

WEEK 2: Moodle Content

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| Topic | <p>Learner Characteristics</p> <p>This week you will explore the characteristics of learners at various ages and the individual differences that students display. You will consider how age-based characteristics and individual differences influence the way you structure your classroom and the teaching strategies you select.</p> |
| Before Class Work | <p>PREPARATION FOR CLASS</p> <ul style="list-style-type: none"> • Complete the readings. When finished, you should be able to: <ul style="list-style-type: none"> • List several characteristics of adolescent learners. • List several characteristics of very young learners. • Describe at least two different frameworks that explain how individual learners differ. • Give your opinion regarding Cameron's interpretation of the term "learner-centred." • View the video clips. • Complete the quiz. • Post at least one comment to the discussion forum. • Bring your list of "ways the teachers in the video clips used activities students normally enjoy" and your notes about "age-appropriate features in the classroom environments" to class. • Bring the Harmer textbook, a printed copy of the <i>Description of Young Learners and Their Teachers</i>, and a printed copy of the <i>Individual Difference in Learners</i> article to class. <p>Week 2 READINGS</p> <p>Textbook Pages 37-39; Pages 41-50 of <i>The Practice of English Language Teaching</i> by Jeremy Harmer.</p> <p>Online chart: Adolescent Learners: Implications for Teachers NOTE: Scroll down the web page to see and review this chart.</p> <p>PDF file: Description of Young Learners and Their Teachers Review this description of young learner characteristics, the way those characteristics influence teaching strategies, and the characteristics of teachers who successfully work with young children.</p> |

Online article:

[Individual Differences in Learners: The Importance of Learning Styles in ESL/EFL](#)

Read this entire article that summarizes frameworks categorizing learning styles and individual differences.

Online text:

Section 1.1 of [Teaching Languages to Young Learners](#) by Lynn Cameron: *Taking a learner-centred perspective* Click the forward arrow at the top of the webpage and then click the link for "Section 1.1: Taking a learner-centered perspective." Read pg.1-2.

PDF file:

Pages 6 and 7 of the [Principles Matrix](#), *Create a Stimulating Classroom Environment and Teach to Your Students' Abilities and Learning Styles.*

Week 2 VIDEO

Watch these video clips showing instruction in Omani cycle 1 and cycle 2 schools.

 [Week_2_Video_A](#)

 [Week_2_Video_B](#)

 [Week_2_Video_C](#)

As you watch the video clips, think about these questions:

- How do the teachers involve students in activities they naturally enjoy?
- What parts of the classroom environment are appropriate for students this age? Why?

Week 2 DISCUSSION FORUM

In the Lynn Cameron reading, Ms. Cameron expresses a very specific viewpoint regarding the teacher's responsibility in a learner-centred classroom. Do you agree with her premise? Why or why not?

Week 2 QUIZ

1. Select the statements below that are generally more accurate for **very young learners** than for adolescent learners.
 - They have a short attention span.**
 - Pleasing their peers is often more important than pleasing the teacher.
 - Understanding the purposes and reasons for class activities is important to gaining their cooperation.

- It's important to allow numerous opportunities to move (kinesthetic learning) during the lesson.**
 - Written instructions are more appropriate than step-by-step modeling by the teacher.
 - They need concrete lessons that use real objects.**
2. Select the statements below that are generally more accurate for **adolescent learners** than for very young learners.
- They have a short attention span.
 - Pleasing their peers is often more important than pleasing the teacher.**
 - Understanding the purposes and reasons for class activities is important to gaining their cooperation.**
 - It's important to allow numerous opportunities to move (kinesthetic learning) during the lesson.
 - Written instructions are more appropriate than step-by-step modeling by the teacher.**
 - They need concrete lessons that use real objects.
3. According to Harmer, what is more important for the teacher regarding the individual differences exhibited by his or her students?
- To be able to explain in detail a number of frameworks that categorise students by their individual differences.
 - To be able to provide activities in every lesson designed specifically for each student's individual characteristics.
 - To take time to learn as much as possible about their students' language skill level, learning preferences and personal interests so an appropriate variety of activities can be offered.**

