

CLASSROOM PROGRAM

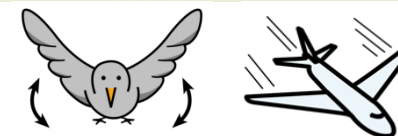
<p>GRUP CLASSROOM</p> <p>Secondary group Social and communicative skills</p>	<p>DURATION</p> <p>1 morning / 1 afternoon</p>	<p>PERÍOD</p> <p>1 month: May</p>	<p>TEACHERS</p> <p>Marta Bach/Mireia Casado/Alberto Pomar</p>
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AREAS IMPLIED

Interdisciplinary educational proposal

TÍTOL

Natural Flight/ artificial flight



LEARNING OBJECTIVES	COMPETENCES (1)	CONTENT\$ OF THE AREAS	EVALUATION CRITERIA
<ol style="list-style-type: none"> Express prior knowledge about the flight by providing related words and ideas / concepts to start the project. Verbalise (respecting the turn of the word) and specify the interests and concerns about the topic "Fly." Find information on the internet about the doubts that arise from the flight. Match pictograms and words from different elements of the flight. Know the procedure of the flight to nature (the birds), as well as the steps that follow the birds (Takeoff, Fluttering and Planning). Reflect on the restlessness of man for "Flying." Have information about who created the first plane and chronology. Knowing types of aircraft. Know important parts of the plane. Configure structured sentences of what we work in the classroom. Knowing the nearest airport (Alguaire). Participate actively in the development of a paper airplane (papyroflexy and make it fly) Active display of explanatory videos that tell us about the flight concepts. 	<p>C1, C2, C3, C4, C5, C6, C7., C8</p>	<ol style="list-style-type: none"> Sequence of the flight of the birds (takeoff, fluttering and planning) Important characters in the history of artificial flight. The inventors of the first plane. Parts of an airplane Type of aircraft Alguaire Airport. New technologies as a search for information 	<ol style="list-style-type: none"> Express vocabulary related to flight. Show concerns about the subject of the project. Be alert and find information about the subject of the flight. Observe and link images and ideas of the flight. Observe, describe and order how the flight sequence occurs in the birds. Participate actively in the reflection on the man's desire to fly. Identify which characters are involved in the creation of artificial flight. Name and describe the fundamental parts of an airplane. Describe the steps followed to achieve the final result. Speak different types of aircraft. Is capable of emitting ideas and concepts related to natural and artificial flight. Collaborate in work tasks in a group. Pay attention to explanations of informational videos. Enjoy at the exit to Alguaire Airport. Take an active part in the proposal to make planes with papyroflexy and make them fly.

14. Improve oral expression and comprehension, and expand the vocabulary related to cold and heat, through conversations, stories, poems, words and / or songs.

15. Verify the processes and results, evoking the experience carried out.

16. Recognize sequences and correctly sort the facts.

17. Collaborate in the development of a small plane in the workshop.

18. Enjoy and participate in the activities proposed.

15. Collaborate in the plastic activity of the plane.

16. Enjoy and participate in the project in general

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 vivid; focused on the student being the protagonist in their learning and tending to customize the teaching / learning processes.

The most important aspects of the methodology are the following:

- a. The chosen subject 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 the points that we want to work on this subject (What do we want to know?), Taking into account their interests and concerns. The teachers 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, plays 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?)
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DESCRIPTION ACTIVITIES:	MATERIALS AND RESOURCES:	ORGANIZATION (2):
<ol style="list-style-type: none"> 1. Creation of communicative situations to start the project actively participating in the contribution of vocabulary and elements related to the flight. 2. Visualization of different videos (the natural flight, birds) and play in a motive, imitating the flight sequence of an au. 3. Sequence the flight process (1st, 2nd and 3rd) of the bird through images and pictograms. 4. Find a simple poem related to the flight and memorize a part. 5. Find all kinds of information on specific questions of the topic. 6. Display of the animated series, "Érase una vez la aviación", where he explains the dream of the man to fly and the invention of the first plane. 7. Departure to Alguaire Airport. 8. Creation by papiroflexy of paper airplanes and make them fly. 9. Collaboration in the decoration of the school with birds of different colors. 10. Participate in the development of a small plane in the workshop. 11. Preparation of the conceptual map of the classroom, parts of the plane, type, natural and artificial flight. 12. Make an airplane with paper and make it fly. 13. Files- dossier on concepts and elements worked in the classroom. 	<p>ARASAAC Pictogrames</p> <p><i>Fungible school supplies</i></p> <p><i>Computer room</i></p> <p><i>Job listings</i></p> <p><i>Digital board</i></p> <p><i>Pictures</i></p> <p><i>Tablet</i></p> <p><i>Videos</i></p> <p><i>Photos / images</i></p>	<p>TI + TP + TG</p> <p>(depends on activities)</p>

(1): BASIC COMPETENCES

Competences: 1. Linguistic and audiovisual communication // 2. Artistic and cultural // 3. Information processing and digital competence // 4 Mathematics. // 5 Learn to learn. // 6. Autonomy and personal initiative //7.Citizen abilities

(2) SOCIAL Organization at classroom:

TI: individual work. TP: work with partner. TG: work all classs.