



SCIENCE

August - September 2023

Bread production circuit

3rd Form



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OBJETIVOS

OBJETIVOS DE APRENDIZAJE DE CONOCIMIENTO DEL MUNDO VINCULADOS CON INGLÉS



SOCIEDADES Y CULTURAS

- ❑ Conocer, respetar y valorar los derechos propios y de las demás personas. Comprender el sentido del contenido de la Declaración de los Derechos del Niño.
- ❑ Identificar las normas que regulan las relaciones entre las personas y grupos en diferentes contextos.



EL CUIDADO DE UNO/A MISMO/A Y DE LOS/AS OTROS/AS

- ❑ Distinguir los derechos y las responsabilidades de las personas en situaciones conflictivas que surgen de la convivencia en distintos ámbitos, por ejemplo: la casa, la plaza, el club, la calle, etcétera.
- ❑ Participar cooperativamente del seguimiento y la revisión de acuerdos del aula para la convivencia y la tarea.

Icons from Flaticon.es



OBJETIVOS

OBJETIVOS DE APRENDIZAJE DE CONOCIMIENTO DEL MUNDO VINCULADOS CON INGLÉS



LOS FENÓMENOS NATURALES

- Identificar y describir cambios y permanencias en los elementos del cielo.
- Participar de discusiones para diseñar experiencias y modelos.



TRABAJOS Y TÉCNICAS

- Reconocer el vínculo entre las necesidades de los/as consumidores/as y las otras fases de un circuito productivo.

Icons from Flaticon.es



OBJETIVOS

OBJETIVOS DE APRENDIZAJE DE CONOCIMIENTO DEL MUNDO VINCULADOS CON INGLÉS



VIVIR EN LA CIUDAD DE BUENOS AIRES

- ❑ Caracterizar alguna problemática ambiental de la ciudad.



PASADO Y PRESENTE

- ❑ Reconstruir historias de vidas de hombres, mujeres y niños/as de contextos sociales diversos a partir de testimonios, detectando modos de vida en otros tiempos: las características de la infancia, los espacios y tipos de juego, las diversiones, las viviendas, los transportes, etc.

Icons from Flaticon.es



OBJETIVOS

OBJETIVOS DE APRENDIZAJE DE INGLÉS VINCULADOS CON CONOCIMIENTO DEL MUNDO

- ❑ Comprender consignas dadas por el/la docente, reconociendo palabras y expresiones muy sencillas usadas habitualmente (recomendaciones, indicaciones, etc.).
- ❑ Comprender palabras y frases simples al escuchar o leer textos muy breves y sencillos, y en conversaciones cortas y sencillas sobre temas cotidianos y contextualizados en la temática que se aborda.
- ❑ Describir ciertas características de elementos del cielo, expresando ciertos cambios y permanencias, empleando palabras y frases simples.
- ❑ Relatar brevemente secuencias de procesos productivos utilizando estructuras simples y conectores básicos.



OBJETIVOS

OBJETIVOS DE APRENDIZAJE DE INGLÉS VINCULADOS CON CONOCIMIENTO DEL MUNDO

- ❑ Identificar características de la ciudad en el pasado, utilizando palabras y frases hechas.
- ❑ Expresar similitudes y diferencias de la vida cotidiana de las personas utilizando verbos de uso frecuente en el presente, y frases de andamiaje lingüístico para referirse al pasado.
- ❑ Identificar, con palabras o frases hechas, similitudes y diferencias entre la cultura de la L1 y la L2, relacionadas con las normas o con problemáticas ambientales locales o globales.
- ❑ Identificar, con palabras o frases hechas, similitudes y diferencias entre la cultura de la L1 y L2, en relación a los derechos de la niñez..



CONTENIDOS

BLOQUE

| TRABAJOS Y TÉCNICAS

- A través de variedad de trabajos y, estableciendo distintas relaciones entre sí, las personas producen e intercambian ideas, objetos y todo lo necesario para su vida.

ALCANCES

- Descripción de características propias de cada trabajo y sus vinculaciones con otros trabajos.
- Identificación de los materiales sobre los que trabajan y los productos que realizan.
- Reconocimiento de las distintas personas que trabajan en el establecimiento rural y de las tareas que realizan.

ALCANCES

- Conocimiento de las múltiples relaciones que se establecen entre las áreas urbanas y rurales.
- Identificación de las formas en que las personas logran reproducir las técnicas a través de instructivos (por ejemplo, transmisión oral o escrita de recetas).



