Welcome to My English Journey

"Dyslexia is a different brain organization that needs different teaching methods. It is never the fault of the child, but rather the responsibility of us who teach to find methods that work for that child."

-Maryanne Wolf, Education Researcher and Dyslexia Advocate

This book has been designed to accompany and support young learners during their journey of learning the English language. For learners with dyslexia, this journey is sometimes full of crossroads and rocky paths. With this in mind, we created a bank of engaging activities that will help learners overcome the obstacles that dyslexia might put in their way that at the same time are engaging for all young learners.

Unit Tour

My English Journey includes five themed units following a pattern of activities.

Phonological Awareness activities:

Phonological awareness is one of the most critical skills students at early stages should acquire and one of the main difficulties that learners with dyslexia face. Therefore, each unit begins with short and simple exercises through which the learners practice the recognition of letter sounds. It is the most critical part to develop their reading and writing skills down the road.

Tongue twister:

Pronunciation is a great challenge for English as a second language speakers. Following the recognition of letter sounds, learners practice the pronunciation of words through enjoyable tongue twisters.

Working memory activity:

Working memory is a cognitive process through which learners hold and manipulate information to do something with it. Therefore, we need to focus on its development. Working memory is required to follow directions, keep track of several pieces of information and carry out the steps the instructions give. For learners with learning difficulties, the weaknesses with working memory tasks are usually more significant. As a result, they are likely to be working much harder during these activities. With this in mind, each unit of My English Journey includes a working memory task to stress the necessity of integrating them into our curriculum. This is beneficial for all young leaners as it enhances their working memory.

Vocabulary activities:

The book has a lot of visualizations to support vocabulary building at this early stage. Using pictures or demonstrations helps the students see the meaning of a word. Colouring, categorizing, matching and playing fun games are some of the techniques to help them develop their vocabulary. These activities are ideal for all young learners and particularly for students with learning difficulties that struggle with reading due to poor word recognition. At this point, it has to be clear that learners with learning difficulties (e.g., dyslexia) may have a strong spoken vocabulary but have a hard time learning new words in print. Each unit of the book is based on a vocabulary set to help students practice word recognition and as a result reading vocabulary.

You can find digital flashcards for the vocabulary of each unit in this quizlet link: https://quizlet.com/glossomatheia/folders/my-english-journey/sets

Reading activity:

Reading comprehension is another area for development particularly for students with underlying difficulties in vocabulary or working memory. These students might find it difficult to understand the text even when they properly read the word. To support the students improve their reading skills we set realistic goals, choose appropriate texts and focus on the content. Another factor to bear in mind is that the exhaustion and drain that students feel during reading can create negative feelings and anxiety.

To turn this experience into something pleasant we created short and engaging reading activities. Using diagrams, tables, riddles and drawing are some of the tools that can help to visualise the content. Therefore, take this heavy load - that reading looks like - off their shoulders and make them feel more confident readers.

Project:

As the final activity of each unit, the students do a project based on the vocabulary they have seen and learnt. The project allows the students to be creative and use the target language meaningfully as well as practice their speaking and presentation skills. When it comes to students with learning difficulties, this is the time for them to put into practice their stronger skills (i.e., speaking, creativity, etc.) setting the stage for them to feel more confident and engage in meaningful activities.

Self-assessment checklist:

At the end of each unit, the students reflect on their work and performance and evaluate themselves by colouring the emoticon that expresses their feelings. Self-reflection and self-assessment are highly important for all students to be independent and responsible for their learning. This is a more student-friendly kind of assessment as the students do not feel the pressure and judgement of grading. Another benefit is the immediate feedback the checklists provide the teachers with to support each student effectively. The can-do statements in the checklists boost their confidence and help them realise their progress.

Board Game:

