

We prepare a field diary

1	<p>Main objectives</p> <ol style="list-style-type: none"> 1. Know the slugs and other organisms that we have in the garden. 2. Know how to recognize their characteristics. 3. Determine to which kingdom they belong: mollusks, gastropods, invertebrate animals
2	<p>Vocabulary – Keywords</p> <p>Observation, slugs, earthworms, mollusks, gastropods, invertebrate animals</p>
3	<p>Sustainability skills developed</p> <p>Areas of early childhood education to be developed in a globalized way:</p> <ul style="list-style-type: none"> ● Self-awareness competenc ● Systems thinking competency
4	<p>Pillars of sustainability included</p> <ul style="list-style-type: none"> ● Ecological ● Social
5	<p>STEAM Domains</p> <ul style="list-style-type: none"> ● Science ● Art
6	<p>Teaching methodologies / scheme of activities</p> <p>TEACHING METHODOLOGIES:</p> <ul style="list-style-type: none"> ● Previous activities: make hypotheses and anticipations. Make known their previous knowledge. ● Discovery of the environment ● Outdoor education ● Learning by discovery through practice

- Promotion of different forms of communication and the representation of reality through art.
- Group work
- Awareness of work materials

OUTLINE OF ACTIVITIES:

1- Activity of motivation and control of previous knowledge. Questions about the composition of the garden soil: What do you suppose is under the soil of the garden? Only soil? What else can there be? Writing down the children's answers, associating the name of each child with their contribution.

2- Collect all contributions and prepare related images and videos. Prepare new content: Invertebrate animals and their classification. Highlight those that we can find in the garden. Explain what a field diary containing drawings of invertebrates is, combined with their scientific name and common name.




Video about slugs <https://www.youtube.com/watch?v=vK5T5CooX-I>

Video on the classification of invertebrates in the garden

https://www.youtube.com/watch?v=rV2s_ptZeD8

Select the invertebrates of the garden

3. We build a field notebook: we will staple split sheets to make it more manageable. Each child will choose how to decorate the cover and we will establish a work template

	<div data-bbox="746 219 967 367" data-label="Image">  </div> <p>4- Outdoor education: we move to the garden and draw up a plan to observe the animals that live in it: slugs and worms. For example: observe the surface and the interior (wet the soil and make a hole each group, very carefully), the economy of the tools used and try not to dirty too much the field area that we can reuse.</p> <p>5- Try to draw a slug and paint it. Save space to later write the common name and the group of invertebrates to which it belongs. Same for the worm.</p> <p>6- Return to the classroom and do an activity of writing the common name and the group of invertebrates to which the animals drawn belong to.</p>
7	<p>Expected learning outcomes</p> <p>The child will be able to:</p> <ul style="list-style-type: none"> • Observe the structure of invertebrate animals • Reproduce through drawing what is observed in reality • Know the concepts related to the invertebrate animals studied.
8	<p>Evaluation</p> <ul style="list-style-type: none"> • Initial assessment rubric on children's knowledge • Field notebook: organization, quality of drawings and writing • Observing the use of scientific concepts
9	<p>Equipment and materials to be used in the learning unit (tools, ingredients, etc.)</p> <ul style="list-style-type: none"> • Animal-related images • Videos to clarify what invertebrate animals are and their classification • Material for moving the earth of the vegetable patch • Paper, pencils and paints • Gloves
10	<p>Type of environment: laboratory, kitchen, outdoor, etc.</p> <p>Classroom Vegetable patch</p>



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References – source:

<https://www.ecologiaverde.com/como-deshacerte-de-las-babosas-en-tu-jardin-965.html>

<https://www.agenciasinc.es/Noticias/Los-cientificos-resuelven-el-misterio-de-la-digestion-de-la-lombriz-de-tierra>

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