ORIENTACIONES PARA LA ENSEÑANZA

BLOQUE TRABAJOS Y TÉCNICAS

La propuesta de contenidos apunta a que puedan establecer las múltiples relaciones entre el campo y la ciudad, y conozcan el peso que tiene la demanda de los/as consumidores/as urbanos/as y cómo se produce en el campo.

Acercar a los/as alumnos/as al conocimiento de que las relaciones entre el campo y la ciudad son múltiples y recíprocas significa seleccionar situaciones de enseñanza que muestren: *desde el abastecimiento diario de alimentos procedentes de las áreas rurales hacia las ciudades, la provisión de maquinarias e insumos para el campo desde las ciudades a las áreas rurales, como también de intercambio de personas que se trasladan diariamente para trabajar o en busca de algún servicio.*



ORIENTACIONES PARA LA ENSEÑANZA

BLOQUE TRABAJOS Y TÉCNICAS

Se sugiere ejemplificar con diferentes unidades productivas urbanas y rurales, posibilitando que los/as niños/as, al finalizar el ciclo, hayan tenido la oportunidad de conocer los eslabones agrícolas o industriales de distintos productos.

Se entiende por circuito productivo al conjunto de etapas de un proceso productivo que incluye desde la obtención de la materia prima inicial hasta la entrega del producto al consumidor final. Estas etapas son: **agraria, industrial y de comercialización**. Como son procesos muy complejos, para comprenderlas es necesario conocer la forma en que se organiza esta producción, los agentes que intervienen y los problemas que afectan.



ORIENTACIONES PARA LA ENSEÑANZA

Debe tenerse en cuenta que desde grados anteriores los/as alumnos/as aprendieron sobre algunos circuitos productivos en la L1, es decir que ya cuentan con algunas nociones sobre conceptos, por lo que no será su primer acercamiento al tema cuando sea abordado en la L2 en este grado. Es muy importante considerar también que antes de abordar este contenido en la L2 debe ser trabajado en la L1. Con el fin de profundizar y no de repetir circuitos que se hayan trabajado en L1 se sugiere abordar en L2 el circuito productivo de la papa.

A PARTIR DEL CASO QUE SE LE PRESENTE A LOS/AS ALUMNOS/AS SE PODRÍAN TRABAJAR LOS SIGUIENTES TEMAS:

❑ *El campo y la ciudad, relaciones entre los diferentes ámbitos; la actividad económica, producción, circulación y consumo de bienes; principales tipos de trabajos; diferentes modos de representación del espacio, planos y mapas.*



ORIENTACIONES PARA LA ENSEÑANZA

Se sugiere que a partir de un relato sencillo con apoyatura de imágenes, el/la docente explique los pasos de un producto **desde la fase productiva hasta la comercialización**. Este relato deberá ser simple y destacar lo más importante de cada una de las etapas. Al finalizar, el/la docente puede proponer a sus alumnos/as realizar un listado de las comidas en las que se utilizan papas (papas fritas, pastel de papas, puré de papas) y que los/as consumidores/as comprarían. Luego, preparar un puré de papas siguiendo instrucciones.

Si se eligiera el circuito productivo de la leche, se podría finalizar la propuesta proponiéndoles a los/as alumnos/as hacer un listado de postres que llevan entre sus ingredientes dulce de leche (tortas, helado, flan, bombones) y que los/as consumidores/as comprarían. Posteriormente, se podrá proponer la preparación de bombones con dulce de leche, siguiendo instrucciones de una receta.



HOW DOES BREAD GET TO OUR TABLES?





4C AND METACOGNITION



Images from Pixabay

COGNITION

- ❑ Observe, identify and describe - organize and interpret information.

CHECK YOUR LEARNING

- ❑ Checklist.

CONTENT

- ❑ Grains, foods made with bread, wheat production, milling and processing to make bread, jobs in the production of bread, bread recipes,

COMMUNICATION

Grains, food, this is_____/these are_____sequencing words (first, then_____), expressing agreement, talking about routines in the production of bread.

- ❑ **Genre:** informative texts.

CULTURE

- ❑ Differentiate harvesting season in North and South Hemisphere.
- ❑ Recognize types of bread around the world/identify products from our country to the world.



HOW DOES BREAD GET TO OUR TABLES?

Draw the path the grains take until they become bread



BREAD



BREAD: from the field to the table

HOW DOES BREAD GET TO OUR TABLES?