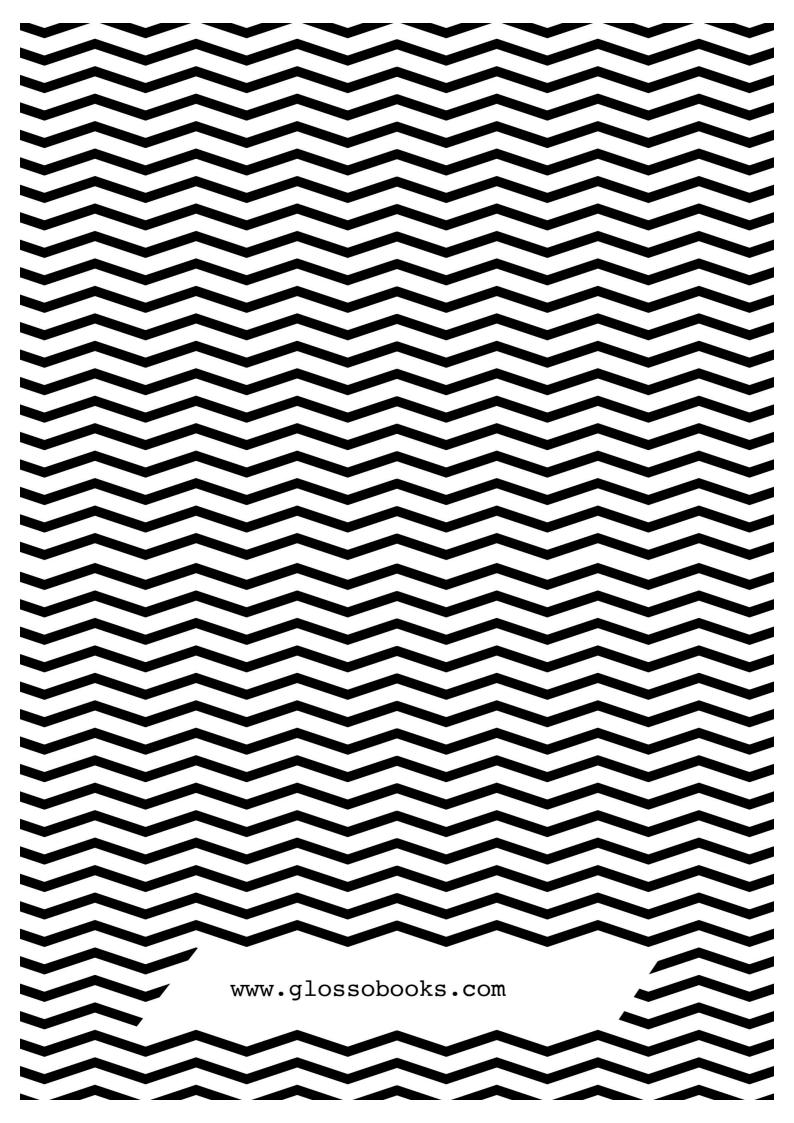
Playing games is the most age-appropriate way of learning in early literacy. There are plenty of educational benefits for all students. However, for students with learning difficulties, games are of vital importance due to the anxiety the language activities may create. Learning a language should be entertaining and come naturally exactly the way the children play games.

Spelling Die:

Spelling is a challenging skill to develop at early stages, particularly for students with weak phonological awareness and/or memory issues. To overcome this obstacle, it is necessary to offer more options apart from writing a word on paper. The Spelling Die will allow them to use different ways to develop their vocabulary in general. Present it as a toy they can use and play with on their own. The alternatives were chosen according to what the students love to do when they learn. Copy on card stock to make it more durable.

Letter Tiles:

The final page consists of the alphabet letters plus four diagraphs. You can use them during each unit or at the end to revise vocabulary. Students with learning difficulties struggle with writing and some may have poor handwriting too. That causes more stress and ends in growing negative feelings towards learning. Using the tiles has numerous benefits; the students feel less frustrated and develop word-building skills through gamification. Copy this preferably on card stock/laminate to make it more durable, cut the letters and diagraphs out and encourage the student to practice spelling using the tiles.



Andriani is an English teacher. She has a BA in English Language and Literature, the Trinity CertTESOL teaching qualification and has attended a specialization program on Learning Difficulties and Behaviour Problems at postgraduate level. She is also a certified instructor of the psycho-pedagogic test for learning difficulties, AthenaTest. She has a great experience in teaching English as a foreign language to students with ADHD, autism, and dyslexia.

Eleni is an English teacher and a researcher. She holds a BA (hons) in Psychology with a minor in Biology, the Trinity CertTESOL (level 5) teaching qualification and a Master's of Research in Brain and Cognitive Sciences. She has developed the innovative language education program Inquiring Minds.

Kelly is an English teacher and a graduate of the Faculty of Classics. She holds a Master's degree in Applied Educational Psychology as well as an accredited certificate in Special Education. Kelly has experience in differentiated instruction and is specialized in working with young learners.

