



# ENGLISCH

Entwicklungsbereich

Sehen

Titel/Thema

Gesamtmaterial

Verfasser(innen)

Mheddin Saho

Erstellungsdatum

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## Internal differentiation and inclusive learning in the EFL classroom

**Title of the teaching unit:** The Greedy Hippo

**Area of support:** Visually impaired students

**Preliminary considerations:** This teaching supports visually-impaired (VI) students not only through appropriate materials (e.g. magnified or braille handouts, realia, audio version of written texts) but aims to demonstrate how collaboration between visually impaired and sighted students can benefit all class members in an integrative setting. For example, when sighted students explain visual material that is used in class to VI students and thus engage in meaningful dialogue, all participants further develop their communicative competences, which is an overarching goal in foreign language education.

**Age group:** 6th grade (pre-intermediate)

## Story: The Greedy Hippo

Whenever there is food in sight, Hippo devours it greedily without leaving any to his friends. One day, the other animals are tired of his selfish behavior and teach him a lesson.

### Reference:

<https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/short-stories-the-greedy-hippo-transcript.pdf>

### Learning objectives:

- Learning and revising animal vocabulary
- Understanding a fable and its morale

## Lesson plan

Lesson	Content	Media
1	<p><b>I. Pre-listening activity</b></p> <p><b>Warm-up:</b> Teacher asks the students if they like animals and what their favorite animal is. Students may also report about their pets.</p> <p><b>Introduction of the topic:</b> Fable (short story with animals as characters, conveying a moral)</p> <p><b>Vocabulary introduction:</b> Teacher opens the PPT (M1) and takes out the realia. The teacher starts with the slides one by one and hands out the corresponding animal to the VI (= visually impaired) students. While doing so, the teacher asks sighted students to describe the animal on the PPT slide (flashcard format). The VI students are encouraged to ask further questions about the features of the animal they are touching. (Note: Using peer description may provide an inclusion of VI, it also allows the teacher to engage the sighted while the VI are handed the realia.)</p> <p><b>Vocabulary consolidation and interactive speaking skills exercise:</b></p> <p><b>Partner work: Guessing game</b> Students collaborate in mixed groups (VI and sighted students; if there are more sighted students than VI students in class, the remaining sighted students form pairs). All students are given a set of toy animals. With closed eyes (optionally, sighted students can be blindfold), one partner is given an animal which he/she has to describe while touching and finally make a guess. Roles are changed then. At the end of the activity, students count who has guessed the most animals correctly.</p> <p><b>II. While-listening</b></p> <p>Students listen to the story The Greedy Hippo</p> <p><b>III. Post-listening</b></p> <p><b>Global comprehension</b> (questions; teacher-student-conversation)</p> <p><b>Creative retelling</b> Pair work: The students retell the story and, additionally, include further statements and actions by the animals. They use the animal vocabulary that was introduced at the beginning of the lesson and so add further characters to the story. Some students present their story in class. Variations: - Teacher provides keywords the students have to use in their retelling. - The students retell/redesign their stories in groups and act the story out afterwards.</p>	<p>PPT (M1) + realia: toy animals (same as shown in PPT)</p> <p>MP3 (M2)</p> <p>M3</p>

Lesson	Content	Media
2	<p><b>I. Warm-up/Pre-reading:</b></p> <p><b>Story flashlights (vocabulary revision)</b>  Teacher plays recorded animal sounds. Students name the animal and invent a sentence this animal might say in the story <i>The Greedy Hippo</i>.  (The auditory stimuli cater for the needs of both VI and sighted students.)</p> <p><b>II. While-reading</b>  Students read the story (= 2nd text encounter). VI students are given braille or magnified handouts. The students are asked to focus on what the hippo ate and the consequences. The sighted students may highlight the food items in the text.</p> <p>(Note: Writing in class is difficult for VI students because of technological issues, e.g. some devices are very noisy.)</p> <p><b>III. Post-reading</b></p> <p><b>Detailed comprehension</b> (pair work): Students discuss what the hippo ate and the consequences it suffered.</p> <p><b>The genre 'fable':</b> Teacher introduces the genre 'fable', explains its characteristics and has the students phrase the moral of the story 'The Greedy Hippo'. The results are preserved visually on the board and acoustically as recording for the VI students.</p> <p><b>Famous fables – 'Spoiler alarm'</b>  The class is grouped around the teacher in a semicircle ('cinema circle'). The teacher starts telling a famous fable (e.g. The Fox and the Crow; The Lion and the Mouse etc.). As soon as a student recognizes the fable, he/she may tell the ending. The faster the students guess the fable, the more stories the teacher will tell. The activity not only fosters listening/speaking skills but activates the students' knowledge about fables and provides impulses for the subsequent creative writing activity.</p> <p><b>Homework: Creative writing</b>  The students invent their own little fable and either write it down or record it. The results will be presented in class (recordings can, for example, be played from the student's phone).</p>	<p>MP3 (M4)  (Wikipedia list of animal sounds)</p> <p>Story (M2)</p> <p>blackboard/  recorder</p>











