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Putting Pre-primary CLIL into Practice – a focus on ICC for VYLs

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Begin with:

Topic

For which grade the material is For what purpose the material is

How to use the material

Also send opinions, critics, etc.

Write author's name, position, e-mail

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Introduction

This collection of resources was compiled during the Erasmus+ Course – Putting Preprimary CLIL into Practice which took place at Anglia School Bulgaria from July 4th to 8th, 2022. A group of 10 Italian and 3 Romanian preprimary teachers came to us to work on CLIL. We decided to create a focus for CLIL with Intercultural Communicative Competences for very young learners. So, in short, we covered young learner CLIL pedagogy AND produced a range of resources and activities for developing intercultural skills in young learner classes.

Our programme over the 5 days covered: ICC for preprimary; developing a preprimary curriculum (up and down dynamics); an overview of skills for very young learners CLIL; organizing and visualizing concepts; supporting young learner talk in the CLIL classroom.

In our discussion on intercultural skills, we used the following matrix to help us consider intercultural classroom activities for young learners.

Culture A	Culture A
on	on
Culture A	Culture b
Culture B	Culture B
on	on
Culture a	Culture B

Figure 1: A matrix for understanding intercultural perspectives

Chemistry International, Vol. 33 No. 4, July-August 2011, Communicating Chemistry, by Lida Schoen, Egbert Weisheit, and Keith Kelly

The first quadrant in the matrix above suggests that any member of culture A needs time and practice in seeing how their own culture 'sees' itself. The second quadrant, top right, suggests that this member of culture A also needs to have an understanding of how their culture A 'sees' the 'other' culture (Culture A on Culture b). At the same time, this matrix suggests in the third quadrant that within this interaction between cultures, our member of culture A will need to understand how the 'other' culture sees his/ her culture (Culture B on Culture a), and finally, our member of culture A needs to have an idea of how a member of the other culture sees itself (Culture B on Culture B). Participants were shown ideas and activities for making a focus on 'self', and a focus on 'other' in their lessons.

It's incredible how productive the colleagues managed to be in the few days we had together. What you see here is the result of their work. Bravo! Congratulations, and thank you to you all for your hard work. Keith

Understanding self / other (A on A, or B on B)

Me, my body, my thoughts, my feelings, my habits

Awareness of self can be developed in pre-primary children through a number of activities which focus on all aspects of their physical self with models for building representations of themselves.



Build your face with plasticine

Build a lifesize body with newspaper



Build a body relay race





Measuring a tree



Measuring me next to a tree

Preschoolers can compare self with other by measuring their height alongside another object. Here the teacher has recycled a Bonsai tree poster to encourage to explore the question 'Am I taller than a tree?'

Measuring aspects of our body is perfect for Preschoolers.





Measuring body parts

Recording measurements

Preschoolers can look at more intricate details of self by looking at things under a magnifying glass or microscope. Here, children look at their fingerprints.



First, children draw a marker pen outline of their hand onto white A4 paper.

Then, children rub their fingers into pencil scribblings and press their fingers onto the tips in their outline.



Now the children can take a close look with a magnifying glass at their own fingerprints.



At this point, children can look at the prints of their classmates and understand how unique their own prints are as well as those prints of other classmates.

Idea: Why not prepare a 'hunt the person' activity where example of the prints and names are given in a display in the classroom and then copies of the prints are hidden on various objects around the room. The

children in groups look for the prints and then try to identify who they belong to on the main poster display.

Idea: Teach the names of fingers using the rhyme 'Where is thumbkin?' (sung to Frere Jacques) Where is thumbkin? Where is thumbkin? Here I am. Here I am. Here I am. How are you this morning? How are you this morning? I am fine, thank you. Run away, run away.

Where is pointer? Where is tall man? Where is ring man? Where is pinky?

There are many other physical characteristics we can observe in the classroom with preschoolers. You can get your children to bring in family photos and talk about Eyes, Hair, Height, Mid finger hair (have got /have not got), Tongue rolling (can/can't), Ear lobes (attached/loose). If you have time, carry out a survey of these characteristics in your class, get your children to make posters with the results in number-pictures. Even better, if you have another class you can work with, exchange your survey results so you can make a comparison of 'self' and 'other'.

We can explore skin colours using paint shop colour catalogue materials.



Me and my skin

Sort out the shades and colours representative of your class, plus some others.

Let the children explore the colours, lightnesses and darknesses which match their skin, and those of their classmates.





At Anglia School we also use art to explore 'self' and 'other'.

Children can use shapes and different materials to create a cubist representation of self and compare with those portraits of others. Or, they can make cut outs of body shapes to show movement.





Keith Haring inspired poster exploring body movement

Cubist self portraits

Understanding self/other (community)

- Interactions with classmates (friendship / being polite)
- Contacts with neighbours (language, relations)
- Visits to local institutions (shops, cafes, libraries)
- Meeting others in parks and gardens (play, rules, safety, care)

Get your children to do rhymes and action songs with themes around friendship.



Repeat the rhymes often so that the words, and the actions involved in them and interactions with others in them become second nature to your children.

Rhyme Hello Neighbour

Carry out role plays which have your children being polite with each other, helping each other, serving something to each other.







Asking and responding politely

What are the colours of friendship?



Get your children to collaborate on art work where they interact with each other in a friendly way to co-produce a piece of art.



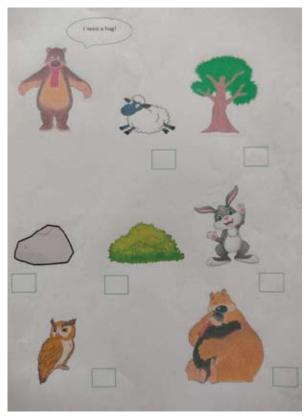




The colours of friendship

NB – Play Louis Armstrong's What a Wonderful World in the background while doing this activity.

Find stories which explore being kind. A good example is Hugless Douglas, a bear in need of a hug and his journey to finding the perfect hug.



As well as reading the story with the children, create an interactive to go with the story so that you can go back over the steps and the actions with the children. One way of working with a story interactive is to hand out a sheet with the steps of the story mixed up and the children simply number the actions in the order they happen in the story.

