

FIELD OF KNOWLEDGE	OBJECTIVES	CONTENT AND LEARNING	WORDS
SOCIAL, NATURAL SCIENCE AND TECHNOLOGY	Strengthen the construction process of spatial concepts,	Understanding the spatial differentiation from proximity (near-far)	He has participated experiences and conversations about what we do during the day and at night, what are the features of living things. Features of the sun, moon, stars, experiences that allowed him to observe and hypothesize about eg Why it gets dark? Why the moon changes shape? why the sun shines and shines less at night? Why the stars we see at night?
	Strengthening the construction process of the spatial, temporal notions.	Exploration, observation, comparison and communication of environmental information in the lived space	Features of the sun, moon, stars, experiences that allowed him to observe and hypothesize about eg Why it gets dark? Why the moon changes shape? why the sun shines and shines less at night? Why the stars we see at night?
	Strengthen the exploration and observation of the nearby environment.	Recognition of the natural phenomena of the atmosphere (days and nights, changing appearance of the Moon, the significant movement of the sun and moon, the apparent stillness of the stars, the motion of a cloud, a whirlpool, the simultaneous presence the sun and the moon.	stars, experiences that allowed him to observe and hypothesize about eg Why it gets dark? Why the moon changes shape? why the sun shines and shines less at night? Why the stars we see at night?
	Started in the recognition of ICT and its use.	Initiation in the use of ICT.	He has used technology elements like computers as a tool to implement the acquired knowledge through games, pictures, drawings, information search.
	Initiated in recognition of ICT and useful.		

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MATH	Explore the use of spatial references to solve problems in which it is required to communicate its own location, the location of objects and people in a family or everyday space, without pointing.	Use and interpretation of drawings, etc. communicating displacements. Communication and description of spatial references, positions and movements, incorporating specific vocabulary.	Does represent the movement of the earth, moon what way? with the help, not interested.
			Can identify the movement of the earth how rotation. In what way? Only with the help of interested.
			Fails to identify the course of hours with the position of earth relative to the morning-afternoon-evening

In what way? Only with the not interested.

Scan time measurement through various social tools and equipment associated with durations that are intended to represent (calendars, clocks, etc.). Fails to recognize the calendar duration of the lunar rotation? Only with the not interested.

ARTISTIC

Explore and recognize their potential for physical and theatrical expression.

explore the

Exploring possibilities of movement in connection with objects, costumes, etc. their everyday environment real or imaginary, Achieve expressed by participating through the various proposals dramatizations.

Problematizing questions:

On day and night:

- 1)What happens to the sun during the day?
- 2)Can you tell me how the night comes?
- 3)What happens to the sun at night?
- 4)What happens to the sun at night?
- 5)What about the moon during the day?
- 6)The moon always has the same shape?

INITIAL ACTIVITIES:

We recorded the responses on the bulletin board. Make a drawing showing the dialogue and the response we got, reflecting watching all the drawings.

DEVELOPMENT:

What are the differences between day and night? Recorded in the bulletin board, look for the main differences between day and night, with drawings showing what happens during the day, in a part of the leaf; and what happens during the night, on the other side.

They help saying to paint what happens in the street, on the life of animals, plants and the sky. When they have done so, their ideas are discussed in pairs and then exposed group.

We ended the activity by telling a story about night or showing pictures of people working at night animals.

How are things at night? We created the corner of the night dedicated to life at night. We can place a network that nocturnal animals hanging, tree-nesting animals, Draw Stars and Moon in Black fiselina as background.

He will ask for cooperation popes to place lights to illuminate the corner with lights displayed at night.

About the shape and size of the Earth, Sun and Moon:

- 1) What shape is the Earth?
- 2) What shape is the sun?
- 3) What shape is the moon?

-How will the Moon, Earth and Sun from a spaceship? schedule on the bulletin board.

-We are astronauts: helmeted brown paper bags with a viewer type cut, traveled in a spaceship with special music through a text encouraging imagination, wondering how they believe will be the space that will be heaven.

-which would draw from his spaceship.

-We can show a video about a spaceship, travel, "Apollo", so they can see the Earth and Moon from space.

The sun is always in the same place? path along the day makes the sun.

-observed very early where the sun is when we got the garden.

-Children can predict where the sunlight at other times will be: Where will it be later?

-Does the sun always rises and hits the same place? Are all the same day last year?

-We analyzed the relationship between output and sunset and day length.

-A similar work to be done with help from their parents, could be watching the sunrise and sunset. I checked into the research notebook. Also register with photos giving references of place and time taking photo Sunrise or Sunset.