ALL FOR ONE,
ONE FOR ALL!
10 Novembre 2021
ore 17:00
Webinar gratuito
TEACHER TRAINER
Francesco Cotichella
Spunti e suggerimenti
per rendere l'inglese inclusivo e
accessibile a tutti gli studenti
RAFFAELLO
FORMAZIONE
Studio @ casa
RAFFAELLO
SCUOLA
celtic
PUBLISHING

STILI DI APPRENDIMENTO

STILE VISIVO (VERBALE/ NON VERBALE) → il discente impara leggendo attraverso un codice quasi esclusivamente scritto/uno stile che fa riferimento al visual learning (mappe, disegni, parole-chiave, grafici, colori)

STILE UDITIVO → basato sull'ascolto (ascoltare lezioni, cd, uso di libri digitali)

STILE CINESTETICO → il discente impara attraverso attività concrete.

ATTIVITÀ VISIVA 1

Tratta da «You and me FRIENDS», Student's Book 1
Celtic Publishing

ATTIVITÀ VISIVA 2

ATTIVITÀ UDITIVA

Tratta da «You and me FRIENDS», Student's Book 4, Celtic Publishing

celtic PUBLISHING

ATTIVITÀ CINESTETICA

Tratta da «You and me FRIENDS», Student's Book 1, Celtic Publishing

TIPOLOGIE DI DIDATTICA

- DIDATTICA INDIVIDUALIZZATA → l'insegnamento deve essere adeguato alle caratteristiche individuali degli alunni

- DIDATTICA PERSONALIZZATA → obiettivi, contenuti e attività specifiche per ogni singolo allievo

MA IL COMPITO DEL DOCENTE E'…

CERCARE DI INTEGRARE I DUE PERCORSI

E ATTUARE UNA DIDATTICA INTEGRATA

«Integrazione è un processo in continuo divenire in cui sia il gruppo ricevente sia i nuovi soggetti tendono a cambiamenti atti a consentire loro occasioni di condivisione di comuni conoscenze, di aiuto reciproco…»

GELATI M., Pedagogia speciale e integrazione, op. cit., p.58

IL DOCENTE INCLUSIVO

È capace di:

- Creare un clima di classe inclusivo
- Sviluppare un approccio basato sulla cooperazione
- Modificare strategie
- Sviluppare una didattica metacognitiva

(un approccio **metacognitivo** consente allo studente di acquisire coscienza dei processi che presiedono all'apprendimento)

- Adattare stili di insegnamento, strategie, metodologie, materiali

Il docente inclusivo è capace di INCLUDERE NUOVE MODALITÀ OPERATIVE che favoriscono quindi l'INCLUSIONE DELL'ALUNNO.

LA FACILITAZIONE DEL TESTO

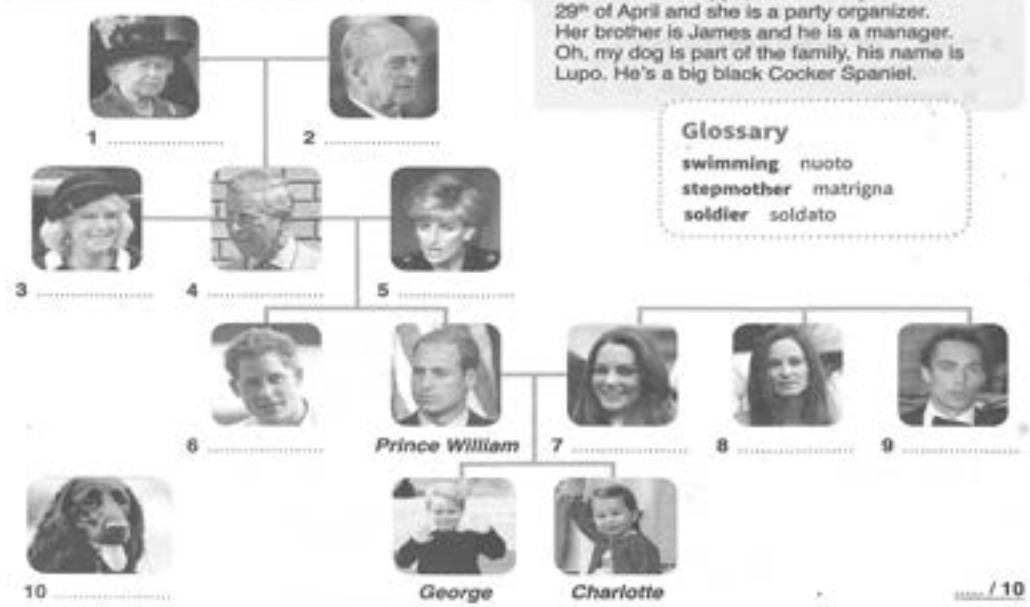
1) L'OBIETTIVO NON È DIVERSIFICATO
2) TEMPISTICA PIÙ DISTESA
3) DIFFICOLTÀ DERIVANTI DAL CONTESTO O DAGLI STRUMENTI RIDOTTI
4) COLORI, MAPPE, ORGANIZZATORI ANTICIPATI, IMMAGINI
5) LAVORO PRIMA E DOPO LA LETTURA

