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# E NGLISCH

Entwicklungsbereich	ADHS
Titel/Thema	Gesamtmaterial
Verfasser(innen)	Eriko Kobayashi
Erstellungsdatum	Juli 2021



## Internal differentiation and inclusive learning in the EFL classroom



**Title of the teaching unit:** The Smartest Giant in Town

**Area of support:** Learning disorder, especially ADHD

**Preliminary considerations:** This teaching unit aims to support students with learning disorder. The focus is placed on ADHD, which is the abbreviation of Attentive Deficit Hyperactivity Disorder. Around 15 % of ADHD students are inattentive, while approximately 85% have a combined type such as behavior disorders and psychological disorders, and some are impulsive. For the inattentive type, study-buddy and group work are efficient. On the contrast, the impulsive students find difficulty in group work but they are creative and productive, and tactile objects are helpful (Yanoff, 2006, 51-57). In order to support this group of students, the approach contains routine procedures, explicit instruction, and multi-sensory teaching. Methodical variety that also includes sensory components and movement is meant to prolong the students' attention span.

**Age group:** 6th grade

## Story:

### Julia Donaldson and Axel Scheffler: The Smartest Giant in Town

This is a story about a giant finding his own character. By changing clothes, he tried to be recognized smart. However, on his way home, he supported every animal in need by offering his new clothes and he returned to put on the previous clothes. He gained a new perspective towards his previous clothes and realized how he was recognized by others.

#### Reference:

Donaldson, Julia; Scheffler, Axel (2010). The Smartest Giant in Town, Macmillan Childrens' Books.

## Learning objectives:

- Understanding a story
- Learning new vocabulary
- Summarizing a scene
- Memorizing sentences
- Feeling rhyme and enjoying singing
- Making comparisons with the comparative and superlative
- Making an impossible wish by using subjunctive mode
- Retelling a story and acting it out
- Finding classmates' good points

## Lesson plan

Lesson	Content	Media
1	<p><b>Brainstorming</b> The impact of clothes</p> <p><b>Introduction of key vocabulary</b> Showing picture cards to introduce the new words visually. The students repeat the words and are then asked to label the pictures with the new words.</p> <p><b>Introduction of grammar: the superlative degree</b> Comparing clothes</p> <p><b>Grammar and vocabulary practice</b> Vocabulary bingo and handout</p>	<p>Clothes (realia)</p> <p>M1: word cards</p> <p>Clothes, M2: panel painting</p> <p>M3, M4: handouts</p>
2	<p><b>Revision of key vocabulary and grammar</b> Eliciting the vocabulary of the previous lesson by showing picture cards and clothes, and asking students questions</p> <p><b>Introduction of key vocabulary</b> (picture-based)</p> <p><b>Introduction of the story</b> (pre-reading activity) Teacher shows the cover of the book; students speculate about the content of the story</p> <p><b>1<sup>st</sup> reading of the story</b> The teacher reads the story to the students (up to the second spread). Students receive a handout with while- and post-listening activities.</p> <p><b>Introduction of grammar: the subjunctive mode</b> Asking students to find a key sentence to make a wish. Explanation of the new grammar with sample sentences.</p> <p><b>Grammar practice: Memory game</b> (wish list)</p>	<p>M1: word cards, clothes</p> <p>M5: power point slides</p> <p>Picture book</p> <p>M6: Handout</p>
3	<p><b>Revision of key vocabulary and grammar</b> Showing slides to revise the key vocabulary; practicing making a wish in the subjunctive mode.</p> <p><b>Retelling the first part of the story</b> On the basis of visual impulses, the students retell the story.</p> <p><b>2<sup>nd</sup> reading of the story: jigsaw reading</b> Each group is assigned a different text part; students create their own picture cards</p>	<p>M1, M5: word cards, M7: making a wish</p> <p>M8: picture cards</p> <p>M9: handout</p>
4	<p><b>Retelling in expert groups</b> In the same groups as in the previous lesson, students practice retelling their story parts.</p> <p><b>Collaborative storytelling:</b> In mixed groups, students reconstruct the story line. Students then retell the entire story with the help of their own drawings.</p> <p><b>Listening to a song</b> Students watch and listen to a music clip ("George's song").</p>	<p>M9: handout</p> <p>M10: scrambled story</p> <p>M11: George's song</p>

