

Using *Échos Pro* with Combined-Grades Classes

Planning instruction for a combined-grades classroom can present a challenge for teachers. *Échos Pro* 1, 2, and 3 provide a common framework that allows for organizing combined-grade instruction in various ways.

Teachers typically teach a combined-grade class by focusing on outcomes that are common to both grades and adapting the performance expectations for each grade.

The revised language curriculum for Ontario provides opportunities for teaching language in classes of combined grades by emphasizing similarities between grades. The overall expectations remain constant from Grades 1 to 8. The specific expectations indicate increases from grade to grade in the breadth and depth of students' knowledge and understanding, as well as in the level of sophistication in their use of skills in thinking, communication, and the application of knowledge. ...Within a class of combined grades, students work towards the achievement of their grade-specific curriculum expectations. When common "big ideas" or skills are involved, all students in the class often work together, but at other times, instruction may be specific to each grade. Assessment, evaluation, and reporting are grade-specific.

From *Combined Grades Strategies to Reach a Range of Learners Kindergarten to Grade 6* Ontario Ministry of Education 2007

Teachers could build combined-grade instruction around unit organizer themes.

	Module 1	Module 2	Module 3	Module 4	Module 5
Unit Organizer Theme	Equity, diversity, inclusiveness	Healthy choices, active living	Problem-solving	Environmental Education	Cultural Awareness
Échos Pro 1	<i>Ma classe et moi</i> Getting to know classmates: Introduce oneself and get to know classmates	<i>Ça, c'est ma journée</i> Describing a typical day: Recount one's day	<i>Suivez-moi!</i> Giving and receiving directions: Provide directions in a school setting	<i>Les animaux et nous</i> Learning about the relationship between animals and humans: Describe an animal you respect	<i>Allons au festival!</i> Exploring Canadian festivals: Invite classmates to a festival or celebration
Échos Pro 2	<i>La grande aventure de Samuel</i> Building tolerance for differences: Interview a classmate and look for similarities and differences.	<i>Ah oui! J'aime ça</i> Exploring pastimes and activities: In a Group, prepare a rap of common activities.	<i>Ma famille et moi</i> Talking about families: Describe a family member, interview a partner and draw his/her family member.	<i>Mythes et réalités</i> Exploring animal stereotypes: Defend an animal against negative perceptions.	<i>Le Canada, c'est multi-culturel</i> Discovering multi-cultural influences in everyday life: Make a list of new experiences to try.
Échos Pro 3	<i>Mes amis, ma vie!</i> Talking about your best friend: Participate in conversations, read opinions and profiles, prepare a personal profile.	<i>Prêts pour l'aventure</i> Exploring outdoor excursions: Make preparations, help someone in a first aid situation, read advertisements about excursions, and prepare an advertisement.	<i>Destination Montréal</i> Discovering Montreal: Talk about a city you want to visit, give directions using a map, order meal, buy a souvenir and buy ticket for a local attraction.	<i>Es-tu écolo?</i> Talking about ecological issues: Participate in a role play, create a poster to promote an ecological action, present a way to re-use an item this is often thrown-away.	<i>Le français chez nous!</i> Describing examples of French in the immediate environment: Prepare a photomontage illustrating the presence of French in your community, sign up for art and music workshops, become of <i>Chef en herbe!</i>

Adapting culminating performance tasks

The culminating performance task for each module can be modified to accommodate different language levels of students. Suggestions are provided under the heading - Performance Task Options found on p. 10 in the Teacher's guides.

For example, in the performance task in *Échos Pro* level 1 (Grade 4) Module 1, students are required to prepare a visual text including their name, age, favourite colour and school subject, and greetings in the languages they speak. The texts are posted to create a gallery walk in which students circulate and record details about classmates in a graphic organizer. Then students meet in small groups and use the details they recorded to orally share observations about classmates and make simple comparisons to their own personal information.

Adapting the performance task for a combined-grade 4/5 class could include modifications such as:

Preparing a visual text - Grade 5 students could provide additional details such as their birth date, a favourite sport or pastime, a pet, etc.

