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A fantastic journey through books



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Project End Date: 01-11-2023

France-Turkey-Romania



Introduction

The mere presence of a book can have an awareness-raising effect for children who cannot read yet. Therefore, we have an important role to play, presenting literary texts and fairy tales, playful processing in establishing aesthetic sensitivity; in the formation of active imagination, and later in the education of the child to become a reader.



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A FANTASTIC JOURNEY THROUGH BOOKS





Partner Kindergartens presentations of the 3 institutes

École maternelle « les moulins »
Barbentane
FRANCE





Our school

The school « Les Moulins » opened its doors in 2011.

It is composed of a kindergarten, a primary school, a computer room, a gymnasium, a canteen and kitchen, as well as a caretaker's house.





Our Kindergarten

This year, the kindergarten includes four classes and totals 96 pupils.
The headmistress is Mrs Pascale Tissot.





4 sections

- **3/4 year-olds (23 pupils):**

Mrs Pascale Tissot (except on Tuesdays, when another teacher takes her place and Mrs Tissot fulfils her duties as a headmistress)

+ an assistant

- **3/5 year-olds (24 pupils):**

Mrs Sophie Sanz

+ an assistant

- **4/6 year-olds (25 pupils):**

Mrs Sophie Roque

+ an assistant

+ a special needs assistant for one child (9h)

- **4/6 year-olds (23 pupils):**

Mrs Pascale Surret-Chacornac

+ an assistant

+ a special needs assistant for one child (9h)



Other staff

There are also several municipal employees working at the school:

- 4 classroom assistants
- recreational staff
- 1 administrator
- school canteen staff, cleaners, and a caretaker for the surveillance of the school building during and after opening hours



Opening hours of the school

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7h30–8h20	Municipal Nursey		Extracurricular Activities (by the municipality)	Municipal Nursey	
8h20–11h30	Kindergarten			Kindergarten	
11h30–13h20	Municipal canteen			Municipal canteen	
13H20–16h30	Kindergarten			Kindergarten	
16h30–18h00	Municipal Nursey			Municipal Nursey	



Teachers' working schedule

- 24 hours a week teaching
- 108 hours during the year for meetings, individual support, training



Scholar calendar



CALENDRIER SCOLAIRE 2021-2022

ZONE A

Besançon, Bordeaux, Clermont-Ferrand, Dijon, Grenoble, Limoges, Lyon, Poitiers

ZONE B

Aix-Marseille, Amiens, Lille, Nancy-Metz, Nantes, Nice, Normandie, Orléans-Tours, Reims, Rennes, Strasbourg

ZONE C

Créteil, Montpellier, Paris, Toulouse, Versailles

SEPT. 2021	OCT. 2021	NOV. 2021	DÉC. 2021	JANV. 2022	FÉV. 2022	MARS 2022	AVRIL 2022	MAI 2022	JUIN 2022	JUIL. 2022	AOÛT 2022
M 1	V 1	L 1	M 1	S 1	M 1	M 1	V 1	D 1	M 1	V 1	L 1
J 2 RENTRÉE	S 2	M 2	J 2	D 2	M 2	M 2	J 2	L 2	J 2	S 2	M 2
V 3	D 3	M 3	V 3	L 3	J 3	J 3	D 3	M 3	V 3	D 3	M 3
S 4	L 4	J 4	S 4	M 4	V 4	V 4	L 4	M 4	S 4	L 4	J 4
D 5	M 5	V 5	D 5	M 5	S 5	S 5	M 5	J 5	D 5	M 5	V 5
L 6	M 6	S 6	L 6	J 6	D 6	D 6	M 6	V 6	L 6	M 6	S 6
M 7	J 7	D 7	M 7	V 7	L 7	L 7	J 7	S 7	M 7	J 7	D 7
M 8	V 8	L 8	M 8	S 8	M 8	M 8	V 8	D 8	M 8	V 8	L 8
J 9	S 9	M 9	J 9	D 9	M 9	M 9	S 9	L 9	J 9	S 9	M 9
V 10	D 10	M 10	V 10	L 10	J 10	J 10	D 10	M 10	V 10	D 10	M 10
S 11	L 11	J 11	S 11	M 11	V 11	V 11	L 11	M 11	S 11	L 11	J 11
D 12	M 12	V 12	D 12	M 12	S 12	S 12	M 12	J 12	D 12	M 12	V 12
L 13	M 13	S 13	L 13	J 13	D 13	D 13	M 13	V 13	L 13	M 13	S 13
M 14	J 14	D 14	M 14	V 14	L 14	L 14	J 14	S 14	M 14	J 14	D 14
M 15	V 15	L 15	M 15	S 15	M 15	M 15	V 15	D 15	M 15	V 15	L 15
J 16	S 16	M 16	J 16	D 16	M 16	M 16	S 16	L 16	J 16	S 16	M 16
V 17	D 17	M 17	V 17	L 17	J 17	J 17	D 17	M 17	V 17	D 17	M 17
S 18	L 18	J 18	S 18	M 18	V 18	V 18	L 18	M 18	S 18	L 18	J 18
D 19	M 19	V 19	D 19	M 19	S 19	S 19	M 19	J 19	D 19	M 19	V 19
L 20	M 20	S 20	L 20	J 20	D 20	D 20	M 20	V 20	L 20	M 20	S 20
M 21	J 21	D 21	M 21	V 21	L 21	L 21	J 21	S 21	M 21	J 21	D 21
M 22	V 22	L 22	M 22	S 22	M 22	M 22	V 22	D 22	M 22	V 22	L 22
J 23	S 23	M 23	J 23	D 23	M 23	M 23	S 23	L 23	J 23	S 23	M 23
V 24	D 24	M 24	V 24	L 24	J 24	J 24	D 24	M 24	V 24	D 24	M 24
S 25	L 25	J 25	S 25	M 25	V 25	V 25	L 25	M 25	S 25	L 25	J 25
D 26	M 26	V 26	D 26	M 26	S 26	S 26	M 26	J 26	D 26	M 26	V 26
L 27	M 27	S 27	L 27	J 27	D 27	D 27	M 27	V 27	L 27	M 27	S 27
M 28	J 28	D 28	M 28	V 28	L 28	L 28	J 28	S 28	M 28	J 28	D 28
M 29	V 29	L 29	M 29	S 29	L 28	L 28	M 29	D 29	M 29	V 29	L 29
J 30	S 30	M 30	J 30	D 30	M 30	M 30	S 30	L 30	J 30	S 30	M 30
D 31	L 31	V 31	D 31	L 31	M 31	J 31	M 31	M 31	D 31	L 31	V 31

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KINDERGARTEN PROGRAMME

JUNE 2021

5 learning areas

- MOBILISE LANGUAGE IN ALL ITS DIMENSIONS
- ACT, EXPRESS THEMSELVES, UNDERSTAND THROUGH PHYSICAL ACTIVITY
- ACT, EXPRESS THEMSELVES, UNDERSTAND THROUGH ARTISTIC ACTIVITIES
- ACQUIRE THE FIRST MATHEMATICAL TOOLS
- EXPLORE THE WORLD



Expectations for the end of nursery school in the area we will work on with our project

MOBILISE LANGUAGE IN ALL ITS DIMENSIONS

- Communicate with adults and other children through language, making themselves understood
- Say several rhymes and poems from memory and expressively.
- Express themselves in syntactically correct and precise oral language.
- Use the vocabulary learned in class appropriately.
- Rephrase what he/she says to make himself/herself better understood.
- Reformulate what others have said.
- Practice various uses of oral language: telling, describing, evoking, explaining, questioning, proposing solutions, discussing a point of view.
- Understand written texts with no other help than the language heard.
- Show curiosity about understanding and producing written texts.
- Be able to repeat the words of a written sentence after it has been read by the adult, the words of the known title of a book or text.
- Participates verbally in the production of writing. Know that writing is not the same as speaking.