Informative feedback: Reading and studying various frameworks that categorise students by their individual differences is helpful background information. However, Harmer states that "We need to establish who the different students in our class are." "...then we will be in a position to try and offer activities which offer maximal advantage to the different people in the class." (pgs 48-49)

4. Select the statement below that expresses Lynn Cameron's (author of **Teaching Languages to Young Learners** book) opinion of what learning-centred instruction should be.
- Students should guide their own instruction by leading teachers to interesting and fun topics the students wish to study.
 - Teachers should guide student instruction by determining what is not only interesting but what is important to study to achieve desired outcomes.**

Informative feedback: Lynn Cameron emphasizes that the amount of time students spend in school is limited. Students may not always be aware of what is important for them to learn to become successful students or adults. Therefore, teachers need to take responsibility for not only making instruction active and interesting, but also making it challenging and valuable.

5. In the video clips, which lesson activities take place that children naturally enjoy?
- Singing: The children sing the Alphabet Song.**
 - Singing: The children sing the Teddy Bear song.
 - Physical Movement: Student twirls around.**
 - Games: Students play a language game in the room.**
 - Physical Movement: Students stand on chairs and a table.

Informative feedback: In the English lesson, the children sing the Alphabet Song. Young children enjoy singing, especially if they can add movements as they sing. Young children's bodies cannot sit for long periods of time without moving. Older students also enjoy moving, but with more direction, such as the twirling movements used in the science class. Games provide challenges and short-term goals for students of all ages. However, the game in the Arabic lesson was an inside not an outside game.

WEEK 2: Classroom Session

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| Objectives | <p>Trainees will be able to:</p> <ul style="list-style-type: none"> • Name several characteristics of young learners. • Name several characteristics of adolescent learners. • Show awareness of individual differences in learners. • Identify developmentally appropriate learning experiences in language learning. • Focus on Young Learners: Name features of a stimulating classroom environment appropriate for young learners. • Focus on Young Learners: Identify learning strategies that are appropriate for young learners – e.g., singing, games etc. • Focus on Young Learners: Be aware of characteristics of teachers who work well with young learners. |
| Overview | <p>This week, trainees form small groups to discuss the behavior and characteristics of young children. Using their own experiences (Coming In Activity) plus the information gathered from their readings, they list (Suggested Task 1) common behaviors young children naturally enjoy and attempt to explain why children like these behaviors (<i>e.g., allows them to touch and manipulate things, to move their bodies, to use their voices – all natural tendencies for children exploring and learning from the world around them</i>). Next, trainees discuss ways that children exhibit individual differences and consider classroom environments that support those individual differences and the types of behaviors children enjoy.</p> <p>After listening to a mini-lecture about the connection of teaching strategies to student characteristics, trainees reform groups (Suggested Task 2) to identify teaching strategies that may be appropriate for helping an example student (chosen from a set of three student profiles in the handout) accomplish an Attainment Target selected from one of the MOE “English for Me” teacher’s guides. The lesson ends with trainees reflecting on how their own individual differences have influenced the way they learned online and during Week 2 class instruction.</p> |

