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**Timetable - table cards**

# Short Description Material:

* symbol or pictogram represents compartment
* pictures are taken in the order of the timetable on the board
* arrow indicates current lesson

# Objectives Funding:

* orientation in the course of the day and the hour
* ritualization of daily processes u. services (for example, daily schedule boss)
* creating language events

# Target groups + possible uses:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **material** | **class 1-2** | **class 3-4** | **Pupils with special needs** | **Own experiences** |
| **"Daily- and hours-cards "** | * Installation of the cards in the daily routine
* Integration student service (1-2 students bring their own cards)
* Pictograms can be extended according to competence (eg replaced by words)
* Symbols can be used in the beginning time in the homework book
 | * extension of the board cards (reduction of image share)
* symbol of the stop + use of writing (word-phrase-phrase) 🡪 promotion of reading competence
* learning words or technical terms can be installed in it (repetitive language structures)
 | **Special need "language":**• ritualized speech ("In the first hour we have ..." etc.)• Specification of language structures u. linguistic exercise elements  e.g. Past participle Past continuous "We read ...")**Special need "mental development / autism":**• internalization / ritualization of daily routines | * students enjoy accepting this language and are proud of their own verbal results
* students remember language structure and use these more independently
* great help for autistic and mentally disabled students
* can be adapted to their needs (eg by removable symbols 🡪 for example by Velcro 🡪 put in box with the label "Done")
 |

# Picture Example:

  

*picture 1:* *Pictogram + word (1st-2nd class)* picture 2: Student (1st class) shows the pictograms, speaks to it

# Sources:

* idea by M. Graf (taken over by: Verlag an der Ruhr)