Adana Tabipler Odası Primary School





Our school

Adana Tabipler Odası Primary School is a loving student centered school located in Adana city which lies in south mediterranean costs of turkey.





The school ' Adana Tabipler Odası Primary School' opened its doors in 1995.

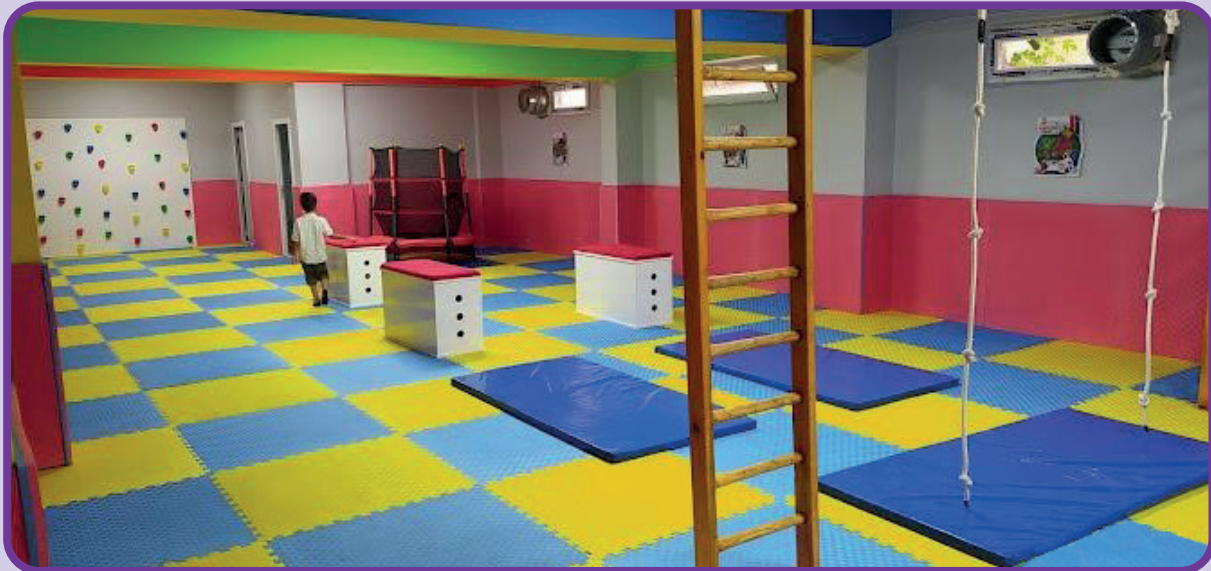
Our school consists of a primary school and a four-class kindergarten.

It also has a music room, STEM (Science, Technology, Engineering, Mathematics) atelier, canteen, gym and a very large garden.



This year, we have 1150 students in primary school and 100 students in kindergarten.

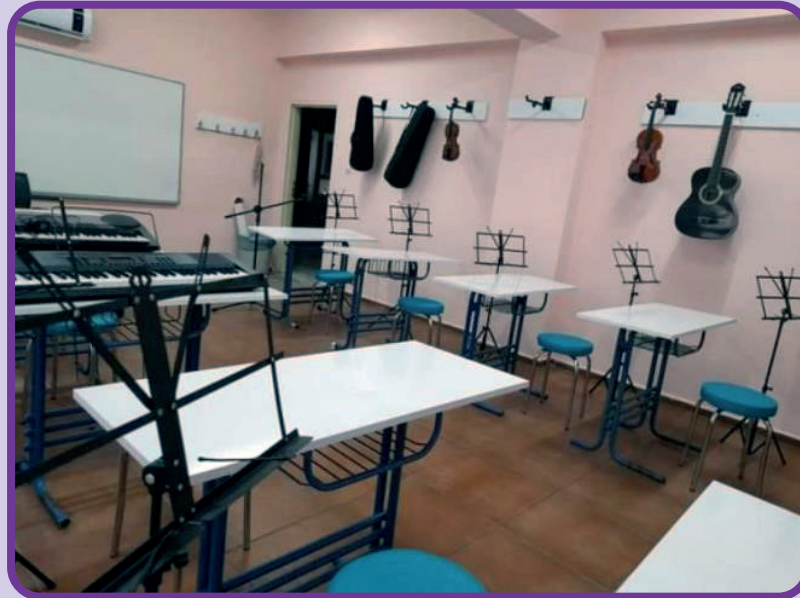
And our headmaster is Mr. Ertuğ Durukan





There are also various ateliers in our school.

Music Atelier



STEM Atelier





Kindergarten



We have 4 classes. From 3 to 6 ages.

Mrs. Saadet İncisoy (25 children)

Mrs. İrem Uğurlu (25 children)

Mrs. Pembe Karaaslan(25 children)

Mrs. Ümran Işık (25 children)

All teachers have auxilliary teaching assistants.



Other Staff

- 1 Principal, 2 Vice Principals,
- 28 Primary School Teachers,
- 4 Preschoolers Teacher,
- 2 English teachers,
- 1 Religious Culture and Ethics Teacher,
- 3 Psychological Counselors
- 5 non-teaching staff and 2 auxiliary teaching staff.



Opening hours of the school

	MONDAY	TUESDAY	THURSDAY	WEDNESDAY	FRIDAY
8:00–12:00	Class A and Class B	Class A and Class B	Class A and Class B	Class A and Class B	Class A and Class B
12:00–12:30	Break and Preparing Time				
12:30–16:30	Class C and Class D	Class C and Class D	Class C and Class D	Class C and Class D	Class C and Class D



Teacher's Working Schedule

- 30 hours a week teaching
- two-week in-service training outside the academic calendar



Scholar Calendar

GÜNLER	EYLÜL/2022					EKİM/2022					KASIM/2022					
Pazartesi		5	12	19	26		3	10	17	24	31		7	14	21	28
Salı		6	13	20	27		4	11	18	25		1	8	15	22	29
Çarşamba		7	14	21	28		5	12	19	26		2	9	16	23	30
Perşembe	1	8	15	22	29		6	13	20	27		3	10	17	24	
Cuma	2	9	16	23	30		7	14	21	28		4	11	18	25	
Cumartesi	3	10	17	24		1	8	15	22	29		5	12	19	26	
Pazar	4	11	18	25		2	9	16	23	30		6	13	20	27	
İşgünü/hafta	15 İŞ GÜNÜ					21,5 İŞ GÜNÜ					17 İŞ GÜNÜ					
GÜNLER	ARALIK/2022					OCAK/2023					ŞUBAT/2023					
Pazartesi		5	12	19	26		2	9	16	23	30		6	13	20	27
Salı		6	13	20	27		3	10	17	24	31		7	14	21	28
Çarşamba		7	14	21	28		4	11	18	25		1	8	15	22	
Perşembe	1	8	15	22	29		5	12	19	26		2	9	16	23	
Cuma	2	9	16	23	30		6	13	20	27		3	10	17	24	
Cumartesi	3	10	17	24	31		7	14	21	28		4	11	18	25	
Pazar	4	11	18	25		1	8	15	22	29		5	12	19	26	
İşgünü/hafta	22 İŞ GÜNÜ					15 İŞ GÜNÜ					17 İŞ GÜNÜ					
GÜNLER	MART/2023					NİSAN/2023					MAYIS/2023					
Pazartesi		6	13	20	27		3	10	17	24		1	8	15	22	29
Salı		7	14	21	28		4	11	18	25		2	9	16	23	30
Çarşamba	1	8	15	22	29		5	12	19	26		3	10	17	24	31
Perşembe	2	9	16	23	30		6	13	20	27		4	11	18	25	
Cuma	3	10	17	24	31		7	14	21	28		5	12	19	26	
Cumartesi	4	11	18	25		1	8	15	22	29		6	13	20	27	
Pazar	5	12	19	26		2	9	16	23	30		7	14	21	28	
İşgünü/hafta	23 İŞ GÜNÜ					15 İŞ GÜNÜ					22 İŞ GÜNÜ					
GÜNLER	HAZİRAN/2023					TEMMUZ/2023					AĞUSTOS/2023					
Pazartesi		5	12	19	26		3	10	17	24	31		7	14	21	28
Salı		6	13	20	27		4	11	18	25		1	8	15	22	29
Çarşamba		7	14	21	28		5	12	19	26		2	9	16	23	30
Perşembe	1	8	15	22	29		6	13	20	27		3	10	17	24	31
Cuma	2	9	16	23	30		7	14	21	28		4	11	18	25	
Cumartesi	3	10	17	24		1	8	15	22	29		5	12	19	26	
Pazar	4	11	18	25		2	9	16	23	30		6	13	20	27	



