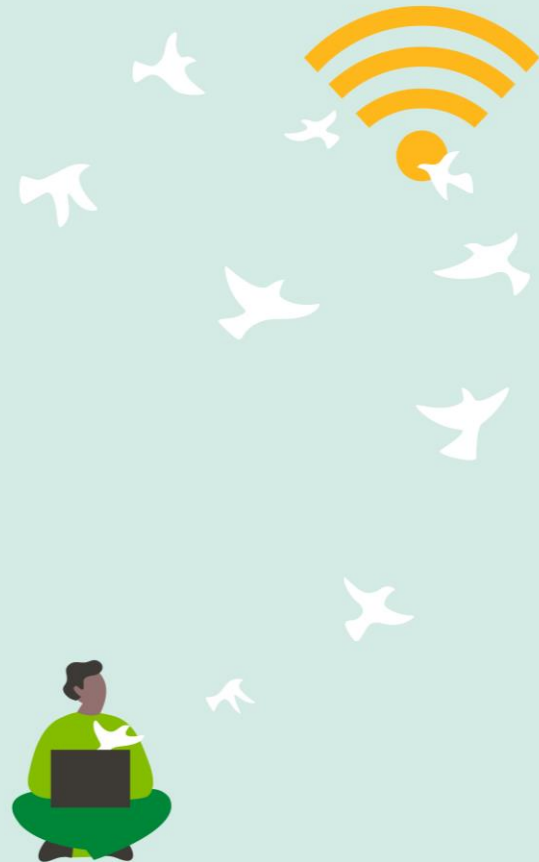


# Together we can get it!

**Inclusion and cooperative  
learning in today's classroom**

Date 22<sup>nd</sup> March 2018 – 4pm

**Luisa Tracogna**



# Today

1

Today's English classroom

2

Objectives and challenges in a multilevel classroom

3

BES & Dyslexia

4

Cooperative Learning: a strategic tool

# Today's English classroom

1

Mixed cultural backgrounds

2

Mixed level of ability in the lingua franca

3

Technology

4

Learning difficulties

# Objectives and challenges in a multilevel classroom

1

Time: there are only 24 hours in a day

2

Inclusion: everyone is unique

3

Technology: smartphone, tablet, LIM, PC

4

Evaluation: a direct reflection of your objectives

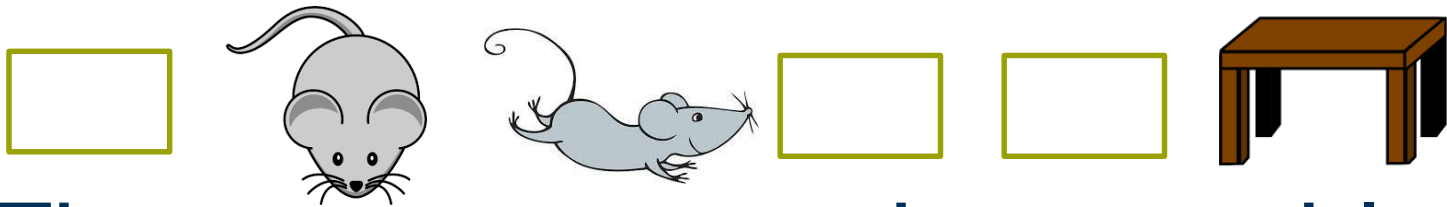
# BES and English: possible challenges

- **BES:** any developmental, learning, psychological, physical, socio-cultural or behavioral difficulty or disadvantage that impedes or creates challenges in learning.
- **Possible challenges**
  - Frustration
  - Low self esteem
  - Unsure of own ability
  - Tiredness
  - Fear of making errors and poor results

# BES and English: strategies

- Limit objectives and provide strategies that assist the reaching of these
- Work to student strengths, experiences and past knowledge allowing for learning success
- Work from skills, needs and potential, not standards
- Allow the use of electronic tools
- Promote cooperative learning or working in pairs/ groups
- Suggest interdisciplinary projects for certain topics
- Constant encouragement
- Avoid excessive homework
- Teach self-evaluation

