

<b>Updated On</b>	2018/11/19																														
<b>Curricular Year / Period</b>	2018/19 / S1																														
<b>Course</b>	Educação Pré-Escolar																														
<b>Curricular Unit</b>	Didática do Português na Educação Pré-Escolar																														
<b>Language(s) of Instruction</b>	Português Inglês																														
<b>ECTS/tempo de trabalho (horas)</b>	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th>5</th><th>125</th><th>T</th><th>TP</th><th>PL</th><th>S</th><th>TC</th><th>E</th><th>O</th><th>OT</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td>45</td><td></td><td></td><td></td><td></td><td></td><td>15</td></tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral								5	125	T	TP	PL	S	TC	E	O	OT				45						15
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<b>Prerequisites</b> <small>[Curricular Units that must precede and specific entry competences]</small>	Not applicable																														
<b>Learning outcomes</b> <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>To understand and analyze legal documents regulating pre-school education, as well as other reference texts on language development in pre-school ages.</p> <p>To know the specificities of oral and written language development in childhood.</p> <p>To search and construct knowledge, in a reflexive and well-founded way, in the scope of the teaching of the mother tongue.</p> <p>To draw up activities and didactic units planning, mobilizing theoretical and practical knowledge based on the scientific-pedagogical and prospective learning of a pedagogical attitude that promotes the development of the skills involved in the use of the mother tongue.</p> <p>It is intended that students acquire research and information processing skills and critical and reflective analysis of the documentation provided. It is also intended that they consolidate scientific-pedagogical competences acquired during the degree course in Basic Education and mobilize this knowledge by designing integrative didactic sequences that can be operationalized in the context of nursery and /or pre-school education.</p>																														
<b>Syllabus</b>	<ol style="list-style-type: none"> <li>Portuguese Didactics and Pre-School Education: curricular models and participation's pedagogies</li> <li>The domain of oral language in pre-school education <ul style="list-style-type: none"> <li>the development of verbal communication</li> <li>the role of the adult and, in particular, of the educator: dual or collective interaction; diversity of communication situations</li> <li>from intuitive knowledge to the development of linguistic consciousness - the playfulness of language</li> </ul> </li> <li>The discovery of writing <ul style="list-style-type: none"> <li>emerging literacy</li> <li>children's conceptions about written code: functionality, figurative and conceptual aspects</li> <li>involvement with reading: motivation and habits</li> <li>literature for children and ways of reading</li> </ul> </li> <li>Contexts and activities promoting the development of skills involved in the use of mother tongue</li> </ol>																														
<b>Teaching methodologies (including assessment)</b> <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p><b>1 - Teaching methodologies</b></p> <p>Sessions of theoretical and practical nature, contemplating moments of theoretical exposure by the teacher as well as reflection-debate on the programmatic contents and individual and / or group activities resulting from the development of the program. Appeal to the e-web platform for consultation of documentation and interaction teacher / students and vice versa.</p> <p><b>2 - Period assessment</b></p>																														

	<p>A project work, in a group:</p> <ul style="list-style-type: none"> <li>- written work - 60%;</li> <li>- oral presentation - 40%.</li> </ul> <p>The final average will be a weighted average.</p> <p><b>3 - Examination assesement</b></p>
<b>Bibliography</b>	<p><b>1 - Main Bibliography</b></p> <p>Mata, L. (2008). A Descoberta da Escrita: textos de apoio para educadores de infância. Lisboa: ME/DGIDC.</p> <p>Silva, I. et al (2016). Orientações Curriculares para a Educação Pré-escolar. Lisboa: MEC/DGE.</p> <p>Sim-Sim, I. (2008). Linguagem e comunicação no jardim de infância: textos de apoio para educadores de infância. Lisboa: ME/DGIDC.</p> <p><b>2 - Complementary Bibliography</b></p> <p>Albuquerque, F. (2000a). À descoberta da palavra redondinha. Porto: Porto Editora.</p> <p>Albuquerque, F. (2000b). A hora do conto. Lisboa: Editorial Teorema.</p> <p>Azevedo (coord.) Formar leitores das teorias às práticas. Lisboa: Lidel.</p> <p>Costa, J. e Santos, A. L. (2004). A falar como os bebés. O desenvolvimento linguístico das crianças. Lisboa: Caminho.</p> <p>Freitas, M. J. et al. (2007). O conhecimento da língua: desenvolver a consciência fonológica. Lisboa: ME/DGIDC.</p> <p>Lopes, J. A. (2006). Desenvolvimento de competências linguísticas em jardim-de-infância. Manual de actividades. Porto: Edições Asa.</p> <p>Sim-Sim, I. et al. (2001). A formação para o ensino da língua portuguesa na educação pré-escolar e no 1º ciclo do ensino básico. Porto: Porto Editora.</p> <p>Veloso, R. M. Curtir literatura infantil no jardim de infância. <a href="http://www.casadaleitura.org/portalfbeta/bo/abz_indices/000792_CLI.pdf">http://www.casadaleitura.org/portalfbeta/bo/abz_indices/000792_CLI.pdf</a></p> <p>Viana, F. L. e Pereira, I. Aspectos da didáctica da vertente oral da língua materna no jardim de infância e no 1º ciclo do ensino básico. <a href="http://repositorium.sdum.uminho.pt/bitstream/1822/4260/1/Did%C3%A1cticaOralidade.pdf">http://repositorium.sdum.uminho.pt/bitstream/1822/4260/1/Did%C3%A1cticaOralidade.pdf</a></p> <p>Viana, F. L. (2002b). Melhor falar para melhor ler / Um programa de desenvolvimento de competências linguísticas (4-6 anos). Braga: U. Minho.</p> <p>Vieira da Silva, M. C. A brincar com as palavras: actividades de consciência linguística no Jardim-de-Infância. <a href="http://www.casadaleitura.org/portalfbeta/bo/documentos/ot_actividades_consciencia_ling_b.pdf">http://www.casadaleitura.org/portalfbeta/bo/documentos/ot_actividades_consciencia_ling_b.pdf</a></p>
<b>Special Situations</b> [Students with special status]	<p><b>1 - Period assessment - Students with special status</b></p> <p><b>2 - Examination assesement - Students with special status</b></p>