The child is made of one hundred

by Ilaria Piccioli

CARE

EDUCATION

PLAY

DEVELOPMENT OF CHILDREN'S BASIC SKILLS AND SOCIAL BEHAVIOUR

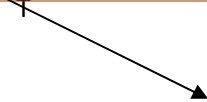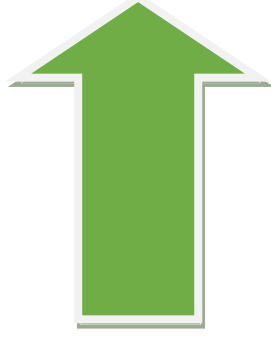KINDERGARTEN

EARLY CHILDHOOD EDUCATION

MORE INFORMAL HOME-BASED ACTIVITIES

PRE-SCHOOL EDUCATION

Montessori method

Reggio Emilia approach

K	I	M
Key Word	**Information** (Definition of the Word)	**Memory Cue** (Sentence or Picture)

K.I.M. VOCAB CHART

Kindergarten Graphic Organizer

System of education	
Age of children	
When, where and by whom it was created	
Meaning of the word 'Kindergarten'	
Main goals of kindergarten education	

THE HUNDRED LANGUAGES OF CHILDREN

The child is made of one hundred.

The child has

a hundred languages

a hundred hands

a hundred thoughts

a hundred ways of thinking

of playing, of speaking.

A hundred.

Always a hundred

ways of listening

of marveling, of loving

a hundred joys

for singing and understanding

a hundred worlds

to discover

a hundred worlds

to invent

a hundred worlds

to dream.

The child has

a hundred languages

(and a hundred hundred hundred more)

but they steal ninety-nine.

The school and the culture

separate the head from the body.

They tell the child:

to think without hands

to do without head

to listen and not to speak

to understand without joy

to love and to marvel

only at Easter and at Christmas.

They tell the child:

to discover the world already there

and of the hundred

they steal ninety-nine.

They tell the child:

that work and play

reality and fantasy

science and imagination

sky and earth

reason and dream

are things

that do not belong together.

And thus they tell the child

that the hundred is not there.

The child says:

No way. The hundred is there.

Loris Malaguzzi

Founder of the Reggio Emilia Approach

PICTURE DESCRIPTION GRAPHIC ORGANIZER

Pictures	Objects in the room	Colours and materials used	Space	Children's activities

"THE CHILD IS MADE OF ONE HUNDRED" WORKSHEET

Answer the questions below.

1) This poem is filled with joy, exuberance, sadness and truth. Find in the text words and images referring to each of the above mentioned feelings.

JOY	EXUBERANCE	SADNESS	TRUTH

2) What do the "hundred languages" mentioned by the poet refer to, in your opinion?

....
....
....
....

3) What should children be free to choose according to the poet?

....
....
....
....

4) The second half of the poem details the destruction of the child's languages. Who destroys them?

....
....
....

5) Which aspects of a child's personality should be preserved and enhanced by educators according to the poet?

....
....
....
....

SPEAKING PERFORMANCE ASSESSMENT RUBRIC	
CATEGORY	SCORE
CONTENT/SUBJECT/KNOWLEDGE	/40
FLUENCY	/10
VOCABULARY	/30
PRONUNCIATION	/20
TOTAL SCORE	/100

Siti che offrono risorse utili per lezioni di tipo *blended*

- www.engvid.com/
- www.bbc.co.uk/learningenglish/
- www.eslvideo.com/
- https://learnenglishteens.britishcouncil.org
- https://learningenglish.voanews.com/
- http://englishwithjennifer.com/
- http://britlish.com/
- https://ed.ted.com/
- https://padlet.com/mhfasquel

Excepts from the books by Ilaria Piccioli

published by Editrice San Marco

- A World of Care. New Edition with Resource Book

- Ways of the World

- Around Kids and Beyond

Focus on Language

HOW TO CREATE A CONCEPT MAP

Concept maps (also called spidergrams, because they resemble a spider's web) are a very useful tool to study, organize information and solve problems because they are easy to draw and help you visualize and remember notions and concepts. Concept maps are an effective graphical method of taking notes.

