

The postman has arrived



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ABSTRACT

The present work corresponds to an account of a pedagogical practice developed in three rooms of

Early Childhood Education, phase II of the Samaritan Institute of Teaching, Franca/SP. The responsible teachers described the activities performed and the reaction of the children to each stage of the project. The objective of the work was to reflect on the events of each story presented in the book and weave the idea of complexity when interconnecting the tales. By working literature with young children, one contributes to the formation of critical citizens and aware of their attitudes in society. The project was elaborated from the book "The Postman Has Arrived". Because it is a charming text, it stimulates the children's imagination and invites the reader to reflect on the attitudes of the characters of the different stories presented. We were able to provide moments of significant experiences based on pedagogical practices committed to the integral formation of children.

Keywords: Literature, Pedagogical Practice, Early Childhood Education.

1 INTRODUCTION

It is through literature that the student develops his potentiality, awakens his curiosity and favors the development of his personality. It is of fundamental importance to introduce the book of literature from an early age, awakening literary taste. Children's literature directs the child towards the discovery of his own identity and also suggests experiences that are necessary to develop his character. It contributes to the formation of critical thinking and acts as an instrument of reflection. Working with literature in Early Childhood Education, favors the expansion of vocabulary; concentration; knowing how to listen; encourages symbolic and visual reading in a playful way; develops logical reasoning; It involves children in a world of fantasies and imagination.

This project was developed following the National Curriculum Guidelines for Early Childhood Education, which present interactions and play as structuring axes of pedagogical practices, in addition to privileging situations of experiences in which children take an active role in the construction of knowledge. Such a document conceives of the child as



Historical and rights subject who, in the interactions, relationships and daily practices he experiences, builds his personal and collective identity, plays, imagines, fantasizes, desires, learns, observes, experiences, narrates, questions and constructs meanings about nature and society, producing culture (BRASIL, 2010, p.12).

Starting from this point, we propose the work with the book "The postman arrived" in order to broaden the vision of children before the stories already known and weave meaning for the whole. By proposing this type of activity, we align our action with the integral development of the child, so that, in this way, we can contribute to the formation of future critical citizens and aware of their active role in society.

The plot of the story deals with the delivery of letters by the postman to the characters of the children's stories and in each delivery, a request is made, which leads to the reflection of the attitudes of the characters by the children. This moment of exchange and reflection is rich, because when working on the attitude of the other, often, the child puts himself in place. This proposal is in agreement with the BNCC in conceiving the active attitude of the child in the learning process, thus

This conception of the child as a being who observes, questions, raises hypotheses, concludes, makes judgments and assimilates values and who builds knowledge and appropriates systematized knowledge through action and interactions with the physical and social world should not result in the confinement of these learnings to a process of natural or spontaneous development. On the contrary, it imposes the need to impress **educational intentionality** on pedagogical practices in Early Childhood Education, both in daycare and preschool (BRASIL, 2017, 38).

Thus, proposing pedagogical practices based on the global vision of the events that surround us, contributes to the formation of a subject capable of analyzing with greater awareness the facts and their consequences in all spheres of society. This proposal for didactic action is presented by BNCC that

It recognizes, therefore, that Basic Education should aim at training and global human development, which implies understanding the complexity and non-linearity of this development, breaking with reductionist views that privilege either the intellectual (cognitive) dimension or the affective dimension. It also means assuming a plural, singular and integral vision of the child, adolescent, young person and adult – considering them as subjects of learning – and promoting an education aimed at their welcoming, recognition and full development, in their singularities and diversities (BRASIL, 2017, p.14).

Next, we will report the stages of the project after explaining the proposal of the activity.

2 DEVELOPMENT

We started the first stage of the project "**The postman arrived**" receiving an invitation in our room, made by the coordinator Kelly, who arrived very cheerful saying that the postman brought a letter to the children, and would read to the three rooms together in the courtyard. Curiosity washed over the children. After a moment of agitation, we made a round of conversation in the room to calm



the euphoria and took the opportunity to raise some reflections with the children, asking if anyone has ever received any letters on their behalf? What is the postman's job? Where does the postman go? And many other issues. The children participated demonstrating knowledge and diverse curiosities on the subject.

At the time of the meeting in the courtyard, with the three rooms, the coordinator read the letter that the postman delivered. The letter said he had an order for the children, but because the school was so large, he couldn't remember where he'd left it and needed everyone's help to look for it. We then divided the children and went hunting for the parcel. The students had a lot of fun looking. They went to great lengths to find it, they went everywhere, asked the staff and students they met along the way if anyone had seen any parcels.

