

Welcome to: Ideas on how to teach the specialist lesson online

Please can you post your pros and cons for online teaching on this Padlet:

Add a comment using the plus button. Label each comment with pro or con.



Rachel Adkins

Katy Parnell

Tania Rogers

We aim to cover:

- The pros and cons of online teaching
- How we came to be teaching online
- What you and your learners need for online learning
- How to do a placement
- How to deliver a lesson
- How to keep it fresh – game ideas
- Conclusion

Padlet results:

Pros

- No travel time – fuel costs
- No geographical boundaries
- Illness – can still have a lesson
- Focus – more suitable for older learners
- Flexible – can do in evening/at weekends

Cons

- Parents – online safety – door open
- Sharing screens – viewable
- Forming relationships – rapport
- Distractions
- Speech quality
- Takes longer for the lesson and the preparation
- Internet demands
- No colleagues

Vevox – Your background

- Our backgrounds






What do you need?

- Access to tech
- Tech learners need – resources pack example, desk, shopping list
- IPEVO – physical (depends on shape of laptop screen)
- PowerPoint and Skype – Rachel
- SmartNotebook/Activinspire and Zoom/Bitpaper/Noun Project – Tania
- Zoom and Jamboard/Thinglink – Katy
- Ethernet
- Hotspot phone/3G or 4G Wi-Fi router for back up
- Someone on a laptop to practise – mirroring

Placement and lesson delivery – The basics

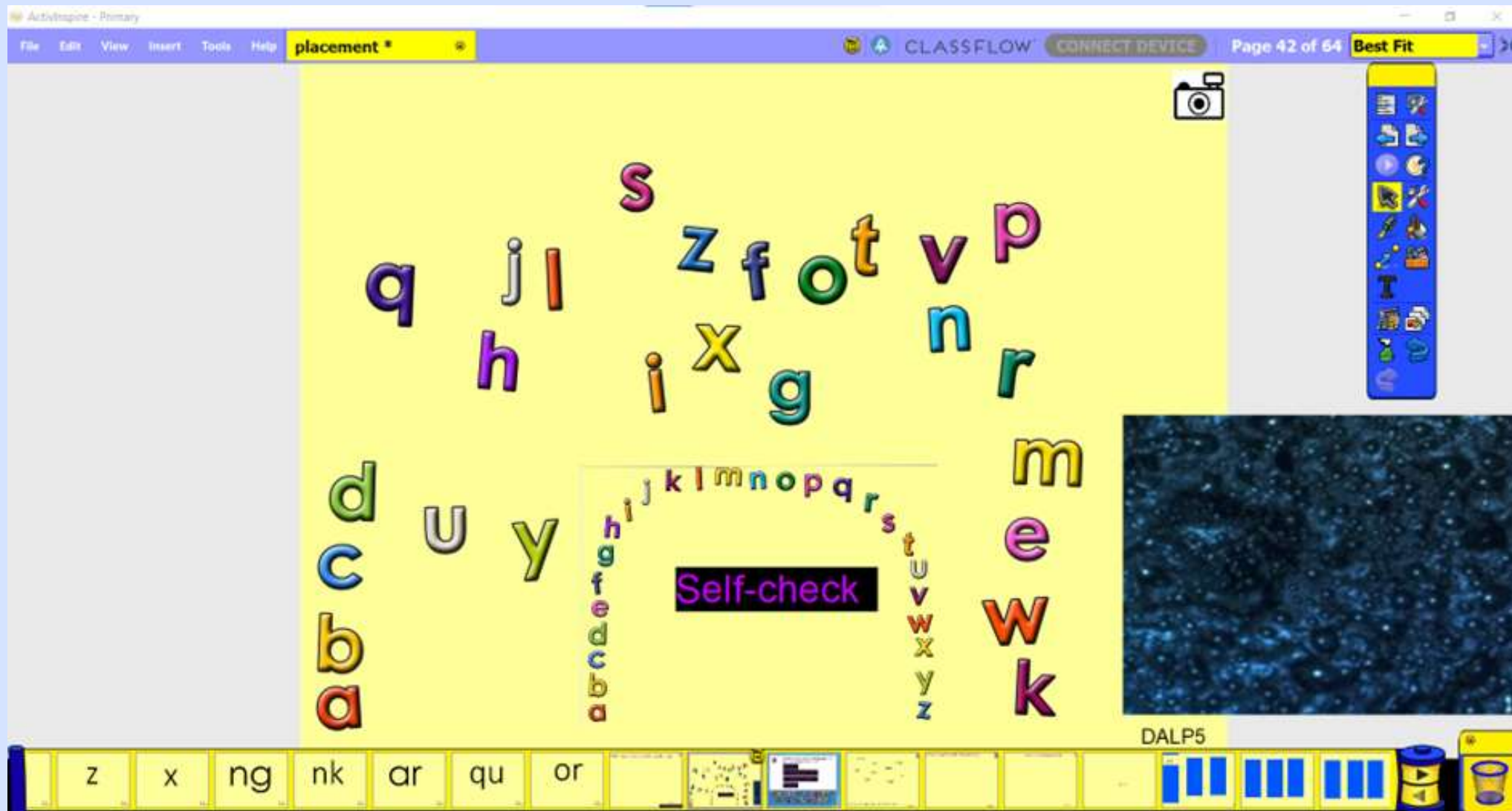
- Covering up and uncovering/erasing
- Send to back/front
- Drag and drop – finger or mouse, locking images
- Highlighting
- Navigate from page to page – the younger the learner, the fewer tabs
- One window or more?
- Links to other software – inserting hyperlinks
- Screen sharing
- Remote control
- Links to one page or another