Reading

1 **Leggi il brano e inserisci i nomi nell'albero genealogico del Principe William.**

MY FAMILY IS ROYAL

Hello, I'm William, Prince William, my birthday is on the 21st of June and I'm from London. I am from a very big and famous family. I'm a Prince, a dad, a husband and a pilot and my favourite sports are polo and **swimming**.
My dad is Prince Charles and my **stepmother** is Camilla. My real mum, Diana, is dead.
Harry is my brother. His birthday is on the 15th of September. His favourite sports are polo and rugby. He is a **soldier**.
My grandmother is the Queen of England, Queen Elizabeth II, and my grandfather is Prince Philip. He isn't English, he is from Greece.
My wife is Kate Middleton, her birthday is on the 9th of January. She is a photographer but now she is a Princess.
Her sister is Philippa, her birthday is on the 29th of April and she is a party organizer. Her brother is James and he is a manager.
Oh, my dog is part of the family, his name is Lupo. He's a big black Cocker Spaniel.



Glossary
swimming nuoto
stepmother matrigna
soldier soldato

...../ 10

2 **Chi fa queste affermazioni? Scrivi i nomi dei personaggi della famiglia reale.**

1 My wife is the Queen. .....
2 My birthday is on the 15th of September. .....
3 My husband is a pilot. .....
4 I am a manager. .....
5 My husband's not English. .....
6 My sons are Princes. .....
7 My birthday is on the 29th of April. .....
8 My brother is a soldier. .....
9 I am a dog. .....
10 Prince Charles is my husband. .....

...../ 10

celtic PUBLISHING

Reading

1 mp3 **Leggi e ascolta il brano poi completa l'albero genealogico del Principe William.**

My family is royal

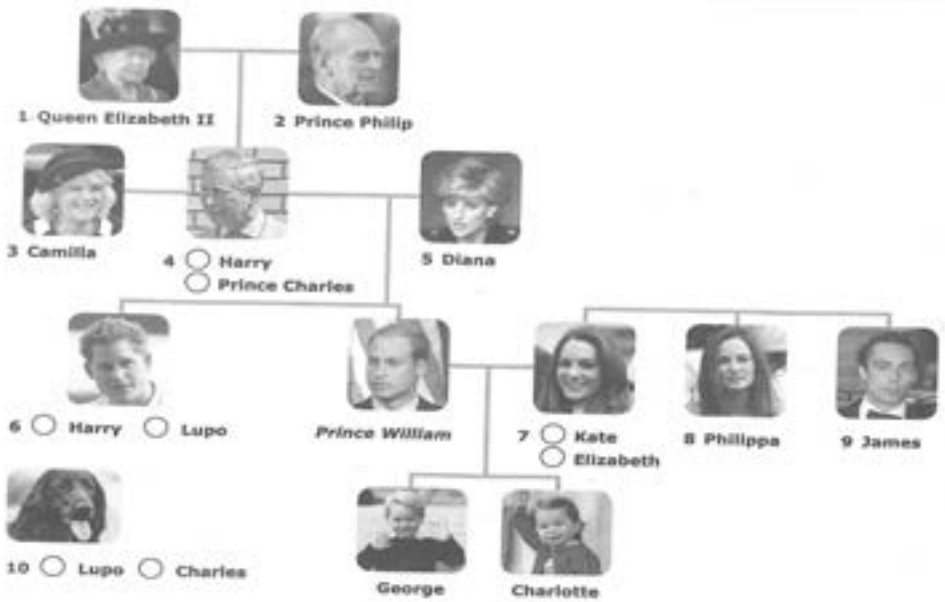
Hello, I'm William, Prince William, my birthday is on the 21st of June and I'm from London. I am from a very big and famous family. I'm a Prince, a dad, a husband and a **pilot** (pilota) and my favourite sports are polo and **swimming** (nuoto). My dad is Prince Charles and my **stepmother** (matrigna) is Camilla. My real mum, Diana, is **dead** (morta).

Harry is my brother. His birthday is on the 15th of September. His favourite sports are polo and rugby.He is a **soldier** (soldato).

My grandmother is the Queen of England, Queen Elizabeth II, and my grandfather is Prince Philip.He isn't English, he is from Greece.

