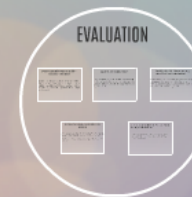


THE ELEMENTS



THE ELEMENTS

THE ELEMENTS PROJECT

HOW DID WE PRESENT THE PROJECT TO THE OTHER TEACHERS?

- THROUGH A LABEL
- THROUGH A MOVIE
- THROUGH A VIDEO



ACTIVITIES CLASS BY CLASS

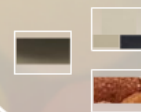
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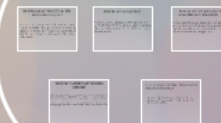
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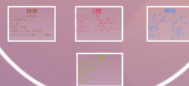
EVALUATION



HOW WE WORK IN CLASS

IN SOME CLASSES WE WORK ALL THE ELEMENTS, OTHERS SPECIALIZE IN ONE

SOME TOOLS WERE...



GROUP ACTIVITIES

WE RELATE THE GROUP ACTIVITIES OF THE SCHOOLS WITH THE PROJECT

CARNIVAL



ART



THE ELEMENTS PROJECT

HOW DID WE PRESENT THE PROJECT TO THE OTHER TEACHERS ?

- THROUGH A GAME
- BRAIN STORMING
- CONCEPTUAL MAP







[illegible][illegible][illegible]

EARTH

CREATE A ZEN GARDEN WITH WHITE SAND
PLAY TO DISCOVER FOOTPRINTS
PLANT FLOWERS
BURY BODIES AND BOTTLES
RELATE DIFFERENT KINDS OF SOILS WITH PLANTS
HUNT THE TREASURE IN THE SOIL: LETTERS, OBJECTS, NUMBERS...

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[illegible]

FIRE

JUST AS THE FIRE RISES,
 BURNING WITH A NEW LIGHT,
 THE VOLCANOES
 ARE ERODING
 IN ORDER TO MAKE ROOM FOR
 A NEW TYPE OF LIFE

STILL, THE FIRE IS
 EVOLVING, AND THE NEW ORDER OF THINGS
 IS BEING RE-COMPACTED WITH TIME
 LIKE TO BURN, BUT IN THE ENDLESSLY SLOW
 THE WORLD IS A NEW
 TIME IN YOUR HAND, DESTROYED, PHOENIX, SAVING
 GROUND, BURNING, "LIFEBOAT"

AIR

DISCOVER PAPER AND ITS DIFFERENT KINDS OF WINDOWROLLS
TUNABLE BY WINDOW WITH COMET II
EVALUATIVE WORKSHOP
PARTICLE STREAM
PAPER ELEMENTS
VISIT AN AIR QUALITY PARK
BLOW PAPER BALLS

AIR

DISCOVER PAPER AND ITS DIFFERENT KINDS OF WINDOWROLLS
TUNABLE BY WINDOW WITH COMET II
EVALUATIVE WORKSHOP
PARTICLE STREAM
PAPER ELEMENTS
VISIT AN AIR QUALITY PARK
BLOW PAPER BALLS



EARTH

CREATE A ZEN GARDEN WITH WHITE SAND

PLAY TO DISCOVER FOOTPRINTS

PLANT FLOWERS

SENSORY BOXES AND BOTTLES

RELATE DIFFERENT KINDS OF SOILS WITH PICTURES

FIND THE TREASURE IN THE SOIL: LETTERS, OBJECTS, NUMBERS...

FIRE

FIRE IN THE KITCHEN

SONGS WITH FIRE WORDS

THE VOLCANOES

THE FIREMEN

SECURITY/DANGEROUS WITH FIRE

HOT AND COLD

WHERE WE FIND THE FIRE?

UTILITIES OF FIRE

EVOLUTION OF FIRE: HOW CAN WE MAKE FIRE?