Placement – DALP 2 and 3 PAC 1

1	2	3	4	5	6	7
						



Alphabet Task: ActivInspire



Alphabetical order

asp

ant

attic

chrome

crash

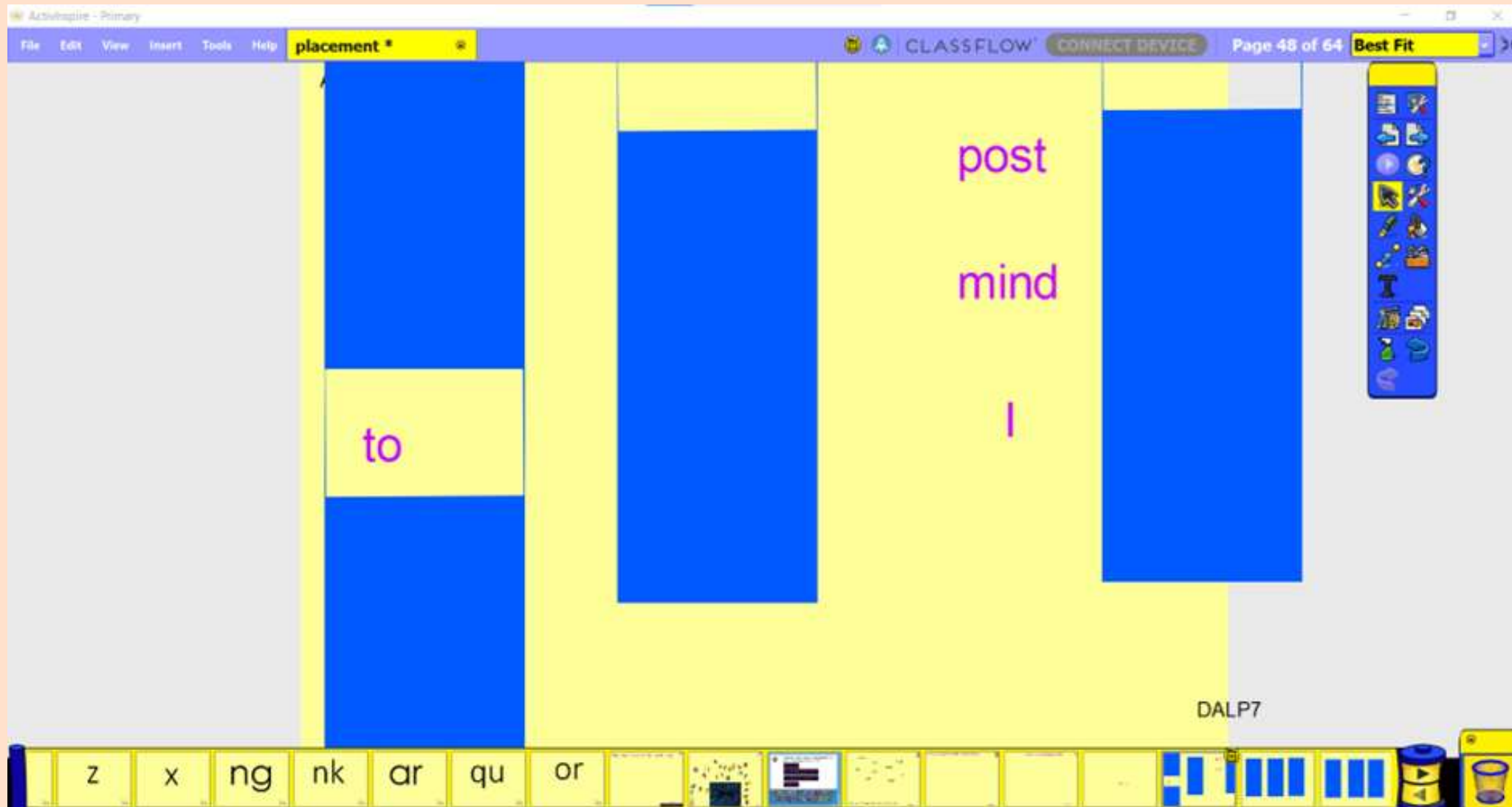
circus

dragon

depart

drudge

Elevator Word Reading: ActivInspire



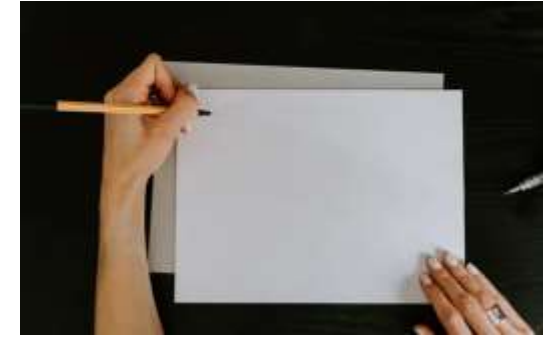
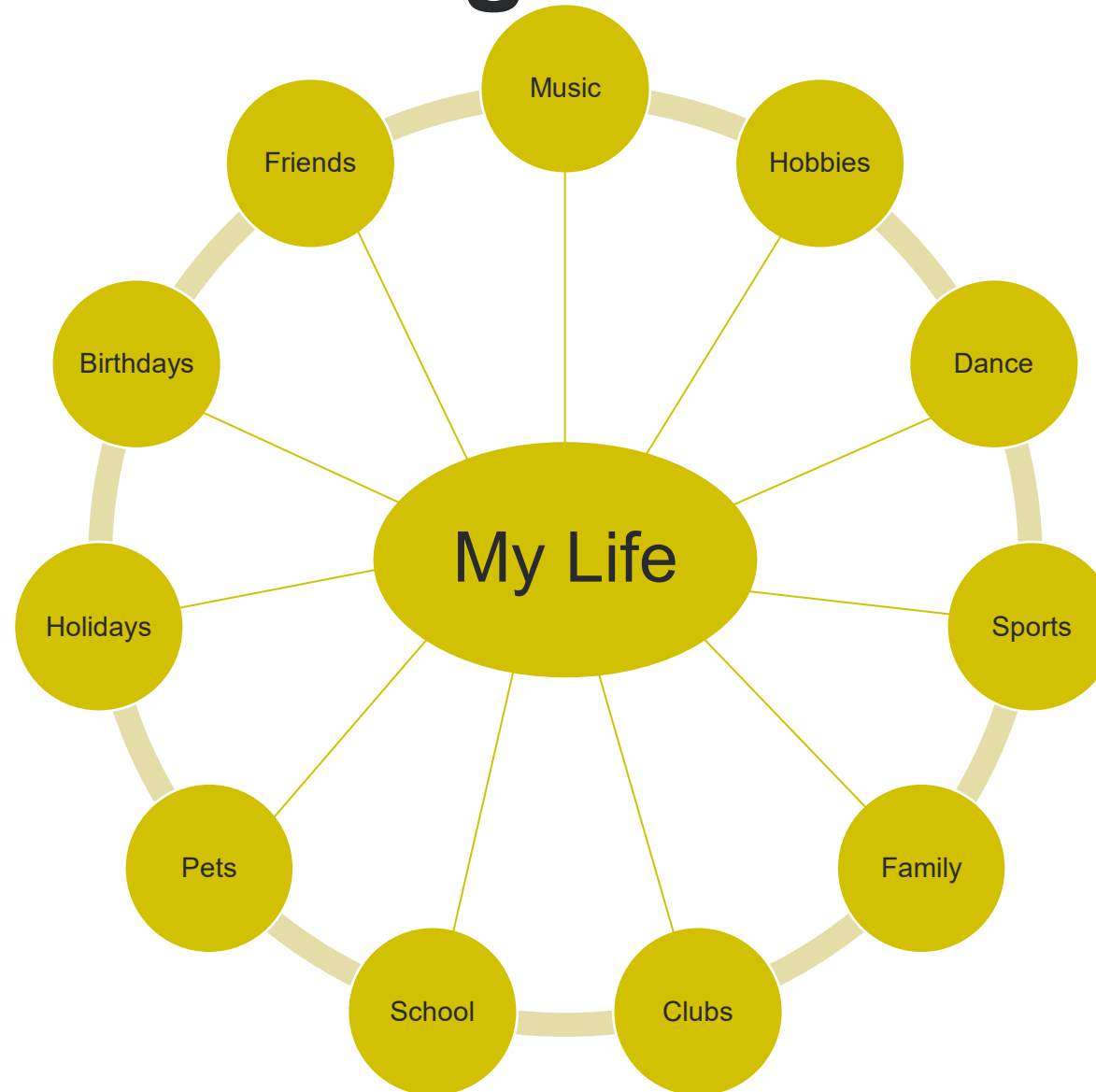
Higher Education Placement DALP 6a and 6b

DALP Dictation placement task and DALP6b Non word spelling – learner to type on shared screen

7	<e> as /ɪ/ (slimmest etc.) <e> as /ə/(ridden) <a> as /ə/ (Vespa)	The slimmest lad had ridden the fastest Vespa.	P and S1 P and S2	Suff18 Suff19	CAP 3 (Vespa) CAP 5 / 6 (ridden)
8	<ch> /tʃ/ B4P2a <sh> /ʃ/ B4P1a <a> as /ə/ (soda)	The chimp hid the soda can on the topmost shelf.	P and S1		CAP 1 (topmost) CAP 3 (soda)
9	<f-> Blends <fl->B2P4 <w> /w/ B5P4 <-nch> /ntʃ/ B4P2b <th> /θ/ <th> /ð/ B4P3a <s> as /z/ (wench's)	The Flemish wench's cloth had vanished!	P and S1 P and S2 P and S7 P and S8	Suff8	CAP 4 (Flemish) (vanish)
10	<k> /k/ B5P1a <thr> /θr/ B4P3b <e> as /ɪ/ (branches) <o> as /ə/ (Winton) <s> as /z/ (Kim's)	"Don't sit on the same branches as Kim's thrush!" said Winton.	P and S1 P and S2 P and S4 P and S7 P and S8 P and S9	Suff22 Suff24	CAP 1 (Winton)

DALP: Supplementary Phoneme-Grapheme Evidence (Nonword)					
Non-word	Learner's Response	Areas of error:			Note:
lud		/l/	/ʌ/	/d/	
bep		/b/	/e/	/p/	
cag		/k/	/æ/	/g/	
ret		/r/	/e/	/t/	
fosh		/f/	/ɒ/	/ʃ/	
chan		/tʃ/	/æ/	/n/	
vim		/v/	/ɪ/	/m/	
kith		/k/	/ɪ/	/θ/	
jork		/dʒ/	/ɔ:/	/k/	
vonk		/v/	/ɒ/	/ŋk/	
zeck		/z/	/e/	/k/	
yarn		/j/	/ɑ:/	/n/	
wex		/w/	/e/	/ks/	
quing		/kw/	/ɪ/	/ŋ/	

DALP 8 Free Writing



Higher Education – Help PGCE teaching students to make links between their errors and their own English skills audit.

Question 2

Not complete Marked out of 6 Flag question

How many phonemes are in the following words?

witch

Choose...

mat

Choose...

cushion

Choose...

follow

Choose...

book

Choose...

elephant

Choose...

Check

Question 9

Not complete Marked out of 6 Flag question

Match the phonic terms to their definitions.

phoneme

Choose...

grapheme

Choose...

segment

Choose...

blend

Choose...

systematic

Choose...

phonics

Choose...

Check

Question 8

Not complete Marked out of 1 Flag question

One of these sentences contains NO words with consonant digraphs. Which sentence is it?











Select one or more:

- ☐ a. The church sat in a very pretty village.
- ☐ b. The child's cough was annoying the rest of the class.
- ☐ c. I went to my lecture on time, just like I always do!