Interactive for Hugless Douglas

Also, after listening to the story of Elmer the elephant who didn't want to be different anymore and painted himself elephant colour-grey, students have to identify what colours Elmer used to have on his body and help him get his colours back.





A great interactive for Elmer is a huge poster with spaces for all his lovely colours that the children can give him back to regain his beautiful skin colour.

It's important that preschoolers develop a sense of their place in their community. You can help develop this sense of place by organizing visits to local spaces and institutions.

At Anglia School we organize campaigns involving our children which get them to engage with local institutions. For example, one campaign saw us making recycled cloth bags from shirt materials. With the cloth shopping bags and with the permission of a local supermarket, we took a group of children to the supermarket to shop with the bags, and also to encourage other shoppers to take our bags, and donate something towards our adopted charity – Parallel World.





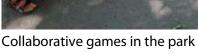
Campaigns in the community

As part of our work to develop collaborative skills in our learners, we frequently take them into our local garden to do group games where they learn and practice such skills.

Relay games are a good example of an activity where children have to work together in order to reach a common goal.

Here the children are playing a relay ball passing game but with the condition that they have socks on their hands, and they have the pass the ball behind them in turn passing over head and under legs. There's no point trying to rush, you have to consider how to help your team mates.







Understanding self/other (environment)

- Plant growth (processes, stages)
- Waste (recycling, disposing, reusing)
- Litter (care for environment, mapping, auditing)
- Keeping things tidy around me (steps, processes)

We don't have a garden at Anglia School, but we do have a yard, a composter, and DIY planters that we use to bring the natural world into our curriculum by teaching our children about plant life cycles, caring for plants, the processes involved in growth.





Sam and the bean stalk



Planting seeds

Potting plants

We recycle, we integrate recycling into our curriculum so that children are aware of waste and how we can avoid unnecessary waste. We reuse where we can, we avoid creating waste where possible. One initiative we started in Anglia School was to replace all single-use plastic bottles in school with reusable drinks grade water bottles for all our children.



Plastic bottle caps are a type of virgin plastic which can be easily recycled without too much processing and there are many campaigns for collecting this plastic for exchange for money. We do this with our preschoolers where they collect, sort, count and present the collected plastic to our charity. It's quite common to use objects for sorting by colour, size, use etc, why not use bottle tops. Parents, neighbours bring them and leave them outside our door and we take them in and use them educationally and environmentally too!

Recycling plastic bottle tops



We do many reusing activities in our curriculum where our children are encouraged to think about their place within our environment. Here, you can see a child working with a recycled plastic drinks bottle and CD which have been turned into a vase and the child is decorating the vase.

A gift!

What better way to encourage preschoolers to think about not throwing waste materials away than to get them to come up with ideas for reusing that material?

Vase from waste



We are very lucky in Anglia School to have very talented teachers who bring their talents to their lessons. One of our teachers is an artist and with her talent we created a workshop for our preschoolers where they reject single-use plastic drinks bottles for reusable metal bottles which they then decorate. They label their bottle with their names but also they apply techniques they learn in class to add artistic decoration to their personalized bottles.

From single-use to reuse bottles

Another aspect of understanding our roles within our community is our relationship with litter. If you aren't familiar with it, we highly recommend getting to know www.litterati.org. Litterati is a platform

linked to a smartphone application which allows classes to get active with litter collection and create a global boom with their results.



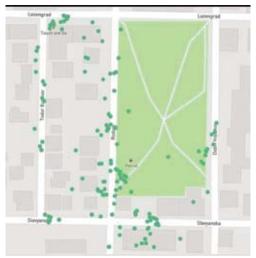
First, you take your litter pickers out into the area you want to explore. You equip them with tweezers, gloves, bags or other similar equipment for picking litter.

Litterati warriors



Armed with a smart phone connect with the Litterati programme, you collect litter and take a picture of each item which is then tagged, labelled and uploaded to the global map of litter on the website.

Auditing litter in Litterati



If you get into being a team of Litterati warriors, you will soon see the results of your work with your children. Each uploaded, tagged and labelled image is archived in the Litterati platform and is represented by a green dot on the global map. This means that as you work with your children on their understanding of their place within a community, they can see the effect they have on that community.

Litterati litter map

Of course, all the litter you collect is then separated and placed in the correct bins for waste. So, your children learn another skill, namely what to do with their waste so that it doesn't end up as street litter.

Closer to home is how we teach children to care for the immediate environment around them.



In the classroom, this can be as simple as having routines in place where the children are involved in tidying and cleaning and putting things away in their lesson after an activity is finished.

Keeping our environment tidy

Understanding self/other (heritage)

- Festivals (Kukeri, roses, his/stories)
- Celebrations (martenitsi, routines, crafts)
- National days and holidays (Kiril i Metodi, buditeli, liberation, dates and his/stories)
- Stories (Blackbird and Fox, Grandad's Glove, roles, comparisons)
- Food habits on special days (surveying, comparing, likes and dislikes)

A further important aspect of 'self' and 'other' is heritage. We invest a great deal in our curriculum to develop an understanding in our children of their local heritage and the heritage of other cultures around the world.

A glorious aspect of Bulgarian heritage culture are 'kukeri' which is a festival for scaring away bad spirits and usually takes place in the period between New Year and Lent.



The kukeri participants dress in extravagant costumes, carry large cow bells, and dance wildly in public areas.

Kukeri, Razlog, Bulgaria

This festival is reminiscent of similar customs around the world, e.g., Hallween pumpkins. What festivals for warding off evil spirits are there where you come from?

In Anglia School, we get our preschoolers to watch the amazing videos of Kukeri which you can find in YouTube like: https://www.youtube.com/watch?v=SWIKOSfT4Mw and we talk about the costumes and materials used. Then we use templates for craft kukeri like this in Krokotak: http://krokotak.com/2013/01/koukeri-coloring-pages/.







