



Guide of good practices

BRIDGES FOR SOCIAL INCLUSION

Erasmus+ KA229 School Exchange Partnerships

Erasmus+ project no: 2018-1-RO01-KA229-049220_1

2021



BRIDGES FOR SOCIAL INCLUSION

2018 – 2021

Erasmus+ project no: 2018-1-RO01-KA229-049220_1

PARTNERS:

1. *Rază de Soare* Kindergarten – Romania – project coordinator
2. Detska Gradina Detska Vselen – Bulgaria
3. Private School Themistoklss S.A – Greece
4. Szolnoki Mustármag RómaiKatolikus Óvoda – Hungary
5. Yenimahalle ilkokulu – Turkey
6. Prywatne Przedszkole Akademia Maluchów – Poland



PROJECT OBJECTIVES



O1 – Increasing the involvement of teachers, preschoolers, parents, other members of the community in activities promoting European values: citizenship, freedom, tolerance of non-discrimination, interculturality;

O2 – Increasing the Adaptation and Integration of Preschoolers to School and Social Life and Reducing School Abandonment;

O3 – Improving the quality of the educational process by developing a child-centered education, by adapting the curriculum to the current needs of the child, his family, and the local community.



ROMANIA



ACTIVITIES



November, 2018

International day of persons With disabilities

Within this activity, activities were carried out with children with special needs.



Another activity was carried out with the parents, during which Christmas decorations were made.



These were finally purchased by the parents and from the money raised, various products were purchased for the Asylum for the elderly.





<https://www.kizoa.com/.../international-day-of-people...>

December, 2018

International day of non-violence



Within this theme, the psychologist teacher of the kindergarten, Mrs. Stanciu Constanța, took part in activities. They discussed various situations through which they analyzed violent

behaviors: the negative effects, the aggressor, the victim, the consequences of these types of behaviors, etc.

Also, examples of positive, non-violent behaviors were scored, and their effects and importance were discussed.

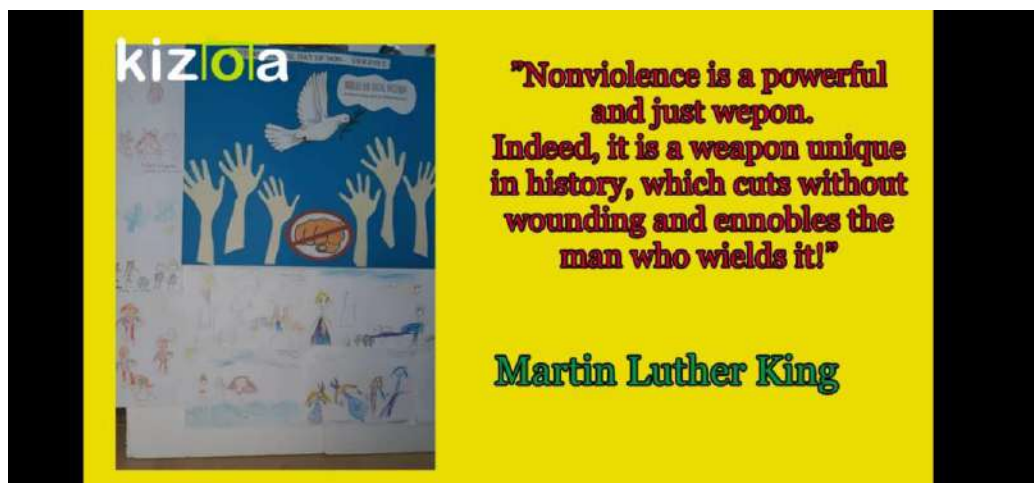




The psychologist used the interactive game Detective of emotions, boards and chips that make up this game, as well as the role play.



Another activity was carried out with the psychologist of the Kindergarten. This consisted of making drawings about their own feelings and posters with messages about non-violence. In the end, all these works composed an exhibition.



The teachers from the project team made a film for the Erasmus + partners, presenting the activities of this month.

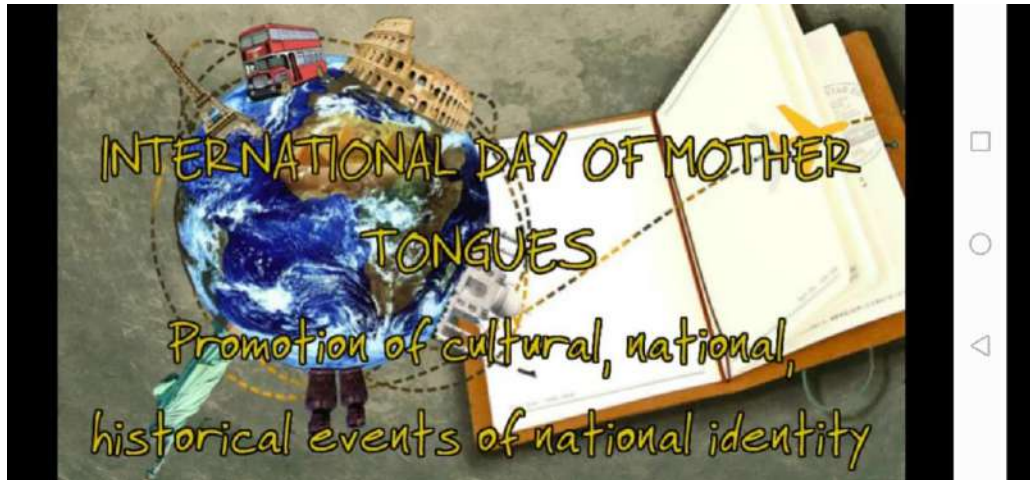
<https://www.facebook.com/anamaria.ene.96/videos/2130216510369277>