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| <p>Key Content</p> | <ol style="list-style-type: none"> 1. Characteristics of Adolescent Learners Background Info: See assigned reading: <i>Adolescent Learners: Implications for Teachers</i> 2. Characteristics of Young Learners and their Teachers Background Info: See assigned reading: <i>Description of Young Learners and Their Teachers</i> Resource: "Coming-In Activity – A" Resource: Suggested Task 1 3. Individual Differences in Learners Background Info: See assigned reading: <i>Individual Differences in Learners</i> Resource: "Coming-In Activity – B" Resource: Suggested Task 1 4. Appropriate Learning Strategies Background Info: See assigned reading: <i>Description of Young Learners and Their Teachers</i> Resource: Suggested Task 2 |
| <p>Materials</p> | <ul style="list-style-type: none"> • 12-18 MOE "English for Me" Cycle 1 Teacher Guides • 9 -12 sheets of chart paper for recording group discussion notes • HANDOUT: Buzz Group Notes (one per small group) • HANDOUT: Round Robin Strategy Development (one per small group) <p>BEFORE CLASS: Tape chart paper up on classroom walls. Put up 9-12 sheets. Label as follows:</p> <ol style="list-style-type: none"> 1. Activities Young Children Naturally Enjoy + Explanations (3-4 sheets) 2. Individual Differences Children Exhibit (3-4 sheets) 3. Features of a Stimulating Classroom Environment (3-4 sheets) |
| <p>'Coming In Activity'</p> | <p>Write the following questions on the board as trainees come in.</p> <p>OPTIONS</p> <p>A. <i>What were your favorite activities as a child? What did you enjoy doing in your free time? What were you good at? What were you interested in? What characteristics made you unique as a child? How were you different from your brothers, sisters, friends or cousins? Did any of these characteristics affect how you learned? Write your thoughts.</i></p> |

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| | <p>B. <i>Imagine an innovative classroom in which children are learning in many ways. The classroom can include whatever you want it to. What would the children be doing? What would the classroom look like? How could the classroom accommodate children with lots of different talents and interests?</i></p> <p><i>What characteristics made you unique as a child? How were you different from your brothers, sisters, friends or cousins? Did any of these characteristics affect how you learned? Write your thoughts.</i></p> |
| Announcements | <i>Remind trainees of any upcoming events and assignments.</i> |
| WIKI Notes Review | <p><i>Choose one team (unannounced) to review /explain their WIKI entry from last week. Connect to Moodle and use the classroom computer projection system to display to the class.</i></p> <ul style="list-style-type: none"> • Answer student questions • Emphasize key points • Ask trainees to comment on the experience of working together to produce the WIKI |

Suggested Task 1

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| NAME | BUZZ GROUPS |
| OBJECTIVE(s) | <ul style="list-style-type: none"> Name several characteristics of young learners. Show awareness of individual differences in learners. Name features of a stimulating classroom environment for young children. |
| SET-UP | <ol style="list-style-type: none"> 1. Introduce the "Learner Characteristics" topic - explain that the focus will be on young children since this age group is less familiar to many trainees. 2. Set up Buzz Groups: Divide trainees into groups of 3-4 trainees. Group Formation Idea: divide by birthday month. Ask each group to assign roles (<i>see handout</i>). |
| GIVENS | <ul style="list-style-type: none"> Trainees' answers to the "Coming In" questions Printed copies of the <i>Description of Young Learners and Their Teachers</i> and <i>Individual Differences in Learners</i> article HANDOUT: Buzz Group Notes |
| PROCEDURE – INSTRUCTIONS TO TRAINEES | <p><i>Give these instructions to the trainees:</i></p> <ol style="list-style-type: none"> 1. In Buzz Groups, share your notes in response to the "Coming In" questions. 2. Use the HANDOUT. List ways children commonly behave and activities they naturally enjoy. Explain why. 3. List individual differences children exhibit. Think of children you know who exhibit those differences. 4. List features of a stimulating environment that would support individual differences and enjoyable activities. 5. Write the group's ideas on the charts around the room. <p><i>*To shorten this activity, direct groups to focus on only one or two of the three lists.</i></p> |
| OUTCOMES | <ul style="list-style-type: none"> List of activities young children naturally enjoy plus explanations of why List of stimulating features of classroom environments for young children List of individual differences children exhibit |
| FOLLOW-UP | <ol style="list-style-type: none"> 1. Bring the class together. 2. Review items listed on the charts around the room. <p><i>*Elicit additional explanations & emphasize commonalities</i></p> |

