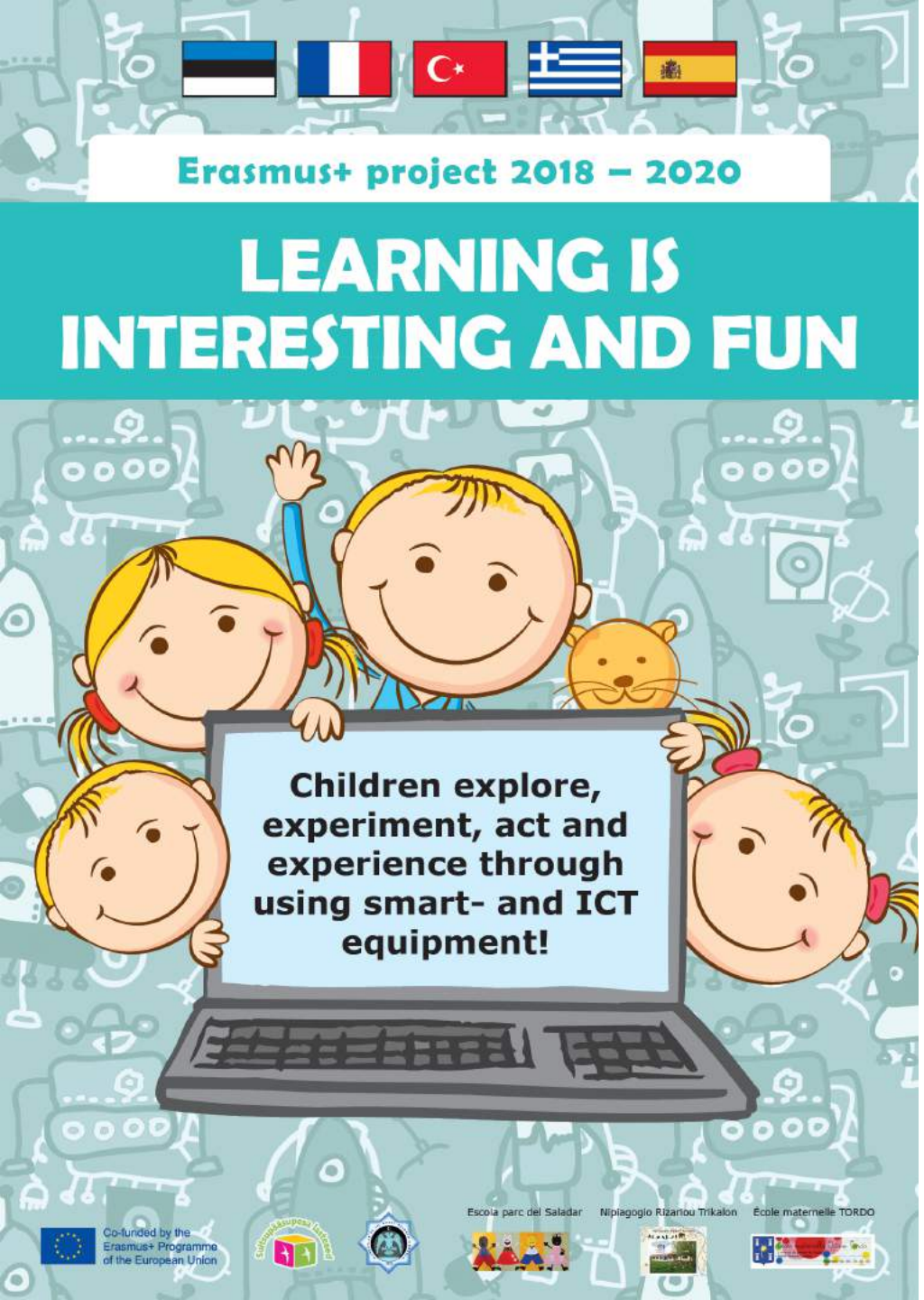


Four Smart Activities

19-26 January 2021

ERAMUS PLUS PROJECT 2018-2020
2018-1-EE01-KA229-047069_3

Erasmus+ eTwinning

Situation in France

With the health situation with Covid, schools were closed from March 17, 2020 to May 11, 2020.
We are no longer allowed to travel.
When schools opened again, many children stayed at home because the government said that school was not obligatory until the end of the school year.

School resumed "normally" in September. Working conditions are different, classes should not mix, and children cannot share materials. Doing group activities has become very complicated.

Then on October 29th, an Islamist attack killed three people in Nice.
Security measures were reinforced.
Children cannot go out of school, parents cannot go in!
We had a lot of new plans to organise and less time for projects unfortunately.

But we made some activities in each class. And one outdoors before 29 october!!

LEARN - O

Playful, educational, autonomous, reflective, digital, orientation

Starting from a learning objective determined by the teacher, markers and a movement map are made in order to prepare the game situation.
A programmed electronic finger and a computer are then used to start the activity.

Each student with an electronic finger identified with his or her name takes a card. He or she must move around and correlate the data to be collected with the distribution of beacons to complete a route.
Once completed, the student checks his or her route on the computer and obtains an immediate correlation.
The digital tool is at the service of learning. The path, errors, corrections, and the student's progress can be tracked. Each student is then autonomous in his or her movements, choices, pace, correction and evaluation.

The children are free to choose the level of the task to be performed. They can also establish possible didactic exchanges with their classmates, whom they meet and cross paths with throughout the session.

Example of activity : Concept of body
In this example the student has to reconstruct a character in four parts.
In the field the blocks are equipped with boxes with pieces of the character as visuals (head, feet, hand, trunk).
To get the different parts of the character, you have to go to the plots and find the right parts.
Once the four parts have been found, the student compares his answer displayed on the computer
with the card to be made. If he makes a mistake, he can correct it. Once the card has been completed,
he draws a new card with a new animal.

It's learning through play that allows you to think and expend your energy: it combines academic learning and physical exertion and digital equipment.

Some activities prepared in case!!