January, 2019

**International day of the
Mother language**

Promoting national identity – national, cultural and historical values

Romanian traditions and customs

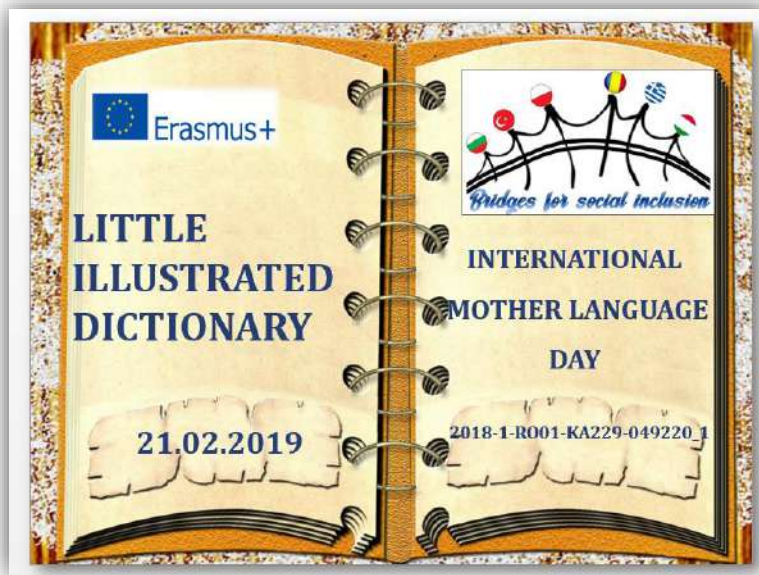


Within this theme, activities were carried out to promote the national identity. The children learned about the natural beauties of Romania, finding on the map various important tourist points; the big cities, the Danube, the Black Sea, the Carpathian Mountains, the Danube Delta, etc.

https://www.kizoa.com/Movie-Video-Slideshow-Maker/d245996350k8184652o111/romania?fbclid=IwAR1fxJOY0SHwrWWuu962RqTu_w-SbIv5PRUy1QF4SXCcGR4X-e5Jm5A8MXU



Also, a dictionary with common words was made, in the language of the project but also of the partners.



The preschoolers of the big groups were acquainted with leading personalities of the country: rulers, voivodes, writers, painters, poets, composers, athletes, etc.



Another activity with preschoolers was about Romanian traditions and customs. In this sense, there were role-playing games, as well as practical activities, for the preparation of traditional dishes.

Also, the teachers in the project team made different presentations and films for the partners, with these themes.

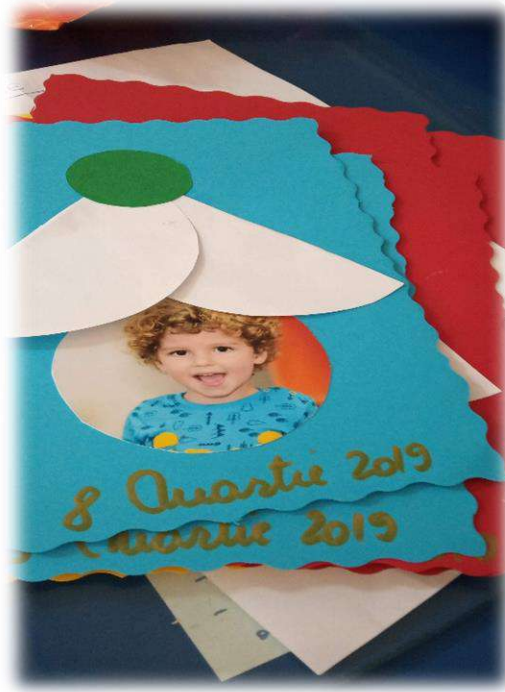


March, 2019

Mother's day

The preschoolers of Rază de Soare Kindergarten celebrated Mother's Day in various ways, on March 8th.

Some children congratulated their mother.



Other children made flowers from various materials and then played games at the light table.

https://animoto.com/play/uy9ZS4RGXqSVbmwSd90xCw?fbclid=IwAR2WxhqsZEdmqKhBlSbivMfJleIEHuGNGHni4tqtX6MWV-6lDZEHED_M2tA



The children also held photo sessions for or with their mothers, to mark the event and to give them special surprises.



Methods of promoting inclusive education among preschool schools completion of a didactic scenario Mobile library

Within this theme, teachers carried out activities to promote inclusive education among preschool children. In this sense, various workshops were organized (artistic-plastic activities, musical activities, outdoor activities, etc.), meetings with the children of the special group (children with special educational needs), volunteer activities (donations), etc.



Another activity was the creation of a mobile library. To do this, teachers and preschoolers have created stories that convey messages of inclusion, non-discrimination and tolerance. These stories are:

- The story of the three butterflies;
- The lame puppy.

Also, the teachers designed a didactic project and a didactic scenario through which they described for the project partners a sustained activity within this theme – The story of the lame Puppy – language education.

THE STORY OF THE THREE BUTTERFLIES

It was a beautiful spring morning. Smooth wind and clear sky. The world is slowly being reborn to life. The garden looked fantastic in the rays of the sun weaving a magic cloth. The flowers shine brightly.

Three posh butterflies appear out of nowhere. They are wonderful: one is white, another is golden yellow and the third has red wings. He plays, dancing fantastically in the sunlight, flies and dives into the flower cups. They don't get tired at all, they like this game so much.

Little by little ... unexpectedly rain begins.

The three butterflies would have liked to fly home, but unfortunately this was too far away and the raindrops were getting thicker and thicker.



The three butterflies hurried to seek shelter.

The white butterfly comes with the idea of asking the flowers to host them while it rains. On the way they met a white daisy, which was shaking its flower under the raindrops.

- *Hello, daisy, welcome us under the petals of your flower! We are small and our wings are very tender, the heavy drops of water destroy them!*
- *I can't receive you, the daisy replied. I could only receive the white butterfly, which resembles me as a brother to his sister. The other two go ahead and look for shelter!*

But the white butterfly said to his friends:

- *Let's fly on! I'd rather fight the rain than part with you!*

And the three butterflies went on, in the relentless rain. In their path they saw a beautiful golden-yellow tulip.

- *Dear tulip, shelter us in your flower house! If you drive us away, we'll die in this cold, fast rain.*

I can't receive you, the tulip replied. You, beautiful yellow butterfly, stay with me, but let the others find their way!

But the yellow butterfly answered, as did the white butterfly, and they flew away again, angry with their heavy rain wings. They could barely fly.



The sun, which was hidden behind the curtain of clouds, saw the three butterflies and was glad to see how united they were. It was obvious that they were connected to each other by strong feelings of love and friendship. Then the Sun came out of the clouds and sent a ray to the red poppy asking it to receive the three butterflies.

Soon the wings of the butterflies dried, and their frail bodies warmed. They flew home together happy!

The sun had saved them from perishing for their goodness!

THE LAME PUPPY

In the shop window of a pet store was a poster: *Puppies for sale.*

A 10-year-old boy comes in and asks what the price of a puppy is.

The seller replies that the price is between 20 and 50 dollars. The boy reached into his pocket and pulled out some coins. He counts 2.70 euros and then asks:

Could I see the puppies?



The salesman smiled. They whistled and the puppy came out of the store, followed by five beautiful puppies. The sixth puppy was behind and did not approach.

The little boy asked:

Why is this lame puppy?

