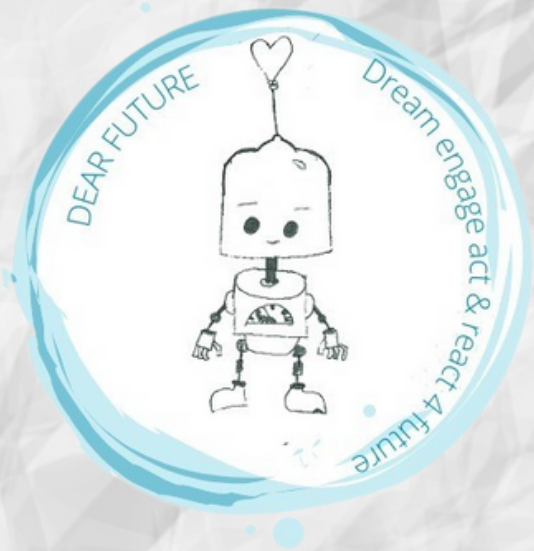

DEAR FUTURE

"Dream, Engage, Act and Re-Act 4 the Future"

2021-2-PL01-KA220-SCH-000048581

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LESSON PLAN 1

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	ARTIFICIAL INTELLIGENCE AND ITS IMPORTANCE IN THE DEVELOPMENT OF A PRESCHOOL CHILD	15/20/30 MINS

TOPIC	FORMS OF TEACHING
OLA AND ADAM'S DREAM	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

DEVELOPING SKILLS IN USING ELECTRONIC DEVICES, DEVELOPING PERCEPTIVENESS, IMPLEMENTATION FOR INDEPENDENT USE OF ELECTRONIC DEVICES, SOLVING TASKS WITH THE HELP OF ELECTRONIC EQUIPMENT, ACQUIRING KNOWLEDGE THROUGH LEARNING IN MULTIMEDIA FORM

MATERIALS NEEDED	LEARNING METHODS
COMPUTER AND ELECTRONIC DEVICES, INTERACTIVE WHITEBOARD, PROJECTOR ETC.	STORYTELLING, BRAINSTORMING, DEMONSTRATION, INTERACTIVE

LEARNING OBJECTIVES

- VOCABULARY ENRICHMENT,
- ANALYSIS AND SYNTHESIS OF HEARD WORDS,
- RECOGNITION OF ANIMAL SOUNDS FROM AUDIO RECORDINGS,
- ARRANGING WORDS FROM LETTERS USING A COMPUTER GAME
- DISTINGUISHING SOUNDS IN THE ONSET (5 - 6-YEAR-OLDS) AND IN THE MOUTH (6-YEAR-OLDS),
- ACQUIRING THE ABILITY TO USE ELECTRONIC EQUIPMENT TO LEARN TO READ, RECOGNIZE SOUNDS, COMBINE ELEMENTS, COUNT,
- DISTINGUISH BETWEEN DESIRABLE AND UNDESIRABLE BEHAVIORS DURING LEARNING USING COMPUTER AND ELECTRONIC EQUIPMENT.

STRUCTURE/ACTIVITY

1) WELCOME

COMMAND: "LISTEN TO THE FAIRY TALE ENTITLED "OLA AND ADAM'S DREAM", THEN DO THE TASKS RELATED TO THE FAIRY TALE YOU HEARD."

THE FAIRY TALE CONTENT:

OLA AND ADAM ARE SIBLINGS. OLA AND ADAM'S FATHER IS A TRAVELER, AND THEIR MOTHER IS A TEACHER. THE WHOLE FAMILY LOVES TO TRAVEL. OLA'S BIGGEST DREAM AND ADAM IS TRAVELING ACROSS CONTINENTS AND GETTING TO KNOW THE ANIMALS THAT LIVE ON THEM.

THEY TOLD THEIR PARENTS ABOUT THEIR DREAM. THE PARENTS OF THE BOY AND GIRL WOULD LIKE TO MAKE THEIR CHILDREN'S DREAM COME TRUE, BUT UNFORTUNATELY THEY DO NOT HAVE ENOUGH MONEY TO TRAVEL AROUND THE WORLD. SUCH A TRIP COSTS A LOT OF MONEY. HOWEVER, AN IDEA OCCURRED TO THEM. THEY DECIDED TO GO WITH THE CHILDREN ON A VIRTUAL JOURNEY. OLA AND ADAM LIKED THIS IDEA VERY MUCH, BECAUSE THEY BOTH LOVE TO SPEND TIME AT THE COMPUTER, TABLET OR PHONE. THE CHILDREN WERE LOOKING FORWARD TO THEIR TRIP, SO THEY IMMEDIATELY ASKED THEIR PARENTS TO TURN ON THE COMPUTER. THEY STARTED THEIR JOINT VIRTUAL JOURNEY BY LEARNING THE NAMES OF THE CONTINENTS: EUROPE, ASIA, AFRICA, AUSTRALIA, ANTARCTICA AND NORTH AND SOUTH AMERICA. ANIMALS LIVE ON EACH OF THESE CONTINENTS. IN EUROPE, WE CAN MEET ROE DEER, FOXES AND EVEN BEARS. TIGERS AND PANDAS LIVE IN ASIA. IN AFRICA WE MEET ZEBRAS, JUMPING MONKEYS AND LARGE ELEPHANTS. KANGAROOS, OSTRICHES AND KOALAS IN AUSTRALIA. IT IS VERY COLD IN ANTARCTICA, SO WE WILL MEET PENGUINS AND WALRUSES THERE. WE WANT TO END OUR JOURNEY BY GETTING TO KNOW THE ANIMALS LIVING IN NORTH AMERICA AND SOUTH. AS IT TURNS OUT, NORTH AMERICA IS HOME TO SKUNKS, PORCUPINES, AND BIRDS SUCH AS EAGLES. IN SOUTH AMERICA, HOWEVER, THERE ARE BEAUTIFUL LLAMAS, PARROTS AND CROCODILES. OLA AND ADAM REALLY ENJOYED THE VIRTUAL TRIP PREPARED BY THEIR PARENTS. THEY NEVER THOUGHT THAT THEY WOULD VISIT ALL CONTINENTS IN SUCH A SHORT TIME AND MAKE YOUR BIGGEST DREAM COME TRUE.

2) TASKS FOR CHILDREN:

HTTPS://WORDWALL.NET/PL/RESOURCE/38044421 - 3-YEAR-OLD, 4-YEAR-OLD AND 5-YEAR-OLD CHILDREN

HTTPS://WORDWALL.NET/PL/RESOURCE/38045821 - 6-YEAR-OLD CHILDREN

ANNEXES:
HTTPS://KUFE R.POZNAJEMYSWIAT.PL/MUZYKA-I-DZWIEKI/ODGLOSY-ZWIERZAT/ – SOUNDS

HTTPS://G.CO/KGS/KKTUPF – SOUNDS

HTTPS://WORDWALL.NET/PL/RESOURCE/38088485/BEZ-NAZWY5 – MAKING WORDS FROM SOUNDS

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LESSON PLAN 2

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	ARTIFICIAL INTELLIGENCE AND ITS IMPORTANCE IN THE DEVELOPMENT OF A PRESCHOOL CHILD	15/20/30 MINS

TOPIC	FORMS OF TEACHING
SEAL FRAN	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

DEVELOPING SKILLS IN USING ELECTRONIC DEVICES, DEVELOPING PERCEPTIVENESS, IMPLEMENTATION FOR INDEPENDENT USE OF ELECTRONIC DEVICES, SOLVING TASKS WITH THE HELP OF ELECTRONIC EQUIPMENT, ACQUIRING KNOWLEDGE THROUGH LEARNING IN MULTIMEDIA FORM

MATERIALS NEEDED	LEARNING METHODS
COMPUTER AND ELECTRONIC DEVICES, INTERACTIVE WHITEBOARD, PROJECTOR ETC.	STORYTELLING, BRAINSTORMING, DEMONSTRATION, INTERACTIVE

LEARNING OBJECTIVES

- VOCABULARY ENRICHMENT,
- ANALYSIS AND SYNTHESIS OF HEARD WORDS,
- SHAPING RESPONSIBILITY FOR THE NATURAL ENVIRONMENT,
- DEVELOPING SENSITIVITY TO THE PROBLEMS OF THE NATURAL ENVIRONMENT OF MAN,
- IMPROVING KNOWLEDGE ABOUT PAPER, PLASTIC AND GLASS,
- AWARENESS OF THE MEANING OF TERMS: SORTING, SORTING WASTE,
- ACQUIRING THE SKILLS OF USING ELECTRONIC EQUIPMENT FOR LEARNING,
- DISTINGUISH BETWEEN DESIRABLE AND UNDESIRABLE LEARNING BEHAVIORS USING COMPUTER AND ELECTRONIC EQUIPMENT.

STRUCTURE/ACTIVITY

1) WELCOME.

