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*Reading Communities
from paper books to digital era*

ITALIAN ACTIVITIES PROPOSED FOR THE TOOLKIT

TRANSNATIONAL PROJECT MEETING LISBON 08-09 OCTOBER 2021

ERASMUS PLUS

*KA2 Strategic Partnership for School Education
Cooperation for innovation and the
exchange of good practices*



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ITALIAN ACTIVITIES PROPOSED FOR THE READ-COM TOOLKIT

▶ *HOW WE BUILT OUR EDUCATIONAL PROPOSAL FOR THE TOOLKIT*

- ▶ *The Toolkit's contents drafting was preceded by a peculiar **researching phase** carried out in all partner countries (UK, GR, ES, IT, PT)*
- ▶ *The research highlighted the **most used methodologies** to promote:*
- ▶ ***Reading learning and reading education** approaches & methods adopted in pre-primary and primary schools*
- ▶ *The **families' attitudes** and habits in this area*
- ▶ *The **teachers' training pathways** focused on the reading competences of 3-10 (12) years children.*



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ITALIAN ACTIVITIES PROPOSED FOR THE READ-COM TOOLKIT

- ▶ ***HOW WE BUILT OUR EDUCATIONAL PROPOSAL FOR THE TOOLKIT***
- ▶ ***THE ACTIVITIES PROPOSED BY THE ITALIAN PARTNERS FOR THE TOOLKIT AROSE FROM THE RESEARCHING PHASE, CHOOSING AMONG:***
- ▶ ***SUCCESSFUL EXPERIENCES PERFORMED BY THE TEACHERS OF ISTITUTO GIOVANNI XXXIII;***
- ▶ ***AMONG THE ACTIVITIES ADOPTED AT LOCAL LEVEL IN OTHER EDUCATIONAL CENTRES AND/OR REALIZED BY OTHER STAKEHOLDERS WORKING IN THE PRE-PRIMARY AND PRIMARY SCHOOL.***

ITALIAN ACTIVITIES PROPOSED FOR THE READ-COM TOOLKIT

- ▶ *TODAY WE'RE PRESENTING 4 ACTIVITIES INCLUDED IN DIFFERENT SECTIONS OF THE TOOLKIT SO AS TO EXPLORE DIFFERENT DIMENSIONS REGARDING BOTH THE **TEACHERS' WORK** AND THE **ACTIONS FOR FAMILIES***



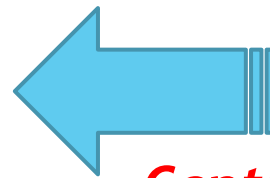
- ▶ *2 ACTIVITIES WILL BE PRESENTED BY **CENTRO MACHIAVELLI***
- ▶ *2 ACTIVITIES WILL BE PRESENTED BY **IST. GIOVANNI XXIII***

ITALIAN ACTIVITIES PROPOSED FOR THE READ-COM TOOLKIT

FROM THE FOLDER “01_TEACHERS”

SUB-FOLDER “01_ACTIVITY TO PROMOTE READING LEARNING”

- ▶ *Applied Method: Mixed-method*
- ▶ *Title: The song of parrot*
- ▶ *Degree of difficulty: Initial (3-6 children)*



*Presented by
Centro Machiavelli*



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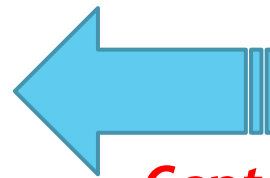


ITALIAN ACTIVITIES PROPOSED FOR THE READ-COM TOOLKIT

FROM THE FOLDER “01_TEACHERS”

SUB-FOLDER “02_PSYCHOPEDAGOGICAL PRINCIPLES”

- ▶ *Activity Title: What happened then?*
- ▶ *Level: Emergent (3-6 children)*
- ▶ *Degree of difficulty: Intermediate*



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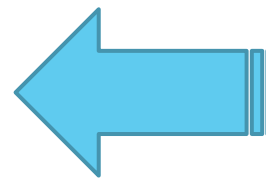
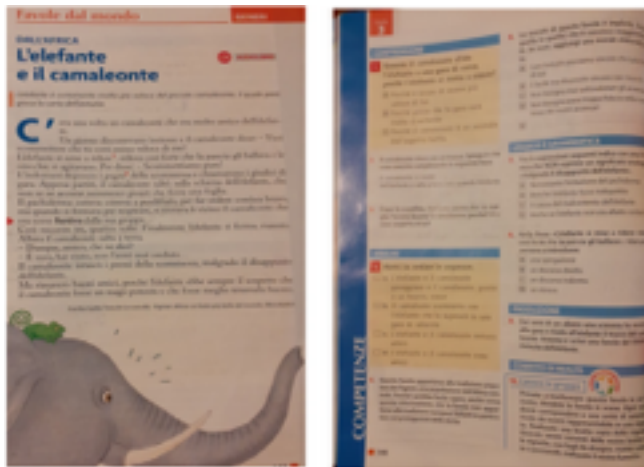