Kukeri craft

The children not only use colour, but also fabrics and other materials to create their craft kukeri characters. Imagine partnering with classes in other countries to share similar 'self' festival craft project with 'other' heritage cultural phenomena.

Springtime brings other festivals to Bulgaria. One of the most colourful and memorable, if you ever experience it, is March $1_{\rm st}$ – Baba Marta! On this special day, if you're a teacher you will go home decorated like a Xmas tree as children and colleagues gift each other with martenitsi to wish health and good fortune to each other. You gift either your martenitsa brooch or bracelet and while attaching it, the receiver makes a wish.

What similar gifting celebrations do you have in your culture?



Your children can make very simple brooches, one mainly red with white, and one mainly white with red to represent Pizho and Penda the male and female characters used in this celebration.

Making brooch martenitsi

Your children can make simple bracelets using red and white intertwined wool and tie a knot in each end.



Making bracelet martenitsi





Pizho and Penda brooch martenitsi

Bracelet martenitsi

Children at Anglia School travel the world in our lessons. We might have a themed week in South Africa, for example and our children will do art work based on that 'other' culture.





South Africa flag art

Animals and indigenous costumes

Here, the children use a simple flag template to recreate the flag of South Africa. They explore indigenous clothing and costume and explore what animals can be found in the location being studied.

We also take a look at the 'other' language. In South Africa, for example, children love to find out about the <u>clicks used in indigenous languages</u>

We also do work with crafts from 'other' cultures in Africa, such as paper Kente cloth craft from Ghana.







Paper weaving to represent Ghanaian cloth craft

You can focus on foods around the world from 'other' cultures. We use a lot of British foods of course, such as Yorkshire pudding (a strong favourite), but we make other food items like s'mores from USA and Canada.

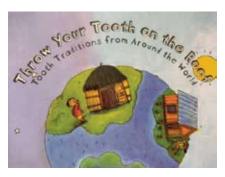






S'mores in the classroom and in the forest

There are many wonderful traditions which show how similar and unique we are. Losing your milk teeth is one such aspect of our children's lives which carries unique traditions around the world.



Throw your tooth on the roof

Do you throw your lost tooth on the roof, for example? What do you do with your lost teeth in your culture?

You can look at these traditions while learning the names of the continents with the children. Practice the names of the continents with the <u>Seven Continents Song</u> and then read the story Throw your tooth on the roof with the names of the continents laminated and a large map of world continents and as your children read the story and find out what children do in different places with their lost tooth, have them place the names on the correct continents.

Every culture will have important national days, as does Bulgaria. The origin of the Bulgarian Cyrillic alphabet, important people (revolutionaries, educators) in history day, religious holidays. While we explore this 'self' we frequently do craft activities to make gifts for our loved ones with our preschoolers.



Baked pastry dough wreaths and horse shoe gifts



Christmas bottle decorating



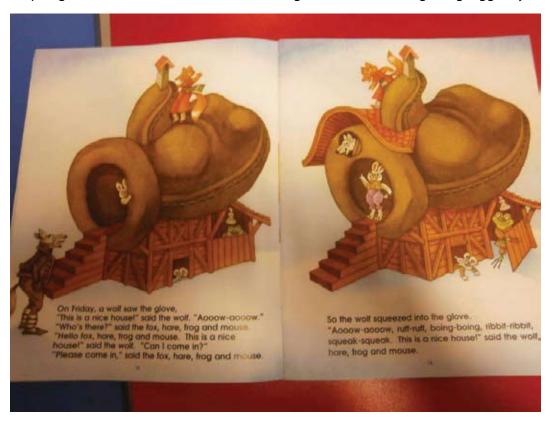
Craft soap making



Bath salts and decorated jars

What special days do you celebrate in your home culture?

Stories, traditional, local, heritage stories offer a range of opportunity for focusing on 'self' and 'other'. In Bulgaria, Grandad's Glove is a splendid story in which a Grandad out in the forest looking for firewood drops a glove which becomes a home for a range of forest animals, getting bigger by the day.



Grandad's Glove (Paper tiger publishers and British council)



Grandad's Glove costumes

We use these Bulgarian stories in translation in Anglia School and this means that the children will already be familiar with the storyline, characters, stages, actions etc. We do role play with these home stories and make costumes for our children.

There are clear advantages to using home stories in translation, not to mention the foreign language benefits. There is a nice interface between 'self' (heritage story) and 'other' (foreign language) in such activities.

What heritage stories are there in your culture that you might use in translation?

Send them to us please!

Citizenship - can I join in your club?

Erica Abena, Mara Tirino, Mariarosa Olivetti, Simona Franchino

The 'mystery box' contains different pictures of animals (not sea animals) like the ones below from Twinkl. Children take one of them and say its name. In this activity we focus on the name of the different animals.

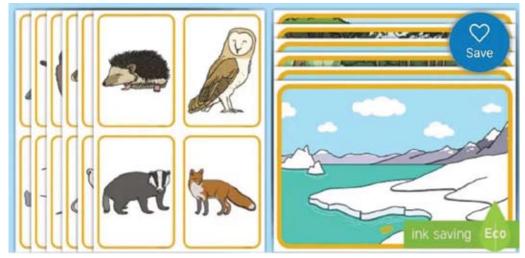


https://www.twinkl.bg/resource/au-t-3967-animal-cards

Children make a collective poster with their own animal chosen and drawn with a stencil. The children stick different types of material representing the skin or fur (on the floor) over each animal. When the poster is made, children, with eyes closed, must touch an animal and say its name.

Then pupils play at "Little box closed" to focus on the movement of different animals. Il gioco delle scatoline... - YouTube

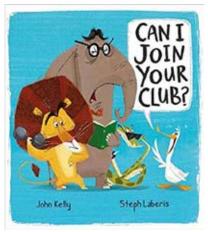
Subsequently, children must divide animals in their different habitats like the ones below, and stick them on the white board.



https://www.twinkl.bg/resource/t-t-20508-animals-and-their-habitats-matching-activity

Then, children make a tree diagram with animal flash cards (divided in categories: fly or walk - four, two or no feet).