Check

Metamat – Learner Independence

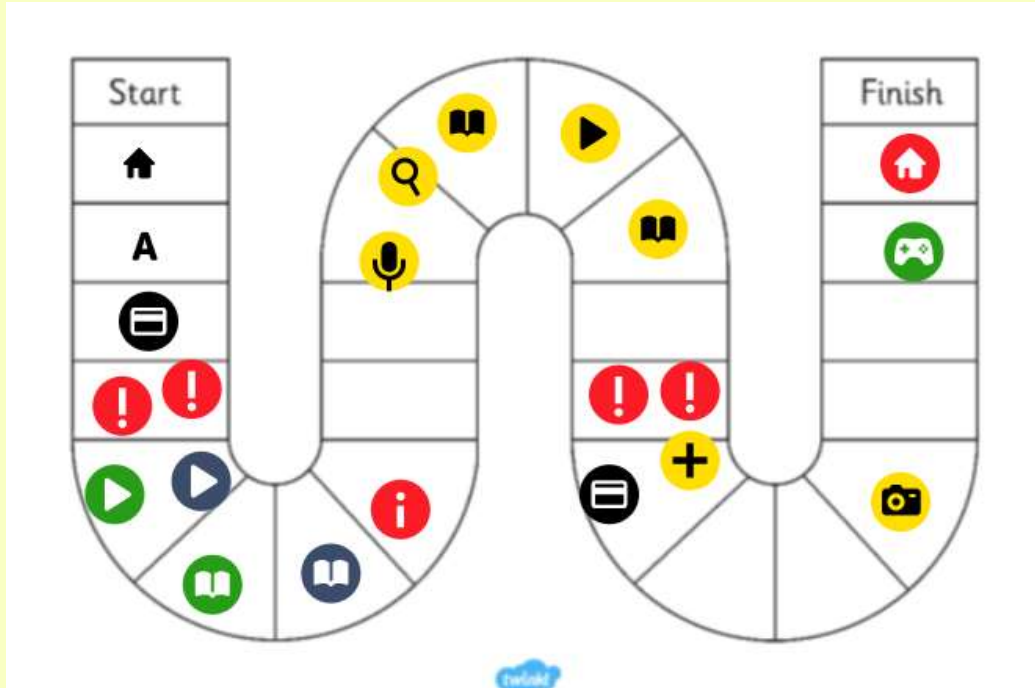
Part A

Overview - Previous Learning Point/Target		
<u>Reading Card Routine</u>		
<u>Spelling Card Routine</u>		
<u>Revision Word/Sentence Reading</u>		
<u>Revision ESWC/Sentence Dictation</u>		
<u>Directed Discovery 1</u>		
<u>Reinforcement word reading</u>		
<u>ESWC</u>		
<u>Game</u>		
<u>Review</u>		

Part B

<u>Overview</u>		
<u>Alphabet</u>		
<u>Metacards</u>		
<u>Elevator Word Reading</u>		
<u>Elevator Word Spelling</u>		
<u>Directed Discovery 2</u>		
<u>Reinforcement Sentence Reading</u>		
<u>Reinforcement Sentence Dictation</u>		
<u>Applying slot</u>		
<u>Game</u>		
<u>Review</u>		

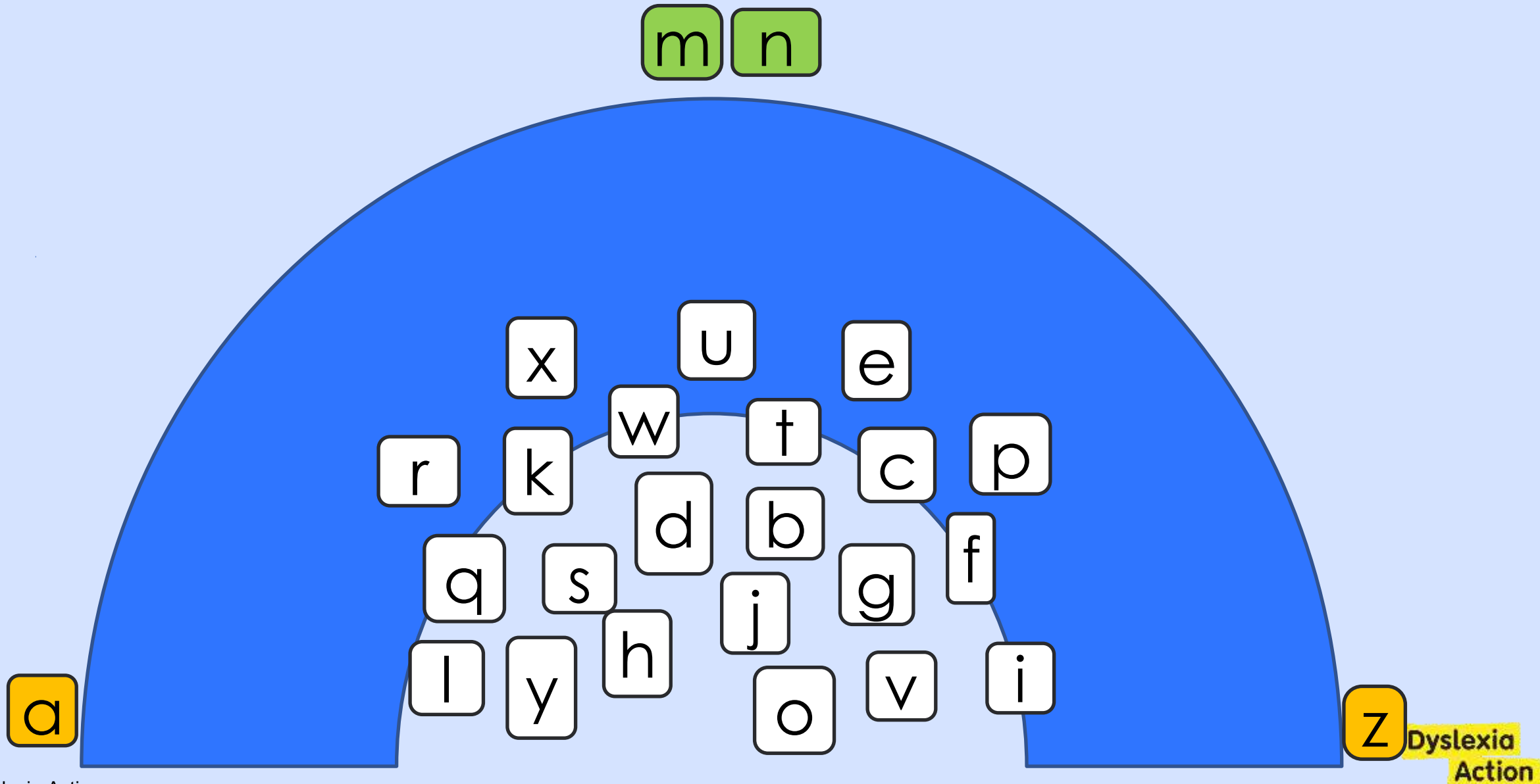
A lesson using ThingLink



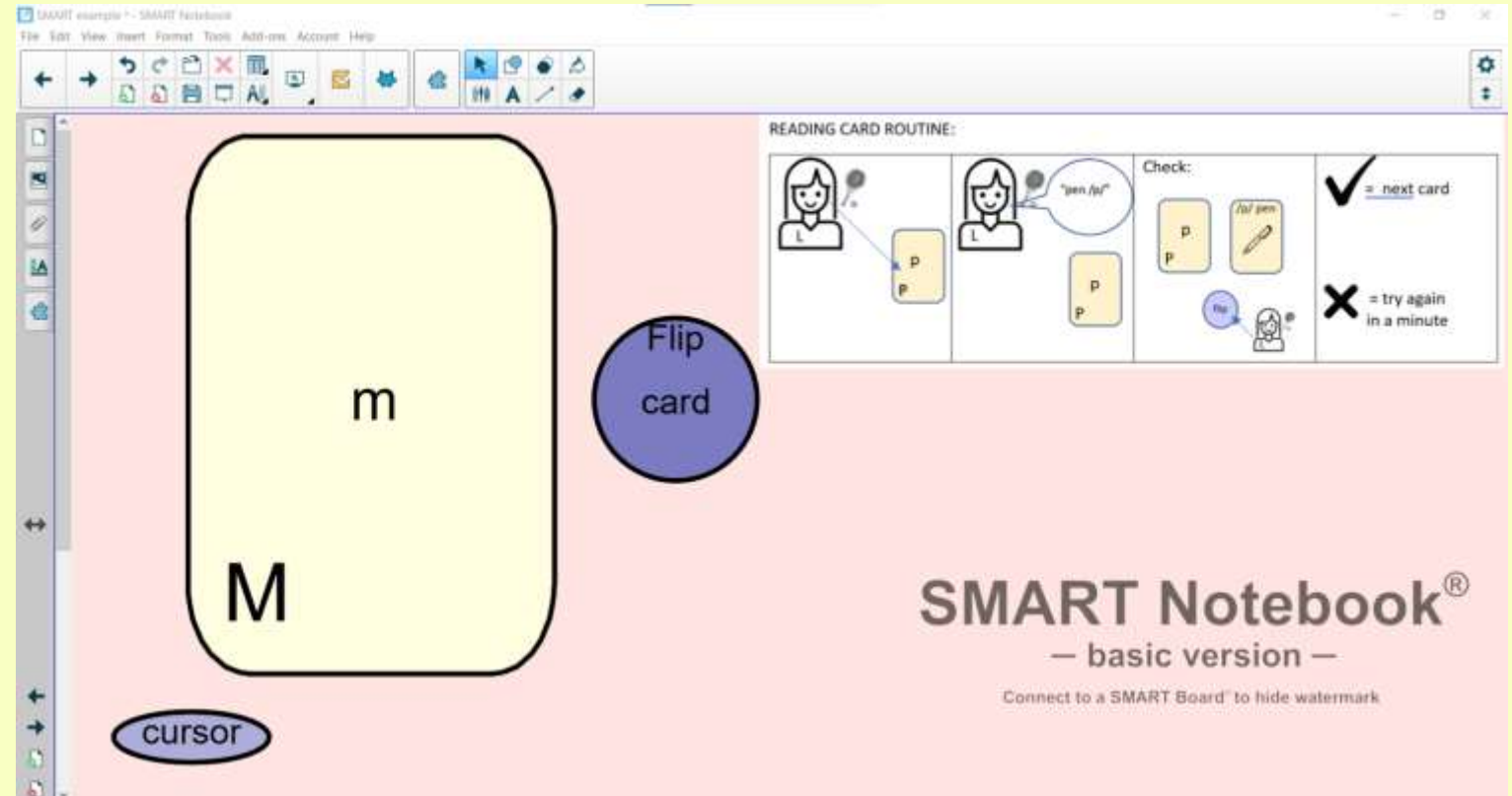
<https://www.thinglink.com/scene/1366044578943074305>

ThingLink is also great for students' own course presentations!

