



**Gobierno
de La Rioja**

**Educación, Formación y
Empleo**

Educación

Murrieta 76, Ala Este
26071 Logroño
Teléfono: 941291685 / 941 291691
Fax: 941 203566
e.mail: cife@larioja.org

**Centro de Innovación y Formación
Educativa**

INFORME MEMORIA PILC 2019-20

Modalidad: CRA VISTA LA HEZ

Centro: AUSEJO

Localidad: AUSEJO

Nombre y Apellidos: José Ignacio Campos Arnáiz

Objetivos del proyecto
1. Integrar la Lengua Extranjera del Inglés en el Área de Science.
2. Impartir los contenidos propios de dicho área utilizando la Lengua Extranjera Inglés, sin que esto afecte negativamente al proceso de enseñanza aprendizaje ni a las calificaciones finales de los alumnos.
3. Apreciar el valor comunicativo de la lengua inglesa, y su importancia como lingua franca para el entendimiento común entre personas que no tienen la misma lengua materna, a través de actividades lúdicas.
4. Comprender de forma global mensajes orales basados en los trabajos manuales realizados.
5. Fomentar la comunicación con sus compañeros y con el profesor de forma oral en el idioma extranjero sin miedo a cometer errores.
6. Introducir vocabulario específico del área de Science, así como rutinas (saludos, días de la semana, tiempo atmosférico...) y las instrucciones que habitualmente en ella se utilizan.
7. Complementar los trabajos de Science con canciones, "jolly phonics" y poesías tradicionales inglesas para reforzar el vocabulario empleado y mejorar la pronunciación de los niños.
8. Valorar los contenidos culturales de la lengua inglesa en el área de Science.
9. Conseguir una actitud positiva sobre la propia capacidad para aprender inglés.

1- Relación detallada de las unidades didácticas o actividades desarrolladas durante el proyecto.

Área: Science

Grupo(s): 2.º E. Primaria.

A lo largo de las unidades didácticas se ha utilizado el inglés, trabajando vocabulario específico del Área de naturales, rutinas, canciones, fórmulas que deben utilizar para comunicarse con los demás.

Además de las actividades propias del Libro de Texto, se han incluido otras actividades relacionadas con centros de interés del área de Inglés y de otras áreas, y con tradiciones de la cultura inglesa.

La utilización de diversos materiales y el aprovechamiento de las nuevas tecnologías (para introducir vídeos, trabajar en coordinación con otros países vía Etwinning, canciones, vocabulario, realizar presentaciones de historias...) han sido de vital importancia a lo largo de las unidades. También se han trabajado otros aspectos del libro a través de actividades de carácter lúdico .

El diseño de las unidades didácticas y la planificación de actividades se han llevado a cabo teniendo en cuenta los principios del aprendizaje integrado de contenidos y lengua extranjera (AICLE).

Estos principios podrían resumirse en los siguientes cuatro puntos:

- La lengua se usa para aprender contenidos y para comunicarse.
- La materia determina el tipo de lenguaje.
- La fluidez es más importante que la exactitud.
- Las unidades CLIL integran las 4Cs: Contenido, Comunicación, Cognición y Cultura.

La utilización del libro de ciencias de la naturaleza se ha hecho con el libro que los alumnos ya tienen (por lo tanto muchas unidades las hemos trabajado con materiales , fotocopias y experimentos). A continuación se detallan las Unidades Didácticas , además de las actividades desarrolladas durante el proyecto que han sido trabajadas en tres unidades : animals, body and matter.

1.º y 2.º EDUCACIÓN PRIMARIA SCIENCE

UNIT 2: ANIMALS

Objectives

1. Employ the scientific method to plan and produce simple projects, devices and appliances by means of observation, formulation of hypotheses and practical investigation in order to reach conclusions that at the same time will permit reflection on their own learning process. **(Mathematical. Science and technology competence / Intrapersonal intelligence)**
2. Take part in working groups, implementing values and attitudes characteristic of scientific thinking, fomenting the enterprising spirit, developing one's own sensibility and responsibility with regard to individual and collective experiences. **(Social sciences and civics / Intrapersonal intelligence)**
3. Use the information and communication technologies to obtain information, not only as an instrument of learning but also for sharing knowledge, and to recognize its contribution to improving the conditions of life of all people, besides preventing the risk situations stemming from their use. **(Digital competence / Linguistic-verbal intelligence)**