The seller replied that he was born with a foot problem and will be lame for the rest of his life.



This is the puppy I want, the boy said happily.

If that's your wish, I'll give it to you for free!

The child was upset and replied:

I don't want it for free, its price is the same as the other dogs. I will give you everything I have now and pay you 50 cents every month, until I pay the full price.

Are you sure you want this puppy? He will never be able to run, jump or play like everyone else!

The boy bent down, lifted his pants a little and showed the salesman the device that supported his crooked leg.

I can't run either, that's why this puppy needs someone to understand him!

The seller's eyes filled with tears when he said to the child:

I pray and hope that every puppy has someone to love him, just as you love this puppy!



Moral:

In life, it doesn't matter who you are, it matters that someone values you and loves you unconditionally!

<https://www.storyjumper.com/book/read/68390595/5cb84936c90b7>

International friendship day

In order to mark the International Friendship Day, activities were carried out within the Erasmus + project that facilitated the contact of preschoolers with children from partner educational institutions:

- Exchange of messages - Messages of friendship: the children addressed in their mother tongue and then in English messages and good thoughts for the project partners. These were filmed and sent to them. Thus, an exchange of messages between the 6 countries was carried out. The 6 films were posted on the Facebook page of the Erasmus + project to be watched by each partner.

<https://www.facebook.com/proiect.bridges.9/videos/202468374055691>



<https://www.facebook.com/proiect.bridges.9/videos/202737217362140>

Peace day

In June, an activity dedicated to the day of peace took place in our Erasmus + project in our kindergarten. To mark this event, a series of various activities were carried out in all the groups involved, such as:

- Outdoor picnics:



- Parties for children, outdoors or in kindergarten:



- Artistic-plastic activities (painting, drawing, etc.):



- Realization of an exhibition with the works made by preschoolers:



The teachers from the project team made a film for the Erasmus + partners through which they presented this month's activities.

<https://www.facebook.com/proiect.bridges.9/videos/204008810568314>

September, 2019

Education day

During this activity, preschoolers celebrated the day of education. A series of fun and movement games, joint activities between groups, meetings with parents, interactive activities in which educational software was used, parties, dramatizations, but also counseling activities with preschoolers were organized.

https://www.kizoa.com/Movie-Maker/d294920870k8702229o111/%22INTERNATIONAL?fbclid=IwAR1uO4RI5kiJYDgnrHZx1GjhJg3zkXBWvJuDqp_qyMCkeA7lPnnktWnfQeQ



October, 2019

International day of children's rights

In this activity, preschoolers learned what their rights are. Emphasis was placed on the right to family, education, health and play. Videos were watched, specific games were made, round tables were held with the kindergarten counselor and various works of art were made through which the children's rights were highlighted.

<https://www.facebook.com/antonescu.gratiela/videos/2677317465632102>



November, 2019

International migrants day

Within this activity, joint activities took place between parents and their children. Together, they made various products, using various work techniques and materials. With all the products made, there was a charity bazaar, where parents bought with their children what they liked best. The money raised was used to buy fruits and hygiene and cleaning products for children from disadvantaged backgrounds.

<https://www.facebook.com/carmen.andreea.5/videos/2820684714629840>



December, 2019

International day of the word *Thank you*

In this activity, the preschoolers learned to pronounce the word Thank you in Bulgarian, Polish, Greek, Turkish and Hungarian. The children also performed dramatizations in which they used the word. The importance and significance of using the word Thank You was also discussed and posters were made.

<https://www.facebook.com/proiect.bridges.9/videos/245984816370713>



January, 2020

International day of harmony between faith

During this activity, traditional Romanian events that take place in the lives of families were presented. Examples: wedding, baptism, cutting the moth, breaking the cake. The children brought photos from the family albums and presented the events.

<https://www.facebook.com/florentina.gheorghe.18/videos/2883396611681740>



February, 2020

International theater day

During this activity, the children were either actors or spectators at various theater performances. They got in touch with the actors, asked them questions and looked carefully at the plays presented.

After watching the show, the preschoolers made drawings / paintings with scenes from the stories watched.

<https://www.facebook.com/carmen.anghel.5/videos/2810538548993907>



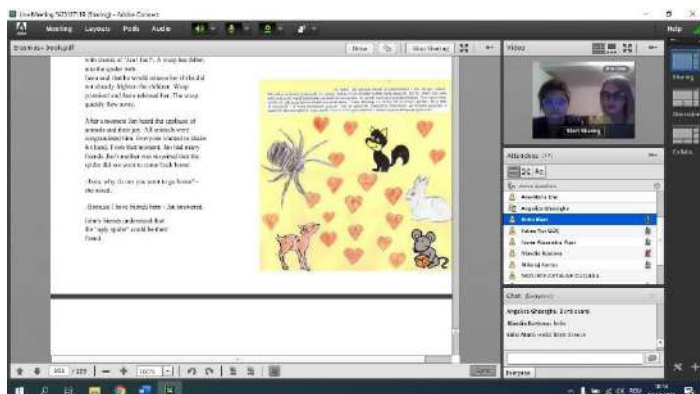
November, 2020

DISEMINATION SEMINAR ON ETWINNING

The activity from November 2020 was an eTwinning seminar organized by Ene Ana-Maria – Dissemination of the Erasmus+ project *Bridges for social inclusion* (November 16, 2020).

At this seminar participated teachers from *Rază de Soare* kindergarten and teachers from other schools form Dâmbovița County. There were presented final products and intermediary products of the project (the sory book, the calendar, the dictionary, the brochure with didactical projects). The event was held in romanian language.

<https://live.etwinning.net/events/event/137119>



International Europe day

Another activity of November was celebrating International Europe Day. The children made, using different art techniques, the flags of the countries that are our partners in the project, they danced traditional dances and they tested traditional delights. Also, the children and their parents made costumes for waste materials to represent european flags.

