



DIDACTIC UNIT

THE SOLAR SYSTEM



Universidad de Valladolid

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CUADRO GENERAL DE LA UNIDAD DIDÁCTICA

STAGE	PRIMARY EDUCATION	
GRADE	1 ST GRADE	
TIMING	8 SESSIONS (two weeks and a half)	
<p style="text-align: center;">GENERAL OBJETIVES</p> <p>The students should be able to:</p> <ul style="list-style-type: none"> • Acquire and develop expression and comprehension skills as a key point to communicate with other people • Cooperate in small groups as a way to communicate and get right social skills as: tolerance and respect to other’s opinions, turns to speak, social diversity and be generous in sharing one’s materials with others. • Be willing to help their classmates and accept that be given help is good for the learning process. • Learn by doing and experimenting so that the students can reflect on the contents and get their own conclusions. • Improve their spatial orientation and perceive which place humans occupy in the Solar System. • Understand that some facts that take place in the Solar System produce important natural events 	<p style="text-align: center;">CONTENTS</p> <ul style="list-style-type: none"> • The sun, the earth and the moon. • The Universe and the solar system: the heavenly bodies, the stars, the Sun. The planets. • The planet Earth and the Moon, its satellite. Characteristics. Movements and their consequences. 	<p style="text-align: center;">ACTIVITIES</p> <p style="text-align: center;"><u>SESSION 1</u></p> <ul style="list-style-type: none"> • “Astronaut necklace” • “I’m an astronaut” • “How is the Sun?” • “Flashcards game” <p style="text-align: center;"><u>SESSION 2</u></p> <ul style="list-style-type: none"> • “Flashcards game” • “We see our Solar System” • “The Solar System” • “The planets song” <p style="text-align: center;"><u>SESSION 3</u></p> <ul style="list-style-type: none"> • “The Planets song” • “Do the Planets move?” • “Day and night” • “Simon says” • “Flashcards games” <p style="text-align: center;"><u>SESSION 4</u></p> <ul style="list-style-type: none"> • “The planets song • “The Moon orbits the Earth” • New Moon vs Full Moon • “The Moon phases”



ASSESSMENT CRITERIA

- Observe and get to know some features of the Sun, the Earth and the moon, describing some everyday phenomena as the day and the night.

KEY COMPETENCES

- Multilingual
- Mathematical, science, technology and engineering
- Literacy
- Digital
- Personal, social and learn to learn
- Citizenship
- Entrepreneurship

SESSION 5

- “The planets song”
- “The magic box”
- “Guess the riddle”
- “Find your stuff”
- “Flashcard game”

SESSION 6

- “The planets song”
- “Drawing the seasons”

SESSION 7

- “The Planets Song”
- “Our Solar System”

SESSION 8

- “Our Solar System”
- “Ladies and Gentlemen!”
- “It’s my turn to do it by myself”

ATTENTION TO DIVERSITY

In this case, there is no important attention to diversity because all the students have similar maturational levels. Of course, it is impossible that the class is homogenous, but it is a group that can perfectly follow the class. What makes difference is that each of them has a particular working speed, level of attention and range of knowledge, so the actions that, as teachers, we can do are the following:

- Focus on what is harder to understand for them
- Repeat as many times as necessary
- Adequate the speaking, using clear, easy and short phrases.
- Taking into account their needs
- Learning by playing games, working in groups, making and reflecting on questions.



CUADRO GENERAL DE LA SESIÓN

SESSION 1	
<p style="text-align: center;"><u>OBJETIVES</u></p> <p>The students should be able to:</p> <ul style="list-style-type: none">• predict what the unit is going to be about• identify the Sun as the most important star of the solar system• deduce that the Sun is round and gives us heat and light	<p style="text-align: center;"><u>CONTENTS</u></p> <ul style="list-style-type: none">• The Space• The Sun
<p style="text-align: center;"><u>ASSESSMENT CRITERIA</u></p> <p>The students Will be able to:</p> <ul style="list-style-type: none">• determine that the Sun is the most important star of the solar system• deduce what the Sun is like and what benefits the Earth obtains from it	
ACTIVITIES	TIMING
“Astronaut necklace” (Annex 1)	10 minutes
“I’m an astronaut” (Annex 2)	30 minutes
“How is the Sun?”	15 minutes
“Flashcards game” (Annex 5)	5 minutes