My wife is Kate Middleton, her birthday is on the 9th of January. She is a photographer but now sheis a Princess.

Her sister is Philippa, her birthday is on the 29th of April and she is a **party organizer** (organizzatrice di feste). Her brother is James and he is a manager. Oh, my dog is part of the family, his name is Lupo. He's a black Cocker Spaniel.



MINI TASK 1

Come potremmo FACILITARE questo testo? Scrivete le vostre idee nella chat box (3 minuti).

Classe 2 media

Reading

1 **Leggi l'articolo sull'esperienza di Sofia, poi rispondi alle domande.**

It happened last year when I was 12 years old. It was a beautiful sunny day so I went out for a ride on my bike with my friend, Lisa. I rode down a **steep hill**, but when I got to the **bottom**, I couldn't stop the bike and I **crashed** into a wall. I hurt my head and I couldn't move my right arm. Lisa had to go home and tell my parents. They came and got me, and took me to the hospital. The doctor said I had a broken arm and I had to stay in hospital for an **operation**.

I couldn't sleep very well that night because I felt terrible, and my arm hurt a lot. The next morning, I had the operation and I started to feel a little better. At first, I hated being in hospital because I had to stay in bed and take medicine every four hours, even at night. But after the first two days, I started to enjoy it. I didn't have to make my bed or tidy my room, and I could watch TV in bed all day. I had to have all my meals in bed, and I couldn't **get up** to go to the toilet (I didn't like that part very much.)
After a few more days, the doctor said I could get up, but I had to stay inside and I couldn't play or run around because of my arm.

I went home after about a week, and it was great because everyone was really nice to me. My mum made all my favourite food, and my brother gave me his best computer games to play. When I went back to school all my classmates wanted to know what happened.
The teachers were very kind, and I didn't have to do homework because I couldn't write. When we had a test, the teacher said that the best student in the class, Paul, had to help me, so I got top marks!

After a month, I was ok again and life returned to normal. It was good fun having a broken arm, but now I'm better, I don't want to break it again!

Glossary

steep hill collina ripida
bottom in fondo
crash schiantarsi
operation intervento
get up alzarsi

1 How old was Sofia when she broke her arm? .....
2 How did she break her arm?
.....
3 Why did Sofia have to stay in hospital?
.....
4 Why couldn't Sofia sleep on the first night?
.....
5 What didn't Sofia have to do in hospital?
.....
6 What did she have to do?
.....
7 What could she do in hospital?.....
8 What didn't she have to do when she went back to school?
.....
9 How did she get top marks in the tests?
.....
10 Would she like to break her arm again? .....

Reading

1 mp3 **Leggi e ascolta l'articolo sull'esperienza di Sofia.**

It happened last year when I was 12 years old.

It was a beautiful sunny day so I went out for a ride on my bike with my friend, Lisa.

I rode down a steep hill (collina ripida), but **when I got to the bottom** (quando sono arrivata in fondo), I couldn't stop the bike and I **crashed into a wall** (mi sono schiantata contro un muro).

I hurt my head and I couldn't move my right arm. Lisa had to go home and tell my parents.

2 Rileggi la prima parte dell'articolo, poi scegli l'opzione corretta.

0	How old was Sofia when she broke her arm?	**a** She was 12 years old.
		b She was 11 years old.
1	How did she break her arm?	**a** She rode down a steep hill.
		b She crashed into a wall.

...../ 2

They came and got me, and took me to the hospital. The doctor said I had a broken arm and I had to stay in hospital for an **operation** (intervento).

I couldn't sleep very well that night because I felt terrible, and my arm hurt a lot.

The next morning, I had the operation and I started to feel a little better.

At first, I hated being in hospital because I had to stay in bed and take medicine every four hours, even at night. But after the first two days, I started to enjoy it.

I didn't have to make my bed or tidy my room, and I could watch TV in bed all day. I had to have all my meals in bed, and I **couldn't get up** (non poteyo alzarmi) to go to the toilet (I didn't like that part very much.)

After a few more days, the doctor said I could get up, but I had to stay inside and I couldn't play or run around because of my arm.

3 Rileggi la seconfa parte dell'articolo, poi scegli l'opzione corretta.

1	Why did Sofia have to stay in hospital?	
		a Because she had to have an operation.
		b Because she enjoyed it.
2	What could she do in hospital?	
		a She could watch TV in bed all day.
		b She could play and run.

...../ 4

I went home after about a week, and it was great because everyone was really nice to me. My mum made all my favourite food, and my brother gave me his best computer games to play.

When I went back to school all my classmates wanted to know what happened.

The teachers were very kind, and I didn't have to do homework because I couldn't write. When we had a test, the teacher said that the best student in the class, Paul, had to help me, so I got top marks!

