



Cap sur l'école inclusive  
en Europe



## Pedagogical sheet

# Learning writing's standardized gestures while respecting the written language's code and rules in order to construct meaning

Section of the Module/ E

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Level : CP (1 <sup>st</sup> grade)	School project Graphic / Writing Needs Workshop	Number of sessions :7
Field of study: Writing		
<p><b>Learning writing's standardized gestures while respecting the written language's code and rules in order to construct meaning</b></p> <p><b><u>End of cycle expected achievements</u></b> Copy or transcribe in legible writing a text of ten lines</p> <p><b><u>Knowledge and associate skills:</u></b> Copying expertly</p>		

Mastering cursive writing's gestures, performed with increasing speed and confidence

- Correspondence between various forms of letter writing to transcribe a text
- Copy strategies

**Implemented knowledge and know-how:**

- Knowing the correspondence between the different forms of letter writing (script / cursive)
- Knowing how to identify writing lines to adjust the height of the letters
- Mastering kindergarten-level basic forms of letter writing

Session	Overall objective	Achievements Guideline	Remediations Adaptations
1	1-Project presentation 2-Sparking interest in writing well by showing beautiful texts: illuminations, ideograms, hieroglyphics 3- 1 <sup>st</sup> family: loops: $^2l - ^2e$	Identifying letters of the loops' family Verbalizing the gesture of writing loops Using different memories to memorize how to draw the letters, plan the drawing and do it <b>Kinesthetic / Hearing / Visual</b>	Adjusting the height of the lines More or less significant guiding Creating a group in the group Adapting the aids, the posture according to the troubles Adapting the written trace, the scripting tool
2	Feedback on session 1 Adjustment 2 <sup>nd</sup> family: cut letters: $u - i - t$	Identifying letters of the cut letters' family Verbalizing the gesture of writing cut letters Using different memories to memorize how to draw the letters, plan the drawing and do it <b>Kinesthetic / Hearing / Visual</b>	
3	Feedback on session 2 Adjustment 3 <sup>rd</sup> family: rounded letters: $c - o - a - d$	Identifying letters of the rounded letters' family Verbalizing the gesture of writing rounded letters Using different memories to memorize how to draw the letters, plan the drawing and do it <b>Kinesthetic / Hearing / Visual</b>	
4	Feedback on session 3 Adjustment 4 <sup>th</sup> family: bridges: $m - n - ^2p$	Identifying letters of the bridges' family Verbalizing the gesture of writing bridges Using different memories to memorize how to draw the letters, plan the drawing and do it <b>Kinesthetic / Hearing / Visual</b>	
5	Feedback on session 4 Ajustement 5 <sup>th</sup> family: the roller: $^2s - ^2x$	Identifying letters of the roller's family: $s x$ Verbalizing the gesture Using different memories to memorize how to draw the letters, plan the drawing and do it <b>Kinesthetic / Hearing / Visual</b>	
6	Feedback on session 5 Ajustement	Identifying letters of the descenders' family Verbalizing the gesture	

	6 <sup>th</sup> family: “tail” descenders: f - <sup>2</sup> j - g - y  And loop-based descenders: <sup>2</sup> h - <sup>2</sup> k - <sup>2</sup> b	Using different memories to memorize how to draw the letters, plan the drawing and do it <b>Kinesthetic / Hearing / Visual</b>	
7	Feedback on session 6 Adjustment 7 <sup>th</sup> family: the lonely ones: r - z And based on cut letters: v - w - y	Identifying letters Verbalizing the gesture Using different memories to memorize how to draw the letters, plan the drawing and do it <b>Kinesthetic / Hearing / Visual</b>	

## Session 1-2-3-....

### Overall objective

Diagnostic evaluation, emergence of initial representations on writing and on the interest of writing well  
Improving the quality of one’s production, especially size and chaining up of letters by controlling the way the instrument is held and the position of the page

### Implemented knowledge and know-how

Being able of mobilizing one’s knowledge of basic letter-writings in order to produce a neat handwriting


### Soft skills

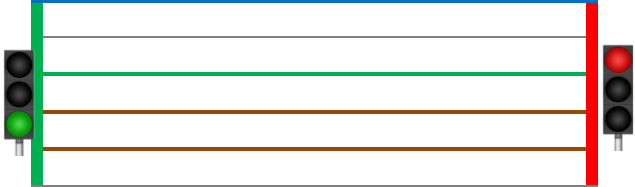
Keeping to instructions  
Completing the requested task

Individual objectives / expected achievements

### Material

A4 paper sheet – Grey pencil – Gum – Rough letter – IWB – Felt pen

Phase	Org	Teacher's role Instructions	Task and procedures to be implemented	Mediation
Enrollment	Collective	<p>Explaining the objective of decompartmentalizing (working on writing by groups of needs) Interest of writing well</p> <p><b>Enrollment in the project:</b> Show beautiful written texts: illumination, hieroglyphics, ideograms on the IWB so as to spark interest in beautiful things.</p> <p>Make the link with one's own experience: letter for granny or a friend. If it is not legible what will happen?</p> <p><b>Hence the project:</b> we will learn how to form letters well so as to write well</p> <p>Presentation of letter families and of the sequence of learning</p>	<p>Listening, Attention</p> <p>Questioning the different traces Wondering about why writing well?</p>	
Identifying Memorizing	Collective Pupils at their place	<p>Explain the objective of the first session: forming well the letters of the family of loops: l e Show pupils how to draw the l and the e</p> <p>Use different memories to memorize how to draw the letters and better trace them <b>Kinesthetic / Hearing / Visual</b> <b>Rough letters / semolina</b></p> <p><b>Pupils stand and draw the letter in the air</b></p>	<p>Identifying letters from the loops' family Reformulate, if necessary, the task to be accomplished, the letter to be drawn</p> <p>Memorizing and repeating the gesture with the body</p> <p>Draw the l with one's finger in the air Draw the e with one's finger in the air</p>	<p>Reassure pupils Draw a parallel with ribbons, use ribbons to make loops</p>  <p>Resume the drawing, the gestures Accompany the gesture for a dyspraxic pupil</p>

<p>Planning Execution of the task</p>		<p>Speaking aloud about the gesture made to draw the curls Respecting the writing lines depending on whether the small loop or the big loop is drawn Gesture planning Training with IWB and <b>green chalkboard</b></p> <p>Identifying the least secure pupils to deepen with semolina</p> <p>1 group on IWB 1 group using semolina</p>	<p>Planning the gesture to adopt Drawing the letters Holding one's pencil well Repeating to improve one's gesture</p>	<p>Help J start the activity, a pupil with attention deficit disorder.</p> <p>Channel Y and R who often respond in an untimely way</p> <p>For a pupil with speech difficulties, verbalize the gesture in his / her place</p> <p>For the pupil with dyspraxic or dysgraphic difficulties: Help with planning, identification: What should you draw first? Where will you start?</p>
		<p>Drawing on the sheet Learning to respect the writing lines and the formation of letters Instructions: - identify lines: grass earth sky - start at the green light - draw the l and e: provide models on the right for left-handed and on the left for right-handed pupils Write (if time enough) "le" "elle" without lifting the pencil</p>		<p>Motivate K Value M and J</p> <p>Provide various line spacings so as to adapt to the maximum. There are raised lined paper sheets</p>
		<p>Oral feedback</p>	<p>Accepting remarks on one's production Evaluating one's drawing</p>	