- During the first time we closed schools, we were not used to working remotely. Even though the situation was complicated for all of us, It was easier for the elementary children with the exercises to do in the notebooks, but for the children under six years old, the parents had a lot of trouble getting the children to work and know what and how to do. So this year we decided to train children and parents to use applications in case we find ourselves in the same situation again.

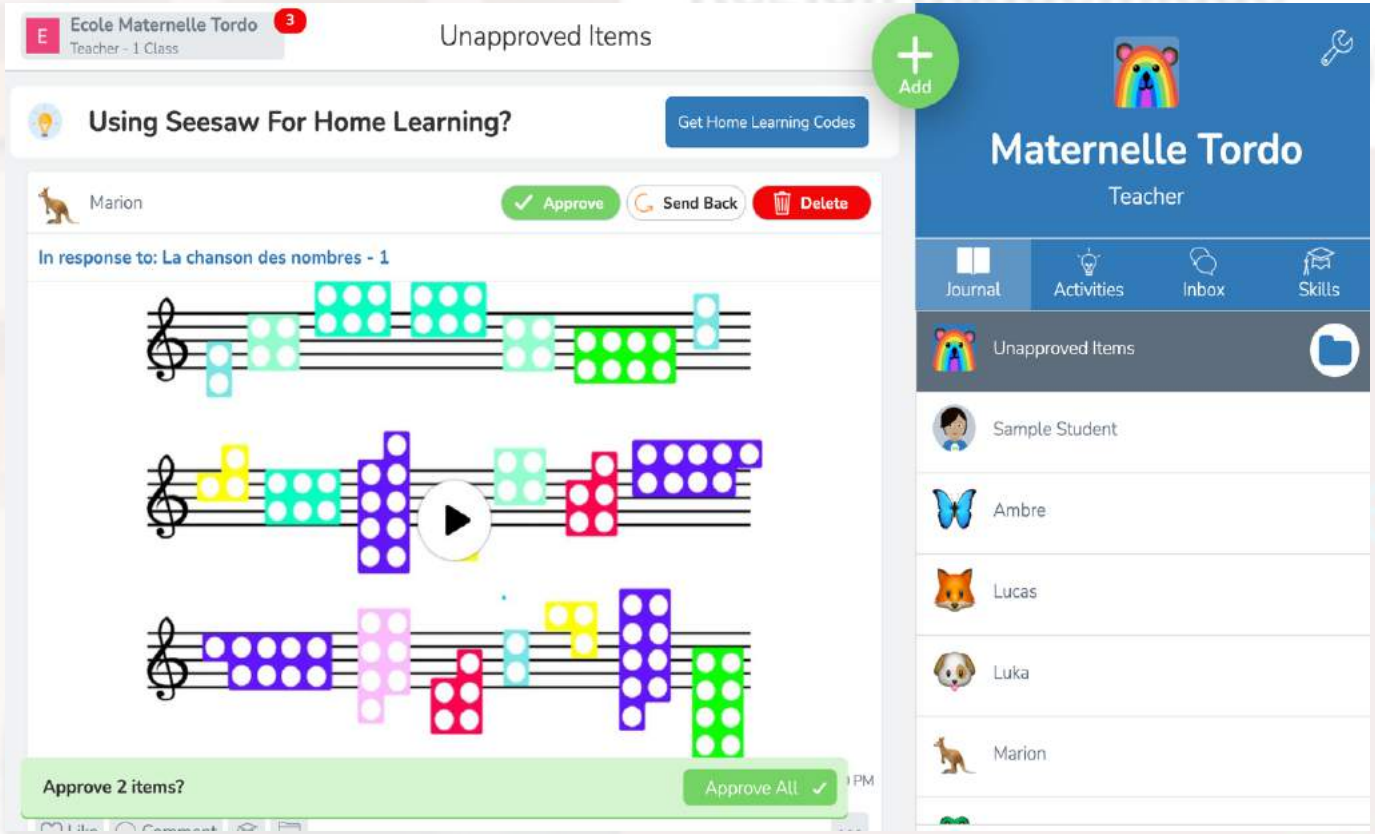
- Essentially we used an free application for paddlet and computer : G COMPRIS and SEESAW