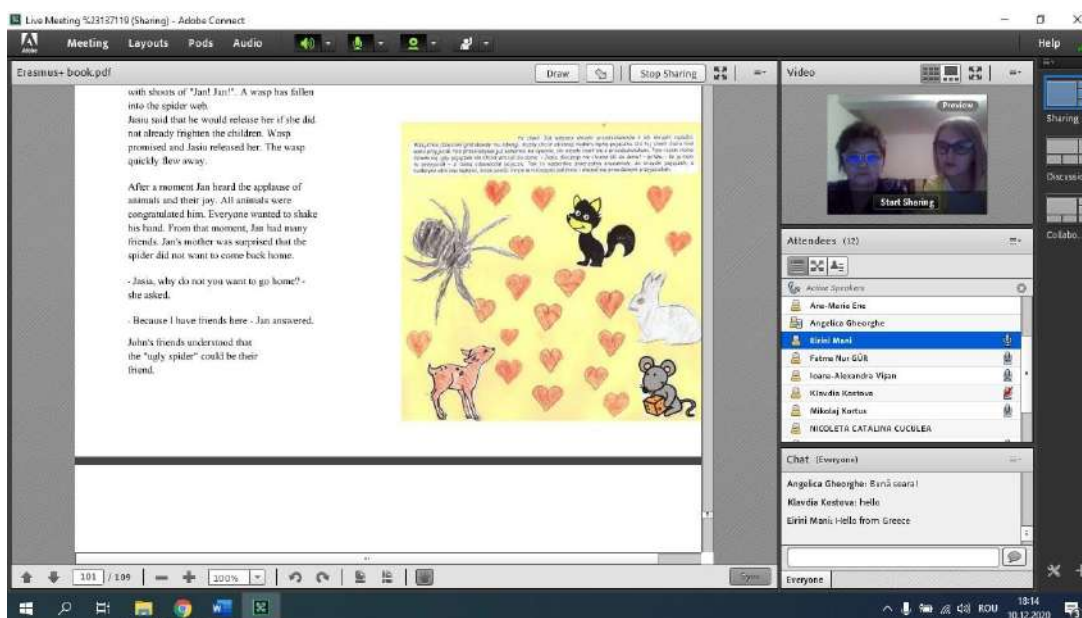


December, 2020

DISEMINATION SEMINAR ON ETWINNING

The activity from December 2020 was an eTwinning seminar organized by Moldoveanu Elisabeta – Dissemination of the Erasmus+ project *Bridges for social inclusion* (December 10, 2020)

At this seminar participated teachers from *Rază de Soare* kindergarten and teachers from the other countries of the Project. There were presented final products and intermediary products of the project (the story book, the calendar, the dictionary, the brochure with didactical projects). The event was held in english language.



<https://live.etwinning.net/events/event/137119>

World health day

Children from partner countries involved in the project made drawings during the pandemic through which they sent messages of encouragement to friends.

Romania



Bulgaria



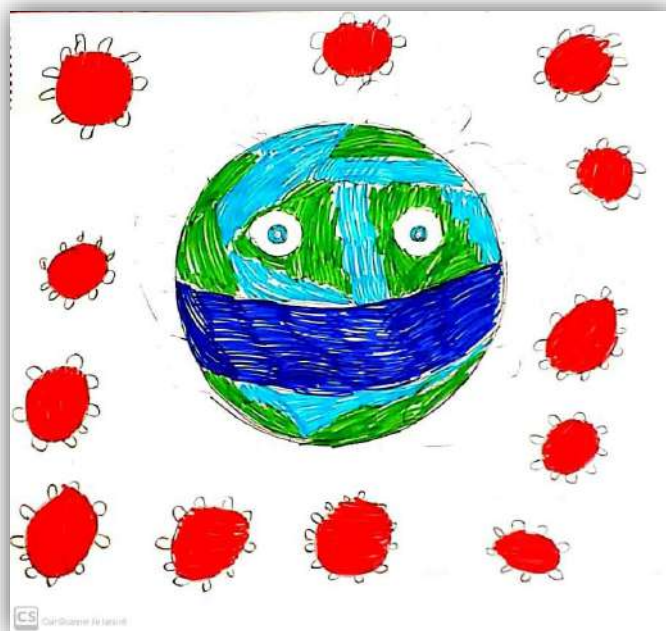
Greece



Hungary



Turkey



Poland



LESSON PLAN 1



Date: 27.03.2021

Kids age: 4 – 5 years

Annual study theme: *How it was, how it is and will be here on Earth?*

The theme of the week: *Wild animals*

The theme of the activity: *Animal's friends*

Activity type: consolidation of knowledge and skills

Aim of the activity:

- ✓ Capitalizing children's mathematical skills regarding numbering from 1- 4 activities, using a proper mathematical language;
- ✓ Capitalizing work skills gained through artistic and household activities.

The component parts of the activity:

1. Personal development activities:

✚ **Routines:** Morning meeting: *A message from the tricked bear;*

Greetings: *Good morning animal friends!* Presence. Nature Calendar (Weather and season establishment); *I can help* (The habit of being useful).

✚ **Transitions:** *The friendship dance* – musical game

One by one, on the path – musical game

2. Experiential domains activities:

✚ **Science Domain: Mathematical Activity**

Theme: *Let's play and help the bear and the fox!* – educational game (Number learning activities from 1 to 4 - Fluency/ Procedural skills)

✚ **Creative and Aesthetic Domain:**

Theme: Painting on the glass

Subject: *The friends from the forest*

Plastic theme: color stain

3. Chosen teaching and games activities:

1st Part: Transferable items from Reggio Emilia activities:

- **Library:** *The path of animals through the forest* – drawing graphic signs according to the given model, using materials from nature;
- **Science:** *Animal footprints* – Making fingerprints in the sand using toy animals – Light table activity;

- **Board game:** *The Bear's tail, Fish for the bear's pantry* – stringing wooden discs on the rope and fitting the elastic circles in order to make fish;
- **Playing role game:** *The cooks* – Funny sandwiches preparing (making healthy snacks from vegetables in animal shapes).

2nd Part:

- *Animal Dance* – energizing game;
- *On the path of the bear* – movement game.

Objectives:

O1 – To form groups of animals of the same kind, matching the number with the quantity of elements. The goal is considered to be achieved if the children form at least a set of the same kind of objects and correctly match the number;

O2 – To paint on a glass support “the friends from the forest” using color stain as plastic element expression and sticking grass on the glass support in order to make the meadow. The goal is considered to be achieved if the children make a painting;

O3 – To draw graphic signs according to the model (Wavy line, zig- zag line, straight line, oblique line), using materials from nature in order to make the path of animals through the forest. The goal is considered to be achieved if each child accurately draws at least one line;

O4 – To make fingerprints of animals in order to get light effects. The goal is considered to be achieved if each child has marked at least one fingerprint;

O5 – To line up the wooden discs on the rope in order to make the bear's tail. The goal is considered to be accomplished if each child strings the wooden discs to make the bear's tail;

O6 – To fit different color elastics on the nails in order to achieve fish for the bear/ fox pantry. The goal is considered to be accomplished if each child fixes the elastic in a fish shape;

O7 – To make funny animal shaped sandwiches, acting like a cook and following the hygienic rules. The goal is considered to be accomplished if each child makes a sandwich.

