



Erasmus+

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"Effective strategies in reading education of students"



„The magical power of books”

- a media journey to the land of values and children's imagination

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I. Description of the course cycle

„Once upon a time, in a faraway land...”, - we remember these words, which filled us with joy and curiosity, because there was always a fascinating story behind them.

Reading books together with adults has a huge impact on the development of a little person. Fairy tales, poems, children's literature - help your child learn and name his own emotions and suggest ways to deal with them. A properly selected book for a child enriches knowledge, develops the mind, is a source of entertainment and fun. Books are also a treasury of universal moral values. The need for contact with a book does not arise spontaneously in a child, hence the upbringing must be aroused by the teacher or the parent.

Therefore, one of the tasks of the kindergarten is, among others awakening readers' interests. By identifying with the protagonist, children are able to work through various difficult situations and deal with unpleasant emotions. They acquire new social and emotional skills and it is easier for them to identify their experiences.

Thanks to reading the relevant literature, the child becomes better, internally richer, it wants good and justice to always triumph.

The main objective:

1. The main aim of the course is to promote reading children's literature among children as a way of their development, education, gaining knowledge and bringing up a happy person, as well as shaping social attitudes in preschool children.
2. Specific objectives:
 - 1) promoting and developing reading skills among children,
 - 2) transferring moral values through literature,
 - 3) triggering positive emotions (joy, satisfaction, sense of security)
 - 4) developing imagination, concentration and attention, creative thinking skills,
 - 5) conducting reading activity with the use of modern information technologies -multimedia presentations, DVDs, CDs.
4. Completion date

Classes will be held in the period: April 20xx - May 20xx

II. Course topics:

1. „My friend Winnie the Pooh”.

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2. „The multimedia world of Julian Tuwim” - classes with the use of multimedia techniques.

A lesson plan for 5,6-year-olds

1. My friend Winnie the Pooh



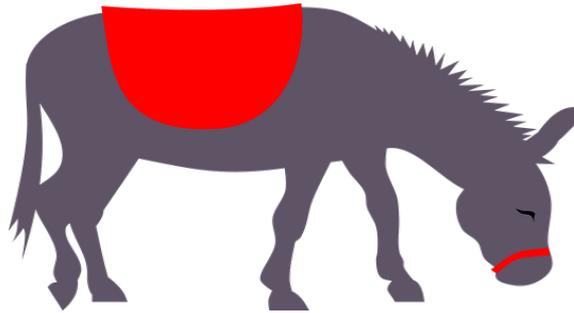
2. TEACHING MEASURES:

A picture of Winnie the Pooh, a picture story entitled "Winnie the Great Friend", Eeyore silhouettes, two scarves, plates, honey, spoon, sashes, card with questions, orders for groups, Cds.

1) COURSE OF THE CLASSES:

- a) "Winnie the Pooh" - discovering a picture. The children sit in front of the blackboard with a hidden picture on it. The teacher reveals small fragments of it. The kids' task is to guess who is in the picture.
- b) "Train to the Hundred Acre Wood" - fun in movement with music. All children from both groups sing a song and, imitating the movement of the train, move to the rhythm of the music around the room.
- c) "Winnie the Pooh is a great friend" - a teacher's story based on a picture story and the text of A. A. Milne, "Winnie the Pooh".

THE Old Grey Donkey, Eeyore, stood by himself in a thistly corner of the forest, his front feet well apart, his head on one side, and thought about things.



So when Winnie-the-Pooh came stumping along, Eeyore was very glad to be able to stop thinking for a little (...).

So Eeyore stood there, gazing sadly at the ground, and Winnie-the-Pooh walked all round him once.

"..What's happened to your tail?" he said in surprise.

"What has happened to it?" said Eeyore.

"It isn't there!"

(...)

"Let's have a look," said Eeyore, and he turned slowly round to the place where his tail had been a little while ago, and then, finding that he couldn't catch it up, he turned round the other way, until he came back to where he was at first, and then he put his head down and looked between his front legs, and at last he said, with a long, sad sigh, "I believe you're right".

Pooh felt that he ought to say something helpful about it, but didn't quite know what.

So he decided to do something helpful instead.

"Eeyore," he said solemnly, "I, Winnie-the-Pooh, will find your tail for you."