To create a spidergram from a given text you must:

1   identify the **main concept**. In other words you must ask yourself: 'What is the text about?'
2   identify **other ideas** that are connected with the main concept;
3   identify the **relationship** among the main concept and related ideas.

Remember: not all information in a text needs to be included in the spidergram. Minor details and extra information can be left out if they are not necessary.

The structure of a concept map is the following:

● the **knot** is a frame or circle that contains the key concept and related ideas. Usually the main concept is represented with a shape or colour different from the other ideas, in order to be more easily identified;
● the **arrows** represent the relationships between concepts and ideas.
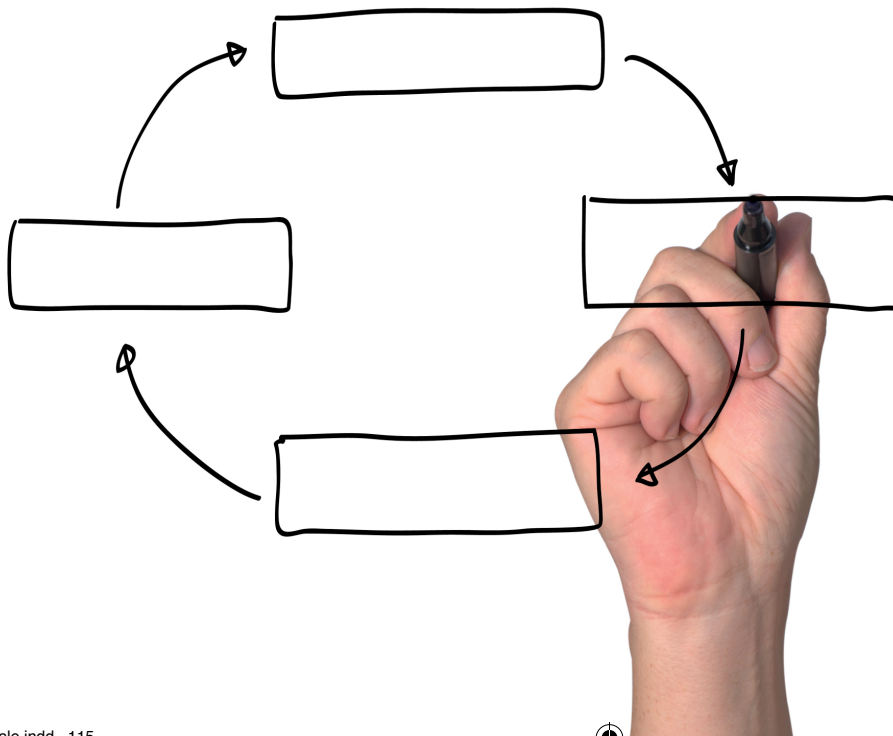
6 EARLY CHILDHOOD EDUCATION: KINDERGARTENS

Early childhood care and education is a diverse area of learning. It ranges, on the one hand, from formal pre-primary education, which is integrated with the national education system, through **kindergartens** where care, play and education are all included, to more informal and often home-based activities.

The German word 'Kindergarten' refers to a variety of institutions providing **preschool** or **pre-primary education** to children aged between three and seven, depending on the country concerned. Kindergarten originated in Germany in the early 19th century with the aim of developing young children's basic skills and social behaviour through games, music and simple handicraft[1]. The German teacher Friedrich Fröbel opened the first kindergarten in a village in the German region of Thuringia. Fröbel, who was largely self-educated, dedicated his life to providing children with an education that could develop their spirits as well as their bodies by making use of their natural creativity. This type of preschool embodied Fröbel's philosophy of 'guided play' and was called 'Kindergarten' by Fröbel himself as to suggest that it was a sunny experience that could cultivate children like plants and let them bloom like flowers. Though this new philosophy soon became popular all over the world, the German government banned kindergartens fearing that they would not be rigorous and formal enough. In the 1850s, refugee teachers established kindergartens in England, where the German word was adopted without translation, while in the United States the first kindergarten was opened in 1856.