#### References:

- Cummins, Jim (2015). Inclusion and language learning: Pedagogical principles for integrating students from marginalized groups in the mainstream classroom. *Inklusion im Englischunterricht*, p. 95-116.
- Tomlinson, Carol Ann (2001). How to differentiate instruction in mixed-ability classrooms. ASCD, Virginia USA.
- UNESCO (2009). Tenth meeting of the Working Group on Education for All (EFA): Concept paper on marginalization, p.9-11 (as cited in Cummins, 2015, p. 95).

## Material

Whenever there is food in sight, Hippo devours it greedily without leaving any to his friends. One day, the other animals are tired of his selfish behavior and teach him a lesson.

### M1: Power Point slides / realia (toy animals)

<p>Wild Animals</p> 	 <p>giraffe</p>
 <p>raccoon</p>	 <p>cheetah</p>
 <p>lion</p>	 <p>zebra</p>
 <p>deer</p>	 <p>tiger</p>
 <p>hippo</p>	 <p>elephant</p>

<p>Wild Animals (possible descriptions)</p>	<p><b>giraffe</b></p> <ul style="list-style-type: none"> <li>• long neck</li> <li>• yellow color</li> <li>• brown spots</li> <li>• very tall</li> <li>• four long legs</li> </ul>
<p><b>raccoon</b></p> <ul style="list-style-type: none"> <li>• a mask over its eyes</li> <li>• grey color</li> <li>• black stripes</li> <li>• small,</li> <li>• four legs</li> </ul>	<p><b>cheetah</b></p> <ul style="list-style-type: none"> <li>• long tail</li> <li>• yellow color</li> <li>• black spots</li> <li>• very fast</li> <li>• four legs</li> </ul>
<p><b>lion</b></p> <ul style="list-style-type: none"> <li>• mane</li> <li>• yellowish color</li> <li>• no spots</li> <li>• very strong</li> <li>• four legs</li> </ul>	<p><b>zebra</b></p> <ul style="list-style-type: none"> <li>• mane</li> <li>• black and white color</li> <li>• stripes</li> <li>• similar to a horse</li> <li>• four long legs</li> </ul>
<p><b>deer</b></p> <ul style="list-style-type: none"> <li>• long ears</li> <li>• brown color</li> <li>• white spots</li> <li>• is able to jump</li> <li>• four long legs</li> </ul>	<p><b>tiger</b></p> <ul style="list-style-type: none"> <li>• long tail</li> <li>• yellowish color</li> <li>• brown stripes</li> <li>• very strong</li> <li>• four legs</li> </ul>
<p><b>hippo</b></p> <ul style="list-style-type: none"> <li>• big body,</li> <li>• grey color,</li> <li>• no spots,</li> <li>• big mouth,</li> <li>• four legs</li> </ul>	<p><b>elephant</b></p> <ul style="list-style-type: none"> <li>• long trunk,</li> <li>• grey color,</li> <li>• very big animal</li> <li>• very heavy</li> <li>• four legs</li> </ul>

## M2: Story “The Greedy Hippo”

The story (text and audio) is available online (last access June 2021):

<https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/short-stories-the-greedy-hippo-transcript.pdf>

## M3: Comprehension questions on the fable

1. Why was the hippo sinking?  
(Answer: Because he ate too much food and was fat.)
2. Why were the other animals angry?  
(Answer: Because the hippo ate everyone’s food and was selfish.)
3. What do you learn from this fable?  
(Answer: Being selfish and greedy makes you lose your friends.)
4. What happened to the hippo at the end of the story?  
(Answer: He got very sick and left the town.)

## M4: Animal sounds

[https://en.wikipedia.org/wiki/List\\_of\\_animal\\_sounds](https://en.wikipedia.org/wiki/List_of_animal_sounds)

### Reference:

Picture source: We took the photos of the toy animals ourselves.