

CPC NIGHT FOR HIGH SCHOOL

FSL

Time	Content	Material				
2 min.	<p>A. Presentation of the 2 consultants</p> <ol style="list-style-type: none"> 1. Present each other and our sectors. - Role: We mainly assist and train FSL teachers. 	Name tag				
5 min.	<p>B. Task : Infer meaning from visual text</p> <p>Intent:</p> <ul style="list-style-type: none"> • As a team, have participants come up with strategies to infer or decode the main elements. • Understand the importance of structured cooperative learning. • Understand the importance of differentiation. 	Role cards: Speaker, secretary, moderator, time-keeper, etc.				
3 min.	<ol style="list-style-type: none"> 1. Consultants assign role cards and have participants play their role in French (some French sentences are suggested on the cards). 2. Each participant is given a questionnaire and the visual text (Russian weather forecast). 3. The members of each team answer the questions while playing assigned roles. 4. The spokesperson reports to the group. <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="padding: 5px;">Questionnaire</td> </tr> <tr> <td style="padding: 5px;">Q. De quoi s'agit-il?</td> </tr> <tr> <td style="padding: 5px;">1. Indiquer le maximum d'information que vous pouvez inférer : contenu (sujet, titre, mots, etc.)</td> </tr> <tr> <td style="padding: 5px;">Q. Qu'avez-vous fait pour trouver ces informations?</td> </tr> </table>	Questionnaire	Q. De quoi s'agit-il?	1. Indiquer le maximum d'information que vous pouvez inférer : contenu (sujet, titre, mots, etc.)	Q. Qu'avez-vous fait pour trouver ces informations?	<p>Russian weather forecast</p> <p>Pen and pencils</p> <p>Questionnaire</p>
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5 min.	<p><u>Follow up on the activity</u></p> <p>Q. What are the advantages associated with structured cooperative learning?</p> <ol style="list-style-type: none"> 1. Some expected answers : <ul style="list-style-type: none"> • Each question and activity is looked at taking into consideration different viewpoints. 					

	<ul style="list-style-type: none"> ▪ Expertise of each student is recognized and strong students can assist the students who have learning difficulties. ▪ More oral interaction for everyone making the learning more meaningful. ▪ The way the task is divided makes room for differentiation. ▪ Each individual piece of work that will be handed out will have received a lot of support. ▪ Motivation is increased thanks to the input of each child. ▪ This approach gives self-confidence to a child who works in a relatively small team as compared to the whole class. ▪ Etc. 	
5 min.	<p>C. More information : Reinforcement of reading strategies :</p> <ol style="list-style-type: none"> 1. Inspired by Reading Strategies for the Content Areas by Sue Beers. <ul style="list-style-type: none"> - In conjunction with the strategies acquired at the elementary level. <p><i>Six traits of Writing</i> and <i>Portfolio écriture</i> (Writing portfolio)</p> <ol style="list-style-type: none"> 2. More flexible approach in order to target one element of writing at a time (ideas, spelling conventions, structure, etc.). Easier for both learners and teacher. 	<p>Green booklet : <i>Activités de soutien en pré-lecture et en lecture au secondaire</i></p> <p>Six traits of Writing Portfolio écriture</p>
5 min.	<p>Question period: We are working toward achieving the targets established by the Board:</p> <ul style="list-style-type: none"> ➤ TO INCREASE ENGLISH AND FRENCH LITERACY 	Slide on <i>Targets</i>

<ol style="list-style-type: none"> 1. A 3% increase in the success rate for MELS Secondary 5 Uniform Exam results in French <i>writing</i> by 2015. 2. A 5% increase in the success rate for MELS Secondary 5 Uniform Exam results in French <i>reading</i> by 2015. 	By 2015	<i>Support academic on-site interventions and initiatives that further develop English and French literacy skills.</i>
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