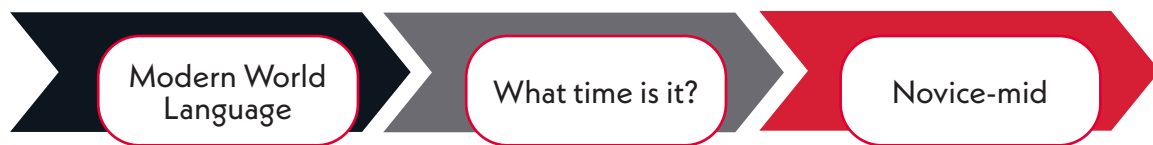
LESSON EXAMPLES FOR STUDENTS WITH DISABILITIES

This section contains samples of lessons for world language teachers. Each lesson has been designed to incorporate activities that support students with disabilities. The lessons do not focus on any particular student disability. The opening for each lesson sample shows:

- The language group for which the lesson is intended
- The title of the lesson
- The target language proficiency level for the lesson

After the opening information is the lesson objective, a step-by-step description of the actions taken by the teacher throughout the lesson, and a description of what the students are doing during each step. The lesson is followed by a summary of item and actions that help make the lesson appropriate for students with disabilities.

EXAMPLE LESSON A



LESSON OBJECTIVE

Students will use the interpretive and interpersonal modes of communication to express time using new and previously learned vocabulary.

SETTING THE STAGE FOR LEARNING

- Mr. Harrison is preparing to teach his students how to tell time in the target language. Students have previously learned numbers 1-100. His room is set up to allow students to work in small groups, as individuals, and as part of a large group.
- To prepare students for the lesson, Mr. Harrison created a brief survey for the students about the start and end time of the school day. He asks students to complete a multiple-choice survey on a Google form prior to coming to class. In the survey, he asks the students to choose from a list of options, the time they think school should begin and end. Before class, he reviews the responses and creates a graph that shows the times students have chosen
- Mr. Harrison plans to have students focus on telling time using a digital clock. Using an analog clock will be included as the second phase of learning how to understand and express time.

LESSON DELIVERY

- When students arrive to class, Mr. Harrison welcomes them, then notes the time in the target language, and tells students that they are ready to get started for the day.
- He points to the clock in his room while giving the time. As a general rule, Mr. Harrison uses the target language except on rare occasions for clarification. Students are accustomed to the high level of target language use.
- Mr. Harrison pulls up the survey to make it available for all students to see in the front of the room and allows them pull it up on their computers or personal devices if they wish. Answers on the survey were labeled by letter choice. He asks the students to turn to a neighbor and predict which answers

were the most popular. He asks volunteers to share their predictions, then calls on selected groups or individuals to share their predictions. Once students have shared, he shows the results to the class. The top three choices are color coded. He says the times out loud and asks the students to say them aloud with him. He then tells them to turn to their neighbor and repeat the times as he points to them.

- Next Mr. Harrison shares the learning objective with the students. He has it posted on the screen. It is also posted on the student learning portal.
- Mr. Harrison points to the digital clock in his room and gives the time, telling the students how many more hours they have in the school day. He repeats the time and has the students repeat it after him. Next, he shows them a variety of times on a digital clock. As he shows the time, he gives the students two choices of the time that he is showing. He asks for volunteers to give the answer. He repeats this five times.
- He follows up with a small group activity where students have sets of notecards with digital times in numbers and the language equivalents. He asks the students to work in small groups or by themselves to match the numbers on the clocks with the expression in the target language. There are different sets of time on each set of cards that are distributed. He moves around the room to determine if students are matching the cards correctly. He has created different sets of cards for each group or individual.
- Next, he asks the students to swap their set of cards with another group or another person and repeat the process. He moves around the room monitoring their progress. He collects the cards and then shows the digital clocks to the class. He shows a time, provides wait time, and then asks for volunteers to tell him the time he is showing.
- After completing this activity, Mr. Harrison distributes cards to the class, half have a digital clock, the other half have the expression in the target language. Students have to find the person who is their match. They do this by calling out the time on their card.
- When they are done, he asks students to return to their seats. They are asked to listen to a recording of two people talking about their day. In the recording, people talk about times that they do certain activities. Students are instructed to only listen for the time.
- Mr. Harrison has prepared a worksheet to accompany the recording. He has uploaded the recording so that students can listen to it with a headset if they prefer on their computer or device.
- Once they are done, he asks students to make a list of five cities in the world where the target language is spoken that they would like to visit. They are instructed to work in small groups, pairs or alone to find the time that it is currently in that city. Students make notes. They are asked to report the times to another student or group of students. Mr. Harrison walks around the room monitoring their progress.