Kindergarten provides an educational context in which children's creative instincts are organised in a constructive way through the use of songs, stories, games, and simple manual activities which stimulate social expression and cooperation. In this way, children learn to communicate, play, and interact with other children appropriately. For children who have previously spent most of their time at home, kindergarten may serve the purpose of training them to be part of a group while remaining calm without their parents. By playing and interacting with other children on a regular basis they can get their first idea of friendship. These characteristics of kindergarten have learning and behavioural benefits for children.

GLOSSARY

1 any activity in which you use your hands in a skilful way to make things

03
Rhymes and Lullabies

The Gift of Imagination

Imagination is the ability to dream, create, improvise and entertain oneself anywhere and anytime. Imagination is an essential gift for children as it allows them to express their true authentic self and improves their ability to deal with feelings and problems. Due to an active imagination, words often evoke unusual associations in the mind of children.

In this passage from *The Songlines*, Bruce Chatwin recalls how, during his childhood, the word 'Australia' used to call to his mind a series of strange-looking creatures and was always associated to the idea of movement and travel which were to become the primary goals of his adult life.
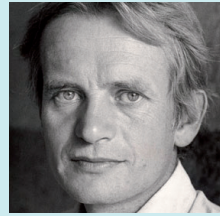
BRUCE CHATWIN
(1940-1989)

Bruce Chatwin is a British writer known for his novels and travel essays. As a young boy he created his first job as a guide to Shakespeare's monument and tomb. When he was fourteen, he travelled alone to Sweden, living there with a family to whom he taught English. He worked as a columnist for the *London Times* and was particularly interested in the study of nomadic cultures. His first book *In Patagonia* (1977) consists of a hundred short chapters relating the author's adventures in Patagonia, while *The Songlines* (1987) was inspired by Chatwin's travels among aboriginal nomads in Australia. He died in 1989 at age 48.

Before Reading
What kind of books did you like reading/looking at during your childhood?

GLOSSARY
1 walked in
2 rejected
3 with arrogance
4 be opened suddenly

An Incessant Red Country

In my childhood I never heard the word 'Australia' without calling to mind the fumes of the eucalyptus inhaler and an incessant red country populated by sheep. My father loved to tell, and we to hear, the story of the Australian sheep-millionaire who strolled into[1] a Rolls-Royce showroom in London; scorned[2] all the smaller models; chose an enormous limousine with a plate-glass panel between the chauffeur and passengers, and added, cockily[3], as he counted out the cash, 'That'll stop the sheep from breathing down my neck.' I also knew, from my great-aunt Ruth, that Australia was the country of the Upside-downers. A hole, bored straight through the earth from England, would burst out[4] under their feet. 'Why don't they fall off?' I asked. 'Gravity,' she whispered.

She had in her library a book about the continent, and I would gaze in wonder

LISTENING

Elizabeth Peabody House

● *The first kindergarten in the United States was founded in Wisconsin by a German lady, Margarethe Meyer Schurz, who initially taught five children in her home, including her own daughter. However the first English-language kindergarten in America was opened in 1859 by Elizabeth Peabody. Listen to the following short text about the Elizabeth Peabody House and then answer the questions below.*

① When and where was the Elizabeth Peabody House founded?
② What did Elizabeth Peabody do in her life?
③ Where was her house originally located?
④ What kind of services did it originally provide?
⑤ What kind of services does it provide today?

7 APPROACHES TO CHILDHOOD EDUCATION

Childhood care and education ranges from formal school and preschool education, which is integrated with the national education system through infant and elementary schools, to more informal activities.
Psychologists, **anthropologists** and educators have developed innovative educational philosophies that have sometimes been adopted by many school programmes.

THE MONTESSORI METHOD
This revolutionary educational philosophy was developed in the 1920s by Italian **pedagogist** Maria Montessori and is based on the principles listed below.

❯ **No Passive Listeners**: the child is the leader and the teacher's job is not to lead and lecture, but to observe and follow, sensing when the child is ready to try something new and being ready to present it as close to the perfect time as possible. The learning style is very physical and a lot of emphasis is placed on actively pursuing tasks.

❯ **No Gold Stars**: Montessori discovered that rewards and punishments were not necessary for children to learn – or learn happily. Instead, the learning experience was successful when the child was allowed to pursue[1] his/her own interests – whether it be washing a table, feeding the cat or learning the alphabet.

