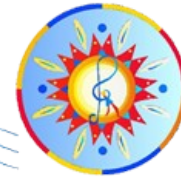




Istituto Comprensivo Statale ad Indirizzo Musicale
“MANERI – INGRASSIA – DON MILANI”
Via Passaggio dei Picciotti-3 - 90123 PALERMO



Erasmus Project Closing the Word Gap 2019-1-UK01-KA229-061373_2

Virtual meeting
29th March 2021



The words tree

Sezione O

Children Age: 5

Teachers: Mancuso - Meli



STORIES FORGE HUMANITY

“... imagination, if stimulated to create words, plays an important role in forging the tools to experience the world and to interwine creatively on it. Fables and tales are important for maths as maths is important for fables. Fables are important for poetry, music, utopia, politics: in general for the all human being and not merely to daydream.”

(Gianni Rodari, The grammar of fantasy)



OBJECTIVES AND AIMS

- Stimulating language and cognitive skills
- Developing understanding of the texts and story
- Increasing grammar competence and lexical enrichment
- Improving the communication skills
- Gaining selfconfidence
- Using the right pronunciation as well as the prosody of the language
- Foster logical and creative thinking
- Broaden the lexicon



THE ACTIVITY

TIME: 12 sessions twice a week – 20 min.

STEP 1

Teacher reduces the illustrations to the minimum

STEP 2

- Narration (popular tale)
- Focus on new words
- Matching words and flashcards
- Making hypothesis on the meaning of the new words

STEP 3

Children rielaborate the story using new vocabulary with the support of flashcards



9 REASONS TO USE VISUALS

www.northstarpaths.com

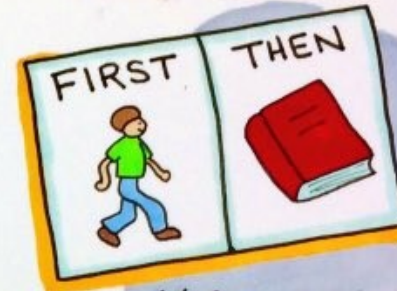
@kwiens62



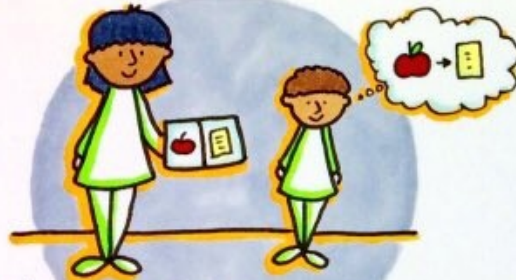
- VISUALS ARE PERMANENT
(SPOKEN WORDS DISAPPEAR)



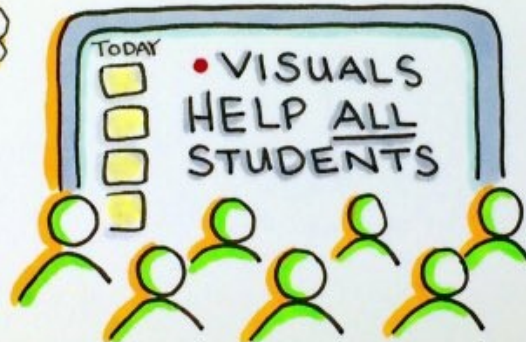
- VISUALS ALLOW TIME
FOR LANGUAGE PROCESSING



- VISUALS PREPARE
STUDENTS FOR TRANSITIONS



- VISUALS HELP KIDS
SEE WHAT YOU MEAN



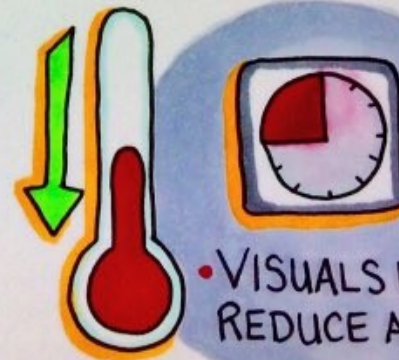
- VISUALS HELP
BUILD INDEPENDENCE



- VISUALS ARE TRANSFERABLE
BETWEEN ENVIRONMENTS
AND PEOPLE



- VISUALS HAVE NO ATTITUDE
 - NO TONE
 - NO FRUSTRATION
 - NO DISAPPROVAL



- VISUALS HELP
REDUCE ANXIETY

Kristin Wiens 2017

THE ACTIVITY

STEP 4

- Teacher hides the used flashcards together with others (popular stories)
- Children seek the flashcards (15min.) and select the appropriate one
- Children put in order flashcards to tell the whole story

STEP 5

The words tree

STEP 6

Dramatization



METHODOLOGICAL FRAMEWORK



AUGMENTATIVE COMMUNICATION

- Can produce speech but needs assistance
- Experiences emotional disturbances
- Not fluent in certain languages
- Unable to produce understandable language