It can be the case that students know details about the process, or that they have some ideas about the sequence though the drawings may have incomplete information. Keep those drawings on a poster to use them later. Students may have doubts about some concepts, you can make a picture dictionary with them after sharing their productions.

WORD BANK



BREAD



FLOUR



GRAINS



**CORN PLANT
WHEAT PLANT
FLAX PLANT**



WHERE DOES BREAD COME FROM?



LET'S FIND OUT!





FROM WHEAT TO BREAD: in the field - Agrarian stage

FIELDS IN ARGENTINA

GUIDING QUESTIONS

- ❑ What is this grain called?
- ❑ Where is it found on the plant? (*In the 'ear'.*)
- ❑ How is it made in to flour? (*Crushed and sieved several times*)

wheat- flax- corn- rice





FROM WHEAT TO BREAD!

FIELDS IN ARGENTINA

- ❑ In groups, draw the stages you imagine, from seed to bread.
- ❑ In a pyramid discussion, decide on the stages that are necessary to make bread.
- ❑ **Use the following expressions:**
 - I agree with you
 - I totally agree with you because...
 - I agree completely because...
 - I partially agree because...
 - I'm afraid I don't agree because...

OPTION: students could draw the stages they imagine from seed to bread.

Read about pyramid discussions [here](#)





FROM WHEAT TO BREAD: in the field - Genre: Analysis

Name:

Date:



Wheat to bread

Wheat grain

Farmers plant seeds which grow into wheat. Wheat grains grow at the top of the plant. They are closely packed together in clusters called ears. Each ear of wheat is made up of 45-50 grains, however, this can vary depending on the type of wheat. It is these starchy grains that we eat. Here is what a grain of wheat looks like close up.

Growing wheat

Autumn/winter (September to November)

In autumn/winter, the field is ploughed to break up compacted soil. The seed is then planted. (The seed is grains of wheat produced previously.) The seeds need water, warmth and light to grow. Farmers also spray fertiliser on the plants. The fertiliser provides extra nutrients to help the plants grow well and produce a greater yield. The farmer will also use other sprays to protect the wheat from weeds, disease and pests.

Spring

In the spring, the wheat plants will grow more quickly and start producing ears of grain. The ears will be green in colour.

Summer

During the summer, the ears of grain ripen and turn golden yellow. In August, the wheat is harvested by the combine harvester. The combine cuts the wheat plant and separates the grain from the 'chaff'. The chaff is the inedible parts of the plant – the stalk and the husks which cover the grain. In the past, before combine harvesters, people would 'thresh' the wheat by beating it on the ground to release the grain. Now, the combine cuts and threshes the wheat. The grain is collected in the combine's tank and the chaff is dropped back onto the field. The chaff will be gathered later by a baler and turned into bales of straw. The grain is dried and stored and then sent to a flour mills or other processors.

TEXT TYPE: Informative text

PURPOSE: to inform about the growing of the wheat plant.

CHARACTERISTICS: text, title, subtitles. Short sentences. Sequences.

LEXICAL RESOURCES: seasons, sequencing words, seeds, grain, grow, harvest.

GRAMMATICAL RESOURCES: present simple.

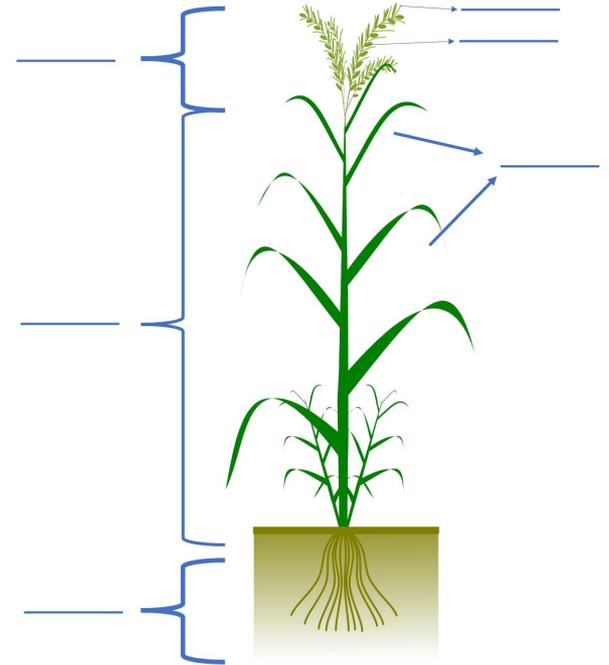


FROM WHEAT TO BREAD! In the field

PARTS OF THE WHEAT PLANT

Look at these words and label the parts of the plant!

