



Cap sur l'école inclusive
en Europe



Pedagogical Sheet

Work on phonology in the form of games

Section of the module / E

Contact : Jean Philippen MARTY



1. Context

Ordinary and specialized classes.

2. Goals

- Advancing all pupils in reading.
- Improving the decoding of words
- Facilitating the comprehension of sentences
- Developing language skills in a fun way

Pupils with ASD (Autism Spectrum Disorder) tend to perform well in reading comprehensively and to recognize a multitude of words. But this is not always the case, and it is rarely enough to read ... So, they must also learn to decode and for that ... it takes some notions of phonology!

Unfortunately, phonology is often very difficult to work with pupils with autism ... (because syllables, isolated, do not make sense ...)

Experience shows that for some pupils, it even hinders understanding, and it is better to avoid it for those ...

This sheet is a guide to help you as a teacher to work in a fun and visual way with children.

3. « Best practice » conduct

- **Team composition:**

Teacher and/or AVS (Auxiliaire de Vie Scolaire, i.e. school life auxiliary), AES (Accompagnant Educatif et Social, i.e. educational and social attendant)

Group of 10 pupils maximum.

Materials: Visible at the end of the presentation.

Time: To be adapted according to pupils' fatigability

Title of educational activity: Educational progress « Syllables game »

Session 1: Emphasize autonomy at the beginning of the game and then the teacher's intervention

- Discovery of animal cards.
- Allow pupils to manipulate the cards for a few moments and to appropriate them.
- Then ask them to reconstitute the animals and name them (check that all the names are known).
- If they are still interested, continue with the syllable segmentation of each animal name and deduce that they consist of 2 syllables.

Session 2: Duet

- Show pupils that one can have fun building animals that do not exist
- Allow pupils to manipulate the cards to build these new animals.
- Then ask them to find names for these "creations" by using the syllables of existing animals (an animal with a horse's head - *CHEval in French* - and pig's tail – *coCHON* in French - will be named "chechon").
- End by asking them to build given animals (examples: "build me a" copent ", this animal will have a pig's head – *COchon in French* - and a snake's tail – *serPENT in French*)

