

CLASSROOM PROGRAMMING

CLASS GROUP:

School shared school. Primary

DURATION

Monday and Wednesday morning
(2h weekly)

PERIOD

Second term

TEACHERS

Carol Callén and Marina Camps

AREAS INVOLVED:

Interdisciplinary educational proposal

TITLE

Cold or hot?

LEARNING OBJECTIVES:

1. To evoke and express previous knowledge about thermal sensations: cold and heat.
2. To verbalise (respecting the turn of the word) and specify the interests and concerns about the cold and the heat.
3. To improve oral expression and comprehension, and expand the vocabulary related to cold and heat, through conversations, stories, poems, sayings and / or songs.
4. To recognize and identify, in an oral and written way, the letters (and their sound) of words related to the cold and the heat.
5. To observe and identify the sensations that produce the cold and the heat in the body.
6. To experiencing actions that cause changes in objects, food and materials, making anticipations and comparing results.
7. To use measuring instruments (thermometer) for the realization of explorations and experiences.
8. To verify the processes and results, evoking the experience.
9. To recognize sequences and correctly order the events temporarily.
10. To use with respect books and query material as a source of information.
11. To enjoy and participate in the proposed activities.

COMPETENCIES

(1)

C1, C2, C3, C4, C5,
C6, C7., C8

CONTENTS OF AREAS

1. Cold / heat
2. Winter and summer clothes.
3. Colors: blue / red
4. Vocabulary of the unit
5. Respect and care of the common material.
6. Time notions: before / after.
7. Use of the thermometer

EVALUATION CRITERIA

1. Recognizes the thermal sensations that produce the cold and the heat in the body itself
2. Experience and enjoy the different temperatures.
3. Distinguish between warm clothes to protect us from the cold and the clothes that we put when it's hot.
4. Observe, describe the changes that the cold / heat produce on objects, food and materials.
5. Classify objects, foods and materials according to established criteria (cold / hot, blue / red).
6. Identify the thermometer as a measuring instrument.
7. Temporarily sort the events that occurred after the accomplishment of the facts experienced.
8. Describe the steps followed to achieve the final result.
9. Collaborate in work tasks in a group.

12. To associate the red color to the heat and the color blue to the cold.

METHODOLOGY AND DIDACTIC SEQUENCE

The methodology that will be used for the development of the activities proposed in this didactic unit will be global, active, participative and experienced; focused on the student being the protagonist in their learning and tending to customize the teaching / learning processes. Learning will be done in a meaningful and vivid way, contributing to the students achieving the objectives proposed using the necessary techniques, means and resources.

The most important aspects of the methodology are the following:

- a. We choose a topic that is considered motivating and encouraging for the student according to age, and is part of their previous knowledge (What do we know?), Whether they are correct or not.
- b. We decide on the points that we want to work on in this topic (What do we want to know?), Taking into account the interests of children and their concerns. The teachers, however, are addressing the conversation so that the decisions fit what he considers
- c. Throughout the project the student is the protagonist of the learning process and, as such, has an active role: he must put forward hypotheses, search for the necessary information, reflect ... And all this, of course, with the support and the supervision of the teacher.
- d. At all times, cooperative work is promoted, in small and large groups.
- e. Finally, the student is aware of all the concepts he has achieved throughout the project and thus verbalitza (What have we learned?)

DE\$CRPTION OF THE ACTIVITIES\$

1. During the meeting: active and theatrical listening of the song "What day is it" by Damaris Gelabert.
2. Preparation of a grid to collect the daily temperature data and translate the final results to a diagram.
3. Preparation of artificial snow. Make a snowman with artificial snow.
4. Poem of the cold and said of the heat.
5. Preparation of cooking recipes:

Hot	Cold\$
Unfocused chocolate	Orange ice cream
Crisps	Brochette of fruits

6. We wear winter and summer clothes and experience the thermal sensation in the street.

MATERIAL\$ RE\$OURCES\$

Pictograms ARASAAC

Fungible school supplies

Appliances: refrigerator, freezer, microwave

Kitchenware

Job listings

Thermometer

ORGANIZATION (2)\$

TI + TP + TG

(according to activity and needs)

7. Workbooks for winter and summer clothes vocabulary. And classification of clothing as it is cold or hot.
8. Evoke sources that provide heat and sources that provide cold. Do a search on the web (google) of the image of these sources and classify them as they provide cold or heat.
9. Prepare hypotheses, experiment and describe what happens if we put water: in the refrigerator, in the freezer and on a radiator.
10. Experimentation with cold and hot water.
11. Produce colored cubes with food pigments.
12. Paint with colored cubes.
13. Departure to the Media: is it cold? What will we get? How does the cold affect the landscape? And the sun / heat? We make photos.
14. Reproduce cold and heat landscapes with the light table
15. Visit the library to discover related stories

Light board

Videos

Photos / images

Stories and fables

Illustrated books

TIC resources

(1) BASIC COMPETENCES:

C1: Communicative, linguistic and audiovisual. C2: Artistic and cultural. C3: Information processing and digital competence. C4: Mathematics. C5: Learn to learn. C6: Autonomy and personal initiative. C7: Knowledge and interaction with the physical world. C8: Social and citizen.

(2) SOCIAL ORGANIZATION:

IT: Individual work. TP: Work for couples. TG: Work class group.