Roots	Leaves	Kernel
Stem	Head/ear	Beards



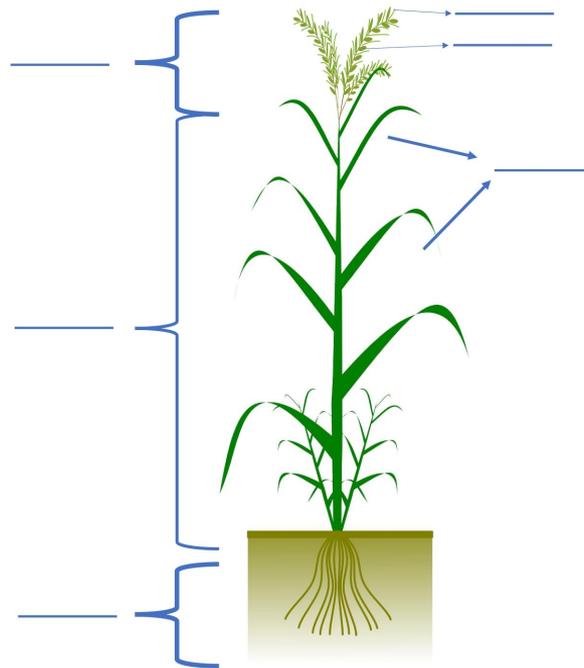


PARTS OF THE WHEAT PLANT

WHAT ARE THEY FOR? COMPLETE THESE SENTENCES WITH THE PARTS OF THE PLANT

roots - stem - leaves - head/ear - kernel - beards

- The_____ keep the plant in the ground and hold it up. It also absorbs water and nutrients from the soil.
- The_____ holds up the plant and carries water to the leaves.
- The_____take in the sunshine and turn it into food for the plant.
- The_____ contains the kernel. There are up to 50 kernels here!
- The_____ is the seed from which the wheat plant grows.
- The_____ over and protect the kernels.





FROM WHEAT TO BREAD! In the field

WHEAT IS ONE OF THE PLANTS USED TO MAKE BREAD...

GROWING WHEAT - BEFORE READING

- ❑ What can you see in the pictures?
- ❑ In small groups, describe them!
- ❑ How are they related?





CULTURE - harvesting season!

Does everyone have spring, summer, fall, and winter at the same time? No!

The southern half (southern hemisphere) of the earth is just the opposite of the northern hemisphere. When it is summer in the northern hemisphere, it is winter in the southern hemisphere.

When is the best time to plant seeds? **Autumn!**

- When is autumn in the north hemisphere?
- From **september to November.**
- When is autumn in the south hemisphere?
- From **March to June.**

(Do this with the different seasons involved in the text from the next slide)



Original Earth Image Photo: NASA

SOURCE:

<https://web.extension.illinois.edu/treehouse/seasons.cfm?Slide=6>



READ AND COMPARE

With your own explanation of the images.

Name:

Date:

Wheat to bread



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FROM WHEAT TO BREAD! In the field

READ THE TEXT, AND PUT THE SEQUENCE IN ORDER

- In summer, wheat plants are yellow.
- Plant the seed.
- Seeds need water, light and warmth.
- Wheat plants grow green first.
- Farmers collect wheat with the combine harvester.





SEQUENCE OF ACTIONS

- ❑ Many non fiction texts describe important actions that happen in a specific order.
- ❑ Look for key words to help you understand the order of the sequence.
- ❑ These words can be: **First, next, then, after that, last, finally.**

VARIATION: give students small cards with the stages to put in order and to add the sequencing words.

...you plant the seed

...wheat plants
grow green

...farmers collect
wheat with the
combine harvester

...you give water
water, light and
warmth to the
seeds.

...wheat plants
become yellow



CONTENT: From wheat to bread! - In the field: Agrarian stage

PRODUCTION OF BREAD

As you go along each stage in the production process, complete the following [chart](#) with students.

STAGES	WHERE? <i>Space/field/place</i>	WHAT? <i>Work/tool/process</i>	WHO? <i>Workers</i>	WHAT? <i>Raw material/product</i>
AGRARIAN STAGE Planting and harvesting of wheat.				
AGRARIAN STAGE What is harvested is transferred by specific transport (trucks and workers) to a factory.				
INDUSTRIAL STAGE In the factory, the seeds of the plant are separated and these are ground by using other tools				



FROM GRAINS TO BREAD! - In the mill: Industrial stage

MILLING PROCESS: BEFORE WATCHING

How do the grains turn into flour? **DRAW IT!**





MILLING PROCESS

Watch the video and put these events in order

- The grain is washed, crushed and sieved to make flour.
- The grain is taken to a mill.
- Machines 'mill' the grain.
- The flour is packed into bags.