COMMAND: "LISTEN TO THE FAIRY ENTITLED "SEAL FRAN", THEN DO THE TASKS RELATED TO THE FAIRY TALE YOU HEARD."

THE FAIRY TALE CONTENT:

THE SEAL FRANIA IS WELL KNOWN TO EVERYONE, OFTEN FOUND IN SEAWEED. HE EXPLORES, SWIMS, DISCOVERS THE WORLD WITH HORROR!

STRUCTURE/ACTIVITY

FRANIA OUR GOOD FRIEND, SHE WILL BE HAPPY TO MEET NEW FRIENDS. HE'S BEEN FLOATING IN THE WATER SINCE MORNING. AS WELL AS ON LAND, SHE FEELS FAMILIAR.
FISH, STARFISH AND SEAWEED LEAD A SIMPLE LIFE. THESE WATER SPRITES SWIM PHENOMENALLY AND THEY MAKE EVERYONE HAPPY. THE FELEK CRAB ALSO LEADS AN AQUATIC LIFE. HE WILL GLADLY GATHER FRIENDS IN HIS APARTMENT.
HERE IS THE SHARK - A DANGEROUS FISH THAT SWIMS VERY FAST. HE RUSHES THROUGH THE WATERS, HEEDLESS OF OBSTACLES.
THE SEAL FRANIA IS CHEERFUL, NICE, MODEST AND PRETTY.
FRANIA PICKS UP THE BALL WITH HER NOSE, SOMERSAULTS, SOMERSAULTS.
THE UNDERWATER WORLD DELIGHTS EVERYONE.
I RESPECT HIM, YOU RESPECT HIM TOO!

FRIEND AND FRIEND, YOU SHOULD NOT THROW GARBAGE INTO THE WATER EITHER, SO THAT THE UNDERWATER WORLD CAN STILL DELIGHT US.
BUT NOT ONLY THE UNDERWATER WORLD, BUT THE WHOLE WORLD OF FISH FRANIA ASKS YOU TO RESPECT.
SO DEAR CHILDREN,
ALWAYS TAKE CARE OF THE ENVIRONMENT, SEGREGATE WASTE AND PUT IT IN THE CORRECT BINS.
GREEN BASKETS LOVE GLASS AND INVITE GLASS OBJECTS TO THEIR THRESHOLDS.
THE BLUE BASKET ACCEPTS THE PAPER AND THANKS YOU VERY MUCH FOR THROWING IT IN.
YELLOW BINS AND PLASTIC INVITE, FOR OTHER GARBAGE THEY CLOSE THE DOOR.
THE CHILDREN TAKE GOOD CARE OF THE ENVIRONMENT AND THROW RUBBISH INTO THE BINS.

TASKS FOR CHILDREN:

ECO GAME „IT'S TIME FOR CLEARING!" DIFFERENT ITEMS WILL APPEAR ON THE SCREEN. PLACE THEM IN THE CORRECT WASTE CONTAINER.
HTTPS://WWW.MINIMINIPLUS.PL/RYBKA-MINIMINI/GRY/SEGREGACJA-SMIECI

WASTE SEGREGATION. PUT GARBAGE IN THE APPROPRIATE CONTAINERS.
HTTPS://LEARNINGAPPS.ORG/DISPLAY?V=PJ8XS1DWK17

SEGREGATE YOUR WASTE. PUT GARBAGE IN THE RIGHT PLACES.
HTTPS://LEARNINGAPPS.ORG/DISPLAY?V=PNHST713J17

PUT USED ITEMS IN THE APPROPRIATE CONTAINER
HTTPS://WORDWALL.NET/PL/RESOURCE/1538583/BIOLOGIA/W%C5%82%C3%B3%C5%BC-ZU%C5%BCYTE-PRZEDMIOTY-DO-ODPOWIEDNIEGO-POJEMNIKA

CHOOSE THE RIGHT WASTE CONTAINER.
HTTPS://WORDWALL.NET/PL/RESOURCE/1538734/BIOLOGIA/WYBIERZ-W%C5%82A%C5%9BCIWY-POJEMNIK-NA-ODPADY

STRUCTURE/ACTIVITY

SEGREGATION OF WASTE. MOVE THE ITEMS TO THE APPROPRIATE BOXES.
HTTPS://WORDWALL.NET/PL/RESOURCE/1576061/POLSKI/SEGREGOWANIE-ODPAD%C3%B3W

SEGREGATION OF WASTE. CLICK THE MATCHING CARD TO THE TRASH.
HTTPS://WORDWALL.NET/PL/RESOURCE/1737974/SEGREGOWANIE-ODPAD%C3%B3W

SEGREGATION OF WASTE - MEMORY. CLICK AND FIND A PAIR.
HTTPS://WORDWALL.NET/PL/RESOURCE/10943499/PRZYRODA/SEGREGOWANIE-ODPAD%C3%B3W- MEMORY

SORT WASTE - CLICK ON THE MATCHING CARD AND FIND A PAIR.
HTTPS://WORDWALL.NET/PL/RESOURCE/10943804/PRZYRODA/SEGREGOWANIE-ODPAD%C3%B3W- ZNAJD%C5%BA-PAR%C4%99

SORT THE WASTE AS SOON AS POSSIBLE. HTTPS://LECHNET.ECOHARMONOGRAM.PL/

SEGREGATION OF GARBAGE INTO CONTAINERS.
HTTPS://WORDWALL.NET/PL/RESOURCE/14421657/SEGREGACJA-%C5%9BMIECI

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LESSON PLAN 3

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	ARTIFICIAL INTELLIGENCE AND ITS IMPORTANCE IN THE DEVELOPMENT OF A PRESCHOOL CHILD	15/20/30 MINS

TOPIC	FORMS OF TEACHING
TOMEK'S STRANGE DREAM	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

DEVELOPING SKILLS IN USING ELECTRONIC DEVICES, DEVELOPING PERCEPTIVENESS, IMPLEMENTATION FOR INDEPENDENT USE OF ELECTRONIC DEVICES, SOLVING TASKS WITH THE HELP OF ELECTRONIC EQUIPMENT, ACQUIRING KNOWLEDGE THROUGH LEARNING IN MULTIMEDIA FORM

MATERIALS NEEDED	LEARNING METHODS
COMPUTER AND ELECTRONIC DEVICES, INTERACTIVE WHITEBOARD, PROJECTOR ETC.	STORYTELLING, BRAINSTORMING, DEMONSTRATION, INTERACTIVE

LEARNING OBJECTIVES

- VOCABULARY ENRICHMENT,
- IMPROVING THE ABILITY TO CREATE PURPOSEFUL CONSTRUCTIONS USING AVAILABLE INFORMATION FROM A FAIRY TALE
- CREATING SIMPLE CONSTRUCTIONS FROM GIVEN ELEMENTS
- TEAM BUILDING OF MULTI-STAGE CONSTRUCTIONS
- RECOGNITION OF GEOMETRIC FIGURES ON THE SCREEN,
- CREATING SPATIAL AND FLAT STRUCTURES
- ACQUIRING THE SKILLS OF USING ELECTRONIC EQUIPMENT FOR LEARNING,
- DISTINGUISH BETWEEN DESIRABLE AND UNDESIRABLE LEARNING BEHAVIORS USING COMPUTER AND ELECTRONIC EQUIPMENT.

STRUCTURE/ACTIVITY

1) WELCOME

COMMAND: "LISTEN TO THE FAIRY ENTITLED „TOMEK'S STRANGE DREAM", THEN DO THE TASKS RELATED TO THE FAIRY TALE YOU HEARD."

THE FAIRY TALE CONTENT:

TOMEK WAS VERY TIRED AND SLEEPY (AAAH). HE FELL ASLEEP QUICKLY AND HAD A STRANGE DREAM. HE MISSED THAT ONE DAY HE FOUND HIMSELF IN THE REALM OF GEOMETRIC FIGURES.

ALL THE TRIANGLES WERE BLUE, THE CIRCLES WERE ORANGE, THE RECTANGLES WERE GREEN, AND THE SQUARES WERE RED. THIS KINGDOM WAS INHABITED BY COLORFUL PUPPETS. TOMEK ADMIRED THEIR BEAUTIFUL SHAPES, AND HE IMMEDIATELY BECAME FRIENDS WITH ONE OF THEM. A CIRCLE, A SQUARE, A LOVELY RECTANGLE WAS A GEOMETRIC ROMPER. HE HAD A ROUND HEAD LIKE A BALL, AND ON THAT HEAD WAS A TRIANGULAR CAP. THE SQUARE IS THE BELLY. THE ARMS AND LEGS ARE RECTANGLES, AND ON THESE LEGS THERE ARE TRIANGULAR SHOES.