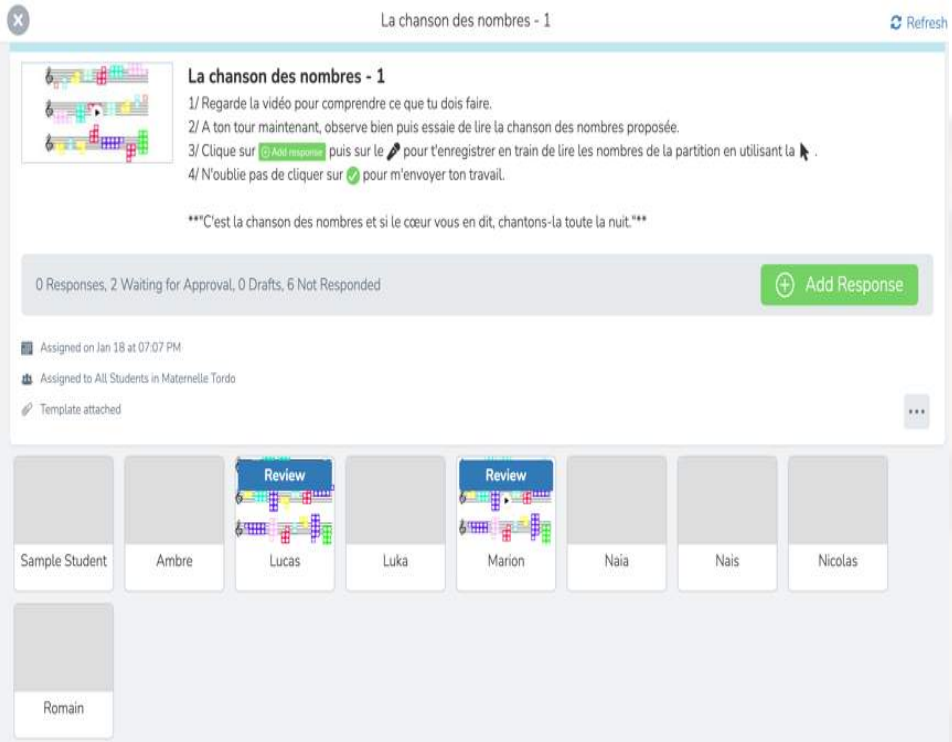
Numbers partition on seesaw

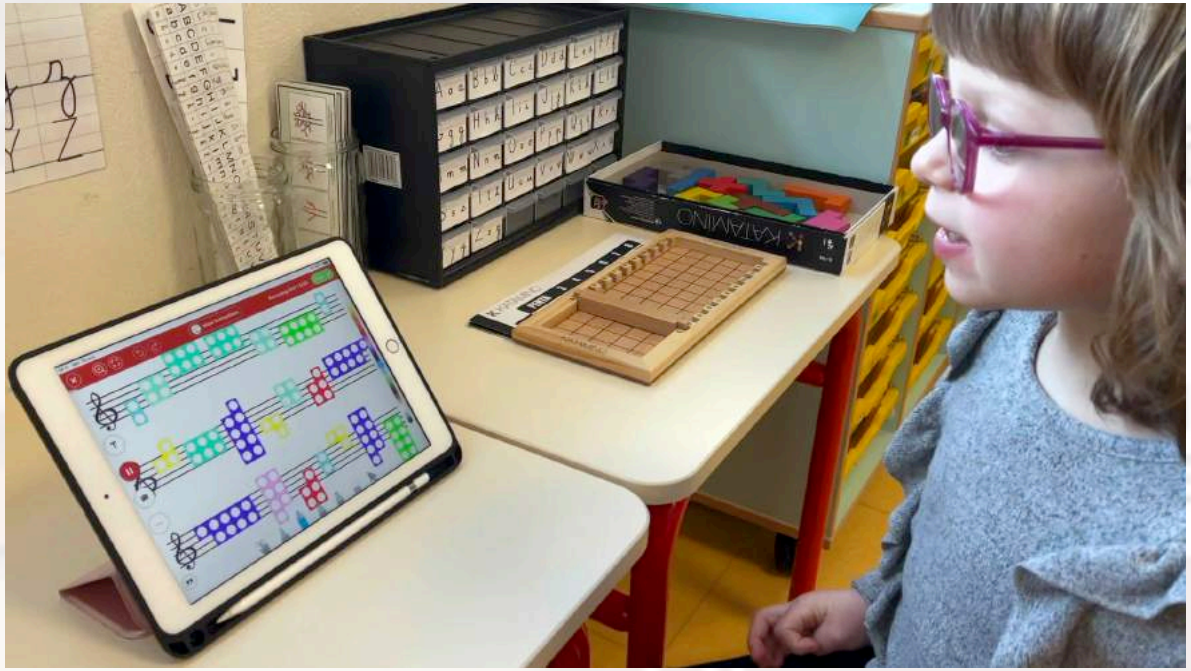
The children do an activity in class. At the same time, the same activity is created on seesaw, sent to the families.
The children can practice the activity at home, record their work and send it to the teacher.
The teacher validates the work.

Create the activity :
Give the instructions and you can add a model of
The work to be done.
Send the link to families
Here we have a numbers partition.
Children should read the numbers in the order in which they encounter them.

The child can do his activity,
record it
and send it to his teacher for approbation.





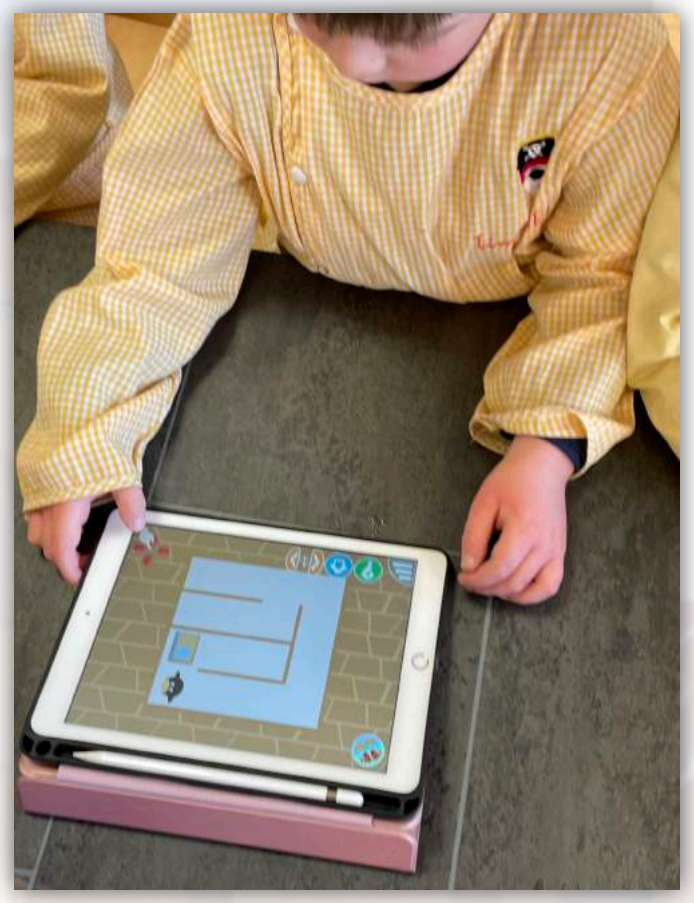


G COMPRIS

GCompris is an educational software suite with a large number of activities for children aged 2 to 10 years old.
Before we only used it at school on computer.
Now we worked on it on computer at school and send the activities at home to parents. Children could train or
Or if we have to stay at home again we can ask for activities to do, the parents will be used to it.