Lesson	Content	Media
5	<b>Listening to a song</b> Students listen to the song again, paying attention to the rhyme.	M11: George's song
	<b>Reading the end of the story</b> The teacher reads the last part of the story to the students. After a brief discussion of the content, students think of adjectives to describe giant George and write him a card.	Picture book M12: message card
	<b>Watching the full version of the music clip</b>	M11: George's song
6	<b>Singing a song</b> Students watch the music clip and sing along.	M12
	<b>Retelling/performing</b> Students act the story out in groups (they may use props/clothes provided by the teacher). One or two groups voluntarily perform in front of the class.	Clothes/props
	<b>Reflection</b> Students share opinions and ideas about the book.	
	<b>Finding good points</b> Each student is given five cards and writes down good points of classmates. After writing, students exchange cards and opinions. Alternatively, the teacher can collect the messages first and distribute them later.	Blank paper

#### References:

Yanoff, Jerome C. *Classroom Teacher's Inclusion Handbook: Practical Methods for Integrating Students with Special Needs*, Arthur Coyle Press, 2006.

#### Pictures:

- Freepik.com

Online free resources (download is limited to certain amount per day): [www.freepik.com](http://www.freepik.com)

- Unsplash

Free resources of images and pictures: [www.unsplash.com](http://www.unsplash.com)

- いらすとや

Free resources of illustrations: [www.irasutoya.com](http://www.irasutoya.com)

#### Music Video:

Donaldson, Julia and Malcolm: *The Smartest Giant in Town Song*. Macmillan Children's Books.  
<https://www.youtube.com/watch?v=iJ4CHVIlv78>

## Detailed lesson descriptions

### ■ Lesson 1

#### Learning objectives:

- Being familiar with key vocabulary
- Making a sentence in the superlative degree
- Recognizing the impact of clothes

Key vocabulary: sail, mast, patched-up, stripy, shiny, untacked, ruined, pavement, puddle, bog

### **Brainstorming**

Showing pictures of singers in different clothes. Having students think how much impact the clothes have.

Introduction of key vocabulary

Using the word cards (M1) to introduce key vocabulary visually. Students repeat the words and match pictures and labels.

### **Introduction of grammar: the superlative**

Students build sentences with the comparative and superlative. The teacher compares several clothing items and provides sample sentences (e.g. Here are three shirts. The yellow shirt is bigger than the white one. The blue shirt is bigger than the yellow one. The blue shirt is the biggest of the three.). The students are asked to compare the clothes on the front desk, build sentences, and share them in pairs. Students voluntarily present their sentences in class.

### **Vocabulary and grammar practice**

The students practice the new words with a vocabulary bingo. The students write nine new words the teacher provides in their bingo fields (in a random order). The game begins when the teacher gives the first definition or shows a picture of one of the words. The students have to recognize the word in their bingo field and cross it out. As soon as a student has crossed out three words in a row, he or she can call out 'bingo' and so wins the game.

After the game, the teacher hands out worksheet M4 and informs the students that the first question has to be done individually, the second question can be solved individually or in pairs. Students come to the front to see the clothes and go back to their seats to write down the sentences.

## **■ Lesson 2**

### **Learning Objectives:**

- Being familiar with key vocabulary
- Making an impossible wish by using the subjunctive mode
- Memorizing sentences

Key vocabulary: scruffy, scramble, snuggle, get stuck, squash, shivery, poke out

### **Revision of key vocabulary and grammar**

Showing the previous vocabulary cards to quickly revise the words; asking students some questions about clothes

### **Introduction of new vocabulary**

Picture-based introduction of the new words

### **Introduction of the story**

Showing the cover picture of the book; students describe the cover and speculate about the content of the book

Impulses for the cover description: What is the giant wearing? What color are his shoes and trousers? What animals are there? What is the smallest animal in the picture? What is the tallest animal in the picture? What do you think is the fox doing?

### **1st reading of the story**

Reading the story up to the second spread ("Now I'm the smartest giant in town," he said proudly."). While listening to the story, students fill in the blanks in the handout. Alternatively, this can be a post-listening activity.

### **Introduction of grammar: the subjunctive mode**

Asking students to guess the meaning of the sentence ("I wish I was..." / "I wish I were..." by asking "Is this wish possible to come true?" and explain the grammar with example sentences.