AH, HOW BEAUTIFUL THIS GEOMETRIC ROMPER, BUT WHY SO SAD? - TOMEK WONDERED. SO HE ASKED THE PUPPET:
- WHY ARE YOU SO SAD PUPPET?
- AH TOMEK ... ME AND MY GEOMETRIC FRIENDS HAVE NO PLACE TO LIVE. THE PEACOCK CONTINUED TO GRIEVE.
- MY, HOW IS IT? YOU HAVE NO PLACE TO LIVE? WHY?
- YESTERDAY, A TERRIBLE STORM PASSED THROUGH THE KINGDOM AND DESTROYED OUR CASTLE.
- THAT'S VERY SAD, DUDE. IF YOU WANT, I WILL HELP YOU REBUILD YOUR KINGDOM.

THE EXCITED BOY DECIDED TO GET TO WORK RIGHT AWAY WITH HIS NEW FRIEND AND REBUILD THE CASTLE WITH VARIOUS GEOMETRIC FIGURES. THEY BUILT THE WALL OF THIS CASTLE OF 10 RECTANGLES AND 10 SQUARES. A GATE MADE OF 9 TRIANGLES. THEY DECIDED TO BUILD A CASTLE OF 10 SQUARES, 10 RECTANGLES, 10 TRIANGLES AND 10 CIRCLES. THERE WERE 3 TOWERS NEXT TO THE WALL. FIRST IT WAS MADE OF 3 RECTANGLES AND 1 TRIANGLE. THE SECOND OF 6 SQUARES, 2 RECTANGLES AND 2 TRIANGLES. THE THIRD OF 9 RECTANGLES, 6 TRIANGLES AND 3 SQUARES. THE COAT OF ARMS OF THE CASTLE WAS AN ELLIPSE. THE REBUILT CASTLE WAS VERY MUCH LIKED BY THE PUPPET AND HIS GEOMETRIC FRIENDS. AND AT THAT MOMENT MY MOTHER ENTERED THE ROOM, CALLING OUT: "TOMUŚ, IT'S TIME TO GET UP!"

2) TASKS FOR CHILDREN:

- NAMING AND INDICATING GEOMETRIC FIGURES APPEARING IN A FAIRY TALE.
- ARRANGING COMPOSITIONS FROM SCATTERED GEOMETRIC FIGURES (PUPPET).
- ARRANGING ELEMENTS OF THE KINGDOM (GATE, TOWER, CASTLE, COAT OF ARMS) FROM GEOMETRIC FIGURES.
- MATCHING THE COUNT OF THE GEOMETRIC ELEMENTS SHOWN.
- ASSIGNING COLORS TO APPROPRIATE GEOMETRIC FIGURES.
- MATCHING FIGURES OF THE SAME SHAPE IN PAIRS.
- CREATING EQUINUMEROUS SETS FROM KNOWN GEOMETRIC FIGURES (ADDITION
- AND FIGURE COUNTING).
- DETERMINING THE POSITION OF OBJECTS (ABOVE, BELOW, NEXT TO, TO THE RIGHT, TO THE LEFT) IN RELATION TO THE CHILD STANDING IN FRONT OF THE SCREEN.

STRUCTURE/ACTIVITY

- DETERMINING THE POSITION OF OBJECTS (ABOVE, BELOW, NEXT TO, TO THE RIGHT, TO THE LEFT) IN RELATION TO THE CHILD STANDING IN FRONT OF THE SCREEN.
- HTTPS://WORDWALL.NET/PL/RESOURCE/7497050/MATHEMATICS/GEOMETRIC-FIGURES:

    - WHAT GEOMETRIC FIGURES CAN BE SEEN IN THE PICTURE?
    - WHICH FIGURES ARE IN THE PICTURE THE MOST?
    - HOW MANY SQUARES CAN YOU FIND HERE?
    - OLA BUILT A PET. WHICH FIGURES ARE ABOVE THE NAVY BLUE SQUARE?
    - BETWEEN WHICH FIGURES IS THE SQUARE?
    - HOW MANY TRIANGLES CAN YOU FIND HERE?
    - WHAT FIGURES ARE ABOVE THE SQUARE?
    - HOW MANY PARTS IS THIS KITTEN MADE OF?
    - MAZE - HOW MANY TRIANGLES WILL YOU FIND HERE?

- HTTPS://WWW.MATZOO.PL/ZEROWKA

    - CLICK ON THE GIVEN FIGURE.
    - WHAT'S WRONG?
    - COPY THE PATTERN.
    - MAKE A SHAPE THAT MATCHES THE DRAWN FIGURE.

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LESSON PLAN 4

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	ARTIFICIAL INTELLIGENCE AND ITS IMPORTANCE IN THE DEVELOPMENT OF A PRESCHOOL CHILD	15/20/30 MINS

TOPIC	FORMS OF TEACHING
QUEEN JEWELS	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

DEVELOPING SKILLS IN USING ELECTRONIC DEVICES, DEVELOPING PERCEPTIVENESS, IMPLEMENTATION FOR INDEPENDENT USE OF ELECTRONIC DEVICES, SOLVING TASKS WITH THE HELP OF ELECTRONIC EQUIPMENT, ACQUIRING KNOWLEDGE THROUGH LEARNING IN MULTIMEDIA FORM

MATERIALS NEEDED	LEARNING METHODS
COMPUTER AND ELECTRONIC DEVICES, INTERACTIVE WHITEBOARD, PROJECTOR ETC.	STORYTELLING, BRAINSTORMING, DEMONSTRATION, INTERACTIVE

LEARNING OBJECTIVES

- VOCABULARY ENRICHMENT,
- SHAPING RESPONSIBILITY FOR THE NATURAL ENVIRONMENT,
- DEVELOPING SENSITIVITY TO THE SURROUNDING NATURE,
- DEVELOPING GOOD BEHAVIOR TOWARDS SMALL ANIMALS,
- SHAPING A SENSE OF IDENTITY WITH THE SURROUNDING ENVIRONMENT,
- ACQUIRING THE SKILLS OF USING ELECTRONIC EQUIPMENT FOR LEARNING,
- DISTINGUISH BETWEEN DESIRABLE AND UNDESIRABLE LEARNING BEHAVIORS USING COMPUTER AND ELECTRONIC EQUIPMENT.

STRUCTURE/ACTIVITY

1) WELCOME

COMMAND: "LISTEN TO THE FAIRY ENTITLED „QUEEN JEWELS", THEN DO THE TASKS RELATED TO THE FAIRY TALE YOU HEARD."

THE FAIRY TALE CONTENT:

THERE WAS AN ANTHILL NEXT TO THE CHESTNUT TREE. EVERY ANT WAS CLOSE TO HIM. THE ANTS WERE HAPPY TO STAY THERE, BECAUSE BEAUTIFUL FLOWERS SURROUNDED THEM.

INSIDE THE ANTHILL THERE WAS ANXIETY, THE ANTS DISCOVERED THAT SOMEONE HAD DESTROYED THEIR ROOM. A BEAUTIFUL AND EXTREMELY IMPORTANT ROOM, THE QUEEN'S CHAMBER - THESE ARE NO JOKES! ANTS RUN AROUND LOOKING FOR GEMS. THERE ISN'T! THERE WILL BE A LOT OF TROUBLE. THEN KLEMENTYNA, BRAVE AND BEAUTIFUL, SCREAMS: WHERE IS MY HAIRPIN?! SHE WAS LOOKING FOR A COMPANION FOR A LONG JOURNEY WHO WOULD HELP HER.

SHE MET A RABBIT - HE HELPED HER QUICKLY. SHE FOUND THE JEWELS - THEY WERE JUST OVER THE NUT! SHE TOOK THE JEWELS, WENT BACK TO THE COTTAGE, GAVE THEM BACK TO THE QUEEN - AND ALL WAS WELL.
THE ANTS IN THE ANTHILL WERE HAPPY AND ON THIS OCCASION THEY HAD A GREAT TIME TOGETHER.

EDUCATIONAL VIDEO ABOUT ANTS: HTTPS://WWW.YOUTUBE.COM/WATCH?V=OCHGG06KPUQ

2) TASKS FOR CHILDREN:

- COUNTING ANTS. (USING A POWERPOINT PRESENTATION)
- BUILDING AN ANTHILL FROM STICKS. COUNTING. (USING CANVA.COM)
- ARRANGING STICKS TO THE ANTHILL FROM THE SHORTEST TO THE LONGEST AND VICE VERSA. (USING CANVA.COM)
- THE GAME "ANTHILL". GOING THROUGH THE MAZE, CONNECTING ANTS – HTTPS://GAME-GAME.PL/218018/
- PAIRING INFORMATION ABOUT ANTS – HTTPS://WORDWALL.NET/PL/RESOURCE/1694529/PRZYRODA/MR%C3%B3WKI
- QUIZ ABOUT ANTS - MARK "CLICK" THE CORRECT ANSWER - HTTPS://WORDWALL.NET/PL/RESOURCE/2188460/

QUESTIONS TO THE TASK:
  - WHO IS THE FOUNDER OF THE ANT FAMILY?
  - WHO CHOOSES A PLACE FOR A NEW ANTHILL?
  - ARE THEY TAKING CARE OF THE QUEEN ANT?
  - WHICH WORDS BEST DESCRIBE ANTS?
  - HOW DO WORKER ANTS LOOK AFTER THE QUEEN ANT?
  - WHAT DOES THE QUEEN ANT LOSE WHEN SHE REACHES HER NEW HOME?
  - FINISH THE SENTENCE. ANTS…
  - WHERE DOES THE QUEEN ANT SPEND HER ENTIRE LIFE AFTER REACHING A NEW HOME?

