

# Differentiation: La vache Cléo

In our foreign language lessons, we often use stories, legends or fairy tales in order to cover different objectives, from enriching vocabulary, talking about everyday problems, discussing important topics dealing with habits, behaviour, relationships,... to improving grammar, pronunciation and use of language.

This means, that whatever task we are doing, we always have to bear in mind that in our classes there are different kinds of learners, with different learning styles, different abilities and different challenges.

As language teachers, we aim at achieving the four language competences, which are listening, speaking, reading and writing and the use of language.

At the same time, we have to differentiate our lessons to accommodate different learning styles and/or students with special needs. As there are between 10-15% SEN students at our school, our lessons just have to be differentiated, so every student can reach at least minimal standards.

To show an example of a differentiated lesson unit, I have decided to use the story of the cow Cléo.

When talking about animals, we do not only talk about their physical appearance, but also about their character.

In this unit we deal with : adjectives describing physical appearance and character, verbs, and a very important topic- friendship.

Here are some examples of how tasks can be differentiated for the use on the interactive whiteboard ( IWB) and in various other activities.

Lucija, Slovenia, November 2014



CLÉO LA VACHE

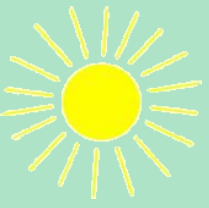


Jezerka Beškovnik,  
Français, grade 7  
OŠ Lucija

## Listening to the story

The students listen to the story of the cow Cléo.

C'EST QUEL ANIMAL? ECOUTEZ.

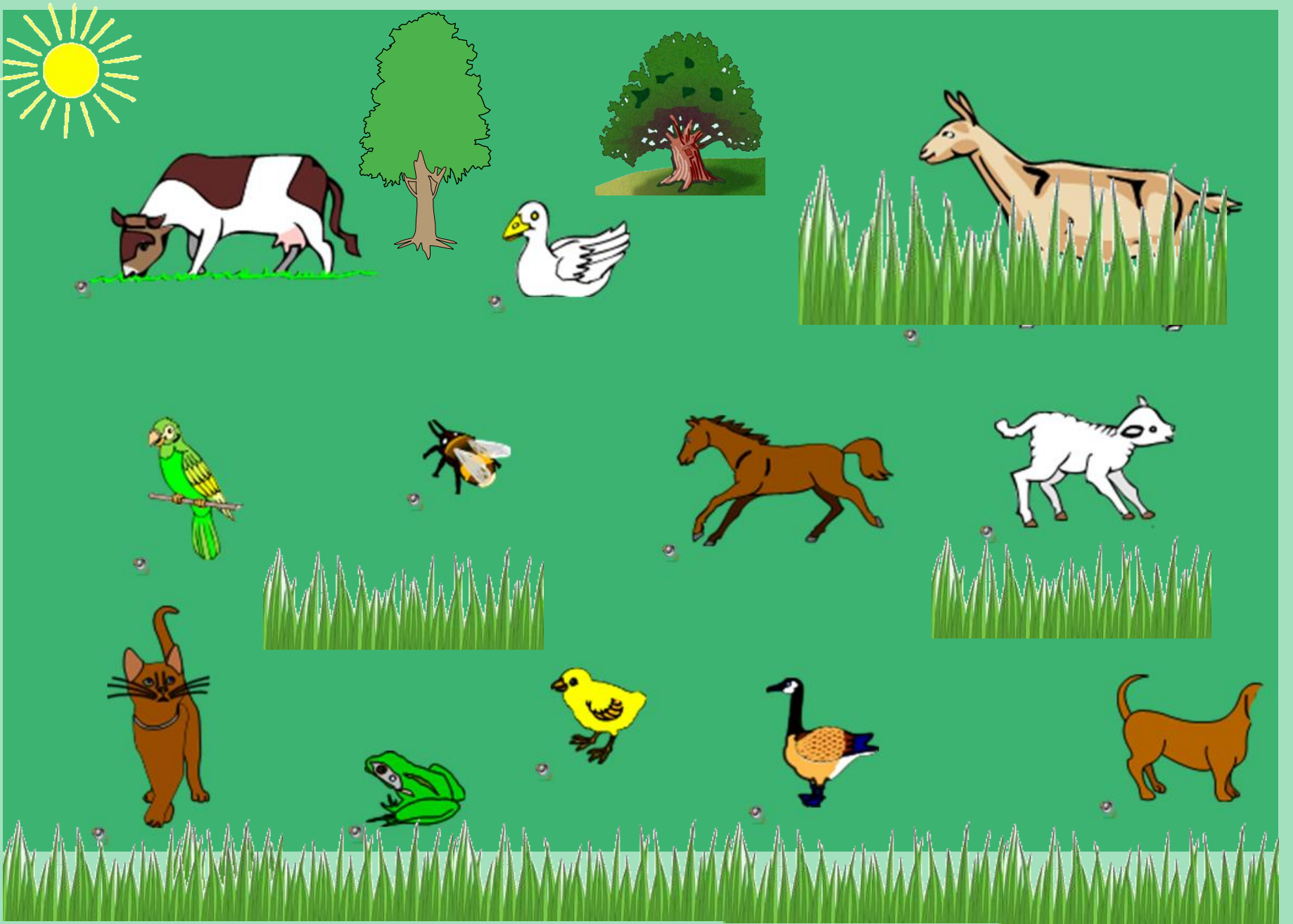


## Listening and matching

The students listen to animal sounds and guess which sounds belong to which animals.