7 Learning Areas...

The Early Learning Goals of preschool education cover the main areas of education without being subject driven. These areas include;

- Personal, social and emotional development
- Language, literacy and communication
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development
- Self-Care



Expectations for the end of nursery school in the area we will work on with our project

- Examines visual materials, Explains visual materials.
- Asks questions about visual materials.
- Answers questions about visual materials.
- Creates compositions such as events and stories by using visual materials.
- Adjusts the tone, speed and volume of your voice while speaking/singing.
- Ask and answer questions about what they have listened/watched.
- Tell others what they have listened/watched.
- Talking about the written materials around him.
- Asks the adult to read a book to him.
- Imitates reading.
- Explain the importance of reading in daily life.)
- It shows the texts around it.
- Guess what the text he sees is about.
- Shows punctuation marks in written materials.
- shows the direction of the text. He dictates his feelings and thoughts to the adult.
- Explain the importance of writing in daily life.

Szent Imre
Roman Catholic Kindergarten
CLUJ-NAPOCA, ROMANIA





OUR KINDERGARTEN

Our Kindergarten “Grădinița Romano-Catolică cu Program Prolungit Szent Imre” is situated in the centre of Cluj-Napoca Municipality.

It began its activity in September 2008. It was named after the saint patron of Hungarian youth, Prince Szent Imre. The institution is maintained by the Saint Michael Parish of Cluj.



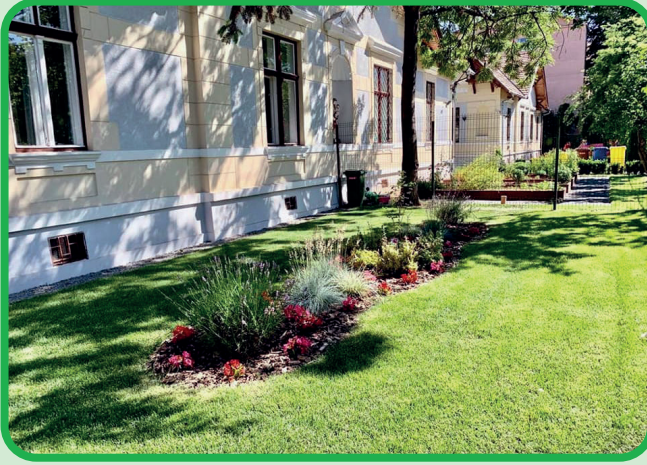


The Szent Imre Roman Catholic Kindergarten educates a number of 145 children in two assignments, four kindergarten groups, and two nursery groups.

The headmistress is Mrs. Tünde Péter.

The interiors are very family-friendly, with six spacious group rooms providing room for education and development. Children's changing rooms, child-friendly washbasins, dining rooms, a medical office and a speech therapy room are at the children's disposal. Our buildings have two large courtyards with a playground that meets the requirements.







6 GROUPS



WISE OWL GROUP

5/6 year olds (25 pupils)

Teachers:

Mrs. Tünde Nagy

Mrs. Kinga Szabó

1 nanny



STAR GROUP

4/5 year olds (24 pupils)

Teachers:

Mrs. Kinga Bartha

Mrs. Éva Horváth

1 nanny



ANGEL GROUP

3/4 year olds (22 pupils)

Teachers:

Mrs. Éva Bálint

Mrs. Boglár Toth

1 nanny



SUNSHINE GROUP

2/3 year olds (21 pupils)

Teachers:

Mrs. Anamaria Bota

Mrs. Gabriella Gózner

1 nanny



LADYBUG GROUP

1/2 year olds (26 pupils)

Teachers:

Mrs. Katalin Szabó

Mrs. Zsuzsa Várdai

3 nannies



ELF GROUP

1/2 year olds (24 pupils)

Teachers:

Mrs. Kinga Ferenczi

Mrs. Paula Harangozó

3 nannies



OTHER STAFF

- Developmental teacher
- 2 Nurses
- Administrator
- Accountant
- Secretary



Opening hours of the kindergarten

Time	Activities
7-7.30	Morning disinfection, ventilation.
7.30-8.30	Reception of children, freely chosen activities in the group room.
8.30-9.00	Washing hands, having breakfast
9.00-11.00	Individual and group activities integrated into games
11.00-12.00	Outdoor activities
12.00-13.00	Preparing for lunch, cleaning up/ washing hands. Lunch
13.00-15.00	Getting ready for rest. Telling a story or listening to soft music. Rest, sleep.
15.00-15.30	Waking up, getting dressed
15.30-16.00	Snack
16.00-17.30	Game, other freely chosen activity. Constantly leaving the kindergarten.
17.30-18.00	Afternoon cleaning, disinfection



TEACHERS, WORKING SCHEDULE

- 25 HOURS A WEEK TEACHING
- INDIVIDUAL SUPPORT, TRAINING
- ACTIVITIES TOGETHER WITH PARENTS



Scholar calendar

SEPTEMBER 2022							OCTOBER 2022							NOVEMBER 2022							DECEMBER 2022						
M	T	W	TH	F	S	SU	M	T	W	TH	F	S	SU	M	T	W	TH	F	S	SU	M	T	W	TH	F	S	SU
			1	2	3	4						1	2		1	2	3	4	5	6				1	2	3	4
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
							31																				

JANUARY 2023							FEBRUARY 2023							MARCH 2023							APRIL 2023						
M	T	W	TH	F	S	SU	M	T	W	TH	F	S	SU	M	T	W	TH	F	S	SU	M	T	W	TH	F	S	SU
						1			1	2	3	4	5			1	2	3	4	5						1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12	3	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28						27	28	29	30	31			24	25	26	27	28	29	30
30	31																										

MAY 2023							JUNE 2023							JULY 2023						
M	T	W	TH	F	S	SU	M	T	W	TH	F	S	SU	M	T	W	TH	F	S	SU
1	2	3	4	5	6	7				1	2	3	4	26	27	28	29	30	1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
														31						

HOLIDAYS						
22.10.2022-30.10.2022						
23.12.2022-08.01.2023						
13.02.2023-19.02.2023						
07.04.2023-18.04.2023						
16.06.2023- Summer holiday						

Five modules

- 05.09.2022 – 21.10.2022
- 31.10.2022 – 22.12.2022
- 09.01.2023 – 10.02.2023
- 20.02.2023 – 06.04.2023
- 19.04.2023 – 16.06.2023



Learning areas

Activities according to areas of experience:

- language and communication area: mother tongue, Romanian;
- science: environmental studies, mathematics;
- aesthetic creative field: visual arts, music education;
- psychomotor area;
- people and society area: community education, practical activities;



Expectations for the end of kindergarten in the area we will work on with our project

Within the framework of the project

- The children's imagination has developed: they follow the story based on their own imagination, and based on what they hear, they create the figures and characters, creating their own fictional tales
- They learned a lot about life and received help in developing their own self-image
- Their vocabulary expanded, they could practice and perfect grammatical structures
- Their interest in the written world has developed a lot

A FANTASTIC JOURNEY THROUGH BOOKS





Discovering the pleasure of reading



A prize to change the way young readers look at books

The Prix des Incorruptibles is a children's literature prize. It is awarded each year by students from kindergarten to high school.