- CODING - BRINGING AN ANT TO AN ANTHILL. (USING CANVA.COM).

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LESSON PLAN 5

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	BASIC PRINCIPLES OF AI	40 MINS

TOPIC	FORMS OF TEACHING
SEASONS	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

COMPARES THE WEATHER, THROUGH WEATHER CHANGES OVER TIME, THERE ARE SPECIFIC IDEAS ABOUT SEASONAL FRUITS AND VEGETABLES, CONSOLIDATE KNOWLEDGE ABOUT THE SEASONS

MATERIALS NEEDED	LEARNING METHODS
PICTURES, DIDACTIC GAMES, WORKSHEETS	PROBLEM BASED, COOPERATIVE, GAMIFICATION, LEARNING BY DOING, INTERACTIVE

LEARNING OBJECTIVES

CONSOLIDATE AND ENRICH KNOWLEDGE ABOUT THE SEASONS.

STRUCTURE/ACTIVITY

THE SITUATION BEGINS WITH OBSERVING THE WEATHER ON THE RELEVANT DAY. THE TREES ARE OBSERVED. THE COLORS OF THE LEAVES ARE NAMED. IT IS DETERMINED WHAT THE WEATHER IS LIKE OUTSIDE - CLOUDY, RAINY OR SUNNY.

AFTER THE SHORT TALK, WE MOVE ON TO THE PRESENTATION. ON THE FIRST SLIDE YOU CAN SEE FOUR PICTURES WITH THE DIFFERENT SEASONS. THE TASK FOR THE CHILDREN IS TO NAME THE SEASONS AND DESCRIBE THE TIME IN EACH OF THEM. WE COME TO THE CONCLUSION THAT NOW IS THE SEASON OF AUTUMN.

STRUCTURE/ACTIVITY

THE SITUATION BEGINS WITH OBSERVING THE WEATHER ON THE RELEVANT DAY. THE TREES ARE OBSERVED. THE COLORS OF THE LEAVES ARE NAMED. IT IS DETERMINED WHAT THE WEATHER IS LIKE OUTSIDE - CLOUDY, RAINY OR SUNNY.

AFTER THE SHORT TALK, WE MOVE ON TO THE PRESENTATION. ON THE FIRST SLIDE YOU CAN SEE FOUR PICTURES WITH THE DIFFERENT SEASONS. THE TASK FOR THE CHILDREN IS TO NAME THE SEASONS AND DESCRIBE THE TIME IN EACH OF THEM. WE COME TO THE CONCLUSION THAT NOW IS THE SEASON OF AUTUMN.

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LESSON PLAN 6

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	BASIC PRINCIPLES OF AI	30 MINS

TOPIC	FORMS OF TEACHING
FINE ART / FAIRYTALE CHARACTERS	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

FORMATION OF SKILL AND FEELING FOR COLORS, FOLLOWING A GIVEN ILLUSTRATIVE MATERIAL, EXPANDS HIS KNOWLEDGE OF COLORS, ORIENTS HIMSELF WHEN DRAWING AND FOLLOWING AN ILLUSTRATED SUBJECT

MATERIALS NEEDED	LEARNING METHODS
PICTURES, DIDACTIC GAMES, WORKSHEETS	PROBLEM BASED, COOPERATIVE, GAMIFICATION, LEARNING BY DOING, INTERACTIVE, EXPLAINING

LEARNING OBJECTIVES

FORMATION OF SKILL AND FEELING FOR COLORS, FOLLOWING A GIVEN ILLUSTRATIVE MATERIAL.
EXPANDS HIS KNOWLEDGE OF COLORS, ORIENTS HIMSELF WHEN DRAWING AND FOLLOWING AN ILLUSTRATED PLOT.

STRUCTURE/ACTIVITY

MOTIVATION – A SORCERESS HAS COME TO VISIT THE CHILDREN AND ASKS THEM TO HELP HER. THE SORCERESS' FRIENDS ARE INVITED TO THE BALL, BUT THEY DON'T HAVE ANY DRESSES! THE CHILDREN HAVE TO COLOR THE WIZARDS' DRESSES THE SAME WAY THEIR HATS ARE COLORED.

FULL DISPLAY OF THE INTERACTIVE BOARD ACCOMPANIED BY AN EXPLANATION /THE COLOR OF THE DRESS SHOULD BE THE SAME AS THE COLOR OF THE HAT. AN EXERCISE FOR THE CHILDREN TO COLOR THE WIZARDS' CLOTHES WITH THE PEN ON THE INTERACTIVE BOARD.

STRUCTURE/ACTIVITY

CHILDREN'S INDEPENDENT WORK:
THE MAGICIAN WALKS BETWEEN THE CHILDREN'S TABLES AND SAYS THE MAGIC WORDS.
JUDGMENT FROM THE SORCERESS:
SONG: 'THREE MAGIC WORDS'

KIDS, DID YOU HAVE FUN TODAY? THE WIZARDS ARE VERY HAPPY BECAUSE THEY HAVE THE MOST BEAUTIFUL OUTFITS AND THEY THANK YOU!

THE TOOLS FOR ASSESSMENT AND EVALUATION OF THE LEARNING RESULTS ARE THE FEEDBACK FROM THE CHILDREN, AS WELL AS THE APPLICATION OF KNOWLEDGE IN SUBSEQUENT ACTIVITIES AND PEDAGOGICAL SITUATIONS.

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LESSON PLAN 7

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	BASIC PRINCIPLES OF AI	40 MINS

TOPIC	FORMS OF TEACHING
RECTANGLE	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

RECOGNIZES AND NAMES THE GEOMETRIC FIGURE RECTANGLE, TO NAVIGATE IN A TWO-DIMENSIONAL SPACE /LABYRINTH/, CONSOLIDATE KNOWLEDGE ABOUT THE ABOUT THE GEOMETRIC FIGURE RECTANGLE, HAVE MAZE ORIENTATION SKILLS

MATERIALS NEEDED	LEARNING METHODS
INTERACTIVE DISPLAY, E-RESOURCES, E-EDUCATION, CLASSDOJO, DIDACTIC & MOBILE GAMES AND WORKSHEETS	PROBLEM BASED, COOPERATIVE, GAMIFICATION, LEARNING BY DOING, INTERACTIVE, EXPLAINING

LEARNING OBJECTIVES

RECOGNIZE AND NAME THE GEOMETRIC FIGURE RECTANGLE. TO NAVIGATE IN A TWO-DIMENSIONAL SPACE /LABYRINTH/. CONSOLIDATE KNOWLEDGE ABOUT THE GEOMETRIC FIGURE RECTANGLE. THEY HAVE MAZE ORIENTATION SKILLS.

STRUCTURE/ACTIVITY

THE SITUATION BEGINS WITH A SONG ABOUT GEOMETRIC SHAPES.

THEN THE CHILDREN HAVE TO POINT OUT OBJECTS IN THE ROOM THAT LOOK LIKE THE FIGURES WE KNOW. FAMILIARIZATION WITH THE NEW RECTANGLE SHAPE FOLLOWED. WE DESCRIBE THE RECTANGLE BY LISTING ITS SIDES AND ANGLES. WE SOLVE TASK TWO FROM THE STUDY AID. WE MOVE ON TO LEARNING APPS WHERE THE CHILDREN HAVE TO PUT EACH OBJECT IN ITS PLACE ACCORDING TO THE SHAPE THEY HAVE.

STRUCTURE/ACTIVITY

NEXT IS A GAME "COLUMNS AND ROWS", THE CHILDREN MUST FILL THE COLUMNS WITH FIGURES OF THE SAME TYPE AND THE ROWS WITH FIGURES OF THE SAME COLOR. THE NEXT GAME WAS COMPETITIVE.

THE CHILDREN, DIVIDED INTO THREE TEAMS - CIRCLE, RECTANGLE AND TRIANGLE, MUST FIND OBJECTS WITH THEIR SHAPE.

THE TOOLS FOR ASSESSMENT AND EVALUATION OF THE LEARNING RESULTS ARE THE FEEDBACK FROM THE CHILDREN, AS WELL AS THE APPLICATION OF KNOWLEDGE IN SUBSEQUENT ACTIVITIES AND PEDAGOGICAL SITUATIONS.

