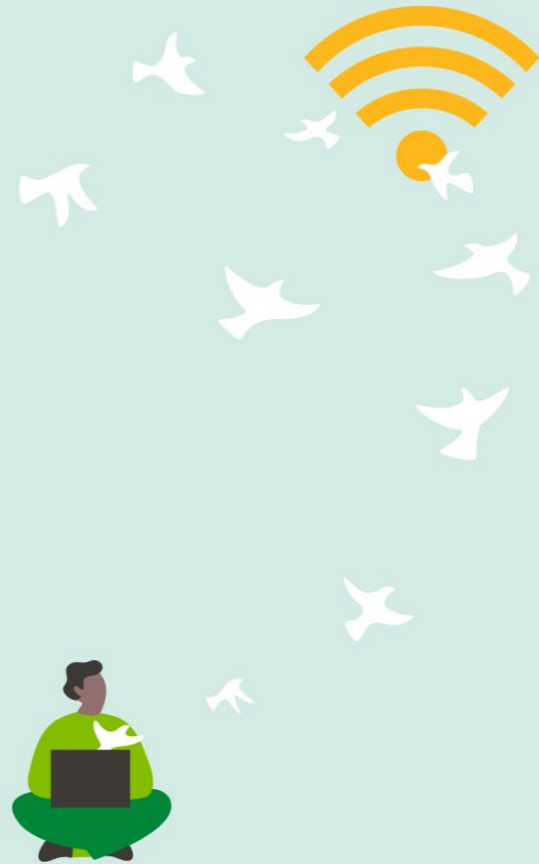


# Let's Get Together, Let's Get Involved!

**Practical ideas and activities to include  
and bring out the best in everyone in  
the Primary English classroom**

Data: 27 Aprile 2017

Relatore: Joanna Carter



# Questo webinar è parte integrante del Progetto 360°



# Today we will look at.....

- what inclusion or inclusive education is
- who our learners are in today's English Primary classroom
- the implications for teachers and learners with practical ideas to help
- learner difficulties/differences that are most involved when learning English: dyslexia
- practical ideas for teaching and learning English inclusively using the multi-sensory approach



What does  
**inclusive education**  
mean to you?

## European Agency for Special Needs And Education

The ultimate vision for **inclusive education** systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers.



## Salamanca Statement

***Inclusive Education*** is represented in the  
*‘recognition of the need to work towards  
‘schools for all’, institutions which include  
everybody, celebrate differences, support  
learning and respond to individual needs’*



# For Primary English teachers inclusive education is about.....

....how we develop and design our classrooms,  
programs and activities so that ALL students  
participate together and learn successfully.



# Who are our students in the 21st century classroom?





# A class demographic

26 children

14 boys and 12 girls

5 students from non Italian backgrounds

1 foreign student (learning Italian)

2 DSA students (dyslexia)

1 BES student (domestic problems)

4 or 5 'fast learners', 2 doing extra curricular study

Over all very lively class



# Other Special Needs

- cognition and learning - dyspraxia, dyscalculia
- behavioural, social, emotional - ADHD , Gifted
- sensory and physical - hearing impairments
- communication and interaction - autism



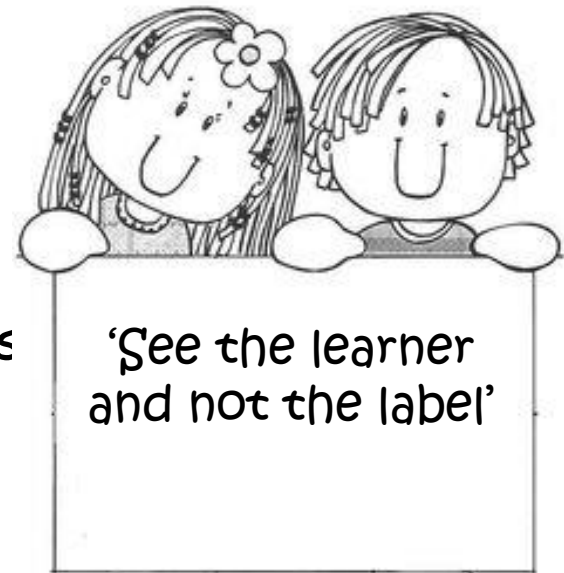
**Each child is different.  
Each child has a unique  
set of characteristics  
that influence the way  
in which they learn.**

# Implications for the teacher

- Fundamental that we get to know each child
- Recognize, acknowledge and accommodate their characteristics, learning abilities and differences



- Must not compartmentalize our students



# Implications for the teacher

- We must be fair to each child but.....