❯ **Learning from Other Children**: classroom children are grouped in mixed ages and abilities. There is a great deal of interaction between children of differing ages and a lot of socialising. Older children generally teach younger ones.

❯ **Character Education**: Maria Montessori believed that character education – teaching children to take care of themselves, each other and the world

A **psychologist** studies the human mind and how it influences people's behaviour.
An **anthropologist** studies people, their cultures and societies.
A **pedagogist** studies theories of teaching.

GLOSSARY

1 try to achieve

Sean O'Faolain # The Trout

WARMING UP

Speaking

■ *Before reading the story, answer the following questions.*

1 Did you like exploring places when you were a child? What were your favourite places?

2 What childhood stories did you believe in when you were very young?

WHILE READING

Comprehension

■ *While reading through, answer the questions in the margin.*

2 🔊

What is the Dark Walk?

laurel

One of the first places Julia always ran to when they arrived in G. was The Dark Walk. It is a laurel walk, very old, almost gone wild, a lofty midnight tunnel of smooth, sinewy[1] branches. Underfoot the tough brown leaves are never dry enough to crackle: there is always a suggestion of damp and cool trickle.[2]

She raced right into it. For the first few yards she always had the memory of the sun behind her, then she felt the dusk closing swiftly down on her so that she screamed[3] with pleasure and raced on to reach the light at the far end; and it was always just a little too long in coming so that she emerged gasping, clasping her hands, laughing, drinking in the sun. When she was filled with the heat and glare[4] she would turn and consider the ordeal[5] again.

This year she had the extra joy of showing it to her small brother, and of terrifying him as well as herself. And for him the fear lasted longer because his legs were so short and she had gone out at the far end while he was still screaming and racing.

When they had done this many times they came back to the house to tell everybody that they had done it. He boasted.

Glossary
1 strong   **2** thin flow of water   **3** cried out   **4** bright light
5 difficult experience

Definitions

■ *Read the story again and find the words corresponding to the definitions below.*

1 Soft bag of cloth or leather filled with feathers or rubber foam on which to sit

....

2 Young male cow

....

3 Thick, soft dessert made of flour, milk and eggs

....

4 Small mark differing in colour from its surroundings

....

5 A body of water smaller than a lake

....

6 The soft, movable part in the mouth used for eating and speaking

....

Matching

■ *Match each verb with the corresponding noun. Then build a sentence of your own for each verb.*

1 Lose   **A** Flowers   ....
2 Tell   **B** The carriage   ....
3 Make   **C** A medal   ....
4 Win   **D** A story   ....
5 Pick   **E** Friends   ....
6 Leave   **F** A bet   ....

Adjectives

■ *What are the English equivalents of the following Italian adjectives?*

1 Antipatico   ....
2 Sognante   ....
3 Petulante   ....
4 Sincero   ....
5 Educato   ....
6 Carino   ....
7 Inevitabile   ....
8 Delizioso   ....
9 Spaventato   ....
10 Pallido   ....

Writing

■ *Construct sentences using Don't (what the aunt says) and Why (what the children ask).*

