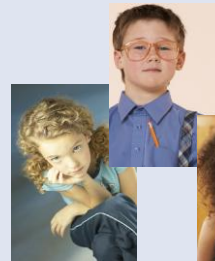




Every child matters!

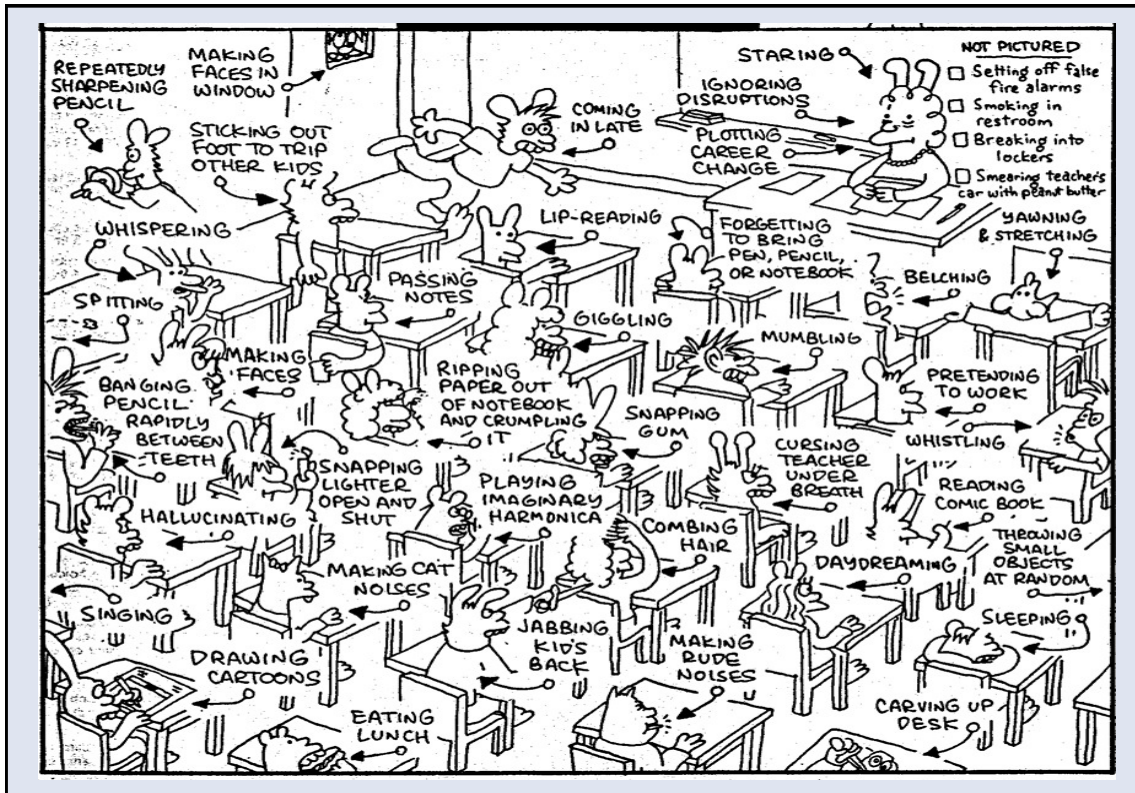


Gisela Ehlers
Landesfachbeauftragte EN am IQSH i. Unruhestand

When I started teaching...



...my first shock was...



Heterogenous learner group

- Age
- Gender
- Family background
- Social background
- World - / Every day - experiences
- Prior knowledge
- Interests
- Learning style
- Learning strategies
- Persistence/Industriousness



Wow!



Did my trainers all wear the wrong pair of glasses?



Learning is an individual process



José Ernesto Sosa



My teaching has to take
the learner into the focus.