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LESSON PLAN 8

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	BASIC PRINCIPLES OF AI	40 MINS

TOPIC	FORMS OF TEACHING
RECTANGLE	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

RECOGNIZE THE HABITAT OF ANIMALS IN THE FOREST, TO HAVE KNOWLEDGE ABOUT THE FEEDING AND WINTERING OF SOME ANIMALS AND BIRDS IN THE FOREST, UPDATING KNOWLEDGE ABOUT PAST SEASONS,THE CHILD HAS AN IDEA OF THE CHANGES IN THE BEHAVIOR OF SOME ANIMALS IN DIFFERENT SEASONS.

MATERIALS NEEDED	LEARNING METHODS
INTERACTIVE DISPLAY, ELECTRONIC RESOURCES - E-EDUCATION, LEARNING APPS, HTTPS://PUZZLEFACTORY.PL, WORKSHEETS	PROBLEM BASED, PROCESS ORIENTED GUIDE INQUIRY LESSONS, GAMIFICATION, LECTURING BY DOING

LEARNING OBJECTIVES

FORMATION OF SPECIFIC IDEAS ABOUT THE SPECIFIC NEEDS OF THE ANIMALS IN THE SEASONS.

STRUCUTRE/ACTIVITY

THE SITUATION BEGINS WITH SONGS ABOUT AUTUMN AND THE POEM "WHO WINTERS WHERE" BY NIKOLAY SOKOLOV.

PRESENTATION ABOUT THE ANNUAL SEASONS AND CHANGES IN NATURE, PREPARATION OF ANIMALS FOR WINTER AND THEIR HOMES;
"FLY, FLY" GAME;
WORKSHEETS;
PUZZLE ANIMALS IN WINTER

THE TOOLS FOR ASSESSMENT AND EVALUATION OF THE LEARNING RESULTS ARE THE FEEDBACK FROM THE CHILDREN, AS WELL AS THE APPLICATION OF KNOWLEDGE IN SUBSEQUENT ACTIVITIES AND PEDAGOGICAL SITUATIONS.

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LESSON PLAN 9

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	GAMIFICATION IN AI	45 MINS

TOPIC	FORMS OF TEACHING
PROGRAMMING BLUEBOTS	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

CONSTRUCTS A COURSE OF ACTION FOR THE ROBOT TO REACH THE GOAL, CORRECTS THE WRONG PROCEDURE FOR THE ROBOT, READS THE PROCEDURE FOR THE ROBOT AND DECIDES, TO WHAT DESTINATION THEY ARRIVE AT, READS THE PROCEDURE FOR THE ROBOT AND DECIDES ON IT STARTING POSITION, COMPILES DIFFERENT PROCEDURES TOWARDS THE SAME GOAL.

MATERIALS NEEDED	LEARNING METHODS
ELECTRONIC DEVICES, WORKSHEETS	PROBLEM BASED, COOPERATIVE, GAMIFICATION, EXPERENTIAL, SELF-DIRECTED, BLENDED

LEARNING OBJECTIVES

PUPIL BUILDS A PROCEDURE FOR THE ROBOT TO REACH THE GOAL.
FIXES INCORRECT ROBOT BEHAVIOR.
READS THE PROCEDURE FOR THE ROBOT AND DECIDES WHERE IT WILL ARRIVE.
READS THE PROCEDURE FOR THE ROBOT AND DECIDES ITS STARTING POSITION.
COMPILES DIFFERENT PROCEDURES TO THE SAME GOAL.

STRUCTURE/ACTIVITY

BRAINSTORMING – QUESTIONS – MIND MAP

- DO YOU KNOW WHAT IS A ROBOT?
- HOW DOES THE ROBOT WORK?
- WHAT DOES IT MEAN "PROGRAMMING"?
- WHERE CAN WE MEET WITH THIS WORD (WITH PROGRAMMING)?
- WHY MUST WE LEARN PROGRAMMING?
- WHO IS A PROGRAMMER?
- WHAT THINGS DOES A PROGRAMMER DO?

TRAVELLING IN THE WEB – PART ONE

1. ACTIVITY ONE: TPR MOTIVATION: CHILDREN WILL BECOME ROBOTS AFTER SAYING THE SPELL:

ELECTRON SHUT ON.
THE WIRES TIGHTEN IN THE HEAD.
BATTERY, CIRCUIT,
MAKE ME A ROBOT.

2. ACTIVITY TWO: AFTER THIS CHILDREN MOVE AROUND THE CLASS AS ROBOTS AND WE GIVE THEM INSTRUCTIONS.

3. ACTIVITY THREE (WORKSHEET)
OUR ROBOT LOST HIS HEART ANTENNA. CAN YOU FIND IT? BE CAREFUL, ROBOTS MUST FOLLOW THE ARROWS.

4. REFLECTION
CONTROL YOUR WORK TOGETHER

STUDENTS ARE ASKED TO USE BLUEBOTS, TO PROGRAMME BLUEBOTS.

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LESSON PLAN 10

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	GAMIFICATION IN AI	45 MINS

TOPIC	FORMS OF TEACHING
TRAVELLING IN THE WEB	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

CONSTRUCTS A COURSE OF ACTION FOR THE ROBOT TO REACH THE GOAL, CORRECTS THE WRONG PROCEDURE FOR THE ROBOT, READS THE PROCEDURE FOR THE ROBOT AND DECIDES, TO WHAT DESTINATION THEY ARRIVE AT, READS THE PROCEDURE FOR THE ROBOT AND DECIDES ON IT STARTING POSITION, COMPILES DIFFERENT PROCEDURES TOWARDS THE SAME GOAL.

MATERIALS NEEDED	LEARNING METHODS
ELECTRONIC DEVICES, WORKSHEETS	PROBLEM BASED, COOPERATIVE, GAMIFICATION, EXPERENTIAL, SELF-DIRECTED, BLENDED

LEARNING OBJECTIVES

PUPIL BUILDS A PROCEDURE FOR THE ROBOT TO REACH THE GOAL.
FIXES INCORRECT ROBOT BEHAVIOR.
READS THE PROCEDURE FOR THE ROBOT AND DECIDES WHERE IT WILL ARRIVE.
READS THE PROCEDURE FOR THE ROBOT AND DECIDES ITS STARTING POSITION.
COMPILES DIFFERENT PROCEDURES TO THE SAME GOAL.

STRUCTURE/ACTIVITY

1. WARM-UP: MOTIVATION:

DRAW OUR ROBOT'S FRIEND.
DRAWING DICTATION (CLIL ENGLISH – SHAPES, COLOURS, NUMBERS)
MY BODY IS A BIG .....RECTANGLE. (COMPLETE COLOUR AS YOU WANT)
INSTEAD OF LEGS I HAVE GOT TWO .....WHEELS.
MY ARMS ARE TWO CONNECTED .....RECTANGLES WITH TWO FINGERS.
MY HEAD IS A .....SQUARE. I HAVE GOT TWO EYES AND A SQUARE MOUTH.
I HAVEN' T A NOSE AND MY EARS LOOK LIKE SPRINGS.

STRUCTURE/ACTIVITY

1. TPR MOTIVATION: CHILDREN WILL BECOME ROBOTS AFTER SAYING THE SPELL:
ELECTRON SHUT ON.
THE WIRES TIGHTEN IN THE HEAD.
BATTERY, CIRCUIT,
MAKE ME A ROBOT.

2. **AFTER THIS CHILDREN MOVE AROUND THE CLASS AS ROBOTS AND WE GIVE THEM INSTRUCTIONS.**

3. **WORK IN PAIRS.**

ONE OF YOU IS A ROBOT AND ONE WILL BE A PROGRAMMER:
YOU WILL USE PAPER ARROWS AND PREPARE WAYS IN THE WEBS.

STUDENTS ARE ASKED TO USE BLUEBOTS, TO PROGRAMME BLUEBOTS.

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LESSON PLAN 11

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	GAMIFICATION IN AI	45 MINS

TOPIC	FORMS OF TEACHING
TRAVELLING IN THE WEB	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

CONSTRUCTS A COURSE OF ACTION FOR THE ROBOT TO REACH THE GOAL, CORRECTS THE WRONG PROCEDURE FOR THE ROBOT, READS THE PROCEDURE FOR THE ROBOT AND DECIDES, TO WHAT DESTINATION THEY ARRIVE AT, READS THE PROCEDURE FOR THE ROBOT AND DECIDES ON IT STARTING POSITION, COMPILES DIFFERENT PROCEDURES TOWARDS THE SAME GOAL.

MATERIALS NEEDED	LEARNING METHODS
ELECTRONIC DEVICES, WORKSHEETS	PROBLEM BASED, COOPERATIVE, GAMIFICATION, EXPERENTIAL, SELF-DIRECTED, BLENDED

LEARNING OBJECTIVES

PUPIL BUILDS A PROCEDURE FOR THE ROBOT TO REACH THE GOAL.
FIXES INCORRECT ROBOT BEHAVIOR.
READS THE PROCEDURE FOR THE ROBOT AND DECIDES WHERE IT WILL ARRIVE.
READS THE PROCEDURE FOR THE ROBOT AND DECIDES ITS STARTING POSITION.
COMPILES DIFFERENT PROCEDURES TO THE SAME GOAL.

