

Film: Appreciating each individual child!

**How to foster children's personality by
an individualized approach of literacy.**

A film about elementary teaching by Beate Lessmann

Dieck-Verlag Heinsberg 2006 - www.dieckbuch.de - 26 Euro

Original title:

Jedes Kind wertschätzen!

**Wie individuelle Lernwege im Schreiben und Rechtschreiben
Kinder stark machen**

Ein Film über Unterricht in Grundschulen von und mit Beate Leßmann



This film is made to encourage teaching in a most individualized way.

The life of each child is intended to be the heart of this literacy approach.

The film will give insights into different classes in various contexts in Germany.

Film Part I: Individualized learning in a fourth grade class
Insights into the teaching of Beate Lessmann, Lübeck/Germany
(Track 1, 40:40)

Introduction

- 1.) Summary:
Steps that changed lessons (0:24 - 3:38*)

Beginning the freely-structured lesson (90 minutes)

- 2.) Presentation of written texts and tips by students (3:35 - 6:26)
3.) Setting individual goals for each child,
Overview of the following lesson (6:26 - 7:41)

Writing

- 4.) From prewriting to the final text presentation (7:41 - 10:17)
5.) Revising texts: writing conferences,
revision assessment sheets, rewriting (10:17 - 13:14)
6.) Documentation and appreciation of individual progress in writing:
Journals, written genres, portfolios (13:14 - 15:50)
7.) Mini-lecture: Fostering children's personality through individual
writing experiences (15:50 - 19:07)

Spelling/Orthography

- 8.) Independent text corrections: questioning,
using dictionaries and text-correction-cards (19:07 - 20:18)
9.) Mini-lecture: Individualized ways learning spelling
based on student's own written texts (20:18 - 22:47)
10.) Working on assigned exercises, individually taken from the
"spelling boxes" (Rechtschreibboxen)¹ (22:47 - 23:29)
11.) Independent vocabulary training – learning the words from the written texts,
which raised orthographic problems,
using a computer-based programm (23:28 - 25:01)
12.) Special help for greater spelling difficulties:

¹ "Spelling boxes" (German: "Rechtschreibbox"): This material provides about 300 different exercises for individualized learning. Each card focuses one specific spelling problem.

- practicing teaching high frequency words,
 applying learning techniques, concentration exercises,
 learning with both parts of the brain (25:00 - 28:19)
- 13.) Parent representative on classroom changes (28:19 - 29:08)
 - 14.) Reading journal, journal writing, theme folders (29:08 - 31:10)
 - 15.) Alternative spelling tests (31:10 - 33:14)
 - 16.) Immigrant father's opinion (33:14 - 34:03)

Collaborative end of the lesson

- 17.) Authors reading revised texts,
 reflection of the learning process ("flash-light") (34:03 - 38:27)

Closing

- 18.) Closing words from class teacher Beate Lessmann (38:27 - 39:09)
- 19.) Credits, Literature, Material, links, participants (39:09 - 40:40)

Film Part II: Individualized learning from the beginning
(Tracks 2 to 6, 54 min.)

Teaching in Grade 1 (August) – Track 2 (9:13)

- 1.) Introduction: Class 1b, Stockelsdorf/Ostholstein/Germany (0:25 – 0:53)
- 2.) Learning to write by using a phonics-letter-chart
(made by Jürgen Reichen/Switzerland) (0:53 – 3:38)
- 3.) Writing one's own, meaningful words in a journal (3:38 – 5:28)
- 4.) Early Literacy – a complex process (5:28 – 6:27)
- 5.) Reading and reading out loud – developing text knowledge (6:27 – 7:20)
- 6.) Interview with class teacher Gisela Stalljann (7:20 – 9:13)

Developments in Grade 1 (December) – Track 3 (7:44)