Active learner <> teacher as moderator

challenging

authentic

Communicative competence

meaningful

Meaningful writing tasks for ALL pupils

- Word search
- Crossword
- Label your...
- Write the word cards for...
- Create a domino
- Create a "That's me" poster
- Write a riddle ...
- Write true/false sentences

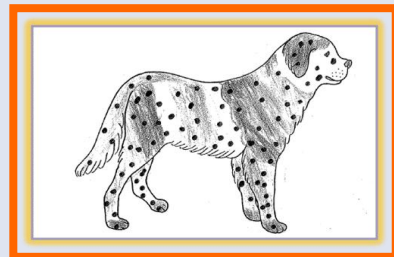
It is big.
It no eat!
It drink Öl.

My animal
is brown.
My animal
is jump
and has bag.

Writing > Reading

My dog has got...

My dog has got a blue nose.
My dog has got blue eyes.
My dog has got black spots.
My dog has got red paws.
My dog has got blue legs.
My dog has got orange ears.
My dog has got a yellow head.



„Schools cannot help **all** students if educators work in isolation“ (John Hattie)

Start with sitting together:
talk, discuss, plan...
come up with a school concept...



Lesson plan/ Times/ Classroom design...

Syllabus / Different teaching aims...

Team teaching/ Time to share experiences...

Open classroom to...

Use different teaching techniques

Interactive Teaching: Two or more teachers shift roles between leading whole-class instruction, observing instruction and monitoring learning.

Alternative Teaching: One teacher leads small-group instruction while the other teacher works with the rest of the class.

Parallel Teaching: Two or more teachers lead small, mixed-ability groups of students in the same lesson. This approach functions well when teachers require a high level of focus and participation from students.

Station Teaching: Two or more teachers lead or observe small groups of students as these groups rotate through several learning stations. This technique helps all students to stay on task as they complete their chosen activities.



Tips for classroom management



Create a structured classroom

This may include separate areas for group and individual work and centers for reading or craftwork, as well as creating a daily class schedule.

- **Display classroom rules**
- **Post the daily schedule** (incorporating colour).
- **Provide opportunities for purposeful movement**
- **Develop classroom areas for** sitting down to work, getting out materials, and quieting down.
- **Plan for appropriate transition times** between subjects or tasks, before and after lunch, changing classes.
- **Help students organize their materials** by using checklists, folders, and containers to keep materials organized (on desks).

**Silent
reading**

**Silent
writing**



"How old are you?"

How...you?
What's...name?
Where...from?

"I'm fine."

"I'm nine."

No language barrier

Some learners need more time- special ways- different examples.... more help!

- but a puddle!!

Any Book Reader



for learners that need more help



2 Connect the tip of the stick with one of the stickers – then speak

3 Place the stickers where needed

1 Switch on






Tips for structuring lessons

- **Think of three qualities when planning instructions:**
 - Multiple ways of presenting content (visual and oral strategies),
 - Multiple students' tasks (illustrating, matching, finding order, speaking, reading, writing...)
 - Flexible use of media (videos, software, internet) or techniques (drama)



Tips for structuring lessons



- **Think of three qualities when planning instructions:**
 - Multiple ways of presenting content (visual and oral strategies),
 - Multiple students' tasks (illustrating, matching, finding order, speaking, reading, writing...)
 - Flexible use of media (videos, software, internet) or techniques (drama)
- **Differentiate instructions by:**
 - building up routines
 - providing activities with various learning-style preferences
 - giving students choices
 - creating alternative activities