STRUCTURE/ACTIVITY

WARM – UP:

CHILDREN MEET THE WORK WITH BLUEBOTS – HOW TO CONTROL BLUBOTS....

1. TPR MOTIVATION: CHILDREN WILL BECOME ROBOTS AFTER SAYING THE SPELL:

ELECTRON SHUT ON.
THE WIRES TIGHTEN IN THE HEAD.
BATTERY, CIRCUIT,
MAKE ME A ROBOT.

2. AFTER THIS CHILDREN MOVE AROUND THE CLASS AS ROBOTS AND WE GIVE THEM INSTRUCTIONS.

3. WORK OWN:

YOU WILL USE ARROWS AND PREPARE WAYS ON TRANSPARENT MAT WITH POCKETS FOR YOUR BLUEBOT.
YOU FIND WAY TO YOUR ROBOT HEART.
ARROWS MOVE IN FRONT OF YOUR WEB INTO ONE LINE
COMMAND YOUR BLUEBOT.
WATCH YOUR BLUEBOT'S TRACK.

REFLECTION: WAS YOUR BLUEBOT TRACK RIGHT?

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LESSON PLAN 12

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	GAMIFICATION IN AI	45 MINS

TOPIC	FORMS OF TEACHING
ALBERT LEARNS LETTERS – PROGRAMMING WITH BLUEBOTS	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

CONSTRUCTS A COURSE OF ACTION FOR THE ROBOT TO REACH THE GOAL, CORRECTS THE WRONG PROCEDURE FOR THE ROBOT, READS THE PROCEDURE FOR THE ROBOT AND DECIDES, TO WHAT DESTINATION THEY ARRIVE AT, READS THE PROCEDURE FOR THE ROBOT AND DECIDES ON IT STARTING POSITION, COMPILES DIFFERENT PROCEDURES TOWARDS THE SAME GOAL.

MATERIALS NEEDED	LEARNING METHODS
ELECTRONIC DEVICES, WORKSHEETS	PROBLEM BASED, COOPERATIVE, GAMIFICATION, EXPERENTIAL, SELF-DIRECTED, BLENDED

LEARNING OBJECTIVES

PUPIL BUILDS A PROCEDURE FOR THE ROBOT TO REACH THE GOAL.
FIXES INCORRECT ROBOT BEHAVIOR.
READS THE PROCEDURE FOR THE ROBOT AND DECIDES WHERE IT WILL ARRIVE.
READS THE PROCEDURE FOR THE ROBOT AND DECIDES ITS STARTING POSITION.
COMPILES DIFFERENT PROCEDURES TO THE SAME GOAL.

STRUCTURE/ACTIVITY

1. WARM – UP:

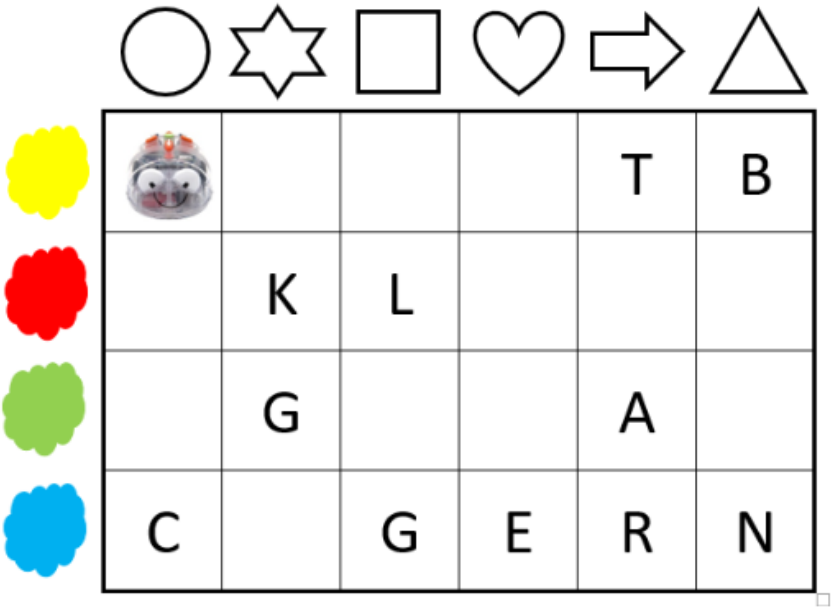
ALBERT SPILLED A BOX WITH LETTERS

2. TPR MOTIVATION:

ON THE CARPET IN THE CLASSROOM ARE SCATTERED CARDS WITH LETTERS OF THE WHOLE ALPHABET, CHILDREN RUN AND BRING LETTERS ACCORDING TO THE TEACHER'S INSTRUCTIONS.

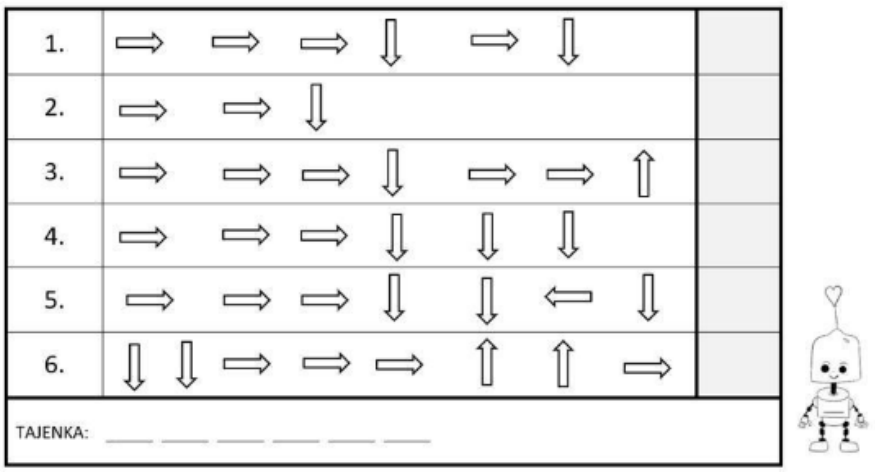
3. WORK WITH THE TABLE:

CHILDREN SORT THE LETTERS THAT HAVE BEEN ENTERED INTO THE TABLE ACCORDING TO THE INSTRUCTIONS (THEY REPEAT COLORS AND SHAPES)



4. BLUEBOT PROGRAMMING:

CHILDREN GET THE BLUEBOT PATH, THEY PROGRAM THE ROBOT ACCORDING TO THE ARROWS. THE PATH SHOULD BRING THEM TO THE LETTER, IF THEY PROGRAM ALL THE PATHS CORRECTLY, THE CHILDREN SHOULD GET A NAME.



REFLECTION:

WAS YOUR BLUEBOT TRACK RIGHT? WHAT NAME DID YOU COME UP WITH? STUDENTS INVENT THEIR OWN PATHS AND ASSIGN THEM TO OTHERS, THEY GUESS THE NEXT WORDS.

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LESSON PLAN 13

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	GAMIFICATION IN AI	40 MINS

TOPIC	FORMS OF TEACHING
WHAT DO YOU SEE?	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

COOPERATION BETWEEN CHILDREN IN THE GAME, DEVELOPMENT OF LANGUAGE EXPRESSION, DEVELOPMENT OF SELF-REGULATION OF EMOTIONS, EMOTIONAL INVOLVEMENT IN ROLE-PLAYING STORY TELLING

MATERIALS NEEDED	LEARNING METHODS
ELECTRONIC DEVICES, WORKSHEETS, HTTPS://LEARNINGAPPS.ORG/DISPLAY?V=PNVT5710520	LEARNING BY DOING, COOPERATIVE

LEARNING OBJECTIVES

THE CHILD COMMUNICATES, DISCUSSES AND COOPERATES WITH OTHERS
THE CHILD USES NEW WORDS AND TERMS FROM THE AREA ui
THE CHILD INDEPENDENTLY OR IN A GROUP ASSOCIATES THE ASSIGNED PHOTOGRAPH WITH A SPECIFIC WORD
A CHILD IMPROVES HIS SOCIAL SKILLS THROUGH PLAY.

STRUCTURE/ACTIVITY

CHILDREN WILL BE PRESENTED A STORY ABOUT THE LETTERS AND THE IMPORTANCE OF LANGUAGE USE. COMMUNICATION WITH CHILDREN IS IMPORTANT FOR THEIR PROGRESS.

A CHILD CAN CHOOSE AN OBJECT AND THE PHOTOGRAPH OF AN OBJECT. THE TEACHER WILL CREATE A GAME BY USING WEB TOOLS. A CHILD PLAYS INDEPENDENTLY AND LEARNS BY MAKING MISTAKES AND BY REPEATING.