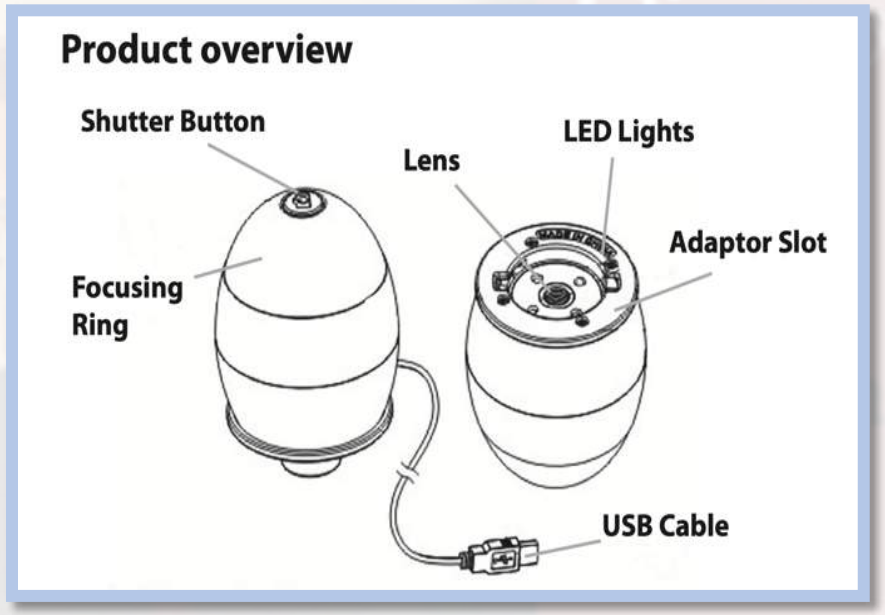
Here is the list of the different themes we cover with a few examples :

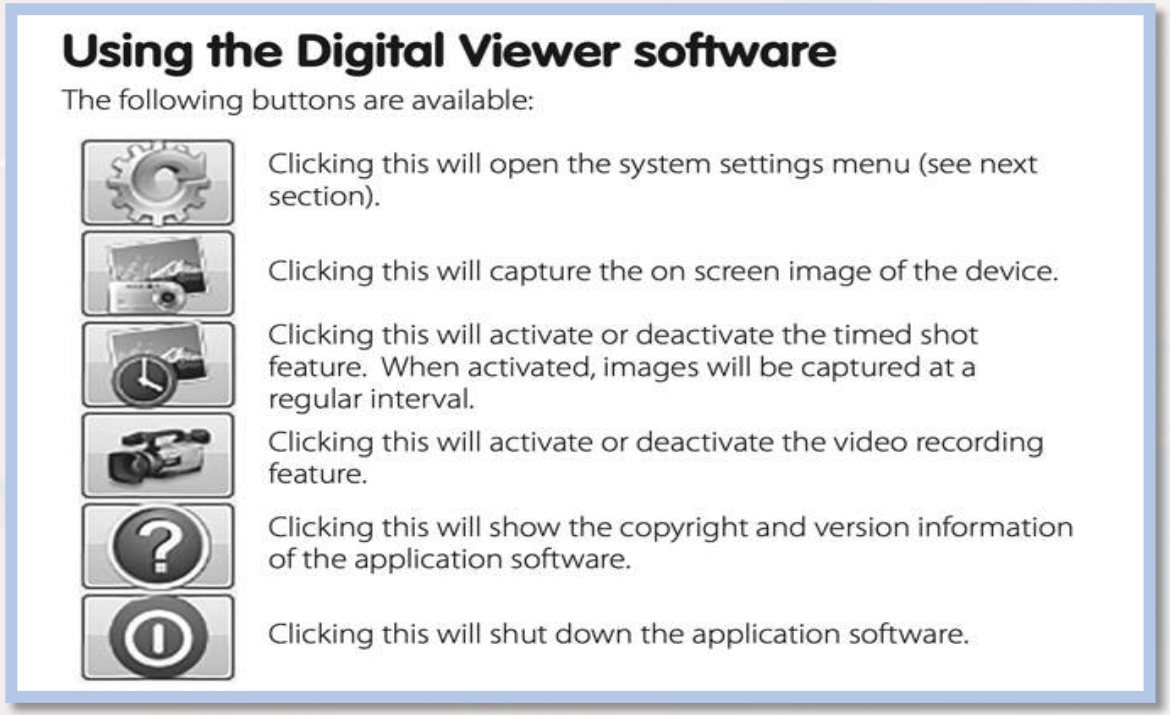
- discovery of the computer: keyboard, mouse, touch screens...
- reading: letters, words, training in reading, writing...
- mathematics: revision of tables, enumeration, double entry tables
- science: the lock, the water cycle, renewable energy...
- geography: countries, regions, culture...
- games: chess, memory games, power 4, hangman, tic-tac-toe...
- other: colors, shapes, Braille, learning to tell time...



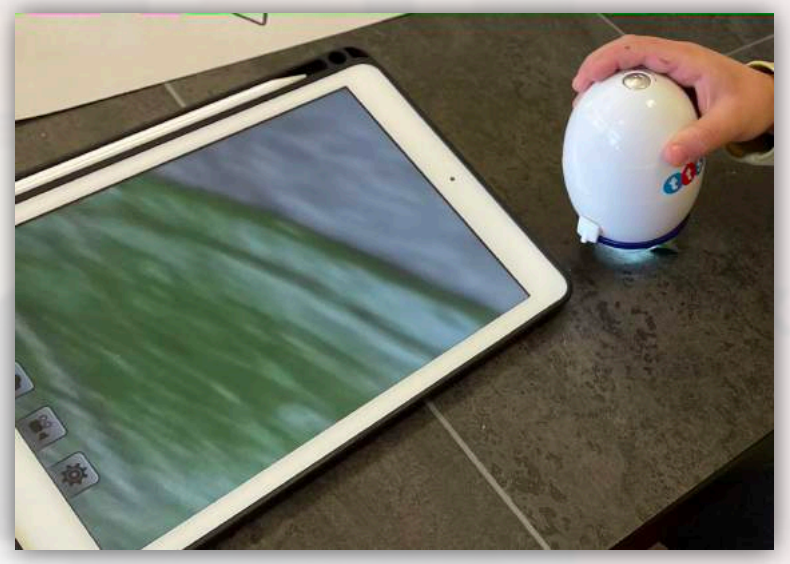
Observe with easi-scop inside/outside

Easy-scope is a USB-powered device that enlarges specimens up to 41x on a 17" computer screen and 43x larger. Photographs of the specimens can be taken using the shutter button on the top of the camera. Video recording is also available. It produces an enlarged image that children can view on the computer screen, a tablet, an interactive whiteboard. The focus is simple, it allows you to take pictures or make a movie. It can be used indoors or outdoors.