They uncover the animals by using the rubber





?

UN AGNEAU

UNE VACHE

UN POUSSIN

UNE MOUCHE

UNE OIE

UN CANARD

UN CHIEN

UN CHAT

UN CHEVAL

UNE CHEVRE

UNE GRENOUILLE

## Matching

The students drag the names of the animals to the right pictures

## Quel est le bon ordre des images?

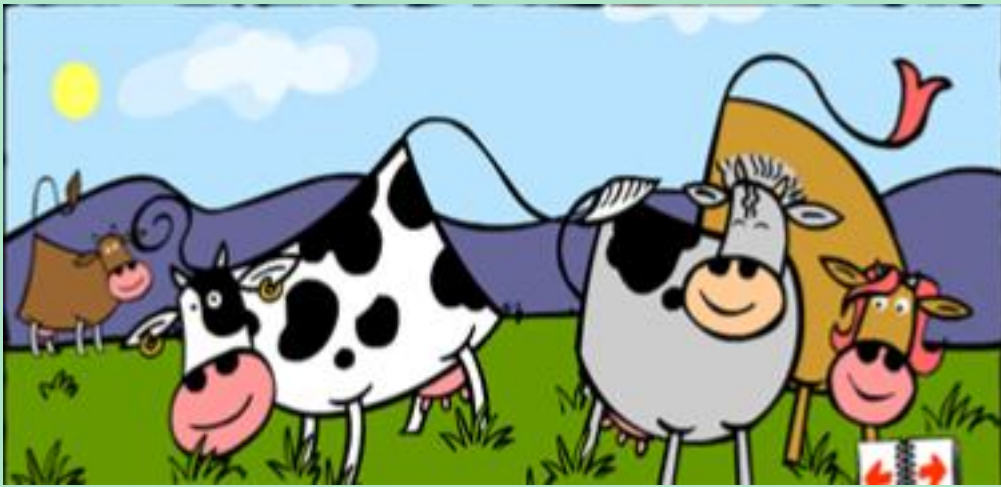


## Rearranging the pictures

The students put the pictures into the correct order.



The correct order



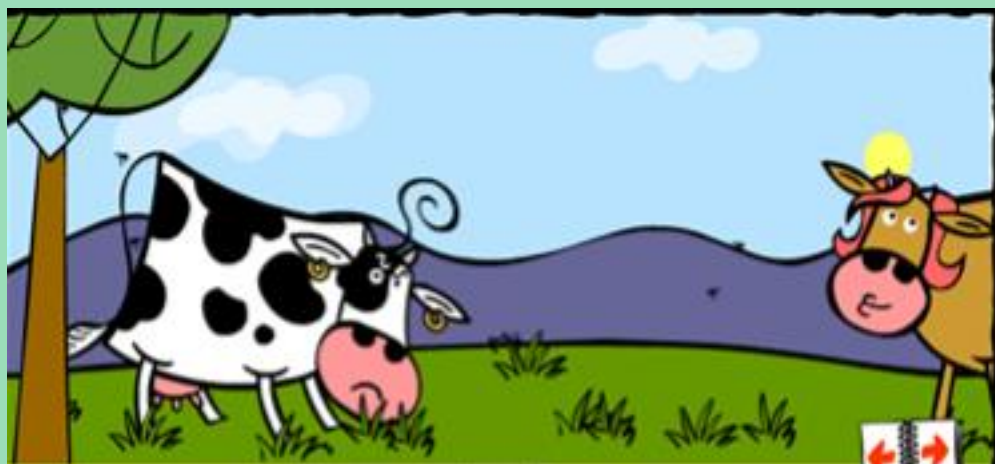
CLÉO EST UNE VACHE..... À TACHES TOUTES LES ..... DE LA FERME  
 ..... CLÉO.  
 SES AMIES LES ..... ADMIRENT ..... CLÉO LEUR ..... OÙ  
 SES ..... ELLES ..... TROUVER  
 TACHES. DE LA ..... TENDRE ET  
 ELLES DISENT À CLÉO: "TU ES DOUCE POUR ....."  
 TRÈS ....."



**Guessing the missing words**

The students guess the missing words in the text. They get the correct answers by dragging the arrows from the left /right side of the slide into the text. The answers are below this text.

- BLANCHE
- NOIRES
- VACHES
- BELLES
- JOLIE
- VACHES
- AIMENT
- MONTRE
- PEUVENT
- PAILLE
- DORMIR



CLÉO MANGE DANS LE .....  
SON AMIE LA VACHE .....  
LUI DEMANDE SI ELLE .....  
MANGER AVEC ELLE. MAIS CLÉO  
.....,, "NON, JE VEUX  
..... SEULE.

SES AMIES LES VACHES ..... PARLER  
..... CLÉO. CLÉO  
SE ..... ELLE VEUT  
ÊTRE .....

PRÉ



COUCOU

## Guessing the missing words

The students guess the missing words in the text. They drag the correct words from the magic rectangular box into the text.