After a month, I was ok again and life returned to normal. It was good fun having a broken arm, but now I'm better, I don't want to break it again!

4 Rileggi la terza parte dell'articolo, poi scegli l'opzione corretta.

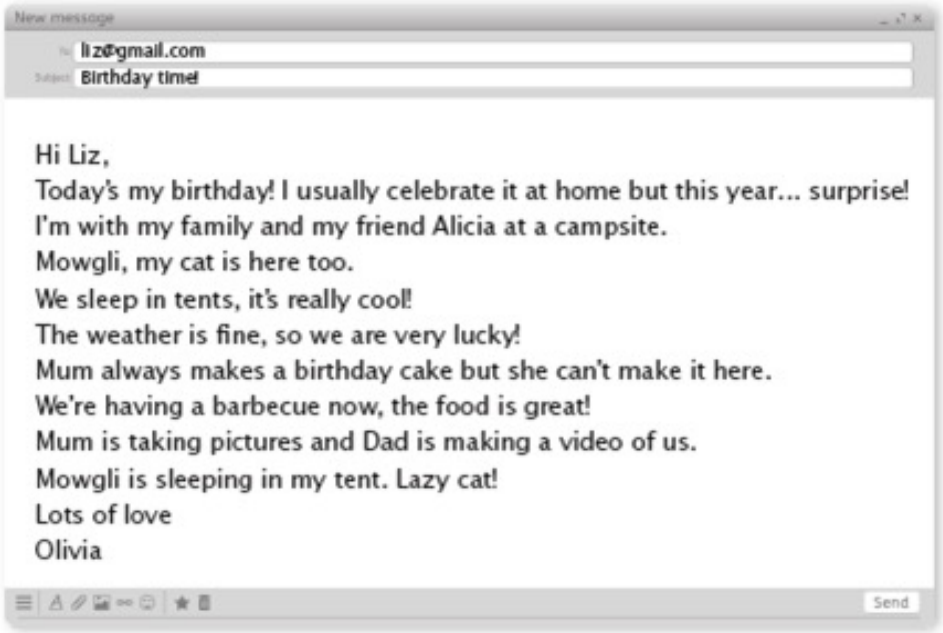
1	Why did she get top marks in the tests?	
		a Because the best student in the class helped her.
		b Because her classmates wanted to know what happened.
2	Would she like to break her arm again?	
		a Yes, she would.
		b No, she wouldn't.

...../ 4

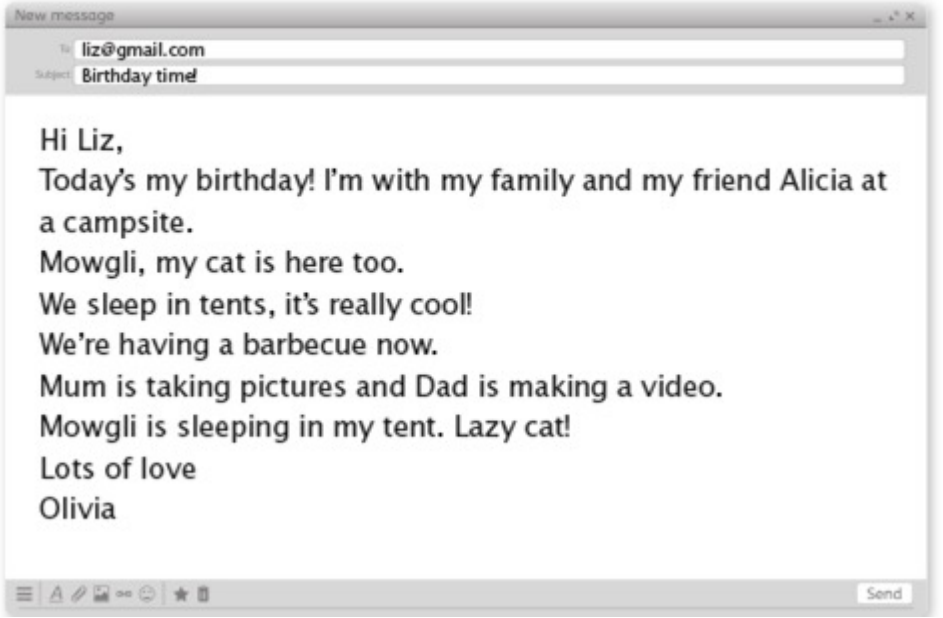
LA SEMPLIFICAZIONE DEL TESTO

1) L'OBIETTIVO È SEMPLIFICATO IN MERITO A: COMPRENSIONE, ELABORAZIONE, RISPOSTA
2) SI MODIFICA IL LESSICO
3) SI RIDUCE LA COMPLESSITÀ CONCETTUALE
4) SI EVITANO/SI SOSTITUISCONO ALCUNE PROCEDURE
5) SI MODIFICANO I CRITERI DI RISPOSTA O VALUTAZIONE (strumenti compensativi)

Read and complete.