Suggested Task 2

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| NAME | Round Robin Strategy Development |
| OBJECTIVE(s) | <ul style="list-style-type: none"> Identify developmentally appropriate learning experiences in language learning. |
| SET-UP | <ol style="list-style-type: none"> Define the term “strategy.” Strategy: A thoughtful plan or method of reaching an identified goal. Set up small groups. Use the previous groups convened for Task 1 or ask trainees to form new groups. Give a mini-lecture on the way individual differences and student characteristics influence the choice of teaching strategies. (SEE Appendix) Give examples of strategies that fit age-based characteristics and individual differences. Ask each group to assign roles. (listed on the handout) Give each group an assortment of MOE "English for Me" Cycle 1 Teacher Guides. |
| GIVENS | <ul style="list-style-type: none"> Printed copies of the <i>Description of Young Learners and Their Teachers</i> and <i>Individual Differences in Learners</i> article Attainment targets: Chosen from the lists at the back of the MOE "English for Me" Cycle 1 Teacher Guides HANDOUT: Round Robin Strategy Development (<i>one per group</i>) |
| PROCEDURE – INSTRUCTIONS TO TRAINEES | <p><i>Give these instructions to the trainees:</i></p> <ol style="list-style-type: none"> In your small groups, choose an attainment target from an MOE Teachers' Guide. Then choose a student description from the HANDOUT. Use the HANDOUT. Brainstorm instructional strategies that are appropriate for helping your chosen student achieve the attainment target you selected. Scribes should take notes. After 6-7 minutes, all group members, except the scribe, move to a different group. The scribe stays in place. Each scribe explains the attainment target and the characteristics of the young child to the new group members who then expand the instructional strategies list. After 4-5 minutes, repeat the group switch. Continue until you have visited 3 or more groups. |
| OUTCOME | <ul style="list-style-type: none"> A list of instructional strategies appropriate for young children. |

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| FOLLOW-UP | <ol style="list-style-type: none"> 1. Bring the class together. 2. Ask each group to report. Compile a master list of strategies for the whole class. Write the strategies on the board or project via computer. Discuss the application of these strategies to: <ol style="list-style-type: none"> a. The specific individual differences exhibited by the students in the three profiles. b. Learning that utilizes activities young children naturally enjoy. c. The Attainment Targets trainees have chosen. d. Teacher characteristics that support active learning. |
| EXTENSION | <p>Invite trainees to find out more about their own individual learning styles by completing an online inventory. Options include:</p> <p>Simple Auditory, Visual, Tactile Style Inventory (<i>FREE from Penn State University</i>) http://www.personal.psu.edu/bxb11/LSI/LSI.htm</p> <p>Learning Styles Questionnaire (<i>Soloman/Felder; North Carolina State University – 44 question inventory returns a continuum chart and provides a link to an explanation of the learning style continuums. Could be used with cycle 2 students.</i>) http://www.engr.ncsu.edu/learningstyles/ilsweb.html</p> |
| Reflection | <p><i>Pose these questions to trainees for personal reflection.</i></p> <p>How did your own learner characteristics and individual differences influence the way you learned while completing Week 2's lesson?</p> <p>Are you a person who works well independently in the online Moodle environment? Or, do you prefer the face-to-face classroom environment? Why or why not? Are you more of a visual learner or an auditory learner? For example, do the video clips improve your learning? Do you usually learn more or less from working in small groups?</p> <p><i>*Direct trainees to include answers to these questions in their team's WIKI.</i></p> |
| Review Assignments | <p>Course Assignments & Micro Teaching</p> <p>Tell trainees that next week they will study "Assessment."</p> |

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| | <p>Remind them to check the Moodle site for their Week 3 assignment. As they complete the Moodle readings, they should answer these questions:</p> <ul style="list-style-type: none"> • What differentiates traditional assessment from alternative assessment and task-based assessment? • What are the advantages or disadvantages for students of using traditional, alternative, and task-based assessment techniques? What are the advantages and disadvantages for teachers? |
| <p>Teams Plan WIKI Notes</p> | <p><i>WIKI teams meet to synthesize their reflection responses and begin planning their WIKI entry.</i></p> <p>The Wiki should include:</p> <ol style="list-style-type: none"> a. List of activities young children naturally enjoy plus explanations of why they enjoy them b. List of stimulating features in classroom environments for young children c. List of individual differences children exhibit d. Explanation of teaching strategies appropriate for young children in relationship to one or more MOE “English for Me” attainment targets. e. Reflection thoughts from group members <p>NOTE: The Wiki should reference class activities and also assigned readings.</p> |