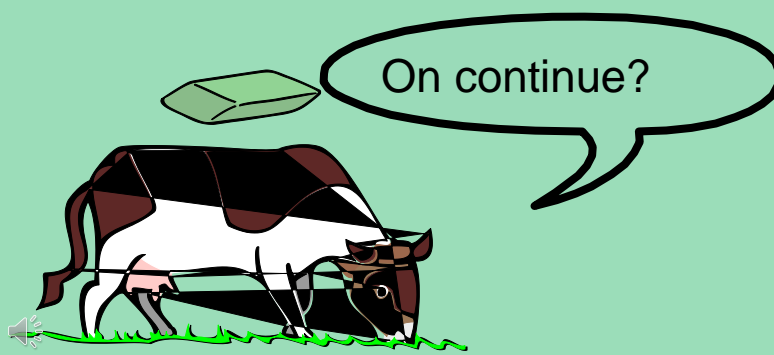
LE SOIR ELLE VA DORMIR.  
LE MATIN ELLE VOIT  
UNE TACHE NOIRE



DANS L'ÉTABLE.  
AUJOURD'HUI LA VACHE

VOIT QU'ELLE EST PRÉOCCUPÉE  
PARCE QU'ELLE VOIT  
UNE TACHE A

LE MATIN. C'EST ENCORE PLUS DÉSAGRÉABLE

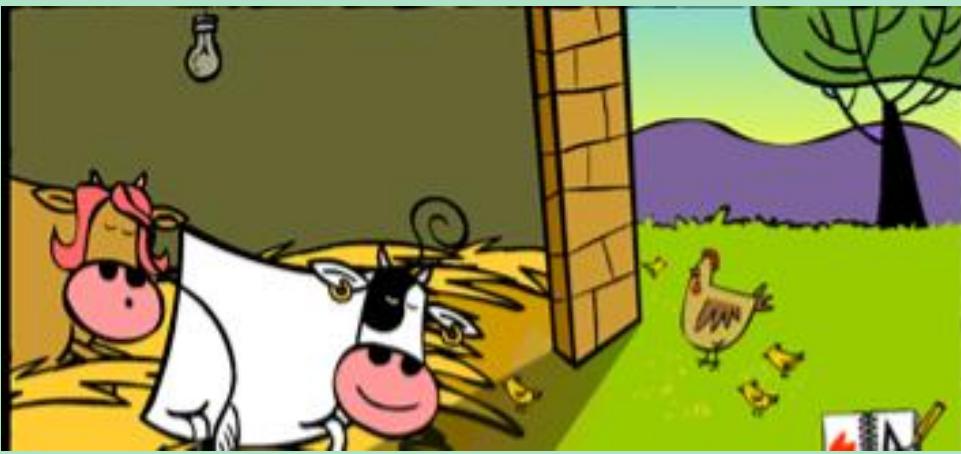
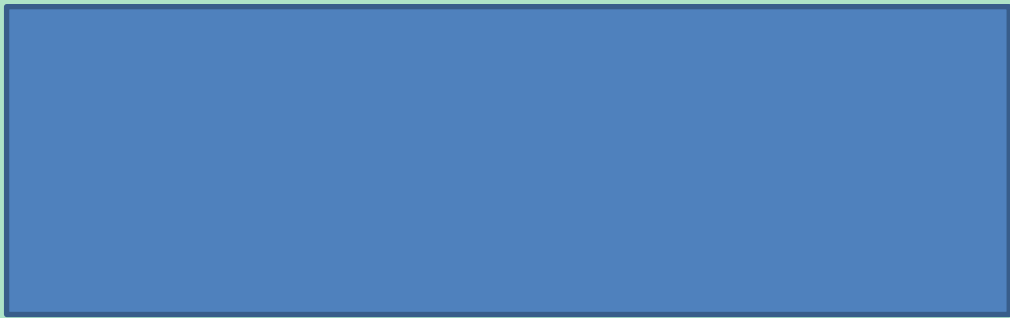
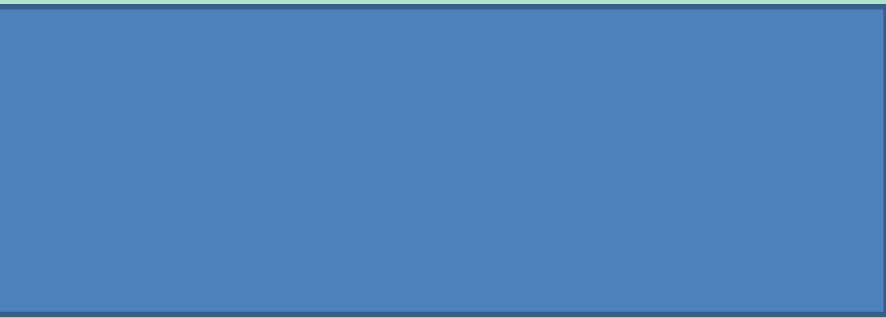


## Completing the sentences

The students orally complete the missing text. The whole text can be uncovered by using the rubber







LE JOUR SUIVANT, DANS L'ÉTABLE, TOUTES LES VACHES DORMENT ENSEMBLE SUR LA PAILLE TENDRE ET DOUCE.