SCIENTIFICS EXPERIMENTS WITH FIRE

FIRE IN MOVIES AND IN THE CHILDREN'S STORIES

THE WOOD AND FIRE

FIRE IN TRADITIONAL FESTIVALS: FIREWORKS, SAINT GEORGE, DRAGONS, "CORREFOCS"

WATER

THE EARTH AND THE WATER

PROFESSIONS RELATED WITH WATER

SHOWER WORKSHOP (PERSONAL AUTONOMY)

THE RIVERS AND THE SEA

ENERGY AND WATER

LAUNDRY WORKSHOP

ORCHARD WORKSHOP

SENSORY BOXES WITH WATER

STATES OF WATER: RECIPES

CREATE A FOUNTAIN

SPORT RELATED WITH WATER

HEALTH AND WATER

DIFFERENT CULTURAL VISITS AROUND LLEIDA
CITY

DANCE OF WATER WITH MUSIC

COSTUME OF WATER

VISIT AN AQUATIC PARK

WATER PARTY

RECYCLED PAPER

AIR

SENSORY PANEL WITH DIFFERENT KINDS OF WINDMILLS

TUNNEL OF WIND WITH CONFETTI

HAIRDRESSER WORKSHOP

PLASTIC STORE

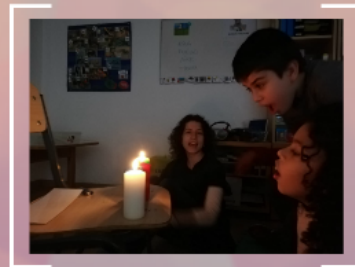
PAPER FLIGHTS

VISIT AN AEOLIAN PARK

BLOW PAPER BALLS

ACTIVITIES CLASS BY CLASS

WE USE SOME BRAIN STORMING IDEAS TO WORK
INSIDE THE CLASSROOM .



LA TERRA



EL FOC



EL VENT



MIGUEL BOSE I XIMENA SARIÑANA







GROUP ACTIVITIES

WE RELATE THE GROUP ACTIVITIES OF THE SCHOOL WITH THE PROJECT

CARNIVAL



ART



PROGRAMATION CARNIVAL SCHOOL

2019

2018-

GROUP CLASSROOM: The Whole school	DURATION: Carnival week	PERIOD: Second trimester	TEACHERS: ALL STAFF
TITLE: THE INDIANS ARE COMING!			
<p>LEARNING GOALS:</p> <ul style="list-style-type: none"> - Participate actively in the activities proposed. - Know the 4 elements and relate the symbol to the image, to the color. - Participate in the elaboration of costumes. - Use and manipulate various materials, utensils, ingredients for the elaboration and construction of costumes, such as the proposed Indian necklace workshops, cooking workshops and setting. - Identify the words and significant images of the party in a global way. - Demonstrate participatory / positive attitudes towards fun situations such as dressing up, make-up, participating in team tests. - Foster driving skills for exploration and coordination in the proposed team tests. - Enjoy the traditional Carnival celebration! <p>ACTIVITIES DESCRIPTION:</p> <ul style="list-style-type: none"> - Make a costume related to the subject of the Indians with one of the elements earth, water, air, fire. - Assembly of a necklace with insertions of balls in string to prepare as a complement to the costume. - Orientation game with a map outside the school. - Cooking workshop with stations for consecutive elaboration steps (snacks and sweet types). - Gymkana of games in the patio by elements: "We save the horses from the fire", cross in circuit of elastic, "Fishing of the tribe", transfer balls from the water to a container, "Smoke signals", we keep globes up to a goal, the tip! <p>CAPACITIES:</p> <p>S U/L/V</p> <p>CONTENT OF AREAS:</p> <ul style="list-style-type: none"> - The Indians - Elements related to the Indians: Totem, Types, Horses - The 4 elements (fire, earth, water, air) as the thread of the party - The carnival - Indian cooking recipes - The burial of the sardine, end of party. <p>EVALUATION CRITERIA:</p> <ul style="list-style-type: none"> - Participate actively in the activities proposed. - Recognizes the 4 elements and relates symbol, image and / or color - Participate in the elaboration of costumes. - Uses and manipulates various materials to make costumes, workshops... - Identification of different elements related to the party in a global way - Demonstration of participatory attitudes in the proposed activities, both individually and as a team. - Develops motor skills for exploration and team coordination in the proposed tests. - Enjoy the traditional Carnival celebration. <p>MATERIALS AND RESOURCES:</p> <ul style="list-style-type: none"> - Trash bag, paper, cardboard, cutouts of different textures, old clothes, feathers... - Balls, pens, thread, Map of the complex, foam cubes, Flipino, chostale cover, ice cream cones, milkado chocó, Elastic and cardboard horses; balls in a bucket of water, clothes and balloons, Cardboard types and natural <p>ORGANIZATION</p> <ul style="list-style-type: none"> - Classroom activity - Workshop intensity: 2 working groups. - External activity by group-classroom. - Internal workshop: 2 working groups - Internal distribution in 3 large groups 			