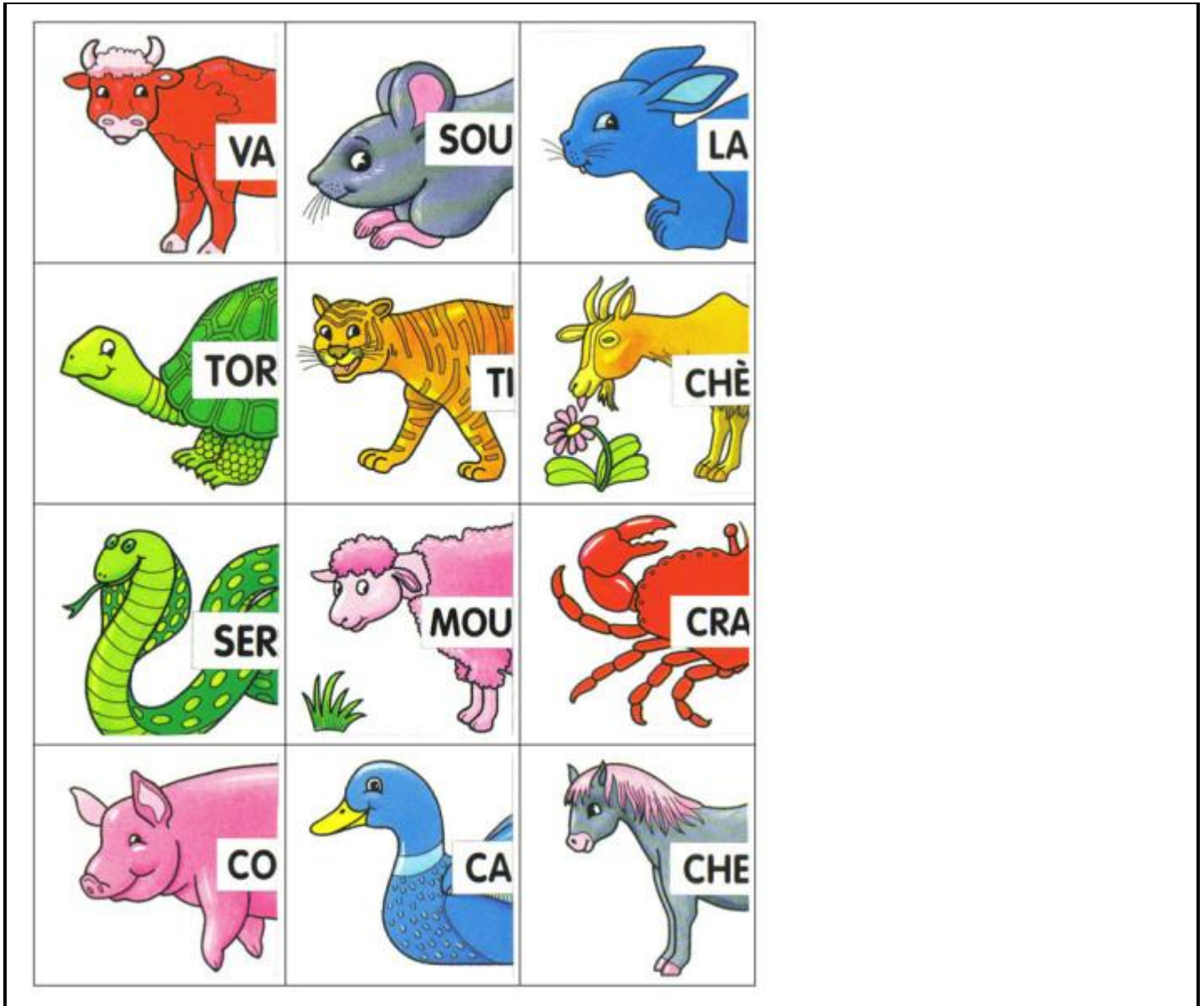
Session 3: Duet then in writing

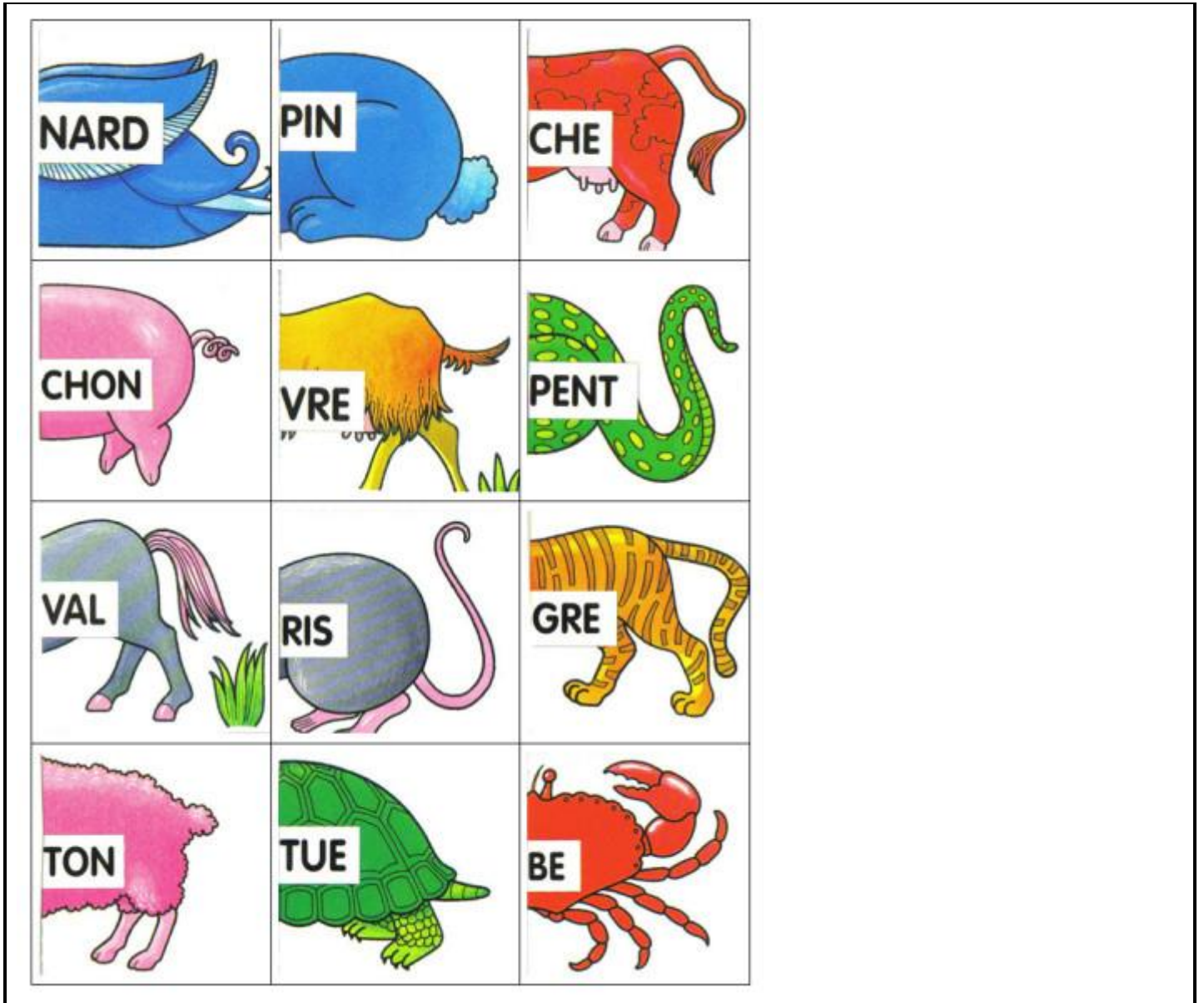
- Do some manipulations again as in session 2.
- When pupils are "ripe", present them with the exercise sheet n°1: you must read them the names of the animals to be constituted so that they could have as many references as possible orally, by breaking down the syllables.
- Cursive writing is used to "cover" the tracks: It should not be that pupils have references related to writing to succeed in this exercise which is primarily based on phonology... However, the labels to be cut still contain capital letters to help with the exercise success, to give confidence by not giving the pure phonological exercise right away.
- Worksheet n°2 will only be used if there are still big problems at the end of files n°1 ... or to give as homework if the parents are made aware that they must read the names of animals asked to their children ...