Audio is with Olga Davou

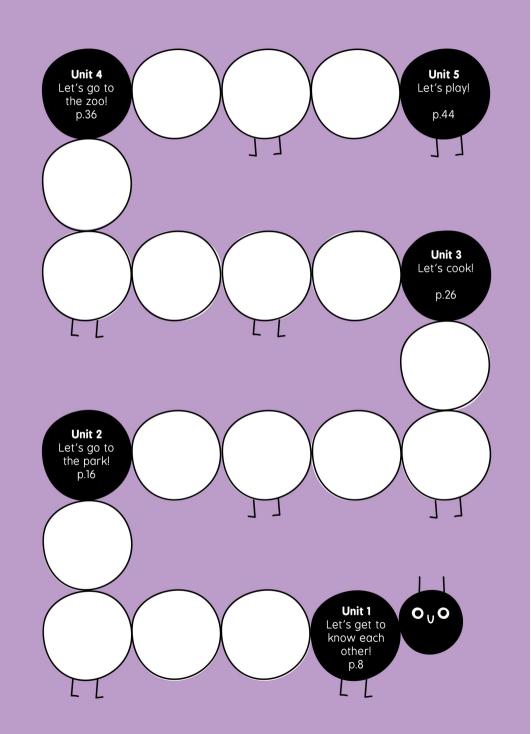
Hello, I'm Olga and I'm 9 years old. I was born in Athens, Greece. I lived in Mumbai India for 4 $\frac{1}{2}$ years and moved back to Greece when I was 5 $\frac{1}{2}$ years old. I'm in 4th grade right now moving to 5th (because it's the end of the year). I love to cook, dance, read and sing. I have a little sister named Evilia. She is 6 and a half years old now (I'm three years older than her).

This book was written with the help of the following teachers / co-authors

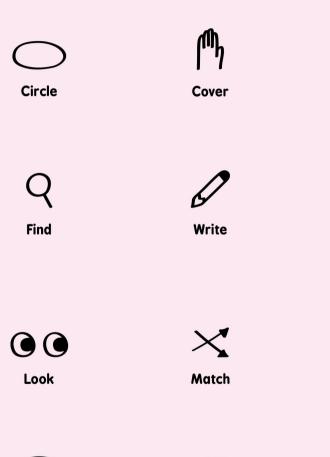
Chrysa Patsaoura Pat Vampoula Vicky Souitsmez Maria Davou The book was piloted with students at Glossomatheia Language Learning & Research Center

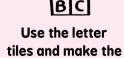
Table of Contents

You can find the audio files at **www.glossobooks.com**



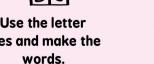
Remember





Read Aloud

Say / Repeat





Read

Draw / Color

Listen

Roll the vocabulary die and play with the words.

Unit 1

Let's get to know each other!

A. Listen and write b or d. 9/0/8









<u>d</u> ad

- 2
- <u>b</u>aby

- 3 <u>b</u>rother
- <u>b</u> lue

5 <u>b</u>rown

6 re <u>d</u>



"b" words - blue

"d" words - red



doll





baby



desk

C. Listen and circle the rhyming word. 9/

1. red

dad

bed

2. dad

sad

baby

3. mum

drum

map

. pink

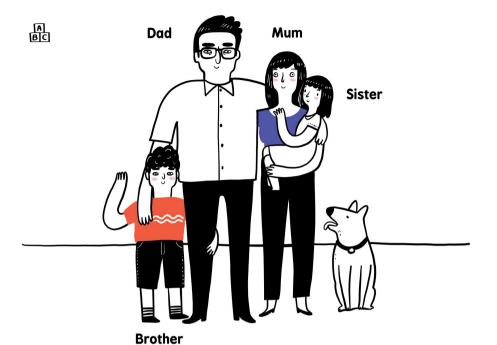
spin

link

5. blue

ball

clue



Draw your family and write each member. $\mathcal{Q}/_{\varsigma}\mathcal{Q}$

Then present.

What's your favorite color? Circle the word.

red, green, blue, yellow, brown, purple, pink

Stick a red sticker

Stick a **green** sticker

Stick a **blue** sticker

Stick a yellow sticker

Stick a **brown** sticker

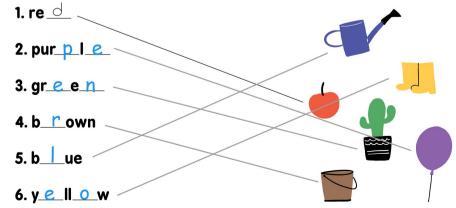
Stick a pink sticker

Stick a **purple** sticker

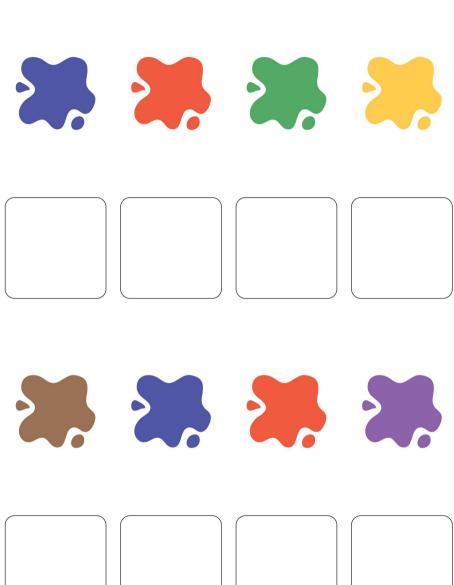
Stick a **colorful** sticker

Match the name of the color with the image of the color and complete the word.







