

<b>Updated On</b>	2023/02/04																																										
<b>Curricular Year / Period</b>	2021/22 / S1																																										
<b>Course</b>	Educação Pré-Escolar																																										
<b>Curricular Unit</b>	Emergência da Leitura e da Escrita em Educação Pré-Escolar																																										
<b>Language(s) of Instruction</b>	Português Inglês																																										
<b>ECTS/tempo de trabalho (horas)</b>	<table border="1"> <thead> <tr> <th rowspan="2">ECTS</th> <th rowspan="2">Total</th> <th colspan="9">Horas de contacto semestral</th> </tr> <tr> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> <th>EC</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>75</td> <td></td> <td>35</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>10</td> <td></td> </tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; 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									T	TP	PL	S	TC	E	O	OT	EC	3	75		35							10	
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<b>Teacher in charge (GDPR consent)</b> <small>[complete name, email]</small>	Teresa De Lurdes Frutuoso Mendes / teresa.mendes@ippportalegre.pt																																										
<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 deepen and expand scientific-pedagogical knowledge about the emergence of reading and writing in Childhood Education, acquired along the academic course during the first cycle of studies, in Basic Education.</p> <p>- To mobilize theoretical knowledge that helps to conceive, in a sustained and critical way, didactic projects and sequences in the field of approach to reading and writing, which can be implemented in the context of kindergarten.</p>																																										
<b>Syllabus</b>	<p>1. The Emergence of Reading in Childhood Education</p> <p>1.1. Children's conceptions about reading</p> <p>1.2. Involvement with pre-school reading</p> <p>1.3. Motivation and attitudes towards pre-school reading: the personal project of reader</p> <p>1.4. Typology of books and reading modalities in pre-school context: enjoyment and reading comprehension</p> <p>1.5. Learning environments that promote reading involvement - the role of the educator as a learning facilitator</p> <p>2. The emergence of writing in Childhood Education</p> <p>2.1. Conceptions of children on writing - figurative and conceptual aspects</p> <p>2.2. Involvement with writing at preschool age</p> <p>2.3. Motivation and attitudes towards pre-school writing</p> <p>2.4. Levels of writing and process of appropriation of written code</p> <p>2.5. Learning environments that promote writing involvement - the role of the educator as a learning facilitator</p>																																										
<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 exposition by the teacher as well as reflection-debate on the program contents and individual and / or group activities resulting from the development of the program and also use of online resources and the platform and web</p> <p><b>2 - Period assessment</b></p> <p>One paper (written part - 60%, oral presentation - 40%)</p> <p><b>3 - Examination assesement</b></p>																																										

<p><b>Bibliography</b></p>	<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. (2000). A hora do conto. Lisboa: Ed. Teorema.</p> <p>Azevedo, F. (coord.) (2007). Formar leitores das teorias às práticas. Lisboa: Lidel</p> <p>Azevedo, F. (coord.). Formar leitores das teorias às práticas. Lisboa: Lidel.</p> <p>Poslaniec, C. (2001). Incentivar o gosto pela leitura. Porto: 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><b>Special Situations</b> [Students with special status]</p>	<p><b>1 - Period assessment - Students with special status</b></p> <p><b>2 - Examination assesement - Students with special status</b></p>