Alphabet



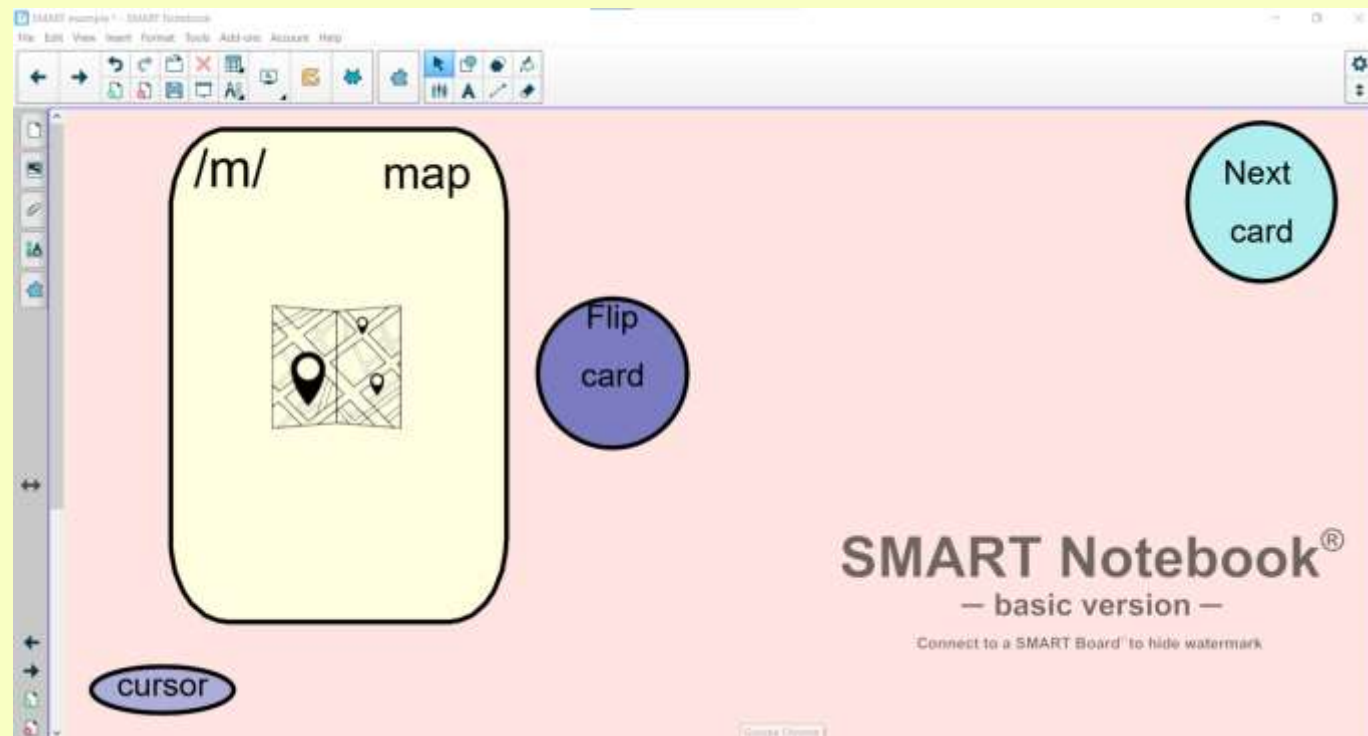
Reading Card Routine


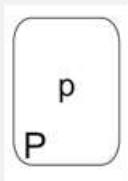


/-s/

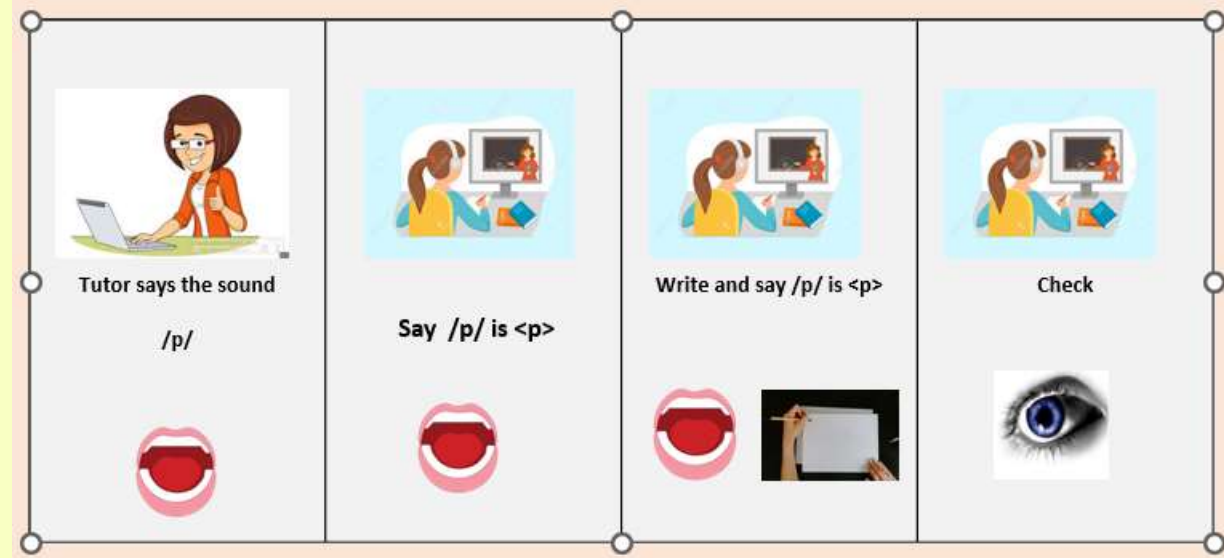


dress



 <p>Look at the grapheme</p>  	 <p>Say the picture then the sound</p> <p>pen /p/</p> 	 <p>Check</p> 
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Spelling Card Routine



