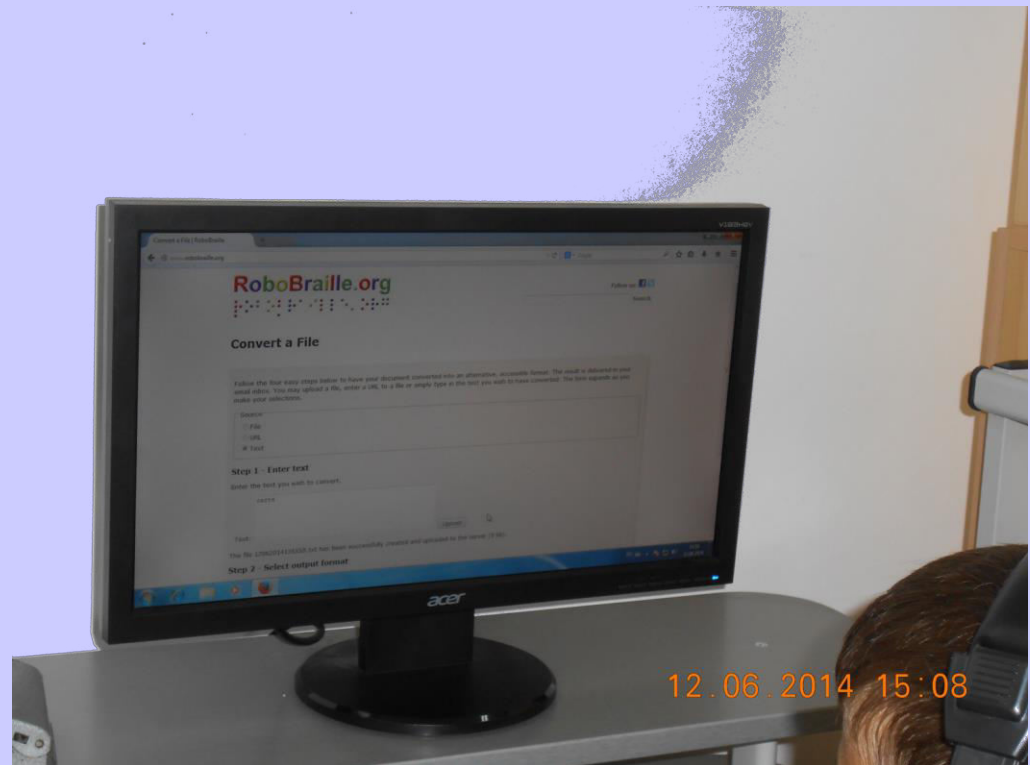


# LET'S LEARN ENGLISH TOGETHER

## Lesson Plan



# WAYS IN WHICH PARENTS WILL BE ENGAGED

Parents together with their children and a group of teachers will be involved in an English lesson activity. First part of activity will consist in presenting and using of Daisy full-texts files together with their advantages in learning foreign languages both for blind children and for low-vision children. In the second part, parents and their children will become familiar with ROBOBRAILLE website and also with the steps implied in which they must follow to make up and use their own-made Daisy full-texts files. Subsequently, parents will contribute to a small school library file containing Daisy full-texts files.



# THE OBJECTIVES FOR ENGAGING PARENTS

- awareness to the own needs of their children;
- acquisition of IT skills that can come in as a support for the integration of children;
- increasing the involvement and cooperation between parents, between parents and children and between parents and teachers;
- encourage parents to participate in the development of educational materials that will be used by all members of the school community



# PARTICIPATION OF PARENTS



Participating parents will consist in exploring of DAISY files together with their children and in making up of that kind of files with the help of the staff.