CONTENTS	EVALUATION CRITERIA	LEARNING STANDARDS	SUPPLEMENTARY ACTIVITIES
<ul style="list-style-type: none"> • Presentation of essential contents. P • Introduction to lesson vocabulary. P • Knowledge of the component parts and main functions of animals. C • Knowledge of the features and forms of life of different kinds of vertebrate animals. C • Classification of the groups of invertebrate animals. P • Identification of the general features of the different groups of vertebrate animals: reptiles, amphibians and fish. C • Classification of the general features of the 	<ul style="list-style-type: none"> • Work in cooperation, appreciating care for one's own safety and that of classmates, looking after the tools and making proper use of the materials. • Recognize and classify with elementary criteria the most significant animals in their environment as well as some other known species by applying information by way of various media. • Make observations of living beings, posing questions both beforehand and in the course of these in order to obtain relevant information. • Use some instruments to make the observation, such as a magnifying glass and 	<ul style="list-style-type: none"> • Observes animals directly and indirectly, identifying, naming and classifying them according to observable features: Where they live, How they are born, What they eat, According to their belonging to one of the main groups. • Works in a cooperative way, paying attention to both personal safety and that of classmates, taking care of the tools and materials. • Display behaviour patterns of respect and care towards living beings. • Explains the features of the invertebrate animal groups. • Observes directly and indirectly, identifies features, recognizes and classifies vertebrate animals. • Explains the general features of the different groups of vertebrate animals: mammals, birds, reptiles, amphibians and fish. • Identifies and explains some of the reasons for the extinction of species. 	<ul style="list-style-type: none"> – Animals: compare pets (or close animals) with those proposed in the images, play at matching up animals with their features, and the students should each draw their favourite animal. – The life cycle of animals and biodiversity: creation of posters on biodiversity and presentation of assignments on animals at risk of extinction. – Vertebrates vs. invertebrates: comment on the video on vertebrates and invertebrates, and draw one of each. – Flashcards -Cazapokanimals -Augmented reality classification _Escape room of "guess the killer" _Animal actions -Endangered species book

<p>different groups of vertebrate animals: mammals and birds. P</p> <ul style="list-style-type: none"> • Classification of animals by their way of reproduction: live-bearing. P 	<p>Information and Communication Technologies, in a highly guided manner.</p> <ul style="list-style-type: none"> • Identify and classify living beings from the environment into animals, learning their structure and indicating the importance of water for life, developing values of care and respect. • Observe the different living beings in the closest environment, using different instruments that will permit the arousal of behaviour patterns of defence, respect and care with regard to living beings. 	<ul style="list-style-type: none"> • Classifies animals by what they eat: omnivorous, carnivorous and herbivorous.. 	
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METHODOLOGY MATERIALS AND RESOURCES

Other resources

- tablets
- Interactive panels
- Educational resources
- Classroom; other spaces.
- Approximate time: three weeks.

The proposed methodology promotes the construction of significant learning through the following sequence:

- Adaptation of the presentation of the content to the linguistic competency of the students in the English language.
- Initial motivation and evocation of prior knowledge.
- Progressive and careful inclusion of contents by means of examples taken from everyday and contextualised situations to permit the transfer, generalisation and extension of learning, and which connect with the skills identified.

- Application of what is learnt to different activities: applying, reasoning, working with skills and multiple intelligences, projects, cooperative group, interactive, reinforcement and further learning..., sequenced by levels of difficulty, and which facilitate the skills and the different cognitive styles of the students.
- Different kinds of digital resources, using the digital whiteboard and the computer

EVALUATION PROCEDURES AND TOOLS

- Wide-ranging student tasks carried out in the daily activities of the class.
- Wide-ranging student evaluation activities (book, photocopiable files...).
- Group work.

Assessment of the approach and processes employed as well as the result obtained

- Individual and collective questions.
- Dialogue.
- Oral expression.
- Individual oral test.

Observation and assessment of each student's degree of participation and the quality of their involvement.

Continuous evaluation

- Skills work
- Evaluation of skills / Multiple intelligences.