Science Domain: Mathematical Activity:

Let's play and help the bear and the fox! – educational game

Teaching tasks:

- ✓ To form groups of animals of the same kind, to count from 1 to 4 and to describe the actions using an appropriate mathematical language;
- ✓ To recognize the numbers, to relate the number to the quantity and to sort the numbers ascending.

The rules of the game:

The children will sit and close their eyes while the teacher will touch one of them with the fishing rod. Some envelopes will be placed on a table.

The envelopes contain various tasks (to form groups of animals, to count from 1 to 4, to associate the number to the quantity and the other way around). The chosen child fishes a fish from the lake and he will place it in the bag of the bear or of the fox if their answer to the tasks from the envelope will be right. The preschooler who completes the task correctly will be rewarded with a crown representing a fox or a bear thus becoming friends with the animals and offering them a fish.

Game elements: handling the materials, surprise, applause, closing and opening the eyes, reward.

Complication of the game:

The teacher will tell kids to close their eyes in order to discover a new surprise, which is a picture that contains several elements from the forest. The problem is that in this picture several errors have been sneaked in, and the children should solve this issue in order to be able to continue their adventure next to the bear and the fox.

Example:

The number associated to a group of animals is wrong, the child would have to choose the correct number, or to add/ remove from an animal the picture.

Teaching strategies:

Methods/ procedures/ techniques: teaching game, conversation, exercise, explanation, demonstration, problem solving, learning through discovering, gallery tour, GBL method, Reggio Emilia method;

Teaching aids: The bear and the fox from the story, puppets, forest painting, animal token, canvas on which graphic signs are drawn, tokens from 1 to 3, fish, fishing rod, seeds, stones, sequins, photo frames, watercolors, brushes, napkins, plastic animal, kinetic sand, plastic trees, pinecones, wooden circles with nails, colored elastics, vegetables, toothpicks, plates;

Type of student work: Frontal, individual, group work.

Assessment: observation of the behavior of children, analyzing the products of the activity, oral assessment, individual guidance, rewards.

Time: One day

Bibliography:

- *Curriculum pentru învățământul preșcolar (3-6/7 ani)*, MECT, 2008;
- *Activitățile integrate din grădiniță - Ghid pentru cadrele didactice din învățământul preuniversitar*, Editura Didactică Publishing House 2010;
- *Ghid pentru proiecte tematice*, Ed. Humanitas Educațional, București, 2005;
- *Revista învățământului preșcolar*, 5-6 /2010;
- *Piramida cunoașterii – Repere metodice în aplicarea curriculumului preșcolar*, Editura Diamant, Pitești, 2014.

THE SCENARIO OF THE DAY

The activity starts with the Morning Meeting. The children are sitting on their chairs in a semicircle in order to establish the eye contact. The Greeting starts from the teacher with the formula: *Good morning animal friends!*, and it will be continued by all the children through rotating communication technique.

The Presence: So that our activities and games can be accomplished, the teacher ask to a kid to complete the presence panel to see who is missing today and who is present in the classroom.

The Calendar of Nature will be filled with the correct information using some questions: *What season is it?, How's the weather outside?, In which month are we now?, What day is today?*

The news of the day is presented through the characters from the *The bear tricked by the fox*. The children will help the animals to become friends, even if they aren't in the original story. The kids will also support them to fill their bags with fresh fish.

Transition: The game *Friendship dance* – musical game

And now we will become animal's friends and we will carry out more activities to bring joy to our characters.

Experiential domains activities:

Science Domain: Mathematical Activity: *Let's play and help the bear and the fox!* – educational game

Teaching tasks:

- ✓ To form groups of animals of the same kind, to count from 1 to 4 and to describe the actions using an appropriate mathematical language;
- ✓ To recognize the numbers, to relate the number to the quantity and to organize the numbers ascending.

The rules of the game:

The rules of the game are presented by the teacher: The children will sit and close their eyes while the teacher will touch one of them with the fishing rod. Envelops will be placed on a table. The envelopes contain various tasks (to form groups of animals, to count from 1 to 4, to associate the number to the quantity and the other way around). The chosen child fishes a fish from the lake and he will place it in the bag of the bear or of the fox if their answer to the tasks from the envelope will be right. The preschooler who completes the task correctly will be rewarded with a crown representing a fox or a bear in order to help them to become friends by offering them a fish.

Game elements: handling the materials, surprise, applause, closing and opening the eyes, reward.

Test game: At teacher's signal, the children will close their eyes. She will walk around them and she will touch a kid with the fishing rod. He will come and fish a fish from the lake next to the characters of the story. After that, the teacher will read the task from the envelope:

- ✓ Form the group of the bears;
- ✓ The child verbalizes the action saying: I formed the crowd of bears;
- ✓ According to his correct answer the child will place a fish on the bag of the bear or of the fox.

The game: The child touched by the teacher with the fishing rod, fishes a fish from the lake, and answers to the task contained in the envelope from the table, *Form the group of the foxes!*

- ✓ The child tells that he formed the group of the foxes;
- ✓ According to his answer he will place a fish on his favorite character bag.

Tasks:

- ✓ Form the bears group;
- ✓ Count the bears from your group and link it to the number of the bears;
- ✓ Chose the number 1, 2, 3, 4 and place as many animals as the number shows;
- ✓ Name the numbers and order them from the smallest to the biggest!

Complication of the game:

The teacher will tell children to close their eyes to discover a new surprise – a new painting that contains more wood elements, but which contains some errors. The kids will be asked to find them in order to the adventure next to our characters may continue.

Chosen teaching and games activities - 1st part:

Through the transition *One by one on the path*, we will next to the desk to see the materials provided and the work tasks to be completed. After that, every child is free to choose the workstation he wants to work at. We will perform some exercises to warm up the small muscles of their hands.

At the Art Station, the preschoolers will paint on glass *The Bear or The Fox*, and after that, they will stick grass under each animal to make a meadow.

Working steps:

- ✓ Apply some color on your brush;
- ✓ Paint your favorite animal;
- ✓ Apply a bit of glue on the glass support;
- ✓ Stick the grass on the glass.

At this work station all the children must participate, because it is a compulsory activity. For each participation, the kids will be rewarded.

At **Library Station**, the children will draw some graphic signs according to the given model, using elements from Reggio Emilia Method (seeds, grains, stones, etc) in order to build *The Forest animals path*.

At **Science Station**, the kids will make in the sand animal footprints, with some plastic animals.

At **Table Games Station** they will line up wooden discs on the rope to make the bear's tail. They will also fix elastics on the fixed nails from the large wooden discs for making fish.