Leggi e segna se le frasi sono vere (T) o false (F).



Tratta da «You and me FRIENDS», Test Book 4-5, Celtic Publishing

UNIT 6 **CLASSE 5** Nome: Classe: Data:

PART 2

C Listen to Mark talking to his friend Laura. Are the sentences T (true) or F (false). 11

1. Laura is at her grandparents'. T F
2. She is with her family. T F
3. She is taking some pictures of the park. T F
4. Her parents are having a barbecue with their friends. T F
5. Her uncle is making a video of his dog. T F

listening ..... / 5

D Read and complete.

Hi Liz,
Today's my birthday! I usually celebrate it at home but this year... surprise!
I'm with my family and my friend Alicia at a campsite.
Mowgli, my cat is here too.
We sleep in tents, it's really cool!
The weather is fine, so we are very lucky!
Mum always makes a birthday cake but she can't make it here.
We're having a barbecue now, the food is great!
Mum is taking pictures and Dad is making a video of us.
Mowgli is sleeping in my tent. Lazy cat!
Lots of love
Olivia

1. Olivia usually celebrates her birthday .....
2. She is with .....
3. They are at .....
4. Mowgli is her .....
5. The weather is .....
6. Her Mum always makes .....
7. They're having .....
8. Her Mum is .....
9. Her Dad is .....
10. Her cat is .....

writing ..... / 10

TOTAL SCORE listening ..... / 11 reading ..... / 10 writing ..... / 10

photocopiable materials © Celtic Publishing

UNIT 5 **CLASSE 5** Nome: Classe: Data:

PART 2

C **Ascolta Mark che parla con la sua amica Laura e segna se le frasi sono vere (T) o false (F).** 11

1. Laura is at her grandparents'. T F
2. She is with her family. T F
3. She is taking some pictures of the park. T F
4. Her parents are having a barbecue with their friends. T F
5. Her uncle is making a video of his dog. T F

listening ____ / 5

D **Leggi e segna se le frasi sono vere (T) o false (F).**

liz@gmail.com
Birthday time!

Hi Liz,
Today's my birthday! I'm with my family and my friend Alicia at a campsite.
Mowgli, my cat is here too.
We sleep in tents, it's really cool!
We're having a barbecue now.
Mum is taking pictures and Dad is making a video.
Mowgli is sleeping in my tent. Lazy cat!
Lots of love
Olivia

1. Today's Olivia's birthday. T F
2. She is with her cousin. T F
3. She is at a campsite. T F
4. They're having a barbecue. T F
5. Her mum is making a video. T F
6. Her cat is sleeping. T F

reading ____ / 6

TOTAL SCORE listening ____ / 11 reading ____ / 6 writing ____ / 9

photocopiable materials © Celtic Publishing

Tratta da «You and me FRIENDS», Test Book 4-5 Celtic Publishing

celtic PUBLISHING

SEMPLIFICAZIONE DEI MATERIALI (3 LIVELLI)