ASSESSMENT

- At the end of the class, Mr. Harrison revisits the learning objective. He gives the students three choices to show what they have learned. They can;
 1. Pick five more cities and write out the time that it is in that city using complete sentences. (It is 10:05 p.m. in Tokyo, etc.)
 2. Pick five different cities and record themselves saying the time and the city.
 3. Work with a partner to record each other asking what the time is in a city and then giving the time, with each person giving the time for five localities.
- He tells the students that he has posted additional resources on telling time on the student learning portal. He asks them to choose three of them to review prior to the next class.
- Finally, he gives an exit ticket that asks them to rate themselves on a scale of 1-5 on their perceived master of the learning objective.

WHY THIS LESSON WORKS FOR STUDENTS WITH DISABILITIES

In this lesson the teacher uses a variety of techniques to engage students, activate prior learning, and check for understanding. The teacher incorporates a gradual release of responsibility from teacher to student, ending with application and extension activities. In addition, the teacher:

- Engages students in a topic that is of personal interest to them prior to the start of the lesson.
- Prepares students for the lesson with a pre-lesson activity.
- Provides opportunities for students to make predictions.
- Provides opportunities for students to work independently, in a group and with the whole class.
- Includes components of a multisensory approach with manipulatives and opportunities for students to move, and audio files.
- Changes the activities and the tools used in the lesson.
- Uses color coding.
- Gives choices in assignments and with whom they wish to work.
- Gives an exit ticket that requires students to think about their own learning as it relates to the objective.

EXAMPLE LESSON B

Modern World
Language

Getting Healthy!

Intermediate-low

LESSON OBJECTIVE

Students will be able to talk about what is necessary to be healthy using new and previously learned vocabulary and structures including the use of the subjunctive with the expression of necessity.

SETTING THE STAGE FOR LEARNING

Ms. Carter is preparing students in her level three class to learn how to use expressions of necessity and talk about things that are required to reach a goal. She plans to engage students by selecting a topic to which they all can relate. The students have recently worked with vocabulary associated with activities and food.

- Prior to the first day of the lesson, she created a folder in the student learning portal that contains a list of these expressions as a resource for students. She provided links to several videos and interactive activities that focused on the vocabulary she sees as necessary to help with the lesson she will begin.
- Her classroom is set up so that students may work independently, in small groups, or as a whole class. Ms. Carter has spent time teaching students the protocol for getting into partner groups. They have practiced this and use the procedure on a regular basis.

LESSON DELIVERY

- As students enter the room, she hands each student two lined notecards, one blue, one white. On the blue card, she has written "it is necessary," on the white card she has written "it is not necessary" in the target language. She asks the students to rate the importance of a healthy lifestyle on a scale of

1-5 by using an interactive response survey that shows total responses in a screen at the front of the room. Students review the results and by thumbs up/thumbs down show if they were surprised by the results.