Participate in a gallery walk - The graphic organizer used by Grade 5 students could be expanded to allow them to read the visual texts and record the information of more than 5 of their classmates. In addition, the graphic organizer could be less structured to accommodate for their advanced writing skills. The happy and sad face icons could be replaced with the expressions *c'est pareil* and *c'est différent*.

Meet in small groups and use the details they recorded to orally share observations about classmates and make simple comparisons to their own personal information - Flexible grouping allows for the option of same grade or combined grade groups. In a same grade group, the oral interaction could be tailored to the language levels of the students. In combined grade groups, Grade 5 students could act as group leaders to moderate the group activity as well as give encouragement and support to their classmates.

Differentiation – Challenging and supporting students

The enrichment texts found at the end of each module in *Échos Pro* levels 1 and 2 provide opportunities to challenge Grade students with higher language levels.

Additional supplementation and challenge can be achieved through the use of the *Échos Literacy* texts, available online through CLE. These texts follow the same themes, context, vocabulary and strategies and are accompanied by detailed teacher guides and corresponding activity masters.

Teachers may differentiate for all students by following the many tips for providing both extra support and challenge found in the margin notes throughout the teacher guides for each module. An excellent article on differentiation, written by Katy Arnett, can be found in the Program Overview pp. 42-44.

Teaching and assessment tools

All of the activity masters, assessment masters and strategy masters for each student module are available in word format, and are completely modifiable. Teachers can adapt and customize their teaching and assessment tools to meet the needs of students in each grade.

CEFR

Échos Pro, Levels 1, 2, and 3 have been created according to a consistent linguistic level (equivalent to the CEFR's A1.1). This allows for some flexibility in planning. A school could conceivably spread the levels of *Échos Pro* over a few years of single and combined-grade classes, following a Year A/Year B plan (See charts of sample Year A/ Year B plans which follow).

Some supplementation may be necessary. This could include:

- an integration of locally developed resources based on mini-themes (e.g. holidays, special events, etc.).
- an integration of *Échos* literacy series 1,2,3
- other literacy resources if necessary.

Sample Two year Plan - Combined Grades 4/5

Year A

	Module 1 Sept. - Oct.	Module 2 Nov. - Dec.	Module 3 Jan. - Feb.	Module 4 Mar. - Apr.	Module 5 May - June
Unit Organizer Theme	Equity, diversity, inclusiveness	Healthy choices, active living	Problem-solving	Environmental Education	Cultural Awareness
Suggested Module	Échos Pro 1 Module 1 <i>Ma classe et moi</i> Getting to know classmates. Introduce oneself and get to know classmates	Échos Pro 2 Module 2 <i>Ah oui! J'aime ça</i> Exploring pastimes and activities.	Échos Pro 2 Module 3 <i>Ma famille et moi</i> Talking about families.	Échos Pro 1 Module 4 <i>Les animaux et nous</i> Learning about the relationship between animals and humans	Échos Pro 1 Module 5 <i>Allons au festival!</i> Exploring Canadian festivals.
Performance Task	<ul style="list-style-type: none"> - Prepare a visual text. - Participate in a gallery walk and record details about classmates in a graphic organizer. - Orally share observations about classmates and make simple comparisons to their own information. 	<ul style="list-style-type: none"> - Prepare a weekly schedule of leisure activities. Find others who share their preferences. - Form groups and create a rap which draws on individual and common interests in the group. 	<ul style="list-style-type: none"> - Create a description of a family member. -Interview a partner to learn his/ her family member and draw a sketch - Participate in a gallery walk to match a mystery sketch to a description. 	<ul style="list-style-type: none"> - Prepare a visual text to describe an animal's physical characteristics and importance. -Present their projects to a group of classmates and record notes on the presentations -Share details of their project with a partner. 	<ul style="list-style-type: none"> - Work in groups to choose a Canadian festival and create a webpage or poster, and a group chant to promote it. - Groups practise and present their festival promotion to the class.
Suggestions for Modifications/ Supplementation	<p>Consider the differentiation tips given throughout the teaching notes, particularly those to challenge grade 5 students.</p> <p>Expand the amount of detail written and recorded and shared by Grade 5 students.</p> <p>Grade 5 students only could complete enrichment texts <i>Un peu plus</i> and <i>Échos 1 Literacy Text- Voici mon école.</i></p>	<p>Consider the differentiation tips given throughout the teaching notes, particularly those to support grade 4 students.</p> <p>Modify the performance task for Grade 4 students by decreasing detail and providing additional support for oral and written tasks</p> <p>Grade 5 students only could complete the enrichment texts <i>Un peu plus</i> and <i>Échos 2 Literacy Text- Des passe-temps extraordinaires!</i></p>	<p>Consider the differentiation tips given throughout the teaching notes, particularly those to support Grade 4 students.</p> <p>Modify the performance task for Grade 4 students by decreasing detail and providing additional support for oral and written tasks.</p> <p>Grade 5 students only could complete the enrichment texts <i>Un peu plus</i> and <i>Échos 2 Literacy Text- La famille, c'est spécial</i></p>	<p>Consider the differentiation tips given throughout the teaching notes, particularly those to challenge Grade 5 students.</p> <p>Expand the amount of detail written and recorded and shared by Grade 5 students.</p> <p>Grade 5 students only could complete the enrichment texts <i>Un peu plus</i> and <i>Échos 1 Literacy Text- Les superbibittes</i></p>	<p>Consider the differentiation tips given throughout the teaching notes, particularly those to challenge Grade 5 students.</p> <p>Expand the amount of detail written and recorded and shared by Grade 5 students.</p> <p>Grade 5 students only could complete the enrichment texts <i>Un peu plus</i></p>

