



Cap sur l'école inclusive
en Europe



Pedagogical sheet .
Portuguese – Grammar
Section of the module /E

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General description: The students of the first cycle, who have problems with the language functions, has to learn how to use the determinants (definite article) before a “noun” through a didactical game. At the same time he should tell the difference between the singular and plural, both of the determinant and the name.

Use/area of application: This work should be used with students of the first cycle who have problems in the area of language, namely students with dyslexia.

This activity helps either memorization or knowing how to use the determinants (definite article) or the identification of nouns both in the singular and in the plural.

It should be an individual activity. Later the students will associate the determinants to this activity when they are asked to use them.

Principles and theoretical fundamentals: Students who have problems with the language functions are likely to learn linguistic contents more easily if they use their senses. So, a multi-sensorial methodology is used and then the following skills will be worked:

- Visual – the students visualizes the orthographic form of the words;

- Auditory – the student becomes aware of the phonological form of the words when he reads them aloud;
- Synesthetic – it is the movement the students makes when he writes the word in his exercise book;
- Tactile – when the student touches concrete words/images.

Instruments:



These pieces are used in a game for children from 4-6, it is called Words, by Clementoni. I use them to teach grammar.

Presentation of the methodology:

We start with three groups, with pieces of a game, one with the determinants (definite article), another with nouns and the third one with the images.

The student is asked to make a list of the nouns, in his exercise book, dividing them into singular and plural, later the student should associate determinants (definite article) to nouns.



in the end, the student gathers the three pieces of the puzzle (determinant, image and noun), and he reads them aloud.



Evaluation: The students manage to tell the difference between a noun and a determinant