The teacher introduces the book "Can I join in your club?" (put it on the table like a gift) and asks them what it is. They open the present and teacher asks pupils what they see on the cover and what they imagine the story is about.



Amazon.com: Can I Join Your Club: 9781848694361: John-Kelly: Books

The children, through different pictures from the book, try to understand and tell the story. Teacher reads the story (or uses the video on youtube https://m.youtube.com/watch?v=0_l58ddfFe 0). She stops to ask children to repeat animal names and/or animal sounds.

Each child takes an animal from the mystery box and shows it to other pupils and repeats its name. Then children decide which of these are contained in the story.

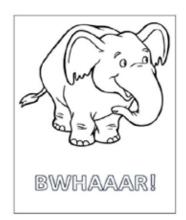
Teacher makes a poster with four types of animals (five lions, three snakes, four elephants, two ducks and one turtle). Children count animals and stick the number in the box behind them.

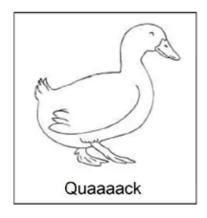


Drama box: children make the role play with little paper puppets, in order to repeat the sequence of the story and the animals' names.











Teacher invites pupils to work in pairs to create masks used during the drama of the story. https://www.twinkl.bg/resource/t-t-2546633-animal-masks-to-colour

Children carry out the role play with masks and the teacher asks them "how do you feel when you are not allowed in the club?"

Children in circle talk about what they are able to do and what not and then make a diagram with flashcard (a football player, a dancer, a runner, a child is drawing/counting/singing/making a puzzle)

Sports Posters for Display - Teaching Resources (twinkl.it)

FREE! - Visual Timetable | Daily Structure | Back To School | Twinkl

Children are divided in three groups to make three ducks on big papers: one happy, one angry and one sad. Then the teacher cuts posters and shares the pieces to children and they must collaborate to put it all together. https://www.twinkl.bg/resource/cute-duck-colouring-page-t-tp-2679368

Teacher hangs the posters in the opposite corner of the room. She creates flashcards with different social situations (a boy pulling hair, a child is left out from play, children fighting over a toy, guys that hug

each other, a boy caresses another child...). She shows a card to pupils and they must move near the duck that represents how they feel in that situation.

https://www.twinkl.bg/resource/40-acts-of-kindness-cards-t-tp-6957 What If Everyone Did That? Social Situation Cards (twinkl.bg)

Children sitting in a circle explain in which situations they feel sad, angry or happy (at school, at home, at the supermarket, at playground and in all of the other places). Then they associate the card with causes and consequences of their behavior.

<u>Feelings and Emotions Worksheets | Primary Resource | Twinkl</u> Random Acts of Kindness Cause and Effect Cards | Twinkl

Teacher prepares some flashcards about problems and different solutions. She shows flashcards one at a time to children and they choose a possible solution.

https://www.twinkl.bg/resource/t-s-1122-when-im-angry-i-can-strips
Understanding Emotions Question Cards (teacher made) (twinkl.bg)

Children stick images with different problems over a fever thermometer (drawn by the teacher on a poster) to order situations that make them feel more or less happy/sad/angry. https://www.twinkl.bg/resource/t-c-2548987-feelings-thermometer-a4-display-poster

Children play the board game of emotions (they roll the dice, name the emotion and make an example of when they have felt this emotion).

https://www.twinkl.bg/resource/t-t-253148-emotions-board-game

Children make some invites (with paper) for the pupils of the other classes. When other children arrive there is a surprise in the classroom! They see the role play of "Can I join in your club?" and then they have a small party together.



Books with similar themes:

Strictly no elephant - https://m.youtube.com/watch?v="oyJOKdvRrg">https://m.youtube.com/watch?v="oyJOKdvRrg">oyJOKdvRrg

Hug me - https://m.youtube.com/watch?v=Xn0yvkceLTA)

Feeling (me and others)

Ioana Toma, Simona Florea, Denisa Mihaela Manea

1 Game - Trust

The children are grouped in teams of 3. One of them has to lean back and the other 2 have to catch him. They will do this by rotation. They will discuss what they felt, whether or not they managed to let go, whether they felt in some way responsible for the one who fell. The conclusion of the game is that we need to trust others in order to feel comfortable in class or group.

Copiii sunt grupati in echipe de 3. Unul dintre ei trebuie să se lase pe spate, iar ceilalți 2 să îl prindă. Vor face prin rotație acest lucru. Vor discuta ce au simțit, dacă au reușit sau nu să se lase, dacă s-au simțit într-un anume fel responsabili de cel care cădea. Concluzia jocului este că avem nevoie de încredere în ceilalți, pentru a ne simți confortabil în clasă sau grupa.



2 Making friends - The Confident Ioana

By interacting with others, children learn about values, behaviors, and beliefs, and friendships that play a vital role in their lives. Interacționând cu ceilalți, copiii învață despre valori, comportamente și convingeri, iar relațiile de prietenie joacă un rol esențial în viețile lor.

- The confident Ioana doll asks the children if they have ever seen a brick wall or building. Ioana reminds us that in the construction of a wall or a building, several bricks are placed next to each other and on top of each other. Thus, Ioana proposes to the children to build a "friendship wall".
- Ioana distributes a piece of paper to each child and explains that it represents everyone's brick. The doll asks the children to use coloured pencils and draw a picture to illustrate one of the following situations:
 - * How he builds with his friend
 - * A gift for your best friend
 - * How to share toys with a friend.
- After the children have finished drawing, Ioana invites them one by one to present their friendship bricks. They are then glued together in such a way that they form a wall of friendship.

- Papusa Ioana cea Încrezătoare întreabă copiii dacă au văzut vreodată un zid sau o clădire din cărămidă. Ioana amintește faptul că în construirea unui zid sau a unei clădiri sunt puse una lângă cealaltă și una peste cealaltă mai multe cărămizi. Astfel Ioana propune copiilor să construiască un "friendship wall"
- Ioana împarte fiecărui copil o foaie de hârtie și explică că ea reprezintă cărămida fiecăruia. Păpușa cere copiilor să folosească creioanele colorate și să deseneze o imagine în care să ilustreze una din următoarele situații:
- * Cum construiește cu prietenul său
- * Un cadou pentru cel mai bun prieten
- * Cum împarte jucăriile cu un prieten
- După ce copiii au terminat desenele Ioana îi poftește pe rând să își prezinte cărămizile prieteniei. Ele sunt apoi lipite în așa fel încât formează un zid al prieteniei.