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC)

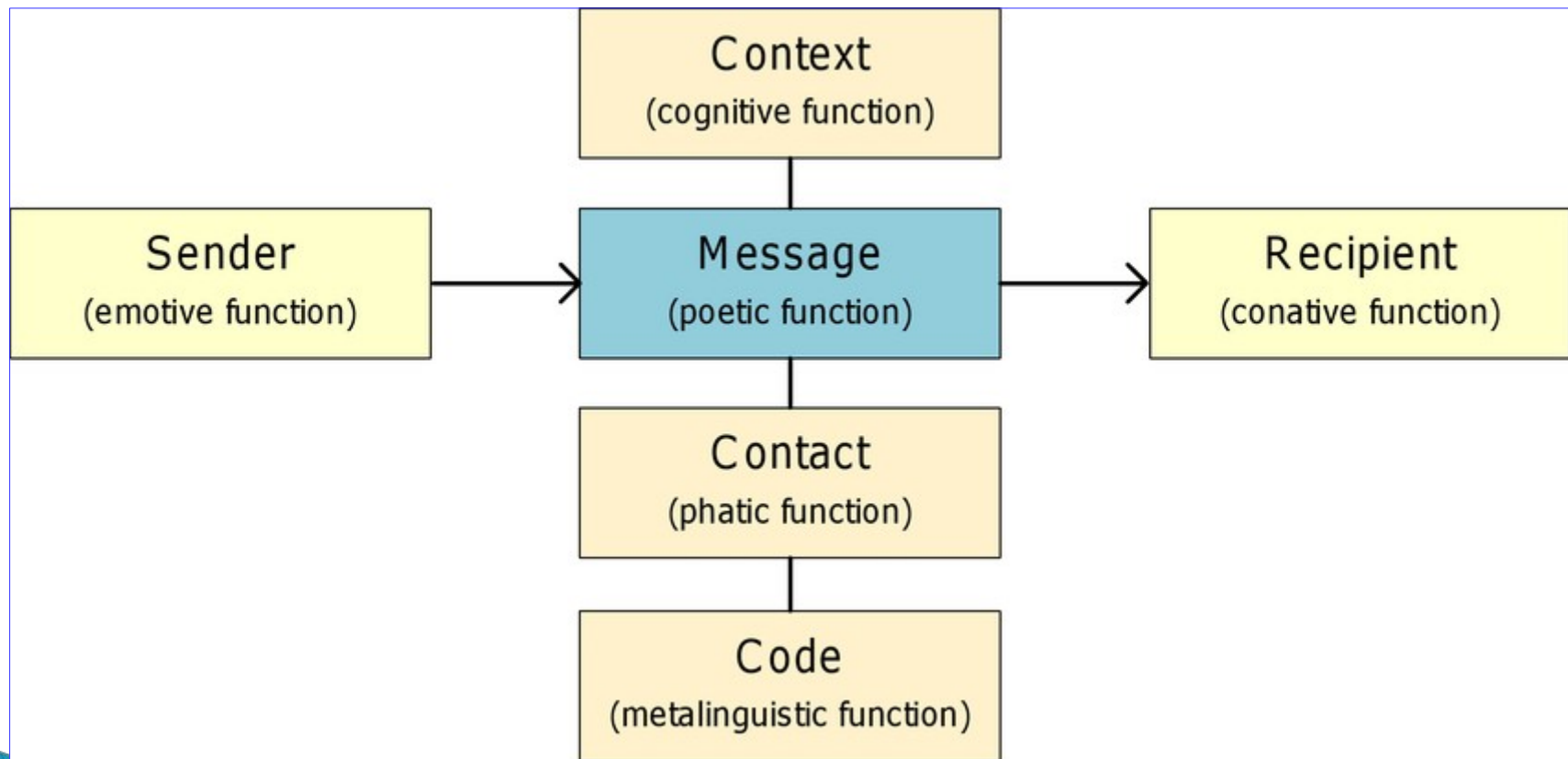
"AAC is assistive technology that uses high and low tech, aided and unaided symbols, and other forms of language to supplement or replace natural speech."



PSYCHOLOGICAL FRAMEWORK

Children (age 5):

- understand short sequences
- phrase longer sentences and use conjunctions
- get to experience the linguistic functions:



IMPORTANT DYNAMICS

Symbolic streams:

1. Analogic representation ———→ understanding similarities and synonyms

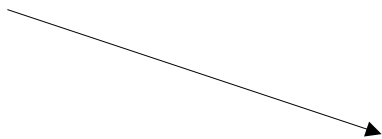


Global understanding

2. Verbal language ———→ from description to generalization



Dramatization ———→ Conceptualization of roles



Separation good/evil