The objective of the Prix des Incorruptibles is to offer a selection of quality albums and novels to a maximum number of children in order to encourage them to enjoy reading. This prize gives a voice to young readers and values their vote.



A year of reading

Students from kindergarten to high school read a selection of books corresponding to their level and vote for their favorite book. The students form their own opinions on the competing titles and learn to argue their choice. They have the whole school year, from October to May, to read.

The association offers activities throughout the year around the prize: games, illustration contests, quizzes, voting, and activities with the authors/illustrators.

So many opportunities to make the youngest discover the pleasure of reading!



Bookworm Award



An award to instill a love of reading at a young age. Reinforcing our students reading habit, to enable them to use the class library the bookworm certificate is prepared. Our students can benefit from the classroom library, the fairy tale room and the library. A bookworm is selected every month from among those who read and share the most borrowed books. How many books each child reads is recorded. They put sticks as many as the number of books they read into glasses in the book center. The child bookworm who reaches the highest number of sticks is selected. To support this habit storytellers and children's book



authors are invited to classes. Book stands are set up in our schools and signing days are held at these stands. Our main goal is to bring our children and writers together and see a student community who is integrated of books.





We Love Books

Books and the everyday use of books by children play a very important role in our kindergarten.

In the group rooms, there are reading corners, where the children make themselves comfortable almost in any part of the day and immerse themselves in the mysterious world of books.

Kindergarteners browse the books in the form of picture reading, which helps them relive the stories they have already heard.

We consider it important to change these books all the time, and that books corresponding to the weekly theme to be also found on the shelves of the reading corners.

We believe that pre-schoolers who have books in their hands on a daily basis develop their love for reading, their imagination, and last but not least, their ability to tell stories.



We often find that children tell each other stories from books.

The children bring books from home also, they always present them to their group mates, and that day the kindergarten teacher always reads a fairy tale/a story from that book.

Our kindergarten's motto on the use of books:

“A room without books is like a body without soul.” - Marcus Tullius Cicero



A FANTASTIC JOURNEY THROUGH BOOKS





Storytelling in Kindergarten



The Narramus approach:

« *The Caribou Hunt* » 4/5 years, « *The thing* » 3/4 years

Narramus is a tool for “learning to understand and to tell” developed by Sylvie Cèbe, Isabelle Roux-Baron and Roland Goigoux.

Each educational scenario is built in a specific way from an album but with the same rules of play for the pupils.

It is divided into ten or so modules (which can be split into several sessions, at the teacher’s discretion) which are recommended to be spread over at least four weeks.

Ritualised activities recur in each module: the reminder of previous learning, the discovery of new vocabulary, the reading of the rest of the story by the teacher, the dramatisation with masks, etc.

The objective of the last module is for the pupil to tell the whole story, with the others, in small groups, and then alone at home for a moment of sharing with his/her family.

Here is how the language skills targeted by Narramus are worked on:

- **Developing syntax and vocabulary**

To bridge the gap in lexical competence between pupils, all new words are explicitly defined before the discovery of a new episode in the story, with the help of visual aids.

A time is set aside to “put” these new words in a box.

The vocabulary taught is reviewed regularly.

- **Developing understanding**

Pupils are invited to mentally imagine what the teacher is reading, by making a “cartoon” in their heads. The presentation of the text and the



illustrations are therefore always dissociated in order to encourage the children to process the written word they are listening to.

The story is revealed progressively, episode by episode, to keep the pupils in a state of expectation and to make them construct the narrative continuity.

Each episode is read and then narrated (two very distinct activities which enable pupils to become aware of a written language and an oral language).

- **Developing oral production**

Pupils recall the previous episodes of the story themselves.

However, the activity of recounting is not collective. Only one pupil speaks (the other pupils listen actively to complete or correct their classmate when he/she has finished). This method reinforces listening and the intention to memorise in the pupils, since their objective is to be able to tell the story alone.



The teacher prepares specific materials: a model, figurines, a mask for each character, etc., so that the pupils can practise telling the story.

- **Developing understanding of inferences**

The aim is to teach pupils to go beyond the literal information in an album in order to understand it in depth, by deciphering the elements that are not written or illustrated but which are important for fine-grained understanding.

Narramus scenarios focus on the mental states of the characters. Pupils are encouraged to question the feelings of each character, to imagine what they are thinking, to put themselves in their place.



A ritualised didactic scenario for each episode of the story with the help of pictograms.



1. The lexicon is established. Different representations (visual, auditory, kinesthetic)



5. A pupil tells the story (using a picture).



2. The teacher reads the episode.



6. The group reacts when he says: “stop, I’m done.”



3. The teacher narrates the episode without textual support



4. Pupils anticipate what is in the illustration.



Pupils imagine the text, plan the rest of the story.



Pupils imagine what the characters are thinking.

Other pictograms used





CREATIVE DRAMA

(MRS. LOUSE AND MR. FLEA) 4/5 YEAR

Creative drama has been used in contemporary pedagogy, a method that actively involves the individual in the learning process, enables him to learn by doing and living, to contribute to his self-actualisation and to be a creative and productive individual in order to build positive social interaction with others, in short, to develop the individual in all aspects. Harriet-Finlay Johnson, a British teacher, was the one who started using





drama in education and introduced the concept of creative drama into our lives. The beginnings of creative drama in Turkey date back to 1982, the first meeting between Prof. Dr. İnci San and Tamer Levent.

The study of creative drama generally consists of three phases:

*in the first phase, the relaxation studies take place.

*The second phase includes the main activities for the goal. In this phase, dramatization, dramatic play, role play, pantomime, etc. Different effects are used, such as.



*Finally, the evaluation phase is carried out.

It is assumed that process-oriented drama in early childhood should be informal and unrehearsed. Some of these activities are: dramatic and sociodramatic slide play, pantomime, puppets and story drama.

Story Drama

Storytelling helps children to better understand the story and how it has influenced other elements of language.

1. Purpose: Pantomime of stories and ideas

Application: In the first week, choose a book, read the narrator, individually or as a group. Then the children can pantomime part of the story. They can describe to other children what happened. The teacher can give the children ideas for their pantomime.



2. Improvisation

Purpose: Role play by evaluating characters in a given situation using language and movement

Practice: In the second week, describe the situation and ask questions to a group of young children. For example: What does this situation look like? What is the role of each character? What could they be?

Then the teacher identifies the characters and the children act out these characters in front of this small group.

3. Dramatization

Purpose: To act out more than a single idea.

