



Erasmus+

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"Effective strategies in reading education of students"



READING PROGRAM "I like it when someone reads to me"

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Introduction

Systematic reading to a child "for pleasure" is the most effective method of educating a young reader. Constant contact with a book and library enables children to develop their reading interests, the ability to use sources of information, as well as lasting aesthetic and emotional experiences.

Contact with a book is of great importance for the intellectual development of a child, it allows them to develop their imagination, enrich their vocabulary and the sphere of emotional experiences. The book allows you to ask questions and get answers to them. The future reader is shaped by appropriate literature. However, in order for a book to fulfill its proper role, certain principles should be followed when selecting it. We must pay attention to what language it is written in. Is its content of educational value? What aesthetic values do illustrations have, because pictures appeal to a younger child more than the text itself?

The pictures should be viewed together with the child, questions should be asked and the content should be discussed, stimulating the child's mental activity.

Given these facts, our efforts focus on encouraging not only children but entire families to read together. From our own experience we know that this way of spending time together helps to build and deepen family relationships.

MAIN OBJECTIVE OF THE PROJECT

PROMOTION AND DEVELOPMENT OF READING AMONG CHILDREN

DETAILED OBJECTIVES:

1. Introducing children to the world of literature.
2. Developing children's artistic talents: recitation, art and acting.
3. Developing a rich language.
4. Shaping reading habits.
5. Developing the habit of taking care of books.
6. Limiting the time spent in front of the TV and computer.
7. Improving the skills of listening comprehension.
8. Developing and expanding knowledge about the world, awakening curiosity about the world and imagination.
9. Strengthening the child's self-esteem.
10. Building and deepening the bond between a parent and a child.

11. Introducing children to the works of famous authors of children's literature, such as Jan Brzechwa, Julian Tuwim, Wanda Chotomska and the works of selected fairy-tale writers.
12. Encouraging parents to read aloud and systematically to their children.
13. Understanding the moral message of selected literary works, shaping the desired social attitudes.
14. Elimination of negative emotions such as aggression (calming children).
15. Learning to interact with literature in an independent, reflective and creative way.

METHODS, FORMS AND MEANS OF THE PROGRAM IMPLEMENTATION

1. Common reading of stories, fairy tales and poems aloud by teachers, parents, librarians and invited guests.
2. Organizing a library in a room composed of books by selected authors.
3. Text interpretation - recitation, small theatrical forms. Song, recitation, art and reading competition (together with parents).
4. Continuation of library activities.
5. Working with a book as a source of literature and knowledge about the world.
6. Introducing children to the profiles of Polish poets (children aged 5.6).
7. The use of various art techniques to illustrate the learned texts.
8. Preparation of kindergarten events with the use of learned literary texts.
9. Involving parents to participate in the life of the facility and in the implementation of the program.

Methods of working with children:

- work with the whole group,
- teamwork,
- individual work.

Teaching aids: children's literature: (fairy tales, poems, stories), books of various types: (encyclopedias, reference books, dictionaries), CDs with stories read by famous people, art materials, etc.

IMPLEMENTATION OF TASKS IN INDIVIDUAL MONTHS:

1. **SEPTEMBER** - *Creating situations conducive to shaping the behavior and actions of the conscious reader:*
 - 1) establishing cooperation with the Powiat Pedagogical Library (Powiatowa Biblioteka Pedagogiczna) in Giżycko - setting the schedule of meetings,
 - 2) setting up a book corner in the rooms, (bookcases) - arranging books together by type,
 - 3) setting the rules for using books in established libraries, lending pre-school books to willing children for the weekend (documentation in notebooks),
 - 4) learning selected works adapted to the age of the child.

2. **OCTOBER** - *Consolidation of the knowledge on how the book was created:*
 - 1) watching an educational film on "How a book is made",
 - 2) a trip to the Puppet Theater in Olsztyn - older groups,
 - 3) lending books to willing children - all year round,
 - 4) involving parents in reading works of literature in kindergarten and at home,
 - 5) bringing by children their own books for reading together - all year round,
 - 6) educating parents - articles on the newsletter in the cloakroom and on the website - all year round.