CLÉO LA VACHE JOYEUSE ET AIMABLE SE RÉVEILLE SES

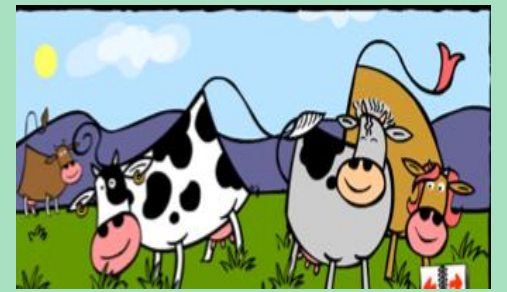
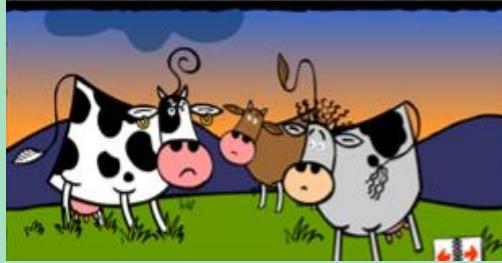


### Guessing the hidden text

The students try to guess the text hidden under the blue rectangulars.

They get the answers by removing the blue rectangulars.

# Racontez l'histoire



## Retelling the story

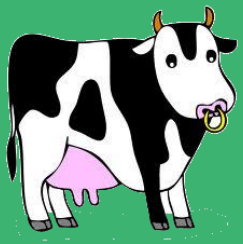
The students retell the story.

## If in trouble?

They can get some help from the text hidden below.



## HISTOIRE



Cléo est fière de ses taches. Elle ne veut pas manger avec ses amies. Elle est désagréable.

Cléo est contente et aimable. Elle mange avec ses amies, elle est dans l'étable avec ses amies et les taches noires reviennent. Ses amies aiment Cléo.



Cléo est seule dans l'étable. Elle comprend. Quand elle se fâche, elle perd ses taches et ses amies sont tristes, parce qu'elle est désagréable.

Ses amies disent, que Cléo est jolie. Elles ne sont pas jolies.



Ses amies sont préoccupées, Cléo ne veut pas manger et dormir avec ses amies.



C'est une vache, elle s'appelle Cléo. Elle est belle, elle a des taches blanches et noires.



Mais quand elle se fâche, les taches disparaissent. Alors Cléo est triste, désagréable et seule.



### Reordering the text

The student reorder the text.

# TU CONNAIS CES MOTS?



HERBE

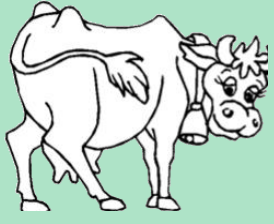


TRAVA

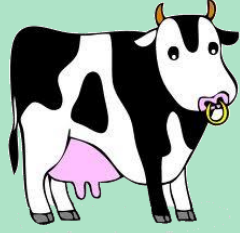
## Checking vocabulary

By dragging the pictures into the gree-yellow magic box below, the students check how good their vocabulary is.

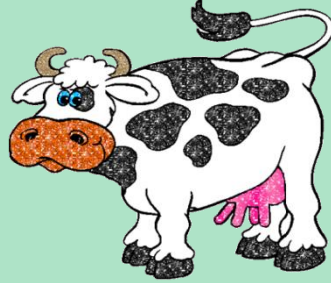
noirs    blanc    noire    grise    marron    blanche    noir  
taches    tache    gris    et    aux    à    noires    noires    blanches



blanche



grise



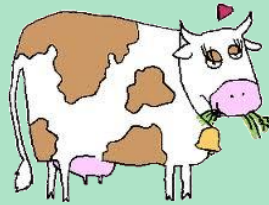
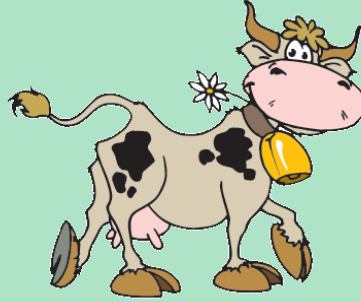
blanche