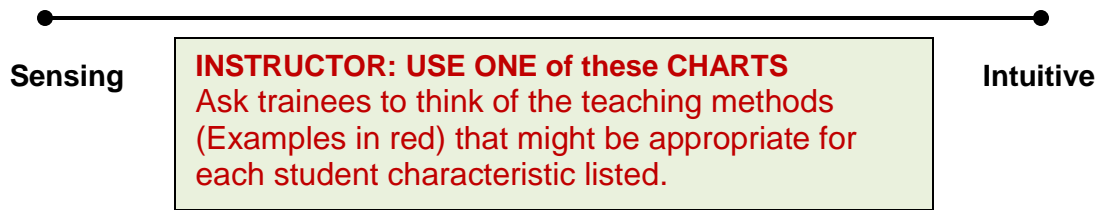
APPENDIX – WEEK 2

Mini-lecture: **Basing Teaching Strategies on Learner Characteristics**

The following info is based on the information from MOE Child Centered Classroom Methods training materials and the article *Learning and Teaching Styles in Foreign and Second Language Education* by Richard M. Felder (Ph.D., Princeton University) and Eunice R. Henriques (Ph.D., University of North Carolina at Chapel Hill). The article appeared in *Foreign Language Annals*, 28, No. 1, 1995, pp. 21–31 and can be accessed online at: <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/FLAnnals.pdf>

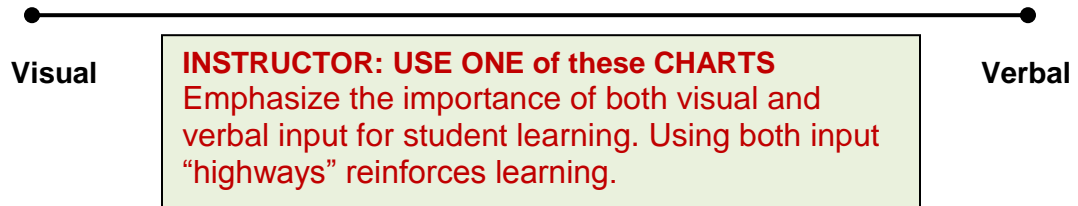
- I. Learners display specific characteristics and have had unique experiences. Learn as MUCH as you can about your learners. ASK:
 - a. What do these children (*students – if older*) bring to school?
 - b. What are their experiences? (*also get parental input*)
 - c. What do they already know? (*Talk to your students – show interest*)
 - d. What do they want to know?
 - e. What interests them?
 - f. What do they enjoy doing?
- II. To meet the needs of all students, teachers also need to evaluate HOW a student interacts with his/her environment. KEY questions about how the student perceives and processes information (i.e., learns).
 - What type of information does the student preferentially perceive: *sensory*—sights, sounds, physical sensations, or *intuitive*—memories, ideas, insights?
 - Through which modality is sensory information most effectively perceived: *visual*—pictures, diagrams, graphs, demonstrations, or *verbal*—written and spoken words and formulas?
 - How does the student prefer to process information: *actively*—through engagement in physical activity or discussion, or *reflectively*—through introspection?
 - How does the student progress toward understanding: *sequentially*—in a logical progression of small incremental steps, or *globally*—in large jumps, holistically?
 - With which organization of information is the student most comfortable: *inductive*—facts and observations are given, underlying principles are inferred, or *deductive*—principles are given, consequences and applications are deduced?

