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 sensory box

Sezione R

Children age: 3-4-5

Teachers: Randisi - Fontana

THE ACTIVITY

STEP 1

Children feel an object inside a box and guess what it is

STEP 2

Children describe the object

STEP 3

- Teacher asks questions to enhance the association to similar objects
- Teachers asks to tell a story/episode about the object

STEP 4

Brainstorming of associations

STEP 5

Children find the differences of meaning of the different words

PSYCHOLOGICAL FRAMEWORK

- From perception to knowledge

1. Tactile: elementary information (E.G. softness, texture, temperature, etc..)
2. Realization of the shape, the way it can be divided, etc…

- Sensory register → short term memory

- From STM to LTM trough input questions

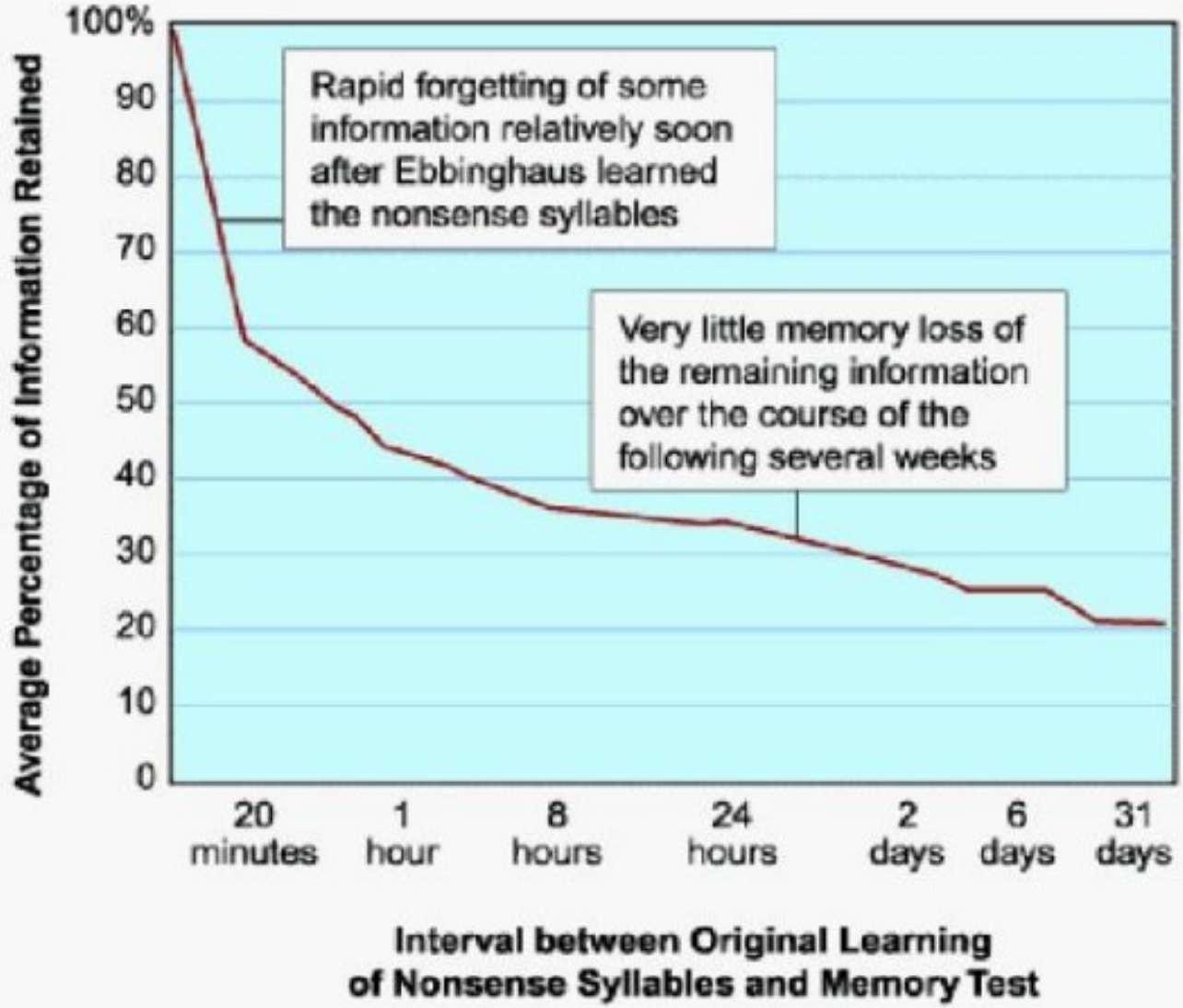
- Associations

Tell an episode happened in the class
