

## Title: Each photo in its season

**Educational level:** 2<sup>th</sup> grade 1<sup>st</sup> cycle Primary Education.

**Curricular areas:** knowledge of the natural, social and cultural environment.

**Timing:** session 45 minutes / 1<sup>st</sup> Trimester



## Summary

Manipulative activity to check what has been learnt. They have to associate the images with the season they belong to. Once they have done this, they have to talk about how they have thought of that solution.

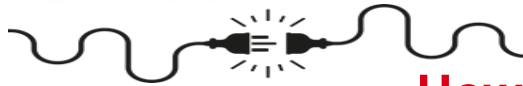


## Aims

1. Promote understanding of the distinctive characteristic of each season
2. Develop observation and classification skills.
3. Promote teamwork and collaboration among students.

**Key competencies to develop:** competence in linguistic communication; mathematical competence and competence in science, technology and engineering; personal, social and learning to learn competence; social and civic competence, cultural awareness and expressions.





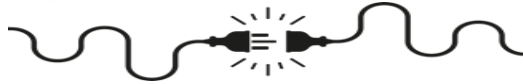
## How do we do it?



1. **Explanation:** Briefly introduce the concept of the seasons and their main characteristics. Show pictures of each season and discuss what the children can observe in each one.
2. Project the poster on the digital whiteboard.
3. **Grouping:** Divide students into small groups (maximum, four).
4. **Explanation of Use:** Explain how to use the poster, looking at each image given to them and choosing the station to which it corresponds.
5. **Group Example:** Performs a group example, guiding the students and following the answers they give to get to the correct station.
6. **Distribution of Materials:** Hand out copies of the poster and representative images to each group.
7. **Exploration:** Ask the children to use the poster to identify the season corresponding to the image they have each time and place it in the correct section. Each group should classify the images according to the season of the year to which they think each belongs, orally mentioning at least one characteristic of that season.
8. **Group Review:** Gather as a large group and review the answers. Ask some children to share how they arrived at their conclusions.
9. **Summary:** Summarize what they learned during the activity and reinforce the importance of observing the environment to identify the seasons.
10. **Questions and Answers:** Open a space for them to ask questions or share their observations.

## Suggestions

You can carry out this activity either individually or in groups of no more than four children.



## Resources

- **Human:** teachers and students.
- **Material:** Slate or large paper, Markers or chalk, Images representative of each season (flowers, sun, fallen leaves, snow, swimming pool, watermelon, pumpkin, nougat, different clothes...), copies of the poster for each child.

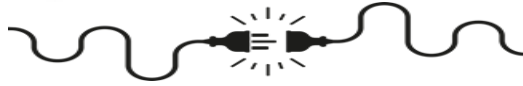
**Space:** in the classroom.

**Type of activity:** You can do it individually,  
in pairs or in groups of no more than four.



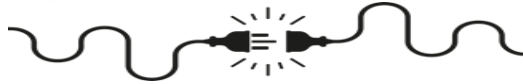
<u>Seasons' poster</u>	<u>Seasons' images</u>
	





## What have we learned?

Assessment Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs improvement
<b>Image classification</b>	Classify all images correctly.	Classify most of the images correctly.	Classify few images correctly.	Don't classify the images correctly.
<b>List of characteristics</b>	Identifies at least one relevant feature for each station.	Identifies relevant features.	Identifies few relevant features.	Does not identify relevant characteristics.
<b>Oral explanation</b>	Clear and detailed explanation of the classification.	Clear explanation, but with some missing details.	Unclear explanation with no details.	No clear explanation is presented.
<b>Teamwork</b>	Active and respectful collaboration in the group.	Respectful collaboration, but with some difficulties.	Little collaboration.	Non-collaborative.
<b>Understanding the seasons</b>	Demonstrates a thorough understanding of the seasons.	Demonstrates a good understanding of the seasons.	Demonstrates a superficial understanding of the seasons.	Does not demonstrate an understanding of the seasons.



## Computational Thinking

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



## More information

QR codes to the activity resources:



Seasons' poster



Seasons' images