MINUTE

-SESSION-

On 17th December 2020; through the MS-Teams platform.

Participants:

► Spanish Partners (SP):

- Dolores Madrid (UMA-Project's Scientific Leader and Coordinator)

- Rocío Pascual (UMA-Project's Scientific Leader and Coordinator)

- Mª del Mar Gallego (UMA-Project's Scientific Leader and Coordinator)

- Inmaculada Santos (UMA-Project's Scientific Leader and Coordinator)

- Ligia Isabel Estrada (UGR)

- Silvia Corral (UGR)

- Ana M.ª Rico (UGR)

- M.ª José Molina (UGR)

- Esther Gallardo (CEIP Rosa de Gálvez)

- Isabel Cerezo (CEIP Rosa de Gálvez)

►Portuguese Partners (PT):

- Filomena Silva (ESE)

► English Partners (EL):

- Julie Scanlon (MMU)

- Sarah McNicol (MMU)

10:00 Follow-up of Intellectual Output 1-Phase 2 (Reading Education Toolkit)

Professor Dolores Madrid starts the session by welcoming the connected members and remembering that the purpose of the session is to present examples of contributions made for the toolkit, as well as to resolve any doubts generated from its completion.

Next, Professor Silvia Corral (UGR) presents examples of activities from section 1 of the toolkit.
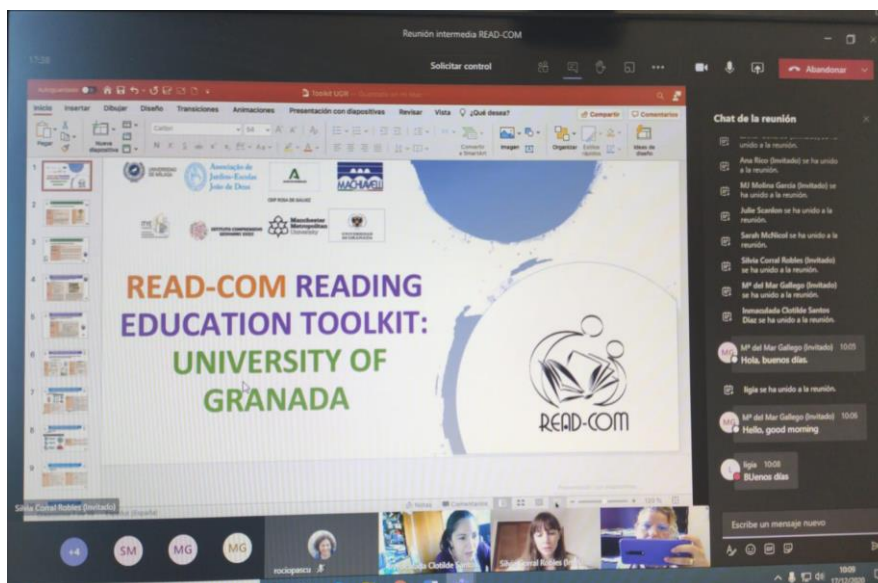

Figure 1. Presentation of the UGR team

After the presentation, some questions arise in relation to:

- The use of images from books.

Professor Inmaculada Santos provides the following link to resolve this issue: https://biblioguias.unex.es/c.php?g=572083&p=3944583

- The creation of images for the activities.

In this sense, the use of the Canva resource is proposed. The following link is provided: https://www.canva.com

Then Julie Scanlon (MMU) and Sarah McNicol explain the activities they have developed. The rest of the participating partners point out that the type of observations made in some of these activities are very successful considering the diversity of contexts and languages involved in this project. For example, they include links to resources for other languages or select a comic book without text. It is agreed to make this type of observations, if applicable, in the activities that are also being developed by the rest of the partners. In addition, in observations they even indicate the item worked in the activity. It is agreed that the item must be specified at the end of the activity (Table 1).

Table 1. Example

Title	Creating stories with the deck of cards
Degree of difficulty	Medium. Level 5 years
Proposed objectives	- Sequence short stories. - Encourage the development of orality. - Expand and enrich our vocabulary. - Develop creativity in language.
Grouping	In large group, taking turns.