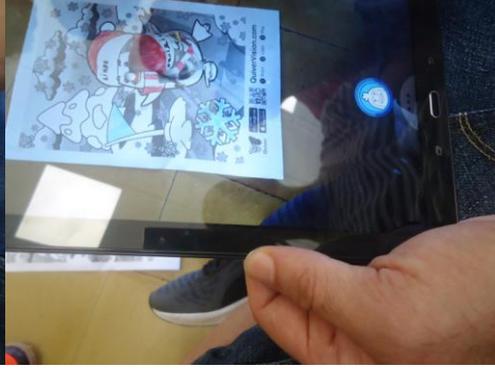
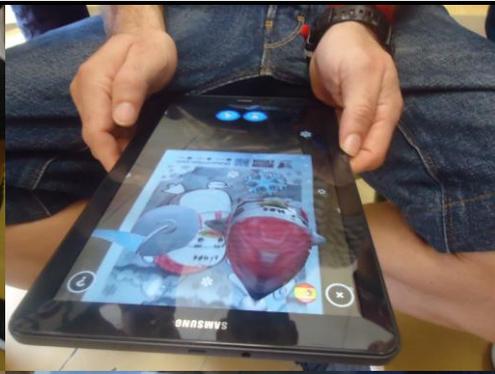
Individual record.

Virtual clasification

The activity is based on a classification for this we have used the augmented reality program Quiver by which we have colored different types of animals and then after having seen them in augmented reality (with their information students have to classify them into the groups of animals (all this is done in English)

Fotografías







Cazapokanimals

Pokanimals are little animals that have to be captured by the pokehunters . the pupils are Pokémon trainers and have to capture and classify animals according with the color of the hoops and the balls, that they use to catch the animals .

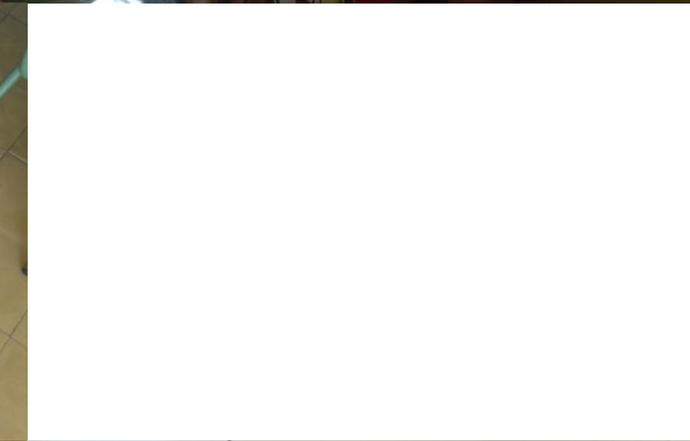
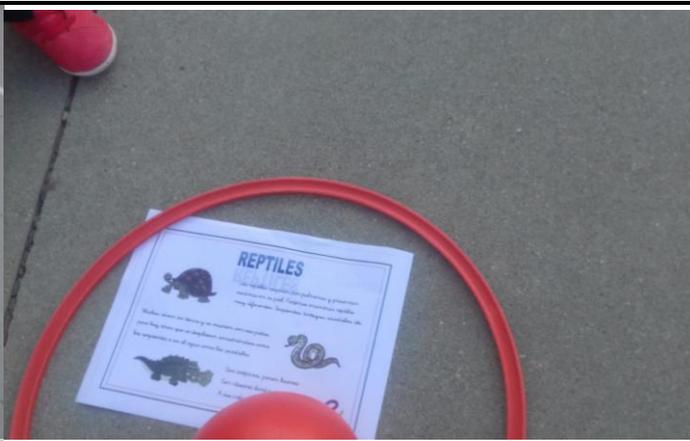
The play is all about the Pokémon. The activity is based on the Pokemon series but this time students have been asked to remember the activity that was made of the classification of the animals to make this game. The game consists of that there are two types of players huntingboxes and animals, the first have to classify their companions who hold a flashcard with the name of the animal they represent and in turn moves around the yard imitating the form of moving of this animal (crawling , flying...), with this nemotechnical technique the student better identifies the animal and its classification.

Cazapokanimals have five different colored hoops and with a ball associated with this color (red hoops, red ball for mammals) to classify their companions who have an animal and who move like this animal.

