



BotSTEM – Erasmms+ KA2 Project

2017-1-ES01-KA201-038204

Good practice template

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| 1. Title of the activity / practice | Many flowers to learn with the ICT |
| 2. Origin of the activity | Gabriella Rolli pre-school teachers at "Fonte-Livatino" I.C Renato Moro in Taranto |
| 3. Age of the students | 5 years old |
| 4. Target group (type of the learners, size of the group) | Whole class |
| 5. School subjects + topics concerned | <p>Knowledge of the world</p> <p>The child is familiar both with the strategies of counting and operating with numbers and with those necessary to perform the first measurements of lengths, weights, and other quantities; group and sort objects and materials according to different criteria, identify some properties, compare and evaluate quantities; use symbols to register them; make measurements using tools within his reach;</p> <p>He is interested in technological machines and tools, knows how to discover their functions and their possible uses.</p> |
| 6. Educational goals of the practice | <p><i>Many flowers to learn is a didactical pathway</i> it is an educational path that arises from the need to acquire the concepts of quantity, serialization, rhythmic and musical sequence through the association between iconic and symbolic representations.</p> |
| 7. Duration | 3 lessons |
| 8. Place | Classroom with Interactive Whiteboard |
| 9. Short description of the activity | <ol style="list-style-type: none"> 1. The educational path started from direct experience: an exploration of the plants present in the garden surrounding the school and the observation of other flowers born from a sowing carried out during a scientific experience. 2. After the exploration they were created with the help of the children, the creation of silhouettes depicting two types of flowers: tulips and daisies. |



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3. Each child in the class has been assigned one of the two symbols. Two groupings were created to represent the "sets" of the flowers. A problem has been raised: are there more flowers than one of the two species or are the two groups of flowers of the same quantity? To verify if there were more blue flowers (tulips) or reds (daisies), a series of verification methods were created that led the children to look for solutions, through the use of problem solving, formulating hypotheses, to then try to verify them.



4. The children were asked to count on, to form assorted pairs (a tulip / daisy) to check which group of flowers was the most numerous. The various situations generated for the solution of hypotheses and the various didactic applications, have also stimulated the development of divergent creative thinking.



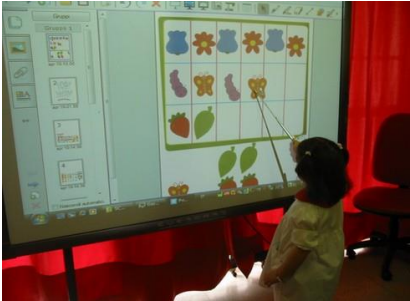
5. After counting the "flowers" the children were guided in the creation of a "rhythmic garden" that is a rhythmic sequence: tulip, daisy, tulip, daisy, up to involve all the children.

6. The IWB and digital technology in general have become important in consolidating the concept of rhythm. Using the interactive whiteboard software provided in the school, a simple table was created that reproduced an exercise. Some icons were chosen to reproduce the rhythmic sequence: the one realized with tulips and daisies plus other pairs of symbols (caterpillar and butterfly, leaves and fruit). After having reproduced the sequence with the original



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| | <p>symbols, the children are asked to process sequences with the same rhythm, but using pairs of different icons.</p>  |
| <p>10. Evaluation</p> | <p>The rereading of the multimedia documentation produced (photographs, digitalized drawings, multimedia presentation) carried out with the class, stimulated verbal production and revealed other scenarios and paths of each child.</p> <p>Each child relived the experience, communicating it verbally to others, with the support of reading the images that represented the sequence of actions carried out in the lived experience. Through the vision of the documentation, before-after concepts were consolidated through the commentary of the sequences, the intuition and the symbolic processes were exercised, a first approach to the musical rhythm was realized.</p> |
| <p>11. Materials / Resources / technical requirements</p> | <p>Coloured paper, glue, scissors for the flowers IWB</p> |
| <p>12. Tips for educators / theoretical background (if applicable) or curriculum context</p> | |