

## Title: TIME DETECTIVES

**Educational level:** 2nd and 3rd grade of Early Childhood Education.

**Curricular areas:** Growth in Harmony and Discovery and Exploration of the Environment.

**Timing:** 1 session of 45 minutes (in any term)



## Summary

In this activity, children will learn to sequence and understand different everyday events through visual sequences and element classification. Using images and simple descriptions, students will explore phenomena such as seasons, plant growth, as well as element classification. This activity promotes logical thinking and understanding of the world around them in a fun and educational way.

Through this activity, the teacher will explain to the class group the logical order of certain events, as well as the classification of others.



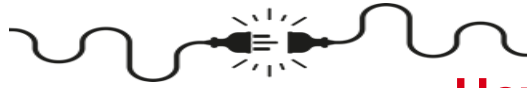
## Aims



- Develop logical thinking by following a sequence of events.
- Stimulate understanding of the environment through exploration of everyday phenomena with students.
- Improve observation skills.
- Develop coordination and fine motor skills.
- Promote teamwork and collaboration by working together on the order of materials.

**Key competencies to develop:** linguistic, mathematical, in science and technology, digital, personal, social and learning to learn.





## How do we do it?

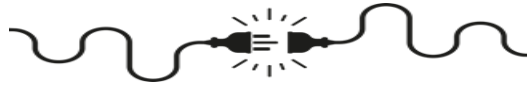
1. Print the necessary images or pictograms for the activity.
2. Organize students into groups of four or five.
3. Make sure there is a place in the classroom where children can sit in a circle to work together.
4. Explain to the students what each image represents and introduce them to the topic we are working on.
5. Hand out the images to the children, or leave them in each group.
6. Ask the children to work together to order or classify the images in the correct sequence. This can be done on the floor or on a table.
7. Once the images are in order or classified, review the sequence with the children. Check that all groups have succeeded. Ask the students to comment on the sequence or classification themselves. "What happens first", "what comes next", "why did you choose these images and not others", "what do they have in common".
8. The sequences can be repeated several times to reinforce them, measure the time it takes to do them, and/or have groups correct each other.
9. Additional activities related to the topic can be carried out: coloring images, telling a story...
10. Review with the students what they have learned, what they liked most, what they found most interesting and why.

## Suggestions

The complexity of the task can be adjusted by using a greater or fewer number of images in each sequence.

Once the table-top activity is mastered, we can propose relay races to check which group completes the sequence in the shortest time (rules: take only one image at a time, only one team member can go at a time, if they choose the wrong image they must return it to the rest of the images so it can be selected by another team).





## Resources

- **Human:** teachers and students.
- **Material:** printed cards for sequences and classification.

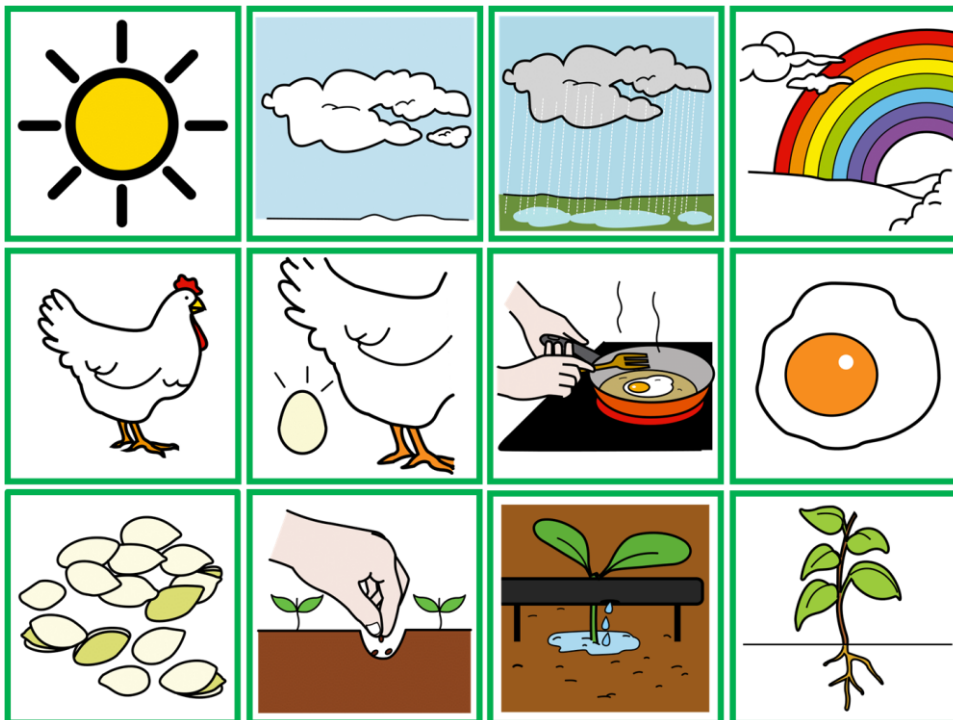


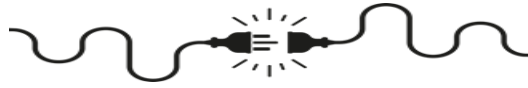
**Spaces:** Classroom, hallway.

**Type of activity:** Large group, by teams.






### Time Detectives





## What have we learned?

The rubric for the activity is shown below.

| Assessment Criteria  |  |  |  |
|--|---|--|---|
| Orders and classifies correctly all images and is able to explain each sequence.                             |   |  |   |
| Participates actively and collaborates effectively with peers.   |   |  |   |
| Observes and executes the action with selection of the correct image.  |   |  |   |
| Expresses ideas and uses appropriate vocabulary for the sequence or classification.                          |   |  |   |
| Shows a high level of interest in the activity and asks questions about the topic if they do not understand. |   |  |   |





## Computational Thinking

**Logic (prediction and analysis):** thinking to make predictions, solve problems and make decisions based on available information.

**Algorithms (steps and rules):** is a step-by-step process that solves a problem or completes a task.

**Decomposition (breaking down into smaller parts):** breaking down problems into smaller and more manageable parts, which are easier to understand and solve.

**Patterns (recognise and use similarities):** recognising similarities or patterns in problems or data, which means come up with solutions quickly and effectively.



## More information

Pictograms available at <https://arasaac.org/>



QR codes to the activity resources:

