

Jessa

A Case Study

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Goal of PowerPoint

Immersion teachers welcome a variety of learners in their classrooms. This PowerPoint provides teachers with some guidance...

- on how to address the needs of struggling learners through classroom interventions**
- on how to plan for meetings with parents**

This PowerPoint also highlights key immersion research teachers should be aware of.

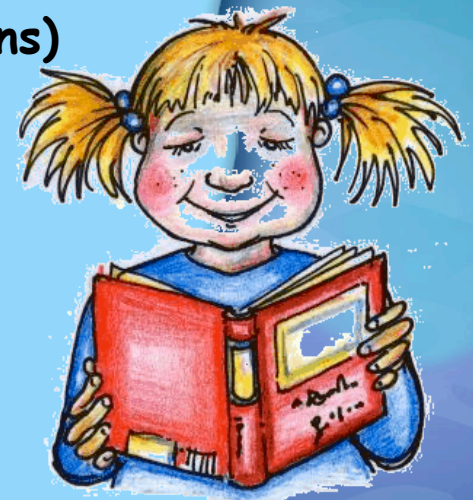
Let's Meet Jessa - example of grade 3 student

- She is a gr.3 FI student
- First year in the new program
- She has done well in her L1 from K-2.
- Although she has been progressing, she has not met the expectations for the second reporting period.
- Her teacher is concerned as well as her parents.
- Parents have reported that she gets very frustrated when doing her homework.
- She is struggling with her oral skills and her reading.



Plan for the teacher

- Talk to her former teachers
- Look up evaluations in her *CUM* card
- Refer to Learning Styles - interest inventory ('Parle-moi de toi' - see appendices)
- Review current and past evaluations (ex: running records, rubrics for oral presentations)



Prior to Meeting with Parents

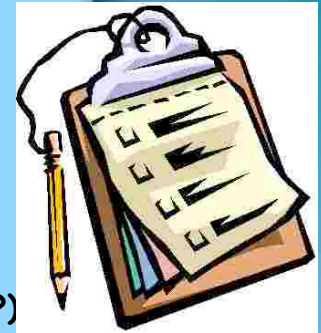
- Send out 'Observation Checklist' to parents
- Teacher completes the same checklist
- Teacher collects and compares data from both checklists (in order to determine the starting point of the meeting)
- Teacher looks for the commonalities in the results
- Teacher meets with Jessa to ask about her homework routines.

Meeting with parents

- Share the findings of the 'Observation Checklist' with parents
- Focus on creating a plan
- Homework - inquire about schedule
 - Can you describe the difficulties regarding the homework?
 - Let's find a way to make homework a success.
 - In class I encourage students to read for pleasure.
 - The books that are sent home are ones that are at her reading level and that have been read before.

Here are some helpful hints for reading with your child:

- Other points to mention to parents
 - It does take time. The process of learning to read in a second language is like riding a bike. Practice makes perfect! 😊
 - Give a time limit (Do not past 20 mins. of reading at night)
 - Feedback from parents about the book (Was it too hard or too easy?)
- At this point she needs our support
 - Positive attitude
 - Encourage to take a risk (ok to make mistakes)
 - It would be extremely beneficial to continue reading in English with your child.



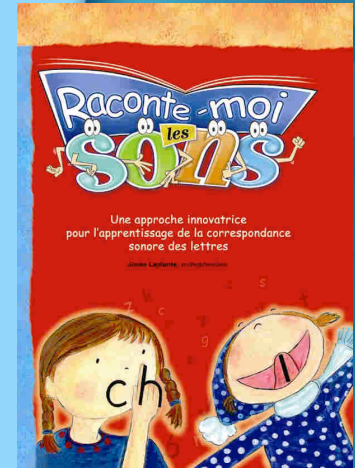
Conclusion of meeting

- Follow up plan - time of next meeting
- Establish best method of communication
- End meeting with reassurance
 - Analogy of the buffet (We each have a plate and we take what we can eat.)



Classroom Interventions

- Suggested activities:
 - Focus on the relationships between reading, writing and speaking
 - Focus on reinforcement of vocabulary
 - Work on recognizing sounds ('Raconte-moi les sons')
 - Memory game (focus on the oral aspect)
 - Cue her before participating in oral activities
 - Provide vocabulary with images during a written assignment
 - Kinesthetic activities
 - Encourage participation at Listening center
 - Songs/choral readings
 - Use fun websites ex: Literacycenter.net / Tumblebooks
 - Word hunt 'La chasse aux mots' - avant de lire trouve tous les mots que tu es capable de lire (seulement une petite liste qui restent)



During Interventions Remember to...

