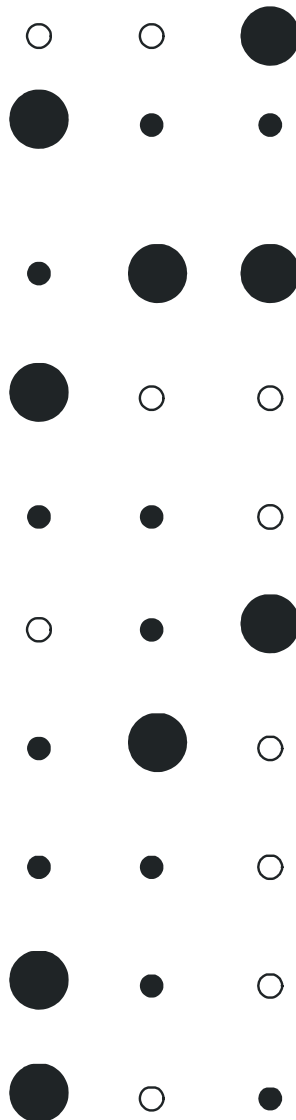
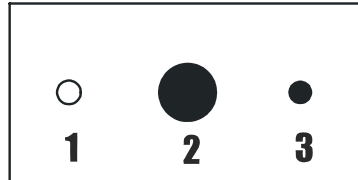
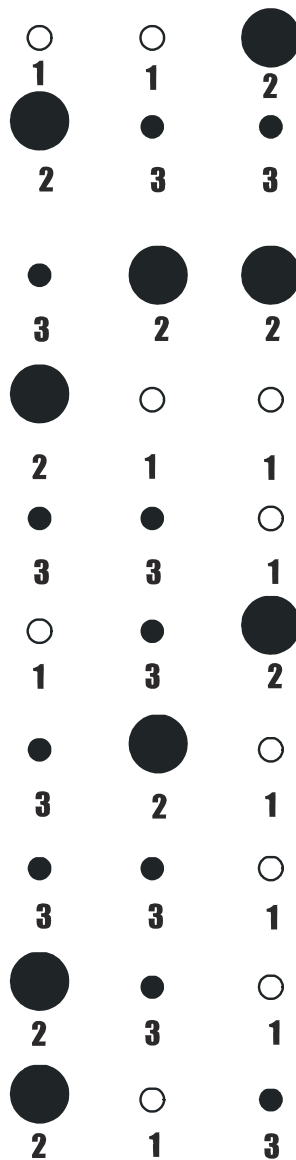
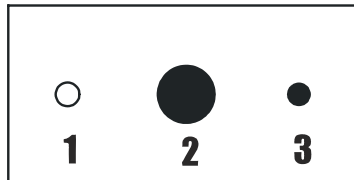


Aims	<ul style="list-style-type: none">- Practise going from one code to another.- Improve and accelerate visual scanning.
Applications (examples)	<p><u>In class</u>: learning literacy and other graphic symbols, pooling everyone’s strategies that help them to read more easily.</p> <p><u>At work</u>: understand and interpret reactions of materials:</p> <ol style="list-style-type: none">1. The colours that certain materials take on in certain circumstances have precise significations: a metal that turns a certain colour while heating signifies a certain temperature, and therefore a certain malleability, the blueing of a metal tool signifies a certain modification or change in its inherent characteristics;2. There are also certain colour references on some raw steel, which indicate the composition of the material. <p><u>In everyday life and for leisure</u>: see and understand logos (in administrative offices, on toll roads, in public places); games of dice or dominos.</p>
Materials	<ul style="list-style-type: none">- A page showing a box at the top, which contains three different kinds of circle, each corresponding to a number written below. Below the box, a series of circles, each representing a number.- A pencil for each pupil.
Instructions	Under each circle the pupils write the number that corresponds to it according to the box. Each series will therefore have a three-figure number. The pupils are not allowed to make a mistake (no rubber).
Comments	Some pupils find this exercise very easy and do without the pencil, to say the number represented by each series of three circles straight away. It is very interesting to ask them how they did it and, particularly, how they scan the document visually to enable them to succeed in this way.
Variations (examples)	<p>To improve and accelerate the visual scanning, a possible extension could be to have one pupil say a number comprising the numbers 1, 2, and/or 3 and have the other pupils find what series of circles the number corresponds to. To do this, it is better to give the pupils a new page (as they have already noted down the numbers on the one they had already).</p> <p>The exercise can also be done again, orally this time, without using a pencil, and with numbers other than 1, 2 and 3.</p>
Individualisation	Yes.
Answers	Yes.