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LESSON PLAN 14

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	GAMIFICATION IN AI	40 MINS

TOPIC	FORMS OF TEACHING
MAKE A ROBOT	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

COOPERATION BETWEEN CHILDREN IN THE GAME, ACQUISITION OF CONCEPTS RELATED TO AI, DEVELOPMENT OF LANGUAGE EXPRESSION, DEVELOPMENT OF SELF-REGULATION OF EMOTIONS, EMOTIONAL INVOLVEMENT IN ROLE-PLAYING STORY TELLING

MATERIALS NEEDED	LEARNING METHODS
ELECTRONIC DEVICES, WORKSHEETS, HTTPS://WWW.JIGSAWPLANET.COM/	LEARNING BY DOING, COOPERATIVE, GAMIFICATION

LEARNING OBJECTIVES

THE CHILD COMMUNICATES, DISCUSSES AND COOPERATES WITH OTHERS
THE CHILD USES NEW WORDS AND TERMS FROM THE AREA
THE CHILD INDEPENDENTLY OR IN A GROUP ASSOCIATES THE ASSIGNED PHOTOGRAPH WITH AI SPECIFIC WORD
A CHILD IMPROVES HIS SOCIAL SKILLS THROUGH PLAY.

STRUCTURE/ACTIVITY

CHILDREN CAN CHOOSE A PHOTOGRAPH INDEPENDENTLY. THE TEACHER IS AN ASSISTANT TO THE CHILDREN IN THE USAGE OF WEB TOOLS. THE CHILDREN CHOOSE SHAPE, PUZZLES AND NUMBER OF PIECES IN A PUZZLE.

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LESSON PLAN 15

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	GAMIFICATION IN AI	40 MINS

TOPIC	FORMS OF TEACHING
ROBOT LYDIA AND ME	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

COOPERATION BETWEEN CHILDREN IN THE GAME, ACQUISITION OF CONCEPTS RELATED TO AI, DEVELOPMENT OF LANGUAGE EXPRESSION, ACQUISITION OF BASIC MATHEMATICAL CONCEPTS, DEVELOPMENT OF SELF-REGULATION OF EMOTIONS, EMOTIONAL INVOLVEMENT IN ROLE-PLAYING STORY TELLING

MATERIALS NEEDED	LEARNING METHODS
CARDBOARD BOARD, PAPER, PENCIL, DICE	LEARNING BY DOING, COOPERATIVE,

LEARNING OBJECTIVES

THE CHILD COMMUNICATES, DISCUSSES AND COOPERATES WITH OTHERS
THE CHILD ADOPTS AND USES NEW WORDS AND TERMS FROM THE FIELD OF EDUCATION
A CHILD IMPROVES HIS SOCIAL SKILLS THROUGH PLAY
THE CHILD IMPROVES AND DEVELOPS HIS PRE-MATHEMATICAL SKILLS.

STRUCTURE/ACTIVITY

CHILDREN WILL LISTEN TO A STORY ABOUT THE AI ELEMENTS IN THEIR SURROUNDINGS. A STORY IS CALLED “THE ROBOT LYDIA AND ME”.

BY THROWING DICE, YOU GET A NUMBER OF THE FIELD THAT THE CHILD HAS TO COME THROUGH BY COUNTING. WHEN HE/SHE COMES TO THE PHOTOGRAPH, HE/SHE HAS TO START A STORY AND THE OTHER CHILD IN HIS PAIR HELPS HIM. ABOVE EACH PHOTOGRAPH IS A NAME OF THE IDEA. IN THAT WAY CHILDREN LEARN BOTH LETTERS AND CONCEPTS/IDEAS. WHEN ONE PAIR OF CHILDREN REACHES THE GOAL, IT IS THE TURN OF ANOTHER PAIR OF CHILDREN AND SO ON.

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LESSON PLAN 16

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	GAMIFICATION IN AI	40 MINS

TOPIC	FORMS OF TEACHING
ELEMENTS OF CODING	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

COOPERATION BETWEEN CHILDREN IN THE GAME, ACQUISITION OF CONCEPTS RELATED TO AI, DEVELOPMENT OF LANGUAGE EXPRESSION, SIMPLE EXAMPLE OF CODING, MOTHER TONGUE ACQUISITION BY USING WEB TOOLS

MATERIALS NEEDED	LEARNING METHODS
BEE BOT ROBOT, WORKSHEETS	GAMIFICATION, COOPERATIVE, LEARNING BY DOING, SELF-DIRECTED LEARNING

LEARNING OBJECTIVES

THE CHILD COMMUNICATES, DISCUSSES AND COOPERATES WITH OTHERS
THE CHILD ADOPTS AND USES NEW WORDS AND TERMS FROM THE FIELD OF EDUCATION
A CHILD IMPROVES HIS SOCIAL SKILLS THROUGH PLAY
THE CHILD UNDERSTANDS AND KNOWS HOW TO APPLY THE BASIC PRINCIPLES OF CODING.
THE CHILD DEVELOPS IMAGINATION AND CREATIVITY.

STRUCTURE/ACTIVITY

WE ARE TELLING A STORY ABOUT THE BEE AND HER LIFE. THE CHILDREN HAVE TO DESIGN A BASE (EVERYTHING THAT THE BEE NEEDS FOR HER LIFE). THE TEACHER GIVES INSTRUCTIONS HOW TO USE THE BEE BOT.

THE CHILDREN WILL PARTICIPATE IN THE DESIGN OF THE BASE FOR THE BEE BOT ROBOT. THERE ARE DRAWINGS AND INITIAL LETTERS OF THE WORDS/TERMS OF THE DRAWINGS ON THE BASE. ON THE FINISHED BASE CHILDREN LEARN HOW TO CODE: ONE CHILD GIVES INSTRUCTIONS AND ANOTHER GIVES DIRECTIONS OF THE MOVEMENT OF THE BEE BOT ROBOT. AFTER WRITING THE CODES, CHILDREN CAN PLAY INDEPENDENTLY IN PAIRS.

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LESSON PLAN 17

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	ARTIFICIAL INTELLIGENCE AND ITS HISTORICAL DEVELOPMENT	40 MINS

TOPIC	FORMS OF TEACHING
ARTIFICIAL INTELLIGENCE - HISTORY	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

IN THIS LESSON, 6 YEAR OLDS WILL UNDERSTAND WHAT AI MEANS.
KNOWING A LITTLE OF ITS HISTORY AND HOW IT CAN BE APPLIED IN A CLASSROOM THROUGH DIGITAL GAMES.
ANSWER QUESTIONS ABOUT WHAT IS AI.
INTERACT WITH EACH OTHER IN APPLYING SOME GAMES ON YOUR COMPUTER.

MATERIALS NEEDED	LEARNING METHODS
PICTURES, DIDACTIC GAMES, WORKSHEETS, INTERACTIVE DISPLAY AND PERSONAL COMPUTER.	OBSERVATION; VERBAL INTERACTION; MULTIMEDIA PRESENTATION DIDACTIC GAMES ONLINE.

LEARNING OBJECTIVES

KNOW BASIC VOCABULARY ABOUT ARTIFICIAL INTELLIGENCE;
UNDERSTAND WHAT ARTIFICIAL INTELLIGENCE IS.
STUDENTS, AFTER FILLING IN THE TABLE, SHOULD KNOW SOME WORDS THAT ARE USED IN AI AND THEIR MEANING (ROBOT; CLOUD; CHAT GPT).

STRUCTURE/ACTIVITY

THE CLASS BEGINS WITH STUDENTS WATCHING/LISTENING TO A SHORT PRESENTATION ON THE INTERACTIVE WHITEBOARD ABOUT WHAT AI IS AND HOW IT HAS BEEN APPLIED - PRACTICAL EXAMPLES.
AFTER A SHORT CONVERSATION, STUDENTS WILL ENTER AN APPLICATION - "MAGIC PENCIL", WHERE THEY WILL PLAY AN AI-RELATED WORD PUZZLE. THEY MUST FIND ALL THE WORDS RELATED TO AI AND FILL IN A TABLE. WHEN THE FRAME IS COMPLETE THE GAME IS COMPLETE.

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LESSON PLAN 18

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	ARTIFICIAL INTELLIGENCE AND MATHEMATICS	40 MINS

TOPIC	FORMS OF TEACHING
MATHEMATICS – NUMBERS 1 TO 1000 (CLASSES AND ORDERS)	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

UNDERSTAND THE CLASSES AND ORDERS OF NUMBERS;
STUDENTS, AFTER PLAYING SEVERAL GAMES, SHOULD KNOW HOW TO DISTINGUISH NUMBERS BY CLASSES AND ORDERS AND KNOW THAT THEY CAN ALSO BE WRITTEN IN FULL.

MATERIALS NEEDED	LEARNING METHODS
PICTURES, DIDACTIC GAMES, WORKSHEETS, INTERACTIVE DISPLAY AND PERSONAL COMPUTER.	OBSERVATION; VERBAL INTERACTION; MULTIMEDIA PRESENTATION DIDACTIC GAMES ONLINE.