DON'T

WHY

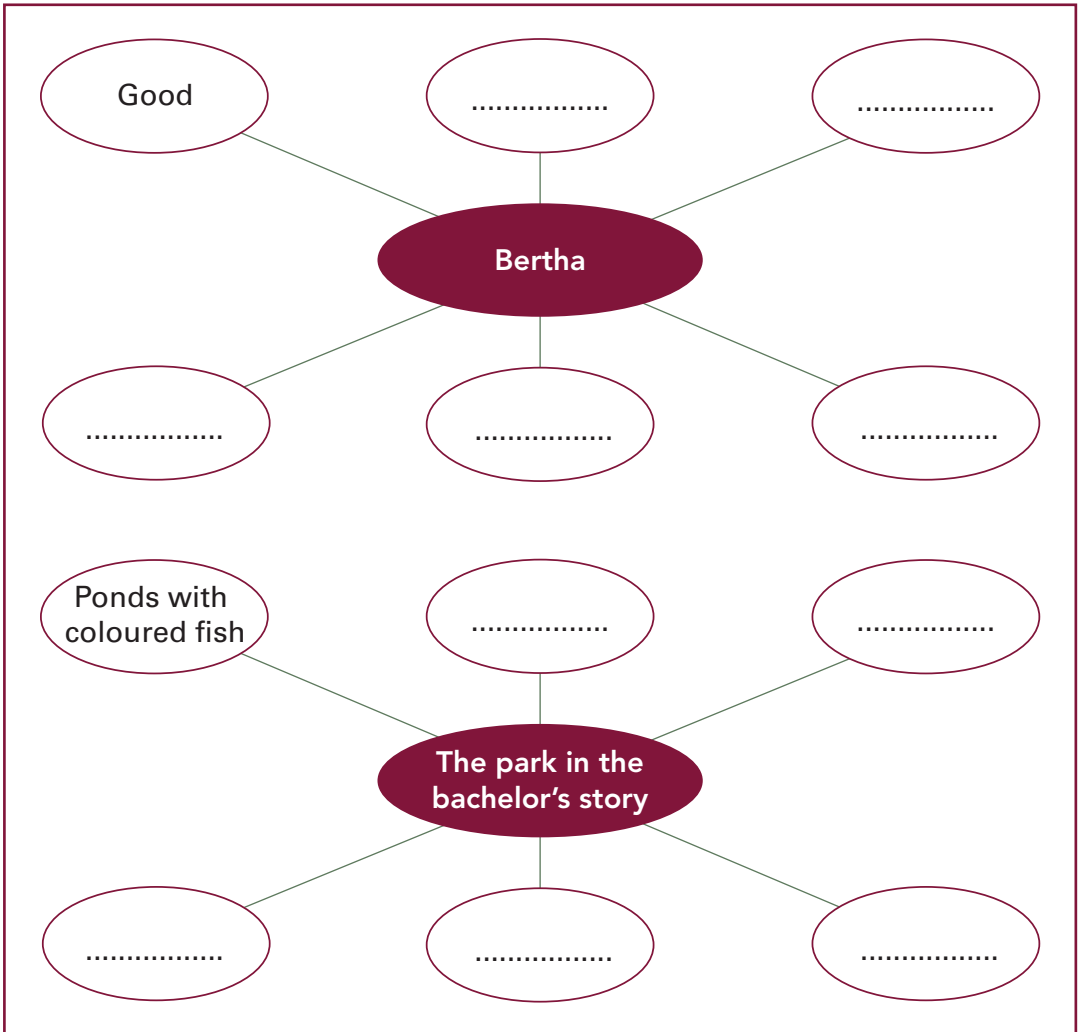..   ....
....
....
....
....
....

Mind mapping

■ *Complete the mind maps below with words from the story.*

Good

....

....

Bertha

....

....

....

Ponds with coloured fish

....

....

The park in the bachelor's story

....

....

....

A PRESCHOOL LESSON PLAN

A **lesson plan** is a detailed description of a lesson a teacher is going to give. Here are some guidelines to follow when preparing a lesson plan.

1   Before planning effective lessons, you must assess your **students' skills** in communication, language and number awareness, movement skills, social and emotional development.

2   Using a computer program or a notebook, create a **calendar of the semester or school year**. By including start and end dates and holidays, you will have an outline of the plan for the preschool year.

3   Choose a **topic** for each month and focus on a specific **area** each week. For example, topics can be 'The Community', 'Food', 'The Weather'. If the month's theme is 'Food', the weekly focus areas may include 'Breakfast', 'Lunch', 'Dinner' and 'Desserts'. The focus areas will be further developed in daily lessons.

4   Write your class's **daily schedule**. This might look something like:
   –   8-8.10 am: arrival, roll call
   –   9-9.20 am: potty break
   –   10-10.20 am: outdoor recess

5   Divide the remaining time into **subject areas**, on which you will focus your lessons. Activities might include oral language, letter recognition, motor skills, book time, number recognition, etc. Remember to focus on all major areas of early learning, including emotional, social, physical and cognitive development, that are the major goal of preschool curricula.