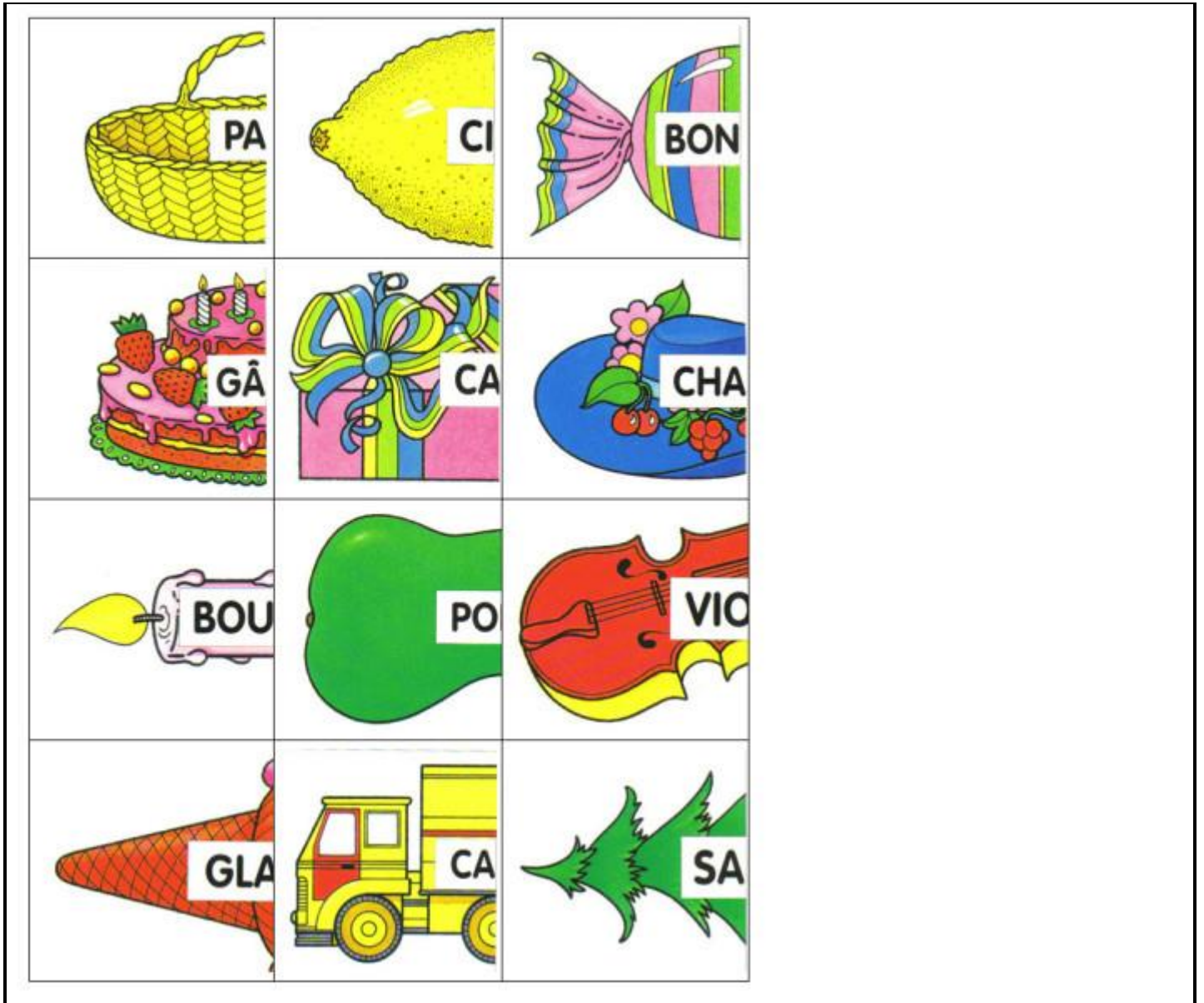
Session 4: Duet

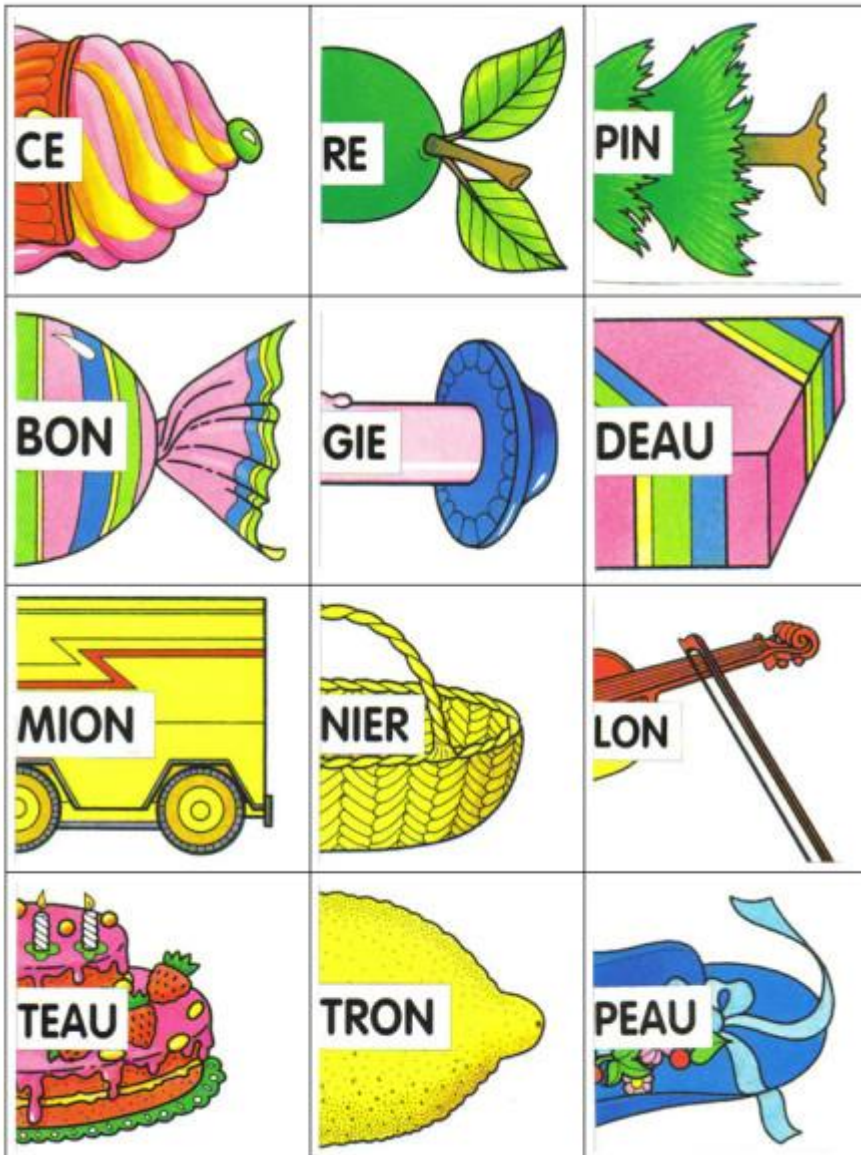
- • Now use the 2 worksheets where capitals do not appear on the labels to ensure that pupils rely solely on phonology to complete the exercise.
- If after all this, you still notice difficulties, restart the progression with the object-cards (same functioning, same progression).