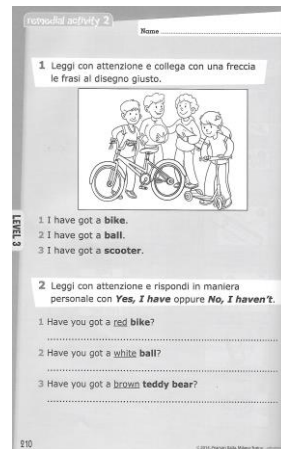
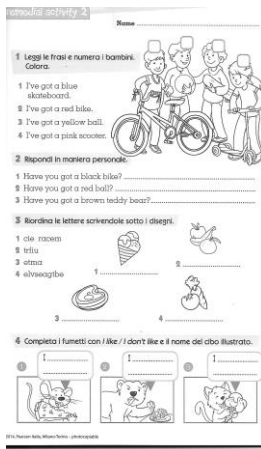
"Fairness is not giving everyone  
the same thing.

Fairness is giving each person  
what they need to succeed"



# Implications for the teacher

- We need to differentiate
- We need to adapt materials and grade activities to cater for different strengths and challenges



# Implications for the teacher

- We must be prepared to adapt or change our methods and approaches to teaching English
- Using a **multi-sensory approach**
- Getting students to work in groups or pairs often
- Using more technology
- Changing reading and writing activities to speaking and listening activities



# Implications for the teacher

- Using a multi-sensory approach
- The VAKT model
- Learning through seeing, hearing, doing and touching



**VISUAL**



**AUDITORY**



**KINEASTHETIC**



**TACTILE**



*‘If a child is not learning in the way that you are teaching, then you must teach in the way the child learns’*

Rita Dunn

# Implications for the teacher

- We need to increase our knowledge about learning differences such as dyslexia, dyspraxia and dyscalculia
- We do NOT need to be experts, specialist psychologists or specially trained teachers ourselves
- We can ask advice from experts



# Implications for the teacher

- We need to raise awareness, understanding and empathy in the children for one another



# Practical Ideas for Promoting Class Empathy and Inclusion

- Create a 'buddy system'



# Practical Ideas for Promoting Class Empathy and Inclusion

- Get students to work together in groups and play team games
- Award points for who worked the best together rather than who finished first



# Practical Ideas for Promoting Class Empathy and Inclusion

- Make a class contract in English  
(Idea courtesy of Marie Delaney, Teacher, trainer and psychotherapist)

## Class Contract

1. We help each other
2. We listen to each other
3. We respect each other
4. We are kind to each other
5. We like our differences

# Practical Ideas for Promoting Class Empathy and Inclusion

- Use speaking and writing activities that involve talking about learning preferences and abilities

I like .....  
I don't like.....

working on my own  
playing vocabulary games  
speaking in English  
reading stories

I'm good at.....  
I'm not good at.....

Maths, Science, English,  
helping my friends,  
reading books

I can \_\_\_\_\_ very well  
I can't \_\_\_\_\_ very well

listen, dance, read, do  
maths, play music

# Practical Ideas for Promoting Class Empathy and Inclusion

- Get the students to describe each other in a positive way
- 5 minute warmer
- 'Say 2 good things about.....'

Stefano is funny.  
He is good at running



Marta is kind.  
I like her hair.