//

|

-||

lips hill

**

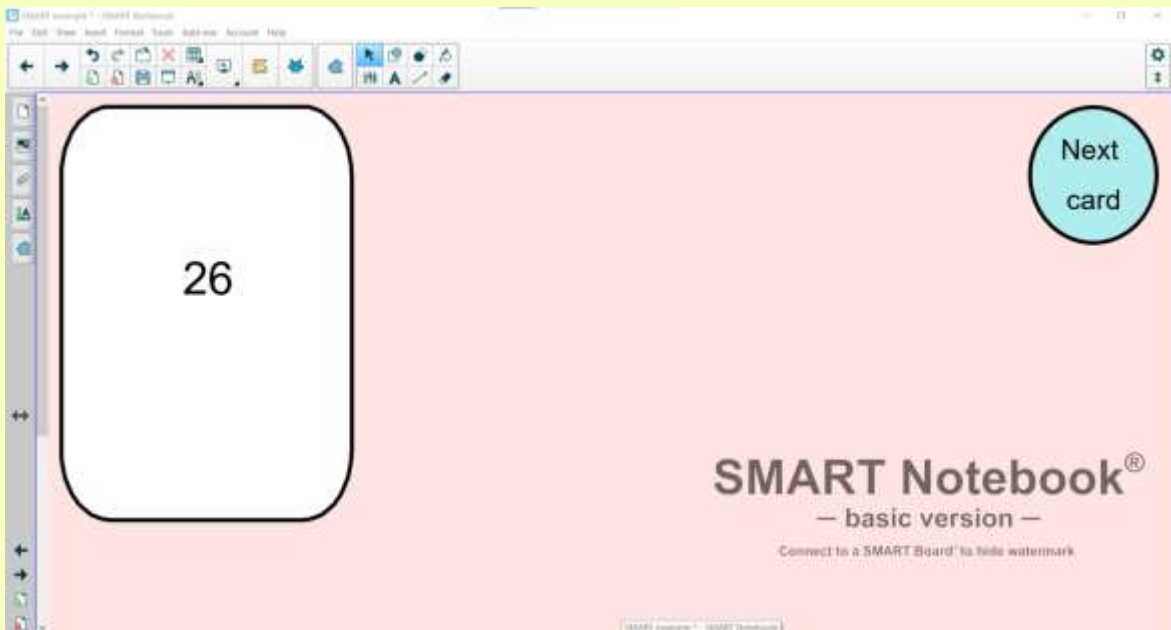
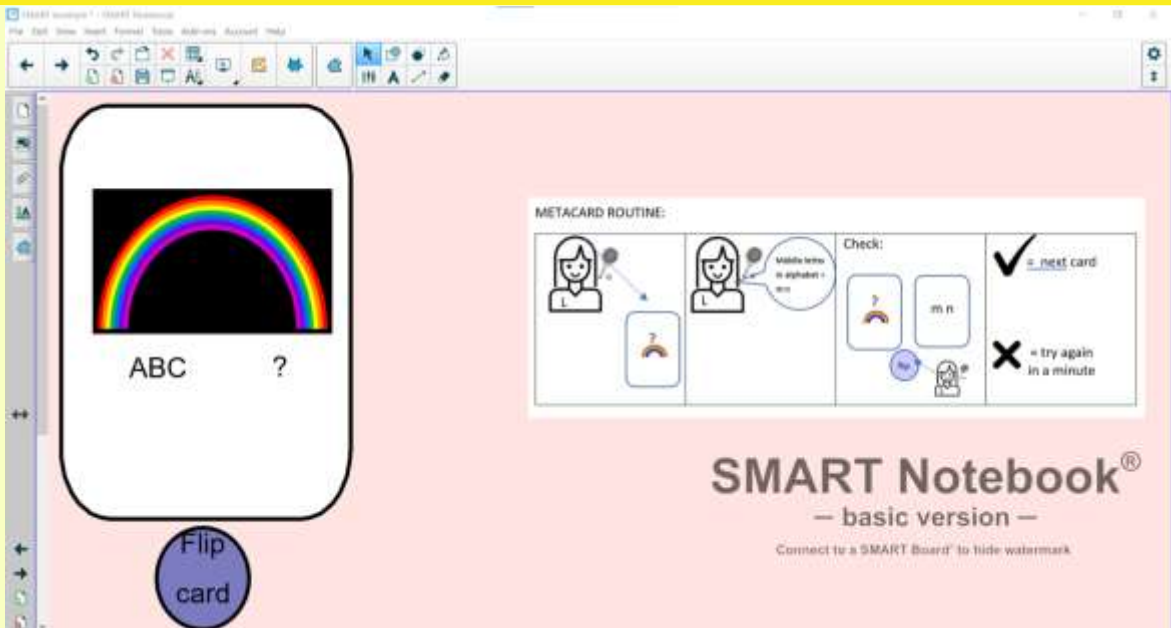
Metacards

c before

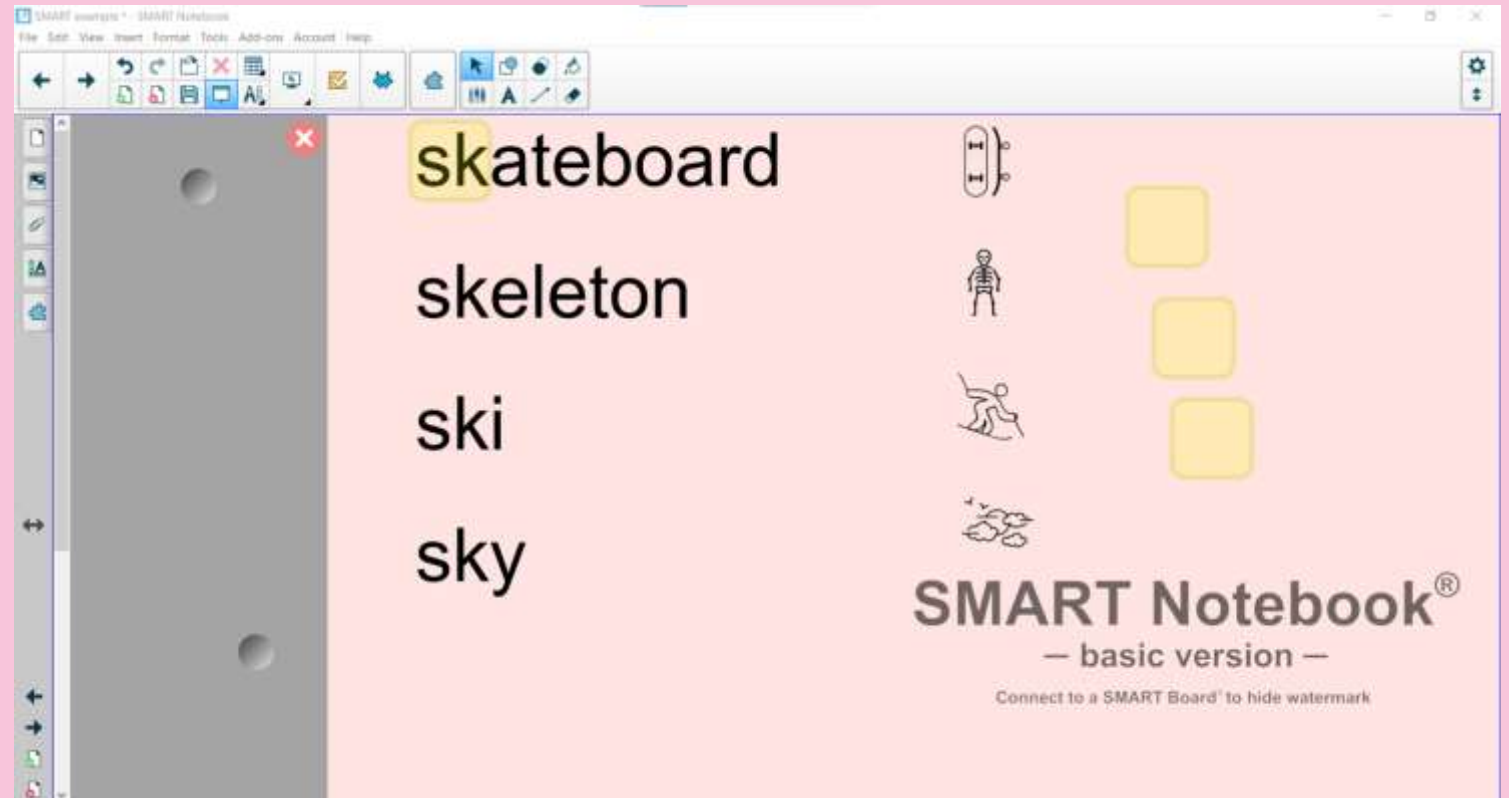
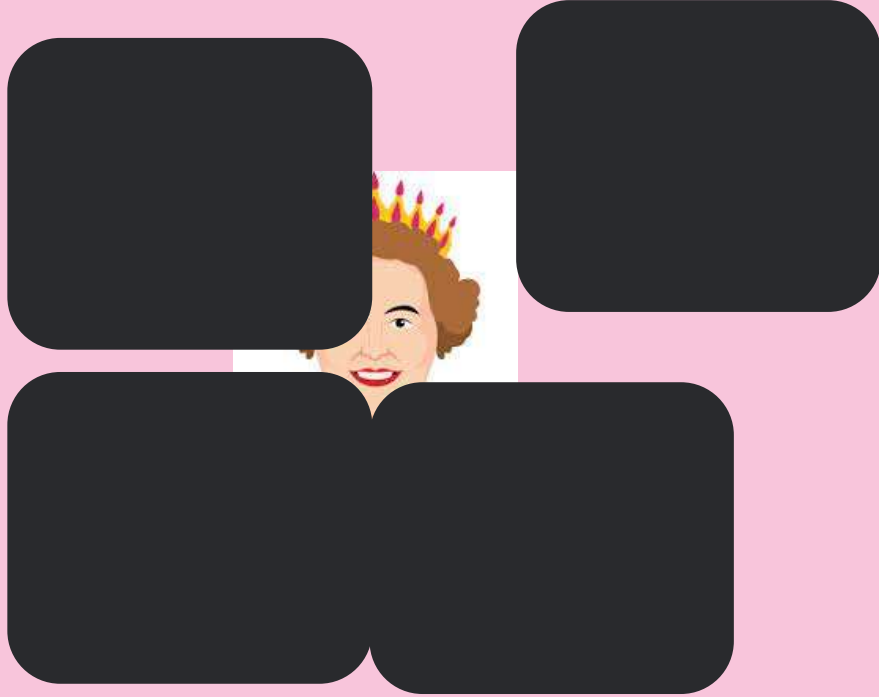
c or k?

One syllable
words ending in f,
l, or s have double

Flossy Rule



Directed Discovery



Let's look at the pictures and say what they are:



Created by luca fruzza
from the Noun Project



Created by Lauren Gallagher
from the Noun Project



<https://thenounproject.com>



https://classroomclipart.com/clipart-view/Clipart/Europe/queen-elizabeth-england-wearing-crown-clipart-1_jpg.htm

What is our
sound?
Where did
you hear it?



<http://clipart-library.com/quilting-cliparts.html>

Visual Discovery:

queen
quarter
question
quasar
quilt
quill

What is our
sound?

Where did you
hear it?

Which letters
makes that
sound?