Observe a leave

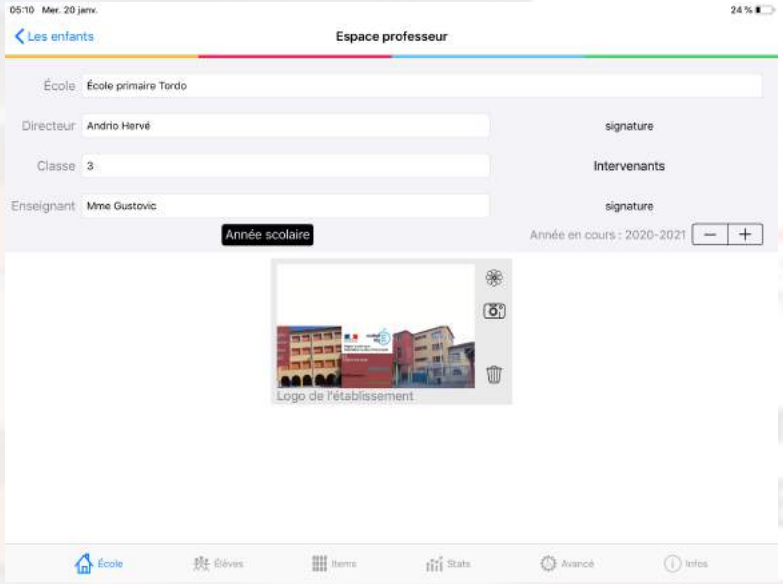


Children evaluation with « Je Valide »

Until now for kindergarten children, we used a notebook with many pages, not very practical, and we used to receive all the parents to give them the notebook and explain the progress, the difficulties of their children.
We didn't have digital documents.
It was difficult to have proof of the activities carried out.

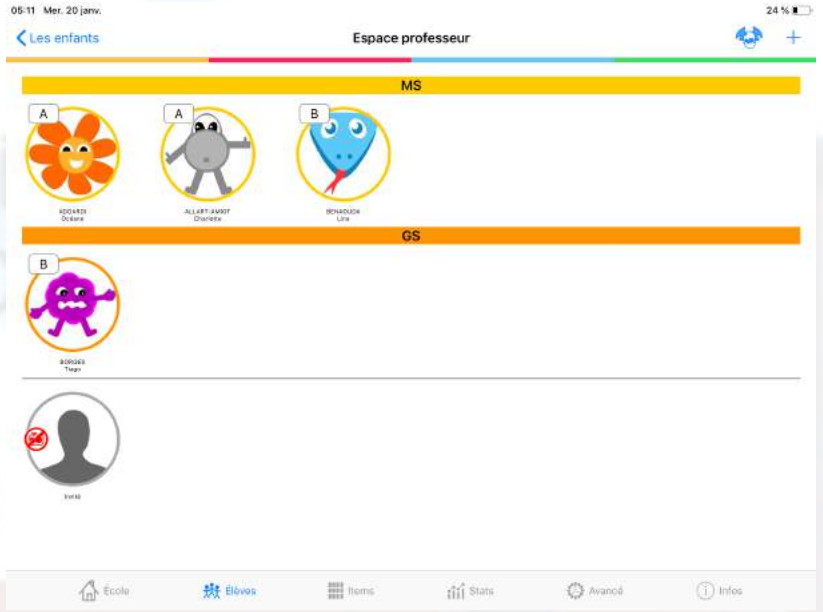
For example, for a play dough activity, we had to take pictures of each child's work, print them, cut them out and put them in each child's notebook.
This takes a lot of time.

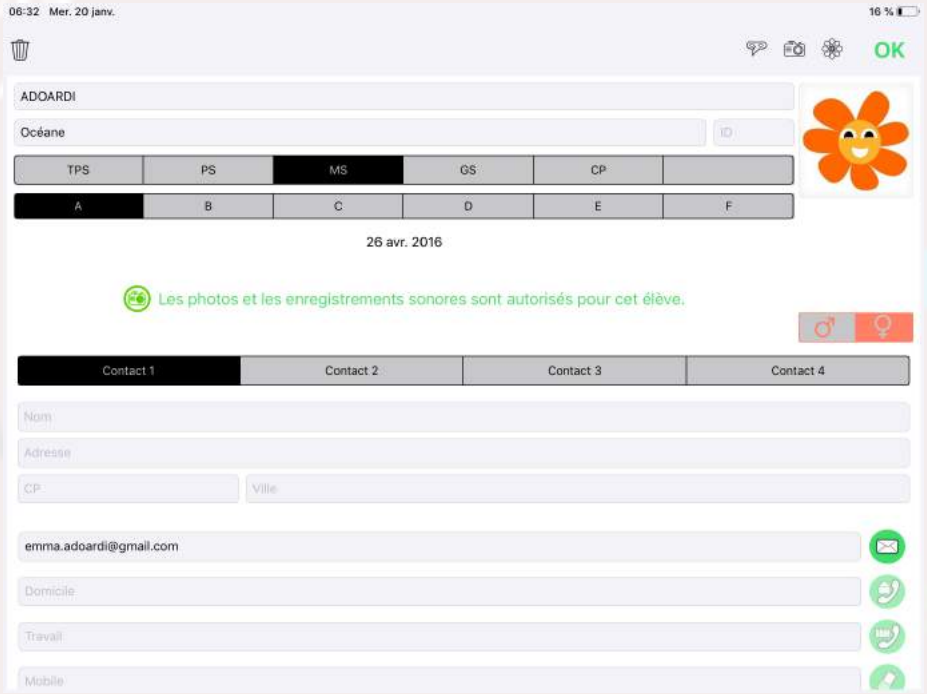
We discuss to have something more easy to use and to share with parents.
We choose an application that allows us to make modifications to the basic elements, add our own skills.