III. For example, examine this continuum: **Sensing vs. Intuitive**



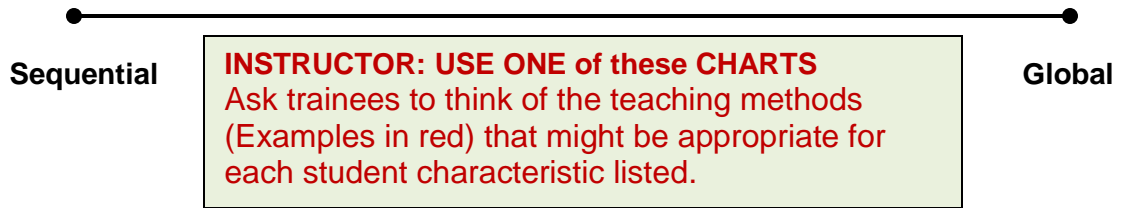
| What Sensing Students Do: | Which does the student favor? | What Intuitive Students Do: |
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| Observe | ← Likes facts, data, and experimentation Research Report | Experience direct perception - Sub-conscious |
| Gather data by senses | | |
| Are often concrete & methodical | ← Often relies on memorization Tell a Story | |
| | ← Can learn and follow rules Play a Game | |
| | ← Can be slow and careful Build a Model | |
| | Likes concepts, → and theories Create a Mindmap | Use their memory |
| | Likes variety → Build a Portfolio | Enjoy their imagination |
| | Can accommodate new rules → and exceptions Build /Modify a Game | |
| | Can be quick and careless → Create, Compare & Follow a Checklist | |

IV. Another continuum: **Visual vs. Verbal**



| What do Visual learners do? | Which does the student favor? | What do Verbal learners do? |
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| Often experience reading more as interacting with visual pictures (living through the scenes of the story) | | Often experience reading more as interacting with mental speech (talking to oneself) |
| Teachers use and have students create: <ul style="list-style-type: none"> • Drawings • Photographs • Sketches • Cartoons • Film –video • Dramatization | ← Likes to see images as learning occurs | |
| | Likes to hear voices and sounds → as learning occurs | Teachers use and have students create: <ul style="list-style-type: none"> • Speeches • Books on tape • Songs • Rhymes • Poetry |
| Studies of language learning place READING in the visual category. But, all students, both visual and auditory learners, do better when they see and hear words in the target language. | | |
| When students read, familiar words are easier to interpret as pictures in the mind. When words are unfamiliar, students often revert to oral rehearsing of the word (speaking it to themselves silently or verbally) to see if they can recognize the spoken version of the word. | | |

V. Another continuum: **Sequential vs. Global**



| What do Sequential learners do? | Which does the student favor? | What do Global learners do? |
|--|---|--|
| Absorb small chunks of connected information to achieve gradual understanding | | Take in unconnected fragments of information and achieves understanding as a holistic occurrence |
| Can learn pieces of information with less concern for comprehension of the “big picture” – the small chunks are strung together. | ← Likes taking things apart and putting them together again Categorize words and analyze sentence structure | |
| | ← Comfortable following steps in a process Follow steps in genre writing | |
| Also may be called: Analytic | ← Wants to find out how something works Derive grammatical rules from a series of similar productions | |
| | Likes to “figure out” what things → mean; Enjoys announcing times when comprehension dawns! Participate in authentic learning opportunities with high context | Can appear to be learning slowly at first, but once understanding emerges, can see complex connections |
| | Wants to know the purpose → of activities Connect activities to authentic goal behaviors | Depend on prior knowledge and experience |
| | Enjoys music → Write songs and poems | May easily learn intonation and rhythms |
| | Responds well in unstructured → environments Be part of community language learning events | May also be called: Random |

NOTE: Not all the continuums are presented in chart form.

Additional Recommendations

Based on matching teaching strategies to student learning styles

(adapted from Felder & Henriques)