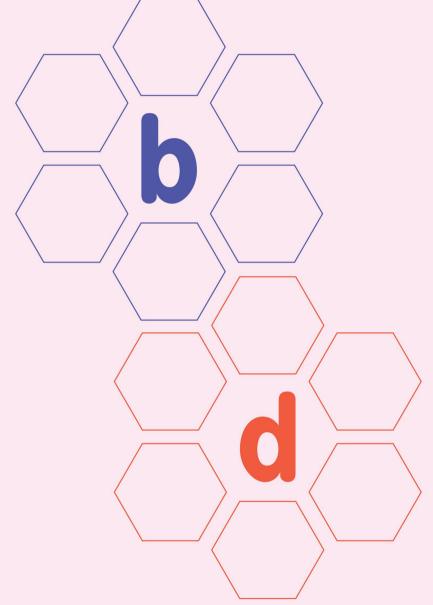


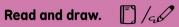
My picture dictionary

Let's draw or write b and d words. O/sO



Students' individual answers





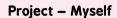
This is my family. I've got a yellow bag.

My dad has got a purple hat and my mum has got a pink cat.

This is my sister. She's happy!

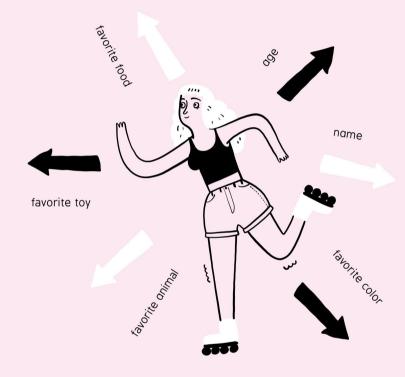
I'm happy too!

Let's color the sky blue.



Write or draw about yourself. Then present it. \mathcal{O}/\mathcal{A}

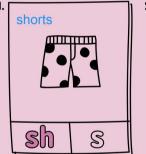
Students' individual answers

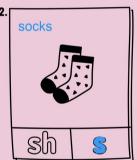


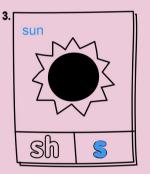
Self - Assessment					
I can read and say b.		\bigcirc		\odot	
I can read and say d.	<u></u>	\bigcirc	\bigcirc	\odot	9
I know the colors.	<u></u>	\bigcirc	\bigcirc	\odot	
I can talk about myself and my family.	<u></u>	\bigcirc	\bigcirc	\odot	

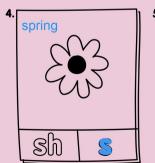
Let's go to the park!





