



Universitat de Lleida

DEGREE CURRICULUM
**DIDACTICS OF LITERATURE IN
PRE-PRIMARY EDUCATION**

Coordination: FALGUERA GARCIA, ENRIC ANTONI

Academic year 2023-24

Subject's general information

Subject name	DIDACTICS OF LITERATURE IN PRE-PRIMARY EDUCATION			
Code	100761			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Pre-School Education	3	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	3	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	3		3
Coordination	FALGUERA GARCIA, ENRIC ANTONI			
Department	EDUCATION SCIENCES			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
FALGUERA GARCIA, ENRIC ANTONI	enric.falguera@udl.cat	10,2	
SEGARRA MONELL, MIREIA	mireia.segarra@udl.cat	6	
SELFA SASTRE, MOISES	moises.selfa@udl.cat	1,8	

Learning objectives

Get to know and participate in public literary and linguistic events
 Encourage reading and writing with appropriate teaching resources
 Acquire a literary training and especially children's literature
 Have the linguistic and literary knowledge necessary for the teaching of literature.
 To know the school curriculum and its application in the teaching of literature.

Competences

CG2 Command of a foreign language
 CE1 Know the objectives, curricular content and evaluation criteria of Early Childhood Education
 CE3 Design and regulate learning spaces in contexts of diversity that meet the unique educational needs of students, gender equality, equity and respect for human rights.
 CE6 Know the evolution of language in early childhood, know how to identify possible dysfunctions and ensure its correct evolution. Effectively address language learning situations in multicultural and multilingual contexts.
 Express themselves orally and in writing and master the use of different expression techniques.

Subject contents

Creativity, imagination and fantasy.
 Resources and strategies for learning literature
 Poetry
 The teaching of Literacy.
 Didactics of Children's Literature

Methodology

Face-to-face activities (75%):

Master class (15%)

Tutorials (10%)

Classroom practices (50%)

Non-contact activities (25%):

Study (individual 10% and group 15%)

Development plan

This development plan can be carried out in person and virtually.

1

Presentation of the subject.

Know correctly how the subject works. Clarify doubts.

Explanation of the subject. Explanation of the evaluation criteria.

Information gathering.

Read a reading of the list that will be provided at the beginning of the course.

Tell a story in the library on the day each student is assigned.

2

Juvenile literature. The literary competition (I).

Know the characteristics of youth literature.

Assess the concept of literary competence and its application.

Plan, develop and evaluate the session.

Guide the learning process. To clear doubts.

Relate previous knowledge with new ones.

Carry out the tasks prepared by the teachers.

3

Youth literature. The literary competition (II).

Know the characteristics of youth literature.

Assess the concept of literary competence and its application.

Plan, develop and evaluate the session.

Guide the learning process. To clear doubts.

Relate previous knowledge with new ones.

Prepare the work of the didactic analysis of a literary work.

Read a reading of the list that will be provided at the beginning of the course.

Tell a story in the library on the day each student is assigned.

4

Oral tradition and folklore.

Acquire tools to work on oral tradition and folklore.

Plan, develop and evaluate the session.

Guide the learning process. To clear doubts.

Relate previous knowledge with new ones.

Perform tasks. prepared by the teachers.

Read a reading of the list that will be provided at the beginning of the course.

Tell a story in the library on the day each student is assigned.

5

Analysis and evaluation of juvenile books. Practice (I).

Exemplify the work with juvenile literature.

Relate previous knowledge with new ones.

Prepare the work of the didactic analysis of a literary work.

Tell a story in the library on the day each student is assigned.

6

Analysis and evaluation of juvenile books. Practice (II).

Exemplify the work with juvenile literature.

Plan, develop and evaluate the session.

Guide the learning process. To clear doubts.

Relate previous knowledge with new ones.

Consult and expand the bibliography. Study and carry out the tasks prepared by the teachers.
Read a reading of the list that will be provided at the beginning of the course.
Tell a story in the library on the day each student is assigned.