Sample Two year Plan - Combined Grades 4/5

Year B

	Module 1 Sept. - Oct.	Module 2 Nov. - Dec.	Module 3 Jan. - Feb.	Module 4 Mar. - Apr.	Module 5 May - June
Unit Organizer Theme	Equity, diversity, inclusiveness	Healthy choices, active living	Problem-solving	Environmental Education	Cultural Awareness
Suggested Module	Échos Pro 2 Module 1 <i>La grande aventure de Samuel</i> Building tolerance for differences.	Échos Pro 1 Module 2 <i>Ça, c'est ma journée</i> Describing a typical day. Recount one's day.	Échos Pro 1 Module 3 <i>Suivez-moi!</i> Giving and receiving directions. Provide directions in a school setting.	Échos Pro 2 Module 4 <i>Les animaux: Mythes et réalités</i> Exploring animal stereotypes: Defend an animal against negative perceptions.	Échos Pro 2 Module 5 <i>Le Canada, c'est multiculturel</i> Discovering multi-cultural influences in everyday life.
Performance Task	<ul style="list-style-type: none"> - Read about a Haitian boy who immigrates to Canada. -use a graphic organizer to compare themselves to Samuel. -Interview a partner to learn about his/her family's background and preferences - prepare a mind map and use it to present their partner 	<p>Prepare a written description of their typical day.</p> <ul style="list-style-type: none"> -Create a visual to illustrate the description and add their sentences to it. -Present their project orally to classmates. -Identify similarities and differences between their typical day and that of their classmates. 	<ul style="list-style-type: none"> - Create a map of a real or an ideal school and draw "mystery objects" in every room to serve as decoys. -Use the map to direct a partner to find a location and the mystery object found in that location. Partners then reverse roles. 	<ul style="list-style-type: none"> - Choose a stereotype about an animal from a list of animal stereotypes. - Defend the animal by preparing arguments against the stereotype - Present their arguments to classmates. During presentations, listeners take note of which animals they now perceive differently and why. 	<ul style="list-style-type: none"> - Read about and note food, art, music, sports, and fashion that originate in other countries. - Create a cultural passport of their discoveries or preferences. -Participate in speed-interviews with classmates to share their cultural discoveries, and add a new discovery they learned from a classmate to their passport.
Suggestions for Modifications/Supplementation	<p>Consider the differentiation tips given throughout the teaching notes, particularly those to support Grade 4 students.</p> <p>Modify the performance task for Grade 4 students by decreasing detail and providing additional support for oral and written tasks.</p> <p>Grade 5 students only could complete the enrichment texts <i>Un peu plus</i></p>	<p>Consider the differentiation tips given throughout the teaching notes, particularly those to challenge Grade 5 students.</p> <p>Expand the amount of detail written and recorded and shared by Grade 5 students.</p> <p>Grade 5 students only could complete the enrichment texts <i>Un peu plus</i> and and <i>Échos 1 Literacy text Pauvre Michel</i></p>	<p>Consider the differentiation tips given throughout the teaching notes, particularly those to challenge Grade 5 students.</p> <p>Expand the amount of detail written and recorded and shared by Grade 5 students.</p> <p>Grade 5 students only could complete the enrichment texts <i>Un peu plus</i></p>	<p>Consider the differentiation tips given throughout the teaching notes, particularly those to support Grade 4 students.</p> <p>Modify the performance task for Grade 4 students by decreasing detail and providing additional support for oral and written tasks.</p> <p>Grade 5 students only could complete the enrichment texts <i>Un peu plus</i> and <i>Échos 2 Literacy text Vive le Renard</i></p>	<p>Consider the differentiation tips given throughout the teaching notes, particularly those to support Grade 4 students.</p> <p>Modify the performance task for Grade 4 students by decreasing detail and providing additional support for oral and written tasks.</p> <p>Grade 5 students only could complete the enrichment texts <i>Un peu plus</i></p>