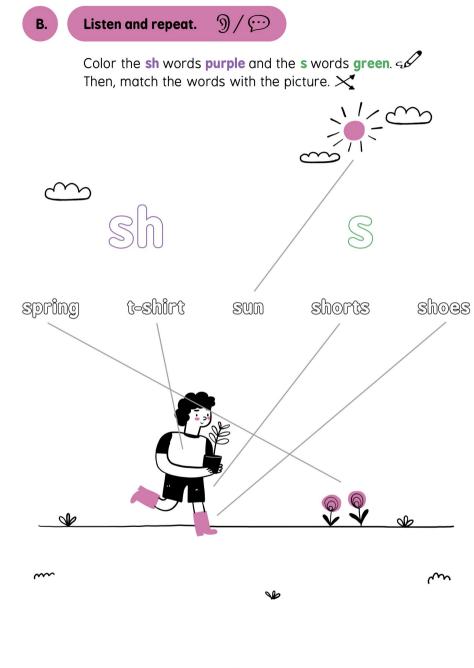










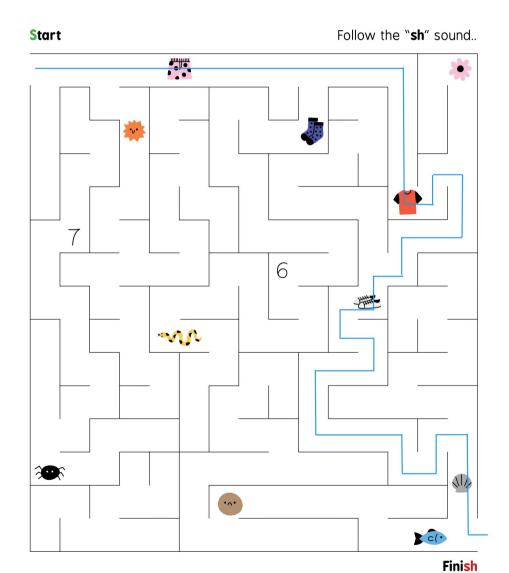


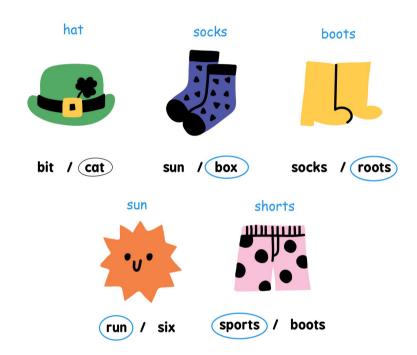
ŀΨ

C. Can you find your way through the maze?

D. Look at the picture and say the word. $\bigcirc \bigcirc /\bigcirc$

Then circle the rhyming word $\bigcirc/$ $\bigcirc/$





E. Listen and say the tongue twister. 9/9

Sally sees **sh**iny **sh**oes at the **sh**op. Sally sees **sh**iny **sh**oes and **sh**orts for sports at the **sh**op.

I spy...clothes.

Circle and draw the odd word.





blue

socks

shoes



green

yellow

summer



hat

brother

sister



winter

spring

red



purple

spring

shorts

shoes



boots

winter

hat



How many can you see? $\frac{A}{BC}$

shoes

hat_

t-shirt _

shorts 6

socks



Look and say. What's next?



Circle and draw. \bigcirc/\bigcirc











shoes

boots

shoes

boots

boots / shoes



shorts



shorts



socks





shorts

socks / shorts



socks



shoes





socks

shoes

socks / shoes



boots







hat

hat

boots

boots / hat



Read and Draw.



The Four Seasons

Summer, Fall, Winter and Spring, In Summer the sun is yellow and big. In Fall, yellow and brown leaves we see. Winter's cold, and kids play with the snow. And in the Spring, pink flowers grow.

Summer	Fall
Winter	Spring

Read again and color

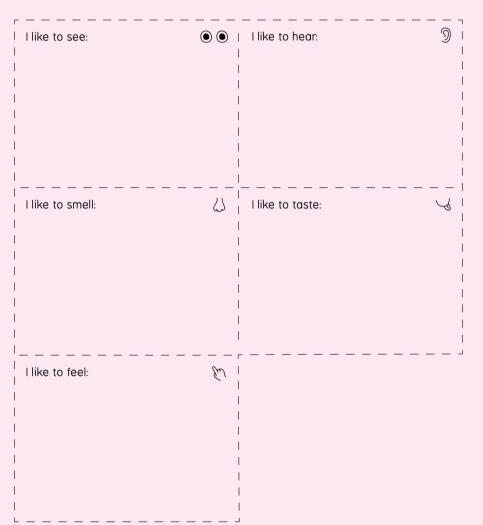
Season words - Blue

Project - My favorite season

Draw or make a collage and present it.

Students' individual answers

Circle your favorite season.
My favorite season is **Winter / Spring / Summer / Fall**





Self - Assessment					
I can read and say sh.					
I can talk about what I'm wearing.					
I know the 4 seasons.	© 0 0 0 0				
I can talk about seasons using my senses.	© 0 0 0 0				

Let's cook!

Listen and color the ch sound.

e.g. **ch**ild / Then read and say the words.

chips

2

chicken

3

lunch

4

teacher

(5)

armchair

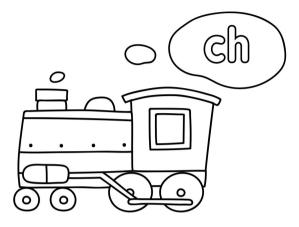
peach

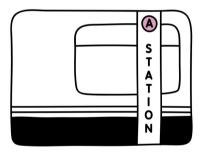
The train moves to the A, B, C and D stations.

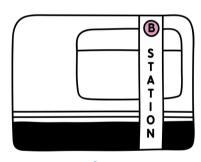


Write **ch** and read the words. e.g. **ch** \longrightarrow eese \longrightarrow **ch**eese \bigcirc

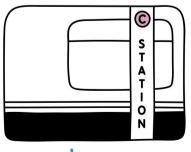




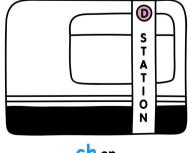




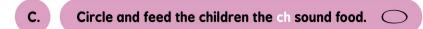




<u>ch</u>ips



ch ocolate



(cheese,) tomato, apple, egg







orange banana chips

candy

chocolate egg orange rice

tomato potato apple chicken

D. Listen and say the tongue twister.



Chad chops the **chicken cheerfully**.

Chewy was the chicken so Chad chose a chunk of cheddar cheese.

Strawberry and banana milkshake.











What's missing?