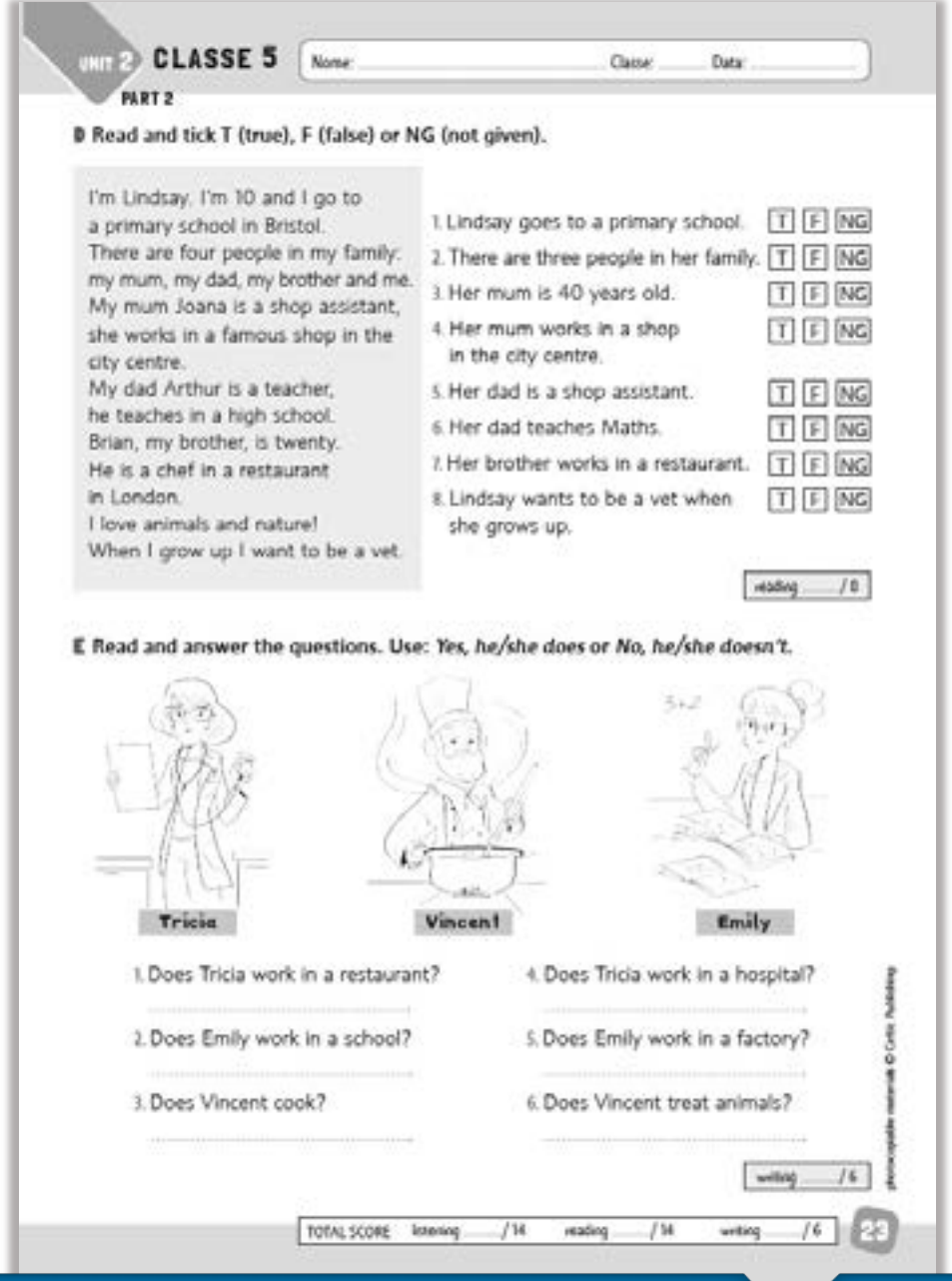
1) EVIDENZIAZIONE

2) RISTRUTTURAZIONE

3) RIDUZIONE

MINI TASK 2

Come POTREMMO semplificare questo testo? Scrivete le vostre idee nella chat box
(3 minuti).
Classe 5 elementare.



UNIT 2 CLASSE 5 Name: Class: Data:

PART 2

D Read and tick T (true), F (false) or NG (not given).

I'm Lindsay. I'm 10 and I go to a primary school in Bristol.
There are four people in my family: my mum, my dad, my brother and me.
My mum Joana is a shop assistant, she works in a famous shop in the city centre.
My dad Arthur is a teacher, he teaches in a high school.
Brian, my brother, is twenty. He is a chef in a restaurant in London.
I love animals and nature!
When I grow up I want to be a vet.

1. Lindsay goes to a primary school. T F NG
2. There are three people in her family. T F NG
3. Her mum is 40 years old. T F NG
4. Her mum works in a shop in the city centre. T F NG
5. Her dad is a shop assistant. T F NG
6. Her dad teaches Maths. T F NG
7. Her brother works in a restaurant. T F NG
8. Lindsay wants to be a vet when she grows up. T F NG

reading ... / 8

E Read and answer the questions. Use: *Yes, he/she does* or *No, he/she doesn't.*

Tricia Vincent Emily

1. Does Tricia work in a restaurant? .....
2. Does Emily work in a school? .....
3. Does Vincent cook? .....
4. Does Tricia work in a hospital? .....
5. Does Emily work in a factory? .....
6. Does Vincent treat animals? .....

writing ... / 6

TOTAL SCORE listening ... / 14 reading ... / 14 writing ... / 6

23

photocopiable materials © Celtic Publishing

Nome: ..... Classe: ..... Data: .....

PART 2

D Leggi e segna se le frasi sono vere (T) o false (F).

I'm Lindsay. I'm 10.
There are four people in my family: my mum, my dad, my brother and me.
My mum Joana is a shop assistant, she works in a famous shop in the city centre.
My dad Arthur is a teacher, he teaches in a high school.
Brian, my brother, is a chef in a restaurant in London.
When I grow up I want to be a vet.