3 Me and the others

Cooperation both in free or organized games and in activities offers children the opportunity to get to know their classmates as closely as possible, to discover their common passions, to make friends and of course to learn to be understanding.

Materials: rainbow-coloured sheets of paper,

Cooperarea atât în cadrul jocurilor libere sau organizate cât și în cadrul activităților oferă copiilor posibilitatea de a-și cunoaște cât mai indeaproape colegii, de a-și descoperi pasiunile comune, de a lega prietenii și bineînteles de a învăța să fie înțelegători.

glue, coloured pencils, large sheets for making the poster.

Materiale: coli de hârtie în culoarea curcubeului, lipici, creioane colorate, foi mari pentru realizarea posterului.

Method: We divide the children into groups of 4 and each group receives 2 coloured sheets and 2 coloured pencils and 1 glue. Explain to the children that together they will have to draw something about themselves and their friendship on each coloured sheet and then stick the drawings on the poster.

Children are encouraged to be understanding with each other, to share, to wait their turn, to offer or ask for help. They only have two of each item, so they must collaborate with classmates.

The posters are displayed in the group room and analyzed by the children.

Through this activity, children are allowed to acquire behaviors necessary to establish and maintain interpersonal relationships and to develop appropriate interrelationship skills.

Modalități de desfășurare: Impartim copiii în grupuri de 4 și fiecare grup primește 2 foi colorate, 2 creioane colorate și 1 lipici. Se explică copiilor că împreună vor trebui să deseneze ceva despre ei si despre prietenie pe fiecare foaie colorată și apoi să lipească desenele pe poster.

Copiii sunt încurajați să fie înțelegători unii cu alții, să împartă, să își aștepte rândul, să ofere sau să ceară ajutor.

Posterele realizate sunt expuse în sala de grupă și analizate de copii.

Prin intermediul acestei activitati li se permite copiilor să achiziționeze comportamente necesare stabilirii și menținerii relațiilor interpersonale și să dezvolte abilități de interrelaționare adecvate.

4 How to handle a difficult situation

Through this activity, children will be practicing behavior that facilitates the establishment and maintenance of friendships, acquiring the ability to initiate age-appropriate interactions, developing

Prin aceasta activitate copiii vor exersa comportamente care facilitează stabilirea și menținerea relațiilor de prietenie, dobândirea capacității de a iniția interacțiuni adecvate vârstei, dezvoltarea toleranței la

tolerance for frustration when the construction they have erected is damaged.

Materials: Lego cubes.

frustrare în situația în care le este stricată construcția pe care au ridicat-o.

Materiale : cuburi lego.

Method: The children are divided into groups of 4 and receive a large enough number of cubes to build a castle, but small enough to force the children to cooperate, share materials and negotiate their role. The children will have to build a castle as high as possible in 5 minutes, during which time the teacher will go through each group at least 2 times and will demolish the construction made by the children. She will have to follow the reactions of each child in the group and identify the ability of each to resume the construction of the castle. The teacher will monitor the child's tolerance for frustration and will try through discussions and examples to identify as many persevering or non-persevering behaviors as possible.

This type of behavior allows children to develop appropriate interrelationship skills and helps children develop a tolerance for frustration when the situation demands it.

Modalități de desfășurare : Copiii sunt impartiti în grupe de câte 4 și primesc un număr destul de mare de cuburi pentru a construi un castel, dar suficient de mic pentru a obliga copiii să coopereze, să-și împartă materialele și să își negocieze rolul. Copiii vor trebui să construiască un castel cât mai înalt în 5 minute, timp în care profesorul va trece pe la fiecare grupă de cel putin 2 ori și va dărâma construcția făcută de copii. Aceasta va trebui să urmărească reacțiile fiecărui copil din grup și de a identifica capacitatea fiecăruia de a relua construcția castelului. Profesorul va urmări gradul de toleranță la frustrare al copiilor și va încerca prin discuții și exemple să identifice cât mai multe comportamente perseverente sau non-perseverente. Acest tip de comportament permite copiilor să dezvolte abilități de interrelaționare adecvată și ajută copiii să-și dezvolte toleranța la frustrare atunci când situația o cere.

5 How to be kind - The Lion Who Wanted to Love (story)

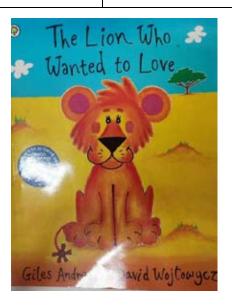
- Read the story (use the animals in the classroom)
- Repeat the wild animals and their actions
- My favorite animal playing a role (ordering and language)
- Profesorul citeste povestea (utilizand animalele de plastic din sala de grupa).
- Copiii vor repeta in ordine animalele personaje si actiunile leului.
- Animalul preferat joc de rol

The children will have to help each other to make the final scene of the story. This means that he must respect the position of the animals in the order they appeared in the story to help the lion.

The game takes place in the group room on the carpet. The children will be placed in a circle, and in the middle there is a box and on the walls of the box, the jungle is drawn. The river in the jungle will be represented by blue coloured paper and will be placed in front of the box. Each child will choose their favorite animal, will imitate its movements, but also the sounds and together they will try to create the final scene from the story.

Copiii vor trebui sa se ajute reciproc pentru a realiza scena finala din poveste. Asta inseamna ca trebuie sa respecte pozitia animalelor din sirul format, pentru a ajuta leul.

