

ABSTRACT

This bachelor's thesis deals with the topic of Christmas mediated to children in kindergarten through work with a book.

The theoretical part is focused on explaining the terminology, namely the concepts of reading, reading literacy, and reading pre-literacy. The following chapters reflect the areas that need to be developed in children, so that they can read well, with understanding and with joy in the future; the chapters reveal the influence that fairy tales have on preschool children and how emotional intelligence can be developed with reading pre-literacy. As kindergartens must follow the Framework Education Programme for Preschool Education, one of the chapters is also devoted to the analysis of this document in connection with the topic of this thesis. Since the development of the reading pre-literacy is built through reading strategies and RWCT methods, they are discussed in the theoretical part. Also, the lessons presented in the practical part used the reading strategies and the RWCT methods. The theoretical part concludes with a chapter about annotations of selected quality children's books on the Christmas topic.

The aim of the practical part was to find out how teachers in kindergarten mediate the theme of Christmas to children, with what books and how they work. The questionnaire method was used – due to the pandemic situation, it was distributed online. The results show that most respondents use a book to mediate the theme of Christmas to children. However, they work with the book in various ways. Some respondents prepare lessons with children's books, others pass only information they learn in advance, and others work only with illustrations. The second goal was to design, implement and reflect two lessons for children of different ages, which would mediate the theme of Christmas to children in kindergarten through working with a story.

KEYWORDS

Christmas, work with a book, motivation to read, dramatization, reading strategies