# Practical Ideas for Promoting Class Empathy and Inclusion

- Do lessons on special or international days that promote empathy and understanding

Let's Be Friends 3  
Let's Celebrate Together

**May 4<sup>th</sup> No-Bullying Day** 

**1**   Ascolta e ripeti. Numera le foto.

*Friends, friends!  
Let's be friends!*

**1** Friends listen!  
**2** Friends share!  
**3** Friends help you!  
**4** Friends care!

**2** Impara come si dice 'Be my friend' con il linguaggio dei segni.

Be my friend!  
OK!



**18** eighteen

# How to make the classroom space, equipment and materials inclusive

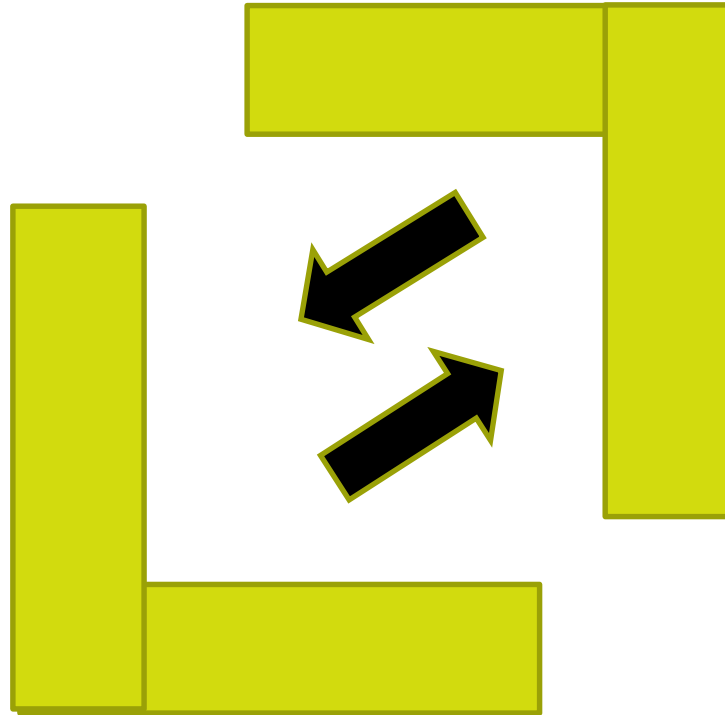
- Make sure your classroom furniture is positioned to make pair and group work easy
- Keep the area around your board clear so it is not distracting
- Have a set routine and clear structure to your lessons
- Have visuals that emphasize rules and routines
- Keep an English diary of what has been done at the back of the student's exercise book
- Have a seating plan



# How to make the classroom space, equipment and materials inclusive



# A text 'window'



Make two thick right angles of the same length from plain coloured cardboard

Use them on a page of the text book to highlight and frame the part of the page you want the student to work on

# Using a text text 'window'

**CLIL HISTORY**

**THE STOLEN RING**

**Act 1**

**1**  **Ascolta e segui la storia.**

**Aurelia:** It's hot! Let's go to the baths.  
**Fabius:** We can't go there! We're too young.  
**Aurelia:** I know but it's hot and I'm hot!  
**Fabius:** Well, maybe we can...  
**Aurelia:** Look Fabius! Look over the...

**Senator:** Stop that man! He's got a ring!  
**Aurelia:** Look! He's got a ring! He's got a ring!  
**Senator:** Can you please describe the man? The ring is very important.  
**Fabius:** Yes, of course.  
**Aurelia:** We'll find the man!  
**Fabius:** Let's go to the Circus!

**Fabius:** Can you describe the man?  
**Slave:** Yes, he's tall and thin. He has got dark hair.  
**Aurelia:** Has he got a beard?  
**Slave:** Yes, he has got a long beard and he's wearing a white toga.  
**Fabius:** Let's go to the Circus!

**2** In gruppo. Leggete l'...

**110**

# How to make the classroom space, equipment and materials inclusive

- Photocopy worksheets onto pastel coloured paper. (Light green, blue)
- If you make materials use 12 or 14 size font
- Use Times New Roman, Verdana, or Comic Sans
- Look for graded materials



# Graded materials

Differentiated but with the same learning objectives



remedial activity 2

Name .....

