

# The Creation of Garden—Based Literature Reading Course

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**Abstract:** For a long time, kindergarten literature reading course is often a mere formality, preschool children's reading invalid, random phenomenon. In order to improve preschool children's reading interest and reading comprehension ability, teachers should start from the core quality and deconstruct the characteristics of children's literature. Make use of multiple resources to optimize literary reading materials; Integrate contents in various fields and implement rich curriculum activities; Construct performance evaluation system and form reading evaluation model.

**Keywords:** Children; Literature Reading Course; Construction Strategy

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## Introduction

Infant literature is a literary style created or adapted by 3-6 year old children to meet their spiritual growth and healthy growth needs. It is an important branch in the field of literature, has a unique literary and artistic charm in language, emotion, theme and other aspects, and participates in the construction of children's spiritual world. Taking literature as the carrier, developing and implementing children's literature reading course can effectively cultivate children's interest in reading and promote their all-round development. The following, combined with my garden literature reading course construction practice and research, talk about specific practices.

## 1. From the core quality, deconstruct the characteristics of children's literature

### 1.1 The subject is informative

Literary works are an important source of knowledge for children. Children can know flowers, birds, insects and fish, local customs and the whole world through literary works. Children reading excellent literary works, can active thinking, enlighten the mind, inspire creative inspiration.

### 1.2 Language is intuitive

Literary works are an important carrier for children to learn language. Such as riddles, nursery rhymes, fairy tales, prose and other genres are very good language resources, they are intuitive and clever language, catchy rhythm, humorous twists and turns of the plot, to varying degrees reflect the characteristics of the direct perception of things, imperceptibles the infection of children, help them to improve language literacy, bring them endless fun.

### 1.3 The content is aesthetic

The hearts of children are simple, bright and naive. In their eyes, birds can speak and beasts have sorrow and music. Therefore, the aesthetic characteristics of early childhood literature are mainly manifested in the pure beauty, naive beauty, and also has a certain absurd beauty, with more magical colors and exaggerated rhyme. Children's literature with rich aesthetic feeling, strong artistic appeal to nourish children's mind, spiritual pleasure and satisfaction.

## 2. Make use of multiple resources to optimize literary reading materials

Firstly, the selection of excellent literature reading materials is the premise of curriculum construction. We should follow the standards of putting taste first, putting experience first and putting aesthetics first. We should use parents, communities, libraries and other resources to jointly select literary works that combine interest, sensibility and artistry.

## **2.1 Select themed picture books based on the reading course objectives**

There are many genres of early childhood literature. However, in the enlightenment stage of children's reading, the most suitable picture books with strong narrative are undoubtedly, which are very consistent with children's psychology and rhythm of life from pictures to words. We analyze the value of picture books from the aspects of picture, text, content, emotion and ability cultivation, and select picture books that fit the course objectives. At the same time, according to the educational value of picture books, multiple themes are drawn up, such as the selection of mythology, red classics, traditional festivals and other picture books, so that children can perceive the colorful world and obtain development in different fields.

## **2.2 According to children's age characteristics, add poetry, prose, drama and other picture books**

In addition to picture books, we should pay attention to the comprehensiveness and completeness of reading, and appropriately expand other types of picture books.

According to the thinking habits of children's intuitive perception in small classes, you can choose beautiful rhythm, simple language, interesting content and colloquial style poetry picture books, including children's songs, children's poems, etc.

In middle and senior class children, ideology and personality gradually budding, in the vocabulary learning and accumulation show a very strong interest, their frank nature and prose to pursue humanistic charm and emotional characteristics, can create conditions for the middle and senior class children into prose;

It is the nature of children to love imitation, performance and fantasy. Therefore, dramatic literary works with strong childlike interest and dynamic pantomime, fables and shadow puppets can also become important reading curriculum resources, so as to satisfy children's aesthetic taste and support their expression.

## **2.3 Collect multi-media reading materials with the help of multiple resources**

In addition to paper reading materials, we can also use the Internet, wechat public accounts and other media to collect e-reading information, and expand the channels and forms of children's reading. In addition, we will combine book reading and social environment reading, lead children into nature, joy to read the mystery of nature and the beauty of all things, lead children into the community, the perception of life and ten thousand kinds of life, let children "grow like trees in joy to read", absorb the nourishment of life.