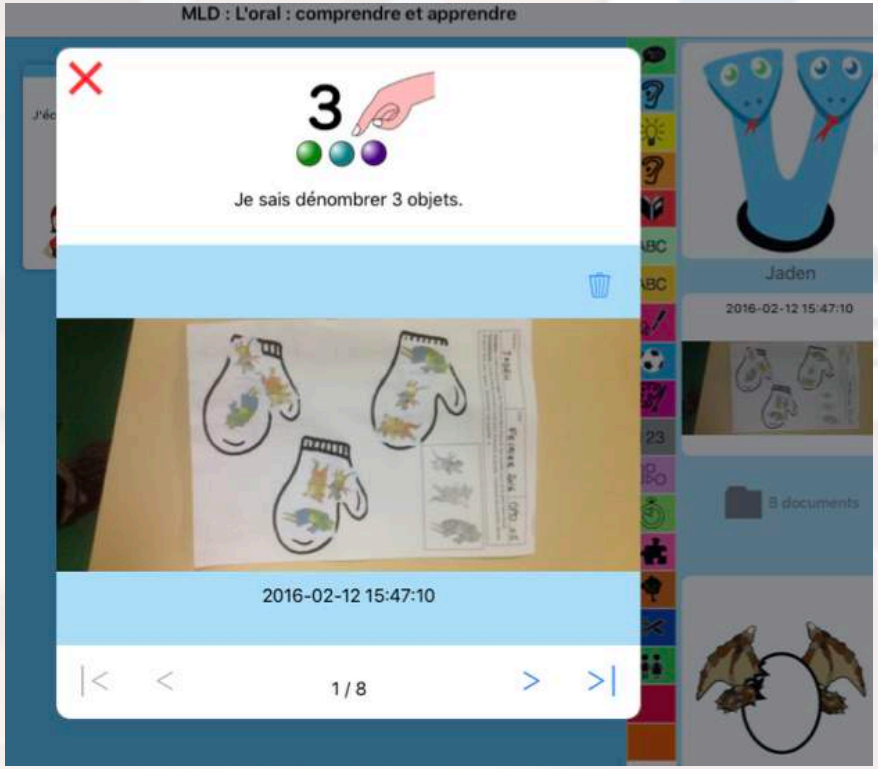
Enter your class

Enter your pupils

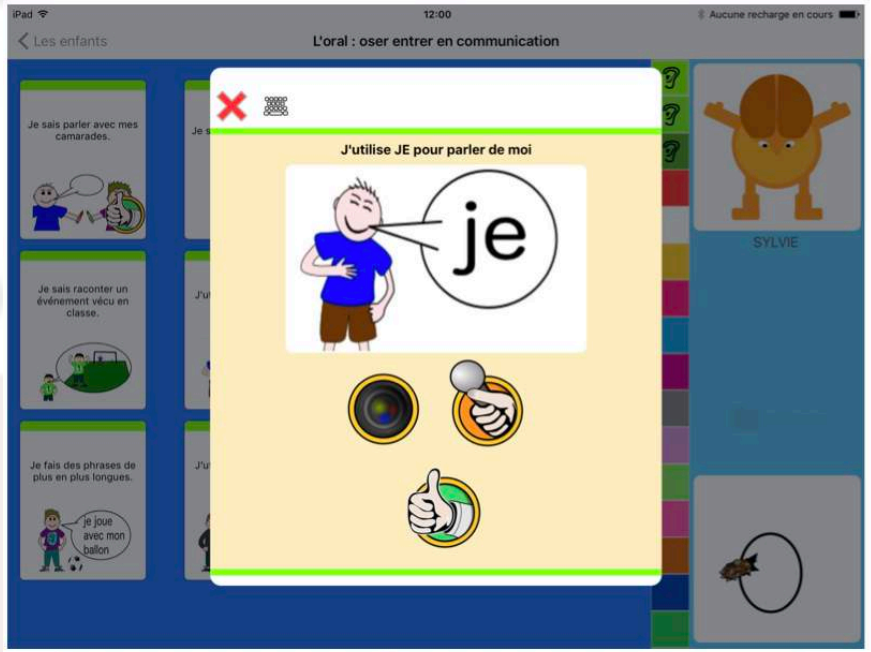


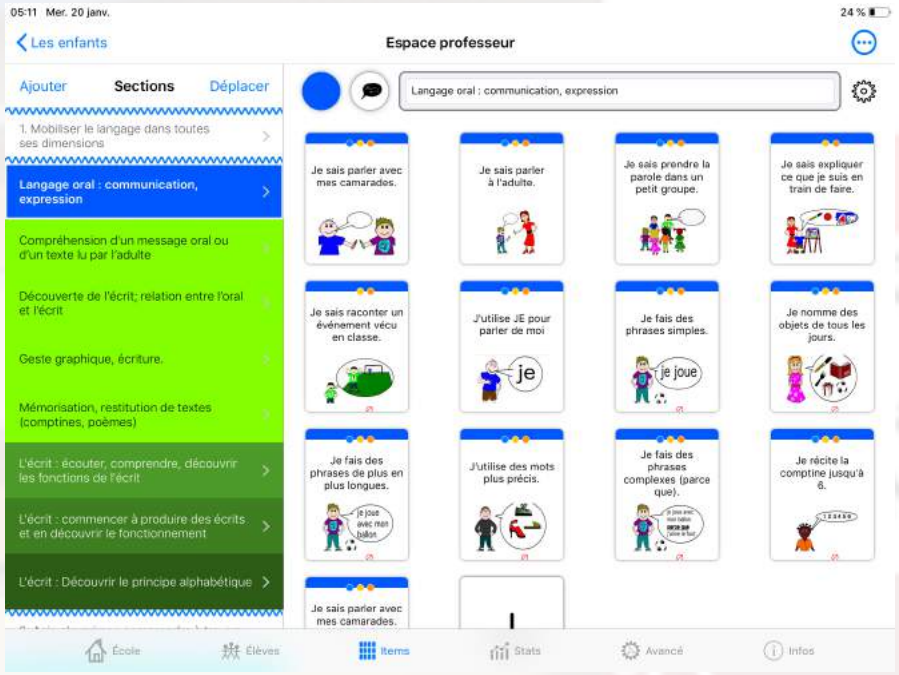