# Dyslexia



The mouse ran under my table



Elephant



Ephelant



antEleph



# Dyslexia and English: strengths

- Understanding the bigger picture
- Good spatial/ 3D skills
- Connecting ideas conceptually
- Lateral thinking – “outside the box”
- Sometimes high IQ and cognitive ability
- Can have good interpersonal skills if not withdrawn
- Can be creative artistically, musically, in cooking and in computing

# Dyslexia and English: challenges

## Speaking

- difficulty with rhyming words
- may confuse sounds and words
- can be slow talkers – ideas catch up with speech

## Writing

- brain to hand breakdown
- disorganisation
- 'losing' the right word
- poor handwriting

## Listening

- difficulty taking notes
- easily distracted by talking/ noise
- difficulty processing multiple instructions

## Spelling

- disconnect between heard and written sound
- poor memory – can't "photograph" words
- poor recollection of sequences

## Reading

- 'losing' themselves when reading text – silently and aloud
- disconnect between words read and comprehension of text

# Dyslexia and English: specific strategies



## Grammar VIDEO

### Present simple: forma affermativa

I	eat
You	eat
He/She/It	eats
We	eat
You	eat
They	eat

*I go to bed early.  
Hammy goes to bed early too.*



Soggetto	forma base	complemento
Sogg. alla 3ª persona	forma base + -s	complemento

Il **Present simple** si usa per parlare di preferenze, situazioni permanenti e attività quotidiane.

*I like rugby.*

*My uncle lives in London.*

*They start school at 8.45.*

## Grammar VIDEO

### Present simple: forma interrogativa e risposte brevi

Forma interrogativa	Risposte brevi	
	affermativa	negativa
Do I eat ... ?	Yes, you do.	No, you don't.
Do you eat ... ?	Yes, I do.	No, I don't.
Does he/she/it eat ... ?	Yes, he/she/it does.	No, he/she/it doesn't.
Do we eat ... ?	Yes, you do.	No, you don't.
Do you eat ... ?	Yes, we do.	No, we don't.
Do they eat ... ?	Yes, they do.	No, they don't.

*Do you play football in your free time?*

*Yes, I do.*



Do	soggetto	forma base	complemento ?
Does			

Yes,	pronome personale soggetto	do.
		does.

No,	pronome personale soggetto	don't.
		doesn't.

## Grammar

### Present simple: regole ortografiche

Verbi che finiscono in -o, -ch, -sh, -ss e -x

forma base	terza persona singolare (he, she, it)
go	goes
watch	watches
finish	finishes
pass	passes
fix	fixes

Verbi che finiscono con una consonante + -y

study	studies
fly	flies

## 5

### Map your language

#### PRESENT SIMPLE

##### USO

##### preferenze

*I like music.*

##### situazioni permanenti

*We live in London.*

##### attività quotidiane

*I have a shower every day.*

#### PRESENT SIMPLE

##### Forma affermativa

I / You / We / They + like  
He / She / It + likes

##### Forma interrogativa

Do + I / you / we / they + like?  
Does + he / she / it + like?

##### Forma negativa

I / You / We / They + don't + like  
He / She / It + doesn't + like

##### Risposte brevi

Yes, + I / you / we / they + do.  
he / she / it + does.  
No, + I / you / we / they + don't.  
he / she / it + doesn't.

#### PRESENT SIMPLE

##### Regole ortografiche terza persona singolare

-o / -ch / -sh /  
-ss / -x → -es  
go → he / she / it goes

consonante + y → -ies

study → he / she / it studies

#### THE TIME

##### Chiedere l'orario

- What time is it?
- What time is the film (match)?

##### Dire l'orario

- It's four o'clock.
- It's at ten (minutes) past four.

# Fun with food

1 113 Ascolta e ripeti. Riesci a trovare questi cibi nell'immagine? Qual è il tuo cibo preferito?

apple cheese chicken fish potatoes sandwiches tomatoes



## Vocabulary

### Food and drink

biscuits bread butter  
carrots chips eggs  
flour jam lemon  
milk orange juice  
rice sausages  
strawberries sugar  
tuna water



I can talk about food and drink

## Vocabulary

2 114 Abbina le parole del box Vocabulary alle foto, poi ascolta e ripeti.