Word/Sentence Reading Activities

hasn't	didn't	couldn't	it's	doesn't	wouldn't
don't	isn't	won't	I'm	can't	shouldn't

● ● ● ● ● ●

● ● ● ● ● ●

The screenshot shows a SMART Notebook interface with two word bingo boards. The left board contains the words: skid, doesn't, hasn't, didn't, skimp, isn't, skit, skip, and skin. The right board contains: skip, isn't, didn't, doesn't, skint, skit, it's, skimp, and skim. In both boards, the word 'skip' is highlighted with a blue circle and 'doesn't' is highlighted with a red circle. A blue circle with the word 'bingo' is located to the right of the boards. The SMART Notebook logo and 'basic version' text are visible at the bottom of the screen.

A diagram illustrating a word game. At the top is a large, empty rectangular box. Below it are three green rounded rectangular buttons, each containing a word: 'doll', 'troll', and 'still'.

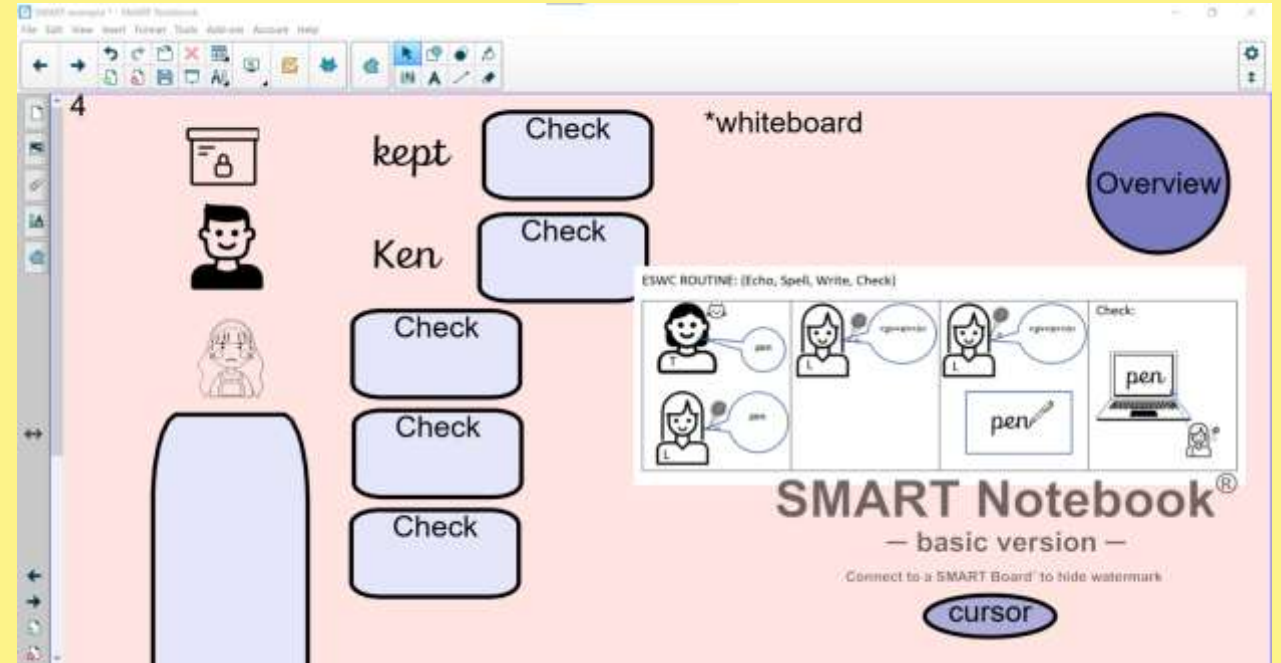
If you stretch like that you will _____ your neck.

remain strain praise

ESWC and Sentence Dictation



Type here:
clock

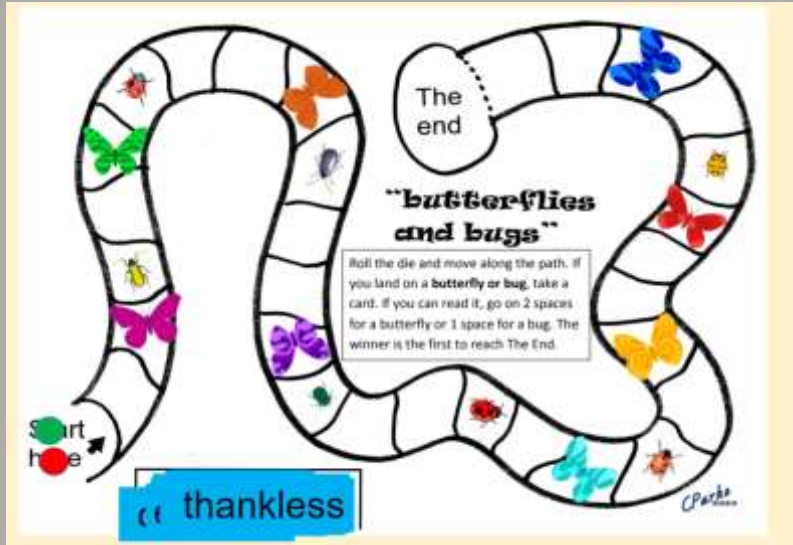


Sentence Dictation – Include an image and the writing prompt. Have the sentence covered. The learner can:

- type on the cover box – watch for any words on auto correct.
- write on a board or paper either using a visualiser or holding this up to the camera.

They can use the writing prompt to check and finally remove the shape to complete the self-check.

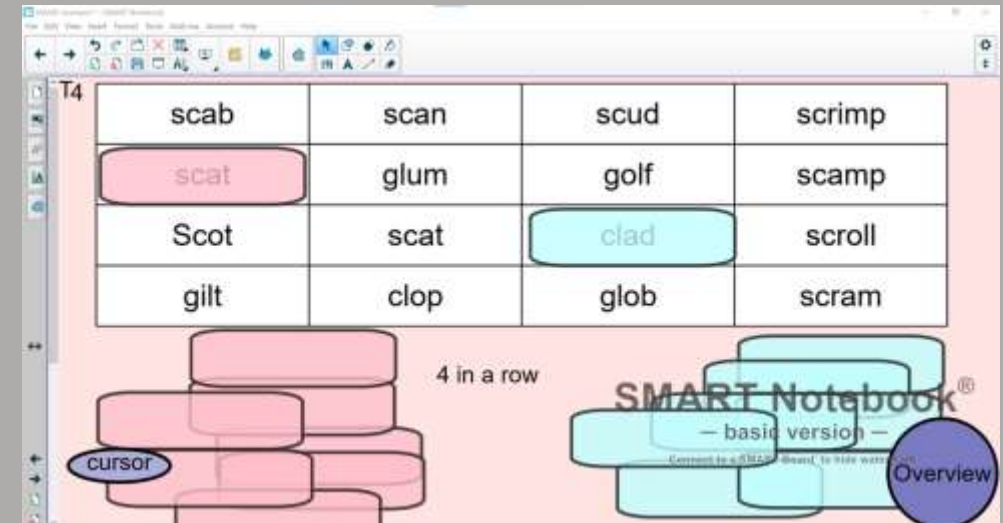
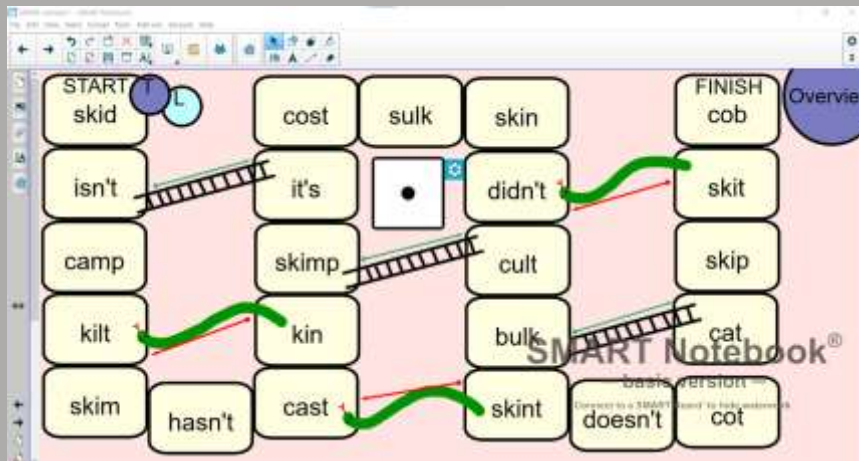
Board Game Ideas



Choose a word and read it aloud. Drag your colour dot under the word. Take turns. The first to get 4 in a row is the winner!

cat	kid	cut	cat	kid	cut
camp	kip	scum	camp	kip	scum
scan	skip	king	scan	skip	king
Ken	skim	cake	Ken	skim	cake
Kent	cog	code	Kent	cog	code
kelp	Scot	kebab	kelp	Scot	kebab