- 1.) Four months later: Visiting Class 1b (0:00 – 0:12)
- 2.) Spoken communication – impact on written communication (0:12-1:04)
- 3.) Reading out loud (journal texts) to peers – appreciation
of text and author (1:04-1:42)
- 4.) Classroom management (1:42-2:00)
- 5.) Writing in journals: Developments (2:00-3:00)
- 6.) Individual assigned spelling exercises (taken from
“spelling-boxes”/“Rechtschreibbox”), based on journal texts (3:00-4:00)
- 7.) More exercises: work books (4:00-4:48)
- 8.) Reading: Developments (4:40-5:45)
- 9.) Interview with class teacher Gisela Stalljann (5:45-7:44)

Teaching a mixed-grade class (Grades 1 and 2) – Track 4 (8:41)

- 1.) Introduction: Class with grades 1 and 2 in Stockelsdorf/Ostholstein/Germany
Overview, beginning the lesson (0:00-2:04)
- 2.) Writing experiences in different settings (2:04-4:41)
- 3.) Classroom management (4:41-5:57)
- 4.) Presentation at the end of the lesson (5:57-8:15)
- 5.) Interview with class teachers Michaela Heins and
Andrea Knopp (8:15-8:41)

Teaching an inclusion class (integrating special needs children)

Grade 2 – Track 5 (12:19)

- 1.) Writing activities in an inclusion-class, Grade 2,
Hamburg/Germany (0:00-1:12)
- 2.) Lesson beginning: text presentation by a student (1:12-2:05)
- 3.) Individualized ways of learning in an inclusion-class (2:05-3:10)
- 4.) Journal writing (3:10-5:22)
- 5.) Training with exercises, individually taken from the “spelling-boxes“
 (“Rechtschreibbox“) (5:22-7:30)
- 6.) Individualized word training based on a computer program (7:30-9:01)
- 7.) ABC-book – the growing personal vocabulary for
learned words (9:01-10:01)
- 8.) Classroom-management – the weekly plan (10:01-10:36)
- 9.) Portfolios: Documenting individual learning processes (10:36-10:55)
- 10.) Flexing and relaxing (10:55-11:10)
- 11.) Interview with class teacher Belinda Meinke (11:10-12:19)

Teaching a third grade class with 14 nationalities – track 6 (15:35)

- 1.) Introduction: Class 3b in Hamburg/Germany (0:00-0:35)
- 2.) Beginning the lesson: Determining individual lesson goals for
of each child (0:35-1:12)
- 3.) Journal writing in heterogeneous language classes (1:12-2:32)
- 4.) Revising texts in writing conferences (2:32-6:09)
- 5.) Independent orthographic correction of written texts
using text-correction-cards (6:09-6:58)
- 6.) Rewriting a text for presentation (6:58-7:30)
- 7.) Class-Journal writing (6:58-7:30)
- 8.) Individualized training of the words in the written texts,
which raised orthographic problems using the word-clinic and ABC-book (7:46-10:38)
- 9.) Authors’ reading and feedback by peers (10:38-12:48)
- 10.) Reflection of the learning process (“flash-light“) at the end (12:48-13:10)
- 11.) Interview with class teacher Hanna Graefe (13:10-13:45)
- 12.) Credits, Literature, links, participants (13:45-15:35)

*The times may change depending on the playback mode of the dvd-player or computer-program.

In case of any questions or comments, please feel free to contact Beate Lessmann: Beate.Lessmann@arcor.de

Literature/Material

Leßmann, B., *Individuelle Lernwege im Schreiben und Rechtschreiben. Ein Handbuch für den Deutschunterricht. Teil I: Klassen 1 und 2*, Dieck-Verlag Heinsberg 2008.

Teil II A: *Klassen 3 bis 6, Entwicklung von Schreibkompetenz auf der Grundlage individuell bedeutsamer Texte*, Heinsberg 2013

Teil II B: *Klassen 3 bis 6, Entwicklung von Rechtschreibkompetenz im Kontext des Schreibens*, Heinsberg 2013

Leßmann, B., *Rechtschreibboxen 1, 2, 3*, Dieck-Verlag Heinsberg, aktualisierte Auflage 2011.

New film 2013:

„Klasse Texte!

Mit der Klasse an eigenen Texten Schreibkompetenzen entwickeln.

Einblicke in individuelle und gemeinsame Lernwege im 4. und 6. Schuljahr“

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