## **3. Integrate contents in multiple fields and implement rich curriculum activities**

Combined with the Guide, we follow the learning characteristics and life experience of children, and carry on the thinking of the path of the integration of literary works and reading course, and adopt a series of thematic action paths such as "intensive reading -- experience -- evaluation" to promote the course, so as to make the literary reading course more fun, life and inquiry.

We apply the following strategies in the study of literature reading course content:

(1) Strategy 1: Integration in the language field.

At present, language education can be divided into literary activities, conversation activities and narration activities. Therefore, we combine all kinds of educational activities in the field of language with literature reading as the center to form integrated education in the field of language. Teachers and children expand the conversation materials, expand the content of the story, the process of interactive perception and understanding of the works in various ways is full of interest, creative work imitation editing, editing activities, to promote children to get a good literary and art experience. At the same time, we will expand outdoor classroom resources, build a broader text vision with the help of parents and community resources, and promote the integration of text and children's vision.

(2) Strategy 2: The infiltration and integration of literature and multiple fields.

Literature reading materials involve educational content in other fields (health, society, science and art), and educational content in various fields can also be transformed into reading materials. The integration of the two can not only highlight the educational value of literature reading and cultivate children's good reading literacy, but also highlight the role of education in the field and promote children's all-round development.

1. Reading materials for life: pay attention to the life that children are interested in, discover and look for reading resources from real life, enrich children's experience, deepen children's learning and promote children's development.

For example, our garden classes rely on local resources and local culture of Yixing to create reading courses with local characteristics of Yixing: "See the World in Bamboo Tube", "Taste Food in the Land of Fish and Rice" and "Yixing Celebrities", etc. Children make tea, taste tea and make homemade rice in the living area, weave bamboo products, make clay POTS and tea cups in the art area, compose and direct butterfly Lovers in the music area, and make diversified creation and expression in the regional games with storylines. Yixing is rich in natural products and outstanding in people, so I feel a sense of belonging and pride to my hometown.

2. Interesting and characteristic reading: Guided children to experience the joy of reading in lively situations by means of rapping, painting, drama and other interesting forms with games as the carrier, so as to realize the integration of easy reading, reading and thinking.

For example, in the fun and characteristic reading courses such as "Sports' Drama 'Meeting" and "Journey to the West", literary activities and music are integrated. Through independent consultation, children can form different project groups, such as the director group, lines group, costume group and performance group, to become all-round participants in the understanding and creation of drama works and all-round service providers from the script to the audience. In the process of feeling the unique charm of Chinese traditional culture, children develop strong cultural awareness and self-confidence, and realize deep learning and comprehensive ability development.

## **4. Construct the performance evaluation system and form the reading evaluation model**

According to Gardner's multiple intelligences theory, evaluation should be carried out as far as possible in the process of daily activities without any trace, and should be carried out easily in the context of individual participation in learning. Therefore, we design a large number of task situations, game situations and daily activity situations in combination with the reality of kindergarten education activities, and strive to integrate the literature reading curriculum with performance evaluation, and find the advantages of each child's intelligence with appreciation and affirmation.

### **4.1 Teacher evaluation, that is, observation and evaluation form of insight into children's reading literacy**

1. Anecdotal Record Evaluation Form. In the course of literature reading, teachers record children's typical language, behavior, emotion and emotion in listening, speaking, reading and writing, focusing on the comprehensive narrative record.

2. Sampling and evaluation form of works. Through the collection of children's representative works in the course, adopt the attitude of acceptance and appreciation to analyze the works, to interpret children's understanding ability of literary works. The works we collected are generally divided into two categories: one is the works created or preserved by children themselves, such as painting diaries, picture plays, etc.; the other is the recording materials of children's participation in the course, such as record sheets, symbol representations, photos, etc.

3. Behavior evaluation form. In collective reading, teachers often use the way of checking for evaluation, and it is generally believed that it is more convenient to tick boxes for evaluation content. With the deepening of the research, we can not help but question, how to more clearly reflect the language development process of children? What kind of checks can be used to minimize the possibility of subjectivity? Therefore, we combine the checklist and the anecdote record sheet, add the teacher's "slight description" after each evaluation content suitable for verification, or collect children's videos to show the observation of children's language development, and reflect the unity of evaluation presupposition and generation.

