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

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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.
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

‘See the learner and not the label’
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
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 'window'
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
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
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
- Asperger's 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

Look!

Write!
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. Listen and say. Copy.

2. Find a brown book in unit 1.

What is this?

What are these?

Key Words
1. trousers
2. shirt
3. coat
4. hat
5. jeans
6. boots

7. jumper
8. gloves
9. socks
10. tracksuit
11. shoes
12. trainers

3. Listen, point and repeat.

4. Listen and choose.

5. Go to page 92 and sing the song.

6. Extenda

7. Extenda

8. Extenda

9. Extenda

10. Extenda

11. Extenda

12. Extenda
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
Make a Vocabulary Map

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

Winter Clothes

- gloves
- jumper
- hat
- boots
- socks
- coat
- shirt
Make a Vocabulary Map

Winter Clothes

hat

hat

jumper

coat

gloves
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_________.

LONG E SOUND

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

- wheel
- queen
- peas
- tea

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

- key
- donkey
- chief
- thief

5. Say and number these parts of the body.

- 1 teeth
- 2 neck
- 3 foot
- 4 ears

Remember! Head rhymes with bed and not with ear.
Multi-sensory Activities: Spelling

Long A /eɪ/

snake

peas

Long E /iː/

hay

sheep

key

thief

rain

grapes
Multi-sensory Activities: Spelling

Long A /eɪ/
- snake
- rain
- hay
- grapes

Long E /iː/
- 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 you get up?
What time do you have breakfast?

What time

You

do

get up?

You

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
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.
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
Try out the ideas!

‘If we teach today’s students as we taught yesterday’s, we rob them of tomorrow’

John Dewey
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