

DIDACTIT UNIT

THE CLASS:
All schoollevel

DURATION:
30 minuts sessions

PERIOD:
All schoolyear

TEACHER:
All schoolteachers

AREAS:
Communicationandlanguagearea

TITLE:
THE MAGIC SCARECROW



LEARNING OBJECTIVES:
(*)

**CAPACITIES
COMP.**

AREA GOALS:

AVALUATION CRITERIA:
(**)

Cap.:
I, II, III, IV

Comp.:
1,4, 5 i 7

**Fivesenses
Theorchard
(elementstoolsandtasks)
Cultius de l'hort
Weather
Scarecrow
New tecnologies**

ACTIVITIES:

- Listening to different stories of the Scarecrow
- Play the sounds that appear to stories (rain, bird, wind, garden work ...)
- Listen the different sounds and take the corresponding pictogram
- Make sentences with pictograms, having the support of the real image
- structured sentences penned by supporting pictures or pictograms
- Play with experiential elements that provide different sensations (earth, leaves, water ...)
- Taste the garden produce
- Distinguishing features of the garden produce the senses
- Making plastic: colored with peppers, vegetable clay forms, stamping techniques...

RESOURCES AND MATERIALS

Espai hort
Eines hort
Contes
Elements sensorials
Pictogrames associats
Fotografies associades
Material fungible
Ordinador / Tablet

ORGANIZATION:

Depending on the characteristics and needs of each group-classroom we work adequately to their level.

CAPACITIES: I.Be and act independently // II. Think and communicate// III.Discovery and take initiative // IV. Live and inhabittheworld

COMPETENCES: 1.Linguistic and audiovisual communication// 2Cultural and artistic.// 3.Information processing and digital competence// 4.Mathematic// 5.Learning to learn// 6.Autonomy and personal initiative// 7.Knowledge and interaction with the physical world// 8.Social and civic

| LEARNING OBJECTIVES(*) | BEFORE READING | DURING THEREADING | AFTER READING | ASSOCIATED WITH READING |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEVEL 1: NOT ORAL LANGUAGE | <ul style="list-style-type: none"> - Maintaining a posture of active listening - Enjoy listening to five stories - Be predisposed to learning | <ul style="list-style-type: none"> - Know the five senses - Identify the pictures in the story - Distinguish different elements and characters that appear in the story | <ul style="list-style-type: none"> - Experiencing the senses with the body - Look at different garden vegetables worked with the support pictographic | |
| LEVEL 2: ORAL DISFUNCTIONAL | <ul style="list-style-type: none"> - Recognize the different elements and characters that appear in the story. - Experience in the body sense it refers to the story | <ul style="list-style-type: none"> - Integrate the direction corresponding to the story - Distinguish different elements: people, tools, tasks ... - Associating words written and spoken on the corresponding element | <ul style="list-style-type: none"> - Reconstruct the story heard with image support - Determine the concepts (characteristics of color, shape, number ...) | |
| LEVEL 3: ORAL LANGUAGE, FUCTIONAL WITH/WITHOUT WRITE LANGUAGE | <ul style="list-style-type: none"> - Be able to make assumptions about the story without knowing the plot - Investigate actively in the networks of internet concepts that work the story | <ul style="list-style-type: none"> - Relate scarecrow as an element common to all stories - Recognize the specific sense that we work every story - Continue and compare phrases homemade vs. the story | <ul style="list-style-type: none"> - Be able to tell the story - Sequencing the story verbally ,structured and organized - Reflect on an alternate ending - Discuss the different feelings that story caused | <ul style="list-style-type: none"> - Enjoy reading - Improve reading comprehension - Develop speaking - Increase vocabulary related stories: tools, actions and elements of the garden - theatrical dialogues of different story |

(*These goals are organized into three levels gradually, but depending on the characteristics and needs of the student can be combined).

| CRITERIA LEARNING (*) | BEFORE READING | DURING THE READING | AFTER READING | ASSOCIATED WITH READING |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEVEL 1: NOT ORAL LANGUAGE | <ul style="list-style-type: none"> - Maintains a posture of active listening - Enjoy listening to five stories - Is predisposed to learning | <ul style="list-style-type: none"> - Learn about the five senses - Identify the story drawings - Recognize different elements and characters that appear in the story | <ul style="list-style-type: none"> - Experience the senses with the body - Look for a different vegetable garden worked with pictographic support | |
| LEVEL 2: ORAL DYSFUNCTIONAL | <ul style="list-style-type: none"> - Recognize the different elements and characters that appear in the story. - Experience in the body sense it refers to the story | <ul style="list-style-type: none"> - Integrate the direction corresponding to the story - Distinguish different elements: people, tools, tasks ... - Associate the written and oral element corresponding | <ul style="list-style-type: none"> - Rebuild story heard with image support - Determines concepts (characteristics of color, shape, number ...) | |
| LEVEL 3: ORAL LANGUAGE, FUNCTIONAL WITH/WITHOUT WRITE LANGUAGE | <ul style="list-style-type: none"> - Is able to make assumptions about the story without knowing the plot - Investigate actively in the networks of internet concepts that work the story | <ul style="list-style-type: none"> - Relate the scarecrow as an element common to all stories - Recognizes the specific sense that we work every story - Continue and compare phrases homemade vs. the story | <ul style="list-style-type: none"> - Is able to tell the story - Sequence the story verbally in a structured and organized - Think about an alternate ending - Discuss the different feelings that are caused story | <ul style="list-style-type: none"> - Enjoy reading - Improve reading comprehension - Develop speaking - Increase vocabulary related stories: tools, actions and elements of the garden - theatrical dialogues different story |