1 Leggi le frasi e numera i bambini. Colora.

1 I've got a blue skateboard.  
2 I've got a red bike.  
3 I've got a yellow ball.  
4 I've got a pink scooter.

2 Rispondi in maniera personale.

1 Have you got a black bike? .....

2 Have you got a red ball? .....

3 Have you got a brown teddy bear? .....

3 Riordina le lettere scrivendole sotto i disegni.

1 cie racem      2 trfiu      3 etma      4 elvseagtb

1 .....      2 .....

3 .....      4 .....

4 Completa i fumetti con *I like* / *I don't like* e il nome del cibo illustrato.

1 I .....      2 I .....      3 I .....

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remedial activity 2

Name .....

1 Leggi con attenzione e collega con una freccia le frasi al disegno giusto.

1 I have got a **bike**.  
2 I have got a **ball**.  
3 I have got a **scooter**.

2 Leggi con attenzione e rispondi in maniera personale con **Yes, I have** oppure **No, I haven't**.

1 Have you got a **red bike**?  
.....

2 Have you got a **white ball**?  
.....

3 Have you got a **brown teddy bear**?  
.....

LEVEL 3

210

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remedial activity 2

Name .....

3 Collega con una freccia la parola al disegno giusto.

1 .....      2 .....      3 .....      4 .....

meat      cheese      ice cream      fruit

4 Guarda i disegni e completa i fumetti con **I like** oppure **I don't like**.

1 **cheese.**

2 **vegetables.**

3 **ice cream.**

LEVEL 3

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Why is it important to know about dyslexia in language teaching?



# 1. Dyslexia may be ‘discovered’ in the English language classroom

Languages can be classified on a continuum

## TRANSPARENT

Close or one-to-one relationship between graphemes (letters) and phonemes (sounds)

Makes literacy easier to achieve

Italian

## OPAQUE

Discrepancies between spelling and pronunciation

Different graphemes or groups of graphemes can represent the same phoneme. One grapheme can represent more than one phoneme.

English

(flight, white, fly) (to wind, the wind)

Makes literacy harder to achieve

## 2 The number of people who have characteristics of dyslexia

**Worldwide average  
1 student in 10**



**Average class of 20  
2 students**



### 3. Many other specific learning difficulties have overlapping characteristics with dyslexia

ADHD

Dyspraxia

Discalculia

Dyslexia

Aspergers Syndrome

# What are the characteristics of dyslexia?

- Weak short term memory
- Read slower
- Difficulty in following, understanding and remembering **written** texts
- Mix up letters
- Misread words
- Difficulty in following, understanding and remembering **oral** texts and instructions
- May find it more difficult to perceive differences between sounds
- Have problems with sound and letter association

**MAY HAVE SOME OR ALL CHARACTERISTICS TO DIFFERENT DEGREES**

# What are the characteristics of dyslexia?

CREATIVE AND VISUAL  
INTUITIVE

PRACTICAL

GOOD AT LISTENING

GOOD AT SPORTS AND MUSIC

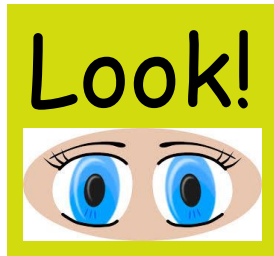
NORMAL TO ABOVE AVERAGE

INTELLECT



# How can we help specifically?

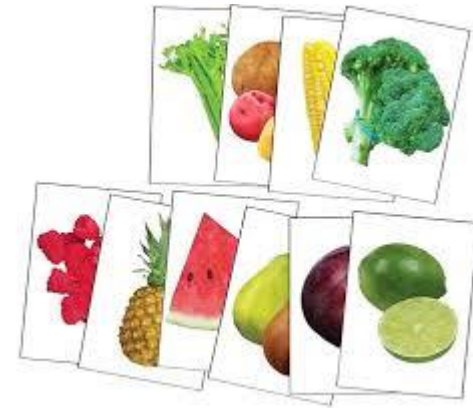
- Make learning systematic and sequential: a little at one time
- Create opportunities for overlearning and revision
- Use pictures, illustrations and glossaries
- Give very clear and simple instructions with visuals
- Give shorter reading texts or divide texts into sections
- Give easier 'closed' comprehension questions
- Help learners to **use all their senses**



