

Updated On	2021/11/09																																
Curricular Year / Period	2021/22 / S1																																
Course	Educação Básica																																
Curricular Unit	Didáctica do Português																																
Language(s) of Instruction	Português																																
ECTS/tempo de trabalho (horas)	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th>4</th><th>100</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><th>EC</th></tr> </thead> <tbody> <tr> <td></td><td></td><td>9</td><td>45</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> </tbody> </table> 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.	ECTS	Total	Horas de contacto semestral								4	100	T	TP	PL	S	TC	E	O	OT	EC			9	45	0	0	0	0	0	0	0
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4	100	T	TP	PL	S	TC	E	O	OT	EC																							
		9	45	0	0	0	0	0	0	0																							
Teacher in charge (GDPR consent) [complete name, email]	Teresa De Lurdes Frutuoso Mendes / teresa.mendes@ippportalegre.pt																																
Prerequisites [Curricular Units that must precede and specific entry competences]	Not applicable																																
Learning outcomes [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	To analyze reflexively the legal documents that regulate the pedagogical practices in Pre-School Education and the teaching and learning of Portuguese Language in Basic Education. To mobilize theoretical knowledge that supports a scientific and pedagogical attitude that promotes the development of the competences involved in the use of the mother tongue in Pre-school Education and in the 1st and 2nd Cycles of Basic Education. To plan, in a sustained and critical way, didactic sequences, capable of being applied in real educational contexts.																																
Syllabus	1. Conceptualization and theoretical assumptions 2. The mother tongue in pre-school education regulatory instruments 3. Contexts and activities promoting the development of competences involved in the use of mother tongue in the field of oral language and approach to writing in pre-school education: - The development of oral skills: the development of linguistic awareness - Emerging Literacy and Emergency Reading and Writing - Children's Literature in Pre-School Education 4. The mother tongue in the 1st and 2nd Cycles of Basic Education program documents 5. Contexts and activities promoting the development of the competences involved in the use of the mother tongue in the 1st and 2nd Cycles of Basic Education in the domains of: - Orality - Grammar - Reading - Writing - Literary Education 6. Promotion of reading /reading animation in non-formal educational contexts																																
Teaching methodologies (including assessment) [Specify the types of assessment and the weights and evaluation criteria]	1 - Teaching methodologies Sessions of theoretical nature, contemplating moments of exposure by the teacher; theoretical and practical sessions that allow students to acquire and mobilize scientific, didactic and pedagogical knowledge within the scope of the competences involved in the use of the mother tongue and to enable them to design and plan activities and tasks that can be implemented in different educational contexts and non-formal); tutorial orientation sessions, in which priority is given to the practical work to be done by students within the scope of the course. 2 - Period assessment Evaluation elements are: 1 projet work (theory 50% [25% (GW)+25% (IG)]; parte prática - 50% [GW]).																																

	Obs. - GW (Group Work) IT (Individual Work) 3 - Examination assesement An examination exam.
Bibliography	1 - Main Bibliography Silva, I. (coord.), Marques, L., Mata, L e Rosa, M. (2016). Orientações Curriculares para a Educação Pré-escolar. Lisboa: ME/DGE. Buescu, H. Morais, J, Rocha, M e Magalhães, V (2015). Programa e Metas Curriculares de Português do Ensino Básico. Lisboa: MEC. 2 - Complementary Bibliography Azevedo, F. F. (coord.) (2006). Língua Materna e Literatura Infantil Elementos Nucleares para Professores do Ensino Básico. Lisboa: Lidel. Azevedo, F. F. (coord.) (2007). Formar Leitores das Teorias às Práticas. Lisboa: Lidel. Barbeiro, L. (2008). O Ensino da Escrita: A Dimensão Textual. Lisboa: ME. DGIDC. Costa, J. et al. (2011). Guião de implementação do programa de português do ensino básico conhecimento explícito da língua. Lisboa: ME, DGIDC. Duarte, I. (2008). O Conhecimento da Língua: Desenvolver a Consciência Linguística. Lisboa: ME, DGIDC. Freitas, M. J. et al. (2007). O Conhecimento da Língua: Desenvolver a Consciência Fonológica. Lisboa: ME. DGIDC. Gomes, J. A. (2000). Da Nascente à Voz. Contributos para uma Pedagogia da Leitura. 2ª edição. Lisboa: Editorial Caminho. Guedes, T. (2002). Ensinar a Poesia. 4ª edição. Porto: Edições Asa. Marques, R. (2007). Ensinar a Ler, Aprender a Ler. Um guia para pais e educadores. Lisboa: Texto Editores. Mata, L. (2008). A Descoberta da Escrita: Textos de Apoio para Educadores de Infância. Lisboa: ME. DGIDC. Menéres, M. A. (2003). O Poeta Faz-se aos 10 Anos. Lisboa: Assírio & Alvim. Moreno, M. (coord.) (2020). Didáctica de la Literatura Infantil y Juvenil: Educación Infantil y Primaria. Madrid: Paraninfo. Niza, I. et al. (2011). Guião de implementação do programa de português do ensino básico escrita. Lisboa: ME, DGIDC. Poslaniec, C. (2001). Incentivar o Gosto pela Leitura. Porto: Asa. Silva, E. et al. (2011). Guião de implementação do programa de português do ensino básico leitura. Lisboa: ME, DGIDC. Silva, F. et al. (2011). Guião de implementação do programa de português do ensino básico oral. Lisboa: ME, DGIDC. Sim-Sim, I. (2007). O Ensino da Leitura: A compreensão de Textos. Lisboa: ME. DGIDC. Sim-Sim, I. (2008) Linguagem e Comunicação no Jardim de Infância: Textos de Apoio para Educadores de Infância. Lisboa: ME. DGIDC. Tavares, C. (2007). Didáctica do Português Língua Materna e Não Materna no Ensino Básico. Porto: Porto Editora.

	Viana, F. L. e Teixeira, M. M. (2002) Aprender a Ler. Da Aprendizagem Informal à Aprendizagem Formal. Porto: ASA. Viana, F. L. (2002) Melhor Falar para Melhor Ler / Um programa de desenvolvimento de competências linguísticas (4-6 anos). Braga: Centro de Estudos da Criança da Universidade do Minho.
Special Situations [Students with special status]	1 - Period assessment - Students with special status 2 - Examination assesement - Students with special status