



**SCHOOL ENVIRONMENTAL EDUCATION PROGRAM
"PROTECTING BIRDS"
ESCUELA PRIMARIA AMERICA LABADI
PROVINCE: SANTIAGO DE CUBA
REFUGIO DE FAUNA SAN MIGUEL DE PARADA**

Subjects involved in the program:

- Matemática
- Lengua Española
- Educación Laboral
- Educación Plástica
- Educación Musical
- Educación Cívica
- Historia de Cuba
- Ciencias Naturales
- Geografía de Cuba

It includes the third through sixth grade.

THIRD GRADE

Subject: Lengua Española

Objective:

Divide words into syllables

Contents:

Word division into syllables, using names of endemic, Caribbean and Migratory birds

Activities:

Divide the following words into syllables

- Endémico - Gavilán
- Ferminia - Ruiseñor
- Zunzún - Chillina
- Cartacuba - Sinsontillo
- Cachiporra - Zunzuncito
- Flamenco - Manglar

- a) Of these words, circle those that have diphthong
- b) Complete the following box with the previous words

Llanas	Agudas	Esdrújulas

Objective:

Write sentences

Contents:

Write sentences with words that familiarize the student with terms related to the protection of birds and the environment.

Activity:

- Write sentences in which you use the following words

- a) Medio ambiente
- b) Sijú
- c) Área protegida
- d) Cachiporra
- e) Proteger
- f) Conservar
- g) Nido

Objective:

Identify common nouns (related to birds and their protection)

Activity

1. Mark common nouns with a C

Tomeguín del Pinar _____	Zunzún _____
Ave _____	Paloma Perdiz _____
Belleza _____	Ruiseñor _____
Canto _____	Cotorra _____
Plumaje _____	Catey _____
Cartacuba _____	Canto _____
Deforestación _____	Pechero _____
Ecosistema _____	

Activity:

Write common nouns that they name.

- Birds that are most abundant in the protected area, near the school, or your home.
- Birds that are less abundant
- Your favorite birds

Write a paragraph explaining why you think you have to take care of the birds.

In case of doubts, clarify with your teacher

Subject: Matemática

Objective:

Solve problems

Contents:

Calculation of problems with natural numbers, linking with endemic, Caribbean and migratory birds to strengthen the love for their care and protection.

Activities:

- 1- In the excursion on Saturday we divided the group into two parts and we undertook the task of counting the birds observed, one group counted 53 and the other 35. How many birds did they observe in total?
2. Last Saturday we carried out a birdwatching at the San Miguel de Parada Wildlife Refuge in Santiago de Cuba, where we could see Cartacuba, Pato, Cachiporra, Canario del Manglar, Sinsontillo, flamenco and Zunzún, in a preliminary count we counted a total of 120 and of them 7 were Cartacuba, 32 ducks, 15 Cachiporra, 4 Canario del mangrove, 3 Sinsontillo and 13 flamingos, the rest were Zunzunes. How many Zunzunes could they find?

Objective:

Solve equalities

Contents:

Calculation of equalities.

Activity:

As a result of indiscriminate logging, a certain forest was deforested and for this reason a circle of interest proposed to plant the trees that formerly lived there .

Juanita plantó 5 posturas de Ceiba y 10 de Majagua

Armando plantó 8 de Cedros y 8 de Algarrobo

Marcos 9 de posturas de Ceiba y 3 de Algarrobo

Liliana 10 de posturas de Majagua y 15 de Cedro

Who planted the most positions?

How many seedlings in general were planted?

Do you think this activity is important for birds, ¿explain your answer?

Subject: El mundo en que vivimos

Objective: Observe and identify elements of the natural environment.

- Recognize the living and non-living beings that we can find in the area.
- Acquire knowledge about the province, municipality, town and the protected area.

Contents:

- Make observations and identify elements of the natural environment, based on discovery around the school and recognition of the world around us.

Activities:

1- Develop excursions in the San Miguel de Parada Wildlife Refuge protected area.

Request that they carefully observe and make annotations aimed at answering the following activities.