# USE OF ICT TOOLS

For carrying out the activity the following resources will be used :

- Equipment: PC computer, projector, internet connection;
- Software: AMIS DAISY free reader, Windows OS;

# USE OF ICT TOOLS

For carrying out the activity the following digital resources will be used

- Access Technologies:

- JAWS screen reader;
- ZoomText Magnifier;

- Web Resources: [www.robobrace.org/](http://www.robobrace.org/);

[www.spdv.ro/braille/](http://www.spdv.ro/braille/); <https://www.bookshare.org/>;  
[www.en.wikipedia.org/wiki/Computer Braille Code](http://www.en.wikipedia.org/wiki/Computer_Braille_Code);  
[www.daisy.org/amis/amis-daisy-2.02-daisy-3-playback-software](http://www.daisy.org/amis/amis-daisy-2.02-daisy-3-playback-software); <http://www.gutenberg.org/>;  
<http://www.daisy.org/daisypedia/categories/read>  
<http://www.daisy.org/amis>

# APPLICATION

- **Required: Pre-existing email address for each participant.**

## **Activity 1: Initiation**

**Step 1: Open a web browser (Explorer, Google Chrome, etc.)**

**Step 2: Search and access software (<http://www.daisy.org/amis>)**

**Step 3: Download free software AMIS DAISY reader (<http://www.daisy.org/amis/download>)**

**Step 4: Install the software.**

**Step 5: It is shown the file named "PANDA BEAR" ready turned into Daisy and explained practical usage patterns of it.**

**Step 6: From the media (PC) search folder named "LET'S LEARN ENGLISH TOGETHER". This will open the file "PANDA BEAR" in AMIS.**

**Step 7: Practice navigating through file.**

**Step 8: It is explained how it can be used to teach English.**

## **Activity 2: Applications – It is explained and it is made a new DAISY file:**

**Step 1: Open a new Word file.**

**Step 2: Format the file with the extension ". doc" (using HEADING styles to format headings)**

**Step 3: Open Robobrace application ([www.robobrace.org](http://www.robobrace.org))**

**Step 4: Use RoboBraille to turn into DAISY file (file format following the steps (1-4) of Robobrace transformation in Daisy).**

**Step 5: Open it and check the result on your e-mail.**

**Step 6: Adjust if necessary.**

**Step 7: Redo steps where appropriate (eg for pronouncing a word).**

## **Activitatea 3: Expected result**

**The present project represents a resource base for English DAISY. It requires parents to send files made by school library addresses. A list of available files will be published on the school website ([www.spdv.ro](http://www.spdv.ro)) so they know what it can be found in the library.**

**Step 1: Send the "doc" file and Daisy file to one of the addresses of the school library ([daisylibrary.spdv@yahoo.com](mailto:daisylibrary.spdv@yahoo.com); [daisylibrary.spdv@gmail.com](mailto:daisylibrary.spdv@gmail.com))**

**Step 2: Make up a Daisy files library that you can send afterwards to the same addresses.**

# THE PANDA BEAR -

## General facts

### Description

- The **panda**, also known as **panda bear** or the **giant panda** to distinguish it from the unrelated [red panda](#), is a [bear](#) native to south central [China](#). It is easily recognized by the large, distinctive black patches around its eyes, over the ears, and across its round body.
- **Diet**
- The panda's diet is over 99% [bamboo](#). Pandas in the wild will occasionally eat other grasses, wild tubers, or even meat in the form of birds, rodents or carrion. In captivity, they may receive honey, eggs, fish, yams, [shrub leaves](#), oranges, or bananas along with specially prepared food.[]
- **Habitat**
- The giant panda lives in a few mountain ranges in central China, mainly in [Sichuan](#) province, but also in the [Shaanxi](#) and [Gansu](#) provinces. As a result of farming, [deforestation](#) and other development, the panda has been driven out of the lowland areas where it once lived.
- **Endangered species**
- The panda is a [conservation reliant endangered species](#). A 2007 report shows 239 pandas living in captivity inside China and another 27 outside the country. Wild population estimates vary; one estimate shows that there are about 1,590 individuals living in the wild, while a 2006 study via [DNA analysis](#) estimated that this figure could be as high as 2,000 to 3,000. Some reports also show that the number of pandas in the wild is on the rise. However, the [IUCN](#) does not believe there is enough certainty yet to reclassify the species from Endangered to Vulnerable.
- **Emblem**
- While the [dragon](#) has often served as China's [national emblem](#), internationally the panda appears at least as commonly. As such, it is becoming widely used within China in international contexts, for example the five [Fuwa](#) mascots of the [Beijing Olympics](#).