ITALIAN ACTIVITIES PROPOSED FOR THE READ-COM TOOLKIT

FROM THE FOLDER “01_TEACHERS”

SUB-FOLDER “03-ORGANIZATIONS-OF-ACTIVITIES”

- ▶ Activity Title: *Fables from around the world*
- ▶ Level: *Developmental*
- ▶ Degree of difficulty: *Intermediate*



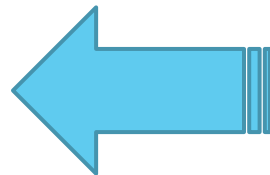
**Presented by
Istituto Giovanni XXIII**

ITALIAN ACTIVITIES PROPOSED FOR THE READ-COM TOOLKIT

FROM THE FOLDER “02_FAMILIES”

SUB-FOLDER “02_ACTIVITIES WITH FAMILIES”

- ▶ *Activity Title: Librarian for a day*
- ▶ *Level: Developmental*



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The Song Of Parrot

Applied Method: *Mixed-method*

Together with *Phonological Awareness*, the Mixed, is one of the most applied methods by the Italian teachers for 3-6 children since they well meet the peculiar requirements of the emerging literacy process (See: *IT Report on Reading Practices in Childhood Education* pg.13).

Stage: *Emergent (children 3-6 years old)*

At this educational stage, teachers are used to propose **pregraphic and pre-phonetic activities**, making children **play** with with sounds (*honomatopeia*), letters and words to introduce them to written words.

Note: *Childhood Education in Italy*

Children acquire knowledge and literacy rules exclusively through daily communicative use and reflection stimulated by the teacher. Pupils are gradually approached to the reading experience and to the acquisition of emerging literacy skills and **begin to move close to the written words mainly by games.**

To understand the sound of each letter we use onomatopoeic examples (e.g., for the letter "s" we use the sound of the wind "ssss").

Title	THE SONG OF PARROT
Degree of difficulty	Initial
Objectives	Recognize letters and sound. Develop listening skills.
Group size	Individual
Activity description	<p>Teacher prepares images of objects which correspond to a heard and known sound (e.g.: car-broom broom, train-ciuf ciuf, doorbell-drin drin...). Beside, teacher prepares scattered letters Teacher recite the rhyme:</p> <p><i>Parrot, green and yellow</i> <i>What are you doing? What are you doing?</i> <i>I make many sounds, I make many sounds</i></p> <p>Then, teacher makes a sound: DRIN DRIN</p> <p>The child, among the scattered letters, must choose the one corresponding to the sound and place it over the object to which the sound corresponds. Then, the game goes on repeating the rhyme with a different sound.</p>
Activity duration	Undefined
Achievement indicators	Pupils should recognize a letter by a well known onomatopoeic sound



02_PSYCHOPEDAGOGICAL PRINCIPLES

What happened then?


Methodological Notes: The Ludic approach

Exploring the experiences that promote reading learning in relation to the *psychopedagogical principles* confirm the general educational trends for Childhood Education already observed.

The **ludic and immersive dimension** is generally pursued by teachers, confirming how it has to be considered fundamental to approach children to the written words and to the reading experience.

Teachers establish dynamics of animation to the reading (*change of characters, **changes of endings**, creation of stories with images*), to make children more and more involved and fascinated by this experience.

(See: *IT Report on Reading Practices in Childhood Education pg.24*).

Title	WHAT HAPPENED THEN?	
Degree of difficulty	Intermediate	
Objectives	Pre-graphic exercise for reading, listen and understand stories, express themselves through graphic-pictorial language.	
Group size	Group	
Activity description	<p>The activity is based on the continuation of a story already known to children. A famous fairy tale is told in the classroom (for example: Snow White, Cinderella etc.). Then, the teacher asks the children to imagine and tell what happened next. As an additional activity, children can draw what they think happened after the story ended.</p>	 <p>A cartoon illustration of Little Red Riding Hood and the Big Bad Wolf. Little Red Riding Hood is on the left, wearing a red hat and coat, holding a basket. The Big Bad Wolf is on the right, standing upright, wearing a white flower lei, and holding a small object in his hand. They are in a forest setting with trees in the background.</p>
Activity duration	30 min	
Achievement indicators	Children should be able to continue a story after its end	

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For any question, please contact

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THANK YOU FOR YOUR ATTENTION!



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