ACTIVITY/TASK NUMBER: 1 SESSION NUMBER: 1		
TITLE	TYPE	TIMING
“Asstronaut Necklace”	Warm up	10 minutes
CLASSROOM MANAGEMENT The group is divided into groups of four and their tables are placed together.	RESORUCES <ul style="list-style-type: none">• Astronaut cards• Strips of thread	
AIM (S)		
The students should be able to: <ul style="list-style-type: none">• deduce what the new unit is about• adopt a role during the whole unit that has to be about the topic• take the responsibility to keep the role they adopt		
DESCRIPTION		
This activity is about making an astronaut necklace, that is, a card in which the students should write simple information about themselves such us their names, surnames, the school where they study in order to introduce the topic of the didactic unit to them in a different way and make them be participants of their own learning process.		
INPUT		
<ul style="list-style-type: none">- First of all, let me tell you something important- This unit is going to be quite different- We will do a final task at the end of the unit- A final task to apply the things we learn- But let me tell you something more- You have to work very hard- Why?- Because each day you will get a piece- Yes, a piece that you will need to do the final task		



- You will need all of them
- But you can only get them if you work very well
- Is everything clear guys?
- Fantastic!
- Those would be your prizes
- Ok, I think it is high time to start

- I have something for you
- (Then I take the astronaut cards)
- You are going to be astronauts in this unit
- You should fill this card.
- Your astronaut card
- Write your name, your school and your class
- Do it with pencil and highlight it with markers
- Good!
- Have you finished?
- Look! This is not a card; it is a necklace.
- But please, listen to me!
- This is very important.
- At the end of each class you give me your necklaces
- I will put them away and next class I give them back to you.
- Ok?
- Fantastic!

ACTIVITY/TASK NUMBER: 2		SESSION NUMBER: 1	
TITLE	TYPE	TIMING	
“I’m an Astronaut”	Reinforcement	30 minutes	
CLASSROOM MANAGEMENT		RESORUCES	
The group is divided into groups of four and their tables		Different materials with different shapes: <ul style="list-style-type: none"> • circles made of plastic 	



are placed together.	<ul style="list-style-type: none">• rectangles of different sizes made of paper• strips of paper
<p style="text-align: center;">AIM (S)</p> <p>The students should be able to:</p> <ul style="list-style-type: none">• deduce what the new unit is about• adopt a role during the whole unit that has to be about the topic• take the responsibility to keep the role they adopt	
<p style="text-align: center;">DESCRIPTION</p> <p>This activity is about making their own astronaut model, that is, as if they were the astronauts. They have to make it using different pieces. I will guide them step by step and help them when necessary during the process.</p>	
<p style="text-align: center;">INPUT</p> <ul style="list-style-type: none">- Your next mission is to design your astronaut model- Look! This is me!- We are going to do it together- I will give you the pieces one by one- Ok, this circle is your helmet- This piece of paper is your face- This bigger piece of paper is the body- And these strips of paper are your legs and arms- You write your name on the body shape- Here it is my name- You can also draw something more- Something more that you want- That's right?	



ACTIVITY/TASK NUMBER: 3 SESSION NUMBER: 1		
TITLE	TYPE	TIMING
“How does the Sun look like?”	Reinforcement	15 minutes
CLASSROOM MANAGEMENT The group is divided into groups of four and their tables are placed together.	RESOURCES <ul style="list-style-type: none">• a lamp• a lamp bulb• a plug	
OBJETIVO(S) ESPECÍFICO(S) The students should be able to: <ul style="list-style-type: none">• determine how the Sun is• interpret what the Sun gives us		
DESCRIPTION For this activity, I going to bring a lamp to the classroom as if it were the sun. This is the perfect resource to explain them how the sun is and what it gives us because a lamp bulb gives us light and heat, just what the Sun does too. So that the students can better understand it, they will have the opportunity to touch it and prove it by their own.		
INPUT <ul style="list-style-type: none">- Great guys!- Our first stop will be... (I show them a flashcard about the Sun)- Yeah! The Sun!- So... I have something here...- This thing is going to be our Sun (I bring a lamp to the class that I show to them)- Look!- The Sun is a big star.- It is shining all the time.- Our Sun is also... (I wait for them to answer after I make gestures of a round		



shape)

- Right! The Sun is round.
- And the most important thing (I plug in the lamp)
- Oh! Look at this!
- Our Sun is shining!
- So, the Sun gives us light
- And if I touch our Sun... (I touch the lump bulb)
- Yes, it is so hot!
- Our Sun gives us heat.
- Ok, lets experiment!
- In groups, you will have the opportunity to touch our Sun
- You will prove if it gives us heat or not
- That group, come on! Stand up!