- List and name the living things (if you observe birds, write their name) and non-living objects observed
- What differences exist between them (take into account their characteristics)
- Write their names in columns according to the order of appearance

- Examples

- of living beings Non-living objects

-
-
- Sort them alphabetically
- Express the relationships that exist between them
- Locate man-made objects
- Why is it important to protect the environment?
- Draw how you protect the environment

Activity for the environment

Tour around the school, with the aim of observing the environmental problems encountered and drawing up proposals to eradicate them.

At the end, the teacher will give a talk aimed at minimizing the observed environmental problems.

Subject: Educación plástica.

Objective:

Make a simple model of your school and the protected area

Contents:

Making a model where you show the values of the flora and fauna, as well as the landscape around the school, with materials from nature.

Activity:

Development of excursion, once concluded remember what was observed and request; modeling (some observed birds) will also draw everything observed.

Subject: Educación laboral

Objective:

Make simple articles with recyclable materials collected in an environmental sanitation.

Contents:

Manufacture of articles with recyclable materials collected in the sanitation.

Activity:

In the environment and for the environment.

Carry out an environmental sanitation .

Subject: Educación Musical.

Objective:

- Identify sounds of instruments from the qualities of sound, using nature as a teaching medium
- Express sounds by voice
- Manufacture of rattles with recycled materials.

Contents:

First, listen to different bird songs and then identify them.

Expression of sounds from the environment.

- Song of the Siju
- Song of Sinsonte
- Song of Juan Chivi
- Song of Ruiseñor

Among others

Activities:

Tours or excursions through trails in the protected area, identifying sounds of elements of nature produced by: the song of birds, branches of trees beaten by the air.

- Ask them to express sounds of the environment produced in the area
- Sonar of the wings
- Flight of a pigeon
- Song or flight of the carpenter

FOURTH GRADE

Subject: Lengua española

Objective:

Write paragraphs based on experiences

- Identify the subject and the predicate in sentences
- Write descriptive paragraphs referring to the area where you live or the school environment.
- Alphabetize words related to plants and animals in the area.

Contents:

- Drafting of paragraphs, based on their experiences, through titles, helping to awaken the love for nature conservation.
- Identification of the subject and the predicate in sentences related to the nature of the environment.
- Writing a paragraph from the development of excursions or tours of the trails of the Wildlife refuge.
- Alphabetical ordering of words that characterize the flora and fauna of the area, as well as the formation of sentences through the ordering of words.

Activities:

1- Tour of a certain area within the protected area (have a prior plan), which will serve as a starting point for the realization of the text

Example:

- Place and time of departure
- Those who participate
- Identified plants, which fruit trees, timber or invasive.
- Fauna observed, how many birds?
- Existing hydrological resources
- Performed activities
- Impressions during the tour
- How I felt
- Return time

Check what you have learned.

- Explain if you think it is important to protect the birds

2- In the following sentences, indicate:

• subject and predicate

a) In the schoolyard we found a nest of zunzún

b) On Friday, the pioneers from classroom B.

c) During the excursion we observed many ducks.

d) The trees full of different birds looked very beautiful.

3- From a tour or excursion. Request that they write paragraphs where they describe the experiences observed.

It can be given various titles

Examples:

- "How beautiful that place"

- "It made an impression on me"

- "The surroundings of my school"

- "During the excursion observe"

3 - Read and carefully analyze the following list of words

- Zunzún

- Cachiporra

- Manglar

- Invasora

- Cartacuba

- Humedal

- Patos

- Sinsontillo

a) Sort alphabetically

4- Order and form sentences

• Take care of the important birds to protect is.

• Very small zunzún is a bird very el un

• Protecting is important values of protected our area the

• Trees felling to avoid we must

• Beautiful birds are flying, take care of them.

Subject: Matemática.

Objective:

Calculate exercises with the 4 calculation operations

- Read and write numbers up to 7 places

- Solve problems with the 4 calculation operations

Contents:

-Calculation with natural numbers related to the protection of birds and the environment in general.