Application: 3. The week begins by reading the story to the class to get the children to act. The aim is to involve the children in their own story and to play all the necessary characters. Part of the dramatization can be videoed and presented to the families in the suggested structures.

YAYAZULA(4-5 YEAR)



Methodology of storytelling

The educational and developmental role of the fairy tale:

- helps to develop an active imagination
- helps in educating the child to become a reader
- enriches the child's vocabulary
- enriches their world of experience and fantasy
- conveys behavioural models: e.g. perseverance, cooperation, helpfulness, independent initiative, finding solutions, etc.

When telling and presenting stories, we must keep in mind:

- choosing the time and place of storytelling
- creating of a calm, intimate atmosphere, a comfortable place, the connection of repetitive customs and ceremonies: the melody that marks the beginning of the fairy tale, possibly the lighting of candles
- the explanation of unknown terms and concepts in the story



Methods used to deepen the storytelling experience

1. Creating a story illustration

Tools: large drawing board, coloured pencils, wax chalk.

Based on the internal images created while listening to the narrated text, the child identifies himself/ herself with the story's plot, characters, imagery, and symbols. He or she displays this image by **an independent drawing**.



An illustration of one of the favourite parts of the fairy tale "Salt":

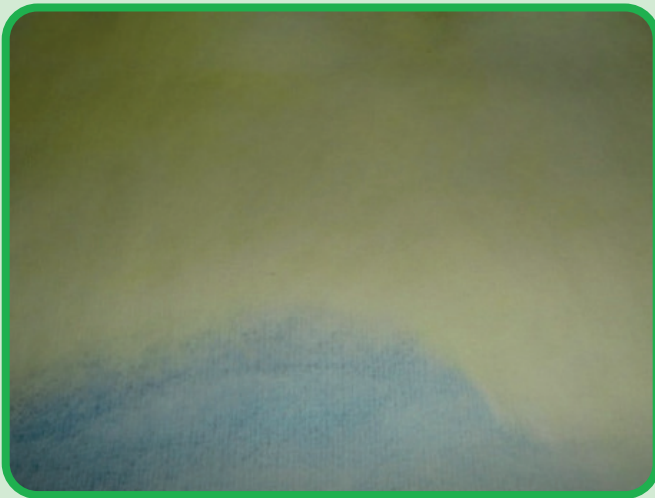


2. Painting

Tools: watercolour paper and colours (2 basic colours), large wide brushes, drawing boards, water bottles, wiping cloth.

We spread the watercolour paper on the drawing boards soaked in water. With large, wide brushes, the children apply high-quality aquarelle colours and spread them across the paper. In painting, as in drawing, you can observe on the finished work not only the reflection of the experiences lived by the child, but also the child's personality.

Illustrations to the fairy tale "The Snow White and the Spring Fairy":





3. Making wool picture

Tools: coloured wool, felt sheets, (felting needle for adults), felt pad

This technique forms a transition between the processing of wool for needlework, plastic moulding and image creation. Combed wool dyed in many colours can be placed on felt sheets and thus create a picture, which complements the experience of drawing and painting.



4. Continuing the story

The method of continuing the story is partly based on memory and partly on creativity. The story already heard for several times at a certain point is to be continued by the children.



This can be applied in several ways:

The chain story

Story production: the child's independent storytelling

A fairy tale ending

A children's tale about a fairy tale hero

5. Puppet play, table puppetry



It is suitable for displaying stories with twisting plots and few characters. We always perform the stories with self-made puppets. The already known fairy tale is presented for the first time by the kindergarten teacher, and then the puppets remain in the group room so that the children have access to them during free play.

A FANTASTIC JOURNEY THROUGH BOOKS



Our tales



Mobilize language in all its dimensions

- Work on the vocabulary of the story
- Observation and description of the elements of the story (chicken, pig, cat, mill, oven, wheat,
- Telling the story with puppets
- Rephrase the story
- Find out the elements of the cover (title, authors, illustration, publisher)
- Write the vocabulary words of the story
- Recognize different writing (bread recipe)

Explore the world

- Making bread
- Planting to see the growth of a plant from seed
- Putting pictures in order to report on the story being worked on

ACTIVITIES AROUND THE ALBUM « THE LITTLE RED HEN »

Act, express themselves and understand through artistic activities

- To create a “Little Red Hen” landscape using a variety of techniques
- To draw characters from the story to make marottes in order to tell the story with, at home





YAYAZULA(4-5 YEAR)

SHADOWGAME

Shadowplay is one of the storytelling techniques of our traditional culture.

It is played by making use of the shadows of the pictures moving behind a backlit curtain.

Object state event prediction

compare the properties of assets distinguish the size of assets

Enforce location-related guidelines at the venue

It has purposes such as making movements that require the use of small muscles and developing vocabulary and concept knowledge.

MATERIALS: Light source, white screen, classroom objects, white papers, paints, art center materials

WORDS: shadow, light

CONCEPTS: Far-Near



1 week

By asking riddles, the process of thinking about shadow was started with the brainstorming technique.

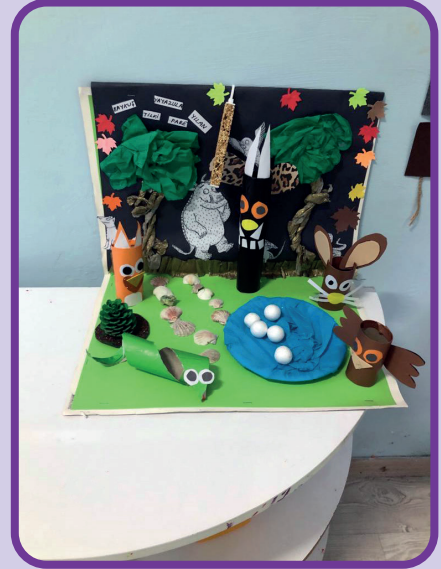
2. Week

The children took turns behind the curtain and reflected their shadows on the curtain with the light source held by the teacher. Children looking from the opposite tried to guess what their friends were doing by observing their movements.

It was said that they could play with their families at home by making shadow guessing games or making shadow games on the wall with their hands.

The story book to be told with the shadow play in the 3rd week was read to the children by the teacher by showing the pictures. The characters of the story and their emotional states were chatted. Art studies were made about the story character by using the leftover materials.

In the 4th week, another shadow play was watched and it was discussed how to make our own shadow play. A shadow play scene was created with the materials brought to the classroom by the teacher.



Visuals supporting the story were prepared by the teacher. Puppet title story background etc.

Shadow play was performed by the teacher. In later applications, the story was divided into sections and the children participated in the process as narrators.

In the 5th week, the families were invited to the class and cookies were made about the story characters



The weed and the little bird

- processing the story with Kett method (using scarves, felt dolls, fruits, etc.)

The weed and the little bird

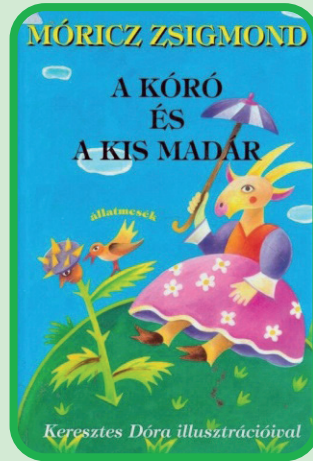
- processing and presentation of the story with fairy tale apron

The weed and the little bird

- presenting the storybook
- reading the tale of “The weed and the little bird”

The weed and the little bird

- drawing images from the story with the help of children (illustration)
- arrangement of images /illustrations according to the story
 - retelling the story



- The presentation of the storybook “The weed and the little bird”
- Reading the story of “The weed and the little bird”

The weed and the little bird

- processing the story with Kett method (using scarves, felt dolls, fruits, etc)

The weed and the little bird

- processing and presentation of the story with fairy tale apron

The weed and the little bird

- drawing images from the story with the help of children (illustration)
- arrangement of images /illustrations according to the story
- retelling the story



Rowing in the fantastic world of books



The secret book

Each Friday one pupil takes home the secret book in a suitcase.

