



# E NGLISCH

Entwicklungsbereich	Lese-Rechtschreib-Störung (LRS)
Titel/Thema	Lesson plan
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## Lesson plan

Lesson	Content	Media
1	<p><b>Introduction of the story:</b> Teacher brings an empty birthday present/ box to gain the attention of the students and informs them about the theme of the picture book that will be read today.</p> <p><b>Preparation before reading the story:</b> Teacher shows the cover of the book and asks students to guess what birthday presents the main character (Boa) receives on his birthday. Students answer the question voluntarily.</p> <p><b>Introduction of adjectives:</b> Teacher introduces ten adjectives from the storybook to students. S/he uses adjective cards to illustrate the meanings. Spelling and visualization of the adjectives will aid students' comprehension of the story.</p> <p><b>1st reading of the story:</b> Teacher presents the story by using the picture book (Big Book edition). If necessary (e.g. in case of very large classes and limited visibility), s/he also shows some pictures from the book on PPT to help students visualize the story.</p> <p><b>Post-reading activities:</b> teacher asks students the following questions to revise the story in the plenum:            1) Who was the main character?            2) Who gave Boa presents?            3) What presents did Boa receive?            4) What was the best present for Boa, and why?</p> <p><b>Ball toss game:</b> Teacher throws/passes a ball to the student whom s/he wants to answer and the student passes the ball to their peers until all questions are answered.</p> <p><b>Writing story:</b> Teacher asks students to write their own story about their best birthday present and explain why they love it. This activity allows students to reflect on their personal experience, i.e. the best birthday present ever received. Teacher is aware that the writing task is more challenging for dyslexic students, therefore, extra time and simplified instructions may be given.</p> <p><b>Milling around:</b> Students are asked to walk around the room to find a partner in order to exchange their stories. Teacher monitors students' activity closely, provides feedback and signals students when it is time to change their partner, to stop the game and to go back to their seats.</p>	<p>An empty wrapped box</p> <p>Cover of the book</p> <p>Adjective cards</p> <p>Picture book/Power Point slides</p> <p>A small ball</p> <p>Best birthday present worksheet</p>
2	<p><b>Warm-up: Revision of the adjectives.</b> Each student is given the adjective puzzle worksheet which requires them to find the learned adjectives. This activity aims to facilitate word recognition and to help dyslexic students with their spelling skills. During the activity, teacher notes that dyslexic students may require more time to complete the task. Teacher provides solution after the completion of the task.</p> <p><b>2nd reading – Reader's Theater:</b> Students are divided into groups and are given a part of the story to practice. Teacher asks students to read their script orally for practice. Teacher assists each group to make sure they pronounce the words accurately and asserts expression where it deems appropriate. After the practice, teacher and students perform together by having each group of students read their assigned part in the plenum. This activity aims to enhance students' reading fluency and confidence. It also promotes collaboration between non-dyslexic and dyslexic students.</p>	<p>Adjective puzzle worksheet</p> <p>Script</p>

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	<p><b>Introduction to past tense:</b> Students work in groups again and are asked to find both regular and irregular verb forms that appear in their script. Teacher asks each group what they have found, then sticks the verb on the board. Teacher continues to explain the concept of Simple Past tense and provides more examples of regular and irregular verbs.</p> <p><b>Past tense verbs practice:</b> Students are given a worksheet to complete Boa’s story by filling in the blanks with correct verb forms. The teacher reveals the answers at the end of the class in the plenum.</p>	<p>Verb cards derived from the storybook</p> <p>Boa’s story Verb 2 worksheet</p>
3	<p><b>Revision of regular and irregular verbs:</b> Magic bag activity. Teacher presents a magic bag that is filled with verbs in the infinitive form. S/he goes to each student and asks the student to pick one slip of paper. Each student is required to spell out the equivalent verb in the past tense (e.g. look – looked). The rest of the students are asked to listen, confirm and help their peer when in need.</p> <p><b>Introduction to pronunciation of verbs with -ed ending:</b> Teacher puts three boxes labeled with /d/, /t/, and /id/ in front of the classroom. Teacher shows verb cards in the past form (e.g. looked) and asks students how the verb is pronounced. Students predict the answer. Teacher confirms students’ answers and corrects when they are wrong. Teacher pronounces the -ed of the verb and students are asked to repeat. The verb cards are then placed in the box of their corresponding sound (e.g. looked in the /t/ box). Teacher and students conclude the rules of -ed pronunciation together. This activity enables students to pronounce verbs with -ed suffix correctly. The visual aid i.e., verb cards are color coded to differentiate the root of the word and the suffix better in order to aid students with dyslexia.</p> <p><b>Practice of pronunciation of verbs ending with -ed:</b> Think-pair-share. Students are divided into pairs. Each pair is asked to think of three different regular verbs that represent each sound /d/, /t/, and /id/. Teacher asks each pair to present their verbs in the plenary. Students are expected to pronounce the words appropriately with the assistance from the teacher.</p>	<p>A bag</p> <p>Small pieces of paper with verbs in the infinitive form</p> <p>Three boxes labeled with /d/,/t/, and /id/</p> <p>Verb with -ed ending cards</p>

**References:**

Joshi, R. M., Dahlgren, M. and Boulware-Gooden, R. (2002). ‘Teaching Reading in an Inner City School through a Multisensory Teaching Approach’, *Annals of Dyslexia*, 52, pp 229–242.

Oakland, T., Black, J. L., Stanford, G., Nussbaum, N. and Balise, R. R. (1998). ‘An Evaluation of the Dyslexia Training Program: A Multisensory Method for Promoting Reading in Students with Reading Disabilities’, *Journal of Learning Disabilities*, 31(2) 140–147.

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