At **Role Playing Station**, *Funny Sandwiches*. The kids will act as chefs, preparing healthy snacks from vegetables, and following the hygienic rules. They will use the ingredients to make happy animals.

At the end of the work, through gallery tout method, the children will present their work from each station. They will be appreciated and rewarded for their work.

Chosen teaching and games activities - 2nd part:

The activity will continue with the energizing game *The dance of the animals*. Different pictures of animals are represented on a flipchart sheet. Each picture is associated with a certain type of movement. The action is demonstrated by the teacher and after that, the children will perform the movements according to the indications of the teacher.

Movement game: *On the bear's path* – The kids will line up and start to walk on the fingerprints of the bear without being unbalanced at teacher's signal. The child who successfully finishes the route, goes to the end of the column, while the one who fails leaves the game.

Activity

Stage and activities	The content of the activity	Teaching strategies
1. Organizational stage	<p>Optimal conditions are provided for carrying out the activity: ventilation of the classroom, organization of the furniture and teaching materials, preparation of the team, welcome the children in the classroom who will participate at Morning meeting by:</p> <p>Greetings: <i>Good morning animals friends!</i></p> <p>Presence: I will invite one little boy/girl to the panel to name the missing colleagues. Establishing temporal coordinates (season, weather, day, month) by filling up the <i>Nature's Calendar</i>.</p> <p><i>What season is it ? What month is it? What day is today?</i></p>	Conversation
2. Catching the attention stage	<p>A puppet play will take place in the classroom. The characters from <i>The Bear Tricked by the Fox</i> story wants to help of the children to become friend and to fill their bags with fish.</p> <p>Dear children you know the story/ Of the thing that happened to me. On my way home I met the Fox, the greedy stealing Fox. She pretended to be dead and she took the fish form the cart, leaving me famished. Oh sister Fox, the things I'll do to you/ You tricked me! All I wanted was a small fish! Tell me, why'd you trick me? Oh brother, poor you! You put your tail in the lake the cold froze it, until you've had enough. I want to make amends! Really...I'm very sorry! For this I need your help today! I know you have lots of friends, I'd like them to teach me. To be kind, loving and to stop being a thief. For this my sister, I promise to help. I will call upon my friends, we will see what's to be done. Come my tireless butterflies! Let's try this together from the cunning Fox to make a better one.</p>	Exposure
3. Announcement of the theme	To help the bear and the fox, the children are informed that they will have to complete several tasks in the educational game <i>Let's Play and help the bear and the fox!</i> After this stage, they will go to the work stations to make the path of the forest animals, to paint the bear/ fox, to make the bear's tail, and to become chefs.	Explanation
4. Directing the learning process	<p>Science Domain: Mathematical Activity: <i>Let's play and help the bear and the fox!</i> – educational game</p> <p>Teaching tasks:</p> <p>-To form groups of animals of the same kind, to count from 1 to 4 and to describe the actions using an appropriate mathematical language;</p>	Explanation

	<p>-To recognize the numbers , to relate the number to the quantity and to sort the numbers ascending.</p> <p>The rules of the game:</p> <p>The rules of the game are presented by the teacher: The children will sit and close their eyes while the teacher will touch one of them with the fishing rod. Some envelopes will be placed on a table. Envelopes contain various tasks (to form groups of animals, to count from 1 to 4, to associate the number to the quantity and the other way around).The chosen child fishes a fish from the lake and places it in the bag of the bear or of the fox if their answer to the tasks from the envelope will be right. The preschooler who completes the task correctly will be rewarded with a crown representing a fox or a bear in order to help them become friends.</p> <p>Game elements: handling the materials, surprise, applause, closing and opening the eyes, reward.</p> <p><i>Test game:</i> At the teacher's signal, the children will close their eyes. She will walk around them and she will touch a kid with the fishing rod. He will come and fish a fish from the lake next to the characters of the story. After that, the teacher will read the task from the envelope:</p> <ul style="list-style-type: none"> • Form the group of the bears; • The child verbalizes the action saying: <i>I formed the crowd of bears;</i> • According to his correct answer the child will place a fish on the bag of the bear or of the fox. <p><i>The game:</i> The child touched by the teacher with the fishing rod , fishes a fish from the lake, and solves the task contained in the envelope. <i>Form the group of the foxes!</i></p> <ul style="list-style-type: none"> • The child tells that he formed the group of the foxes; • According to his answer he will place a fish on his favorite character bag. <p><i>Tasks:</i></p> <ul style="list-style-type: none"> • Form the bears group; • Count the bears from your group and link it to the number of the bears; • Chose the number 1, 2, 3, 4 and place as many animals as the number shows you; 	<p>Exercise</p> <p>Discovery learnig</p> <p>Explanation</p> <p>Exercising</p> <p>Problem solving</p>
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	<ul style="list-style-type: none"> Name the numbers and sort them from the smallest to the biggest! <p><i>Complication of the game:</i></p> <p>The teacher will tell children to close their eyes to discover a new surprise – a new painting that contains more wood elements, but which contains some errors. The kids will be asked to find them in order for the adventure next to our characters to continue.</p>	
5. Achieving performance	<p><i>Chosen teaching and games activities - 1st part:</i></p> <p>The kids will start to look after the opened work stations through the transition <i>To the station we will go/ The bear and the fox we shall help.</i></p> <p>At the Library Station the children will draw some graphic signs according to the given model, using elements from the Reggio Emilia Method (seeds, grains, stones, etc) in order to build <i>The Forest animals path.</i></p> <p>At the Science Station, the kids will make animal footprints in the sand, with some plastic animals.</p> <p>At the Table Games Station they will line up wooden discs on the rope to make the bear's tail. They will also fix elastics on the fixed nails from the large wooden discs for making fish.</p> <p>At the Role Playing Station – Funny Sandwiches, the kids will act as chefs, preparing healthy snacks from vegetables, and following the hygienic rules. They will use the ingredients to make happy animals, following the hygiene rules.</p> <p>At the Art Station, the preschoolers will paint on glass <i>The Bear</i> or <i>The Fox</i> and after that, they will stick grass under each animal to make a meadow.</p> <p>At this work station all the children must participate, because it is a compulsory activity. For each participation, the kids will be rewarded</p> <p><i>Working steps:</i></p> <ul style="list-style-type: none"> - Apply some color on your brush; - Paint your favorite animal; - Apply a bit of glue on the glass support; - Stick the grass on the glass. <p>The children are informed about the evaluation principles:</p>	<p>Observation</p> <p>Reggio Emilia method</p> <p>Explanation</p> <p>Discovery learnig</p> <p>Demonstation</p>