After a while of searching, we gathered all the children in the field and, in the distance, we saw a large suitcase in the little square right in the middle of the trees. The children rushed to the scene and were dazzled by the size of the suitcase and very curious to know what was inside. The teacher Juliana before opening the suitcase asked the children if they would know what was inside the suitcase. There were a lot of guesses, each one wanted to try to get right what was inside. Then the teacher called three children to open the suitcase. When they opened it, they saw inside the suitcase, wrapped in many colored papers, a beautiful book called "**THE POSTMAN HAS ARRIVED.**" Everyone clapped their hands and sat down to listen to the story that was read by Professor Juliana. The kids loved the story.

After reading the book, we returned to the living room and the children found a poster with a trail with the sequence of the houses that the postman went through, we explained that each letter we were reading throughout the project, the postman would ride on his bike advancing a little house. Everyone really liked the trail and was trying to guess the little houses playing with their little hands. Taking advantage of the enthusiasm of the children, we delivered an activity to be done, they would have to draw how was the hunt of the order and what they liked the most, the drawings were very beautiful and creative and so ended our first stage.



The three rooms getting to know the book

Teacher Juliana reading the book to the children



The first stop of the postman was in the story of Goldilocks. Inside the large suitcase there were several objects to sharpen the imagination and curiosity of our little ones such as: plate, spoon, car seat and teddy bear. The story was told and after the telling we read the letter delivered by the postman to the bears with the apology of Goldilocks. We asked if they thought the Three Bears would forgive the little girl after everything she had done, emphasizing love for others and respect for each other's space. Making them put themselves in the other's shoes, exercising forgiveness, empathy and humility.

From that point, the question was: Will the bears go to the Cachinhos party? For the most part, they said yes and began to lay out their ideas about what happened in the story. What draws our attention is the real value of the other in the heart of a child. How empathetic children are, and how we should cultivate and encourage. After the conversation circle, we produced a collective text narrating what the children reflected from the questions made in the conversation circle. We then prepared to make the porridge that Cachinhos ate at the home of the three bears. We went to our pedagogical kitchen and together we made the porridge recipe. This experience was extremely rich and pleasurable for all the children. Since everyone liked the porridge, we wrote the recipe and sent it home.

By proposing activities that instigate the reflection of the attitudes of the characters we present skills proposed by the BNCC in which it clarifies that one of the rights of learning and development of Early Childhood Education is the ability to "express, as a dialogical, creative and sensitive subject, their needs, emotions, feelings, doubts, hypotheses, discoveries, opinions, questions, through different languages" (BRASIL, 2017, p.38). The activity in the Pedagogical Kitchen combined several skills, such as textual genre, quantity of ingredients and culinary chemistry. It is an engaging and meaningful proposition for children.



Teacher Gabriela preparing the porridge with her students



At the next step, the postman handed the letter to the witch. We put in the large suitcase objects such as: witch's hat, bone, lollipops, candies and a little house decorated with sweets. We asked them to try to guess what story would be told, and they promptly replied, "John and Mary." We carried out the telling of the story and even knowing it, they were delighted and apprehensive with the unfolding of the facts.

We read the "letter" that the witch received and asked if what she had received was a letter and they came to the conclusion that it was not a letter but a correspondence from a shop that sells articles of witchcraft. This realization came after much conversation and "discussion" between them. Together with the class we made the *cup cake recipe* in the pedagogical kitchen and each child decorated their dumpling. A unique and pleasurable experience.

By opening space for discussion based on a problem, it is possible for the child to seek alternative answers and confront their ideas. The textual genre presented to the children caused a rich moment of exchange of ideas and suggestions in the face of something new.

This stage of the project began with a story wheel, we opened the suitcase and the children observed the elements that contained inside: beans, golden eggs, large objects, shirt, shoe among others. They related these objects to children's stories and soon identified which tale they belonged to. Next, we carried out the telling of the story "John and the Beanstalk" and the passage of the postman in the house of the Giant.

The children were curious and delighted to know a thimble and its real function and the one it represented in the story. When we returned to the classroom we planted the beans in the cotton, we decorated the cup by gluing a castle over the clouds, representing the castle of the Giant. We place the beans on the eaves of the living room window to observe their development throughout the days. The children were anxious to see the development of the beans, the first thing they did when they arrived



at school was to watch to see if it had grown. With this activity we work on the issue of the care we must have with plants and the environment and the anxiety in waiting for the time of development of things.

