



Cap sur l'école inclusive
en Europe



Pedagogical Sheet

Drawing graphical elements and letter outlines using various resources. Handwritten letters

Section of the module /E

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LOGO

General definition :

During the alphabet stage, the student learns to read, write letters, words and sentences, using only the analytic-synthetic phonetic method.

It is assumed that there is a close link between the reading and writing process

Principles and theoretical foundations underlying the theory

The method we use to familiarize students with the reading of a text must take into account, on the one hand, the exact correspondence of the writing with the pronunciation, on the other

hand, the method must be phonetic and, on the other hand, starting from the separation of a sentence from the speech, delimiting the words in syllables and then each syllable into sounds, after which to go in the opposite direction, from sound to syllable, word and sentence, which denotes that the method must be analytic-synthetic.

Use/application :

For :

Students in the preparatory class or first degree

How :

Everything that happens during the lesson of communication in Romanian is realized in the form of a continuation of game or a playful practice. Classrooms should not miss toys. In addition, the focus will be on the spontaneity and creativity of the answers, and not on their scientific rigor. Through successive iterations and the use of objects, the child is corrected as notions become understood and internalized.

Why:

The child will learn, by methods appropriate to his age, what he needs for his harmonious development at this stage and to successfully meet the requirements of the school. At this age level, the teacher will systematically search for links between all subjects in the class curriculum, creating meaningful learning contexts for real life.

This method is for students with learning disabilities.

Instruments :

- ABC-game of letters
- Sound toys
- Sheets with uppercase and lowercase letters and pictures

Presentation of the methodology :

During the preparatory class the writing of graphic signs will begin by drawing exercises of the elements of the environment (sticks, canes, dots, etc.), then continuing to engrave them on sheets of simple paper or with lines. The writing will accumulate gradually as the muscles of the

hand develop.

- exercises to develop the muscles of the hand
- shape the contours of certain letters of modeling clay; decoration of handwritten and printed letters;
- maze games;
- observation of plastic letters / magnetic alphabet or embossed on different media;
- construction of letters using modeling clay, recycled paper or paper, etc.;
- continuous drawing of the writing by hand (starting by joining the points that compose them);
- execution of contours of letters, syllables, words with the finger on the table and in the air, on the back of his colleague, on the paper, on the blackboard with chalk or with large markers on large leaves;
- writing letters by hand using various writing tools (pencil, pen, pen, chalk) on different media (vellum sheet, lined sheet, satin sheet etc.);
- transcription of letters, syllables, words, word phrases of 3-5, while maintaining the distance between graphic elements, between letters and words;
- fill in according to the model notes, invitations, congratulations, tickets;
- layout of the date, title, paragraphs, keeping the distance between the words;
- write after dictation letters, syllables, words, sentences of 3-5 words;
- select syllables from a series of syllables given in written or handwriting to obtain words;
- make posters, labels, including rules of conduct, work rules, encouragement, etc.;
- create posters on different themes in projects, using images, words and phrases taken as templates.

Variations:

The didactic activity will take place in a permanent interaction with the children in order to answer their interests. Children will be stimulated to ask, intervene, take initiative and express ideas and feelings about what they are learning. Non-verbal concepts are used to discover concepts, be they names of objects or actions, or whether they are communication filters such as speech / language functions. If the teacher imitates the action of getting up / down when he declares these activities, the student will be much clearer about what is involved.

In the same context, learning will be facilitated if students are stimulated to combine the verbal (what they have received or what they express) with body language, visual or musical language.

Targeted skills

- Receive oral messages in familiar communication contexts
- Express oral messages in various communication situations
- Receive various written messages in familiar communication contexts
- Write messages in various communication situations.

Evaluation criteria :

- The pupil knows how to recognize letters in words and sayings in printed text and in writing;
- The pupil writes the good letters, the syllables and the words.