**Activities using the  
Multi-sensory  
Approach  
For dyslexia and  
Everybody**

# Multi-sensory Activities

## Presenting vocabulary



- Use flashcards and flashcard games
- Get the students to repeat the words chorally after you in the manner you tell them:- slowly, fast, loudly, softly, quietly, happily, sadly
- Take all the cards and flash them fast, slowly, upside down, twirl them between two hands, reveal them slowly each time eliciting from the student what the picture represents
- Show the students the cards one by one and tell them to stop when you get to a target item
- Take a card and hide the picture. The students guess which one you have. Can be done as a team game
- Physical involvement. Give them each a card. Ask 'who's got the ...?'. The person with that card gives it to you



# Presenting vocabulary

**UNIT 1** **WARM CLOTHES**

**1** **6 • 12** Listen and say. Copy.

**KEY WORDS**

1 trousers	7 jumper
2 shirt	8 gloves
3 coat	9 socks
4 hat	10 tracksuit
5 jeans	11 shoes
6 boots	12 trainers

**2** Find a brown book in unit 1.

What is this?

What are these?

**10** ten

**UNIT 1**

**3** **6 • 13** Listen, point and repeat.

My clothes collage  
HANDS-ON ACTIVITY

**CAMDEN MARKET**

**3** **6 • 14** Listen and choose.

1 <input type="checkbox"/> True	3 <input type="checkbox"/> True
1 <input type="checkbox"/> False	3 <input type="checkbox"/> False
2 <input type="checkbox"/> True	4 <input type="checkbox"/> True
2 <input type="checkbox"/> False	4 <input type="checkbox"/> False

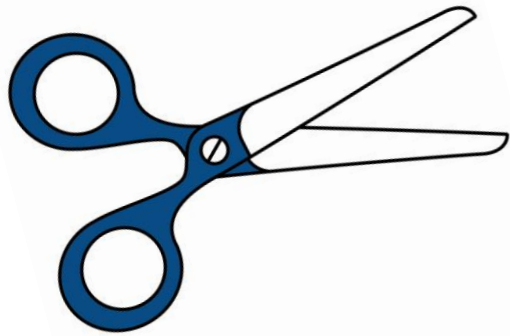
**5** **6 • 15** **6** **6 • 16** Go to page 92 and sing the song.

**11** eleven

**Don't** get students to  
copy from the board!!

# Make a Vocabulary Map

- Students cut out the pictures
- For extra comprehension in the order that you tell them



**HANDS-ON ACTIVITY**  
**MY CLOTHES COLLAGE** Name .....

A collection of line drawings of various clothing items arranged on a page. The items include: a pair of boots, a pair of socks, a button-down jacket with a pair of scissors on its collar, a knitted hat with a pom-pom, a hooded jacket with toggle buttons, a crew-neck sweater, a pair of jeans, a pair of gloves, a pair of loafers, a pair of sneakers, a pair of trousers, and a tracksuit consisting of a zip-up jacket and matching pants. A vertical label on the left side of the collage reads 'LEVEL 4'. At the bottom left of the collage is the page number '76' and the text 'UNIT 1'. At the bottom right is the copyright notice '© 2014, Pearson Italia, Milano-Torino - photocopiable'.