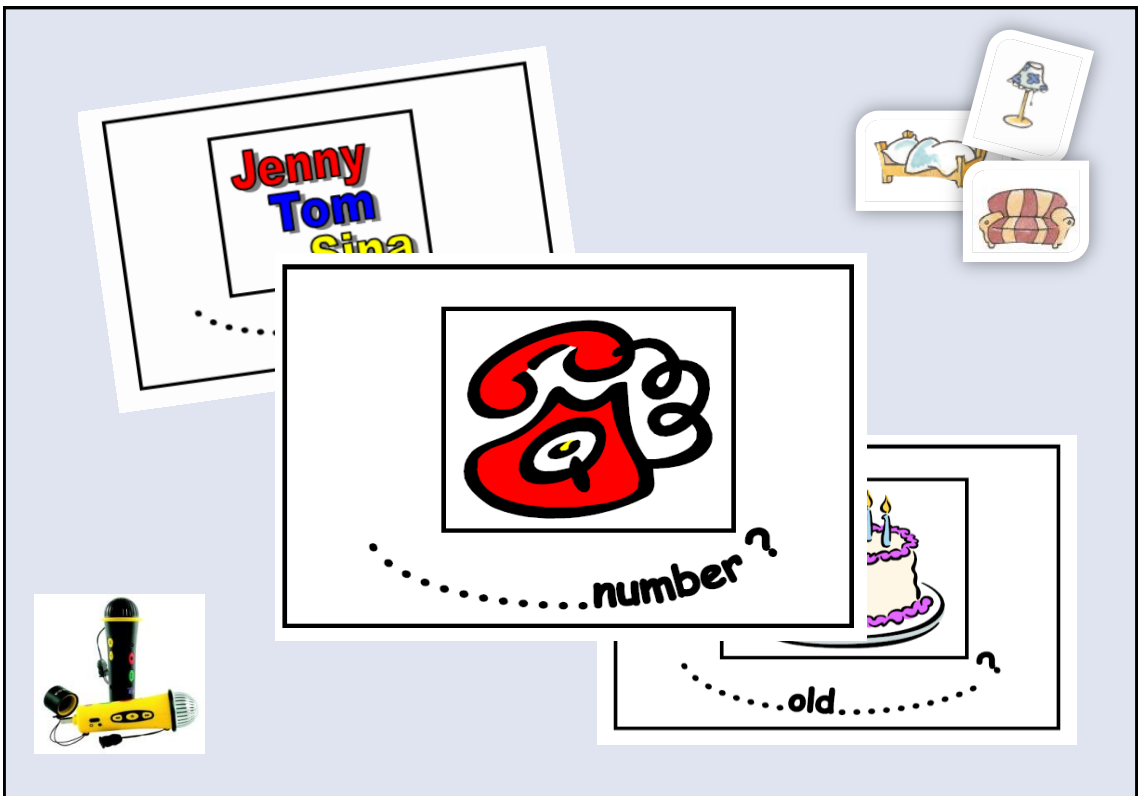
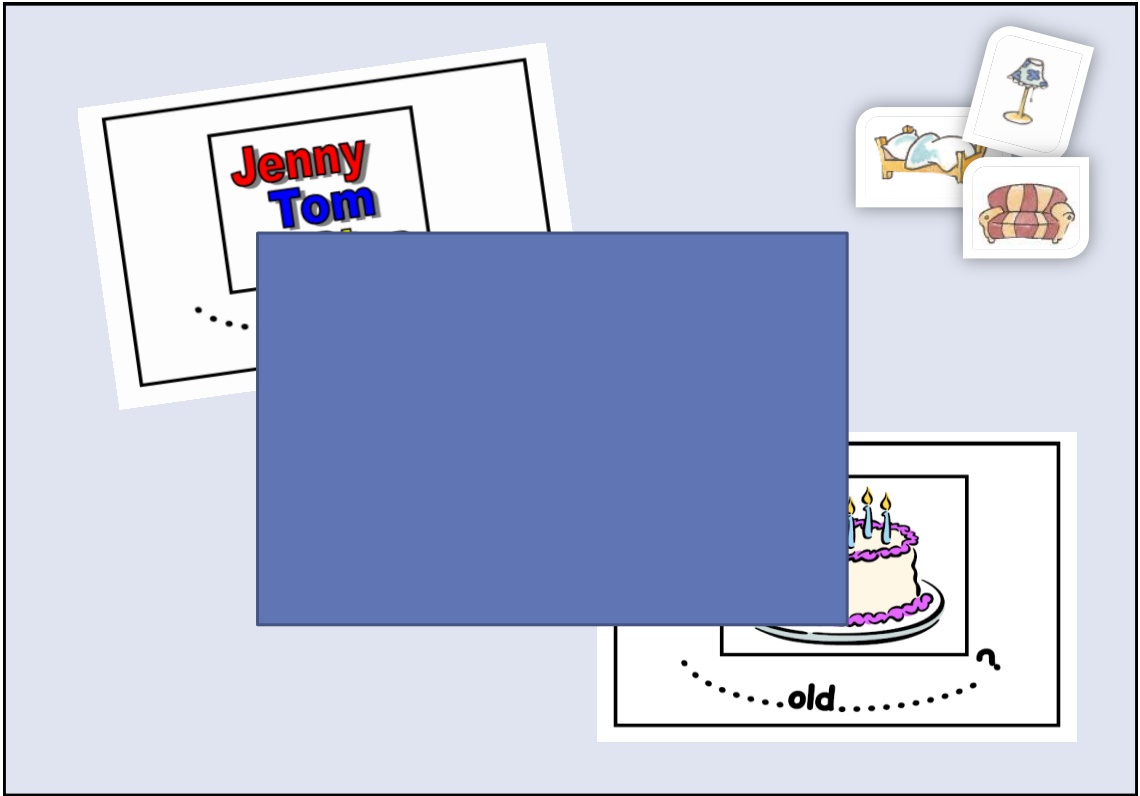