For example a hunter sees a companion holding a butterfly flashcard and flapping like a butterfly, the hunter will catch the yellow ball inside the yellow ring (in which the insects are) and try to hit with that and only that ball to his butterfly companion. When the pupil hits him with that ball, if it's right the rankings the teammate will be one of his pokanimals and he'll stay inside the insect hoop.

Fotografías



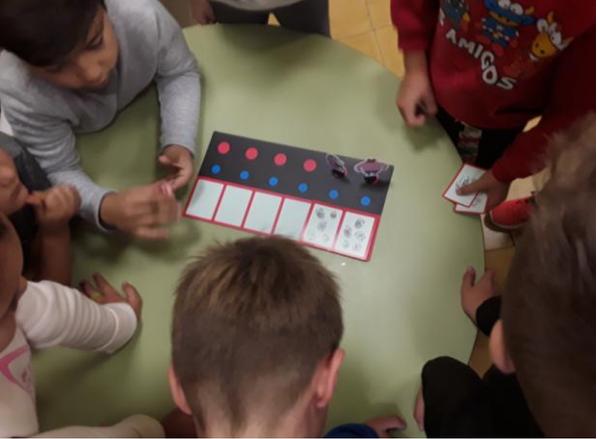


Escape room animal

The activity is based on an escape room. Students when they arrive at class are the drawing of a corpse and through a magazine and with the clues that they collect will eliminate suspects (who are animals) until they discover the killer.

Fotografías







ANIMALS AND THEIR ACTIONS

We have seen a power point with animals and their actions and after a quick quiz we have made a cootie catcher and in pairs they asked questions about animals and their actions (we have made questions using the modal verb can)

Fotografías



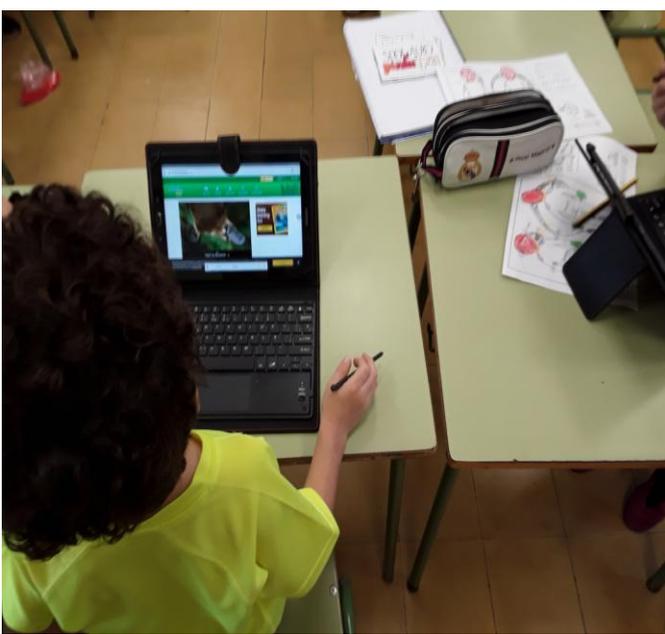
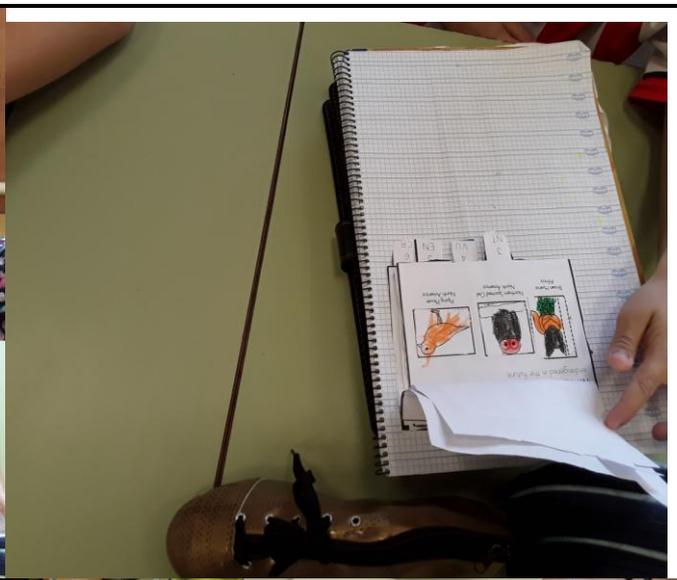