# Make a Vocabulary Map

- Prepare written words on a worksheet
- Photocopy
- Students cut them out

gloves

jumper

hat

boots

Winter Clothes



socks

coat

shirt

# Make a Vocabulary Map



# Multi-sensory Activities

## Spelling

### •Sky writing:

- get your students to spell words in the air as you say them
- Model first
- Use letter sound not name

### •Back Writing


- Students work in pairs
- Give out sets of words
- Students take turns to choose a word and 'write' it on their partner's back with their finger
- Partner tries to guess the word



# Multi-sensory Activities: Spelling

**LONG A SOUND**

3 Listen and repeat these words.  
What sound do they have in common?

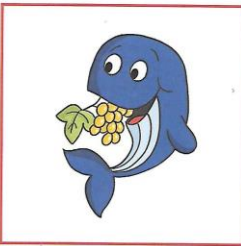



whale   grapes   sail   chain   hay   day

4 Say the words. Tick (✓) the ones with the long a sound.  
Listen and check.

snake    dad    game    cap    May  
 rain    lake    baby    sad    art

5 Read and complete the sentences.





1 The w..... is eating g.....  
2 The b..... likes the c.....

TB → Extra Activity Sheets → Long A Sound   whale, sail, chain, hay   twenty-five

**LONG E SOUND**

3 Listen and repeat these words.  
What sound do they have in common?



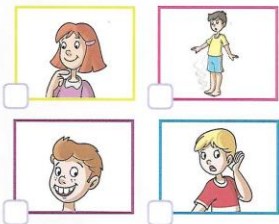
wheel   queen   peas   tea  
key   donkey   chief   thief

4 Say the words. Colour the ones with the long e sound. Listen and check.


sheep   bed   meat   jeans   desk   cheese   monkey   ten

5 Say and number these parts of the body.

1 teeth  
2 neck  
3 feet  
4 ears



Remember!  
Head rhymes with bed  
and not with ear.



TB → Extra Activity Sheets → Long E Sound   wheel, queen, peas, key, chief, thief   thirty-nine 39

# Multi-sensory Activities: Spelling

Long A /eɪ/



Long E /i:/

snake



sheep

hay



peas



key

thief



rain



grapes





# Multi-sensory Activities: Spelling

Long A /eɪ/

snake



rain



hay



grapes



Long E /i:/

peas



thief



key



sheep



# Grammar and syntax

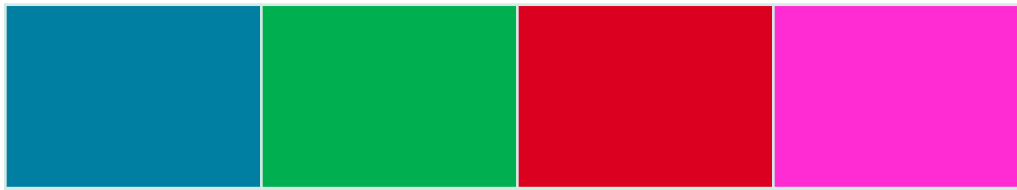
- Students with characteristics of dyslexia will find traditional word ordering activities very difficult
- But we don't have to abandon them
- We need to adapt them



# Multi-sensory activities

## grammar and syntax

- Use colour coding - each colour represents a different part of speech
- Draw different coloured squares on the board or use lego bricks
- Be consistent with colours
- Have colour coded words written on card and cut up
- Students physically order them



What time

do

What time

you



you

get up?

do

have breakfast?

# Multi-sensory activities

## Reading

- Before reading use the pictures to activate student's knowledge.
- Ask questions in Italian 'Is the story set now or in the past?'
- 'Do you know the story in Italian?'
- Before reading use the pictures to teach unknown vocabulary - *housekeeper*
- Listen and read using a text window

**TIME FOR A TALE**

### The Canterville Ghost (part 1)

**1 8 • 57** Listen and follow along. Complete.

• there • house • big • don't • the • evening • they  
• kitchen • She • family • four

Mr and Mrs Otis are American. They have got ..... children, Washington, Virginia and the twins. One day they buy a house in England.

The ..... is called Canterville Chase. It is ..... and beautiful but there is one problem. The people in the village say ..... is a ghost in the house. Mr and Mrs Otis are not afraid of ghosts. They ..... believe in ghosts.

In July, ..... move to Canterville Chase. They arrive at the new house in the ..... Mrs Umney, the housekeeper, is waiting at the door. .... shows them the house. There is a big ..... and a beautiful living room. Mrs Otis loves ..... house. It is perfect for her .....