3 Scrivi i cibi dati nella riga giusta.

milk potatoes lemon water carrots strawberries  
apple chicken sausages orange juice

Drinks: milk

Meat: \_\_\_\_\_

Fruit: \_\_\_\_\_

Vegetables: \_\_\_\_\_

4 115 Ascolta l'intervista a Becky. Indica (✓) i cibi che mangia a colazione, pranzo e cena.

TRY IT!

		Becky's food diary		
	Breakfast	bread <input type="checkbox"/>	jam <input type="checkbox"/>	orange juice <input type="checkbox"/>
		milk <input type="checkbox"/>	eggs <input type="checkbox"/>	yoghurt <input type="checkbox"/>
Lunch		chicken <input type="checkbox"/>	sandwich <input type="checkbox"/>	
		fruit <input type="checkbox"/>	sausages <input type="checkbox"/>	pasta <input type="checkbox"/>
Dinner		cake <input type="checkbox"/>	fish <input type="checkbox"/>	vegetables <input type="checkbox"/>
		rice <input type="checkbox"/>	chips <input type="checkbox"/>	potatoes <input type="checkbox"/>



## And you?

5 Crea il tuo food diary prendendo come modello quello dell'esercizio 4. I cibi che mangi sono simili a quelli di Becky?

6 **PAIR WORK** A turno, fate domande sui cibi che mangiate e rispondete. Usate le parole che avete inserito nel food diary.

A: What do you have for breakfast?

B: Milk and biscuits.

## Play and Learn

7 Giocate in gruppi di quattro. Un ragazzo dice una frase con I've got ... seguito dai nomi di due cibi o bevande. Il compagno successivo ripete la frase aggiungendo un cibo o una bevanda. Chi sbaglia è fuori dal gioco.

A: I've got rice and pasta.

B: I've got rice, pasta and bread.

C: I've got rice, pasta, bread and sausages.

D: I've got ...

MORE WORDS ► p. 140 WORKBOOK ► pp. 202-203



## Vocabulary

## Food and drink

1 Osserva le immagini, leggi e ripeti.



2 Leggi i nomi degli alimenti e indica se si tratta di carne (Meat = M), frutta (Fruit = F) o verdura (Vegetables = V).

1 potatoes	M	F	V
2 lemon	M	F	V
3 chicken	M	F	V
4 carrots	M	F	V
5 strawberries	M	F	V
6 sausages	M	F	V

## And you?

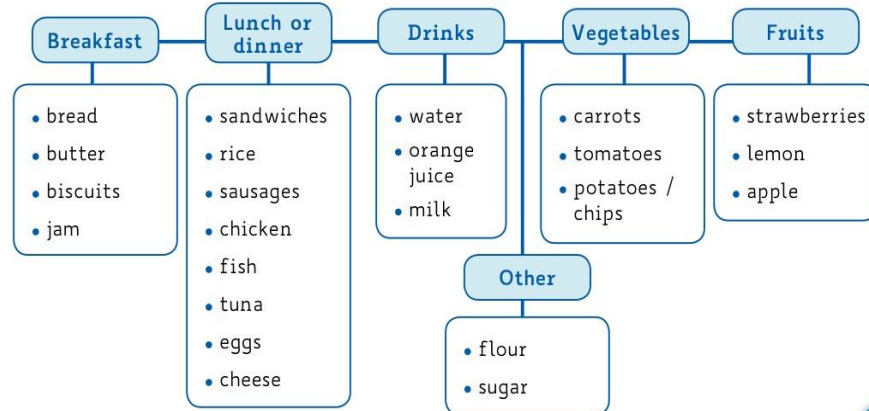
3 115 Ascolta i cibi che Becky mangia a colazione. Poi completa in modo personale.