à taches

noires



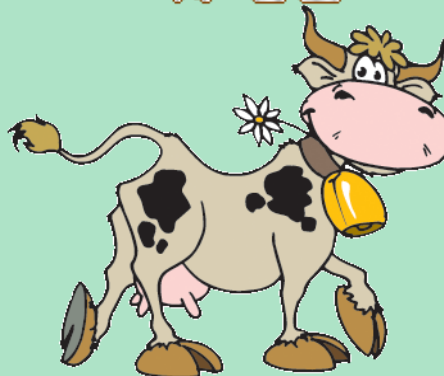
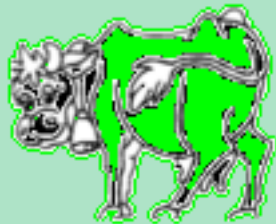
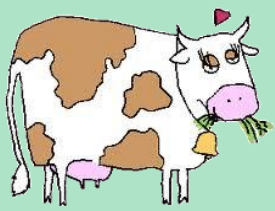
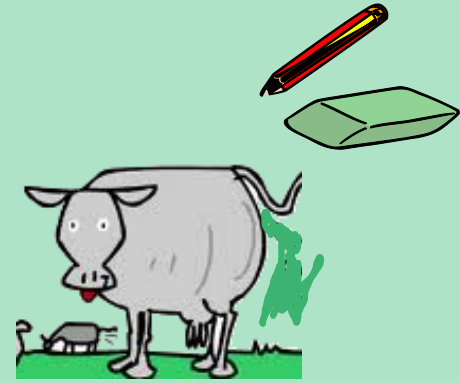
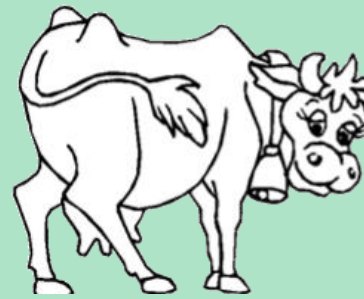
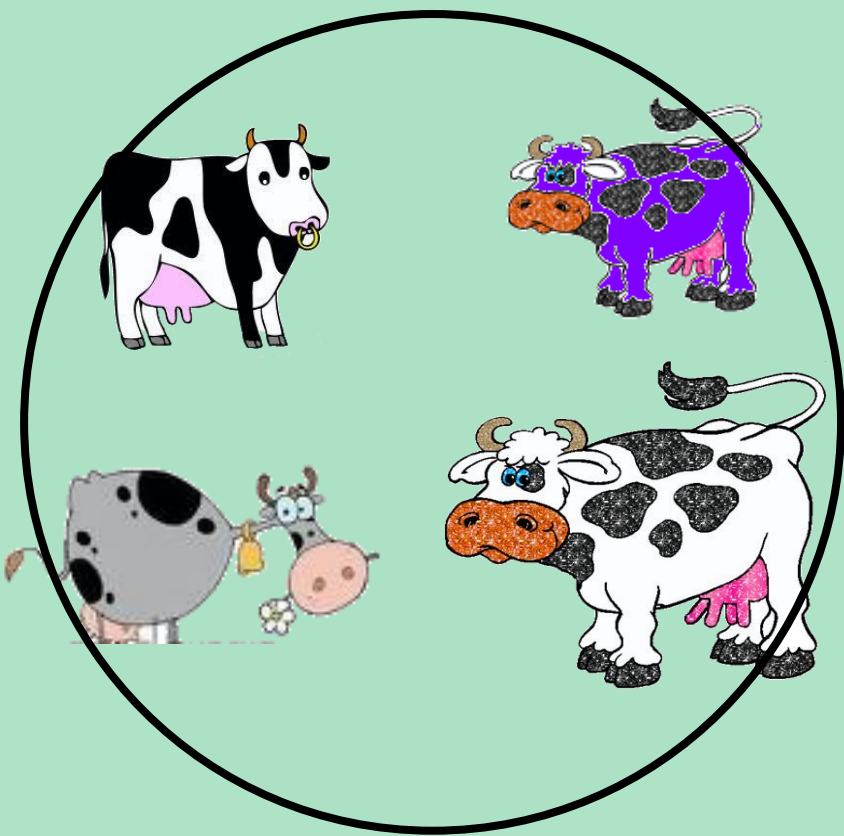
noire



## Describing animals - Dragging words to the right cow

The students drag the right words to the pictures of the cows.

# On les fait parler?



## Acting the dialogues

In groups of four, the students act the dialogues between the cows. They create their own texts.



The use of language?



Some more exercises ?



# LES ADJECTIFS

METTEZ LES ADJECTIFS A LA FORME FEMININE OU MASCULINE



NOIRE		TENDRE	
BELLE		MARRON	
DOUCE		AIMABLE	
JOLIE		DÉSAGRÉABL E	
SEULE		SYMPATHIQUE	
PRÉOCCUPÉE		FÂCHÉ	
CONTENTE		TRISTE	
JOYEUSE		FATIGUÉ	
BLANC		SUPER	

## Completing the table

The students fill in the empty spaces with the adjectives in the feminine form.





# TU CONNAIS CES VERBES?

Interactive exercise interface for matching French verbs with Slovenian verbs. The interface includes buttons for Edit, Check, Reset, Solve, and a help icon. The table below shows the current state of the exercise.

Word	Description	
<input type="text"/>	REVENIR	RAZUMETI
<input type="text"/>	SE RÉVEILLER	JEZITI SE
<input type="text"/>	SE FÂCHER	VPRAŠATI
<input type="text"/>	DEMANDER	REČI
<input type="text"/>	ÊTRE	VRNITI SE
<input type="text"/>	COMPRENDRE	ZBUDITI SE
<input type="text"/>	PENSER	BITI
<input type="text"/>	DIRE	MISLITI

Interactive exercise interface for matching French verbs with Slovenian verbs. The interface includes buttons for Edit, Check, Reset, Solve, and a help icon. The table below shows the current state of the exercise.

Word	Description	
<input type="text"/>	DORMIR	PRITI
<input type="text"/>	VENIR	JESTI
<input type="text"/>	VOULOIR	MOČI
<input type="text"/>	MANGER	HOTETI
<input type="text"/>	MONTRER	POKAZATI
<input type="text"/>	AIMER	SPATI
<input type="text"/>	POUVOIR	IMETI RAD
<input type="text"/>	VOIR	VIDETI

[Extend Page](#)

## Doing interactive exercises:

The students match the Slovenian verbs with the right verbs in French.



DEVINEZ LES VERBES - UGIBAJTE GLAGOLE



Interactive game interface for guessing verbs. The interface includes:

- An **Edit** button in the top left corner.
- A score bar showing **Goals 0** and **0 Misses**.
- A red outline of a basketball hoop on the left side.
- A keyboard layout with letters **a** through **z** on the right side.
- Buttons for **Reset**, **Buy a letter**, and **Clue** at the bottom.
- A **Sound** checkbox with a checkmark in the bottom left corner.
- A question mark icon in the top right corner.