ACTIVITY/TASK NUMBER: 4 SESSION NUMBER: 1		
TITLE	TYPE	TIMING
“Flashcards game”	Wrap up	10 minutes
CLASSROOM MANAGEMENT		RESOURCES
No changes. The group is divided into small groups of four, just as they are placed in class		<ul style="list-style-type: none"> • Flashcards • Fly swatters • Blotack
AIM (S)		
The students should be able to: <ul style="list-style-type: none"> • associate the sound of the words with the pictures they represent 		



DESCRIPTION

This activity is about playing easy and quick games using the flashcards so that the students can acquire the contents in a funnier way. Games such as “Tic Tac Toe”, “Catch the fly”. In this case we will play “Catch the fly” that consist in pasting the flashcards in the blackboard with blue tack and give a fly swatter to each student, then, I say a word from the flashcards (that represents the fly) and they students have to touch the right flashcard in order to catch the fly. They come to do it in small groups.

INPUT

- Very well-done guys!
- So now we are going to play a game
- It is a game that you already know (I show them the fly swatters)
- But first, let’s remember what we saw before!
- Astronaut, rocket, The Sun, heat, light and star.
- Fantastic! You are ready to play!
- That group, come here!
- Ok... Remember that you are astronauts... that travel by a rocket... to the Sun... that is a star... which gives us heat and light.
(We repeat this process with each group so that they can refresh it)

- Very well done!
- You know that each day you get one piece
- You will need all the pieces to do the final task
- Today’s piece is...
- Oh! A picture of the Sun!
- You already know the first piece
- Keep it up!



SESSION 2	
<p>OBJETIVES</p> <p>The students should be able to:</p> <ul style="list-style-type: none"> deduce that there are eight planets and name them locate the planets in the correct order that they occupy in the Solar System follow easy orders 	<p>CONTENTS</p> <ul style="list-style-type: none"> The Sun The Solar System The Planets
<p>ASSESSMENT CRITERIA</p> <p>The students Will be able to:</p> <ul style="list-style-type: none"> Name the Planets with their correct names Locate the planets in the correct order that they occupy in the Solar System Interpret and follow some easy orders 	
ACTIVITIES	TIMING
“Flashcards game”	10 minutes
“We see our Solar System” (Annex 30)	15 minutes
“The Solar System” (Annexes 9, 23 and 29)	25 minutes
“The planets song” (Annex 31)	5 minutes

ACTIVITY/TASK NUMBER: 1 SESSION NUMBER: 2		
TITLE	TYPE	TIMING
“Flashcards game”	Warm up	10 minutes



<p style="text-align: center;">CLASSROOM MANAGEMENT</p> <p>The students are sitting in groups of four with their tables being together</p>	<p style="text-align: center;">RESOURCES</p> <ul style="list-style-type: none">• Flashcards• Blu-Tack• Chalks• A blackboard
<p style="text-align: center;">AIM (S)</p> <p>The students should be able to:</p> <ul style="list-style-type: none">• refresh what they have learnt in the previous class by playing games with the flashcards• identify and relate the words and their sounds that the teacher says with the pictures they represent	
<p style="text-align: center;">DESCRIPTION</p> <p>This activity is about playing easy and quick games using the flashcards so that the students can acquire the contents in a funnier way. Games such as “Tic Tac Toe”, “Catch the fly”. In this case, we will play “Tic, Tac, Toe”, that is the same game as the Spanish version of “Tres en raya”.</p>	
<p style="text-align: center;">INPUT</p> <ul style="list-style-type: none">- Don't forget something important- Today you can win the second prize- Only if you work well- As you did yesterday- Is that ok?- I'm so happy to hear that!- Ok guys! Let's remember what we saw yesterday.- It's time to play a game.- A game that you already know. Tic, tac, toe.- But first, let's remember everything!- Ok...You are astronauts... that travel by a rocket... to the Sun... that is a star... which gives us heat and light.- Fantastic! You are ready to play!	