6   Organise these subject areas in **small blocks of time** of about 10-20 minutes each, according to the length of your school day. Preschoolers' attention spans are short, so changing the activity regularly is essential. At this point, your schedule may look something like this:
   –   8-8.10 am: arrival, roll call
   –   8.10-8.30: community circle
   –   8.30-8.45: phonological awareness
   –   8.45-9: free play or art
   –   9-9.20: potty break, snack
   –   9.20-9.40: reader's workshop
   –   9.40-10: maths
   –   10-10:20: outdoor recess
   –   10.20-10.40: vocabulary
   –   10.40-10.50: community circle

7   Now you can fill in activities and lessons with specific tasks and content. Each activity or lesson should connect the topic, focus area and subject area.

VOCABULARY

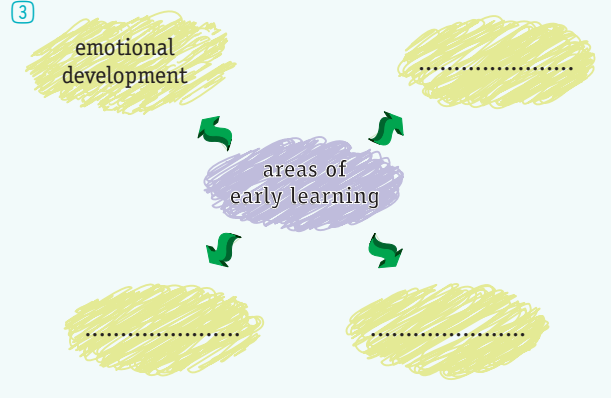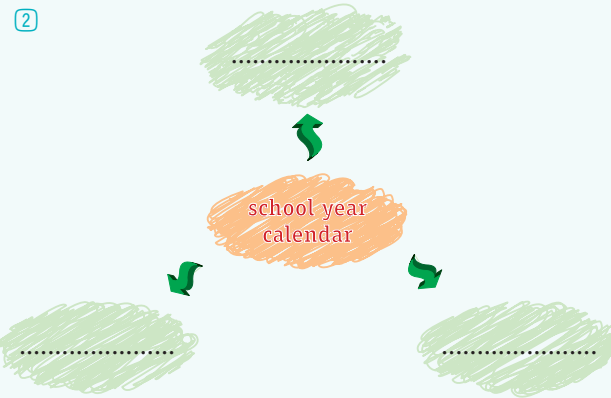● *How do you say this in English?*

1. Abilità motorie ....
2. Sviluppo cognitivo ....
3. Vasino ....
4. Ricreazione all'aperto ....
5. Programma giornaliero ....

6. Programma della scuola dell'infanzia ....
7. Tempi d'attenzione ....
8. Appello ....
9. Laboratorio di lettura ....
10. Merenda ....

MIND-MAPPING

● *Complete the mind maps below.*

1.

communication

....

skill assessment

....

2.

....

school year calendar

....

3.

emotional development

....

areas of early learning

....

MATCHING

● *The following are the main steps to be followed when planning a lesson. Match each of them with the corresponding description.*

1. Identify your objective ....
2. Choose your approach ....
3. Include games and fun activities ....
4. Answer your students' questions ....

Ⓐ Implement the lesson by responding to your students' questions and interests, even if it diverts from the original plan. Make notes afterwards about what worked well and what did not. This could be useful for future lessons.

Ⓑ Don't forget that the most developmentally appropriate way for small children to learn is through play. Preschool lessons should be fun and involve a variety of senses and skills. Gather your materials. This might include paper, pencils, crayons, books, a CD player, or other items.

Ⓒ The objective should target what you want your students to know or be able to do. Objectives can be skill-based, conceptual, or both. Skill-based objectives require that your students learn to do something new. Examples include: draw a triangle, buckle their shoes independently, spell their name. Conceptual objectives require that your students understand a concept. Examples include: identify a triangle, describe the weather, share their feelings in circle time.

Ⓓ The approach may vary depending on your objective, the skills and the interests of your students. Approaches might include: writing or tracing letters or numbers; painting, drawing, or other art; gross motor exercises or activities; songs with or without motions; sorting and counting activities using small figures or toys, etc.