7

Creativity, imagination and fantasy. Rodari.
Work with the concepts of creativity, imagination and fantasy. Rodari.
Plan, develop and evaluate the session.
Guide the learning process. To clear doubts.
Relate previous knowledge with new ones.
Prepare the work of the didactic analysis of a literary work. Read excerpts from Rodari.
Read a reading of the list that will be provided at the beginning of the course.
Tell a story in the library on the day each student is assigned.

8

Resources and strategies for learning languages and literature.
Narrations. Practice.
Work with fragments of narratives.
Plan, develop and evaluate the session.
Guide the learning process. To clear doubts.
Relate previous knowledge with new ones.
Consult and expand the bibliography. Study and carry out the tasks prepared by the teachers.
Read fragments of narratives.
Read a reading of the list that will be provided at the beginning of the course.
Tell a story in the library on the day each student is assigned.

9

Resources and strategies for learning languages and literature.
Narrations. Practice.
Work with fragments of narratives.
Plan, develop and evaluate the session.
Guide the learning process. To clear doubts.
Relate previous knowledge with new ones.
Carry out the tasks prepared by the teachers.
Prepare the work of the didactic analysis of a literary work. read snippets

10

Resources and strategies for learning languages and literature. Poetry. Practice (I).
Work with fragments of poetry.
Plan, develop and evaluate the session.
Guide the learning process. Clarify doubts.
Relate previous knowledge with new ones.
Consult and expand the bibliography. Study and perform the tasks prepared by the teachers.
Read poetic texts.
Working Poetry with juice
Tell a story in the library on the day each student is assigned.

11

Resources and strategies for learning languages and literature. Poetry. Practice (II).
Work with fragments of poetry.
Plan, develop and evaluate the session.
Guide the learning process. Clarify doubts.
Relate previous knowledge with new ones.
Prepare the work of the didactic analysis of a literary work. Read poetic texts.
Working Poetry with juice

12

Resources and strategies for learning languages and literature. (I).
Work with poetic texts.

Plan, develop and evaluate the session.
Guide the learning process. Clarify doubts.
Relate previous knowledge with new ones.
Consult and expand the bibliography. Study and perform the tasks prepared by the teachers.
Read excerpts from the press and comics.
Working Poetry with juice

13
Resources and strategies for learning languages and literature. Practice (II).
Work with poetic texts.
Plan, develop and evaluate the session.
Guide the learning process. Clarify doubts.
Relate previous knowledge with new ones.
Perform the tasks prepared by the teachers.
Consult and expand the bibliography. To finish the work of the didactic analysis of a literary work. Read excerpts from the press and comics.
Expand the practice of reading and writing
Working Poetry with juice
Deliver the practice of didactic analysis of the literary work.

14
Resources and strategies for learning languages and literature. the theater
Work with theatrical texts
Plan, develop and evaluate the session.
Guide the learning process. Clarify doubts.
Relate previous knowledge with new ones.
Perform the tasks prepared by the teachers.
Consult and expand the bibliography.
Read The island of the theater.

15
Resources and strategies for learning languages and literature. the theater
Work with theatrical texts
Plan, develop and evaluate the session.
Guide the learning process. Clarify doubts.
Relate previous knowledge with new ones.
Consult and expand the bibliography. Prepare the practice
Read The island of the theater.

16
Resources and strategies for learning languages and literature. the theater
Work with theatrical texts
Plan, develop and evaluate the session.
Guide the learning process. Clarify doubts.
Relate previous knowledge with new ones.
Prepare the practice.
Read The island of the theater.

17
Resources and strategies for learning languages and literature. the theater
Work with theatrical texts
Plan, develop and evaluate the session.
Guide the learning process. Clarify doubts.
Relate previous knowledge with new ones.
Consult and expand the bibliography. Study and perform the tasks prepared by the teachers.
Prepare the practice.
Read The island of the theater.

18

Resources and strategies for learning languages and literature. the theater

Work with theatrical texts

Plan, develop and evaluate the session.

Guide the learning process. Clarify doubts.

Relate previous knowledge with new ones.

Study and perform the tasks prepared by the teachers.

Prepare the practice of reading and writing.

Read The island of the theater.

19

Resolve doubts before the exam.