- Reading and writing of numbers up to 7 places with the use of elements typical of the area

- Solving problems with the four fundamental operations.

Activities

Several exercises can be carried out with the purpose of guaranteeing the connection with the environment and the environment where the school life takes place. For example:

1- Group of students planted 1308 mangrove stands to reforest the area; and another group planted 4215.

How many planted in all?

- What is the known?
- What does it ask of us?
- What should I do?
- What other actions can you take to help protect the mangrove?

2. Juan and Sergio planted Algarrobo and Limón seeds in the nursery, if Juan planted 28 dozen in two weeks and Sergio planted 240 units

- Sergio planted more than Juan
- Juan sowed more than Sergio
- Quantities cannot be determined
- They both planted the same amount

Subject: El mundo en que vivimos

Objective:

Know aspects about the province, municipality and the community where the protected area is located.

Learn rules of behavior in places in the area that are visited

Identify the changes that take place in nature

Contents:

Knowledge about the province, municipality and the communities where our protected area is located and the changes that occur in nature from the observation of processes that they have in nature and the experiences of their parents.

Activities:

Using his notebook and the knowledge acquired

- a) Preparation of a map of the area.
- b) Locate the area and representative species of flora and fauna present in them

The fourth-grade pioneers went on an excursion along the path, during the march they observed landscapes, varied species of flora and fauna and, among others, some alterations caused by certain local people.

a) Below, we list some actions that the pioneers appreciated on their journey. Mark with an X those that in your opinion are incorrect actions.

- Pioneers breaking bird nests.
- Two workers plant plants in an unpopulated area
- A child throws stones at a reptile
- Several have traps to hunt
- Three of them pick up the garbage thrown on the trail

1- Take an excursion (determine the area) so that participants can make notes about:

- Mating time of certain species
- Migration of birds and other species.
- Number of nests and if any have eggs or chicks
- If the lagoons are flooded or not
- Invasive species found
- Other aspects

Subject: Educación laboral

Objective:

Value the importance of the resources that nature provides us in the area

Make simple objects with recyclable materials

Contents:

Making simple objects with recyclable materials, seeds, shells or still life, obtained on the excursion

Activity:

Excursion with the purpose of collecting seeds, shells, remains or still life, others. (Explain the objectives and importance of the excursion, previously)

These would be used for the manufacture of various objects and will be mounted in an exhibition

Subject: Educación artística

Objective:

Knowing organisms or parts of them useful for making musical instruments, as well as developing their oral expression and love for nature

Contents

Making musical instruments from the use of organisms or parts of these for use in classes.

Activity:

Excursion to collect materials from the area useful in making musical instruments for toys.

At the end of the excursion, talk through questions about the need to take care of the resources that the area provides us because of the utility they provide; take advantage of and analyze poetry, stories or others that are related to the nature of the area.

Subject: Educación plástica

Objective:

Model or create landscapes, animals, plants existing in the area

Contents:

Carry out modeling of landscapes, plants and animals present in the area using clay or recyclable materials.

Activity:

Alternatives can be used (through observation from the schoolyard or the development of an excursion or another that the teacher considers effective).

Conclude with an exchange where they express what they modeled and if they consider it necessary and important to take care of it. Why?

Fifth grade

Subject: Lengua Española

Objectives: Write compositions with titles suggested by the teacher

Content: Writing compositions

Training:

Activities:

1- Analyze the titles that we list below

a) Choose one and write a composition

"A well-kept trail"

"The birds I know"

"I protect my forest"

"Let's take care of the birds"

"The importance of birds"

1- Write a descriptive paragraph where you express characteristics of the area.

2- Prepare news, notices about the activities to be carried out for the protection of birds and the environment in general.

3- Write letters to friends from other communities informing them of the activities they carry out to care for birds and the environment in general.

Note: Use clear and legible handwriting

Maintain margin and indentation

Don't neglect your spelling and check it when you're done

Subject: Matemática

Objective. Solve problems with a certain degree of complexity.

Contents. Troubleshooting related to the protected area

Activities.