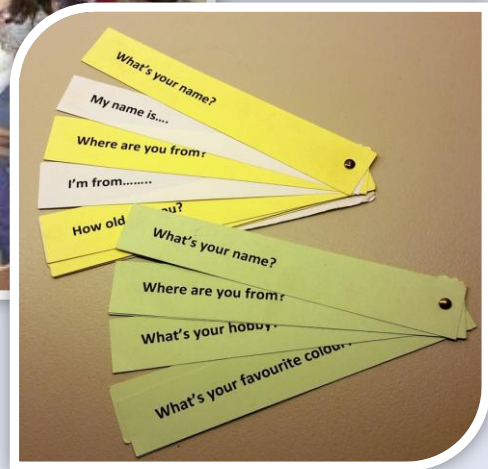
Tips for structuring lessons



- **Think of three qualities when planning instructions:**
 - Multiple ways of presenting content (visual and oral strategies),
 - Multiple students' tasks (illustrating, matching, finding order, speaking, reading, writing...)
 - Flexible use of media (videos, software, internet) or techniques (drama)
- **Differentiate instructions by:**
 - building up routines
 - providing activities with various learning-style preferences
 - giving students choices
 - creating alternative activities
- **Provide opportunities to work in different social forms:**
 - in class
 - in mixed groups
 - in small groups
 - in pairs
 - on their own







Group work



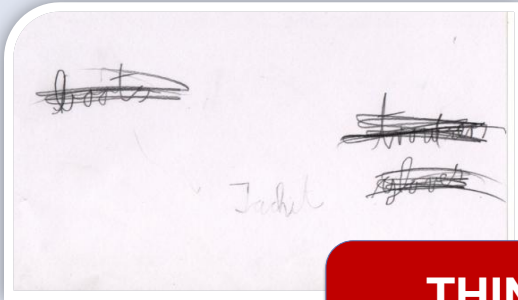
Think, pair, share: our shopping centre poster

- 1 Think**
Write down what you would like to buy at the shopping centre.
- 2 Pair**
Find a partner.
Talk.
- 3 Share**
Find 2 more partners.
Collect all your ideas.
Create a poster.
- 4 Presentation**
Present your poster to the class.

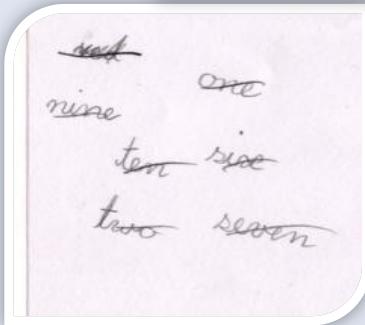
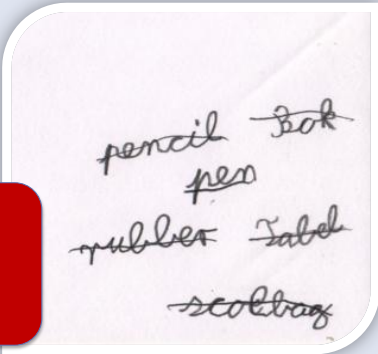
1 Make a poster.