1. There are three people in Lindsay's family. T F
2. Her mum works in a shop in the city centre. T F
3. Her dad is a shop assistant. T F
4. Her brother works in a hospital. T F
5. Lindsay wants to be a vet when she grows up. T F

reading ..... / 5

E Rispondi alle domande. Usa: *Yes, he/she does* oppure *No, he/she doesn't.*

Tricia

Vincent

Emily

1. Does Tricia work in a hospital? .....
2. Does Vincent cook? .....
3. Does Emily work in a restaurant? .....

writing ..... / 3

photocopiable materials © Celtic Publishing

TOTAL SCORE listening ..... / 14 reading ..... / 9 writing ..... / 3

celtic PUBLISHING

IL LIBRO DI TESTO

Il libro di testo deve essere usato anche da parte degli alunni BES/DSA perché:

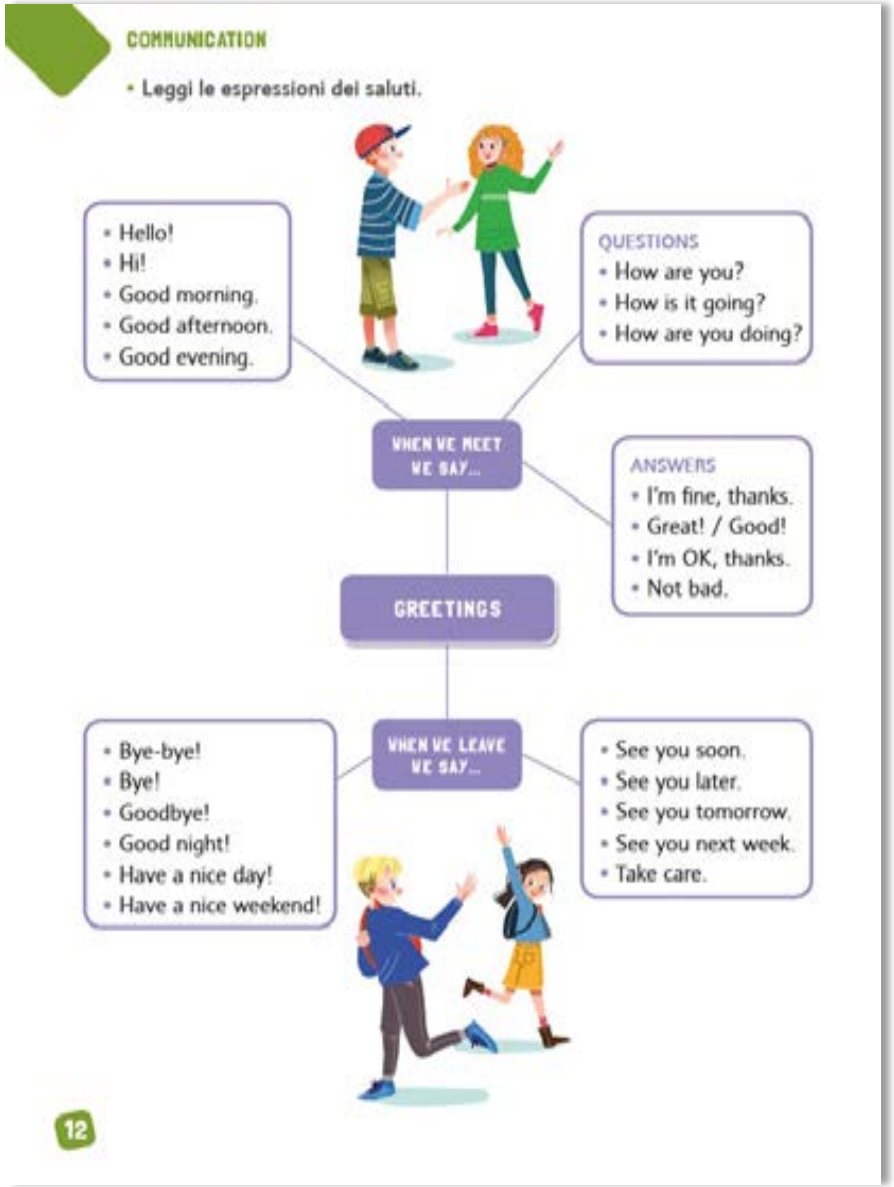
- Favorisce l'integrazione
- Favorisce la partecipazione alle attività previste
- Aumenta l'autostima
- Adattamento degli obiettivi individuali a quelli della classe