One afternoon the family goes to the living room for tea. When they enter, they see a big red stain on the floor. 'It is a blood stain' says the housekeeper. 'Every morning the stain is a different colour'. Washington laughs and cleans the stain. He doesn't believe in ghosts!

**2 8 • 58** Listen to the song and sing.

48 forty-eight

**Don't** get the students  
to read the text aloud!

# Multi-sensory activities

## Reading

- Photocopy and cut up the pictures
- Students listen and order in groups or pairs



3 Read the story. Number the scenes in the correct order.



4 Answer the questions.

- 1 Where is Canterville Chase? .....
- 2 Do Mr and Mrs Otis believe in ghosts? .....
- 3 When do they move to the house? .....
- 4 Who is waiting for the family? .....
- 5 Where is the big red stain? .....

5 Listen and write true or false.

1 .....

2 .....


3 .....

4 .....


# Multi-sensory activities

## Reading

- Gap fills are challenging!
- Practice the meaning and pronunciation of the verbs first through TPR
- Simon says
- Make up a mime for each verb
- Write the verbs on the board 'and add 3rd person 's' / 'es' in a different colour
- Give out cards with verbs on to students
- Listen and put in order

 **TIME FOR A TALE**

### The Canterville Ghost (part 2)

**GIVES**  Listen and follow along. Fill in the missing words.

put • play • see • give • go • stay • find • run

During the night everybody is sleeping. At eleven o'clock they hear strange noises in the hall. Mr Otis opens the bedroom door and sees a strange person. It is the ghost. He has got red eyes and long grey hair. He has got long chains.

Mr Otis is not afraid of the ghost. He ..... him a bottle of oil for his noisy chains. The ghost is very angry. He ..... to his secret room and he ..... there for a long time.

On Friday 17<sup>th</sup> the ghost ..... on a different costume and he goes upstairs. It is half past ten and everybody is sleeping. Then he ..... downstairs. When he goes into the living room, he ..... another ghost. He is afraid and he runs away.

Later that night, he goes back to the living room but he doesn't find the ghost. He ..... a white sheet! He is very angry with the twins. They are very bad. They always ..... terrible tricks on him. He is very sad because they aren't afraid of him.


**GOES**


**STAYS**

**PUTS**


**RUNS**

**SEES**

**FINDS**  Listen to the song and sing.

 64 sixty-four

**PLAY**



***Try out the ideas!***  
***‘If we teach today’s students  
as we taught yesterday’s, we  
rob them of tomorrow’***

John Dewey



**Informazioni utili:**

**attestati, materiali,  
archivio videolezioni,  
calendario**

# 1. Attestati di partecipazione

**Novità!**

Per ottenere **l'attestato di partecipazione**, valido ai fini della certificazione delle ore di formazione obbligatoria:

»1«

Vai su [pearson.it/miei-webinar](https://pearson.it/miei-webinar)  
e rispondi ad alcune  
semplici domande di controllo.

»2«

In caso di esito positivo al questionario,  
scarica subito l'attestato.

## 2. Tutti i materiali e le videolezioni registrate disponibili sulla Pearson Education Library:



### **3. I prossimi appuntamenti su [pearson.it/pearson-academy](https://pearson.it/pearson-academy)**

# La Pearson Academy su Facebook

## Seguiteci su Facebook!

Potrete restare aggiornati sui prossimi appuntamenti di formazione, ricevere articoli, approfondimenti, notizie sulla scuola in Italia e nel mondo, e molto altro. E potrete naturalmente condividere quello che vi piace o lasciare commenti.

**Pagina Fan**

## Pearson Academy – Italia



Facebook page for Pearson Academy - Italia. The page features the Pearson Academy logo and a cover photo of a smiling woman with long blonde hair making an 'OK' hand gesture. The main post is titled "#CartadelDocente Per la tua formazione, scegli l'esperienza di Pearson!" and includes text about the teacher's card and a 500 Euro bonus. The post has 24 shares and a comment from Martina Nordio.

**Grazie per la  
partecipazione!**

IMPARARE SEMPRE