	<ul style="list-style-type: none"> - Work carefully; - Cover the entire space with color; - Don't use too much glue; - Glue the grass correctly. <p>The kids choose the work stations they want and we will perform some exercises to warm up the small muscles of their hands. I supervise the activity of the children, and I will support them , where is necessarily.</p> <p>At the end of the work, through the gallery tour method, the children will present their work from each station. They will be appreciated and rewarded for their work.</p>	<p>Explanation</p> <p>Gallery Tour Method</p>
6. Knowledge transfer stage	<p><i>Chosen teaching and games activities - 2nd part</i></p> <p>The activity will continue with the energizing game <i>The dance of the animals</i>. Different pictures of animals are represented on a flipchart sheet. Each picture is associated with a certain type of movement. The action is demonstrated by the teacher and after that, the children will perform the movements according to the indications of the teacher.</p> <p>Movement game: <i>On the bear's path</i> – The kids will line up and start to walk on the fingerprints of the bear without being unbalanced at teacher's signal. The child who successfully finishes the route, goes to the end of the column, while the one who fails leaves the game.</p>	<p>Explanation</p> <p>GBL method</p>
7. The end of the activity	The teacher evaluate the participation and the behavior of the kids during the lesson. They are rewarded for their efforts with sweet surprises.	

LESSON PLAN 2



Date:

Group: *Little Butterflies*

The theme of the activity: *A happy little girl*

Type of activity: knowledge transfer

Component of the activity:

✚ **Activities on experiential domains:**

Language and communication domain – Language education

Theme: *A happy little girl*

Form of realization: the story of the educator

Aim of the activity:

- ✓ Forming the ability to listen carefully and with interest to a story;
- ✓ Development of oral expression.

Objectives:

At the end of the activity, the children will be able to:

- formulate simple sentences related to the story text with the help of intuitive support.

Methods and procedures: conversation, story, explanation.

Teaching material: pictures from the story, dolls from the puppet theater, rewards

Duration: 15 minutes

Bibliography:

- *Curriculum for pre-school education* (3 - 6/ 7 years), M.E.C.- 2008;
- *Methodology of instructional – educational activities in kindergarten*, 2009;
- *The pyramid of knowledge – Methodical benchmarks in applying the preschool curriculum*, Diamant Publishing House, Pitesti, 2014.

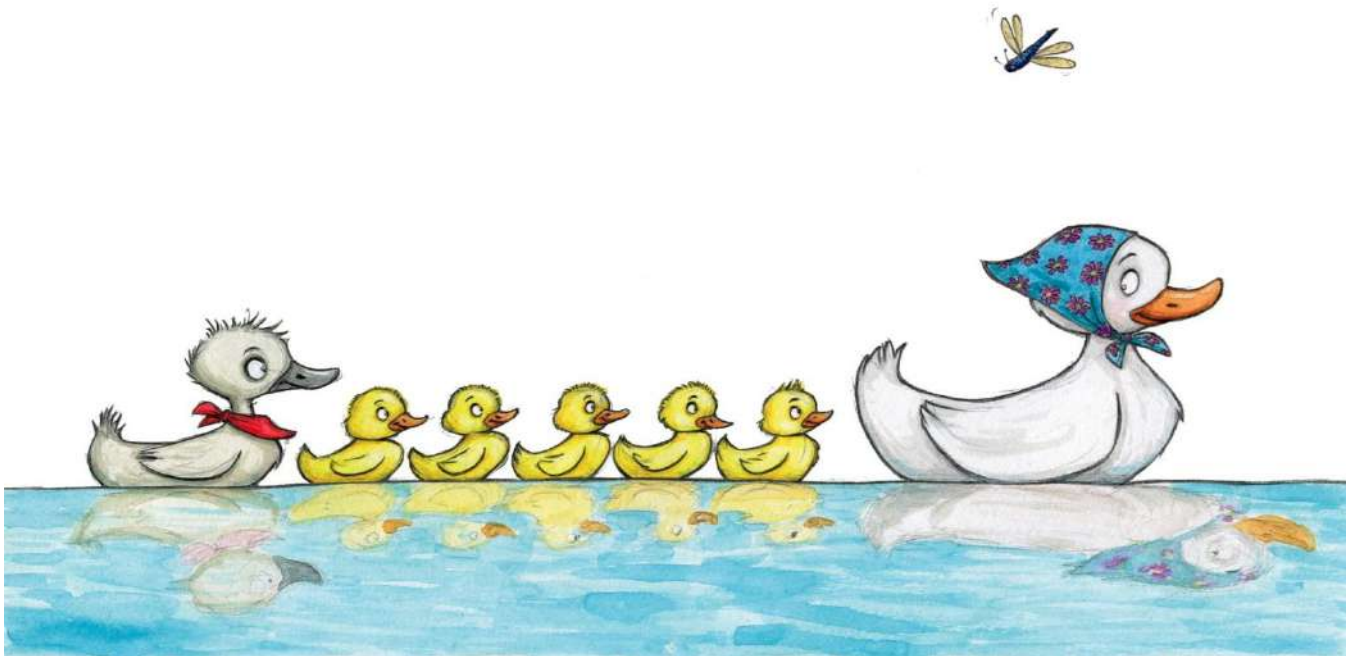
ACTIVITY

STAGES OF THE ACTIVITY	THE ACTIVITY CONTENT	METHODS AND PROCEDURE	EDUCATION MEANS
1.Organizational moment	<p>The conditions necessary for the optimal performance of the activity will be ensured:</p> <ul style="list-style-type: none"> - ventilation of the group room; - arranging furniture and teaching material; - ensuring a favorable educational climate. <p>The activity begins with the <i>Morning Meeting</i>. All the children sit on the chairs, placed in the semicircle, ensuring the visual contact between them.</p> <p>Greetings: <i>Good morning, dear butterfly</i>, between educators and children.</p> <p>Presence: <i>After we gathered/ And beautifully we greeted/ The colleagues we met/ Did who come to kindergarten today?</i> – each child places his butterfly on the attendance panel.</p> <p>Children will complete the <i>Nature Calendar</i> helped by the questions: <i>What time are we in? What is the weather like today?</i></p>	Conversation	<p>Presentation panel</p> <p>Photos</p> <p>Nature's calendar</p>
2.Capture focus	It is made with the help of a puppet theater.	Conversation Explication	Puppet theater
3.Theme and objectives announcement	Today I'm going to tell you a beautiful story about a little girl, namely <i>Happy little girl</i> .	Conversation Explication	
4.Learning	<p>Exposure of the story by the educator. It will be played based on the following plan of ideas as expressive, using the intonation, mimicry and gesture appropriate to the content of the story:</p> <ol style="list-style-type: none"> 1. In a village lived a little girl; 2. The little girl lived with her mother and her younger brother; 3. It was winter and he didn't go to kindergarten; 4. Spring has come and the little girl has left for cheerful kindergarten; 5. She was very happy to see her friends again; 6. It started to rain; 7. The next day at the kindergarten the children ignored her; 	<p>Story</p> <p>Conversation</p>	The plans with the main moments of the story