1. 5 beds of medicinal plants are planted in an area of the school. If 200 seedlings have been planted in each bed, what will be the total number of seedlings planted.

2. Juanito has collected 2520 Cedar seeds, if this amount represents a third of what he must collect. How many seeds will he collect if he still has 4 parts to collect?

Subject: Educación Plástica

Objective. Develop drawing, modeling and painting skills

Contents. Make modeling and drawings of plants, animals, others

Activity.

1- Once the excursion is done, they will make drawings of observed plants and animals

Subject: Educación musical

Objective. Interpret songs related to nature and its components

Contents. Interpretation of songs from the audiovisual repertoire and others selected by the teacher

Activity. Request the interpretation of songs, poetry, others related to the biotic and abiotic components of the environment.

Before remembering what the biotic and abiotic components are and exemplify in each case

Subject: Educación Laboral

Objective. Make various objects with still life materials and solid waste

Contents. Manufacture of different objects, using still life materials collected in ecological walks on trails or another chosen place

Activity. After taking a walk, promote a dialogue or conversation about the need to care for and protect the resources provided by the nature of the area.

Subject: Educación Cívica

Objective:

Develop feelings of love and respect for society and nature

Contents. Contribute to the development of feelings and good behavior towards national attributes

Activities.

1-Present pictures, photos or take advantage of landscapes of nature with different species.

a) Request that they observe and describe

b) If they do not refer to the name, request that they do so and identify them

c) What do they mean to you and why do they need to be protected?

Subject: Ciencias Naturales y Computación.

Objective:

Know the natural, historical and sociocultural values that the area possesses and expand the knowledge, love and respect towards them.

Contents:

→ Guarantee on the part of the students the knowledge of the sociocultural, historical and natural values, as well as the love and respect towards them.

Activities

1- Work in teams, each one must rely on different methods and ways under the direction of the teacher and investigate the values has the area.

Example:

→ Team # 1 (Bird Protectors)

They can investigate the natural values of the area

→ Team # 2 (El Sansoncillo)

They can direct attention to historical values.

→ Team # 3 (The Mangrove)

Conduct research on sociocultural values.

As many teams as necessary can be organized. Conclude with a dialogue where each team presents the work, as well as the importance and need to know, love and respect these values. The work will be saved in a folder on the computer, which will allow its later use for both the computer subject and natural sciences.

Grade Sixth

Subject: Lengua Española

Objectives:

Form words by developing knowledge of species typical of the area.

- Write compositions with themes related to the values of the area.
- Write sentences to identify subject, predicate, subject nucleus and predicate nucleus.
- Verb conjugations
- Select adjectives that qualify nouns in the environment.

→ Content.

- Formation of words not subject to rules, through knowledge of the species present in the area.
- Evaluation of spelling, comprehension, fluency and expressiveness.

Activities.

1. Order the following nouns alphabetically

Flora
 Fauna
 Entorno
 Aves
 Protección
 Ambiente
 Caza
 Mangle
 Agua
 Humedal
 Árbol
 Escuela
 Montaña
 Río
 Ecosistema

Other words that the teacher deems appropriate are accepted.

2. Write a composition with topics such as:

The importance of protecting my environment

I protect the waters

Let's take care of the mangrove forest

Birds are great

3. From the previous composition, extract 3 sentences, point out the subject, predicate and nucleus of the subject.

4. Conjugate the following verbs in the simple and compound tenses of the Indicative Mood

Proteger

Sembrar

Conservar

Cantar

Subject: Ciencias Naturales

Objective

Learn about the relief and soil of the area belonging to the protected area.

Contents.

- Expand knowledge about the relief and soil of the area near the area, through an excursion.

Activity.

The students will make the excursion with their teacher through a chosen area of the protected area. They will answer the following activity guide

- a) Observe the relief and soil of the area.
- b) What type of relief exists?
- c) What type of soils do you observe?
- d) Which plants are abundant?
- e) Animals take refuge in them. Name them.
- f) How do you protect and contribute to protect these plants and animals?
- g) Represent what is observed through a drawing that reflects the relationship between plants, animals and man with elements of the environment.