You can add pictures of children activities

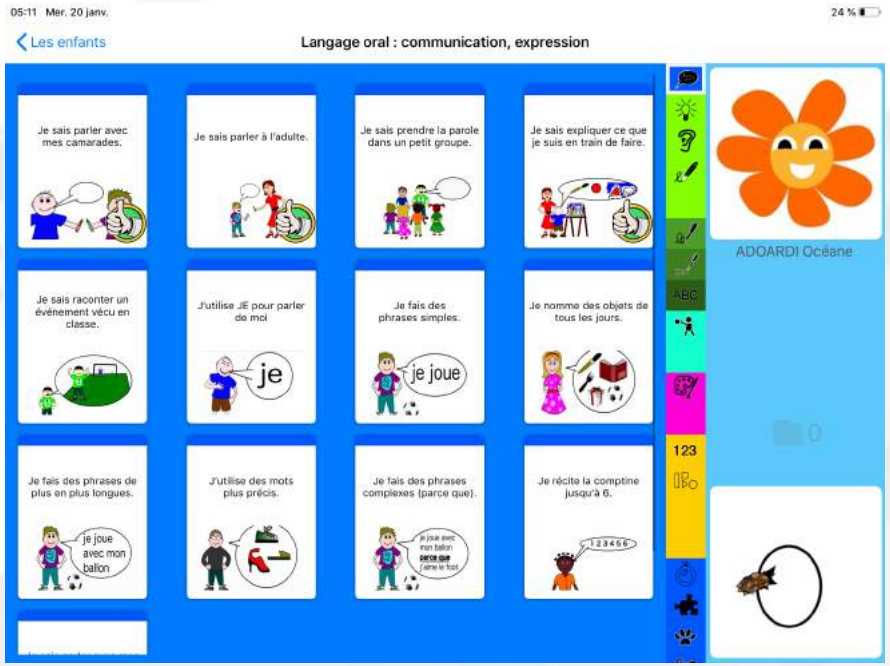


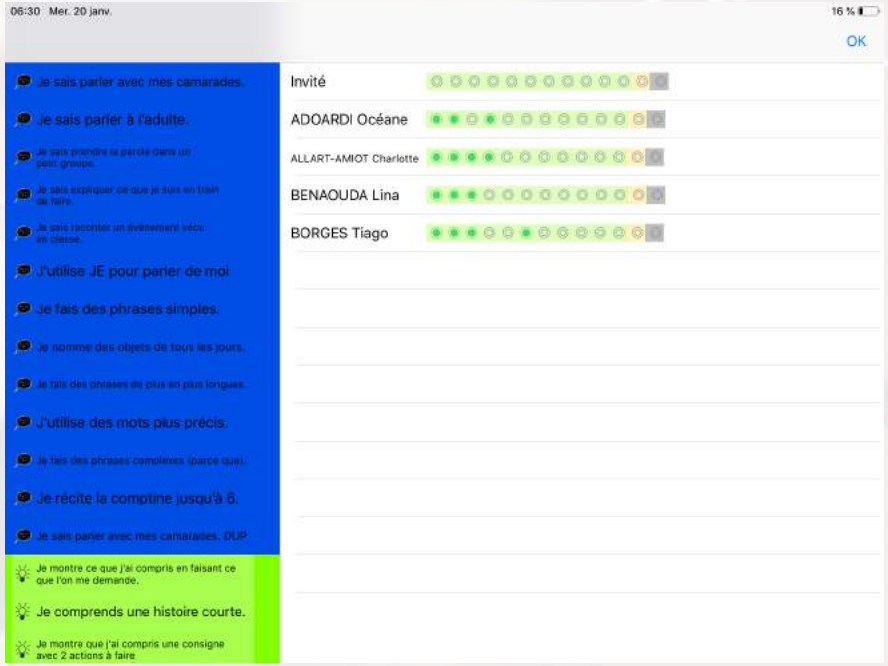
You can add song, text from children, registre them