<https://www.free-fun-n-games.com/readinggamestoprint.htm>



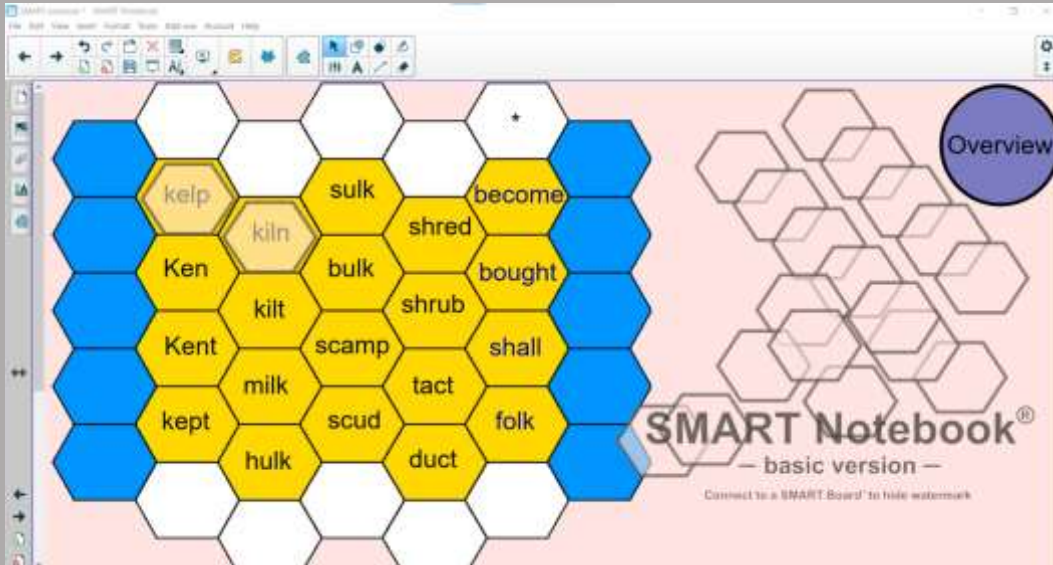
Sorting Games/Pelmanism

Easter Baskets {-ed} saying /d/ or /t/



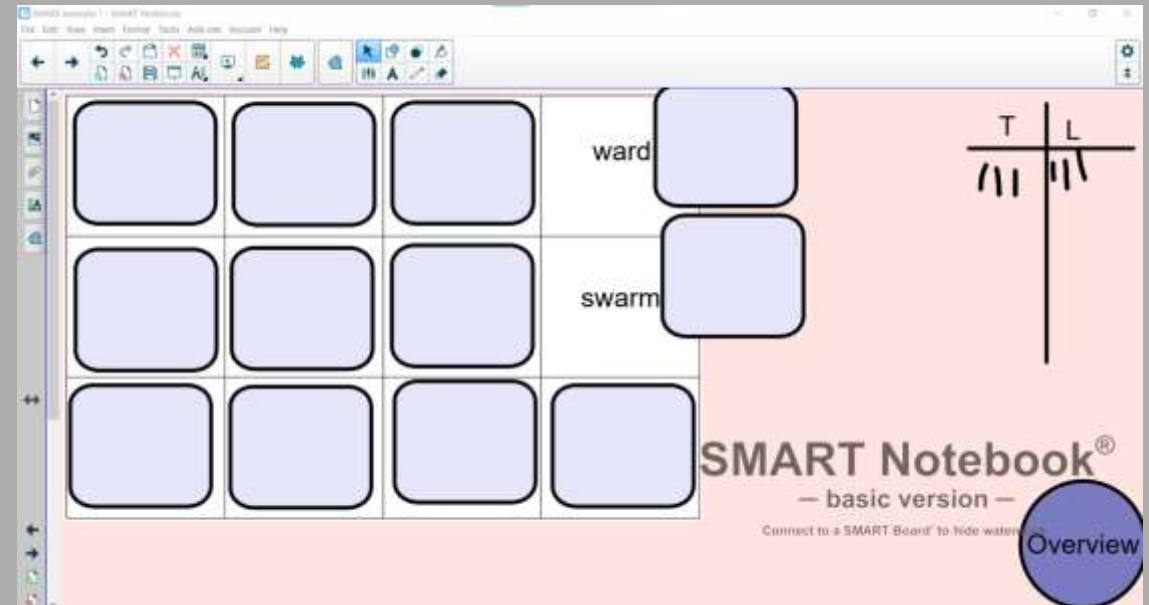
Metamat

	it is				
			it's		



Overview

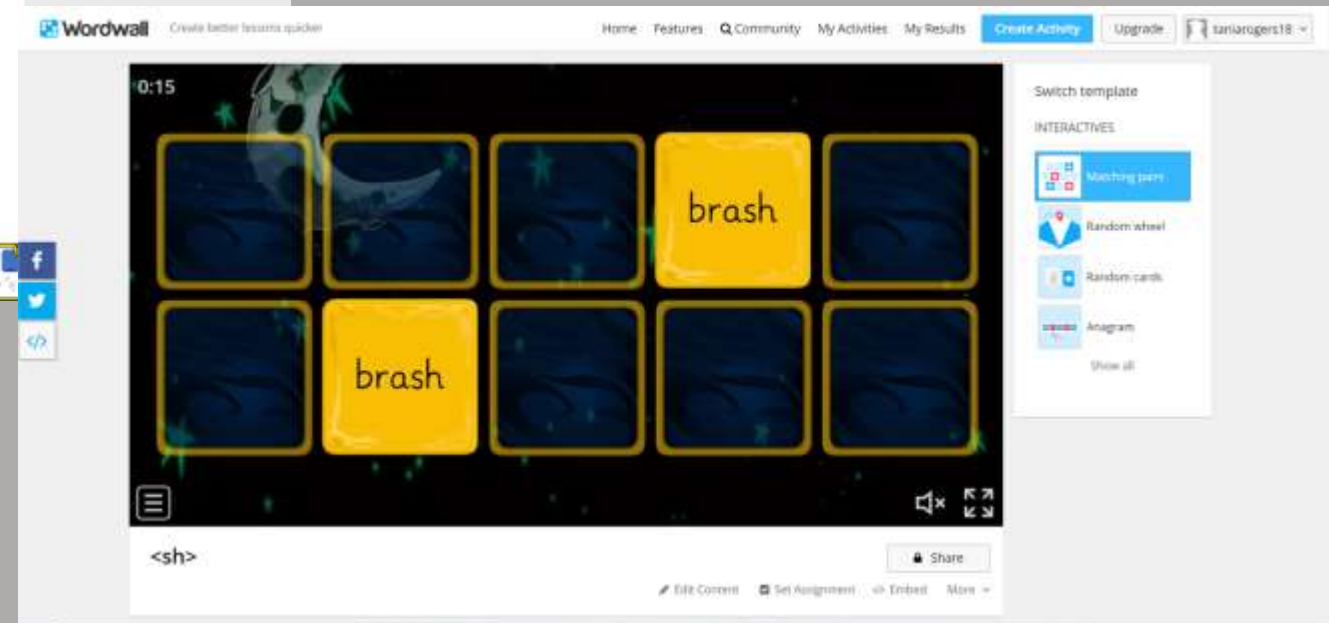
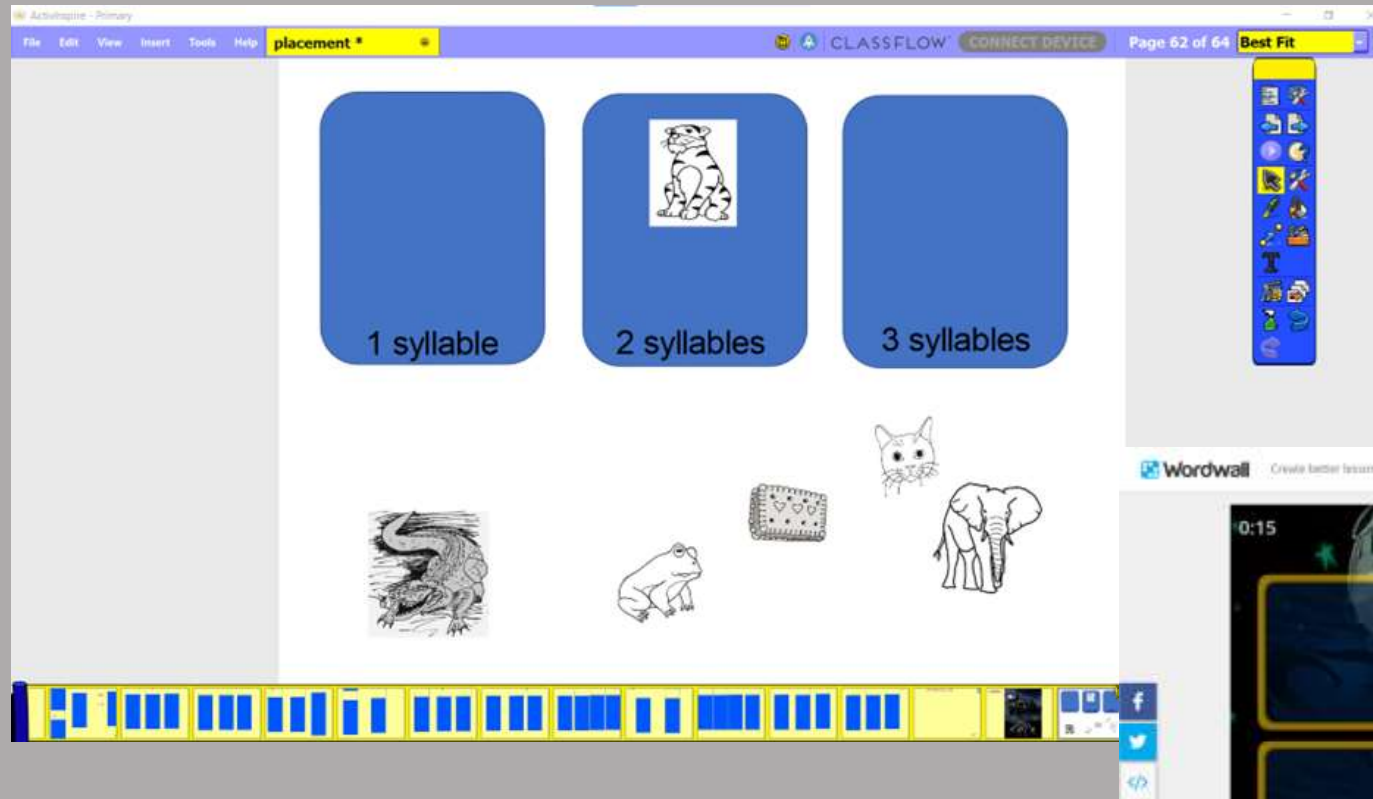
SMART Notebook®
— basic version —
Connect to a SMART Board™ to hide watermark