## My food diary

Breakfast	bread <input type="checkbox"/>	jam <input type="checkbox"/>	orange juice <input type="checkbox"/>
	milk <input type="checkbox"/>	eggs <input type="checkbox"/>	yoghurt <input type="checkbox"/>
Lunch	chicken <input type="checkbox"/>	sandwich <input type="checkbox"/>	
	fruit <input type="checkbox"/>	sausages <input type="checkbox"/>	pasta <input type="checkbox"/>
Dinner	cake <input type="checkbox"/>	fish <input type="checkbox"/>	vegetables <input type="checkbox"/>
	rice <input type="checkbox"/>	chips <input type="checkbox"/>	potatoes <input type="checkbox"/>

## MAP YOUR VOCABULARY



# Dyslexia and English: general strategies

- Read the PDPs
- Give extra time to 'process' information
- Make lesson structure 'predictable' in English
- Use pictures, **colour coding**, stories, realia, audiobooks, mindmaps, tablets, electronic dictionaries and PCs
- Encourage peer support
- Connect past topics to new topics conceptually
- Don't assume past topics have been assimilated – bring them back periodically
- Promote self-evaluation

# Dyslexia and English: testing and evaluation

## - Testing

- Set a fixed test date and don't move it
- Make sure your photocopies are clear – written in Arial or Verdana 12 or 14
- Simplify instructions and write them in Italian
- Read instructions and texts aloud
- Provide shorter or simplified texts and few, closed questions
- Provide a simple mind map for vocabulary and spelling
- Allow the use of an electronic dictionary
- Use **colour coding** used in class to distinguish grammatical forms (ex: **adverbs in blue**, **nouns in green**)



# Dyslexia and English: testing and evaluation

## - Evaluation

- opt for oral testing – where possible – or balance poor written exam scores
- Give more weight to oral exams
- Don't evaluate quantity/ length
- Provide a copy of the written exam after it's completed to look at correct responses at home
- Evaluate content and knowledge, not form or errors
- Always distinguish between a test and an evaluation

Versione standard

1 Completa il testo con la forma corretta dei verbi dati.

get ■ go ■ not speak ■ read ■ not like  
start ■ talk ■ watch ■ work ■ cook

Penny is a teacher. She <sup>1</sup> \_\_\_\_\_ in a big school in London. She <sup>2</sup> \_\_\_\_\_ getting up early but she <sup>3</sup> \_\_\_\_\_ work at half past eight. After school she <sup>4</sup> \_\_\_\_\_ home, <sup>5</sup> \_\_\_\_\_ a book and then <sup>6</sup> \_\_\_\_\_ dinner. In the evening she <sup>7</sup> \_\_\_\_\_ TV or <sup>8</sup> \_\_\_\_\_ to her friends on the phone. In the holidays, she <sup>9</sup> \_\_\_\_\_ to Florence in Italy. She <sup>10</sup> \_\_\_\_\_ Italian but she wants to learn it.

\_\_\_\_ / 20

2 Completa le frasi con le preposizioni di tempo.

- 1 My birthday is \_\_\_\_\_ December.
- 2 The school holidays start \_\_\_\_\_ July 14<sup>th</sup>.
- 3 I always play football \_\_\_\_\_ the weekend.
- 4 We finish school \_\_\_\_\_ 3.30 p.m.
- 5 I watch TV \_\_\_\_\_ the evening.
- 6 We play tennis \_\_\_\_\_ Saturday afternoon.
- 7 Pam wakes up early \_\_\_\_\_ the morning.
- 8 Thanksgiving is \_\_\_\_\_ November.
- 9 The English test is \_\_\_\_\_ April 14<sup>th</sup>.
- 10 I go to bed \_\_\_\_\_ 11.30.

\_\_\_\_ / 20

3 Completa le frasi con la forma in -ing dei verbi dati.

do ■ go ■ have ■ live ■ play ■ read  
visit ■ watch ■ wear ■ work

- 1 Donna hates \_\_\_\_\_ a uniform.
- 2 Michael and Sean love \_\_\_\_\_ computer games.
- 3 I don't like \_\_\_\_\_ my homework in the evening.
- 4 Jean hates \_\_\_\_\_ TV.
- 5 Mary enjoys \_\_\_\_\_ books.
- 6 Sam loves \_\_\_\_\_ to clubs.
- 7 I don't like \_\_\_\_\_ lunch at school.
- 8 Stella doesn't like \_\_\_\_\_ in an office.
- 9 Paul enjoys \_\_\_\_\_ his grandparents.
- 10 Liam likes \_\_\_\_\_ in Manchester.