Jocul se desfasoara in sala de grupa pe covor. Copiii vor fi asezati in cerc, iar in mijloc sta o cutie pe peretii careia este desenata jungla. Raul din jungla va fi reprezentat prin hartie colorata albastra si va fi asezat in fata cutiei. Fiecare copil isi va alege animalul preferat, ii va imita miscarile, dar si sunetele si impreuna vor incerca sa creeze scena finala din poveste. In cazul in care grupul este mai mare decat numarul animalelor din poveste, mai multi



If there are more children than animals, several children can imitate the same animal, according to their preferences.

copii pot imita acelasi animal, dupa preferinte.

6 Working as a team - Room on the broom (story)

- Read the story and time make a poster
- Ordering objects
- Role play
- The teacher will read the children's story, and at the same time the children will make a poster with the characters from the story and the lost and recovered objects (removable laminated pictures for work at the poster on the whiteboard hat, dog, bow, bird, wand, frog, broom)
- Children will pronounce and put in order the lost and recovered objects, but also the characters in the story.
- Craft activity: The children will be seated at the tables, and each will receive a coloured sheet and two sets of chips representing the lost objects from the story and the characters who helped to recover them. They will take a token representing an object lost by the witch, colour it, then stick it on the sheet. The next step will be to associate the character who helped his recovery. During this time they will pronounce the name of the object and the character using different sentences. During

- Profesorul va citi povestea copiilor, iar in acelasi timp copiii vor realiza un poster la tabla magnetica cu personajele din poveste si obiectele pierdute si recuperate. Jetoanele cu personaje si obiecte vor fi ascunse in spatele tablei magnetice.
- Copiii vor pronunta si aseza in ordine obiectele pierdute si recuperate, dar si personajele din poveste.
- Activitate tip craft: Copiii vor fi asezati la masute, iar fiecare va primi cate o foaie colorata si doua seturi de jetoane ce reprezinta obiectele pierdute din poveste si personajele care au ajutat la recuperarea lor. Ei vor lua cate un jeton ce reprezinta un obiect pierdut de vrajitoare, il vor colora, apoi il vor lipi pe foaie. Pasul urmator va fi sa asocieze personajul care a ajutat la recuperarea lui. In acest timp vor pronunta numele obiectului si al personajului folosind diferite propozitii. Pe parcursul activitatii, copiii vor canta cantecul *Witch has lost her*...

the activity, the children will sing the song

Witch has lost her.....

Witch has lost her.... (to the tune of 'If you are happy and you know it')

Witch has lost her hat, and dog found it.

Witch has lost her hat, and dog found it.

Witch has lost her hat,

Witch has lost her hat,

Witch has lost her hat, and dog found it.

Witch has lost her bow, and bird found it.

Witch has lost her bow, and bird found it.

Witch has lost her bow,

Witch has lost her bow,

Witch has lost her bow, and bird found it.

Witch has lost her wand, and frog found it.

Witch has lost her wand, and frog found it.

Witch has lost her wand,

Witch has lost her wand,

Witch has lost her wand, and frog found it.

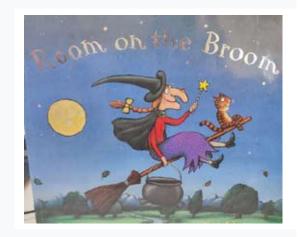
The broom it broke in two, they all fell down.

The broom it broke in two, they all fell down.

Broom it broke in two,

Broom it broke in two,

The broom it broke in two, they all fell down.



Class Rules





☑ Listen when someone is talking



☐ Play nice with others and the toys





The Earth and I

Topic: RESPECT

Italian group: Ferrua Stefania, Ruffinato Patrizia, Vesco Paola

1. THIS IS A HAPPY FACE song (practice happy/sad) - Graphing The children go out into the garden and find it covered with garbage (bottles, bags, paper, fruit peels, bottle caps, ...). Together we reflect on how they feel about their garden full of garbage:

"Are you happy or sad?" "I am ..." (in the meantime they put a sticker with a happy or sad smile on the billboard that becomes a histogram)

This is a happy face.

This is a happy face.

This is a happy face.

This is my happy face.

This is a sad face.

This is a sad face.

This is a sad face.

This is my sad face.

2. MOVEMENT GAME (practice plastic/paper/organic) -

Problem solving & classification

Observation of the histogram: what can we do to make our garden happier?

Game: we prepare the baskets for separate collection. Children replace every single item to be thrown away (repeating "plastic", "paper" or "organic") with a flower, making the garden clean and full of flowers.

3. ART (practice colours and FLOWER) – Colours, shapes, numbers

The children colour their flower by choosing the colour from a container, meanwhile the teacher asks the question and the child answers:

'What colour is your flower?' 'My flower is RED'

Children colour the flower with the chosen colour, using only their fingers (finger paints)

(More difficult alternatives:

- a. The flowers have petals of geometric shapes: circle, triangle, square, rectangle, ...
- b. The flowers have a different number of petals and in the pistil is written the corresponding number: 3,4,5,6,7,8, ...)

4. GAME WITH PARACHUTE (Practice SELF, OTHERS, EARTH and FRIENDS)

Let's move on to a more global vision: from ourselves and our little garden to others and everything around. We use a globe that we find as a gift in a box. The globe is happy, and with it we celebrate the cleaning of the garden with a parachute game.

Changed chant:

This is the earth's face.
This is the earth's face.
This is the earth's face.
The earth and I are friends!

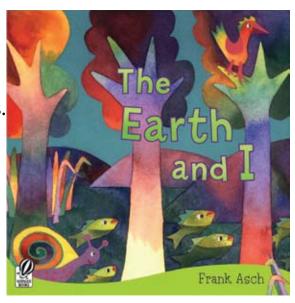
(Alternative: practice UP and DOWN.

Up associated to happy words and down associated to waste.

Exemple: Clean, clean, clean in the Bin, bin, bin)

5. READING OF THE BOOK: 'The earth and I' (Storytelling)

The first reading of the book takes place by focusing on the illustrations.



6. WORKING ON A STRUCTURE

The teacher prepares a poster divided in half with a simple grid: on one side there's the child, on the other the earth (globe). The teacher presents the logical connections between the action/feeling of the child and then ofthe earth.