Description of the activity	1) 3 sessions of 45 minutes. to create the stories. 2) colour and cut out the puppets. 3) dramatize our team stories.
Temporalization	45 minutes. 1st to create the stories. 2nd to colour and cut out the puppets. One last session to dramatize our team stories.
Assessment and/or achievement indicators	- Sequence of short stories. - Advances in the development of orality. - Expand and enrich your vocabulary. - Develops creativity in language.
Observations	If we carry out this activity in the second or third term, those students who have reached enough reading maturity will be able to read the history written in the letters once ordered. The letters are only a support, for the story to make sense and be more extensive, we must make use of imagination and invention, to complete those fragments that remain in the air. Sorel., L. (2019). *52 ideas para inventar historias*. Magazzini Salani.
Ítem	**09. 10.11. I perform reading activities in large group, small group, individual work.**

Figure 2. Debate after the presentation of the MMU partner

And finally, Esther Gallardo (CEIP Rosa de Gálvez) shares her presentation based on two proposals. The first is to carry out the activities based on what they call "work scenarios", that is, the creation of a theme on which they offer multiple activities (she provides this example: https://www.thinglink.com/ scene / 775751607152279552). And the second is an elaboration of the activities following the templates provided in the guide document. The partners find the first proposal very interesting. Professor Silvia Corral (UGR) also points out that this format is more in line with the creation of a toolkit that allows interaction. Professor Lola Madrid (UMA) indicates that the proposal will be studied.
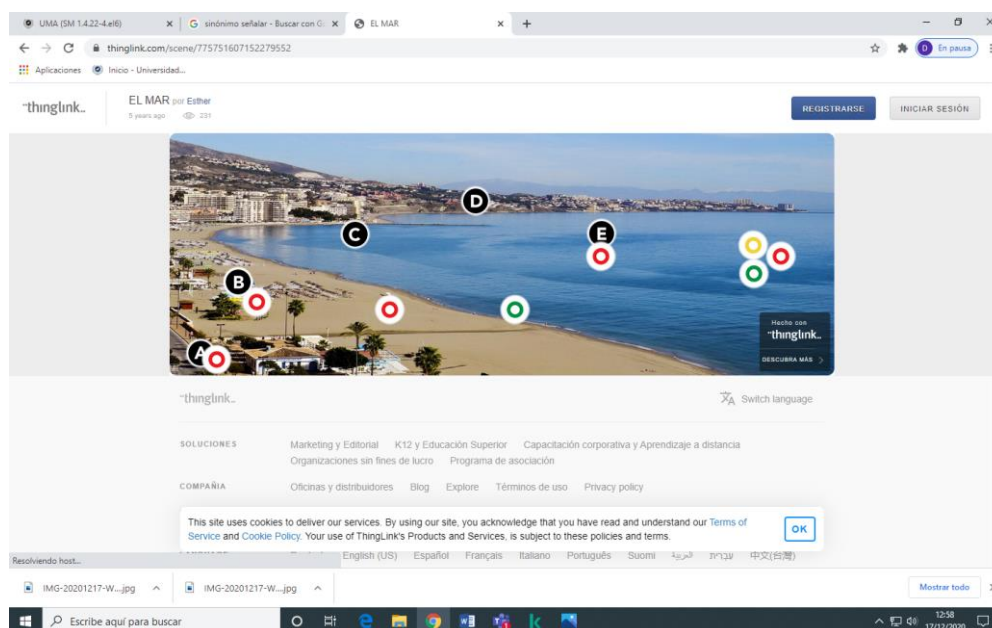

Figure 3. Work scenario (CEIP Rosa de Gálvez partner)

She concludes her intervention with an example of an infographic, entitled "Reading families at school".

Finally, Professor Isabel Cerezo asks how the necessary resources should be included to carry out the activities: within the activity itself or as an annex. She discusses this issue and it is agreed that, whenever possible, it should be included in the observations of the activity, when it is a link, its content should be specified. If this is not feasible, the creation of QR codes is proposed as a repository for them.

The session closed at 11:30 am.