1. **Motivate learning:** Teach new information within contexts that are familiar to students, allowing them to draw on prior knowledge and feel confident moving into the learning experience. *(benefits intuitive, global and inductive learners)*
2. **Balance structured teaching strategies** *(benefits sensing learners)* **with more open-ended unstructured activities** *(benefits intuitive learners)* where conversation is emphasized within the cultural context of the target language.
3. **Use visuals generously.** Use and have students create many visual forms including photographs, drawings, sketches, cartoon figures, video segments, and live dramatizations to illustrate the meaning of language constructions. *(benefits visual, global learners)*
4. **Use some repetitive drills** *(benefits sensing learners)* **to provide beginning practice in basic vocabulary and grammatical structures**, but limit structured activities and always balance with the unstructured. *(benefits intuitive learners)*
5. **Provide opportunities for students to think /reflect about what is happening in the classroom.** *(benefits reflective learners)* Assign short reflective writing exercises. Ask thoughtful open-ended questions for small groups of students to work on. Produce dramas and programs. *(benefits active learners)*
6. **Give students opportunities to cooperate with others on homework assignments.** *(benefits active learners)*
7. **Balance inductive and deductive presentation of material.** Teach by using the target language and require students to use the target language in class which supports inductive comprehension. *(benefits inductive learners)* To balance the inductive, provide explicit instruction in syntax and semantics to develop more formal written and interpretive skills. *(benefits deductive learners)*

8. List of Frameworks for Individual Differences

This summary was compiled from the content in the Harmer text and the required online TESL Journal reading found at: <http://iteslj.org/Articles/Putintseva-LearningStyles.html> [Vol. XII, No. 3, March 2006] For references cited, see the Harmer Bibliography (page 359) and the online article's reference list.

INFORMATION PROCESSING FRAMEWORKS

Learning Styles (Wright) (see reference note pg. 43 in Harmer)

- Convergers (*analytic, pragmatic, solitary learners*)
- Conformists (*more dependent learners who like being guided through organized activities*)
- Concrete learners (*Conformists who also enjoy social aspects of learning and seek experiences in which language can be used*)
- Communicative learners (*Independent, confident communicators who are interested in social interaction, using language and can operate without the guidance of a teacher*)

Learning Styles Inventory (Kolb, 1984)

- Diverging (*feeling and watching*)
- Assimilating (*watching and thinking*)
- Converging (*doing and thinking*)
- Accommodating (*doing and feeling*)

Mind Style Model (Gregorc, 1985)

- Concrete Sequential (CS)
- Abstract Random (AR)
- Abstract Sequential (AS)
- Concrete Random (CR)

Multiple Intelligences (Gardner, 1983)

- Linguistic Learner – “the word player”
- Logical / Mathematical Learner – “the questioner”
- Spatial Learner – “the visualiser”
- Musical Learner – “the music lover”
- Bodily / Kinaesthetic Learner
- Interpersonal Learner – “the socialiser”
- Intrapersonal Learner

PERSONALITY PATTERN FRAMEWORKS

Myers-Briggs Type Indicator (Myers & McCaulley, 1985)

- Introversion (I)
- Extroversion (E)
- Sensing (S)
- Intuition (N)
- Thinking (T)
- Feeling (F)
- Judging (J)
- Perceiving (P)

Temperament Types (Keirsey, 1998)

- Artisans
- Guardians
- Idealists
- Rationals

Learning Styles from McCarthy & Gardner (McCarthy, 1990)

- Innovative learners
- Analytic learners
- Common sense learners
- Dynamic learners

Learning Styles from Gardner (Gardner, 1985)

- Visual learners
- Auditory learners
- Tactile / Kinesthetic learners

SOCIAL INTERACTION FRAMEWORK

Reichmann-Grasha Model (Reichmann & Grasha, 1974)

- Avoidant students
- Participative students
- Competitive students
- Dependent students
- Independent students

WEEK 2 HANDOUT: **Buzz Group Notes**

Use with Suggested TASK #1

Your Task: In your Buzz Groups, follow these steps:

1. Assign group roles.
2. Share notes in response to the “Coming In” questions.
3. List activities young children naturally enjoy. Attempt to explain why children like these activities.
4. List features of a stimulating classroom environment that would support activities children enjoy.
5. List individual differences children exhibit.
6. Write your group’s ideas on the charts around the room.
7. Be ready to explain your chart contributions to the whole class.

Group Roles: Groups often function more effectively when individuals have specific roles. Consider assigning the following roles for group activities:

- **Leader:** Convenes the group. Keeps the group on task. Asks for contributions from all members.
- **Timekeeper:** Suggests when the group should move on so all parts of the task are completed within the allowed time.
- **Recorder:** Takes notes on the group’s discussion and /or work progress.
- **Reporter:** Reports the group’s findings or conclusions to the larger class.