**Interactive game:**

The students guess the right verbs.

# C'EST UN VERBE OU UN ADJECTIF?

C'EST UN VERBE OU UN ADJECTIF?

Edit Reset ?

VERBE ADJECTIF

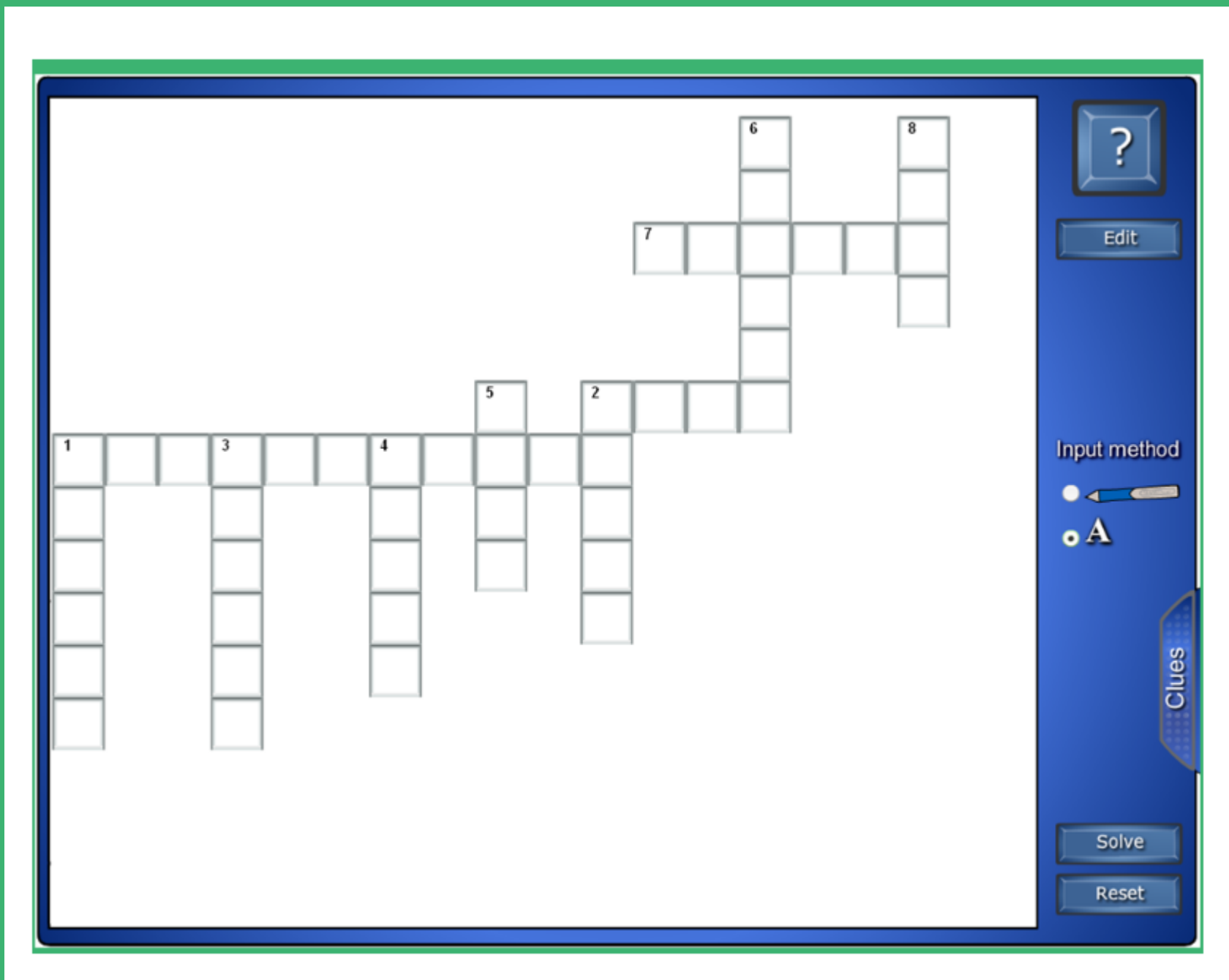
PARLER TROUVER MANGER DORMIR  
MARRON FÂCHÉ SEUL TRISTE

The image shows a digital game interface with a white background and a blue border. At the top, the title 'C'EST UN VERBE OU UN ADJECTIF?' is written in white on a green background. Below the title are three buttons: 'Edit' on the left, 'Reset' in the center, and a question mark icon on the right. The main area contains two large circular targets. The left target is purple and white, with the word 'VERBE' in yellow text in the center. The right target is dark green and white, with the word 'ADJECTIF' in yellow text in the center. At the bottom, there are eight blue buttons arranged in two rows of four. The top row contains 'PARLER', 'TROUVER', 'MANGER', and 'DORMIR'. The bottom row contains 'MARRON', 'FÂCHÉ', 'SEUL', and 'TRISTE'.

## Interactive game:

The students drag the verbs and adjectives into the right VORTEX.

## QUELQUES VERBES ENCORE



### **Interactive crossword puzzle:**

The students fill in the blank spaces with the correct verbs.