\_\_\_\_ / 20

Surname \_\_\_\_\_  
Class \_\_\_\_\_  
Date \_\_\_\_\_

4 Scrivi l'equivalente inglese delle seguenti parole.

- 1 aprile \_\_\_\_\_
- 2 sabato \_\_\_\_\_
- 3 luglio \_\_\_\_\_
- 4 domenica \_\_\_\_\_
- 5 martedì \_\_\_\_\_
- 6 mattina \_\_\_\_\_
- 7 dicembre \_\_\_\_\_
- 8 giugno \_\_\_\_\_
- 9 pomeriggio \_\_\_\_\_
- 10 giovedì \_\_\_\_\_

\_\_\_\_ / 10

5 Scrivi i numeri in forma estesa.

- 1 2<sup>nd</sup> \_\_\_\_\_
- 2 5<sup>th</sup> \_\_\_\_\_
- 3 8<sup>th</sup> \_\_\_\_\_
- 4 11<sup>th</sup> \_\_\_\_\_
- 5 13<sup>th</sup> \_\_\_\_\_
- 6 16<sup>th</sup> \_\_\_\_\_
- 7 21<sup>st</sup> \_\_\_\_\_
- 8 23<sup>rd</sup> \_\_\_\_\_
- 9 29<sup>th</sup> \_\_\_\_\_
- 10 30<sup>th</sup> \_\_\_\_\_

\_\_\_\_ / 10

6 Traduci le frasi.

- 1 Jason arriva a casa alle sei, si cambia e prepara la cena. \_\_\_\_\_
- 2 Eric odia indossare vestiti eleganti, ma gli piace lavorare in una banca. \_\_\_\_\_
- 3 A mia mamma non piace cucinare. \_\_\_\_\_
- 4 Non andiamo a letto presto il sabato sera. \_\_\_\_\_
- 5 Simon non va a scuola a piedi, prende il tram. \_\_\_\_\_

\_\_\_\_ / 20

Total score: \_\_\_\_ / 100

Versione per DSA

Cognome \_\_\_\_\_  
Classe \_\_\_\_\_  
Data \_\_\_\_\_

1 Completa con il PRESENTE SEMPLICE dei verbi dati.

Esempio: Penny is a teacher.  
She<sup>1</sup> \_\_\_\_\_ in a big school in London.  
She<sup>2</sup> \_\_\_\_\_ up early, but she<sup>3</sup> \_\_\_\_\_ work at half past eight.  
After school she<sup>4</sup> \_\_\_\_\_ home.  
She<sup>5</sup> \_\_\_\_\_ a book and then she<sup>6</sup> \_\_\_\_\_ dinner.  
In the evening she<sup>7</sup> \_\_\_\_\_ TV or<sup>8</sup> \_\_\_\_\_ her friends.  
In the holidays she<sup>9</sup> \_\_\_\_\_ to Florence in Italy.  
She<sup>10</sup> \_\_\_\_\_ Italian and she wants to learn it.

Aggiunta di un esempio per guidare.

- be
- work
- get, start
- go
- read, cook
- watch, meet
- travel
- like

Consegna più articolata (gli esercizi devono sempre essere guidati). Le parole chiave della consegna vanno evidenziate per una maggiore visibilità.

\_\_\_\_ / 20

2 Completa con le preposizioni di tempo IN – AT – ON.

- 1 My birthday is \_\_\_\_\_ December.
- 2 We start school \_\_\_\_\_ 1st September.
- 3 I always play football \_\_\_\_\_ Saturday.
- 4 We finish school \_\_\_\_\_ 3.30 p.m.
- 5 My birthday is \_\_\_\_\_ June.
- 6 I get up \_\_\_\_\_ 6.30 a.m.
- 7 Pamela wakes up early \_\_\_\_\_ the morning.
- 8 I go to bed \_\_\_\_\_ 11.30 p.m.
- 9 I do my homework \_\_\_\_\_ the afternoon.
- 10 My dad's birthday is \_\_\_\_\_ 5th December.

Consegna più articolata. Semplificazione del lessico se ritenuto troppo difficile dall'insegnante.