- **Set short term measureable goal**
 - (ex: mastery of sight words)
- **Track to see if delay diminishes with intervention**
- **Track meetings with Parents**
 - Problem-solving Form (see Appendices)
- **Enlist the help of/ask advice from**
 - Reading Buddy 'Amis lecteurs'
 - Moniteur de langue
 - Literacy support
 - M&R
 - Canadian Parents for French

Research

- **'The results indicated that interventions designed specifically for students who are at-risk for reading difficulty are feasible and can be effective.'** *Genesee p.4*
- **'... It is likely that second language readers will have unique challenges associated with their incomplete acquisition of and often limited exposure to the target language.'** *Genesee p.4*
- **'...studies provide evidence concerning the skills that facilitate learning to read in a second language, and they demonstrate that skills assessed in students' first language, particularly phonological awareness can predict subsequent word-identification ability in their second language.'**
- *Genesee, p. 144*
- **' Cognitive research associates bilingualism with heightened mental flexibility and creative thinking skills enhanced metalinguistic awareness and greater communicative sensitivity '**
Lazaruk p. 605

Appendices

Problem Solving Form

Teacher _____

Name of student _____

Teacher _____

Date _____

Area(s) of concern: _____

Details: _____

Possible solutions

Results from intervention

1.	
2.	
3.	

Préparation à une rencontre parentale

Nom des parents: _____ Date de la rencontre: _____

Nom de l'élève: _____ Heure: _____

1. Un exemple d'une qualité particulière de l'enfant: _____
2. Les problèmes passés sur lesquels faire le point de la rencontre: _____
3. Les forces et les faiblesses de l'élève sur le plan pédagogique: _____
4. Les objectifs pédagogiques à réaliser par l'élève d'ici à la fin de l'étape: _____
5. Opinion du parent sur le rendement scolaire de l'élève: _____
6. Les forces et les faiblesses de l'élève sur le plan du développement social: _____
7. Les objectifs sur le plan du développement social de l'élève pour le reste de l'étape: _____
8. L'opinion du parent sur le comportement social de l'élève: _____
9. Les questions supplémentaires au sujet desquelles le parent désire discuter: _____
10. Notes supplémentaires concernant la rencontre: _____

Parle-moi de toi

Bienvenue dans ma classe! Je veux te connaître. C'est important pour moi. Alors, pour m'aider, réponds à ce sondage. Tes réponses demeureront confidentielles. N'hésite donc pas à répondre en toute sincérité.

1. Frères et soeurs: (Noms et âges) _____
2. Meilleurs amis: _____
3. Ce que j'aime faire le plus: _____
4. Voici mes préférences:
 - a) livre: _____
 - b) film: _____
 - c) émission de télévision: _____
 - d) activités (piano)/sport(s): _____
 - e) chanson: _____
5. Certaines des choses qui m'énervent: _____
6. Ce qui m'inquiète: _____
7. Ce serait mieux à l'école si: _____
8. Ce que j'ai vraiment aimé de la part d'un enseignant de l'année dernière: _____
9. Ce que j'ai vraiment détesté de la part d'un enseignant de l'année dernière: _____
10. Un défi que j'aimerais vraiment relever cette année.

Tic-tac-toi

1. Dessiner Dessine une histoire.	2. Mimer Raconte en mimant une histoire.	3. Raconter Raconte une histoire à ta façon.
4. Faire des mots croisés Fais des mots croisés ou un casse-tête de type 'relie les points' sur le thème de l'histoire.	5. Réciter ou chanter Apprends une comptine ou une chanson qui va avec l'histoire, ou composes-en une.	6. Présenter les résultats d'un sondage Fais un sondage auprès des élèves pour savoir ce qu'ils pensent de l'histoire.
7. Écouter Écoute une histoire enregistrée. Compare cette histoire avec une qui a été lue en classe.	8. Construire Construis une maison pour un des personnages de ton livre.	9. Modifier Crée une nouvelle fin pour une histoire que tu as lue ou qui a été lue en classe. Présente-la à la classe.

Mes quatre choix # ____, # ____, # ____, # ____

Mon choix personnel: _____

Approbation de l'enseignant: _____

Nom: _____ **Date:** _____

Date de remise: _____

Tiré des 'Des outils d'apprenants pour tous'

Bibliography

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