2. milk banana

strawberry

ice cubes

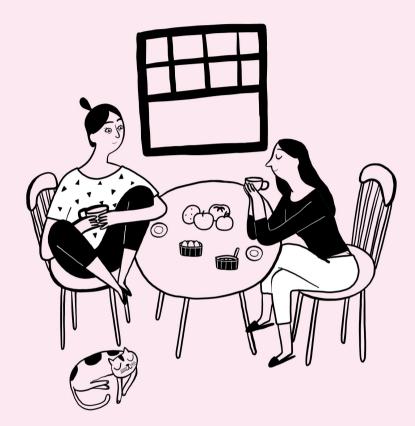
sugar



Let's make the milkshake!







Write the missing letters. e.g. $_p = 0$ apple $\mathcal{O}/\mathbb{B}^2/\mathbb{O}$

(1) <u>ch</u>ips

- t<u>o</u> m<u>a</u>t<u>o</u>
- p o t a t o
- r<u>i</u>ce

- (5)
- <u>e g g</u>s 6 o<u>r ang e</u>









H. Write the words in the correct group. \mathcal{Q}



chocolate, chips, rice, chips, egg, candy, chicken, ice cream, potato

Sweet



Salty

chocolate

candy

ice cream

chips

rice

egg

chicken

potato

Read and draw a happy face or a sad face.



What do you like for lunch?



I like rice and chicken, but I don't like eggs and potatoes for lunch.

> I like eggs and potatoes, but I don't like rice and chicken for lunch.



I like eggs and rice, but I don't like chicken and potatoes for lunch.





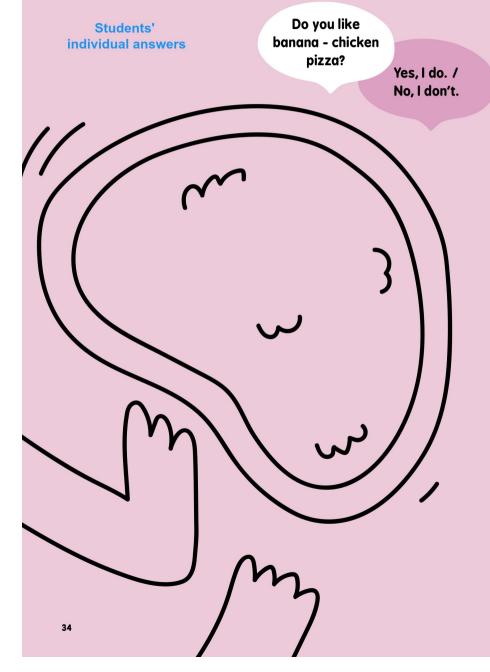






Project - Crazy Pizza

Make a crazy pizza. Find someone who likes it. Ask your friends:





Self - Assessment					
I can read and say ch.					
I can ask my friends what food they like.					
I can say what food I like.					
I know how to make a milkshake.					

Let's go to the zoo!

A. Listen and repeat. $9/\odot$

Color the f words yellow and the ph words green.



fish	·)2
elephant	
dolphin	·w
frog	
fox	

B. Listen and say the tongue twister. 9/9

The elephant found the dolphin, but the dolphin feared the elephant.

C. Write ph or f. Q/A

1. ____**f_ox**



2. **dol_ph_in**



3. **___frog**



4. ___**fish**



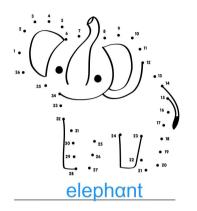
5. ele_ph_ant

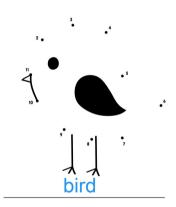


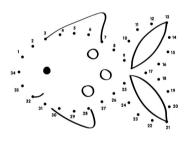
D. What animal is it? Q/BC/C

bird, cat, elephant, tiger, fish, dolphin

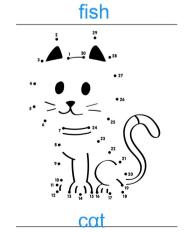












E. Circle the odd word. \(\sum_{\text{BC}} / \text{\text{\text{BC}}} \)

1. cat	candy	fish
2. dad	dog	frog
3. snake	socks	dolphin
4. goat	tiger	yellow
5. baby	bird	elephant
6. frog	snake	mum
7. sister	dog	goat
8. sun	fish	tiger

F. Put the animals in the correct box. \bigcirc

bird, dog, cat, dolphin, elephant, frog, tiger, fish

Big	Small
dophin elephant tiger	bird dog cat frog fish

Draw the animal inside the letters.



Then act out the animals.



Students' individual answers



dolphin snake





H.

Ask your friends or family which animals they like. Draw a happy or a sad face.