Cléo est une vache blanche  taches noires.

Ses amies les vaches admirent  belles taches.

Elles disent  Cléo: tu es très jolie !

Toutes les vaches  la ferme aiment Cléo.

Cléo leur montre  elles peuvent trouver

de la paille tendre et douce  dormir.

Cléo mange  le pré.

Son amie la vache marron  demande

si elle peut manger  elle.

Cléo répond « non, je veux être seule »!

Ses amies les vaches viennent parler  Cléo.

Cléo  fâche. Elle veut être seule.

Le soir elle va dormir seule  l'étable.

Le lendemain, une  tache disparaît!

Cléo se fâche beaucoup  que ses taches disparaissent.

Alors elle pense:

« j'essaierai d'être contente  mes taches reviendront »

Le lendemain, elle mange et joue  ses amies.

Elle est une autre fois  contente.

Bonjour mes amies ! je viens  trouver

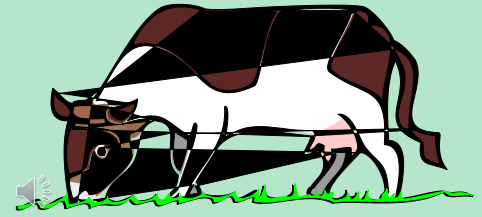
un endroit super  manger de l'herbe,

Le jour suivant,  l'étable,

toutes les vaches dorment ensemble  la paille tendre et douce

Cléo, la vache joyeuse et aimable, se réveille.

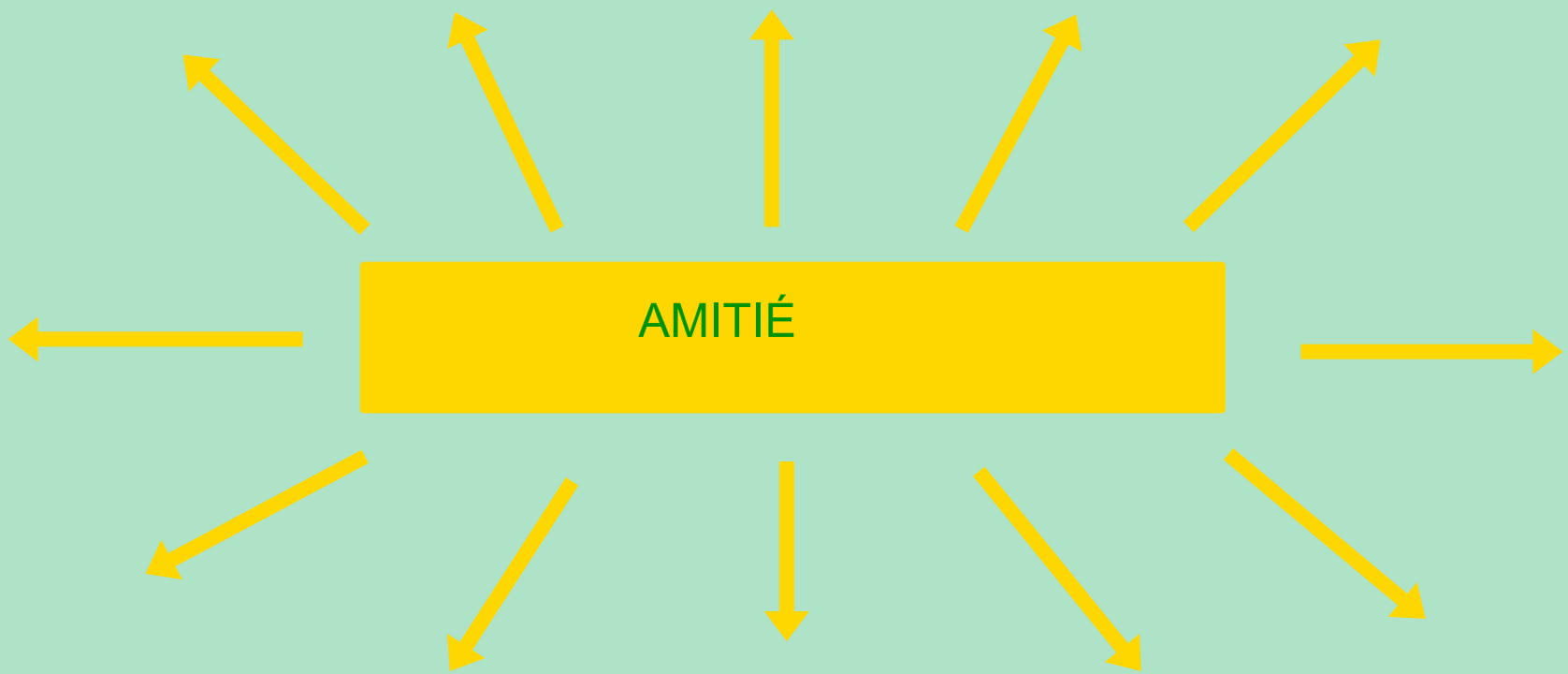
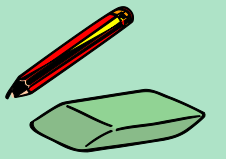
taches reviennent maintenant  elle est sympathique.



**Filling in prepositions** - a more difficult exercise:

The students guess and use the correct prepositions.

