



SEDIN Trainers / Teacher Recording

The SEDIN project is funded by the European Union and therefore it is necessary to present its implementation. Completing this sheet helps us to gather data on the application, but at the same time you help yourself to understand the Montessori Method and Creative Learning and how to best apply the methods. Thank you in advance for the detailed completion of the form after each session.

Date	6/02/2020	School / location	
Name	Case Study 4 (personal information not included in this public version)	Number of participants	1
Specialty		Age of participants	10
Course content	Teaching grammar through the grammatical symbols of the Montessori method		

The following questions are open-ended and ask you to freely record your thoughts, impressions and a subjective assessment of the process and its results.

1. What did you plan to do with this teaching intervention and how well did you achieve your goal? Please explain your answer.

Arriving to the Linguistic Activities chapter and studying the way Dr. Montessori suggests, I decided to apply this method to my student. As early as January, I applied to dictation two more exercises in order to motivate the student: she should want to write dictation and I should "deliver" the grammar rules at the same time. The intervention is going very well and I have already seen improvement. This goal has been achieved to a large extent and will continue until the end of the school year.

2. How did you feel teaching this lesson to the group?

As soon as I read this method by Dr. Montessori, I immediately had the idea that I should definitely apply it to my student, who is in the autism spectrum. At first, I was a little worried whether she could find them being difficult on the one hand and/or "childish" on the other, as she says about some activities. But fortunately, she liked it very much and I was immediately relieved. Every day the dictation was different and had different words. So, at the same time I was explaining everything. I was very happy that my student responded to this method. I think that this method is easy to be taught and to ignite interest.

3. How did the students respond to the activities / how did they participate / how did they behave? (please give examples)

My student responded very positively to this method. Initially, I told her to draw the shapes on a paper to practice the idea. He painted them the way Dr. Montessori suggests. Then, after I saw that she understood it and accepted it positively, we found colored cardboard and cut out the shapes. She keeps it in her box all the time now. Then, we cut out other shapes again



and she had them stuck on her desk so that she could see them constantly and learn them thoroughly. So, the next day, we write a dictation exercise and I explain to her what will follow. As you will see in the photos, I draw the shapes and then the student writes what each word corresponds to. In fact, the other classmates showed great interest and wanted to know this too and my student was proud to explain it to them herself!!

4. Describe in more detail how the students interacted with you.

My student worked very well, we printed the theory and shapes together from the computer. We were reading together (she also read) what each color and shape means, and why it was chosen. She liked it all and wanted us to start the process right away.

5. Describe in more detail how the students interacted with each other.

The student worked very well with me and everyone of her classmates who had questions about these shapes.

6. Did this lesson help improve the integration of individuals or groups of students? Please explain your answer.

This course was implemented purely for a student with special learning difficulties. It was adapted and integrated in the context of dictation-spelling. My student has a good relationship with her classmates. She is accepted and her classmates take care of her. To any child who was looking at the shapes, E. (my student) was happy to explain and show how we use them. In the beginning, we made funny phrases with the girls on the desk in front of her. Then other children came, and that made my student happy. The more impressed the students were, the happier my student was!

7. What would you do differently next time? What new knowledge did you gain with this teaching intervention?

This method was not followed faithfully but was adapted to the student's learning level and was included in the dictation. In another case I will apply this method to the whole class, and most possibly it will show different results. The fact that the “parts of language (genres) and the words were included in the learning of spelling was a great progress for me.

8. Please record any other comments - what do you think the students have learned from the teaching intervention and give examples that confirm this learning.

The impressions are very positive. This method will continue throughout the school year. The student in a playful and pleasant way will continue to follow this method. Photographic material from the classroom application follows.

Τετάρτη 5 Φεβρουαρίου 2020

Χωρίς την ελιά το ελληνικό
τόπιο, θα ήταν πιο άβυσσο.
Ο άβυσσος Ελλάς, εστει: 49κι
αν ασκομά δεν υπήρχαν οι
Ελληνες... θα τους εγκατέ-
νοιήσει.