\_\_\_\_ / 20

3 Completa con la forma in -ING dei verbi dati.

- 1 We enjoy \_\_\_\_\_ our grandparents.
- 2 Michael and Sean love \_\_\_\_\_ jeans.
- 3 Rosie doesn't like \_\_\_\_\_ early in the morning.
- 4 Jean hates \_\_\_\_\_ TV.
- 5 Sandra loves \_\_\_\_\_ books.
- 6 Rob enjoys \_\_\_\_\_ football.
- 7 Steven likes \_\_\_\_\_ to music.
- 8 We like \_\_\_\_\_ to school.
- 9 I hate \_\_\_\_\_ my homework.
- 10 Mark likes \_\_\_\_\_ in Manchester.

- visit
- wear
- get up
- watch
- read
- play
- listen
- go
- do
- live

Semplificazione del lessico e della struttura delle frasi se ritenuti troppo difficili dall'insegnante.

\_\_\_\_ / 20

4 Inserisci ciascuna parola riportata nel box nella colonna corretta. ←

Modifica della  
tipologia di  
attività quando  
non adatta.

April ▪ Saturday ▪ July ▪ Sunday ▪ Tuesday ▪ December ▪ June ▪ afternoon ▪ Thursday ▪ morning

Months	Days of the week	Parts of the day

\_\_\_\_ / 10

5 Completa i numeri ordinali in lettere: aggiungi le vocali E oppure I. ←

Modifica  
della  
tipologia  
di attività  
quando non  
adatta.

- |       |        |         |              |
|-------|--------|---------|--------------|
| 1 1st | f_rst  | 6 16th  | s_xt__nth    |
| 2 2nd | s_cond | 7 21st  | tw_nty-f_rst |
| 3 3rd | th_rd  | 8 23rd  | tw_nty-th_rd |
| 4 5th | f_fth  | 9 29th  | tw_nty-n_nth |
| 5 9th | n_nth  | 10 30th | th_rt__th    |

\_\_\_\_ / 10

6  Traduci. Utilizza il vocabolario elettronico se necessario. ←

Traduzione  
dalla L2  
all'italiano, mai  
dall'italiano  
alla L2.  
Riferimento  
esplicito  
all'uso di uno  
strumento  
compensativo  
(dizionario  
elettronico).

- Sandra likes watching television, but she hates studying French.  
\_\_\_\_\_
- Paul gets up at 7.30, he washes, he gets dressed and then he goes to work.  
\_\_\_\_\_
- My mum doesn't like cooking.  
\_\_\_\_\_
- We go to bed at 11 p.m. on Saturday.  
\_\_\_\_\_
- Simon doesn't go to school on foot, he takes the tram.  
\_\_\_\_\_

\_\_\_\_ / 20

Total score: \_\_\_\_ / 100

# Cooperative Learning: A learning strategy

1

Group work or a group that works?

2

Each person has specific responsibilities that reflect their capabilities and skills