### **Grammar practice: Memory game**

The game is played in groups of 5 to 6 students. The students have to make an impossible wish. The first student makes a wish, the next student repeats the first student's phrase and adds another wish. This is continued until a student can't repeat the previous wishes. E.g. "Tom wishes he was a wizard like Harry Potter. Kate wishes she had a friend like Genie. I wish I had a dragon as a pet."

## ■ Lesson 3

### Learning Objectives:

- Retelling with pictures
- Enjoying reading in groups and drawing or collaging
- Summarizing a scene

### Revision of key vocabulary and grammar

Using the slides to revise key vocabulary, and having students guess the wish in the pictures.

### Retelling

Students reconstruct the story with the help of picture cards.

### 2<sup>nd</sup> reading of the story: jigsaw reading

The class is split into 5 groups. Each group receives a different part of the story. The students read their text parts, draw the scene and summarize it in one sentence. Group members support students who need help.

## ■ Lesson 4

### Learning Objectives:

- Retelling with own materials
- Enjoying reading and retelling in groups
- Enjoying singing

### Retelling in groups

In the same groups as in the previous lesson, students practice retelling their story parts.

### Collaborative storytelling

New groups are formed with one member from each of the former groups, i.e. there is an expert for each part of the story in the new group. The students retell the story with the help of their own drawings.

### Listening to a song

Students watch the video 'The Smartest Giant in Town Song' by Macmillan Children's Books until 1:50. This music video clip contains pictures from the picture book. The singer is the author's husband.

## ■ Lesson 5

### Learning objectives:

- Enjoying singing and feeling rhyme
- Writing a card to the giant

### Listening to a song

Paying attention to the rhyme and watching 'The Smartest Giant in Town Song' until 1:50 again. Students are invited to sing along.

### Reading the end of the story

The teacher reads the last part of the story to the students. After a brief discussion of the content, students think of adjectives to describe giant George and write him a card.

Watching the full version of the music video

Students finally watch the whole music video and see the author singing.

## ■ Lesson 6

### Learning objectives:

- Acting the story out
- Finding students' good points

### Singing a song

Watching the music video clip again and singing along, with action if possible.

### Performing

Students act the story out in groups (they may use props/clothes provided by the teacher). One or two groups voluntarily perform in front of the class.

## Reflection

Students share their opinions and ideas about the story. The teacher introduces a proverb related to the theme: Don't judge a book by its cover.

### Finding classmates' good points

Each student receives five cards and writes down good points of classmates. After writing, students exchange cards and opinions. Alternatively, the teacher can collect and distribute the silent messages.



### M1: Word cards

<p>patched-up</p> 	<p>stripy</p> 	<p>shiny</p> 
<p>untacked</p> 	<p>sail</p> 	<p>mast</p> 
<p>ruined</p> 	<p>sniffing</p> 	<p>pavement</p> 
<p>puddle</p> 	<p>bog</p> 	

### M2: Model sentence on the blackboard

\_The\_blue\_shirt\_ is the \_\_\_largest\_\_\_\_\_ { in the classroom / in the box / in ...  
of the three / of all / of ...

### M3: Vocabulary Bingo


## M4: Handout

### Vocabulary practice

Find the odd one out.

1. untacked shirt














2. stripy shirt



Use the clothes at the front of the classroom and build as many sentences as you can.


## M5: Word cards / slides

<p>scruffy</p>  <p>a little dirty</p>  <p>messy</p> <p>untidy</p>	<p>scramble</p> 	<p>snuggle</p>  <p>A dog snuggled into a bed.</p>
<p>get stuck</p>  <p>They got stuck in traffic.</p>	<p>squash</p> 	
<p>pole out</p>  	<p>question</p>  	

## M6: Handout

### The Smartest Giant in Town (lesson 2)

#### Check list

Retelling the first scene	
Enjoying Reading in groups and drawing or collaging	
Summarizing a scene	

**Listen to the story and fill in the blanks.**

George was a giant, the \_\_\_\_\_ giant in town.

He always wore the same pair of old brown sandals.

and the same old patched-up \_\_\_\_\_.

“I wish I \_\_\_\_\_ the scruffiest giant in town,” he said sadly.

But one day, George noticed a new shop.