'When I play.... She plays'
'When I listen....she listen'
'When I help...she helps'
'When I sing...she sings'
'When I dance...she dances'
'When I feel happy...she feels happy'
'When I feel sad...she feels sad'

After the teacher's demonstration, the children repeat the sentences guided by the images/symbols in black and white that represents actions and emotions.

7. CRAFT

Every child has a poster with all the images/symbols of the actions/emotions drawn in circle in black and white. They have to colour them.

After they must colour little puppies of the child and the Earth on a stick and use them on the poster while they sing the song together:

Sung to the melody 'If you're happy and you know it' with these words:

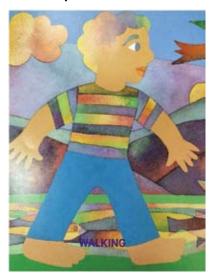
- When I play, She plays too stomp your feet
- When I listen, she listens too pull the ear
- When I help, she helps too, clap your hands
- When I sing, she sings too, snap the tongue
- When I dance, she dances too, turn around
- When I feel sad, she feels sad cry a little
- When I feel happy, she feels happy make a smile
- The earth and I are friends The earth and I are friends

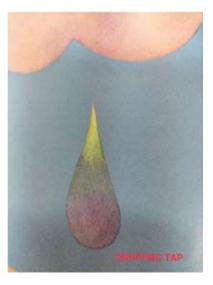
8. GAME WITH SOUNDS (Phonetic)

Before rereading the book, children receive flashcards representing the various SOUNDS and repeat the name of the object or action.

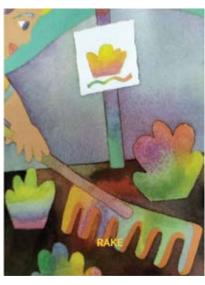
- WALKING
- RAIN
- STICKS
- RAKE
- EATING

- SINGING BIRDS
- WIND
- DRIPPING TAP (examples)









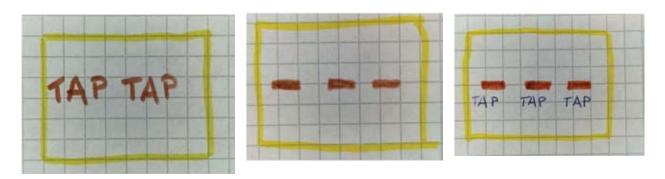


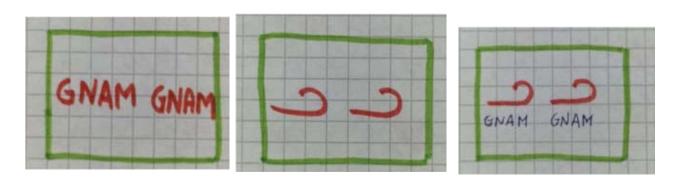
During the reading, whoever has the flashcard corresponding to the named sound has the task of standing up, showing it to his companions and reproducing the sound himself with the body, as he prefers.

(Alternatively:

a. The teacher can record the sounds corresponding to the flashcards and propose them to the children who have to guess what it is.

b. you can play a phonetic game with the Verbo-tonal method of Aldo Vinko Gladic. Together they invent phonetic graphics for each sound. For example:





9. CAUSE/EFFECT (practice before / after)

The teacher arranges some photographs on the table that represent the following elements or facts of the story:

Thunderstorm/rainbow
Seed salad/eat salad
The leaves fall/I pick them up
Man throws the garbage on the ground/nature is dirty
Man cleans/nature is clean
If the earth is happy/I am happy

(example)





The teacher asks to the children to understand cause / effect matching photos: what happens before and what happens next, as a result.

10. CRAFT (Creative Recycling)

We recover what we need to build musical instruments from recycling bins or in nature. Here are some examples:

Tambourines with aluminum cans beaten with sticks
Percussion of sticks between them
Plastic bag with dry leaves
Maracas of toilet paper or paper towel with seeds or stones
Hanger with sticks of different length hanged







CONCERT with recycled instruments named 'The Earth and I are friends'

Storytelling

Ivana Cavallo, Marina Monte, Susi Cameletti

Fasi attività:

Una mattina d'autunno durante il Circle Time leggiamo acalta voce una fiaba (Piccolo orso non vuole dormire), introduciamo il focus sul letargo e cambiamenti naturali dell'ambiente (stagionalità).



Lettura alternativa: Tempo di dormire di Denise Fleming

Activity phases:

One Autumn morning, during the Circle Time we read a fairy tale aloud (Little Bear won't sleep!) We introduce the focus on hibernation and natural changes in the seasonal environment.



Alternative reading: Time to sleep di Denise Fleming

Drammatizzazione:

i bambini in cerchio vengono stimolati a ripetere la storia aiutati da marionette a dita che indosseranno facendoli muovere su uno sfondo dipinto che raffigurante la foresta, la grotta, altri animali co-protagonisti del racconto, in un secondo momento invitiamo i piccoli alunni a confrontare le dimensioni dei vari personaggi che si trovano nella storia grazie all'utilizzo di carte (piccolo/grande)

Dramatization:

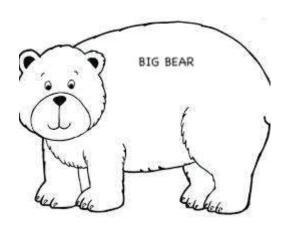
the children in a circle are encouraged to repeat the story helped by finger puppets that they will use by making them move on a painted background depicting the forest, the cave, other animals, co-protagonists of the story, later we invite the little students to compare the size of the various characters present in the story thanks to the use of cards (small/large)









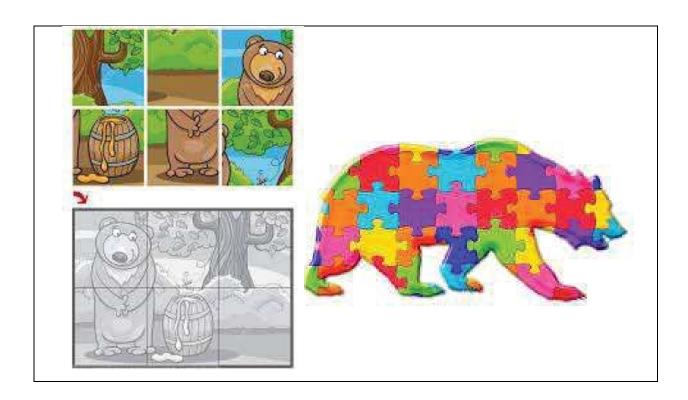


Restituzione grafica del racconto utilizzando varie tecniche, chiediamo agli alunni di pensare a quali materiali e a come poter realizzare il loro lavoro. Mettendo sul tavolo a disposizione dei bambini quanto da loro suggerito, nominando i materiali.