- Next, Ms. Carter shows images of things such as people hiking, large ice cream sundaes, etc., and asks students if it is necessary to eat or do the things she shows in order to be healthy. Students respond by raising either the blue or white cards. She asks the students to write three things on their cards that are necessary and three that are not in order to live a healthy lifestyle. Students are then asked to turn to a partner or partners and share what they wrote. Ms. Carter models by completing the activity herself using the board in front of the room with large replicas of the blue and white notecards.
- When the students are done, she refers back to her own model at the front of the room. She models again by changing from general expressions of necessity (It is necessary to eat fruit, it is necessary to exercise, it is not necessary to exercise for 12 hours, it is not necessary to eat five salads a day, etc.) to using the first person singular. She writes out the sentence using the appropriate form of the verb for each. She asks a student, using the second person singular, "What is necessary for you to do? What is not necessary for you to do?" As the student responds, she points to the examples she has using the first person singular. She repeats this process asking several students. As students use a verb incorrectly, she redirects and models the appropriate ending. Ms. Carter is careful to try to focus on the most common regular verb forms but also models several common irregular verbs. She writes responses where students can see them. Once she has asked several students, has modeled and guided students, she stops and asks students to look at the example on the board and to think about what they have seen and heard. She asks to turn to a partner and briefly talk about what they are seeing.
- Students are directed to the front of the room where she has an interactive flip chart. She informs students that the flipchart is in the student learning portal. She has paper copies of the activity as well. She gives the students a general time limit for the activity and tells them to complete what they can in the time given. They are allowed to work in a small group or individually.
- At the end of the time, she redirects student the front of the room. She asks for volunteers to come to the room to drag the appropriate response into the sentence on her interactive white board. She completes five of the examples then directs students to the answers located in the student learning portal. Students are asked to review their answers alone or with a partner.
- For the next activity, Ms. Carter asks the students to pick up their notecards. Students are asked to write two things that are necessary for them to do to live a healthy lifestyle and two that are not necessary. Once they are done, she asks them to get up and meet with their 3 o'clock partner and share what they have written. Next, she selects a group and uses one card to repeat what that person has written, using the third person singular. She models the same process with the person's partner. She then uses the third person plural to say what they both have written. She continues to write responses where they can be seen. She models this twice more then asks a student to tell her what their partner wrote. The student is guided to use the third person singular. She does this with two more students.
- Students are directed to be seated. At this point, she gives a brief explanation, in the target language of the language structure for clarification. She directs students to the student learning portal where there is a PowerPoint presentation with audio that explains the use of the subjunctive with expressions of necessity and the conjugations for the regular verbs on which she is focusing. They are given a set time to view the presentation and told that they it is available for them to review their own as needed.
- For the closing activity, students are asked to respond to questions based on scenarios that are presented where they give advice on what is necessary. The activity contains both multiple choice and open-ended questions based on scenarios. Students are allowed to work independently or in small groups. They are only required to do 10 of the 15 items. There is audio to accompany each scenario and the answer choices if needed. If they do not finish, they can complete the work outside of class.

ASSESSMENT

- Ms. Carter gives each student a card with the lesson objective already printed on it. She asks them to put their name and the date on the card. Additionally, on the card, students have a place to check on of the following boxes:
- Stop! I'm totally confused.
 - Go! I'm ready to move on.
 - Proceed with caution, I could use some more clarification. (Finley, 2015)

She will review the responses and use the data to adjust her next lesson or provide intervention where needed.



In this lesson the teacher uses a variety of techniques to engage students. The teacher incorporates a gradual release of responsibility from teacher to student, ending with a check for understanding that will guide planning for the next lesson. In addition, the teacher:

- Engages students in a topic that is of personal interest to them.
- Provides resources for review prior to the lesson.
- Provides opportunities for students to work independently, in a group, and with the whole class.
- Provides manipulatives and opportunities for students to move.
- Changes the activities and the tools used in the lesson.
- Uses color coding.
- Provides paper copies of activities.
- Provides supplemental activities and resources.
- Gives choices.
- Gives an exit ticket that allows students to privately how they feel about what they learned on this day.

EXAMPLE LESSON C



LESSON OBJECTIVE

Students will use the interpretive and interpersonal modes of communication to demonstrate the layout of a Roman triclinium, while learning about the use of the accusative and ablative cases to indicate “motion to” or “location in.”

SETTING THE STAGE FOR LEARNING

Mr. Wallace is preparing to teach his students about a typical dinner in a Roman house, along with some information about more elaborate dining opportunities among the Romans.

- Mr. Wallace has prepared construction paper cutouts for the students to use to lay out a typical Roman triclinium, or dining room. Each student will receive a two-inch by two-inch (2x2) piece of gray construction paper, as well as three (3) pieces of construction paper cut in one (1) inch by three (3) (1x3) inch rectangles in varying colors. Mr. Wallace has paper clipped the four pieces together, preparing one packet for each student. He has also prepared 10 large posters with images of Roman dining scenes and sentence strips that will be used for the lesson.
- He has asked his students before coming to class today to think about some of the components of their typical dinner at home. In what room do they eat? Do they eat at a table? Do they bring their cell phones to the table? Is the TV going in the background? Do they watch TV while eating? Who eats together? He surveys the students using a Google form prior to class, collects and reviews the responses before class.

