* **What is our goal?**

Conduct research on the interdisciplinary topic "How the World Works"

Research topic "Color Map of the World"

The study date is February 17 to March 13, 2020.

Final lesson March 19, 2020

In the 3-4 year group we consider: The location of each continent, its color and shape, they are determined by the facts that are associated with this or that continent; words translate into English.

Central idea

The study of continents and the races living on them form the primary picture of the world.

Final assessment

During the study, children perform work related to the study of themselves, the space around. By the end of the study, they will be asked to combine all the material they have accumulated into the game “Collect your card”.

The final task:

Plan:

1) Educators prepare the necessary equipment for work

2) Subject-spatial environment

3) Its functions and meaning

4) Where have I been?

5) Continents

6) What is this continent associated with?

7) What color and shape would mark this continent

8) How it will sound in English

Assessment strategies:

Evaluating performance

Assessment tools:

After the final assessment, it is expected to return to the preliminary assessment in order to draw attention to the acquired knowledge.

Age: 3-4

School: Preschool department Kindergarten "Lingua"

Topic Title: "Color Map"

Subject areas: Mathematics, English, cognitive development, social studies

Date: February 14 to March 13, 2019

Duration:

Number of hours: 20

Number of weeks: 3 weeks 1 day

* **2. What do we want to learn?**

Key concepts:

Responsibility.

Key question: What is our responsibility?

Definition: Understanding that people are taking actions based on their inferences, and that these actions can actually cause change.

Function.

Key question: How does it work?

Definition: Understanding that everything has a role, purpose, and behavior that we can learn.

Perspective.

Key question: Why should we study this?

Definition: Knowledge of how the world works creates motivation and interest for further broadening one's horizons.

Research areas defining the central idea:

- Study of the name of the mainland and their location

- The color and shape of the continent and with what to associate it (?)

- How will it sound in English

Teacher questions to start your research

- Informative and interesting video series on the theme "Mainland"

- The teacher brings the shapes of the continents, color forms (children will themselves determine which color will be determined on any continent), the name of the continents in Russian and English. Children use artifacts to answer the questions: What is this? Where is it located? How to connect them?

* **... How can we know what we have learned?**

Pre-assessment:

The students were interviewed to determine the initial level of children's knowledge about maps, the location of each continent.

How can we assess the development of a student's understanding of the direction of research, what kind of evidence are we looking for?

Completing these tasks will allow us to see how children understand the structure of the world around them.

4. What is the best way to study?

1) Game "Name the continent", "Name of the continents"

Activation of the name of the continent, animals and colors of the continents in English in the speech of children, the development of attention;

2) Game "Animals", "Animals"

The ability of children to navigate the names of animals in English, and to act on the teacher's signal.

3) Didactic game "Figures", "Shapes"

Development of memory in children, memorizing the names of figures in English.

4) Design, creation of creative crafts, design of figures.

5) Playing with cards. Here students will need to correlate the same cards with each other.

6) Game "Color Map of the World". We mark all continents with a certain color. Cut out from colored cardboard and attach to the board.

7) Game "Colorful journey"

Strengthen the ability to navigate the world map, develops imagination.

The child is provided with a multi-colored map of the world. A toy is put on the card, which will now go on a journey. An adult sets the direction of movement of the toy with the commands: 1 cell up, two to the right, stop! Where did your hero end up?

**Skills:**

*Social*

Respect for others, interaction with classmates

Through the organization of group and pair types of work.

Through direct communication with people working in the garden

*Reflexive*

Ability to analyze one's actions, cause-and-effect relationships

Through group and pair work

Interpretation and analysis of visual and multimedia images

*Research ability*

Analyze, synthesize, select resources

Through project activities, through individual and group work

**Attributes**

Knowledgeable: By exploring ways of self-discovery, students will put them into practice.

Investigator: Acquire research skills and exercise independence in learning.

Broad-minded: They understand and value their own cultures and personal histories, and are open to learning about the values ​​and traditions of other peoples.

Reflexive: Skill is thoughtful about its own learning

* **5. What resources do we need**

World map, learning cards, videos, audio materials, equipment, office supplies

The main goal that we hoped to achieve was the development of skills in the practical application of research results. We developed such tasks and assessments for them, which contributed to the formation of ideas about the primary picture of the world. We believe that the final lesson forms in children the ability to engage in dialogue, correctly formulate an answer to a teacher's question, and evaluate the space around.

How the summative grade items could be improved to get a more accurate picture of students' understanding of the central message.

In the study of the topic "Color map of the world" was used educational activity of a special form - didactic game, and productive activities such as design, creation of creative crafts.