The images with the 1/2 animals come from a game file edited by NATHAN ("A demi-mot", i.e. Half word): 25 dominoes of 24 words, with a game plan and 3 sets of 24 labels in 3 scripts ...









These cards are remarkable for making phonemes "visible": they can serve as a reference.

For some pupils, these cards can only be used like that, by composing animals that exist, but they still help to make a production.

For others, those who have access to the imaginary, it is possible to create extraordinary animals ...

After manipulating, here are worksheets (to be done in duet, since the pupils do not know how to read and that we must read to them the names of the extra-ordinary animals, so that they hear and see the different sounds):

4 cards with the animals, and 2 with the objects:

Instructions: "Cut out the pictures and "build" these fantastic animals" (or fantastic objects)

Prénom : _____

Date : _____

Découpe les images et « construit » ces animaux fantastiques :

un cepent	

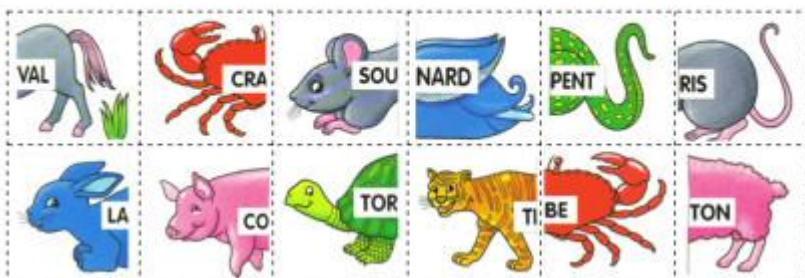
un lival	

une soube	

un lanard	

un cralen	

une lorris	



Prénom : _____

Date : _____

Découpe les images et « construit » ces animaux fantastiques :

un chetue	

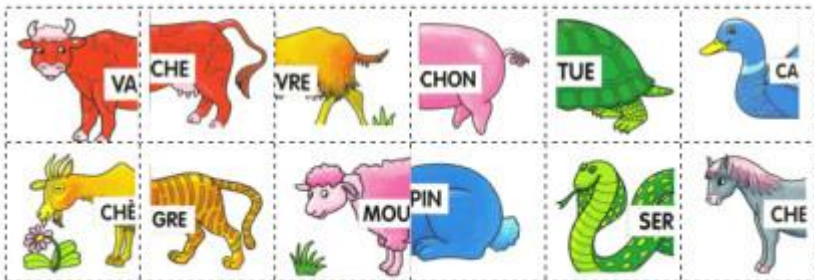
un cachon	

un serche	

une chëpin	

une tatre	

un mougre	



Prénom : _____

Date : _____

Découpe les images et « construit » ces animaux fantastiques :

un serchon	

un lilon	

un cobe	

une seulue	

une vanard	

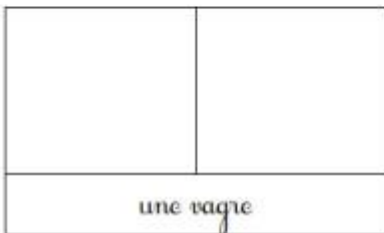
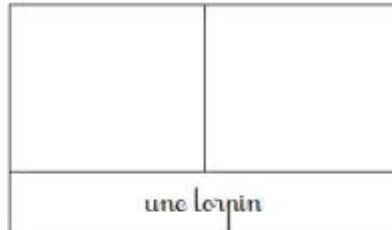
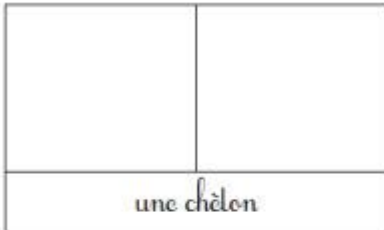
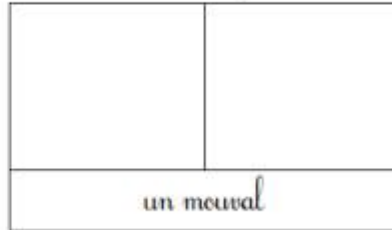
un chepin	



