

One-to-one lesson for a 12-year-old student with dyslexia

Language: German

Topic: Greetings and introductions

Time: 60 mins

Aims

Main Aim:

Student will successfully employ a variety of dyslexia-friendly techniques to enable them to use target language introduced at school.

Secondary Aim(s)

Student will gain in confidence and self-esteem through succeeding at the tasks

Target language

<u>Saying hello/goodbye</u>	<u>Introductions</u>	<u>Questions</u>
Guten Tag	Ich heiße...	Wie heißt du?
Hallo	Das ist ein(e) Freund(in) von mir	Wie alt bist du?
Guten Morgen	Er/sie heißt...	Woher kommst du?
Guten Abend	Ich bin....Jahre alt	
Gute Nacht	Ich komme aus...	
Auf Wiedersehen		
Tschüs		

Materials

- Flowchart of the term's sessions
- Comic strip showing two people meeting for the first time and one of them introducing a friend. The speech bubbles have been blanked out, and each picture gives clear clues as to the target language being used.
- Cards with the target language colour-coded into three groups (as above)
- Video file of the target language being performed along with flashcards and actions/gestures (see lesson stages for details)

Lesson Stages

T = Tutor

S = Student

<u>Time</u>	<u>Activity</u>	<u>Aims</u>
5 mins	<ul style="list-style-type: none"> • T and S greet in English • T presents flowchart of the term's sessions and elicits what will be studied today, and how this will contribute to the term's goals. • T and S greet in German (T elicits 'Guten Tag') 	<ul style="list-style-type: none"> • To help S understand/visualise how the session will help them achieve their goals. • To mark the transition into German and activate S's memory of what they covered in school.
15 mins	<ul style="list-style-type: none"> • T shows flashcards matching the greetings, and models each greeting using a specific action for each syllable. • T says a greeting, using its matching action. S must touch the matching flashcard. • T holds up a flashcard; S must say the greeting and do the matching action. 	<ul style="list-style-type: none"> • To provide kinaesthetic and visual aids for memorising the target language and breaking it down into units of sound
15 mins	<ul style="list-style-type: none"> • Use the comic strip to elicit the target language (introduction phrases and questions) • Drill each phrase/question using a physical gesture that matches it (eg. handshake) • Act out the comic strip, using the gestures from the previous stage 	<ul style="list-style-type: none"> • To provide visual and kinaesthetic aids for memorising the target language
15 mins	<ul style="list-style-type: none"> • T demonstrates using the colour-coded target language phrases to make their own dialogue. T and S act out the dialogue using the gestures • S makes their own dialogues and T and S act them out together 	<ul style="list-style-type: none"> • To provide a kinaesthetic and visual aid for constructing a dialogue • To provide freer practice of the target language
5 mins/can be omitted if no time remains	<ul style="list-style-type: none"> • T takes away the cards and leads a dialogue with S, using only gestures as cues. S responds, using gestures as needed. T uses cards to prompt as necessary. 	<ul style="list-style-type: none"> • To provide freer practice of the target language in a more true-to-life scenario

5 mins	<ul style="list-style-type: none"> • T reviews common errors with S, using cards, actions and gestures to elicit the correct answers. • T shows S the mind map again, and elicits from S what has been done in this session, what will happen in the next session, and how this will contribute to the term's learning. • T transfers video file showing the target language from the session along with the gestures and flashcards, to S's PC/tablet 	<ul style="list-style-type: none"> • To consolidate S's knowledge of the target language • To check S's understanding of, and focus their attention on, how this session will lead into the next and help them achieve their goals. • To provide S with a visual and kinaesthetic record of the target language
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