As you go along this stage in the production process, complete the following [chart](#) with students!



Other Videos you can use

- <https://youtu.be/3wyhzKX97Vk>
- https://youtu.be/rauJq_LTMYI



THE BAKERY

In small groups, discuss how bread is made.

- What ingredients do we need?
- What appliances does the baker use?

HOW TO MAKE BREAD?



FROM FLOUR TO BREAD! - In the city

THE BAKERY

- ❑ **If possible**, make a visit to a bakery nearby to ask students to register the process of making bread.
- ❑ **If this is not possible**, arrange with the school cooks to make bread so that students can visit the kitchen and observe the process.



As you go along this stage in the production process, complete the following [chart](#) with students!

FLOUR BASED PRODUCTS!

What flour based products can you see here?



COMMUNICATION: Language of bread - Word wall

MADE FROM FLOUR



Each time you see an image, say 'yes' if it is made with flour and 'no' if it is not!

Presentation
with the images





COUNTABLE AND UNCOUNTABLE NOUNS



This is **cheese**. It is not made with flour.



This is **flour**.



This is **bread**. It is made with flour.



These are **gnocchi**. They are made with flour.
(Singular: gnoccho)

- ❑ Look at the picture, does it show one item or many?
- ❑ Now look at the sentence. Does it refer to only one item or many?



REVISION - WHO IS INVOLVED IN THE PRODUCTION OF BREAD?

GAME

- ❑ Divide the class into two groups: one group will receive a card with a worker and the other will receive a card with the role of that worker.
- ❑ Ask the two groups to make two circles, the students in the inner circle are the workers, and the ones in the outer circles have the cards with the roles.
- ❑ They need to ask each other questions to find out if they match: what do you do? Who are you?
- ❑ If they match, they win and they can go back to their seats.

PPT WITH CARDS: workers and roles

FROM WHEAT TO BREAD! - The complete process

LET'S REVISE ALL THE STAGES IN THE PROCESS!





BREAD - from the field to the table

HOW DOES BREAD GET TO OUR TABLES?

Ask students to observe the drawing they made at the very beginning of the sequence and discuss the differences with the complete process.

- ❑ What is missing?
- ❑ What needs to be reorganized?

Draw the path the grains take until they become bread



PLANNING AND PRESENTATION

- ❑ Students prepare to report about process to the whole class.
- ❑ They make an infographic including all the stages in the production process
- ❑ Use the given model to discuss text type, purpose and characteristics.

Discuss and decide the roles of the members of the group (1 or 2 writers, 1 or 2 illustrators, etc.)

Will it be an online infographic or a handmade infographic?

What resources will you need (computer, tutorial, cardboard, markers, etc)?

Create the online / handmade infographic

You can use [piktochart](#) or [canva](#) for online infographics.



GLUTEN - FREE

- ❑ Do you know this logo?
- ❑ Some people can not eat food made from flour that contains wheat, oat or barley. It is bad for their health.
- ❑ They can use corn flour. Corn flour in its natural form is gluten free.

SOURCE:

<https://www.beyondceliac.org/gluten-free-diet/is-it-gluten-free/corn/#:~:text=Just%20like%20corn%20starch%2C%20corn,occur%20during%20the%20manufacturing%20process.&text=Cornmeal%20is%20also%20gluten%2Dfree.>





THINK AND CHOOSE

1) I can explain the process of the production of bread.



2) I can mention different food made from different types of flour.



3) I can mention different workers and their roles in the production.



4) I can describe the different tools used in the different stages.





SCIENCE

- ❑ Can students identify the different stages in the production of bread?
- ❑ Can they mention different workers and their roles in the production?
- ❑ Can students describe the tools used in the different stages?

WHICH STUDENTS NEED EXTRA PRACTICE?

Repeat the games and activities taking into account students that need extra practice ask them to participate actively.

ENGLISH

- ❑ Can your students understand different instructions?
- ❑ Can they understand specific vocabulary related to the topics they have been working with?
- ❑ Can they talk about their personal opinion related to the texts/images/games they worked with?
- ❑ Can they explain in their own words what they have been learning about?
- ❑ Can they interact in English using classroom language and everyday expressions?