Prénom : _____

Date : _____

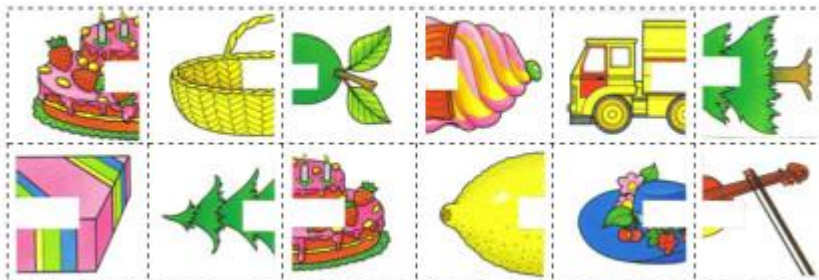
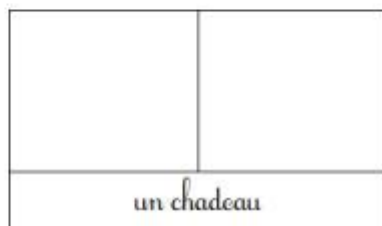
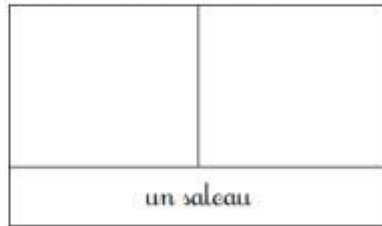
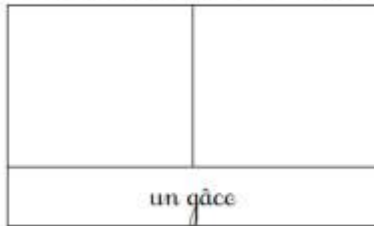
Découpe les images et « construit » ces animaux fantastiques :



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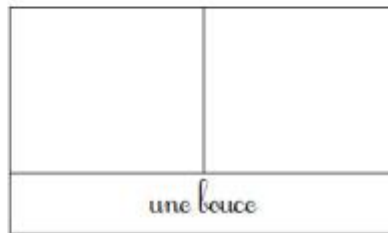
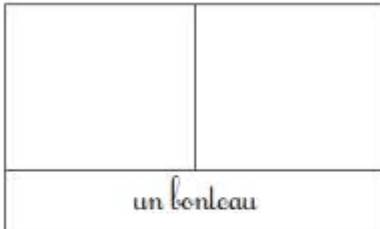
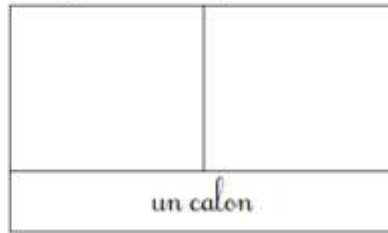
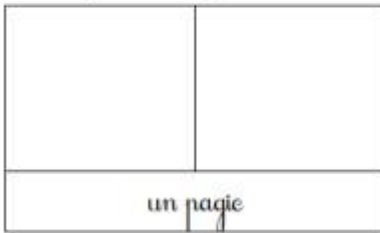
Découpe les images et « construit » ces objets fantastiques :



Prénom : _____

Date : _____

Découpe les images et « construit » ces objets fantastiques :