LEARNING OBJECTIVES

IN THIS LESSON, STUDENTS SHOULD KNOW THAT NUMBERS ARE ORGANIZED INTO CLASSES AND ORDERS.
LEARNING TO READ NUMBERS IN ORDER AND CLASS.
ANSWER QUESTIONS ABOUT THE ORDER OF NUMBERS.
KNOW HOW TO WRITE NUMBERS IN WORDS.

STRUCTURE/ACTIVITY

THE CLASS BEGINS WITH THE TEACHER GIVING A SHORT PRESENTATION ABOUT NUMBERS. PROJECT VARIOUS TYPES OF NUMBERS ON THE INTERACTIVE WHITEBOARD FOR STUDENTS TO IDENTIFY AND THAT WILL COME AS MOTIVATION AND TO START THE CLASS - INTRODUCTION TO THE TOPIC. SHE ASKS STUDENTS TO IDENTIFY NUMBERS, TO DIFFERENTIATE THEM BY CLASSES AND TO WRITE SOME NUMBERS IN WORDS.

STRUCTURE/ACTIVITY

THEN, SHE ASKS STUDENTS TO IDENTIFY NUMBERS, TO DIFFERENTIATE THEM BY CLASSES AND TO WRITE SOME NUMBERS IN WORDS. PRESENTS SEVERAL EXAMPLES OF NUMBERS TO THE STUDENTS AND ASKS THEM TO DIFFERENTIATE BETWEEN CLASSES. CALLS STUDENTS TO COME TO THE BOARD TO SOLVE THE PROBLEM/QUESTION, WHICH THE TEACHER POSES.
THEN, IN THE SECOND PART OF THE CLASS, THE TEACHER DESIGNS A HYPATIAMAT LINK ON THE INTERACTIVE WHITEBOARD - WHICH MAKES IT POSSIBLE, THROUGH ICT, TO ACCESS A WIDE RANGE OF DIGITAL GAMES, TO TEST STUDENTS' KNOWLEDGE OF MATHEMATICS AND NUMBERS, IN THIS CASE.
THEN, THROUGH SOME APPLICATIONS AND GAMES, STUDENTS WILL APPLY THE ACQUIRED KNOWLEDGE AND SOLVE SEVERAL QUESTIONS.

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LESSON PLAN 19

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	ARTIFICIAL INTELLIGENCE AND MATHEMATICS	40 MINS

TOPIC	FORMS OF TEACHING
MATHEMATICS - BASIC OPERATIONS	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

UNDERSTAND THE BASIC OPERATIONS OF MATHEMATICS
STUDENTS, AFTER PLAYING SEVERAL GAMES AND SOLVE VARIOUS ACTIVITIES ONLINE SHOULD KNOW SOLVE SEVERAL BASIC MATH OPERATIONS.

MATERIALS NEEDED	LEARNING METHODS
PICTURES, DIDACTIC GAMES, WORKSHEETS, INTERACTIVE DISPLAY AND PERSONAL COMPUTER.	OBSERVATION; VERBAL INTERACTION; MULTIMEDIA PRESENTATION DIDACTIC GAMES ONLINE.

LEARNING OBJECTIVES

STUDENTS SHOULD KNOW HOW TO IDENTIFY THE 4 BASIC OPERATIONS OF MATHEMATICS.
THEY MUST KNOW HOW TO DIFFERENTIATE THE 4 BASIC OPERATIONS OF MATHEMATICS. ADD, SUBTRACT, MULTIPLY AND DIVIDE.
ANSWER QUESTIONS ABOUT DIFFERENT TYPES OF MATHEMATICAL OPERATIONS.
SOLVE SMALL EXERCISES ON DIFFERENT TYPES OF (BASIC) MATHEMATICAL OPERATIONS.

STRUCTURE/ACTIVITY

THE CLASS STARTS WITH THE TEACHER PROJECTING AN IMAGE ON THE INTERACTIVE WHITEBOARD AND ASKING THE STUDENTS TO IDENTIFY THE OPERATIONS PRESENTED THERE. THIS IMAGE AND THE CONSEQUENT INTERACTION ON IT WILL SERVE AS A MOTIVATION AND PRESENTATION OF THE TOPIC TO BE ADDRESSED IN CLASS.
THEN THE TEACHER PRESENTS ON THE BOARD SEVERAL EXERCISES OF ADDING, SUBTRACTING, DIVIDING AND MULTIPLYING AND ASKS THE STUDENTS TO COME AND SOLVE THE BOARD.

STRUCTURE/ACTIVITY

AFTER SOLVING ALL THE EXERCISES ON THE BOARD, THE TEACHER ASKS THE STUDENTS TO TAKE THEIR PERSONAL COMPUTER AND ENTER A LINK ABOUT MATHEMATICAL GAMES. THROUGH WORLDALL, STUDENTS WILL PRACTICE THE KNOWLEDGE ACQUIRED IN DIFFERENT GAMES ABOUT THE 4 MATHEMATICAL OPERATIONS AND SOLVE VARIOUS ACTIVITIES THAT ARE REQUESTED.
THE TEACHER, THROUGH THE INTERACTIVE WHITEBOARD, GUIDES THE STUDENTS TO THE MOST RELEVANT EXERCISES/ACTIVITIES.
THEN, THROUGH SOME APPLICATIONS AND GAMES, STUDENTS WILL APPLY THE ACQUIRED KNOWLEDGE AND SOLVE SEVERAL QUESTIONS.

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LESSON PLAN 20

GRADE	SUBJECT	DURATION
3-6 YEARS OLD	ARTIFICIAL INTELLIGENCE AND LANGUAGE	40 MINS

TOPIC	FORMS OF TEACHING
LANGUAGE - WORDS AND VOCABULARY	COLLECTIVE, INDIVIDUAL, DIVERSE

COMPETENCIES

LEARN VOCABULARY ABOUT ANIMALS, CONTINENTS AND THE NATURAL ENVIRONMENT. IN ADDITION TO STUDENTS GETTING TO KNOW THE NAMES OF SOME ANIMALS, THEY ALSO GET TO KNOW WHERE THEY NORMALLY LIVE AND SOME OF THEIR CHARACTERISTICS. EXCELLENT TOOL FOR MEMORIZATION TOO E ASSOCIATING ANIMALS WITH THE CONTINENT WHERE THEY LIVE AND THE ENVIRONMENT WHERE THEY LIVE.

MATERIALS NEEDED	LEARNING METHODS
PICTURES, DIDACTIC GAMES, WORKSHEETS, INTERACTIVE DISPLAY AND PERSONAL COMPUTER.	OBSERVATION; VERBAL INTERACTION; MULTIMEDIA PRESENTATION DIDACTIC GAMES ONLINE.

LEARNING OBJECTIVES

STUDENTS MUST DIFFERENTIATE DIFFERENT TYPES OF WORDS ABOUT ANIMALS AND PLANTS.
ANSWER QUESTIONS ABOUT THE CHARACTERISTICS AND APPEARANCE OF SOME ANIMALS.
SOLVE EXERCISES ON ANIMAL IDENTIFICATION AND ASSOCIATE ANIMALS WITH THE NATURAL ENVIRONMENT WHERE THEY LIVE.

STRUCTURE/ACTIVITY

THE CLASS BEGINS WITH THE INTERACTIVE WHITEBOARD VIEWING OF A KANGAROO. THE TEACHER ASKS THE STUDENTS TO IDENTIFY THE ANIMAL IN QUESTION.
THEN THE TEACHER PROJECTS VARIOUS TYPES OF ANIMALS ON THE BOARD AND ASKS STUDENTS TO IDENTIFY THESE ANIMALS.
AND THEN TO FILL IN A TABLE WHERE THEY PUT THE NATURAL SOCK OF EACH ANIMAL AND ON WHICH CONTINENT IT IS MOST ABUNDANT.

STRUCTURE/ACTIVITY

AFTER SOLVING ALL THE EXERCISES ON THE BOARD, THE TEACHER ASKS THE STUDENTS TO TAKE THEIR PERSONAL COMPUTER AND ENTER A LINK ABOUT PLAY A GAME ABOUT VOCABULARY/WORDS ABOUT ANIMALS AND THEIR NATURAL ENVIRONMENT.
THROUGH THE WORLDWALL THEY WILL START SOLVING ONLINE VARIOUS TYPES OF CHALLENGES ABOUT ANIMALS - ACTIVITIES AND GAMES.
THE TEACHER, THROUGH THE INTERACTIVE WHITEBOARD, GUIDES THE STUDENTS TO THE MOST RELEVANT EXERCISES/ACTIVITIES.
THEN, THROUGH SOME APPLICATIONS AND GAMES, STUDENTS WILL APPLY THE ACQUIRED KNOWLEDGE AND SOLVE SEVERAL QUESTIONS.