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| Activities Young Children Naturally Enjoy | 1. |
| | Explanation: |
| | 2. |
| | Explanation: |
| | 3. |
| | Explanation: |
| | 4. |
| | Explanation: |

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| Individual Differences Children Exhibit | 1. |
| | 2. |
| | 3. |
| | 4. |

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| Features of Stimulating Classroom Environments that Support Activities Children Enjoy | 1. |
| | 2. |
| | 3. |
| | 4. |

WEEK 2 HANDOUT: Round Robin Strategy Development

Use with Suggested TASK #2

Your Task:

1. In your small groups, choose an attainment target from an MOE Teachers' Guide (Cycle 1). Record this target on page 3.
2. Choose a student description from the three descriptions included in this handout.
3. Brainstorm instructional strategies that are appropriate for helping the chosen student achieve the attainment target you selected. Scribes should take notes.
4. After 6-7 minutes, all group members, except the scribe, move to a different group. The scribe stays in place.
5. Each scribe explains the attainment target and the characteristics of the young child to the new group members who then expand the instructional strategies list. After 4-5 minutes, repeat the group switch. Continue until you have visited 3 or more groups.

IMPORTANT NOTE: The following descriptions are a composite of characteristics that were created specifically for this class lesson. They do not attempt to describe any real student and are NOT actually associated with the children pictured.

OMAR

Omar is a shy and quiet student. He seems to have only one friend in the classroom he feels comfortable talking with. Although he is quiet, the teacher feels confident that Omar is bright. During teacher-led class activities, however, it is not unusual to see Omar sitting and staring out the window or seemingly absorbed in his own thoughts. At these times he misses content and then cannot complete his written work correctly.



When the teacher talked to Omar's parents at the beginning of the school year, she asked about his hobbies and what Omar enjoys doing at home. His parents explained, "Omar loves to read and is a very good reader. He reads many of the same books as his older sister, who is in grade 5. He loves to read about history, such as stories about battles at old forts. He also likes modern adventure stories. Besides reading, he loves football and follows the players who play on the national team."

HANNAH

Hannah is very outgoing and friendly. Students in the class like Hannah. When the teacher conducted a “friend survey,” ten students listed Hannah as one of their best friends. Hannah is very verbal and loves chatting and playing with her friends. She is also a good singer and can memorize passages quite easily. When she memorizes English songs or rhymes, however, she doesn’t always understand what she’s saying. She enjoys group work and often bargains to be the group leader. However, as a leader, she tends to skip steps and get off-track. Hannah recently joined the Scout program with several of her friends. When the teacher interviewed each student at the beginning of the school year, Hannah expressed an interest in animals, saying she wants to grow up to be a “dog doctor.”



SALEM



Salem has average language skills compared to other students in his grade, but he excels in mathematics and loves science. He often looks for insects during free time, even out in the assembly yard, and has started an insect collection at home. His teacher has noticed that sometimes he doesn’t follow directions as written, although he seems to understand them. Instead, he does something a little different. She doesn’t think this is a learning disorder, because when she questions him, he can repeat the instructions correctly. Salem also has a very quick wit, which sometimes causes him to speak out-of-turn or to speak before he evaluates the consequences of his comments.

Appropriate Instructional Strategies

| Item | Your Answers |
|---|--------------|
| Grade Level | |
| Attainment target from an MOE Teachers' Guide (Cycle 1) | |
| Name of Chosen Student | |
| Instructional Strategy 1 | |
| <i>Reason you believe this strategy is appropriate for this student</i> | |
| Instructional Strategy 2 | |
| <i>Reason you believe this strategy is appropriate for this student</i> | |
| Instructional Strategy 3 | |
| <i>Reason you believe this strategy is appropriate for this student</i> | |
| Instructional Strategy 4 | |
| <i>Reason you believe this strategy is appropriate for this student</i> | |

***USE THE BACK OF THIS SHEET for ADDITIONAL STRATEGIES**