Students' individual answers

Name	Cat	Snake	Dolphin	Tiger	Frog

What's your favorite animal?

My favorite animal is ______

Look and remember the pictures. $\bigcirc\bigcirc/\varnothing$











Find what's missing and write it.

- 1. dog, goat, bird Which animal is missing? snake
- 2. goat, bird, snake Which animal is missing? dog
- 3. dog, goat, snake Which animal is missing? bird
- 4. dog, bird, snake Which animal is missing? goat

Project – Crazy A	nimal
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Project – Crazy Animal
Draw a crazy animal and present it.

Students' individual answers

Name? It's a
Color? It's
Big / small? It's
Body parts? (e.g. 5 eyes, 3 ears, short legs, a purple nose).
It has
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Į.
I
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Self - Assessment					
I can read and say f.		\bigcirc		\bigcirc	
I can read and say ph.	<u></u>	\bigcirc	\bigcirc	\bigcirc	9
I know some animals.	<u></u>	\bigcirc	\bigcirc	\bigcirc	
I can talk about animals.	(m)	\bigcirc	<u></u>	\odot	

B. Read and write the words that have the silent e (e.g. bike).



Let's play!

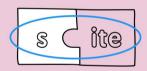
A. Listen and color the word you hear. 9/40

Then read the words. \Box / \bigcirc



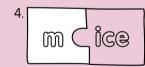


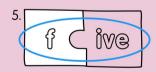






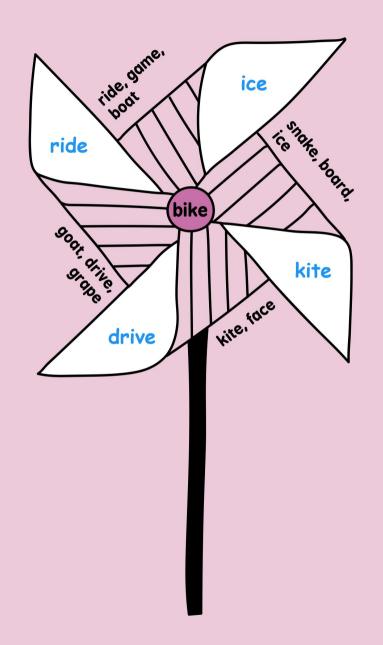












C. Listen and repeat the words. $9/\odot$

Color the words that have the silent e (e.g. bike).

1)	fin	fine	bike	kite	kit
2	hid	hide	like	pine	pin
3	sit	site	ride	bite	bit
4	bin	ran	rain	mat	train

What toy can you see?

I can see a bus

- Match and write sentences. \times / \varnothing D.
- ride

I ride a bike

drive /

- I drive a car



I fly a kite

Crack the code! E.









1. Look and write $\mathbf{G}\mathbf{G}/\mathcal{Q}$



















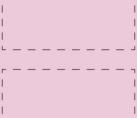








2. Draw 4





L	_	_	-	_	-	_	_	_	
1									
1									

Complete the words. Then match with the picture. \prec F.







- 4. do____ 3. ba____

G. Listen and say the tongue twister. $9/\odot$



Complete the crossword.

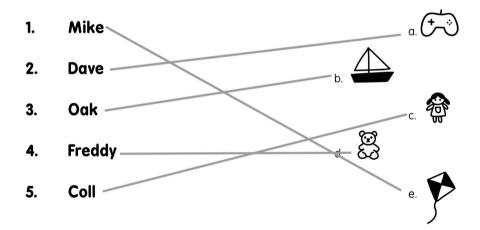
Mike counts to five.

Mike counts to five and Tom hides.

Mike counts to five and Tom hides behind the pine.

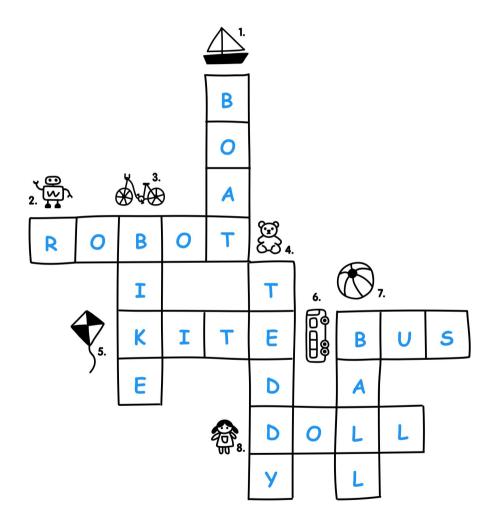
Who has got a...? \times H.

Match the boys with the rhyming toys. e.g. Gus has got a bus.



Write the words game / boat / kite / doll / teddy.