It was full of \_\_\_\_\_, clothes.

So he bought...

A smart shirt,

A smart pair of trousers,

A smart belt,

A smart \_\_\_\_\_ tie,

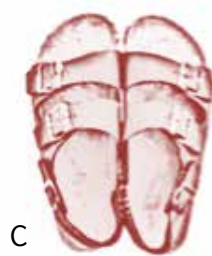
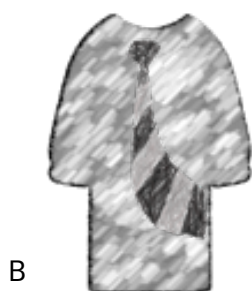
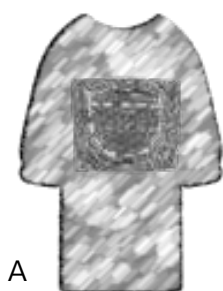
Some smart socks with diamonds up the sides,

And a pair of smart \_\_\_\_\_ shoes.

“Now I’m the \_\_\_\_\_ giant in town,” he said proudly.

**Choose the right picture or word.**

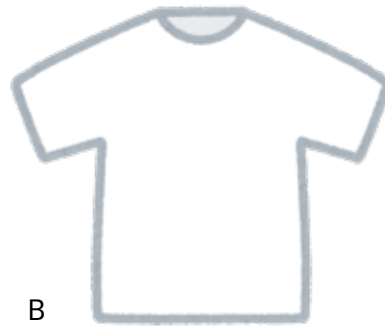
1. George wore...



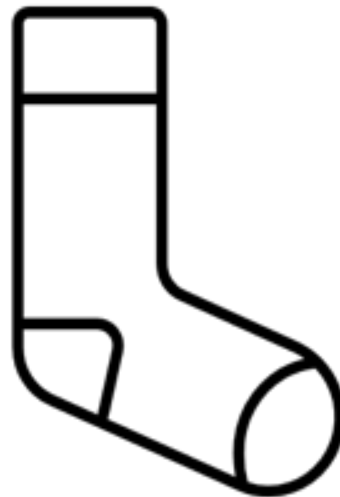
2. George looked (smart / scruffy) in his gown.

3. He noticed a new (shop / restaurant) open.

4. There he bought...



5. Draw the pattern of his new tie and add a decoration of his new socks



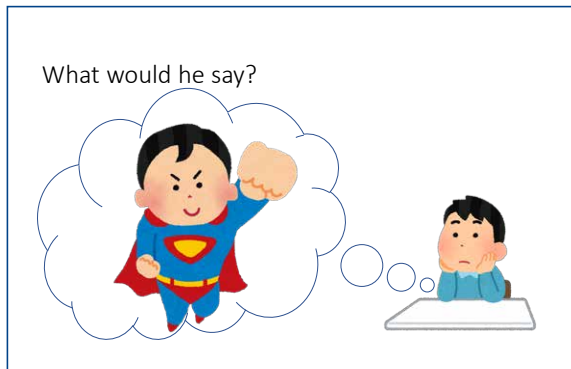
Key Grammar

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*Write down your wish.*

Hopefully possible:
Impossible:

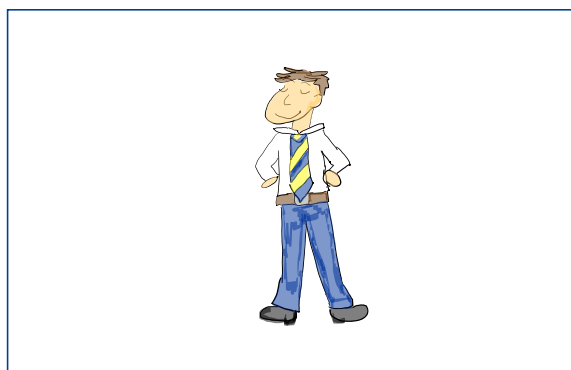
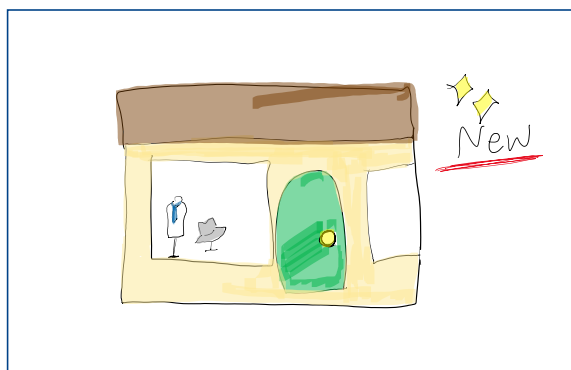
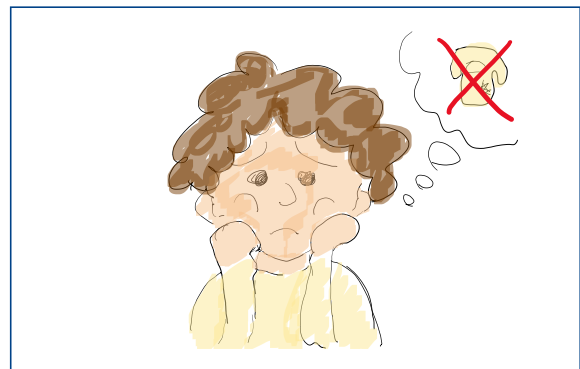
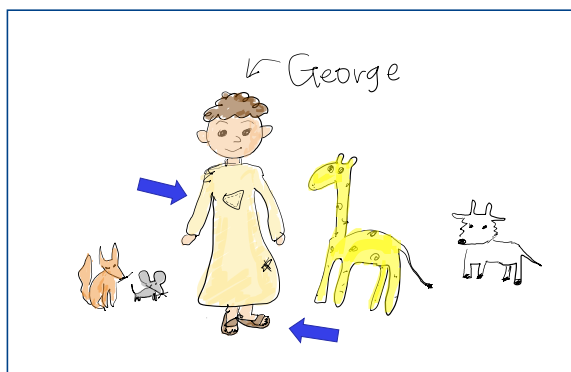
## M7: Making a wish



What would she say?



## M8: Picture cards



## M9 Lesson 3

### Check list

Retelling the first scene	
Enjoying Reading in groups and drawing or collaging	
Summarizing a scene	

### Handout A\*: Jigsaw Reading

George came to a river. On a boat stood a goat who was bleating loudly. "What's the matter?" asked George.

"It's my sail," said the goat.

"It blew away in a storm.

"I wish I had a strong new sail for my boat!"

"Cheer up!" said George, and he took off his new white shirt.

"It kept coming untucked anyway," he said, as he tied it to the mast of the goat's boat. It made a magnificent sail.

"Thank you!" said the goat.

### Question

What did the goat need?

Why did the goat need it?

What did the giant offer to the goat?

Why did the giant give it to the goat?

Find a word meaning `very good` in the text.

Summarize the scene in one sentence! [key words: the giant, offered, became]

\* The backside of the handout can be used for the drawing. / Handouts B to E follow the same structure.



## M10: Scrambled story (lesson 4)

(text cards to be cut out)



**A**

George strode on, singing to himself,  
"My tie is a scarf for a cold giraffe,  
My shirt's on a boat as a sail for a goat,  
But look me up and down –  
I'm the smartest giant in town!"

**B**

George had to hop along the road now,  
but he didn't mind. As he hopped, he sang  
to himself,  
"My tie is a scarf for a cold giraffe,  
But look me up and down –  
I'm the smartest giant in town."

**C**

The wind started to blow, but George didn't  
mind,  
He hopped on, singing to himself,  
"My tie is a scarf for a cold giraffe,  
My shirt's on a boat as a sail for a goat,  
My shoe is a house for a little white mouse,  
One of my socks is a bed for a fox,  
My belt helped a dog who was crossing a bog.  
But...

**D**

George strode on, singing to himself,  
"My tie is a scarf for a cold giraffe,  
My shirt's on a boat as a sail for a goat,  
But look me up and down –  
I'm the smartest giant in town!"

**E**

George strode on, singing to himself,  
"My tie is a scarf for a cold giraffe,  
My shirt's on a boat as a sail for a goat,  
But look me up and down –  
I'm the smartest giant in town!"

## M11: George's song

'The Smartest Giant in Town Song' by Julia and Malcolm Donaldson  
Macmillan Children's Books

<https://www.youtube.com/watch?v=iJ4CHVIlv78>

## M 12: Message card to George