The children were asked to observe that at almost every stop the postman made he drank tea. We carry out a tea flavor list activity, then we hold a vote to choose a tea flavor to prepare it; The one chosen by the children was that of "chamomile". We carried out its preparation in the pedagogical kitchen, where most of the children experimented. For this stage of the project, we left the room prepared in the absence of the children for a surprise when they returned.

Upon arriving in the room, the children find the project suitcase in the middle of the room on top of a very beautiful carpet. We then asked the children to arrange themselves by sitting around the carpet to open the suitcase. When we opened it, we took out, among the colored papers, a pumpkin. The kids were surprised, but they didn't say anything this time, no story names. So we took out a crown and a magic wand, and still no guess. We took out a beautiful shoe and that's it! A chorus was heard with the name "Cinderella." After reading the story, we pulled out the letter that the postman took to Cinderella's castle. We asked them what they thought of the end of the story and what happened to Cinderella's sisters. After a while of listening to the reports, we proposed that we change the ending of this story. There were several ideas and guesses raised. We drafted a collective text with a new ending for Cinderella's sisters and recorded it in the notebook. We removed from the suitcase crowns in E.V.A and some materials to decorate them. Each child adorned their crown and played "princes and princesses."

Again, thinking about the attitudes of the characters allows you to open reflection to deeper feelings such as empathy and forgiveness.

In Early Childhood Education, it is important to promote experiences in which children can speak and listen, enhancing their participation in oral culture, because it is in listening to stories, in participating in conversations, in descriptions, in narratives elaborated individually or in groups and in the implications with the multiple languages that the child is actively constituted as a singular subject and belonging to a social group (BRASIL, 2017, p.38).

For this stage of the project, we went to the outside of the school. We prepared a nice place among the trees and put the suitcase on top of a picnic towel. The children sat around the suitcase and were very curious to know what was inside. When we opened it, we pulled out a letter, but before reading it, we pulled out some objects from inside: picnic basket, glasses and a slippers with the feet of an evil wolf. All the children excitedly shouted the name of the story: "Little Red Riding Hood"!

We read the story and then read the letter the postman took to Grandma's house. Then we chose a child to retell the story to friends. In class, we wrote a list of sweets that was inside the basket that Little Riding Hood took to Grandma's house.



In the second moment, we went to the pedagogical kitchen singing the song that Little Riding Hood sang on the way to Grandma's house. We then made a recipe for milk candy nest, the favorite candy of Little Red Riding Hood. We read the recipe and each child put some of the ingredients in the container and, after mixing well, each child received a small plate with some of the dough of the candy to roll and took home the sweets and the recipe.

The next stage of the project was with the opening of the suitcase by the children, who found inside it several objects related to the birthday party: candle, hat, surprise bag, toy cake, among other objects. They related those objects to the postman's next stop which would be at Goldilocks' house where her birthday was taking place.

We read the last letter and stop of the postman. At this time, we explore with the children the textual genre of the letter that was a greeting card. We carried out the recording activity, in which the children had to draw how they thought Goldilocks' birthday had been. Soon after, each child exhibited their creations.

We took advantage of the school holidays and made a preparation for this moment of rest in which each child drew what they intended to do on vacation. Unbeknownst to them, the teachers mailed their drawings with a wish for a good vacation. The family's reaction was immediate on social media, reporting their children's happiness at receiving, many of them for the first time, a nominal letter in the mail.

The student Helena upon receiving the letter at her home.



And finally we ended the project by holding a conversation circle to remember all the postman's stops and a delicious "Afternoon of Tea" in the school block, since the Postman delighted in tea at all his stops. It was a moment of interaction between the classes of Group 5, the children could try different



types of teas, with a beautiful table of cookies, cookies, cakes and among other delights. It was a charming project, we were able to work different textual genres and classic tales in a playful and dynamic way.

3 FINAL CONSIDERATIONS

Accompanying the postman's itinerary through the stories and performing rich learning moments at each stop was extraordinary. Each day that the routine was planned and the project was presented as an activity, the children were extremely happy. In addition to providing a moment of pleasure with literature, the activities went far beyond records, causing children to express themselves, thus developing language in its broadest form. Working with so many stories provided the work with complexity, having a look at the whole from the reflection of each part.



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