Mike has got a <u>kite</u> Dave has got a <u>game</u> Oak has got a __boat Freddy has got a <u>teddy</u> Coll has got a doll



J. Read.

Ann and Bob are sister and brother. They 've got lots of toys!

Ann has got a green robot and a red kite. She's got a small ball too.

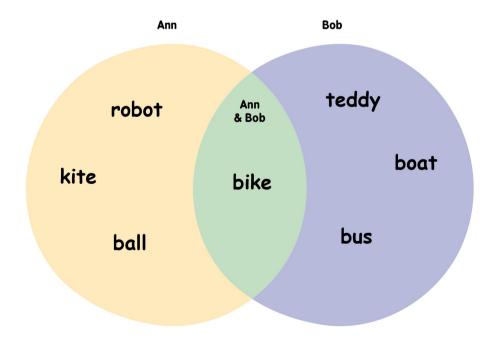
Bob has got a big teddy, a brown boat, and a blue bus.

Ann has got a bike. Bob has got a bike too.

They love riding their bikes together!

Write the toys in the correct circle

(robot, bike, teddy, kite, bus, boat)



Project - Make a boat.

You need: a paper plate, a piece of paper, a straw, tape and scissors.







Now present it. What's this? This is a...

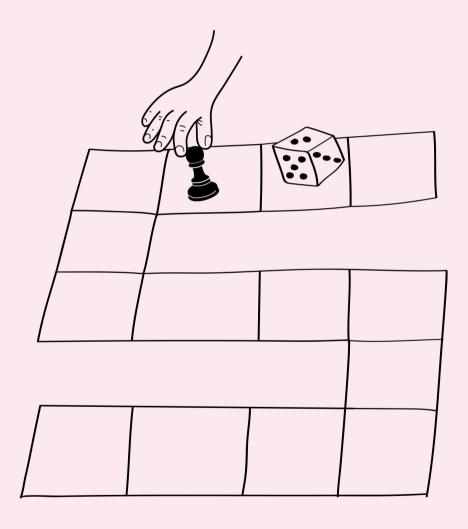
Color? It's... Is it big or small? It's...

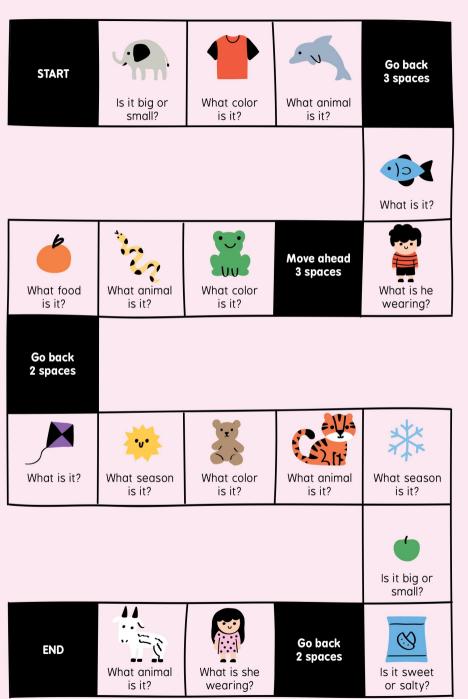
Self - Assessment						
I can read words with the silent e.						
I know some toys.	© 0 0 0 0					
I can talk about toys.	00000					

Board Game

You will need: counters, a die Rules: Take turns to roll the die.

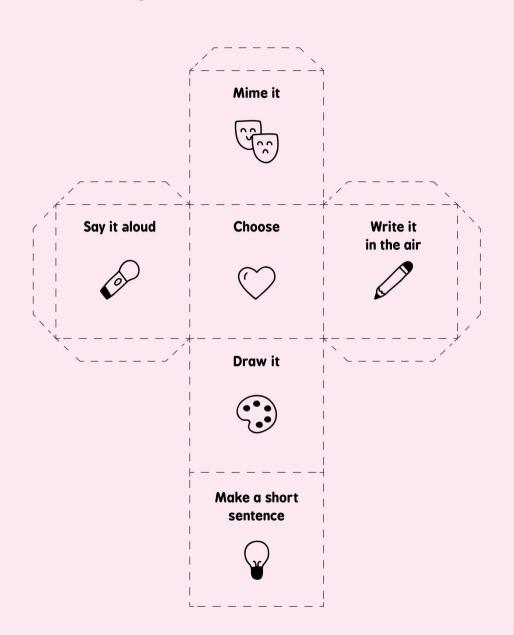
If you answer correctly, move ahead.





Spelling Die

Letter Tiles



a	b	C	d	е
f	g	h	j	j
k		m	n	0
p	q	r	S	t
u	V	W	X	y
Z	sh	ch	th	ph