3

The teacher is a facilitator of learning

4

Collaboration, respect and self-evaluation are key

# Why use Cooperative Learning?

1

It motivates

2

Interdependence

3

Cognitive aims = learning success

# The five elements of cooperative learning

## Interdependence

- All members contribute
- Each contribution is important

## Individual accountability

- Each member must complete & contribute their task

## Social skills

- Social skills are learned
- The teacher is a support in learning

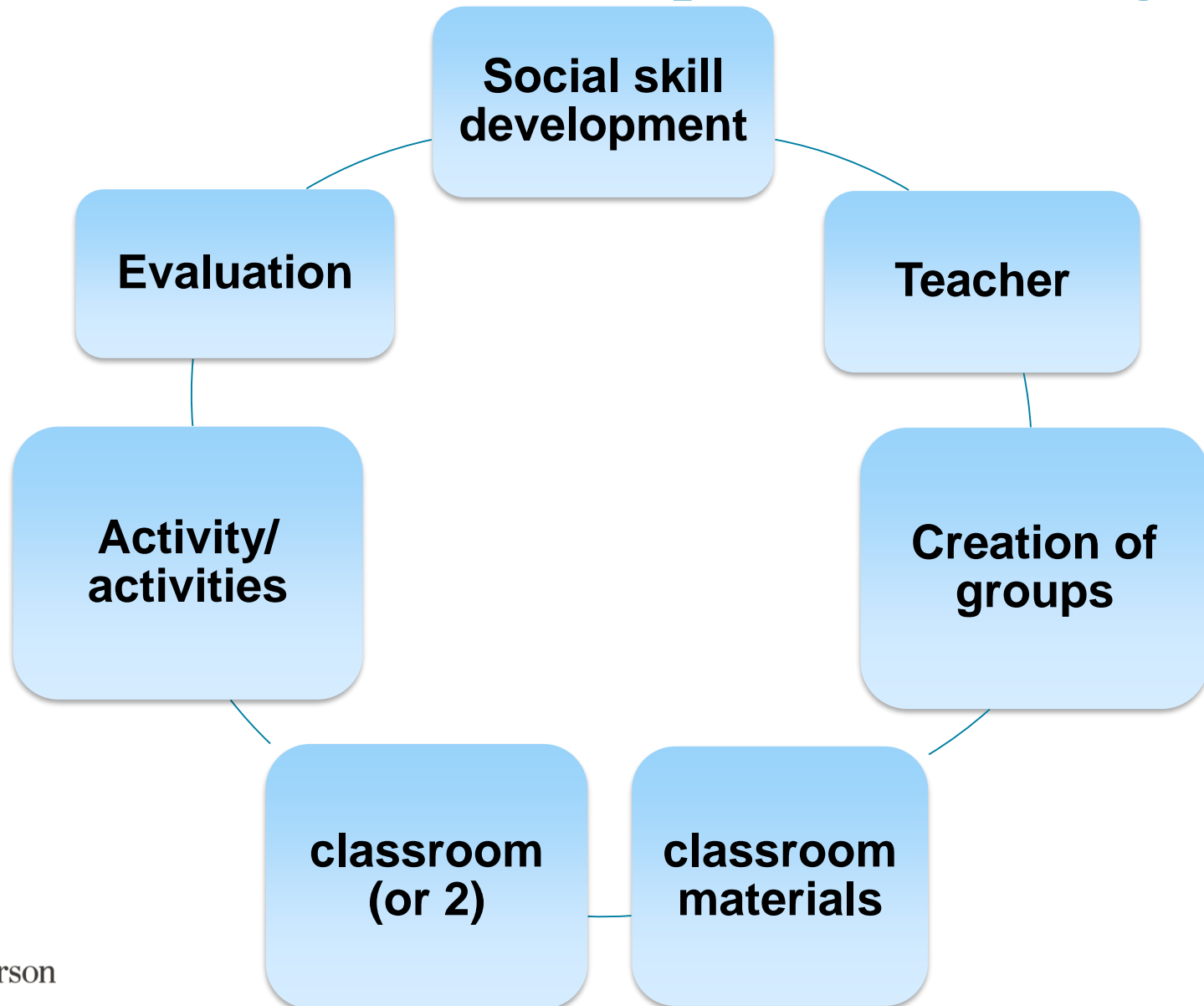
## Evaluation

- Helps the teacher
- Encourages self-reflection of performance and effort
- Intended as a motivator

## Positive interaction

- Materials are shared
- Strategies are discussed and solutions reached together

# Elements to a successful cooperative learning lesson



# Cooperative Learning in practice: What to do

- **Choose** the specific lesson (day and time).
- **Select** the topic you want to teach in the lessons.
- **Divide** the class into groups of three.
- **Breakdown** the content for the lessons.
- **Write down** the instructions for each student.
- **Create** a 'what do you know' worksheet, topic presentation and evaluation.



# Cooperative Learning: An example

- **Teachers:** Luisa Tracogna and support teacher
- **Lessons:** 10.00 – 11.00am on Monday (09/04, 16/04, 23/04, 30/04 and test on 07/05).

## Learning Objectives

- learn to use simple grammatical structures correctly
- learn new vocabulary related to daily life
- understand simple texts
- give a simple description in oral or written form

## Social Objectives

- use a calm voice during discussion
- follow the activity instructions to complete the activity in the given time
- respect you classmates speed
- learn to self-evaluate.