Graphic rendering of the story using various materials

Children create a graphic rendering of the story using various techniques, asks the pupils to think about which materials and how to carry out their work. By putting what is suggested by them on the table at the children's disposal, naming the materials.

For example: What would you like to use?



Inventiamo/creiamo con bambini una canzone, durante il canto ci divertiamo ad utilizzare degli strumenti musicali -

We invent/create a song with the children, while singing we enjoy using musical instruments.

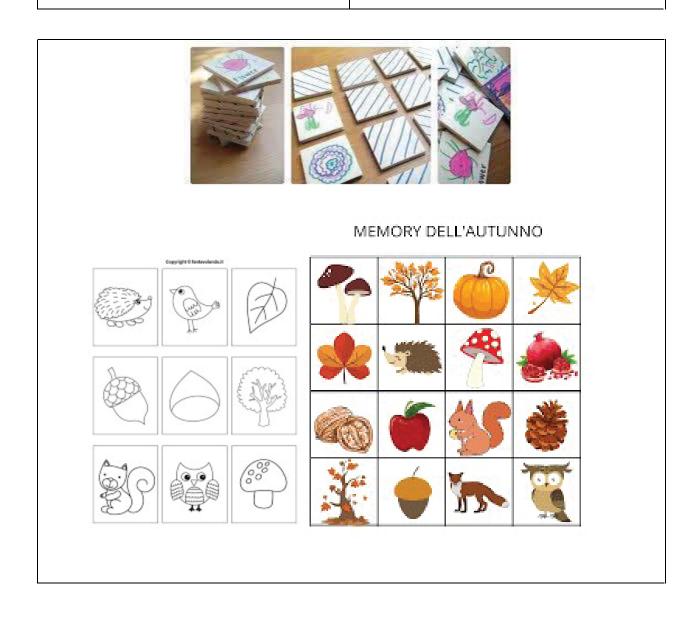


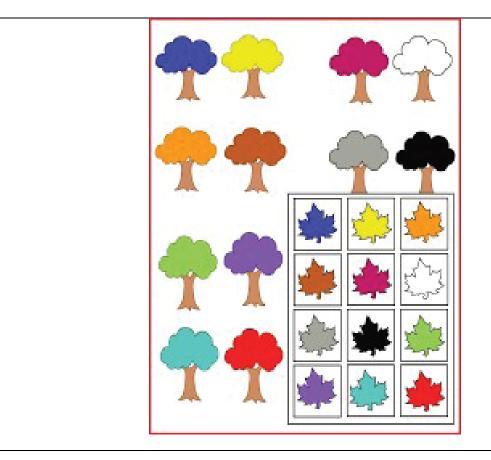
Piccolo orso non vuole dormire, fai la nanna piccolo orso con la tua mamma...

Little bear does not want to sleep
go to sleep little bear
with your mom ...
are you sleeping, are you sleeping, little bear, little bear
no, I don't want to, no, I don't want to, go to sleep

Scatola con sorpresa: con tessere memory costruite dagli alunni giochiamo con questo gioco di società in piccolo gruppo.

Box with surprise: With the memory cards built by the pupils, we play this board game in small groups. They get the black and white images and colour them in.





Al termine dell'attività svolta a tavolino guardiamo ϵ ascoltiamo un video su YOUTUBE:

https://www.youtube.com/watch?v=8xXvVvAFEQQ

Terminato il video nominiamo i colori associandoli ai frutti /foglie dell'autunno o agli animali.

Il bambino dovrà posizionare la foglia sull'albero del colore uguale sulla chioma dell'albero nominandola: esempio " la foglia è marrone= colore marrone" (seriazione:colore)

Materiale utilizzato: foglio plastificato con disegnato vari alberi con chiome di colore diverso e foglie da appaiare. At the end of the activity at the table we watch and listen to a video on YOUTUBE:

https://www.youtube.com/watch?v=8xXvVvAFEQQ

At the end of the video, we name the colours by associating them with autumn fruits/leaves or animals.

The children have to place the leaf on the tree of the samecolour on the crown of the tree naming it: example 'the leaf is brown = brown' (seriation: colour)

Material used: laminated sheet with drawings of various trees with different coloured foliage and leaves.

Uscita sul territorio alla scoperta della natura che cambia...- Out on to discover the changing nature.



Trasformazione di materiali naturali raccolt

Aiutiamo i bambini a trasformare la natura... guardiamo il video come stimolo!

Quante foglie abbiamo utilizzato per costruire questo animaletto?

Transformation of collected natural materials

We help children transform nature...let's watch the video as a stimulus!

(we continually name the various words in the language)

How many leaves did we use to build this little animal?

https://www.youtube.com/watch?v=Q8WWBrbqXD/





Metodologie utilizzate

Metodologie: Circle - Time - Didattica laboratoriale Problem solving - Brainstorming - Tinkering - utilizzo di strumenti informatici

Methodologies used

Methods: Circle - Time - Laboratory teaching - Problem solving - Brainstorming - Tinkering - Use of IT tools.

At the conclusion of the work done:

A conclusione del lavoro fatto

Valutazione finale: ogni bambino metterà uno smile sull'icona rappresentante l'attività maggiormente gradita.

Final evaluation: each child will put a smile on the icon that represents the most popular activity.



Valutazion e	A)	を含ませ なななあり	-	6	. Ecc
Şofia	100 5				
Matilde		100 5		100 5	
Aurora			1005		
Leonardo	100				
Matteo		100 5			
Luca				100 5	
Anastasia	100 5				