So Winnie-the-Pooh went off to find Eeyore's tail.

"If anyone knows anything about anything," said Bear to himself, "it's Owl who knows something about something," he said.



Owl lived at The Chestnuts, and old-world residence of great charm because it had both a knocker and a bell-pull.



Underneath the knocker there was a notice which said:

PLES RING IF AN RNSER IS REQIRD.

PRO SZE ZWONIDŹ JEŹLIKTO HCE PO RADYA

Underneath the bell-pull there was a notice which said:

PLEZ CNOKE IF AN RNSR IS NOT REQID.

PROSZE PÓKADŹ JEŹLIKTO NIEHCEPO RADY

Winnie-the-Pooh read the two notices very carefully, first from left to right, and afterwards, in case he had missed some of it, from right to left. Then, to make quite sure, he knocked and pulled the knocker, and he pulled and knocked the bell-rope, and he called out in a very loud voice, "Owl! I require an answer! It's Bear speaking." And the door opened, and Owl looked out.

"Hallo, Pooh," he said. "How's things?"

"Terrible and Sad," said Pooh, "because Eeyore, who is a friend of mine, has lost his tail. And he's Moping about it. So could you very kindly tell me how to find it for him?"

"Well," said Owl, "the customary procedure in such cases is as follows."

"The thing to do is as follows. First, Issue a Reward." "A Reward!" said Owl very loudly. "We write a notice to say that we will give a large something to anybody who finds Eeyore's tail."

"Well, then," said Owl, "we write out this notice, and we put it up all over the Forest." And, he explained that the person to write out this notice was Christopher Robin. "It was he who wrote the ones on my front door for me. Did you see them, Pooh?"

He said "No, not at all", without really knowing what Owl was talking about?

"Didn't you see them?" said Owl, a little surprised. "Come and look at them now."

So they went outside. And Pooh looked at the knocker and the notice below it, and he looked at the bell-rope and the notice below it, and the more he looked at the bell-rope, the more he felt that he had seen something like it, somewhere else, sometime before.

“Handsome bell-rope, isn't it?” said Owl.

Pooh nodded.

“It reminds me of something,” he said, “but I can't think what. Where did you get it?”

“I just came across it in the Forest. It was hanging over a bush, and I thought at first somebody lived there, so I rang it, and nothing happened, and then I rang it again very loudly, and it came off in my hand, and as nobody seemed to want it, I took it home, and”

“Owl,” said Pooh solemnly, “you made a mistake. Somebody did want it.”

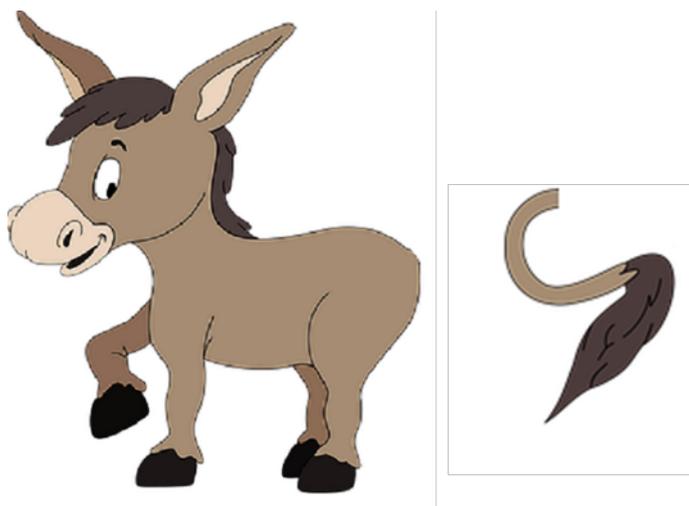
“Who?”

“Eeyore. My dear friend Eeyore”. So with these words he unhooked it, and carried it back to Eeyore; and when Christopher Robin had nailed it on its right place again, Eeyore frisked about the forest, waving his tail happily.

A.A. Milne (excerpts from the story "Winnie the Pooh")

<https://winnie-the-pooh.bib.bz/chapter-4-in-which-eeyore-loses-a-tail-and-pooh-finds-one>

1) “Found tail” - integration game.