Items you can choose In each Domain : Langage Mathématics Sciences…

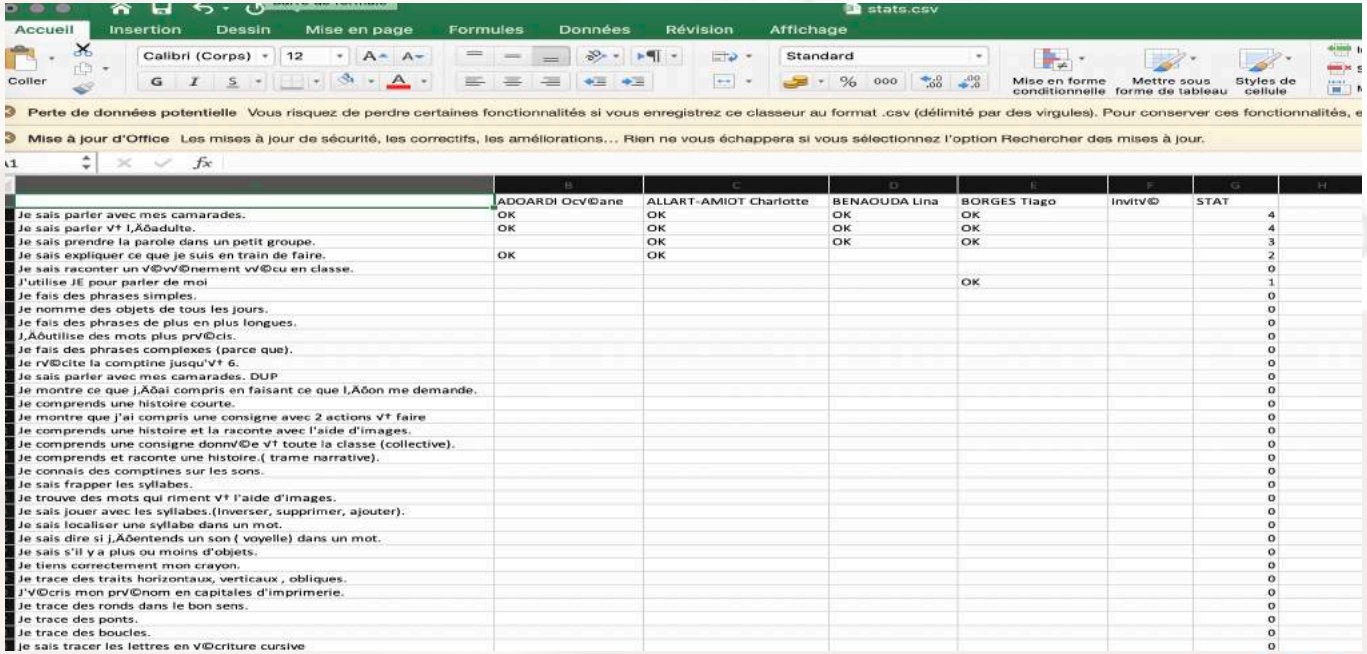




Results

Global Documents

Excel presentation of global results



	ADOARDI OcV©ane	ALLART-AMIOT Charlotte	BENAOUDA Lina	BORGES Tiago	InvitV©	STAT
Je sais parler avec mes camarades.	OK	OK	OK	OK		4
Je sais parler V† l,Ãõadulte.	OK	OK	OK	OK		4
Je sais prendre la parole dans un petit groupe.		OK	OK	OK		3
Je sais expliquer ce que je suis en train de faire.	OK	OK				2
Je sais raconter un V©vV©nement vV©cu en classe.						0
J'utilise JE pour parler de moi				OK		1
Je fais des phrases simples.						0
Je nomme des objets de tous les jours.						0
Je fais des phrases de plus en plus longues.						0
J,Ãõutilise des mots plus prV©cis.						0
Je fais des phrases complexes (parce que).						0
Je rV©cite la comptine jusqu'V† 6.						0
Je sais parler avec mes camarades. DUP						0
Je montre ce que j,Ãõai compris en faisant ce que l,Ãõon me demande.						0
Je comprends une histoire courte.						0
Je montre que j'ai compris une consigne avec 2 actions V† faire						0
Je comprends une histoire et la raconte avec l'aide d'images.						0
Je comprends une consigne donnV©e V† toute la classe (collective).						0
Je comprends et raconte une histoire.(trame narrative).						0
Je connais des comptines sur les sons.						0
Je sais frapper les syllabes.						0
Je trouve des mots qui riment V† l'aide d'images.						0
Je sais jouer avec les syllabes.(Inverser, supprimer, ajouter).						0
Je sais localiser une syllabe dans un mot.						0
Je sais dire si j,Ãõentends un son (voyelle) dans un mot.						0
Je sais s'il y a plus ou moins d'objets.						0
Je tiens correctement mon crayon.						0
Je trace des traits horizontaux, verticaux , obliques.						0
J'V©cris mon prV©nom en capitales d'imprimerie.						0
Je trace des ronds dans le bon sens.						0
Je trace des ponts.						0
Je trace des boucles.						0
Je sais tracer les lettres en V©criture cursive						0

Activity of the day

04:01:02	ADOARDI Océane	Langage oral : communication, expression Je sais expliquer ce que je suis en train de faire.
04:01:02	ALLART-AMIOT Charlotte	Langage oral : communication, expression Je sais expliquer ce que je suis en train de faire.
04:05:34	ADOARDI Océane	Engagement dans les activités, réalisation de productions personnelles : dessins, compositions graphiques, compositions plastiques Je dessine et peins avec plaisir.
04:05:56	ADOARDI Océane	Engagement, aisance et inventivité dans les actions ou les déplacements Je sais courir , sauter un petit obstacle et lancer un objet.
04:46:39	ADOARDI Océane	Langage oral : communication, expression Je sais parler avec mes camarades.
04:46:55	ADOARDI Océane	Langage oral : communication, expression Je sais parler à l'adulte.
04:47:02	ADOARDI Océane	Langage oral : communication, expression Je sais parler à l'adulte.
04:47:06	ADOARDI Océane	Langage oral : communication, expression Je sais parler à l'adulte.
04:47:13	ADOARDI Océane	Langage oral : communication, expression Je sais parler à l'adulte.
04:47:54	ALLART-AMIOT Charlotte	Langage oral : communication, expression Je sais parler avec mes camarades.

Results for parents : pdf form

BORGES Tiago (GS) 28 oct. 2015 ID=
2020-2021

Elève : BORGES Tiago (GS) 28 oct. 2015 ID=

Enseignant : Mme Gustovic

Classe : 3

École : École primaire Tordo

Du mercredi 20 janvier 2021 au mercredi 20 janvier 2021

Langage oral : communication, expression

	Je sais parler avec mes camarades.	**Acquis**
	Je sais parler à l'adulte.	**Acquis**
	Je sais prendre la parole dans un petit groupe.	**Acquis**
	Je sais expliquer ce que je suis en train de faire.	--
	Je sais raconter un événement vécu en classe.	--
	J'utilise JE pour parler de moi	**Acquis**
	Je fais des phrases simples.	--
	Je nomme des objets de tous les jours.	--
	Je fais des phrases de plus en plus longues.	--

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The project is funded by the European Commission under the Erasmus Plus Program, the European Union's new Programme in the fields of education, training, youth and sport.
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