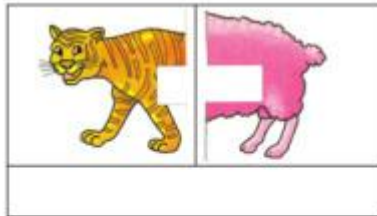
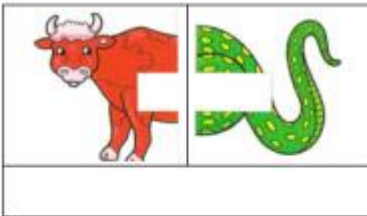
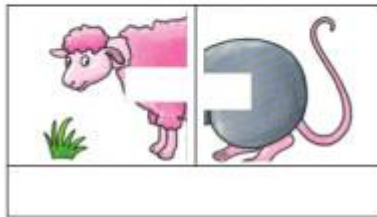
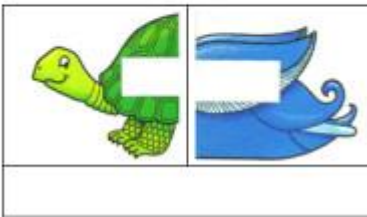
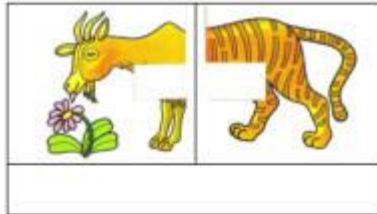
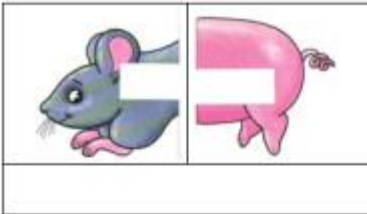
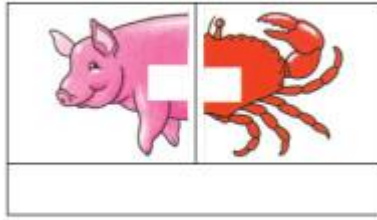
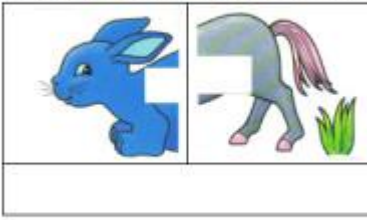
And finally, here are 2 production exercises (one with animals, the other with objects):

Instruction: "Find the name of these unknown animals"

Prénom : _____

Date : _____

Trouve le nom de ces animaux inconnus :



UN MOURIS	UN COBE	UN TITON	UNE SOUCHON
UNE CHÈGRE	UNE TORNARD	UN LAVAL	UNE VAPENT

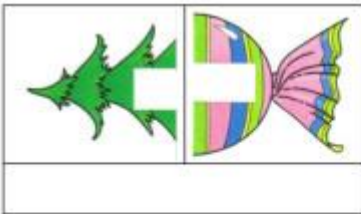
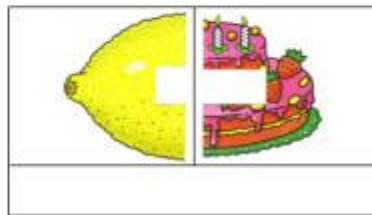
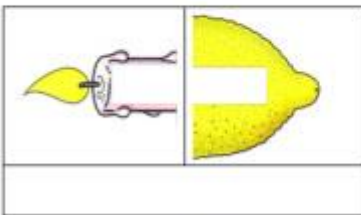
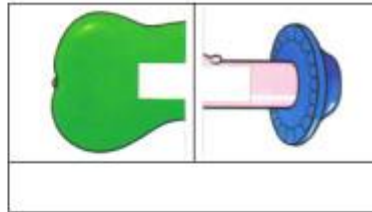
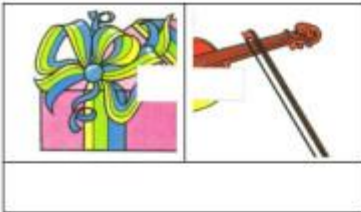
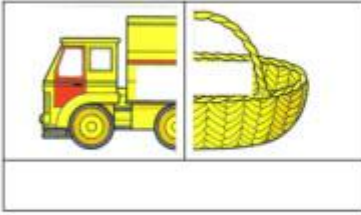
Of course, labels must be given only if the pupil doesn't know how to write!!

Instructions: "Find the name of these unknown objects:"

Prénom : _____

Date : _____

Trouve le nom de ces objets inconnus :



UN CITEAU	UN CANIER	UNE POIGIE	UN CHAPIN
UN GARE	UNE BOUTRON	UN CALON	UN SABON

4. Activity evaluation

This activity requires a quiet environment and a limited number of pupils to reduce anything that can help distract the child. This activity can be easily diversified and does not require a very high cost in its design.

5. Limitations

Each teacher must take care to limit situations of failure for the children because they can quickly become discouraged. Some pupils can really block on this work: the imaginary is not an easy field to address with all people with autism.

6. Prospects

These cards can serve as a reference. For example in writing production, when a pupil tries to write "sourire" (in French), i.e. "smile", he decomposes and says "SOU" ... if he does not know the letters, he can go get the cards and find easily how to write SOU, since it's the head of a mouse (SOUris in French).