After reading it many times with the parents, he/she brings it back next Thursday to present it to the others (telling the title ,the characters, a brief summary of the story ...).

Then the album is read by the teacher and pupils can say if it was presented properly or not.



CLASS LIBRARY

Each parent presented a book to the class at the beginning of the year. Then these books were sent home in rotation every Thursday. Student made pictures about these books. They were given the opportunity to explain in class. New books were selected on Wednesday.





My favourite storybook

- On Wednesday, the children bring their favourite storybook from home to the kindergarten, and the kindergarten teacher will read the lulling story from it before the afternoon nap.
- They take a look at it in small groups during the day, in larger groups the owner of the book will present the story and tell why this book is his/her favourite
- Children can also borrow a storybook from the kindergarten, from which the parent can read to the child at home



Story Projects – Activities



The wide mouthed frog

Objectives:

- to identify animals (food, size, fur, scales...)
- to imagine a story from its characters and its album cover
- to listen and understand a story read
- to imagine the end of the story
- to tell the story collectively with the help of the album illustrations
- to discover other versions of the story and identify similarities and differences

Material:

- at least 2 versions of the same story
- posters and documentary books with animals
- photos of the animals
- illustrations of the animals from the album
- puzzle of the cover
- box to put different photos related to the vocabulary used in the story



Collective project progress

1st week (3 short sessions)

- Pupils discovered photos of Savannah and were aware that the next book studied will take place there.
- They were shown documentary books about animals living in Savannah
- They learned their names (photos).

2nd week (3 short sessions)

- They discovered the characters of the story (puppets)
- They recreated together the cover (puzzle) and imagined the story
- They listened to the story read by the teacher

3rd week

- They identified verbs (different ways to say eat) and adjectives
- They assigned food to each animal
- They identified animals with guessing games



4th week

- They listened to the story (audio format)
- They told the story collectively several times (1 pupil for each page)

5th week:

- They discovered other versions of the story

Small group activities:

- put the characters or illustrations in order of appearance

Individual activities :

- puzzle of the cover, writing the title
- colouring animals, creating a frog from a pebble





MRS LOUSE AND MR.FLEA

OBJECTIVES

- Listening and understanding a story read.
- Getting to know animals.
- Sequencing the tale.
- Creating a song about the story.

MATERIAL

- Story cards.
- Animal puppets.
- Animal posters and books.

COLLECTIVE PROJECT PROGRESS

1.Week:

- First of all, the characteristics of animals are explained.
- Cards related to the story are shown, the names of the animals are learned.



2.Week:

- They discovered the characters of the story with puppets.

3.Week:

- The teacher explained the project to the students.
(Played games like which card is missing, sort the cards.)

4.Week:

- They recreated the story en masse.

5.Week:

- They learned the song of the story.
- The costume for this story has been designed.

Cooperation With The Family:

- Costume design



The Three Butterflies

Project for 3 weeks (3-4 year olds)

Objectives

- to be able to listen carefully to the story
- to be able to count correctly from 1 to 3
- to use the names of spatial relations correctly: under, beside, above, behind
- get new information from the conversation based on the story
- to name correctly the spring flowers from the story
- to be able to retell the story with the help of the story pillow, pictures and puppets

Materials

- storybook
- encyclopaedias about animals and bugs
- picture books about flowers
- fairy tale images, puppets
- fairy pillow



The stages of the two-week project:

First week – Preparing the story:

- conversation about the awakening of nature
- the name of the spring flowers
- discussion about the appearance of insects and bugs

Second week – Presentation of the tale:

- the kindergarten teacher tells the story using the story pillow
- the children get to know the characters and tell what they know about them
- they count the characters of the fairy tale, the spring flowers
- conversation about helping and kindness based on the story

Third week – Tasks and games related to the story:

- retelling the story using the story pillow
- putting the story pictures in chronological order
- practicing spatial directions with the help of butterflies made of felt
- acting out the story with puppets



Activity in groups:

- spring meadow – collage

Individual activity:

- making insects and bugs out of paper and plasticine
- colouring flowers

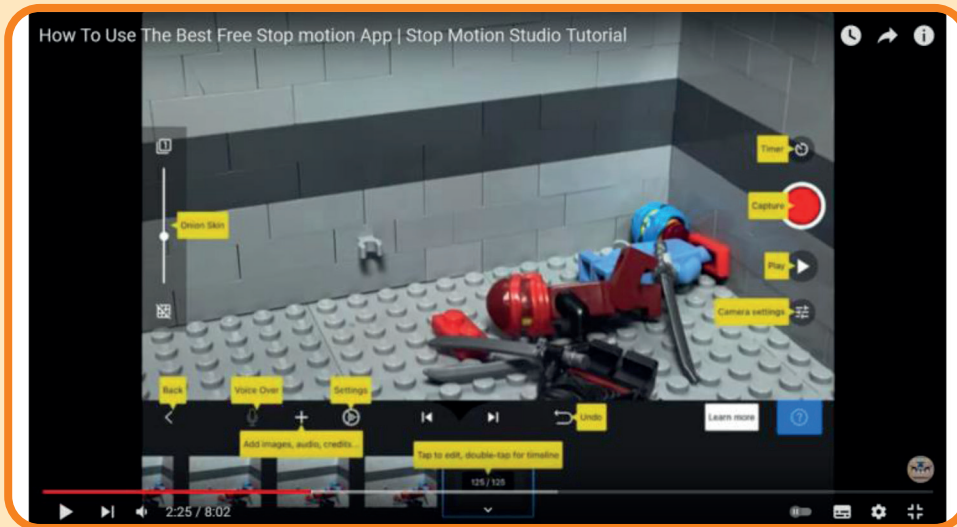
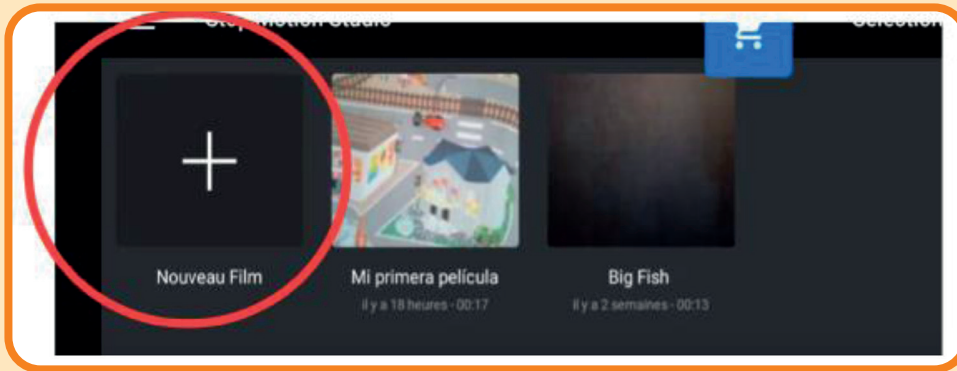
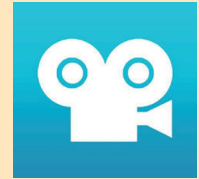