Sample Two year Plan - Combined Grades 5/6

Year A

	Module 1 Sept. - Oct.	Module 2 Nov. - Dec.	Module 3 Jan. - Feb.	Module 4 Mar. - Apr.	Module 5 May - June
Unit Organizer Theme	Equity, diversity, inclusiveness	Healthy choices, active living	Problem-solving	Environmental Education	Cultural Awareness
Suggested Module	Échos Pro 3 Module 1 <i>Mes amis ma vie</i> Exploring the topic of inclusiveness by talking about friends, the activities that bring friends together, and the importance of supporting friends.	Échos Pro 2 Module 2 <i>Ah oui! J'aime ça</i> Exploring pastimes and activities.	Échos Pro 2 Module 3 <i>Ma famille et moi</i> Talking about families.	Échos Pro 3 Module 4 <i>Es-tu écolo?</i> Examining the ecological problems of plastic and water.	Échos Pro 3 Module 5 <i>Le français chez nous</i> Learning about Francophones in Eastern and Western Canada and bilingualism in Canada.
Performance Task	A- Create a personal profile for a class wiki or website. Read classmates' personal profiles. Describe a friend. B- Telephone a friend to invite him/her to your house, to a birthday party, or to go with you on an outing. Read invitations. C- Give advice to a friend.	- Prepare a weekly schedule of leisure activities. Find others who share their preferences. - Form groups and create a rap which draws on individual and common interests in the group.	- Create a description of a family member. - Interview a partner to learn his/her family member and draw a sketch - Participate in a gallery walk to match a mystery sketch to a description.	A- Describe a photo linked to an ecological problem, state a relevant fact, and give some advice. B- Create a poster promoting an action in favour of the environment. C- Create an upcycled item, present it and respond to questions.	A- Create a photo collage with examples of French in one's home, school, and community environment. B- Role-play a situation, to register for art workshops. C- Audition for a "reality cooking show" by preparing a video to introduce yourself and a favourite dish. Read application forms.
Suggestions for Modifications/Supplementation	Consider the differentiation tips given throughout the teaching notes, particularly those to support grade 5 students. Modify the performance tasks for Grade 5 students by decreasing detail and providing additional support for oral and written tasks	Consider the differentiation tips given throughout the teaching notes, particularly those to challenge grade 6 students. Expand the amount of detail written and recorded and shared by Grade 6 students. Grade 6 students only could complete the Échos 2 Literacy Text- <i>Des passe-temps extraordinaires</i>	Consider the differentiation tips given throughout the teaching notes, particularly those to challenge grade 6 students. Expand the amount of detail written and recorded and shared by Grade 6 students. Grade 6 students only could complete the Échos 2 Literacy Text- <i>La famille, c'est spécial</i>	Consider the differentiation tips given throughout the teaching notes, particularly those to support grade 5 students. Modify the performance tasks for Grade 5 students by decreasing detail and providing additional support for oral and written tasks. Grade 6 students only complete the Échos 3 Literacy Text- <i>Des inventions incroyables!</i>	Consider the differentiation tips given throughout the teaching notes, particularly those to support grade 5 students. Modify the performance tasks for Grade 5 students by decreasing detail and providing additional support for oral and written tasks