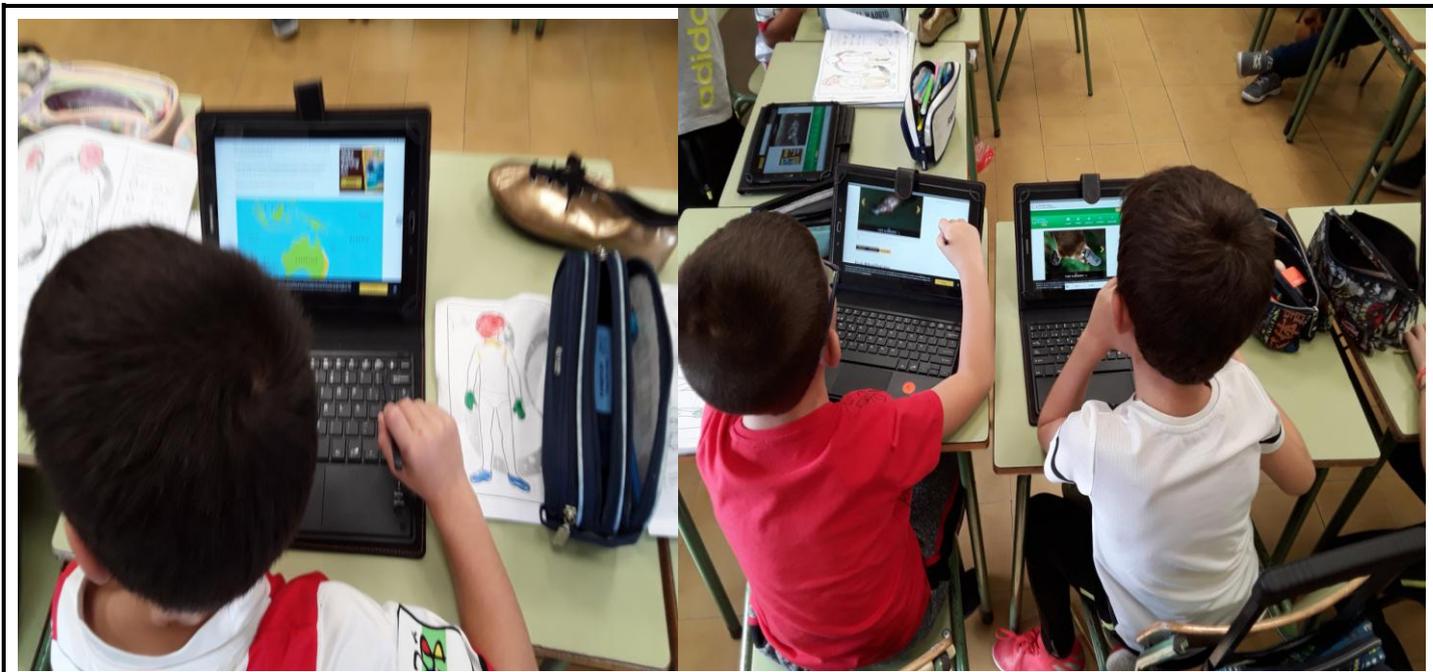
ENDANGERED SPECIES

The activity is based on a game in which students have to make a book about endangered species and a scale is made ranging from least concern (the least damaged) to critically endangered. For this exercise we rely on the National Geographic Kids website, where children read about species and their status (on the extinction scale)









FEEDING ANIMALS

In this activity the students had to feed different types of animals in the interactive panel , for that porpoise the students made two rows and they were feeding them and saying what type of animal they were: herbivore, carnivore and onmivorous.