ADEGUARE LIBRI DI TESTO E SCHEDE DIDATTICHE

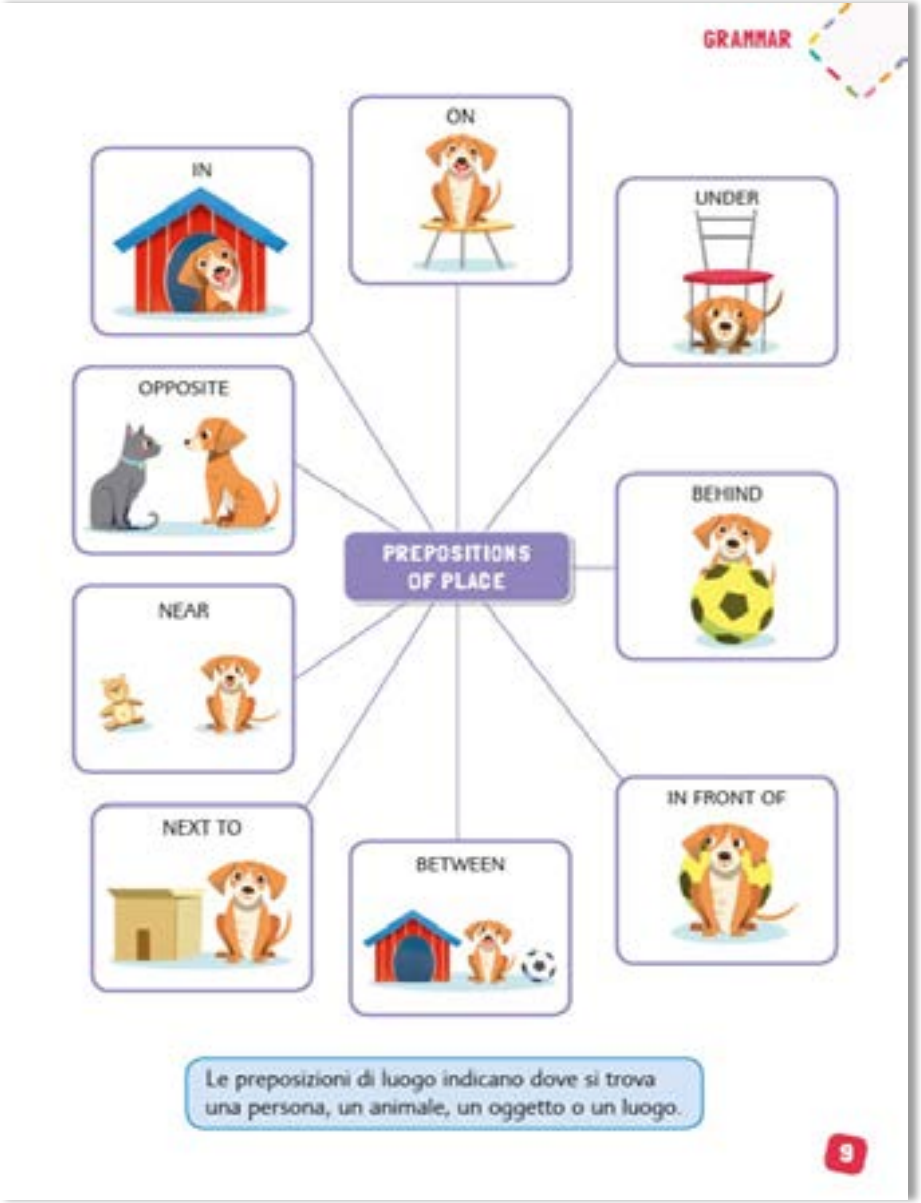
- Evidenziare l'idea principale
- Schematizzare
- Operare su aspetti grafici
- Porre l'attenzione sul concetto chiave

Semplificare non significa eliminare concetti o contenuti, ma un'eccessiva semplificazione delle informazioni comporta un numero limitato di concetti appresi!

LE MAPPE



Tratte da
«Mind Maps»,
Celtic Publishing



celtic PUBLISHING

I VANTAGGI DELLA LIM

- Ambiente di apprendimento
- Risorsa per la classe
- Aiuta la didattica
- Incentiva strategie didattiche individualizzate e di integrazione
- Favorisce la didattica cooperativa
- Favorisce l’elaborazione di prodotti multimediali
- Favorisce la didattica metacognitiva
- Favorisce attività ludico-didattiche

I VARI STEP DELLA DIDATTICA INCLUSIVA

- 1- Materia e data
- 2- Spiegazione alla classe
- 3- Parola/e chiave
- 4- Spiegazione semplificata
- 5- Spiegazione grafica
- 6- Riferimento al concreto
- 7- Riflessione su di sé
- 8- Confronto sociale

GRAZIE PER L'ATTENZIONE!

SEGUICI SU www.celticpublishing.com

Celtic Publishing

SCRIVICI A formazione@celticpublishing.com

Arrivederci al prossimo webinar:

24 NOVEMBER, 17-18

Teacher trainer: KATERINA NIKOLLA