



LUDWIG-
MAXIMILIANS-
UNIVERSITÄT
MÜNCHEN

INKLUSIONSDIDAKTISCHE LEHRBAUSTEINE – !DL



E ENGLISCH

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| Entwicklungsbereich | ADHS |
| Titel/Thema | Lesson plan and lesson descriptions |
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| Lesson | Content | Media |
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| 1 | <p>Brainstorming The impact of clothes</p> <p>Introduction of key vocabulary 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>Introduction of grammar: the superlative degree Comparing clothes</p> <p>Grammar and vocabulary practice 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>Revision of key vocabulary and grammar Eliciting the vocabulary of the previous lesson by showing picture cards and clothes, and asking students questions</p> <p>Introduction of key vocabulary (picture-based)</p> <p>Introduction of the story (pre-reading activity) Teacher shows the cover of the book; students speculate about the content of the story</p> <p>1st reading of the story 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>Introduction of grammar: the subjunctive mode Asking students to find a key sentence to make a wish. Explanation of the new grammar with sample sentences.</p> <p>Grammar practice: Memory game (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>Revision of key vocabulary and grammar Showing slides to revise the key vocabulary; practicing making a wish in the subjunctive mode.</p> <p>Retelling the first part of the story On the basis of visual impulses, the students retell the story.</p> <p>2nd reading of the story: jigsaw reading 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>Retelling in expert groups In the same groups as in the previous lesson, students practice retelling their story parts.</p> <p>Collaborative storytelling: In mixed groups, students reconstruct the story line. Students then retell the entire story with the help of their own drawings.</p> <p>Listening to a song 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> |

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| 5 | <p>Listening to a song Students listen to the song again, paying attention to the rhyme.</p> <p>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.</p> <p>Watching the full version of the music clip</p> | <p>M11: George's song</p> <p>Picture book</p> <p>M12: message card</p> <p>M11: George's song</p> |
| 6 | <p>Singing a song Students watch the music clip and sing along.</p> <p>Retelling/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.</p> <p>Reflection Students share opinions and ideas about the book.</p> <p>Finding good points 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.</p> | <p>M12</p> <p>Clothes/props</p> <p>Blank paper</p> |

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

- Unsplash

Free resources of images and pictures: www.unsplash.com

- いらすとや

Free resources of illustrations: 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.

2nd 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.