Group work



**THINK!
(placemat)**



A collection of handwritten notes. The most prominent is a red sticky note with the following text:

purple boots gloves ✓
orange trousers ✓
schoolbag ✓
table ✓
pen ✓
book ✓

Other notes include:

- one ✓ blue ✓ green ✓ pencil ✓ rubber ✓
- two ✓ seven ✓
- ten ✓
- ten ✓ six ✓
- two ✓ seven ✓
- 15 correct words

There are also some scribbled-out words like 'boots' and 'trousers' on other papers.

SHARE!

Think – pair - share

The activity is presented on a white background with a green border. It includes:

- A "Think!" section with a list of words circled in blue: window, wall, blackboard, cupboard, clock, chair, desk, pen, pencilcase, folder, flower, pupils.
- A red-bordered box titled "exercise book" containing a list of words: board, chair, pinboard, desk, bookshelf, window, teacher, flower, bag, pupils, school, sponge, and "15 correct words!".
- An authors list at the bottom: "Authors: Aldin, Milena, Emily, Mico".

Tips for keeping up motivation

Work topic oriented

Use as much target

**Do not isolate students
by using
„extra“ material !!**

Do a lot

Material

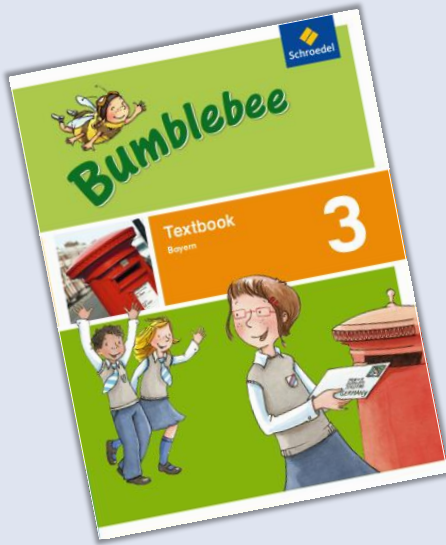
Use figures...
competition

Connect it to
their real life

Make it doable
but demanding

Plans – material – tips in the teacher's box





Let's have a look inside

The units start with a scene that is open to develop all skills.

► Ich kann über Kleidung sprechen und nach Preisen fragen.

Flea market at Park School

Step 1:
Flashcards/Realia

1 T-shirt

2 jeans

3 dress

4 pullover

5 shoes

6 put on

7 take off

8 big

9 small

£ 2 = 2 pounds

1 Listen and point.

2 What can you name in the picture?

3 Practise the dialogues.

Vergleiche den Anfangslaut in „jeans“ mit dem Anfangslaut in „cheese“.

How many people can you see?
How many tables can you see?

What would you like to buy?
What else can you name in the picture?

24 twenty-four

Kleidungsstücke benennen.
Nach Preisen fragen.

How to learn words S. 52
CD 32, 33

twenty-five 25

put on

take off

FC 75

FC 76

WC 90

FC 74

WC 91

© Bildgestalt Schulheft

© Bildgestalt Schulheft

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Flea market at Park School

Ich kann über Kleidung sprechen und nach Preisen fragen.

Can I help you?

I'd like a shirt.

Take the pullover off. It's too big.

How much is it?

2 pounds.

Step 2: Listen and repeat.

Step 3: What can you name in the picture?

Step 4: Listen and point.

1 Listen and point.

2 What can you name in the picture?

3 Practise the dialogues.

Vergleiche den Anfangslaut in „jeans“ mit dem

take off

small

24 twenty-four Kleidungsstücke benennen. Nach Preisen fragen.

What would you like to buy? What else can you name in the picture?

twenty-five 25

Some pupils
need to listen
to texts more
often

Silent
listening

Training meets different senses

name: _____

Picture cards: flea market at Park School

BINGO

Ich kann ein Lied über Kleidung singen.