Sample Two year Plan - Combined Grades 5/6

Year B

	Module 1 Sept. - Oct.	Module 2 Nov. - Dec.	Module 3 Jan. - Feb.	Module 4 Mar. - Apr.	Module 5 May - June
Unit Organizer Theme	Equity, diversity, inclusiveness	Healthy choices, active living	Problem-solving	Environmental Education	Cultural Awareness
Suggested Module	Échos Pro 2 Module 1 <i>La grande aventure de Samuel</i> Building tolerance for differences.	Échos Pro 3 Module 2 <i>Prêts pour l'aventure!</i> Talking about excursions and activities that they can do in different parts of Canada.	Échos Pro 3 Module 3 <i>Destination : Montréal</i> Planning a trip to Montreal	Échos Pro 2 Module 4 <i>Les animaux: Mythes et réalités</i> Exploring animal stereotypes: Defending an animal against negative perceptions.	Échos Pro 2 Module 5 <i>Le Canada, c'est multi-culturel</i> Discovering multi-cultural influences in everyday life.
Performance Task	<ul style="list-style-type: none"> - Read about a Haitian boy who immigrates to Canada. -use a graphic organizer to compare themselves to Samuel. -Interview a partner to learn about his/her family's background and preferences - prepare a mind map and use it to present their partner 	<ul style="list-style-type: none"> A- Create a poster advertising an excursion. Groups, choose a preferred excursion. B- Create a list of clothing and equipment for an excursion, adding two illogical items Read aloud the list to a partner. Listen and identify two illogical items. C- Participate in a spontaneous role play where one person is hurt and one offers first aid. 	<ul style="list-style-type: none"> A- Write an email to a friend describing an upcoming trip and reasons for choices. Read and demonstrate understanding of an email about an upcoming trip. B- Give directions to a classmate to navigate to a Montreal location. C- Participate in a spontaneous role play at a souvenir shop, ticket counter, or restaurant. 	<ul style="list-style-type: none"> - Choose a stereotype about an animal from a list of animal stereotypes. - Defend the animal by preparing arguments against the stereotype - Present their arguments to classmates. During presentations, listeners take note of which animals they now perceive differently and why. 	<ul style="list-style-type: none"> - Read about and note food, art, music, sports, and fashion that originate in other countries. - Create a cultural passport of their discoveries or preferences. -Participate in speed-interviews with classmates to share their cultural discoveries, and add a new discovery they learned from a classmate to their passport.
Suggestions for Modifications/Supplementation	<p>Consider the differentiation tips given throughout the teaching notes, particularly those to challenge Grade 6 students.</p> <p>Expand the amount of detail written and recorded and shared by Grade 6 students.</p> <p>Grade 6 students only could complete the enrichment texts <i>Un peu plus</i></p>	<p>Consider the differentiation tips given throughout the teaching notes, particularly those to support Grade 5 students.</p> <p>Modify the performance task for Grade 5 students by decreasing detail and providing additional support for oral and written tasks.</p> <p>Grade 6 students could complete Échos 3 Literacy text <i>Mes aventures en plein air.</i></p>	<p>Consider the differentiation tips given throughout the teaching notes, particularly those to support Grade 5 students.</p> <p>Modify the performance task for Grade 5 students by decreasing detail and providing additional support for oral and written tasks.</p> <p>Grade 6 students could complete Échos 3 Literacy text <i>Où est Théo?</i></p>	<p>Consider the differentiation tips given throughout the teaching notes, particularly those to challenge Grade 6 students.</p> <p>Expand the amount of detail written and recorded and shared by Grade 6 students.</p> <p>Grade 6 students could complete the enrichment texts <i>Un peu plus</i> and Échos 2 Literacy text <i>Vive le Renard</i></p>	<p>Consider the differentiation tips given throughout the teaching notes, particularly those to challenge Grade 6 students.</p> <p>Expand the amount of detail written and recorded and shared by Grade 6 students.</p> <p>Grade 6 students only could complete the enrichment texts <i>Un peu plus</i></p>