LESSON DELIVERY

On the day of the lesson, Mr. Wallace posts pictures of people having dinner together in different settings, including Romans.

- Mr. Wallace posts the survey on the screen in front of the room and asks students to turn and talk to a partner about how they responded. He asks student to predict, with a partner or individually, what they expect the survey to reveal. He shows the results of the survey in a graph and asks student to give a thumbs up or thumbs down to indicate if the results were what they expected.
- Next Mr. Wallace refers to the image on the screen of the Roman triclinium. He distributes a graphic organizer to students and asks them to compare and contrast the images on the screen of modern-day dinner settings to the triclinium individually. Once they are done, he asks them to turn to a different partner and discuss the differences. Students volunteer to share their observations, and Mr. Wallace selects several students to responding, giving them appropriate wait time to answer. At this point, he goes over the learning objective for the day.
- Mr. Wallace transitions to the next activity by asking the students to pull up a video on the student learning portal that describes a triclinium. The video has closed captions. It includes not only how the triclinium was set up but the types of food that Romans ate. He provides a digital note sheet with guided questions and sentence starters for students to use while watching the video. He makes paper copies available as well. He moves around the room monitoring students as they work. He asks students to give a thumbs up if they are finished. A few students do not give the thumbs up so he gives the class another couple of minutes.
- Once they are done, he directs the students to work in the small groups that he has assigned for the marking period based on major cities in the Roman Empire. Students move to those groups. They discuss the video and the note sheet sharing answers and making corrections.
- Mr. Wallace refers back to the photo at the front of the room and points out some of the nuances in the photos - table arrangement, couch arrangement, mosaics on the floors and walls, etc.
- Next, he passes out the construction paper pieces to his students and asks them to arrange them on their desktops, similar to the way a Roman triclinium would be arranged. Mr. Wallace then asks his students, who are still in their groups, to consider a particular dining scenario he has written on the board.
 - Familia in triclinium venit.
 - Mater in triclinium venit.
 - Pater in triclinium venit.
 - Filia in triclinium venit.
 - Filius in triclinium venit.
- Mr. Wallace asks his students to translate each of the above sentences and illustrate the activity in each sentence by using their fingers to walk into the dining room. He points out the use of "in" plus the accusative case to indicate motion *into* the dining room.

- Mr. Wallace then asks his students to translate these phrases.
 - Familia in triclinio accumbit.
 - Mater in triclinio accumbit.
 - Pater in triclinio accumbit.
 - Filia in triclinio accumbit,
 - Filius in triclinio accumbit.

- Mr. Wallace asks the students to explain how the use of “in triclinio” is different than the use of “in triclinium,” pointing out that “in triclinio” is use of the ablative case with “in” to denote location “in”, rather than movement or direction “into.” Mr. Wallace then asks his students to consider the comical scenario:
 - Columba in triclinium subito volat.
 - Columba in triclinio accumbit.

- He asks his students to lock their hands together, forming a dove with wings. He repeats the two sentences above, asking the students to indicate with their locked hands how the dove flies *into* the dining room or sits *in* the dining room. He repeats the two sentences multiple times, allowing the students to show each of the two scenarios until they are able to distinguish the two scenarios by flying their locked hands *into* the triclinium or reclining *in* the triclinium. He then asks the students to have their dove fly into or recline in the dining room of the student sitting to their left, as he repeats the sentences and has them repeat them aloud.
- Mr. Wallace explains that it was not uncommon that a pigeon or a dove might fly into the dining room, as many homes had windows that were kept open during much of the year. And from time to time, a bird might provide entertainment to the family.
- Mr. Wallace asks students to look at the 10 posters around the classroom. Each has an image of a scene of a triclinium. Each group has a set of sentences that describe the scene which include factors associated with the grammar concept he presented. He asks the students to work in their groups and post the appropriate sentences on the correct poster.
- Once they are done, he distributes small round stickers to the students. They are asked to work with a partner or individually to place a sticker on the sentences that correctly describe the picture. He moves to each poster and points out the sentence that correctly describes the image.
- He refers students to the learning portal where there is multiple choice activity with pictures where students match the phrase to the picture. He informs the students that there are additional resources on Roman dining in the learning portal. He also asks them to review the information related to the grammar concept in preparation for the next lesson.

