

WHAT PLANTS, ANIMALS AND CROPS DO WE HAVE IN OUR ENVIRONMENT?

Escola Valeri Serra - Bellpuig

AIMS:

- To design a Lap Book about what plants, animals and crops do we have in our environment.
- To participate in cooperative activities and in large groups valuing one's own and others' contributions in a democratic way.

CROSS-CURRICULAR TEACHING

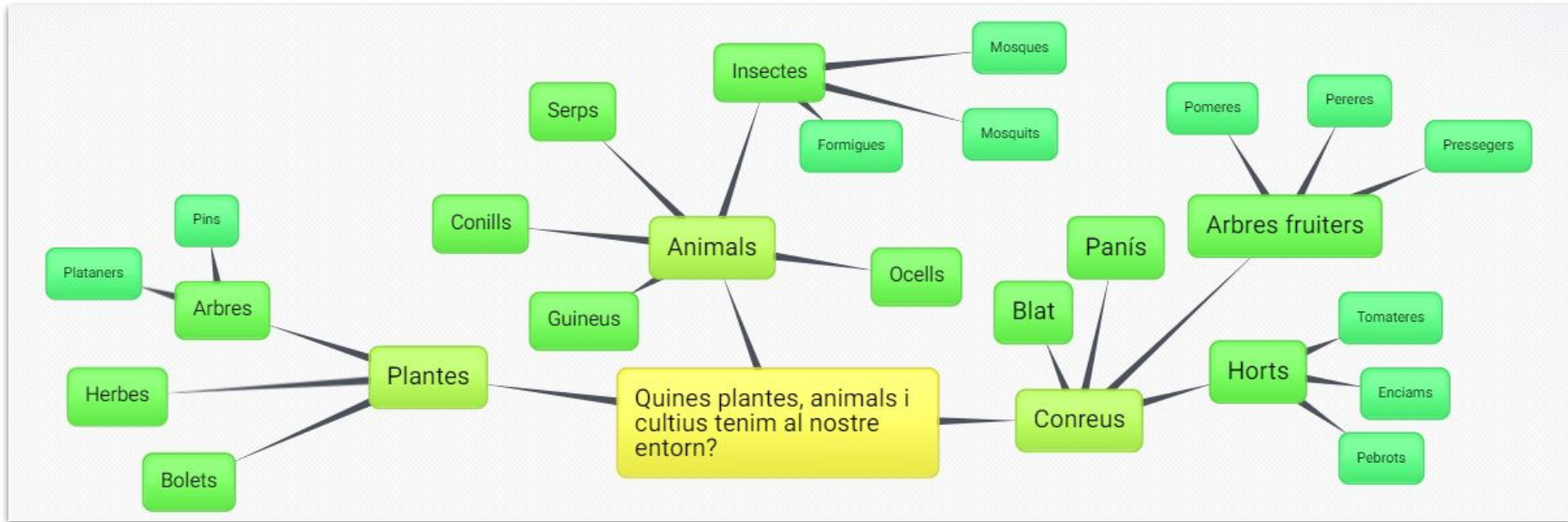
BASIC COMPETENCIES

- Communicative.
- Artistic.
- Digital.
- Social.
- Learning to learn.
- Autonomy.

METHODOLOGY

- The starting point of this project was an open question.
- The didactic sequence was structured according to the scientific method.
- It was based on previous knowledge of the students.
- Hypotheses were formulated by answering the initial question.
- We developed a cooperative research work to confirm or refute the students' hypotheses.
- Students designed a final production in order to summarize and explain what they have learnt. Lap Book

SESSION 1: THE PREVIOUS KNOWLEDGE WERE REFLECTED IN A CONCEPT MAP



SESSION 2

- Hypothesis
- We established an action plan to verify or refute their hypotheses.



SESSION 3

In groups, students wrote questions to ask their families.

We agreed on the survey for the families.

Survey: plants, animals and crops

6TH GRADE - VALERI SERRA SCHOOL

1. What crops are grown in our environment?

2. Are the current crops different from those of the past?

3. What livestock farms are there in our village?

4. What wild animals are there in our environment?

5. Are there more wild animals now or before?

SESSION 4

Students search
information online.



SESSION 5

The students searched for information in the school library.

