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INKLUSIONSDIDAKTISCHE LEHRBAUSTEINE – !DL

GEFÖRDERT VOM

Bundesministerium
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ENGLISCH

Entwicklungsbereich	Sehen
Titel/Thema	**Lesson plan**
Verfasser(innen)	Mheddin Saho
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Lesson plan

Lesson	Content	Media
1	**I. Pre-listening activity**	PPT (M1) + realia: toy animals (same as shown in PPT)
	Warm-up: Teacher asks the students if they like animals and what their favorite animal is. Students may also report about their pets.	
	Introduction of the topic: Fable (short story with animals as characters, conveying a moral)	
	Vocabulary introduction: 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.)	
	Vocabulary consolidation and interactive speaking skills exercise:	
	Partner work: Guessing game 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.	
	II. While-listening	MP3 (M2)
	Students listen to the story The Greedy Hippo	
	III. Post-listening	
	Global comprehension (questions; teacher-student-conversation)	M3
	Creative retelling 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.	

Lesson	Content	Media
2	**I. Warm-up/Pre-reading:** **Story flashlights (vocabulary revision)** Teacher plays recorded animal sounds. Students name the animal and invent a sentence this animal might say in the story *The Greedy Hippo*. (The auditory stimuli cater for the needs of both VI and sighted students.)	MP3 (M4) (Wikipedia list of animal sounds)
	II. While-reading 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. (Note: Writing in class is difficult for VI students because of technological issues, e.g. some devices are very noisy.)	Story (M2)
	III. Post-reading **Detailed comprehension** (pair work): Students discuss what the hippo ate and the consequences it suffered. **The genre 'fable':** 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.	
	Famous fables – 'Spoiler alarm' 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. **Homework: Creative writing** 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).	blackboard/recorder

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).