ASSESSMENT

- To close out the lesson, Mr. Wallace gives each student a blank sheet of paper. He asks them to describe how well they met the learning objective. Students are instructed to stand in a circle and wad up their paper. There are no names on the paper. They are asked to toss the papers into the middle of the circle like a snowball. Mr. Wallace selects several of the papers and reads them aloud.
- Mr. Wallace also provides students with a link to a post-lesson survey that asks student to rate their understanding of the lesson on a scale of 1-5. He plans to use the survey results and comments from the snowball activity to adjust his next lesson.



WHY THIS LESSON WORKS FOR STUDENTS WITH DISABILITIES



In this lesson the teacher uses a variety of techniques to engage students. The teacher incorporates a gradual release of responsibility from teacher to student, ending with a check for understanding that will guide planning for the next lesson. In addition, the teacher:

- Engages students in a topic that is of personal interest to them prior to the start of the lesson.
- Provides opportunities for students to make predictions.
- Provides opportunities for students to work independently, in a group and with the whole class.
- Provides audio and visual supports.
- Provides manipulatives and opportunities for students to move.
- Changes the activities and the tools used in the lesson.
- Uses color coding.
- Gives choices.
- Gives an exit ticket that requires students to think about their own learning as it relates to the objective.

RESOURCES

CLOSING ACTIVITIES AND EXIT TICKETS

- [Gaining Understanding on What Your Students Know](#)
- [Sample Exit Tickets](#)
- [Sample Exit Tickets](#)
- [Sample Exit Tickets](#)
- [Exit Ticket](#)
- [Powerful Closure Activities](#)

GROUPING STUDENTS

- [25 Ways of Randomly Placing Students Into Pairs or Groups](#)
- [30 Ways to Arrange Students for Group Work](#)
- [Group Work in the Classroom: Types of Small Groups](#)
- [Clock Partners](#)

METACOGNITION

- [Metacognition – Center for Teaching – Vanderbilt University](#)
- [Metacognitive Strategies for Learning \(LD\) vs. Intellectual Disabilities](#)
- [Metacognition: How Thinking about Thinking Can Help Kids](#)

MULTI-SENSORY APPROACH

- [What is Multisensory Teaching Techniques?](#)
- [Use Multisensory Approaches](#)
- [Multisensory Structured Language Teaching – Dyslexia Association](#)
- [Scholarly Article – The effect on a multisensory approach to Spanish instruction on the foreign language proficiency of students with learning disabilities](#)

PROFESSIONAL LITERATURE

- [Foreign Languages for Everyone: How I learned to Teach Second Languages to Students with Learning Disabilities – Irene Brouwer Konyndyk](#)
- [High Leverage Practices for Inclusive Classrooms - James McLeskey, Lawrence Maheady, Bonnie Billingsley, Mary T. Brownwell, Timothy J. Lewis](#)
- [High Level Practices in Special Education – James McLeskey, et al.](#)
- [Supporting World Language Learning for Students with Disabilities – Virginia Department of Education](#)

SUPPORTING STUDENTS WITH DISABILITIES IN THE WORLD LANGUAGE CLASS

- [At-Risk Students and the Study of Foreign Language in School](#)
- [Teaching Languages to Students with Disabilities](#)
- [Research Based Practices for Students with Disabilities](#)
- [Learning Disabilities and Foreign Language Learning](#)
- [Students with Learning Disabilities Can Learn New Languages](#)
- [Learning a Foreign Language with Dyslexia](#)
- [Getting the Words Out: Expert advice for bolstering language skills – reading, writing and speaking – in children with ADHD and learning disabilities like dyslexia.](#)

STUDENT LEARNING SURVEYS

- [Supporting Student Self-Assessment with Knowledge Surveys](#)
- [15 Questions to Deepen Your Student Surveys](#)

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Virginia Department of Education

P.O. Box 2120

Richmond, Virginia 23218-2120

www.doe.virginia.gov

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