





## Participants directly involved in the project

1 elementary school

1 elementary school 2nd 3rd cycle / Unit support for students with SEN

17 Students with Special Educational Needs

23 students from Regular Education

5 Special Education Teachers

6 Teachers of regular education

2 Operational Assistants

3 Therapists

1 mother



## Working the theme - Elements

We started with the two methodologies:

- Group planning with special education students
- The team met and discussed on each topic, established objectives, identified the different areas of the curriculum and the different disciplines to explore in each of the topics, planning and development of activities. We selected a set of stories that were used as a starting point for the exploration of the theme.

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## Book “A Menina do Mar”

subject	Activities	
Planning	<ul style="list-style-type: none"><li>• Work planning</li><li>• Choice of book;</li><li>• Preparation of materials;</li><li>• Organization of the space where the activity was developed.</li></ul>	
Reading	<ul style="list-style-type: none"><li>• Anticipation of history ("Discovery of activity through clues");</li><li>• Hearing and visualization of the story "The Girl of the Sea".</li><li>• Students' achievement and conclusion of the story;</li></ul>	
PORTUGUESE LANGUAGE	<ul style="list-style-type: none"><li>• Production of a story;</li><li>• Elaboration of a poem (PowerPoint).</li></ul>	
PLASTICS	<ul style="list-style-type: none"><li>• Drawing of the characters alluding to the theme of the story.</li></ul>	

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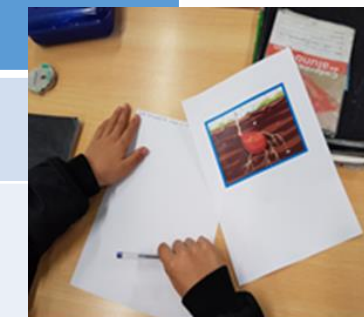
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## Story Book "A vida mágica da sementinha" - "The magic life of the seed"

subject	Activities
Planning	<ul style="list-style-type: none"><li>• Work planning</li><li>• Choice of book;</li><li>• Preparation of materials;</li><li>• Organization of the space where the activity was developed.</li></ul>
Reading	<ul style="list-style-type: none"><li>• Anticipation of history ("Discovery of activity through clues");</li><li>• Hearing and visualization of the story "".</li><li>• Students' achievement and conclusion of the story;</li></ul>
Maths	<ul style="list-style-type: none"><li>• Counts (elements of history);</li><li>• Exploration of topological notions through the images of history;<ul style="list-style-type: none"><li>• Creation and resolution of problematic situations through the elements of history.</li></ul></li></ul>
Gardenning	<ul style="list-style-type: none"><li>• Dialogue with students about the importance of the elements worked;</li><li>• Brainstorming;</li><li>• Anticipation of how the development of a plant will be;</li><li>• sow the seeds in pots.</li></ul>







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## Music "Oliveirinha da serra the wind takes the flower" Book "The wind"

Subject	Activity
Planning	<ul style="list-style-type: none"><li>• Work planning;</li><li>• Choice of books;</li><li>• Preparation of materials.</li></ul>
Music	<ul style="list-style-type: none"><li>• Preview of the song mentioned above;</li><li>• Exploration of the pictorial elements of music</li></ul>
Portuguese Language	<ul style="list-style-type: none"><li>• Brainstorming;</li><li>• Reading and exploring some pages of the book mentioned above;</li></ul>
Science	<ul style="list-style-type: none"><li>• Writing of a word, in a balloon, alluding to the theme of the project.</li></ul>
	<ul style="list-style-type: none"><li>• Importance of air;</li><li>• Experience with balloons;</li><li>• Launch of balloons.</li></ul>