PROGRAMATION CARNIVAL SCHOOL

2018-

2019

GROUP CLASSROOM: The Whole school	DURATION: Carnival week	PERIOD: Second trimester	TEACHERS: ALL STAFF
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TITLE: THE INDIANS ARE COMING!!



LEARNING GOALS:

- Participate actively in the activities proposed.
- Know the 4 elements and relate the symbol to the image, to the color.
- Participate in the elaboration of costumes.
- Use and manipulate various materials, utensils, ingredients for the elaboration and construction of costumes, such as the proposed Indian necklace workshops, cooking workshops and setting
- Identify the words and significant images of the party in a global way.
- Demonstrate participatory / positive attitudes towards fun situations such as dressing up, make-up, participating in team tests.
- Foster driving skills for exploration and coordination in the proposed team tests.
- Enjoy the traditional Carnival celebration!

ACTIVITIES DESCRIPTION:

- Make a costume related to the subject of the Indians with one of the elements earth, water, air, fire.
- Assembly of a necklace * with insertions of balls in string to prepare as a complement to the costume.
- Orientation game with a map outside the school.
- Cooking workshop with stations for consecutive elaboration steps (arrows and sweet types *).
- Gymkana of games in the patio by elements: "We save the horses from the fire": cross in circuit of elastic. "Fishing of the tribe": transfer balls from the water to a container. "Smoke signals": we keep globes up to a goal. thel tipi": we decorate a tipi.

CAPACITIE S

I,III,IV

CONTENT OF AREAS:

- The Indians
- Elements related to the Indians, Totem, Types, Horses
- ...
- The 4 elements (fire, earth, water, air) as the thread of the party
- The carnival
- Indian cooking recipes
- The burial of the sardine, end of party.

MATERIALS AND RESOURCES:

- Trash bag, paper, cardboard, cutouts of different textures, old clothes, feathers ... Balls, pens, thread. Map of the complex, foam cubes. Filipino, chocolate cover, ice cream cones, mikado choco. Elastic and cardboard horses; balls in a bucket of water; clothes and balloons; Cardboard types and natural

EVALUATION CRITERIA:

- Participate actively in the activities proposed.
- Recognizes the 4 elements and relates symbol, image and / or color
- Participate in the elaboration of costumes.
- uses and manipulates various materials to make costumes, workshops ...
- Identification of different elements related to the party in a global way
- Demonstration of participatory attitudes in the proposed activities, both individually and as a team.
- Develops motor skills for exploration and team coordination in the proposed tests.
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ORGANIZATION

- Classroom activity
- Workshop internally; 2 working groups.
- External activity by group-classroom.
- Internal workshop: 2 working groups
- Internal distribution in 3 large groups

DIDACTIC UNIT

GROUP CLASSROOM	DURATION	PERIOD	TEACHERS
WHOLE SCHOOL	4 FEBRUARY TO 13 FEBRUARY	4 sessions each group classroom and 1 all together in second trimester	Full staff

AREAS	TITLE		
Proposta educativa interdisciplinària	The Elements		
<p>1. Know the elements.</p> <p>2. Associate the concepts worked in the classroom with the different elements.</p> <p>3. Recognize the colors of the four elements.</p> <p>4. Match the words, pictograms and symbols that refer to the elements.</p> <p>5. Know the materials needed to carry out the activity.</p> <p>6. Apply different plastic techniques.</p> <p>7. Decorate the school hall.</p> <p>8. Share space appropriately.</p> <p>9. Respect your classmates and their attitudes and contributions.</p> <p>10. Use the material correctly.</p> <p>11. Show a positive and autonomous attitude towards the activities.</p> <p>12. Develop attention and certainty</p>	LEARNING GOALS	COMPETENCES (1)	CONTENT OF THE AREAS
		C1, C2, C4, C5, C6, C7, C8	<p>1. The elements: Earth, wind, fire and water.</p> <p>2. Plastic materials and techniques.</p> <p>3. Visanual coordination.</p> <p>4. Active participation in the activity.</p> <p>5. Experimentation of the plastic technique.</p> <p>Constancy in the execution</p>
		CAPACITIES I, III, IV	
			<p>1. Recognize the four elements.</p> <p>2. Relates the concepts that you know to the different elements.</p> <p>3. Recognize the colors of the four elements.</p> <p>4. Associate words and symbols with the elements.</p> <p>5. Handle appropriately the different materials and techniques that we use.</p> <p>6. Participate actively in the activity.</p> <p>7. Respect the basic rules, wait for the turn, maintain a correct position, as well as space, material and the group of classmates.</p> <p>8. Keep the attention and</p>