<i>Aims</i>	<ul style="list-style-type: none">- Practise recognising a sentence among other interfering signs.- Improve and accelerate visual scanning.- Perfect a system to avoid leaving anything to chance.- Prepare your own research tool.
<i>Applications (examples)</i>	<p><u>In class</u>: find and understand words written in your own language on relearning literacy skills or a foreign language.</p> <p><u>At work</u>: make the connection between what is written in an unfamiliar language, and the particular circumstances in which they appear.</p> <p><u>In everyday life and for leisure</u>: read some road signs or names more easily, such as those made of a transparent material, which sometimes have to be read backwards. Read a text in an uncomfortable position: for example your neighbour’s newspaper on the bus or train. Play scrabble, find and understand words in a foreign language, or even find your own children on a crowded beach, for example.</p>
<i>Materials</i>	<ul style="list-style-type: none">- A page with an example followed by three independent exercises. These exercises consist of a series of letters of the alphabet, some of which form words that, together, form a sentence.- A page to be cut out by the pupils (the teacher can perhaps do this beforehand): cutting out the frame and the rectangles inside the frame to form a masking card.- A few pairs of scissors for the group.
<i>Instructions</i>	The pupils must place the cut out page over each series of letters on the exercise sheet and move it, so as to find a complete, intelligible sentence.
<i>Comments</i>	The first series of letters is an example to be done with the group, but the teacher can also decide to include it in the exercise. When the results are pooled, particular attention should be paid to the way each pupil went about finding the hidden sentences.
<i>Extension (s) (examples)</i>	The teacher can ask the pupils to find all the words in each suite of letters, without using the masking card. Foreign pupils might also find words that exist in their language. They can get the group to try to guess the meaning.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.

Example:

ORMAGGIETHEWENTPARTOMOSTPARISPARK

→ ORMAGGIE|THE|WENT|PARTO|MOST|PARIS|PARK

Task:

1. INMONDAYTUMWILLETBEURQUEPERFECTBIM
2. TOTHEYCARARRIVEBIOBLATTHINSEVENPAR
3. UNMUGLIZZIESACTOOKTAANPLUSAPPLEAND

1.

2.

3.

Example:

ORMAGGIETHEWENTPARTOMOSTPARISPARK

→ ORMAGGIETHEWENTPARTOMOSTPARISPARK

Task:

1. INMONDAYTUMWILLETBEURQUEPERFECTBIM
- 2.. TOTHEYCARARRIVEBIOBLATTHINSEVENPAR
3. UNMUGLIZZIESACTOOKTAAANPLUSAPPLEAND

Aims	<ul style="list-style-type: none">- Practise recognising a code and use it to decode a message.- Perfect a system to avoid leaving anything to chance.- Prepare your own research tool.
Applications (examples)	<p><u>In class</u>: find and understand words written in your own language on relearning literacy skills or a foreign language.</p> <p><u>At work</u>: make the connection between what is written in an unfamiliar language, and the particular circumstances in which they appear.</p> <p><u>In everyday life and for leisure</u>: read some road signs or names more easily, such as those made of a transparent material, which sometimes have to be read backwards. Read a text in an uncomfortable position: for example your neighbour’s newspaper on the bus or train. Play scrabble, find and understand words in a foreign language, or even find your own children on a crowded beach, for example.</p>
Materials	<ul style="list-style-type: none">- A page with the letters of the alphabet by three independent exercises. These exercises consist of a series of letters of the alphabet, some of which form words that, together, form a sentence.- A page to be cut out by the pupils (the teacher can perhaps do this beforehand): cutting out the frame and the rectangles inside the frame to form a masking card.- A few pairs of scissors for the group.
Instructions	The pupils must try to find the code used by analysing how the letters correspond to the numbers, then decode the name.
Comments	The code is related to seriation, in that each letter corresponds to a number in a particular and precise order. The dashes shown in the coded message are simply to separate the letters of the name.
Extension (s) (examples)	The teacher can ask the pupils to invent a short message and to find a code that has the same principle as the one in the exercise. The code will then be shown to the other pupils, who will have to find the easiest way to decode it. For example, the pupils can match each letter of the alphabet in order to a number, also in order, or in the opposite order (a=1 and z=26, or a=26 and z=1), or make it more complex by using two signs for a letter (a=1k, b=2y, where the second sign has no meaning), and so on.
Individualisation	Yes.
Answers	Yes.

**A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
Q
R
S
T
U
V
W
X
Y
Z**

A = 5

C = 7

E = 9

G = 11

What name is written in code here?

14 – 13 – 17

A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
Q
R
S
T
U
V
W
X
Y
Z

A = 5

C = 7

E = 9

G = 11

What name is written in code here?

14 – 13 – 17
J I M
“Jim”