# Cooperative Learning: An example

## Group 1

- Student **x**:  
**Mark**
- Student **y**:  
**Penny**
- Student **z**:  
**Sam**

## Group 2


- Student **y**:  
**Sally**
- Student **z**:  
**Phil**
- Student **x**:  
**Doug**

## Group 3

- Student **z**:  
**Judy**
- Student **x**:  
**Will**
- Student **y**:  
**Laura**

Student **x**: fair language skills  
Student **y**: low language skills  
Student **z**: good language skills

# What do you know: Lesson 1

Topic	Rule or example	This is <b>easy</b> for me (X)	This is <b>difficult</b> for me (X)
Present and Past forms of the <b>verb TO BE</b> ( <u>affermative</u> )			
Present and Past forms of the <b>verb TO BE</b> ( <u>negative</u> )			
Questions			
Simple prepositions			
The <b>verb CAN</b>			
<b>Words</b> about <b>SCHOOL SUBJECTS</b>			
 <b>Words</b> about <b>HOBBIES</b>			

# Instructions: Lesson 1

- Student **y (low)**: help everyone keep a low voice
- Student **x (fair)**: help complete the task in time
- Student **z (good)**: help follow the instructions

Listen to the text on  
pg 114 →  
countable & uncountable

- **Y**: underline the countable and uncountable nouns in different colours
- **X**: complete ex. 33
- **Z**: complete ex. 34
- **All**: share answers

7

Skills and Competences

Reading

FUN WITH FOOD:

## The Pancake

1

Pancakes are popular in countries all over the world, and people make them using different ingredients. In most countries people usually eat pancakes as snacks. In France, people often put things like fruit, jam, ice cream or chocolate sauce on their pancakes. In Asia, they often eat them with vegetables, meat or fish. But in the UK we usually eat our pancakes with lemon juice and sugar.

2

Every year there is a day when people in the UK eat a lot of pancakes. It's called Pancake Day or Shrove Tuesday and it's always in February or March. British children love eating pancakes on Pancake Day! They have them at home with their families and sometimes they learn to make them at school, too. People in the UK use 52 million eggs on Pancake Day – that's a lot of eggs!

3

In the UK and the USA some people do very interesting things with pancakes. In some towns and villages in the UK there are special competitions on Pancake Day. People run and throw pancakes into the air at the same time. In the USA, pancake art is very popular. Some people use pancakes to make pictures!

4

It's easy to make pancakes. Take milk, flour and eggs, mix them together and cook them in a pan. Then add your favourite things on top. They're delicious!



33 126 Leggi e ascolta il testo. Abbina i titoli (A-D) ai paragrafi (1-4).

- A Cooking pancakes is easy
- B Let's have some fun!
- C A special Tuesday
- D A popular food

34 Rileggi il testo e rispondi alle domande.

- 1 Where do people like eating pancakes with chocolate sauce?
- 2 Where do people eat pancakes with lemon juice?
- 3 When is Pancake Day in the UK?
- 4 How many eggs do British people use on Pancake Day?
- 5 What do some Americans do with their pancakes?
- 6 What ingredients do you need to make pancakes?

# Self evaluation of learning and social objectives: Lesson 1

	*****	****	***	**	*
<b>learn to use simple grammatical structures correctly</b>					
<b>learn new vocabulary related to daily life</b>					
<b>understand simple texts</b>					
<b>give a simple description in oral or written form</b>					
<b>use a calm voice during discussion</b>					
<b>follow the activity instructions to complete the activity in the given time</b>					
<b>respect you classmates speed</b>					
<b>learn to self-evaluate.</b>					

## Reflection: Lesson 1

- 1) Which **learning** objective did you reach the best today? Why?
- 2) Which **learning** objective did you not reach today? Why?
- 3) Which **social** objective did you reach the best today? Why?
- 4) Which **social** objective did you not reach today? Why?

# Final Conclusion: After the test

	***	**	*	How?
This method helped you work better <b>in a group...</b>				
This method helped you <b>learn English...</b>				

Do you want to continue to study this method? **Yes** / **No** / **I don't know**  
Why? ...

**Thank you Prof.sse  
Cristina Ciocciola,  
Anna Borghi e Paola  
Eleonora Fantoni**



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»2«

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**Thank you for joining  
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IMPARARE SEMPRE