Overview

SMART Notebook®
— basic version —
Connect to a SMART Board™ to hide watermark

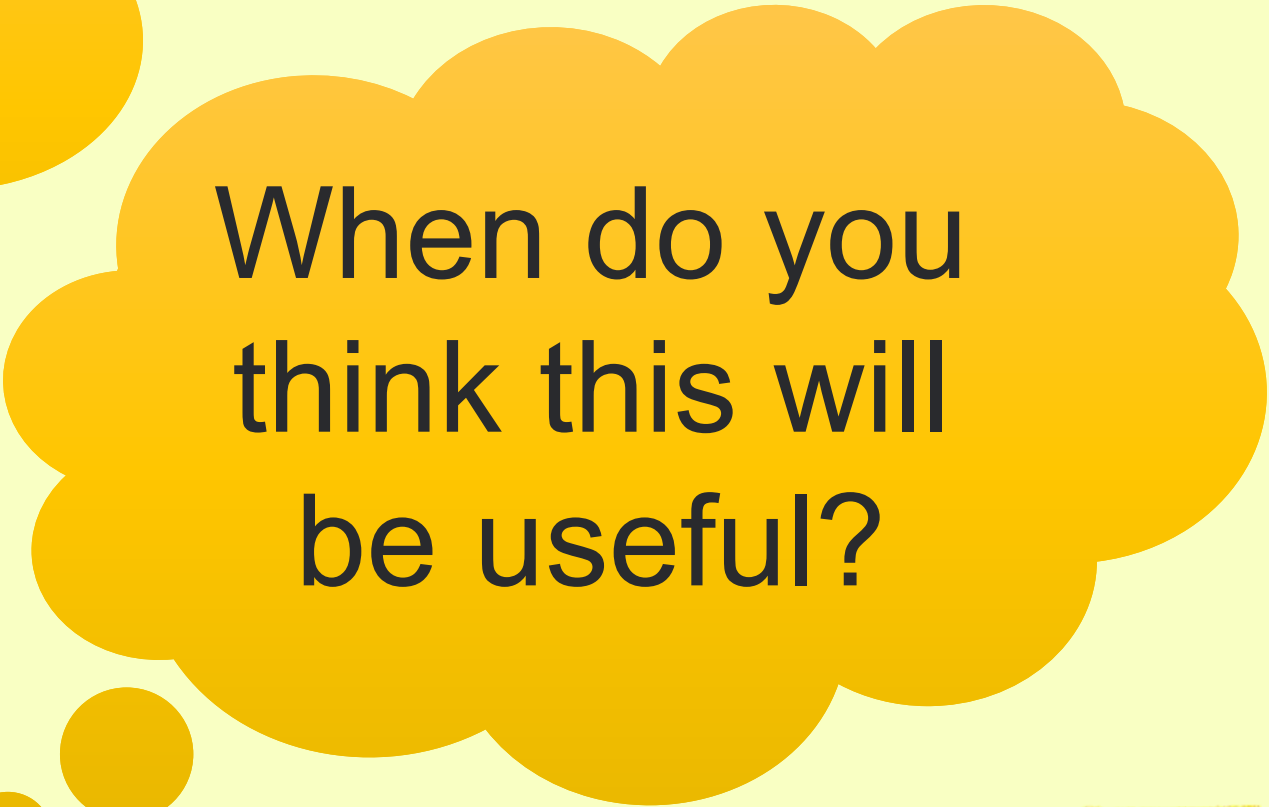
Built in Games



Metacognition



What
strategies
did you use?



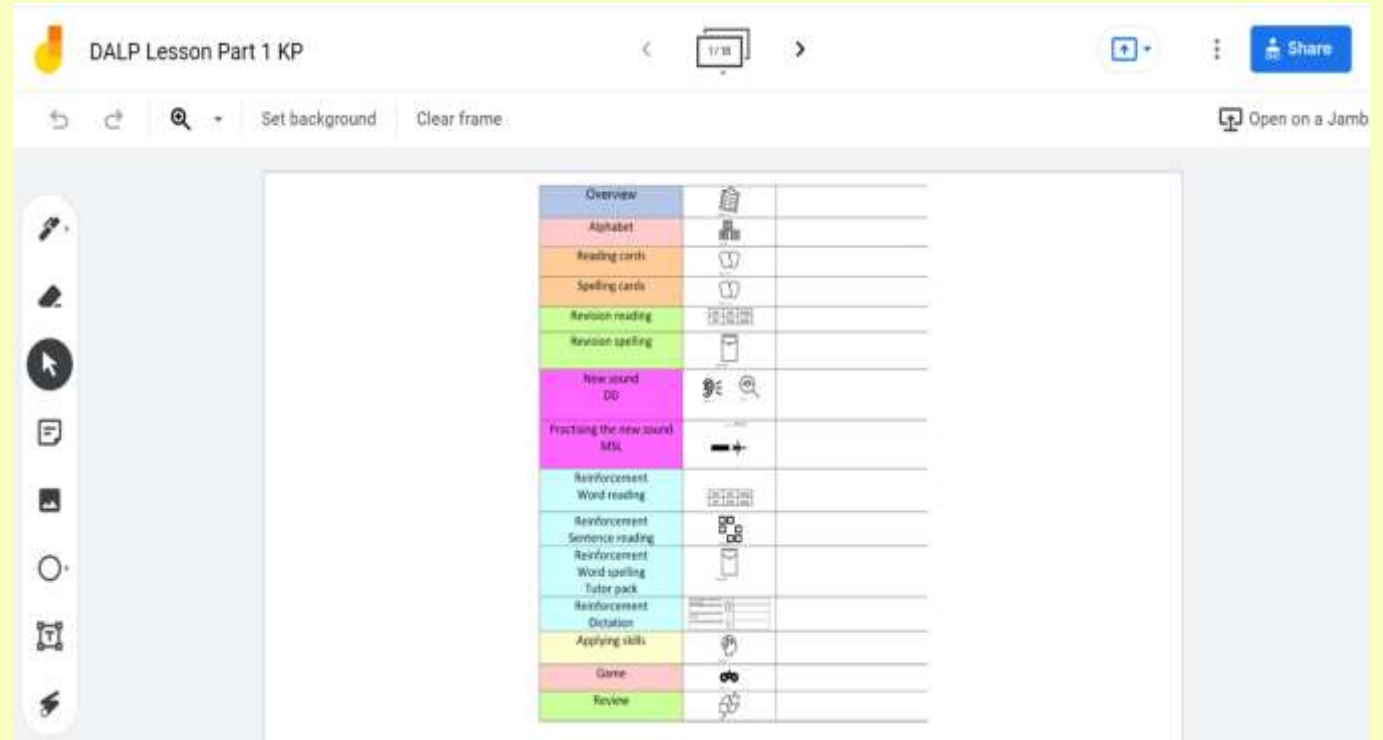
When do you
think this will
be useful?

A lesson using Jamboard (20 frame limit)



https://jamboard.google.com/d/1Xk9CpGYQ4zJ2KmVaZAFF0zld0-g5hTIGmH0Q_EjAZD0/edit?usp=sharing

https://jamboard.google.com/d/1iQK5h6LRvi9W2t33rHFO-kroc1bKUJxclo_RoANR9i0/edit?usp=sharing



Jamboard can be accessed on tablet or mobile phone as well as a computer.

Making it work

- Solution-focused - compromise
- Experiment
- Share ideas
- Online groups - Facebook
- Maintaining the principles of delivering a structured, cumulative, multisensory programme - metacognition, independence and self-efficacy.
- Just do it, don't wait for it to be perfect!

Facebook groups:

- Dyslexia and Dyscalculia Assessors and Tutors Professional Support
- SpLD teachers, tutors and dyslexia specialists (U.K.)
- Activinspire resources group for SpLD Professionals

Padlet for future
sharing