They discovered that there are crops in dry areas and in humid areas.



SESSION 6

We visited the agricultural cooperative company of our town.



SESSION 7

Students discuss the results of the survey of their families.

The result is that in areas where irrigation is possible, crops are changed more frequently.

In dry areas, farmers grow species that can survive drought.



SESSION 8

We left the school to see the crops, plants and animals around us.



ANIMALS. PLANTES I CONREUS

Instruccions: Anoteu els noms dels animals, plantes i conreus que anem veient en la sortida per descobrir l'entorn del nostre poble. Indica si els conreus són de regadiu o de secà.

ANIMALS

PLANTES

CONREUS

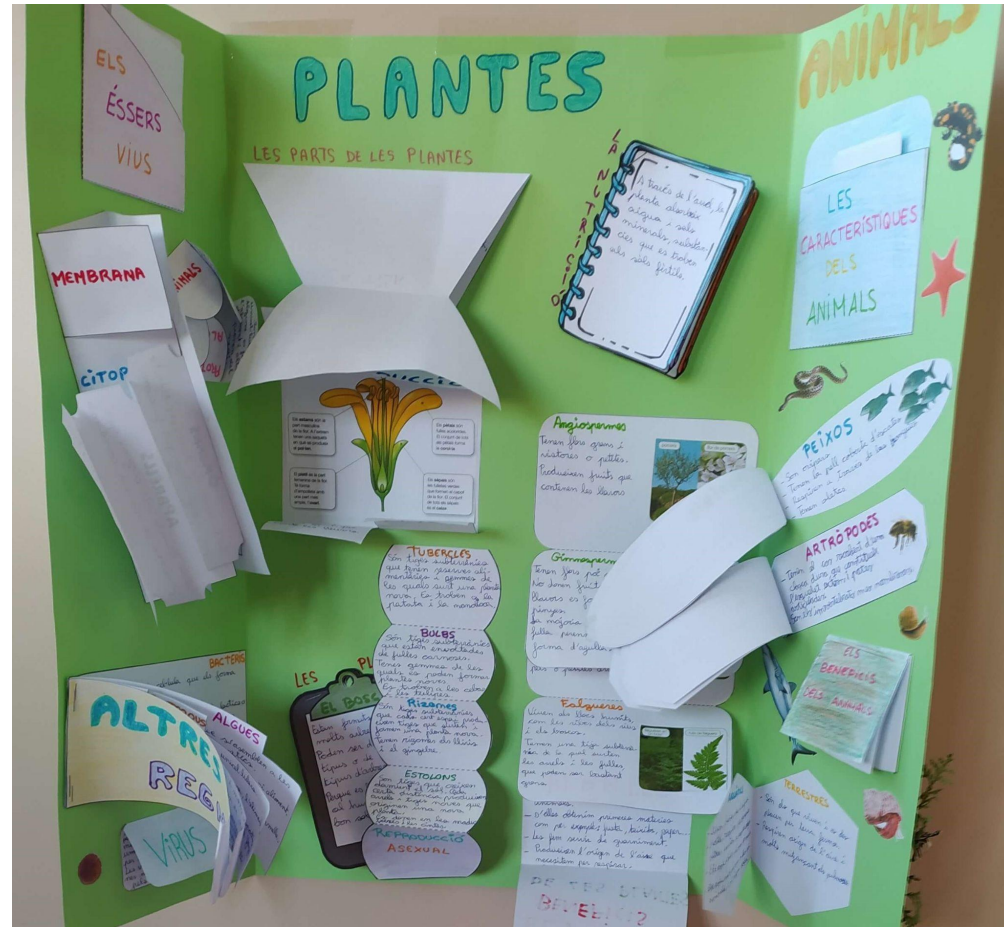
SESSION 9

The students had to confirm or refute their group hypotheses that they made before starting the project.

Each group wrote down their conclusions.

SESSIONS 10,11,12

In groups, the students created a lapbook about the project. In this production the students had to reflect on their learning, their initial hypothesis and their conclusions.



SESSION 13

Each group showed their lapbook to the other groups.

Each group evaluated the other groups' productions taking into account the information, the design and the oral explanation.

Finally, each student assessed their own progress in a self assessment rubric.