Perform the practice

Evaluation

Setting up a children's poetry anthology and recital: 20%

Exam 1: 30%

Exam 2: 30%

A reading and literary mediation practice: 20%

Grammatical and linguistic correction:

-80% points on the content of the answer (except in test-type exams).

-2 points for linguistic quality (20%): coherence and cohesion.

With 10 different spelling mistakes, the assessment evidence will be suspended: exam or any assessment evidence.

A minimum of 40% must be obtained in all assessment samples.

Recovery: The maximum mark will be 5.

Continuous assessment: It will be necessary to make the same evaluation evidence and deliver them on the same dates as the rest.

Bibliography

ANDERSEN, H. C. 2007. Els millors contes de Hans Christian Andersen. Combel. BLOOM, H. 2002. Com llegir i perquè. Empúries.

BIGAS, M. i CORREIG, M. (2000). Didáctica de la lengua en la educación infantil. Madrid: Síntesis

CLEMENTE, M. 2001. Enseñar a leer. Madrid. Pirámide.

COLOMER, T. 1995. La adquisición de la competencia literaria, en Textos de Didáctica de la Lengua y de la Literatura, núm. 4, Barcelona: Graó.

COLOMER, T. 1999. Introducción a la literatura infantil y juvenil. Madrid: Síntesis. COLOMER, T., i CAMPS, A. 1996. Enseñar a leer, enseñar a comprender. Barcelona.

CONE BRYANT, S. 1996. Com explicar contes. Barcelona. Biblària. Cómo explicar cuentos. Biblària. COOPER, J. D. 1990. Como mejorar la comprensión lectora. Madrid: Visor.

DÍEZ DE ULZURRUN, A. (coord.) 2008. L'aprenentatge de la lectoescriptura des d'una perspectiva

constructivista. 2 vol. Barcelona: Graó.

GARCIA MONTERO, L. 2000. Lecciones de poesía para niños inquietos. Granada, Comares. Lliçons de poesia per a nens i nenes inquietos. Granada: Comares.

GARNER, J. F. 1995. Contes per a nens i nenes políticament correctes. Quaderns Crema. GRAVES, D. H. 1991. Didáctica de la escritura. Madrid: MEC/Morata.

GRIMM. 2007. Les millors rondalles dels germans Grimm. Combel. LLUCH, G. 2003. Análisis de narrativas infantiles y juveniles. Arcadia.

MARUNY, L.; MINISTRAL, M.; MIRALLES, M.: Escribir y leer. (I), (II), (III). Edelvives. Ministerio de Educación y Ciencia.

MENDOZA, A. (coord.) (2003). Didáctica de la lengua y la literatura. Madrid: Prentice Hall

MOLIST, P. (2008) Dentro del espejo. La literatura infantil y juvenil contada a los adultos. Barcelona: Graó

PAGÈS, V. 2006. De Robinson Crusoe a Peter Pan. Un cànon de literatura juvenil. Barcelona: Proa. PELEGRIN, A. 2004. La aventura de oír. Cuentos tradicionales y literatura infantil. Madrid. Anaya. PROPP, V. 1977. Morfología del cuento. Madrid: Fundamentos.

RIBAS, T. i altres. 1997. L'avaluació formativa en l'àrea de llengua. Barcelona: Graó/ Biblioteca d'Articles, 109. RODARI, G. 1995. Gramàtica de la fantasia. Barcelona: Columna.

RODARI, G (1976). Gramática de la fantasía. Barcelona: Avance

SOLÉ, I. 1992. Estrategias de lectura. Barcelona: Graó.

SUÁREZ, A. 2000. Iniciación escolar a la escritura y lectura. Madrid: Pirámide.

VIGOTSKY L.S La imaginación y el arte en la infancia Madrid Akal Bolsillo

Webgrafia

www.xtec.cat (Departament d'Educació)

www.unamadecontes.cat

www.clijcat.cat (Consell Català del Llibre Infantil i Juvenil)

www.fundaciongsr.es (Fundación Germán Sánchez Ruipérez)

www.rosasensat.org (Seminari de Bibliografia Infantil i Juvenil Rosa Sensat)