I like blue jeans

Text/Musik: V. Binder/B. Walter/F. Moser

1. I like blue jeans, blue jeans, blue jeans, I like blue jeans and green socks.

2. I like green socks ... and pink shirts.

3. I like pink shirts ... and black caps.

4. I like black caps ... and red shoes.

5. I like red shoes ... and blue jeans.

and read along.

lines. Write them down.

SONGS
RHYMES

GAMES

26 twenty-six

Ein Lied über Kleidung singen.
Eigene Silbchen diktieren und aufschreiben.
With: colours

- Song CD 26/27
- How to copy words S. 52

Combining prior knowledge and new words

Workbook

Flea market at Park School

- 1 Colour the children.
- 2 Listen and match the names.

- | | | | | |
|--------|---------|---------|--------|-----------|
| 1 red | 2 green | 3 brown | 4 blue | 5 yellow |
| 6 grey | 7 white | 8 black | 9 pink | 10 orange |



Tom



Sarah

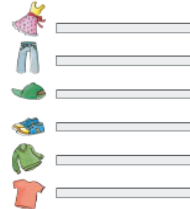


Mark



3 Find the words. Copy.

C	P	G	D	R	E	S	S	P
A	H	K	L	P	C	V	H	U
P	V	G	C	Y	S	M	O	L
K	G	U	I	S	K	Z	E	L
E	D	F	X	Z	I	J	S	O
T	-	S	H	I	R	T	R	V
Y	Y	C	A	F	T	I	O	E
R	W	N	F	S	K	L	L	R
J	E	A	N	S	E	R	S	X



Reading- Writing

Workbook

Let's practise: who is it?

- 1 Read the dialogue.
- 2 Talk to a partner.

My person has a green T-shirt and an orange skirt on.
Who is it?

No, it isn't.

Yes, it is.

Is it Anna?

Is it Miriam?



My person has ...	a/an	white blue green pink yellow grey black orange	skirt/dress/pullover T-shirt/hat/scarf	on.
	-		jeans/shoes/gloves/boots	

Reading and talking with the help of anchor parts

From talking to writing

Let's practise: who is it?

- 1 Read the dialogue.
- 2 Talk to a partner.

My person has a green T-shirt and an orange skirt on. Who is it?

No, it isn't.

Yes, it is.

a green T-shirt - on orange skirt

Is it Anna?

My person has ...	or/on	white blue green pink yellow grey black orange
	-	

Creating a riddle

- 3 Make a quiz. Write about 2 people.

Person 1 has ... _____

Person 2 has ... _____

- 4 Give your text to a partner.

Person 1: _____ Person 2: _____

Workbook

Crack the code

- 1 Write the code and write sentences.
- 2 Tick the correct picture.

	1	2	3	4	5
A	Take off	Take off	your	shoes	He
B	Skirt	Anna	Put on	Take off	your
C	your	She	your	shoes	jacket
D	scarf	Put on	Bumblebee	my	Put on
E	Take off	your	gloves	Put on	cap

A1 _____ CA _____ EA _____

D2 _____ B5 _____ D1 _____

E1 _____ A3 _____ C5 _____

B3 _____ C1 _____ A4 _____

A2 _____ E2 _____ E3 _____

Dice game

- 1 Throw the dice 4 times and tick the boxes.
- 2 Write sentences.

I put on a T-shirt _____ and _____

Diagnostic help

Flea market at Park School – reading comprehension

name: _____

Read and colour.

A green skirt. A pair of blue jeans. An orange pullover.
 A yellow cap. A red T-shirt.

Read and tick.

There are ...
 19 T-shirts.

Flea market at Park School – listening comprehension

name: _____

Listen and number. (CD 15)

Write the names. (CD 16)

Chris
Lucy
Mary
David

Match. (CD 17)

Flea market at Park School – speaking

26 Your speaking skills:

D	E
Her	loves
black	skirt
Kevin	her

Bumblebee

Textbook 3

Workbook 4

Movies

Thank you for your attention!