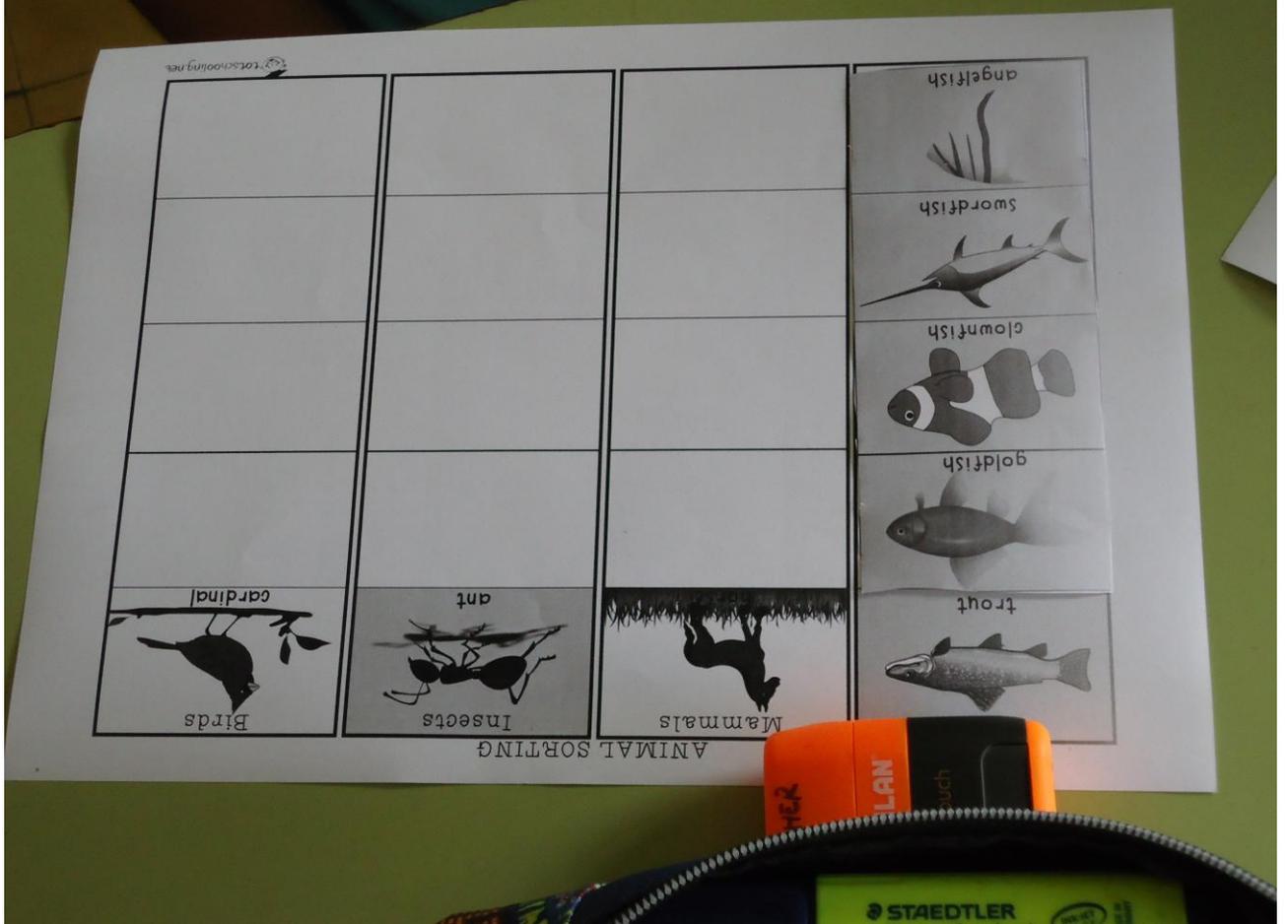


CLASIFYING ANIMALS

Pupils have classified animals according to the classification of animals : mammals, insects, birds, fish, reptiles and amphibian. In this classification the pupils cut and paste the animals in their category .









FEEDING ANIMALS AND THEIR HABITATS

We have seen different kind of animals in their habitat like if they were zoo keepers and at the same time they should know how to feed that animal , because of the fact that they were zoo keepers and zoo keepers should know everything about animals.











GUESS THE ANIMAL

Pupils had to guess the animal according with the sound that they heard . first they heard the animals and after that they have to write the animals on the whiteboard when the teacher says whiteboards up pupils show their answer .













VERTEBRATES AND INVERTEBRATES

First we saw a power point with the features of the animals and then they cut and glued the animals like if they were under x rays, in order to know whether they were vertebrates or invertebrates