4. Customize the evaluation form. Individualized observations for "incomplete" children. In a period of time, relying on continuous observation and recording of children's reading behavior, analyze how to further support the development of children's individuation.

## 4.2 Children's evaluation, that is, the expression diagram of children's self-examination

1. Integration of "segmented self-assessment map" and literature reading courses.

Before the curriculum is carried out, by investigating children's early reading experience, diagnostic evaluation is made on children's existing interest points and ability level, so as to provide clear basis for theme determination. During the course, children use graffiti, mind mapping, personality symbols and other pre-writing methods to evaluate their own or their peers' expressive behavior, which provides a realistic basis for timely adjustment of activity objectives and teaching strategies. At the end of the course, children will make self-evaluation according to their own reading completion, so that teachers can grasp the improvement of children's reading literacy and understand the degree of achievement of curriculum objectives.

For example, in the big class literature reading course "Motherland Love", the three stages of "motherland tour", "motherland beauty" and "Motherland love" are evaluated respectively. Stage one, through the "Places I have walked through" survey, learn children's knowledge of national places and sceneries in our country; The second stage, through the "My favorite beauty" questionnaire, understand children's love for the beauty of the motherland; The third stage, through the "Changes of the Motherland" questionnaire, let children feel the changes of China affected by the epidemic, feel the unity and strength of the motherland, and germination of love for the motherland. Performance evaluation throughout the literature reading course, help children to review their own performance in reading activities, see their own progress, and find the need to work hard; It is helpful for teachers to observe children's specific performance in reading, diagnose children's learning and development problems, and support and promote children's learning process.

2. "Retrospective record chart" integrates with daily reading activities.

Conduct self-evaluation or mutual evaluation according to the literature reading content in children's daily life. Through "painting", children will their reading activities in the most hope to share with you to draw down; Through "comment", children recall their own reading experience, comb their own reading experience, their performance behavior in reading presented; Through "help", teachers support children to use existing experience to discover problems and create new experience.

① Mind mapping. Mind mapping becomes an effective tool for literary reading activities, supporting children's reading comprehension, speculation and narration. We encourage children to use different forms of mind mapping, including circle map, bubble map, tree map, flow chart, etc., in various reading activities, such as "Reading festival" imagination plan, class book trip, story theater activities, etc. Children use mind maps to describe and self-evaluate their reading experience, establish connections between things, form a memory chain that can be planned, connected and recalled, and form a logical thinking path, so that the overall experience can be continuously constructed.

② Personality symbols. Children use personality symbols to record language expression, thinking process and questions and perplexities. This evaluation method can effectively help children review their experience in reading, and further think and explore. In the class literature reading area, the children in our kindergarten creatively use personality symbols to express their reading behaviors and ideas. For example, "Question mark? For my problems, "Pentagram ★" for solutions, "Love ♥" for happy things, etc. In addition, the projects of "Fun Letter" and "My Happy diary" in senior class allow children to learn patterns, symbols and other schematic expressions on the basis of original experience, and then encourage children and their peers to evaluate these expressions. Children's thinking is presented intuitively through drawing and comment, and can reflect the breadth and depth of reading, thinking rigor and innovation.

## 4.3 Parents' evaluation, namely the construction of multi-dialogue of children's growth files

In order to ensure the objectivity and integrity of the evaluation, it is quite necessary to include the family in the evaluation subject. Through meetings such as the Scholarly Family think tank and parents' evaluation Salon, teachers help parents establish correct reading and evaluation concepts, take common problems and needs as research points, and jointly help children's reading development.

Teachers can guide parents to choose different evaluation methods according to children's different reading behaviors: sampling observation stories and photos for particularly meaningful events; Telling, painting, acting, manipulating and other expressive behaviors are sampled by video or audio recording. Teachers and parents use text, photos or videos to record children's reading behavior, speech, fun, etc., to form a personalized childhood growth file.

## Conclusion

Children's literature is accompanied with children's growth and plays an important role in children's spiritual growth. Therefore, kindergarten should attach importance to the creation of children's literature curriculum, from the selection of literature reading materials, curriculum content, evaluation mode and other aspects of reform, let children's literature light up the vast sky of children's childhood!

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