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## 20 Book "Onda" - Wave



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Subject	Activities	WEEK
Reading	<ul style="list-style-type: none"><li>• Anticipation of history through images;</li><li>• Hearing the story "Wave";</li><li>• Students' story-telling;</li></ul>	JANUARY
Portuguese language	<ul style="list-style-type: none"><li>• Communication games:</li><li>• "In a word express what the images make you feel"</li><li>• Production of words and phrases through the illustrations in the book</li></ul>	JANUARY
Maths	<ul style="list-style-type: none"><li>• Counts (elements of history);</li><li>• Exploration of topological notions through images of history.</li><li>• Additions using the elements of the story - application exercises (mental calculation and written exercises).</li></ul>	JANUARY
Arts Crafts	<ul style="list-style-type: none"><li>• Painting pebbles from the beach, using varnishes;</li><li>• Paint (sponge) a surface to create the ocean.</li></ul>	JANUARY
Natural science Horticulture	<ul style="list-style-type: none"><li>• Observation of videos of how to plant watercress in water;</li><li>• Placing watercress in water;</li><li>• Observation of watercress-change of water;</li><li>• Registration through the design of plant development.</li></ul>	JANUARY
Cooking	<ul style="list-style-type: none"><li>• Preparation of watercress soup;</li><li>• Preparation of gums, with agar agar;</li><li>• Water metering for recipes.</li></ul>	January
Music Music therapy	<ul style="list-style-type: none"><li>• Exploration of the song "the sea rolls in the sand."</li><li>• Hearing of sounds of water in Nature-relaxation.</li></ul>	Ja

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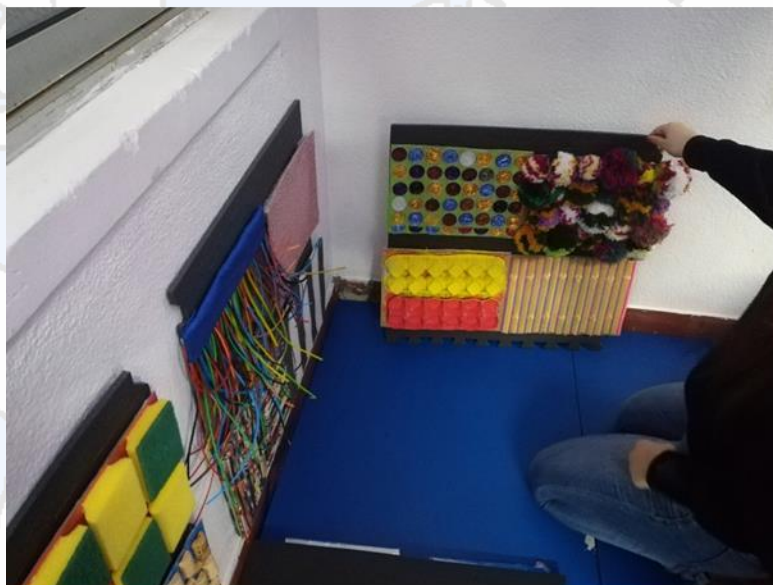
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SUBJET	ACTIVITY	
Reading	<ul style="list-style-type: none"> <li>• Anticipation of history through images;</li> <li>• Hearing of the story "The whale";</li> <li>• Students' story-telling;</li> </ul>	February
Portuguese language	<ul style="list-style-type: none"> <li>• Games of semantic categorization, on the theme of narrative.</li> <li>• Production of words on the subject;</li> <li>• Elaboration of a multidisciplinary poster.</li> </ul>	February
Maths	<ul style="list-style-type: none"> <li>• Counts (elements of history);</li> <li>• Exploration of topological notions through images of history.</li> <li>• Additions using the elements of the story - application exercises (mental calculation and written exercises).</li> <li>• Resolution of problematic situations, through the elements of history.</li> </ul>	February
Arts Crafts	<p>About the subject:</p> <ul style="list-style-type: none"> <li>• Image search;</li> <li>• Clipping of images</li> <li>• Construction of the poster- "Elements in the World"</li> </ul>	February
Natural science Horticulture	<ul style="list-style-type: none"> <li>• Watching videos of how to plant sweet potatoes in water;</li> <li>• Placing the potatoes in water;</li> <li>• Observation of potatoes-change of water;</li> <li>• Registration through the design of plant development.</li> </ul>	February
Cooking	<ul style="list-style-type: none"> <li>• Lemonade and Tea Confection</li> <li>• Water metering for recipes.</li> </ul>	Fe