Tell an episode happened to you

→

Passage from the shared knowledge to a private one

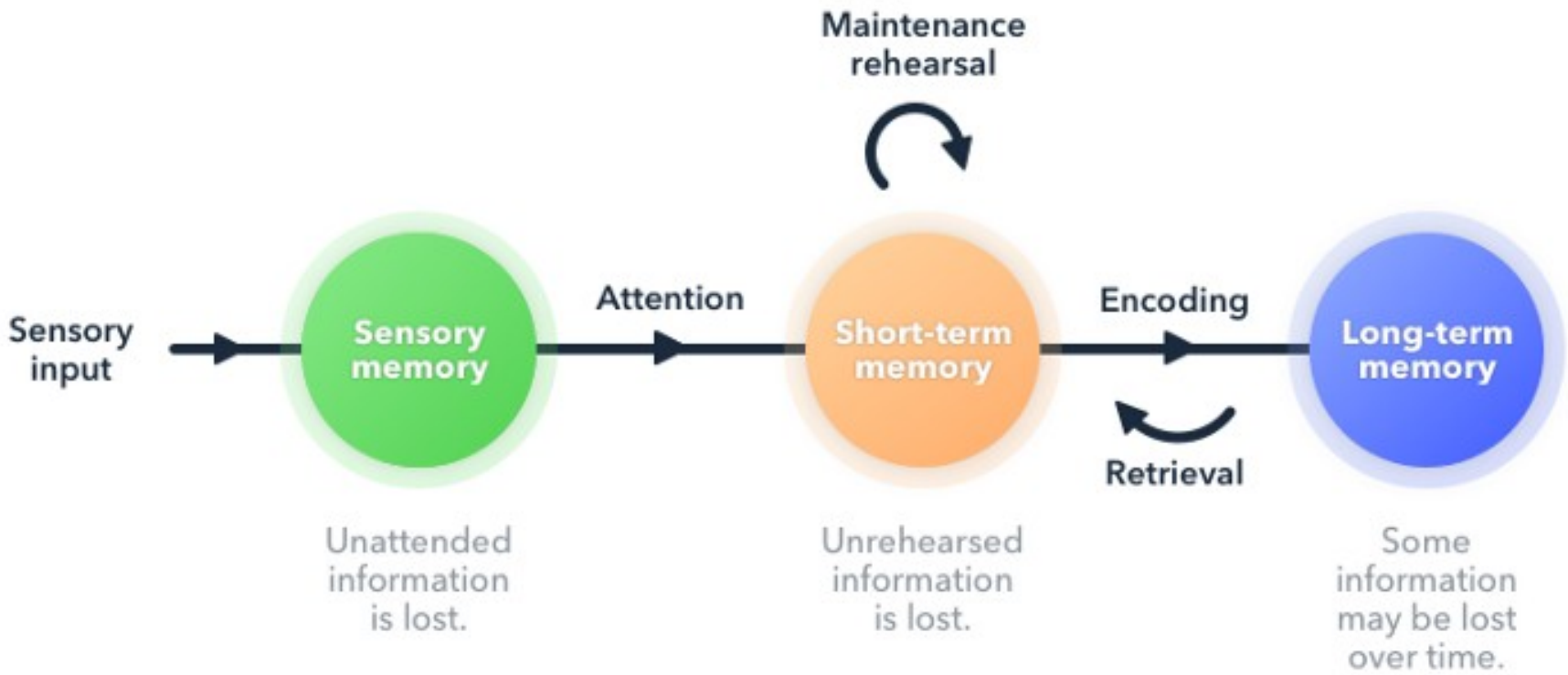
Ebbinghaus's Forgetting Curve

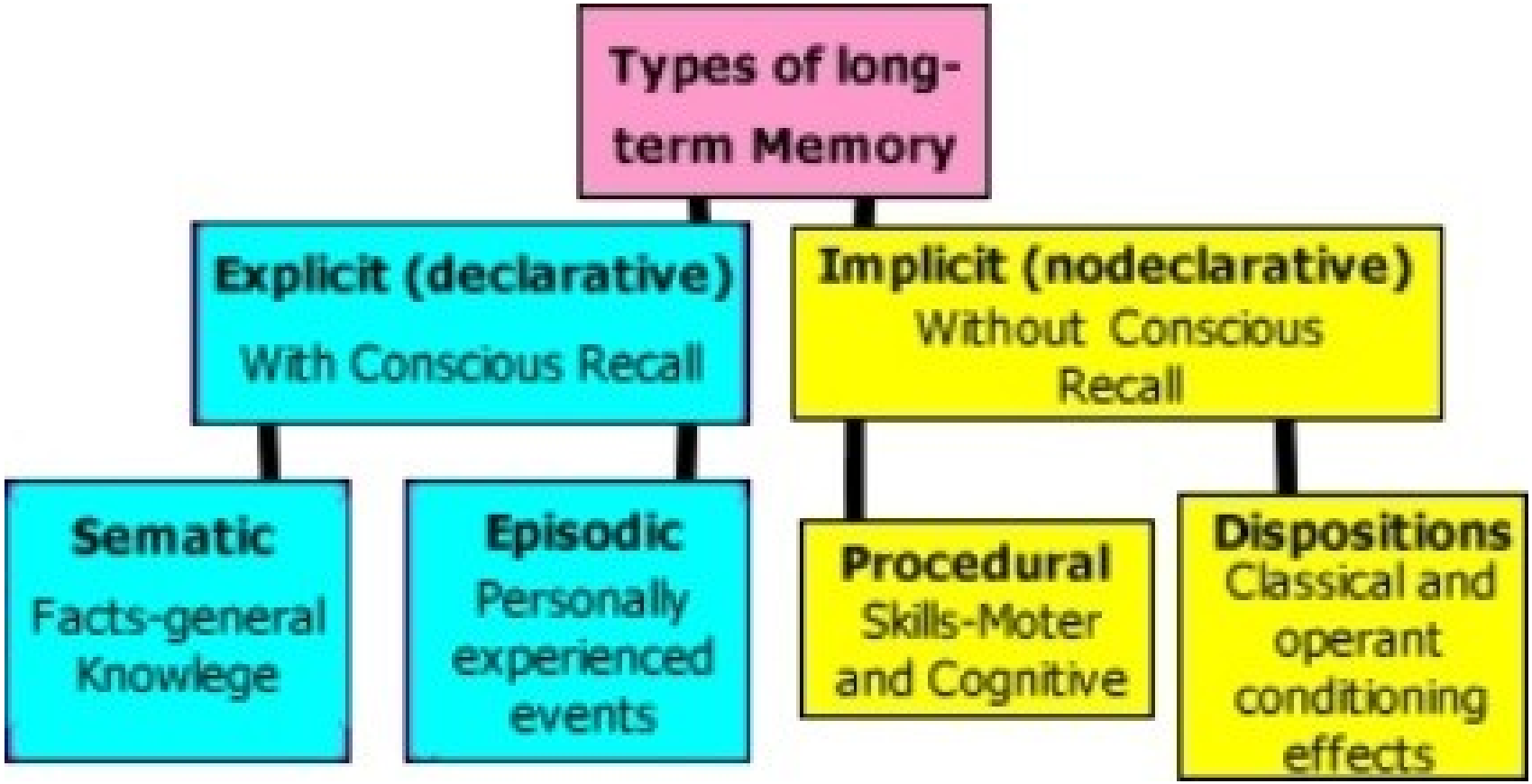


Short-term Memory

Learn more...

- What is short-term memory?
- Capacity of short-term memory
- Losing information from short-term memory
- Transfer to long-term memory
- Poor short-term memory a barrier to learning success


Maintenance rehearsal
Sensory input
Sensory memory
Attention
Short-term memory
Encoding
Long-term memory
Retrieval
Unattended information is lost.
Unrehearsed information is lost.
Some information may be lost over time.


Types of long-term Memory
Explicit (declarative)
With Conscious Recall
Implicit (nodeclarative)
Without Conscious Recall
Sematic
Facts-general Knowlege
Episodic
Personally experienced events
Procedural
Skills-Moter and Cognitive
Dispositions
Classical and operant conditioning effects

WORKING ON SEVERAL MEMORIES

Semantic memory

Declarative memory **Episodic memory**

Tale

METHODOLOGICAL FRAMEWORK

A look on Maria Montessori

"*In nowadays education there is a prejudice: the teacher should offer the child an object to get him to know its qualities in term of colours, surface and shape. However if objects are too many to be categorized, qualities are unlimited in number. Qualities can be compared to the alphabet: few sounds and uncountable words. Considering qualities separated one from the other means giving the alphabet, the tool, for discovery: a key to open the world of knowledge. The one who has classified qualities, and experienced the nuances of each quality, can really understand the environment and the nature of each and every single thing*"

(From "Child mind – Maria Montessori)