3. **NOVEMBER** - *Introducing the characters of popular fairy tales and stories by famous authors:*
 - 1) reading selected fragments of books to children,
 - 2) viewing illustrations of the characters of the songs being listened to,
 - 3) playing the theater with the use of glove and string puppets,
 - 4) participation of children in the "Wierszokleci" (Rhymers) recitation competition,
 - 5) lending books to willing children,
 - 6) involvement of parents in reading songs to children after dinner as part of the nationwide campaign „Cała Polska Czyta Dzieciom” ("All of Poland Reads to Children"),
 - 7) Teddy Bear Day celebration.

4. **DECEMBER** - *Presenting a variety of children's works in the form of verbal, artistic, musical and physical (on topics related to Christmas):*
 - 1) reciting poems, singing pastorals and Christmas carols,
 - 2) staging a nativity play,
 - 3) creating works of art after listening to literary works such as "The Girl with Matches", "A Christmas Carol".

5. **JANUARY, FEBRUARY** - *Using selected characters from literature as models of attitudes and moral values:*
 - 1) listening to the song by W. Osiejewa: "The Magic Word" - showing children such values as: good, wisdom and kindness towards the elderly,
 - 2) preparation of a verbal and music program on the occasion of Grandma and Grandpa's Day,
 - 3) inviting Grandmothers and Grandparents to read and tell interesting fairy tales and stories to children, stimulating the child's imagination,
 - 4) listening to S. Szuchowa's fairy tale "Mateuszek on an enchanted island" read by her teacher; discussion of the content of the fairy tale, Mateusz's behavior and how he learned to use the words: "please", "thank you", "sorry",
 - 5) listening to relaxation fairy tales calming children (eliminating negative emotions),
 - 6) developing respect for the book, as well as the ability to share it with others,
 - 7) repairing damaged books,
 - 8) making a bookmark,

6. **MARCH** - *Understanding the work of a librarian and library premises:*
 - 1) going to the library - talking about the rules of borrowing books from the library and appropriate behavior in the library and reading room,
 - 2) listening to the poem: "A request of a book",
 - 3) setting up a reading card for a group in the library, borrowing books for reading in kindergarten,
 - 4) getting to know the different types of books in the library - arranged in a certain order,
 - 5) an art competition between kindergartens,
 - 6) a book as a source of information - bringing your own books (encyclopedias, albums, dictionaries) to the kindergarten.

7. **APRIL** - *Introducing the authors of books for children: Julian Tuwim, Jan Brzechwa, Dorota Gellner:*

- 1) listening to stories, talks about authors of books for children,
- 2) using writing works for orthophonic exercises,
- 3) repeating fragments of poems with a variable tone of voice (e.g. soft, loud, quieter or louder) according to your own interpretation, etc.

8. **MAJ**- *Przybliżanie autorów literatury europejskiej:*

- 1) listening to fairy tales by H.Ch. Andersen, Brothers Grimm, Ch. Perrault with an indication of the countries they come from on the map of Europe,
- 2) "Reading under the tree" - reading fairy tales in the garden,
- 3) organizing a book collection for children in need.

9. **JUNE** - *Providing children with opportunities to tell well-known fairy tales on their own and to try to create their own stories,*

- 1) the action "A student reads to a preschooler" - reading poems to children by older children (kindergarten graduates) - presenting the works of Polish poets,
- 2) "My Favorite Book" - art competition for children and parents,
- 3) "Chronicle of my group" - creating a book of my own authorship.

ANTICIPATED CHILDREN ACHIEVEMENTS - EVALUATION

The above-mentioned program, in its assumptions, is to promote the achievement of the following results:

- improving language skills,
- increasing understanding of texts and instructions,
- learning to think,
- improving concentration of attention,
- developing memory and imagination,
- calming down and the ability to control your emotions,
- strengthening children's self-esteem,
- creating a bond between the teacher and the children,
- increase in desired behaviors,
- increasing parental involvement in reading to children at home,
- increase in readership.

In the evaluation of the outlined activities at the stage of pre-school education, help will be provided primarily by parents who, in cooperation with teachers, should continue to develop interest in reading together with their children at home.

In this way, certain models of behavior created by the teacher will be transferred to everyday life.

Final evaluation will be based on conducting group knowledge competitions about the book (known poems, fairy tales and stories and their authors) adjusted to the age of children.

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