Tutorials



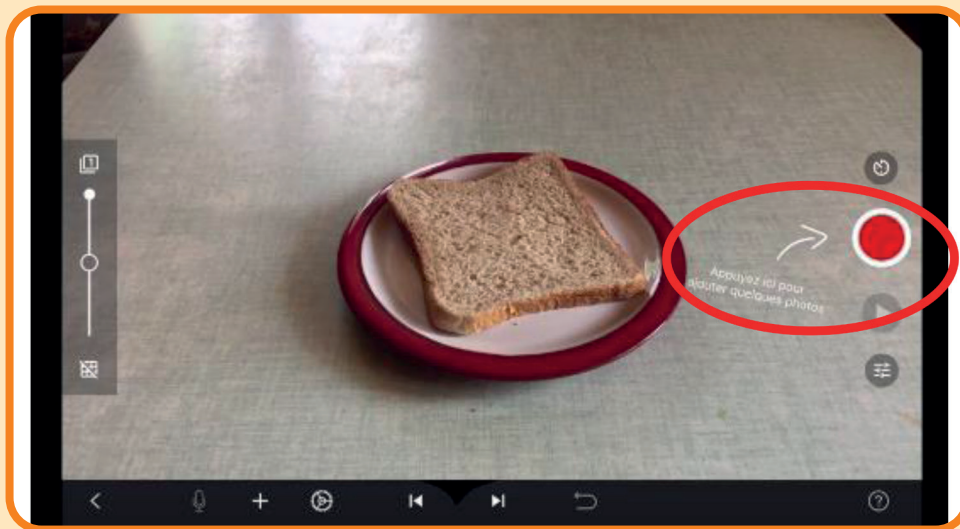
Stop Motion Studio Tutorial (IOS IPAD)