certainty at the same time to carry out the activity.

9. It shows self-employed in the development of the activity.

METODOLOGY AND DIDACTIC SEQUENCE

The methodology that will be used for the development of the activity proposed will be global, active and participatory, focused on the student being the protagonist in their learning and looking to customize the teaching / learning processes.

Learning will be done in a meaningful and vivid way, contributing to the fact that the students achieve the objectives proposed using the necessary techniques, means and resourceS

ACTIVITY DESCRIPTION	MATERIALS AND RESOURCES:	ORGANIZATION :
<ul style="list-style-type: none"> - It's a painting activity. The teachers prepare the activity bottles with paint of different shades, 4 by each color, where each color represents an element, the green is the air, the blue the water, the brown earth and the red is the fire. hanging with a string. - The teachers prepare the activity in the pergola of playground area. The bottles are tied in a sting and the cap of these are girded so that the paint will fall randomly with the movement. - Below in flat, there is the cardboard that we have to decorate / paint with these shades. - It's about going past the bottle while the paint on the card is falling, trying to establish a kind of cooperative game. - When the templates are already decorated, the teachers paint the corresponding element. - The last day we were all in the hall of the school to do the assembly to the wall 	<p>Small water bottles</p> <p>Paintings and brushes</p> <p>Ranges</p> <p>Plastic protector</p> <p>Cartoons / cartons</p> <p>Punching</p> <p>Catch up</p>	<ul style="list-style-type: none"> - Working in the middle group (8/10 students), at the same time as painting. - Work in a large group (all), at the same time as assembling. - Experiment spontaneously with the materials that are presented - Active participation with individualized help and / or supervision, according to needs.

FOLLOW UP THE PROJECT

WHEN THE PROJECT WAS HALFWAY OVER, WE ALL JOINED
THE TEAM TO TALK ABOUT THE EVOLUTION OF THE
PROJECT

WE DID IT IN A VERY CREATIVE WAY!









EVALUATION

How many people are involved at the beginning and at the end of the project?

At school, all the people and all the students center's have to be involved to a greater or lesser extent. In addition, the dining room monitors have been involved with the construction of a photocall of the subject matter worked.

How did you plan the project theme?

The vast majority of professionals with obtained to work all the elements with their students, except the specialists who when doing a more individualized work have chosen only one element.

How did you feel? Did it give you more energy and motivation? Was it a heavier workload?

In this phase of the project most of the team found it very exciting, given the circumstance of the large amount of time it has been disposed, it has allowed them to go more relaxed and without the feeling of haste.

DOES THIS WAY OF WORKING FIT WITH YOUR NATIONAL CURRICULUM?

Work for projects is very present in all centers to the point of being the most used nationally. More in a center with our peculiarities in which the student learns in a very manipulative way in which the learning that is tried to generate is always implicit in any experience generated.

Through a project, you must be able to generate learning so that the entire curriculum is made present, and with this we can create interesting situations that favor the involvement of the students.

At the end of each project theme... What would you do differently to make it even better?

On a general level, everyone has used some of the ideas proposed with previous topics. Mostly the team has organized the best time.

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THE ELEMENTS PROJECT

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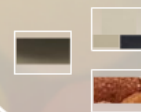
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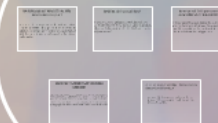
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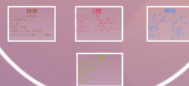
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