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## Book "Depois da chuva"- After Rain



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subject	ACTIVITY	TIME
Reading	<ul style="list-style-type: none"> <li>• Anticipation of history through images;</li> <li>• Storytelling "After the Rain";</li> <li>• Exploration of the pictorial elements of the narrative: colors, habitats, topological notions</li> <li>• Students' story-telling;</li> </ul>	March
Portuguese language	<ul style="list-style-type: none"> <li>• Production of words, phrases and texts on the theme: subtitling, identification of characters, space and time;</li> <li>• Continuation of the preparation of a multidisciplinary poster.</li> <li>• Domino games-notions of antonyms and synonymy.</li> <li>• Elaboration of a power point on the activities carried out.</li> </ul>	March
Maths	<ul style="list-style-type: none"> <li>• Counts (elements of history);</li> <li>• Exploration of topological notions through images.</li> <li>• Resolution of problematic situations, involving subtractions and additions.</li> </ul>	March
Arts Crafts Expressive	<ul style="list-style-type: none"> <li>• Clipping of images;</li> <li>• Construction of the poster- "The Elements in the World";</li> <li>• Construction of eggs in eva plate;</li> <li>• Felt Flower Confection: decal, trim and seam.</li> <li>• Construction of the "Cantinho do Relaxamento", with several natural and reused elements.</li> <li>• Baptism of riding.</li> </ul>	March
Natural science Horticulture	<ul style="list-style-type: none"> <li>• Reuse of containers for pots;</li> <li>• Selection of seeds;</li> <li>• Sowing of aromatic herbs, peas, green beans, garlic, tomatoes and flower bulbs</li> </ul>	March
Cooking	<ul style="list-style-type: none"> <li>• Cooking sweet potato, laminated, in the oven;</li> <li>• Cooking orange cake with rice flour .Easter buns and scrambled eggs.</li> </ul>	March



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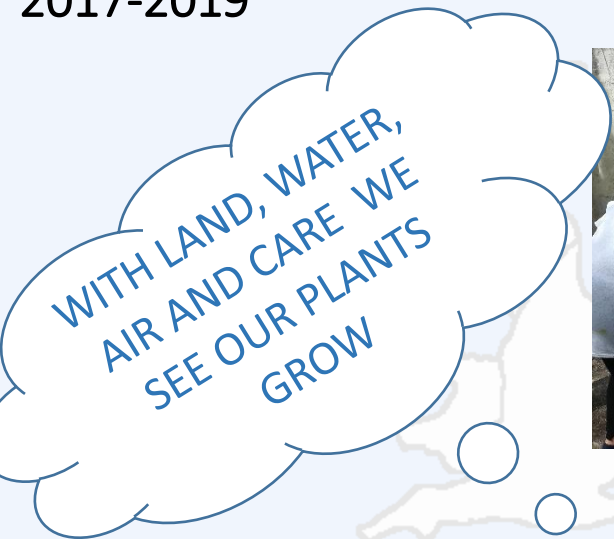
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## GARDENING



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We remained very motivated and energetic, although it was very hard working. The topics were interesting and meaningful for the students. It was possible to explore the different curricular subjects in integrated and creative ways.

However there we felt a short time to work the theme.



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- Teachers and students are very motivated and enthusiastic with the project.
- We believe that all activities were well developed. We explored the subjects with the students and all the objectives were achieved.
- If we could change we would choose less themes or more time to work about each theme.

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It was a gratifying experience, the project allowed to develop flexible and creative approach of the curriculum, contributing to increase the interest and the motivation of students to learn. Teachers collaborative work contributed to improve practices and to share ideas and work methodologies.

The development of this project ERASMUS + In a dynamics of international cooperation contributes to the awareness and interests of teachers and students for linguist and cultural diversity and for the conscience of their European citizenship.