1. Create a new film :

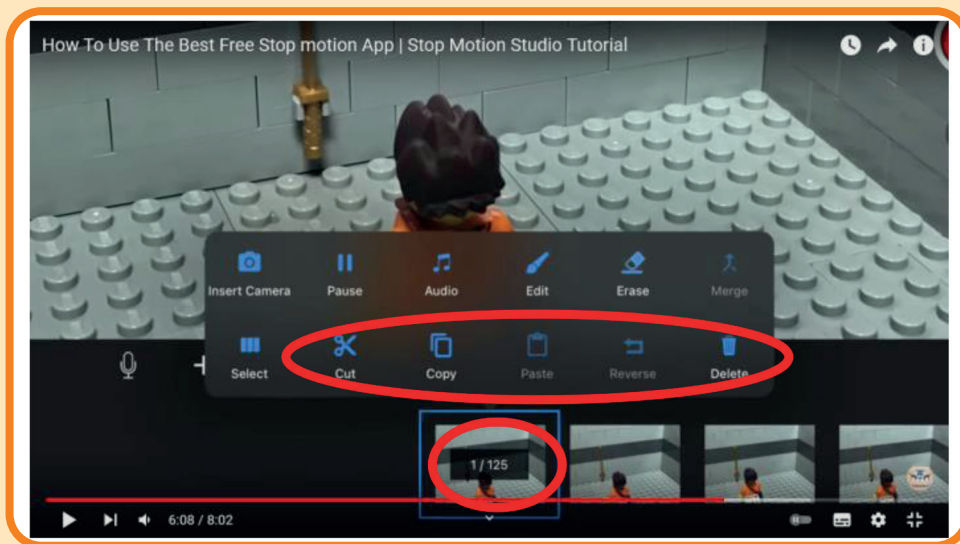




2. Take several photos :



3. Cut, paste, move, delete photos

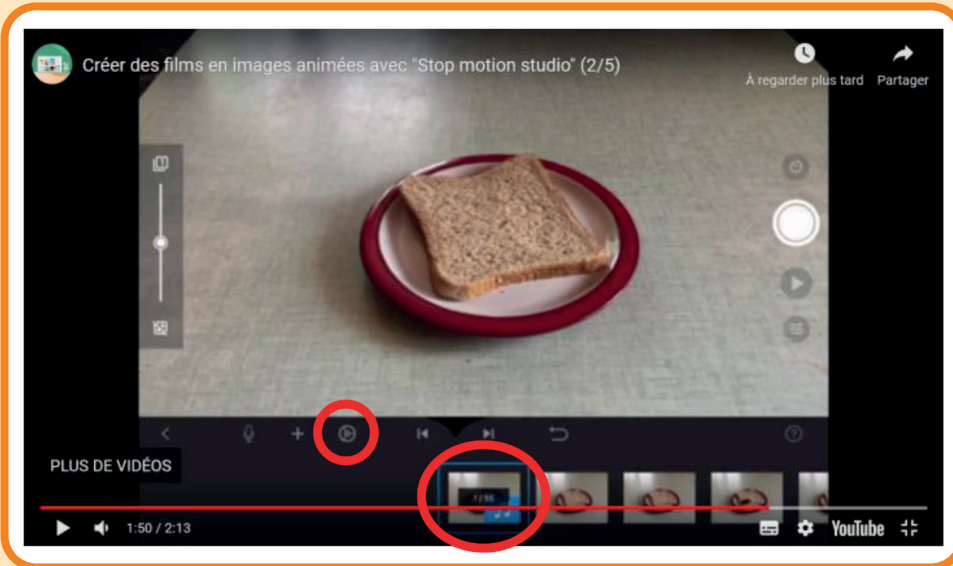


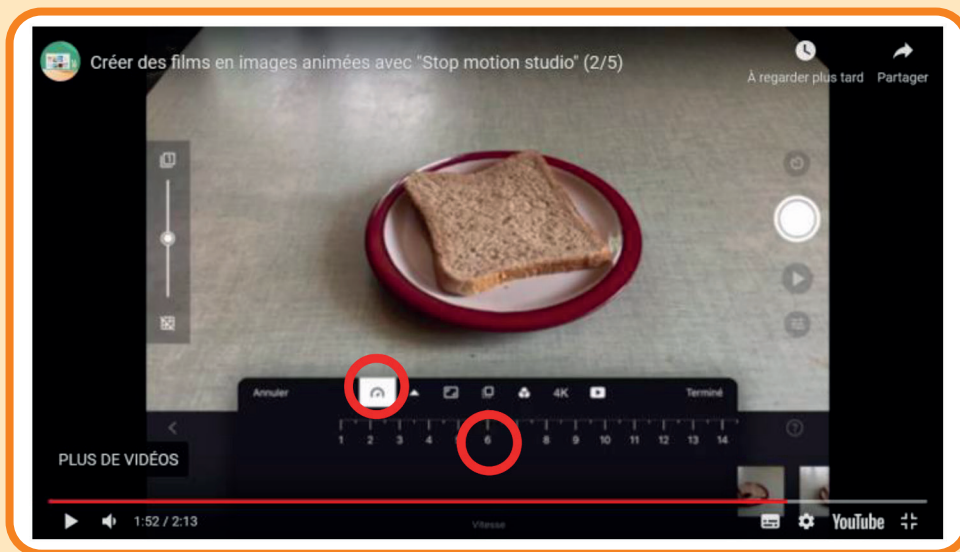


4. Ognon skin : (optional)

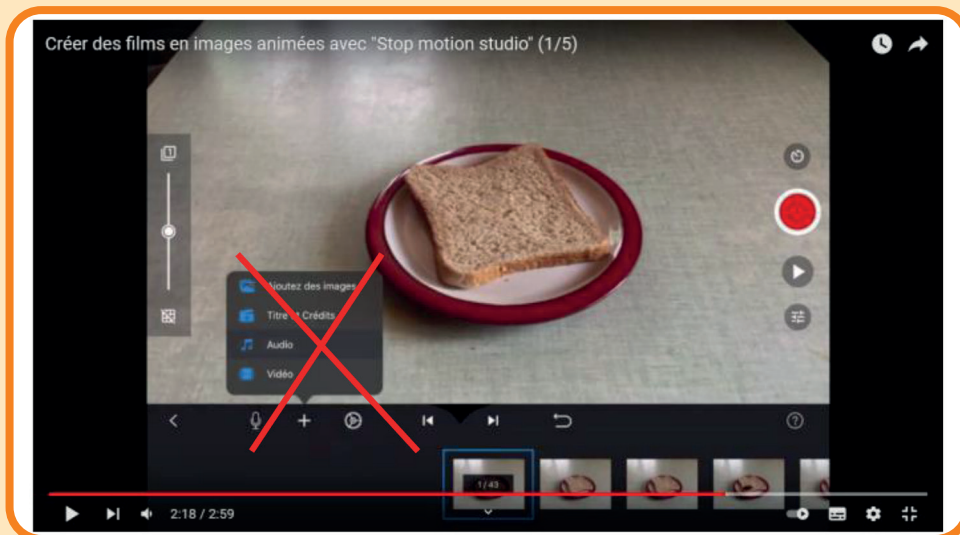


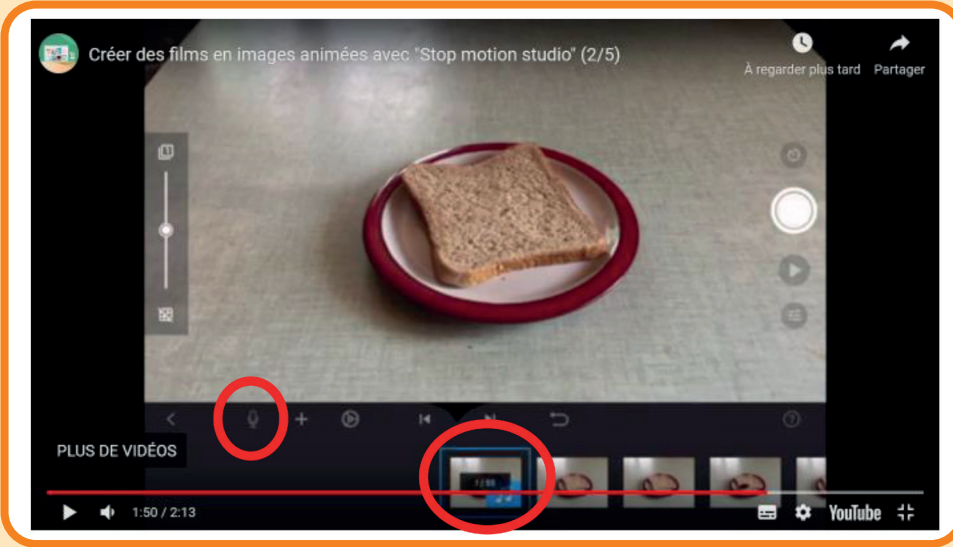
5. Choose the scroll speed (frames/sec)





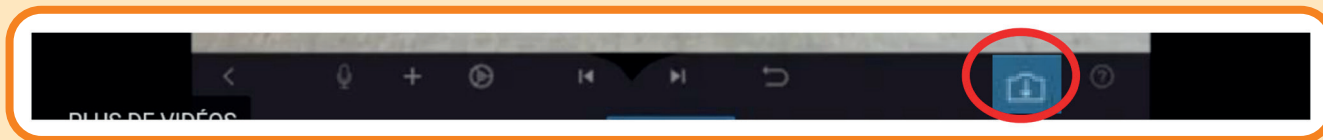
6. Add sound (free version - do not use the + but the microphone icon):







7. Export the film to "My Videos" or to "Imovie" for advanced editing



Canotech Tutorials for Creating Moving Image Films with Stop Motion Studio

<http://www4.ac-nancy-metz.fr/tice57-premier-degre/spip.php?article488>



Other tutorials :

https://www.youtube.com/watch?v=G_OnX9nVjfM





<https://view.genial.ly/5ee1dc15730d1a0d93efc36f/interactive-content-tuto-stop-motion-studio>



https://occitanie-canope.canoprof.fr/eleve/tablettes/Usages-tablettes-eleves-allophones/activities/Usages-tablettes-UPE2a_8.xhtml





NASREDDİN HODJA

THE CAULDRON GAVE BIRTH

Nasreddin Hodja is folk philosopher. He tells the problems that occur in the society through humor. While making people laugh with his anecdotes, he also makes them think “The cauldren gave birth” joke is one of them.

Our aim is to introduce Nasreddin Hodja and his jokes to students through creative drama. We read the book “Cauldron gave birth” with the students. We talked about neighborhood relations and the problems that occur between neighbors. We gave information about the personality of Nasreddin Hodja.

We listened to the songs about Nasreddin Hodja and his jokes. Based on these new and different styles of music today, we decided to revive the joke through creative drama.

First of all, the text of the play was written and traditional folk music instruments were used. We wanted to add a different dimension to the



text with idioms and discourses. For this purpose the students also uttered repetitive words in chair.

We did our work on stage we also created our traditional folk clothes and decor from the handmade items which came from past in our houses.







Tutorial - Puppet show

We use playing with puppets in our activities with our kindergarteners from a very young age, because with their help we can create situations that always arouse the child's interest and ensure the child's spontaneous attention.

In puppetry, the game is formed by combining movement and words, which has a developmental effect on the coordination of the child's eye-hand movements and the development of speaking skills and courage. It develops many skills for both the viewer and the player.

Methodological description of puppet making and the organization of the puppet show step by step

We present the methodological description of the puppetry show and organization of one of their favourite tales, the Russian folk tale "*The Butter Doughnut*" translated by Zsuzsa Rab.

Making the puppets was a joint children's work. The puppets were made from coloured soft cloth/material, paper cups, chenille wire and some shirt buttons.



The scenery required for table puppetry is also simple, rather only indicative. We improvised from some colourful cloths so that the children can arrange everything independently if they feel like retelling the story.

The children helped each other to make the puppets needed for the puppet show. When making and testing the puppets, their fine motor skills, knowledge of materials, and use of tools are refined.





The process of making a puppet step by step:

The children spread the 50x50 cm piece of coloured material on the table.

1. They visually found the centre of the material where the paper cup was placed. We used a smaller paper cup for the body of the rabbit, and larger cups for the body of the wolf and fox. The bear's body was made of burst old balls.

2. The textile material was folded in half, and then a knot was tied from the corners.







3. Between the knot and the glass, they tied the puppet's neck with chenille wire, shaped the animal's head, and then stretched the ears to the appropriate size and shape.



4. Coloured shirt buttons were glued for eyes and nose, pom-poms for tails, teeth were cut from wool felt and glued to the wolf.



All animal puppets were made using the same knot tie technique, with the difference that we used burst balls instead of paper cups for the bear's body.





We kindergarten teachers played the demonstration puppet show, and after that, every day the children could try out a different role that they wanted to experience. There were no assigned roles. Since everyone knew the entire text of the tale, everyone could try out any role at the rehearsals, as needed.

We considered table top puppetry to be the most suitable for the performance of the puppet show, since the entire auditorium is only a few meters in the group room, and the puppets and the scenery are clearly visible from the small table. Puppeteer children can easily see the scenes of the story from above, and the standing puppets can be controlled by holding them from the side.