	<p>8. The little girl didn't want to go to kindergarten anymore.</p> <p>9. The teacher asks the mother to bring the girl to the kindergarten.</p> <p>10. The children greeted her and asked her to forgive them, because they had behaved badly with her.</p> <p>11. At the end of the day, the girl has a surprise;</p> <p>12. She was happy now and could come to kindergarten daily;</p> <p>During the story, I will return one sheet at a time, when I reach the action presented.</p> <p>Fixing the content of the story: The children have the task of answering the questions asked by the educators.</p>	Observation	
5.Obtaining performance	<p>The educator formulates sentences with the new words in the story.</p> <p>Children are also asked to make statements.</p>	The exercise Explication	
6.End of activity	<p>The evaluation of the activities will be done with the help of the interactive method R.A.I. (answer, throw, interrogate). Preschoolers need to catch the lumps and answer the questions asked by the educators.</p> <p>Appreciations will be made on the way of carrying out the entire activity.</p>	R.A.I method Conversation	Ball



THE UGLY DUCKLING STORY



On a farm long ago, a Mama Duck set on a nest full of eggs.

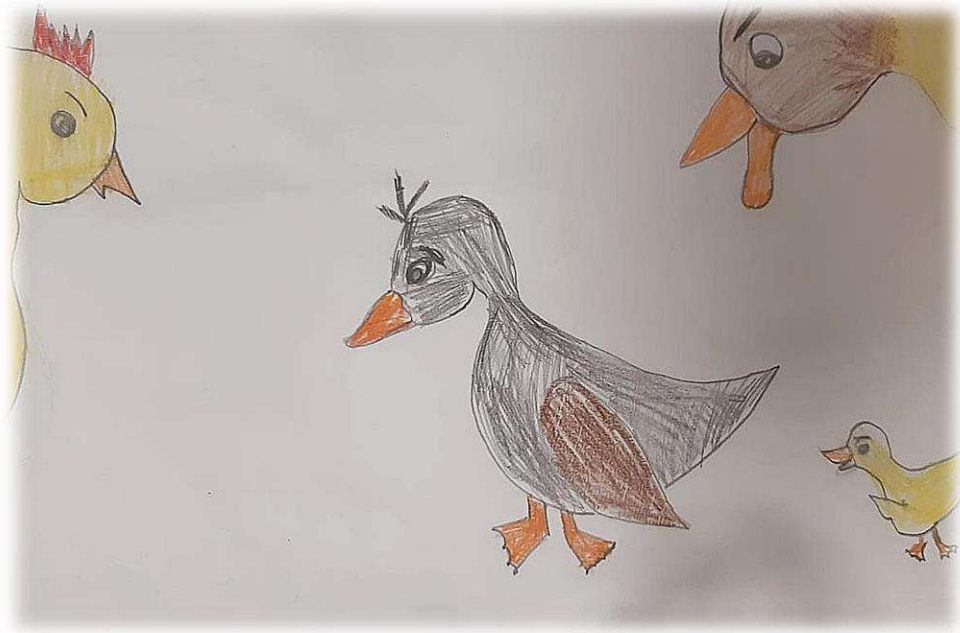


The first ducks hatched from their eggs. Then, one big egg hatched, too. But if one may say so, it was an odd-looking thing.

This bird was much bigger than others. He was not yellow at all – he was dark-gray from his head to his feet.



The barnyard animals picked on the ugly duckling. They didn't want to play with him.



The ugly duckling hung his head down low and says: *Ah, they are right. I should go...*

So, he left his home till he found a lake. He saw the swans in the fall and thought they were beautiful.



The time has passed and the ugly duckling found a new lake. He try to swim and he saw his reflection in the water. He was no longer an ugly gray bird that wobbled when it walked. He was a beautiful swan!



The ugly duckling join the other swans and was very happy.





STORY

DIFFERENT ... BUT EQUAL

- *Grandfather is coming. Grandpa is coming!*

Laura claps her hands in delight. He couldn't wait to tell Corina the news. Maybe her girlfriend will have time to come to her to meet him.

Laura saw Corina in kindergarten the next day. During the break, they rocked and jumped rope.

- *Hey, Laura, come a little, will you?*

Alina shouted from the other side of the playground.

- *I'll be right back!*, Laura said to Corina.

Corina nodded in approval as Laura left the swing and started across the grass. When he got to the place where Alina was playing ball with other colleagues, she asked:

- *What do you want?*

Alina frowned and pointed to the other side of the field, toward Corina, saying:

- *Why do you always play with that new girl? She barely speaks Romanian.*

Laura replied, frowning:

- *Corina is my girlfriend. I really like her.*
- *She's different from us!*, Alina argued.
- *She was born in another country and her skin is a different color.*



Just then the teacher announces the end of the game and all the children ran to kindergarten. Laura was very confused. Corina really liked it, did it matter that she was different?



As she approached the house that afternoon, Laura saw her grandfather in the garden gazebo.

- *Grandpa!* She shouted, hugging him.

- *Take a seat!*, Grandpa invites.

- *Your mother had to go to work urgently, but she prepared cakes and lemonade for a snack. Let's eat right here.*

The cakes were very tasty, but being with Grandpa was a great joy for Laura. They laughed and talked freely, and his grandfather told him a lot of stories from when he was a boy.



As she listened and bit into a cake, Laura noticed two birds eating seeds in a place specially designed for birds by Laura's father.

- *Look at those birds, Grandpa! See how different they are?*

He nodded and said:

- *I'm glad there was such a variety. It wouldn't be so interesting to look at them if they all looked the same. Those stand together and get along well.*

- *Is it the same with people?* Laura asks.

- *Yes!*, said the grandfather.

- *Neither is better than another and it is better to be two than one. Friendship is more important, no matter how different people are.*



Laura smiled. She was thinking of her friend Corina. Yes, they were different, but they both got along well. They could be good friends, sharing things together – just like the two birds.