Χωρίς → χυ-ρίς
ελιά → ε-λιά
ελληνικό → ε-λη-νι-κόν
τόπιο → τό-πι-ον
ήταν → η-ταν
φτωχό → φτω-χόν
είνε → ε-ί-νε
ακόμα → α-κό-μα
υπήρχαν → υ-πή-ρχαν
Ελληνες → ε-λη-νι-κόν
ΕΝΙΧΘΕΙ → ε-π-ε-νι-θ-ε-ι

✓

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φωκόν

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Ελλάς
Ελληνες

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Απόδο!!
Σο

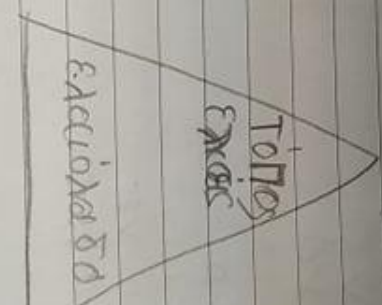
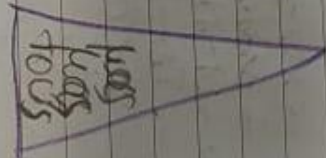
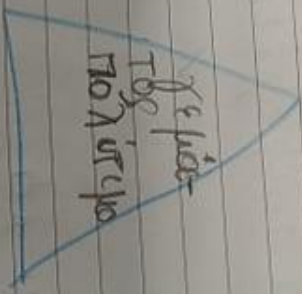
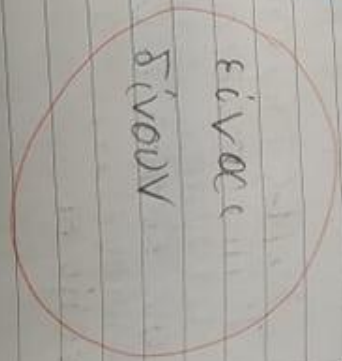
22/1/2020

ΟΤΟΠΟΣ μιας είναι χεμάτος
εξής και μιας δίνου το πο-
λίτημα ενάκι καθό τούς.

1) Χωρίσω τις λέξεις σε συλλαβές:

τοπος → το-πος
είναι → ε-ί-ναι
χεμάτος → χε-μά-τος
εξής → ε-ξ-ής
δίνου → δ-ί-νου
πολίτημα → πο-λί-τη-μα
ενακίδα → ε-να-κί-δα-δα

2) Βοήθη τις λέξεις στο κατάλληλο σχήμα.
Νέω γραμμική αναγωγή ✓



~~22/2020~~

Μπαρόλι
20

21/1/2020

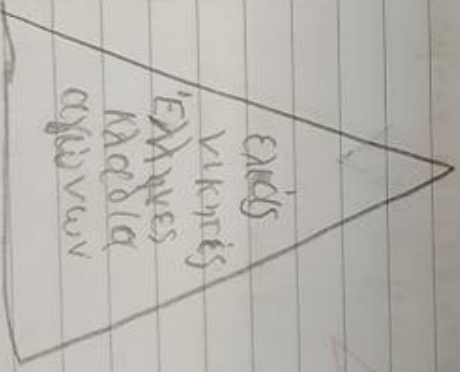
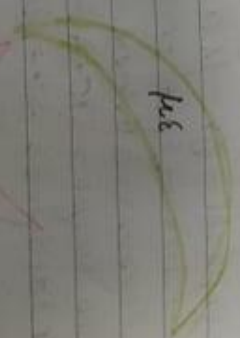
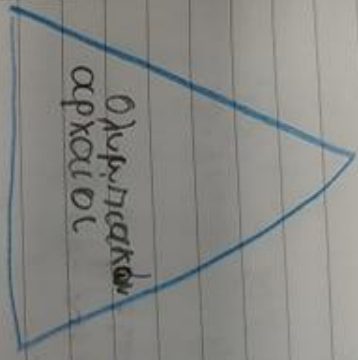
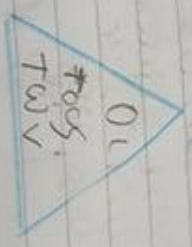
Οι σφραγίδες 'Ελληνες στέφανοι με κελάρια ειχός τους νικητές των ολυμπιακών αγώνων.

Απίστο!!

① Χωρισμό τις λέξεις σε συλλαβές

αρχαιοι → αρ-χαι-οι
 ελπίδα → ελ-πί-δα
 ειρήνη → ει-ρή-νη
 στεφανώνω → στέ-φα-νώ-ω
 'Ελληνες → ελ-λή-νες
 αγώνες → α-γών-ες
 νικητές → νι-κη-τές
 κελάρια → κελ-άρια
 ελπίδα → ε-λπίδα
 ολυμπιακών → ο-λυ-μπια-κών

② Βάψω τις λέξεις στο κατάλληλο
 οκνηρά και γραφικότερη αναγνώριση



ΟΥΟ
 οκνηράτων

Απίστο!!