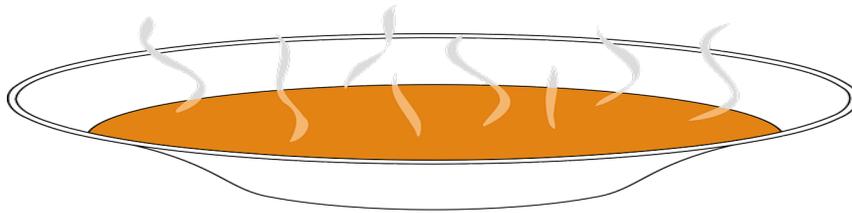
The figures of Eeyore are hung on the blackboard (one silhouette for a group). Volunteers from the groups come up and, blindfolded, try to pin the donkey's tail. The rest of the children try to direct the volunteer by telling them where to pin (left, right, down, up).

2) "Sing with Pooh" - physical activity with music

Children stand in a circle and sing a song, illustrating its content with movements, e.g. clapping or jumping up.

3) "Little snack" - a game of integration.

There are plates with poured honey on the table. The task of willing children will be to lick the honey from the plates as quickly as possible without using their hands.



4) „Friends of Pooh" - a quiz.

Selected children from both groups form two teams. Each team answers questions about Winnie the Pooh and his friends.

- a) What is the name of the forest where Winnie the Pooh lives?
- b) What does Tigger like to do the most?
- c) What is the name of the boy visiting Winnie and his friends?
- d) What colour is Winnie the Pooh's top?
- e) Which of Pooh's friends grows carrots?
- f) Whom did Tigger teach happy dance?
- g) Who is the Smartest in the Hundred Acre Wood?

5) "Two Bears" - a dance fun.

Children get together in pairs and dance in circles, then create several wavy lines and move to the rhythm of the music.

6) "Winnie is our friend"

- awarding groups of Winnie the Pooh orders.



7) End of classes.

Lesson plan for 6-year-olds.

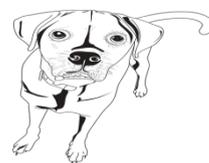
2. The multimedia world of Julian Tuwim - classes with the use of multimedia techniques.

- 1) **Teaching aids** - "Multimedialny Świat Julian Tuwim" CD, - letter diagram for each child, - computer, - multimedia projector.
- 2) Course of classes.
 - f) Welcome.
 - g) Introduction to the topic of classes - a word puzzle.

"Even though there is no lock or key, you open and close it often. Inside, there are many secrets: poems, fairy tales and stories."

(a book)

- h) Introducing children to the figure of the poet - displaying a short presentation.
- i) Reading a fragment of the poem entitled "Dżoncio". Tuwim loved animals. He said about his beloved dog Dżoncio that he is the smartest dog in Warsaw.
- j) Common recitation of the poem "Glasses (Okulary)". The teacher displays a presentation to the poem "Glasses" on the screen, which includes illustrations for the poem and text. Children recite a poem with their teacher. Then the teacher asks the children questions:
 - Name the places where Mr. Hilary looked for his glasses.



- Name as many garments as possible where Mr. Hilary looked for his glasses.

f) Animation to the poem "Mischief (Figielek)". The teacher launches the multimedia program "Multimedia world of Julian Tuwim". Children listen to the poem and watch the animation.

What animals appeared in this poem?

- g) Finding the differences in 2 pictures to the poem "Mischief (Figielek)". On the big screen, children watch two nearly identical images. Then they find the differences and (using the mouse on the computer) mark out 10 details that make these photos different.
- h) Letter diagram. Children are given a diagram - a letter puzzle. 9 poem titles by J. Tuwim should be crossed out of the diagram. The rest of the letters read horizontally will form the password.
- i) Summary of the classes. Checking the knowledge of the poet's poems. The children finish the sentences read by the teacher.
- What Murzynek does not bathe, "because he is afraid that he might get whitened"?
 - What has Mr. Hilary lost?
 - What Elephant was terribly forgetful?
 - What has fallen from the stove?
 - What was the name of the girl who did everything "Alone! Alone! Alone!"?
 - What's standing at the station? ...



In what poem the boy lied to his aunt that he put the letter in the mailbox?

f. End of classes.

Note

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We thank their authors.