# Hummingbird

## General facts

- Hummingbirds are [New World birds](#). They are among the smallest of birds, most species measuring in the 7.5–13 cm range. Indeed, the smallest [extant](#) bird species is a hummingbird, the 5-cm [Bee Hummingbird](#).
- They are known as hummingbirds because of the humming sound created by their beating wings which flap at high frequencies audible to humans. They hover in mid-air at rapid wing flapping rates, typically around 50 times per second, but possibly as high as 200 times per second, allowing them also to fly at speeds exceeding  $\text{m/s}$  (54 km/h; 34 mph), backwards or upside down.
- Records
- Hummingbirds have the highest [metabolism](#) of any [homeothermic](#) animals. To conserve energy when food is scarce, they have the ability to go into a hibernation-like state ([torpor](#)) where their metabolic rate is slowed to 1/15th of its normal rate. The smallest species of hummingbird weighs less than a [penny](#).
- Diet
- Hummingbirds drink [nectar](#), a sweet liquid inside certain flowers. Like bees, they are able to assess the amount of sugar in the nectar they eat; they normally reject flower types that produce nectar that is less than 10% sugar and prefer those whose sugar content is higher. Nectar is a poor source of [nutrients](#), so hummingbirds meet their needs by preying on [insects](#) and [spiders](#).
- Life
- Hummingbirds do not spend all day flying, as the energy cost would be prohibitive; the majority of their activity consists simply of sitting or perching. Hummingbirds eat many small meals and consume approximately half their weight in pure sugar (twice their weight in nectar, if the nectar is 25% sugar) each day.
- Because they starve so easily, hummingbirds are highly attuned to food sources. Some species, including many found in North America, are territorial and will try to guard food sources (such as a feeder) against other hummingbirds, attempting to ensure a future food supply for itself.
- Flight
- Hummingbird flight has been studied intensively from an [aerodynamic](#) perspective using wind tunnels and high-speed [video cameras](#).
- A slow motion video has shown how the hummingbirds deal with rain when they are flying.

## EXPECTED BENEFITS FOR PARENTS, TEACHERS AND PUPILS AND FOR THE SCHOOL AS A WHOLE

- acquiring the necessary knowledge and make the first steps in the formation of IT skills that will enable parents to respond better to the needs of their children;
- suggesting a new type of activity that it can be done by parents together with their children (quality time);
- parents will be encouraged to perceive IT environment as a potential resource and then, to seek by themselves other independent software that meets the needs of their children;
- a better knowing of relationships between parents and children;
- encouraging collaboration and cooperative relationship between teachers and parents;
- school benefit from a closer relationship between children, parents, teachers;
- increasing students performances both in terms of academic results and of their autonomy, by acquiring skills to use access technology;
- achieving a set of materials which subsequently will be available for students, parents and teachers.

# ACTIVITY AND IMPACT ASSESSMENT

- Short term-goals: will be considered achieved if in the end of the activity the parents will be able to obtain DAISY files;
- Medium term-goals: English teacher and teacher- educator will find use in preparing pupils files;
- Long term-goals: a number of DAISY files will be added to the school library.



**Presentation Title: LET'S LEARN ENGLISH TOGETHER**

**Presented to: ODS National Contest**

**Teacher: Namolovan Georgeta**

**School for Blind and Visually Unpaired Children, Bucharest**