# QU'EST-CE QUE L'AMITIÉ?



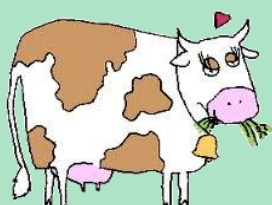
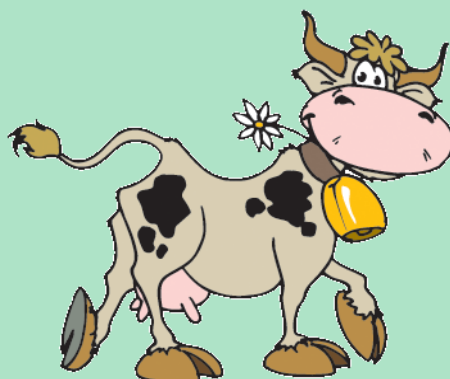
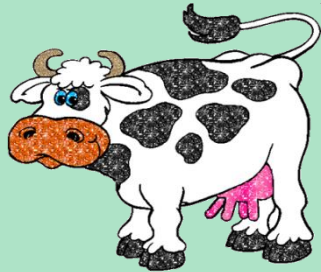
## **Brainstorming:**

The students brainstorm the words connected with the idea of friendship

Discussion

# DOMAČA NALOGA - DEVOIR

IZBERI ENO OD KRAVIC TER OPIŠI NJENO VERZIJO ZGODBE



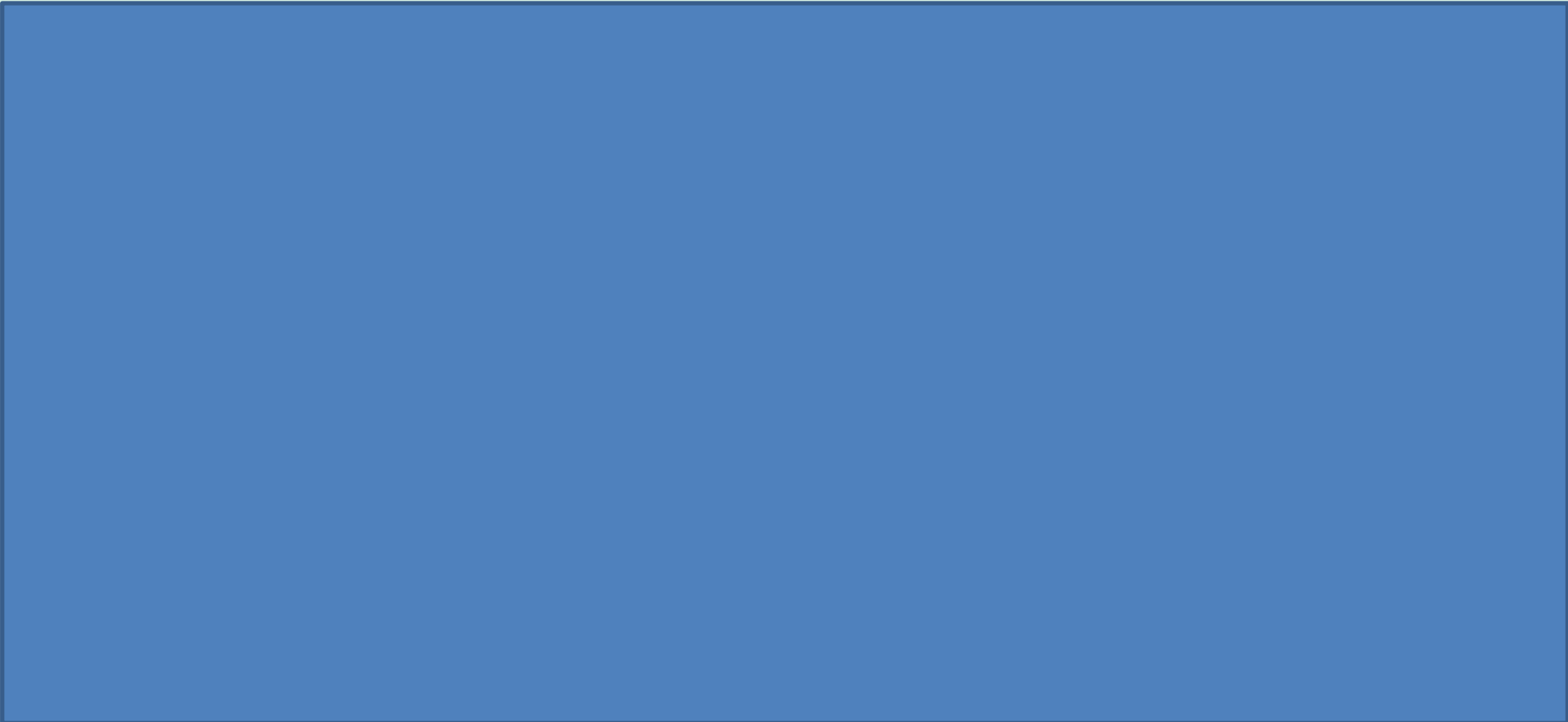
## **Creative homework:**

The student chooses one of the cows and draws his/her version of the story about the cow Cleo by adding necessary key-words.

**Presentation** of stories with the help of key-words.

## **Role play**

To conclude- groups of 4 role play the story



KONEC  
THE END  
FIN