- This group and that group will play this round, ok?
 - This one for crosses and that one for circles.
- (We repeat this process with each group so that they can refresh it)

ACTIVITY/TASK NUMBER: 2 SESSION NUMBER: 2

TITLE	TYPE	TIMING
<p>“We see our Solar System”</p>	<p>Reinforcement</p>	<p>15 minutes</p>
<p>CLASSROOM MANAGEMENT</p>		<p>RESOURCES</p>
<p>They work in groups of four and then, they are divided into two pairs</p>		<ul style="list-style-type: none"> - Five models of the Solar System that move - Batteries - Templates
<p style="text-align: center;">AIM (S)</p>		
<p>The students should be able to:</p> <ul style="list-style-type: none"> • observe the model and get conclusions about how the Solar System is. • explain to everyone in the groups with their own words what each pair has learned • be aware that every member is essential for the group to complete the task 		
<p style="text-align: center;">DESCRIPTION</p>		
<p>This is a different way to learn about the Solar System so that the students can see a model of the Sun and the Planets physically. Each group will be given a model in order to work cooperatively. In this task, I will be a guide that help each group when necessary and facilitate them any resource they could need. Their task is to observe the model and interpret what it represents.</p> <p>To do it, each group is going to be divided into two pairs and they will have a template</p>		



with some easy questions that they should answer after observing the model and talking between them to get conclusions (each pair tries to answer one question and the other tries to answer the next, and so on). That's because when each pair has finished with the tasks, they have to explain it to the other pair and vice versa.

INPUT

- Ok guys!
- We are astronauts, right?
- So... We move on to another place of the space.
- It is called "The Solar System"
- Look! That's a model of the real Solar System
- But...oh!
- I have five Solar Systems
- Exactly!
- One for each group, ok?
- You can't touch it by now, ok?
- As I was saying... This is the Solar System
- The Sun and the Planets form our Solar System
- The Sun (I point to the Sun) is the star of our Solar System
- And it gives us...
- That's right!
- It gives us light and heat
- And we have some planets (I point to them).
- But... are they at the same distance from the Sun?
- Great! They are not.
- This planet is near the Sun
- This other planet is far far far away from the Sun...
- Ok, is everything clear?
- Fantastic!
- Now, you have to do a task in groups
- Yes, the same groups
- I will give you two things
- One model of the Solar System and a template



- There are some easy questions on the templates
- You have to answer them, but how?
- Very easy!
- You are groups of four, right?
- But each group is going to work in pairs (I say an example with a random group)
- One pair answers the first question
- The other pair answers the second
- And so, on
- You should help each other
- But that's not everything!
- Remember that you are groups of four
- You have to explain everything to the other pair
- That is (I say an example again)
- Is it clear?
- I think that we can start
- Let me give you the models and the templates

ACTIVITY/TASK NUMBER: 3 SESSION NUMBER: 2		
TITLE	TYPE	TIMING
"Our Solar System"	Reinforcement	25 minutes
CLASSROOM MANAGEMENT		RESOURCES
The group is divided into groups of four and their tables are placed together.		<ul style="list-style-type: none"> • Cardboard • Pictures of the planets and the Sun to color • Small letters made of foamy • Glue stick • Crayons

**AIM (S)**

The students should be able to:

- explain the task to the rest of the members of the group when they change
- colour the planets as most realistic as possible and placed them in the correct order
- label both the Earth and the Sun correctly

DESCRIPTION

This task consists in elaborating an easy model of the solar system that should reflect the Planets and the Sun. In groups of four, they will have to decide the order of the planets and the position of the Sun in the Solar System. I will bring them a cardboard (as if it were the space) that they have to color in black/dark blue. Also, I will give each group pictures of all the planets and the Sun that they have to colour with their crayons and small letters made of foamy to label just the Sun and the Earth. To do it, each group of four is going to be divided into two pairs and each pair will have to do a specific task, but I will tell them that, even though the pairs have different tasks to do in the big cooperative group, the work each pair does is essential for them all to complete the task. But that's not everything because I will start a countdown in order that they can continue doing the task of the other pair and they should tell each other what is the other task about so that they can finish it successfully.

INPUT

- Well!
- You know the Solar System
- So... we can go deeper.
- Your mission is to build up a Solar System
- You are going to work in cooperative groups, ok?
- Here I have large pieces of cardboard
- One for each group
- But...What does this thing represent?
- Does it represent a table?
- No, it doesn't, right?
- Great!



- That's going to be the dark space
- Good!
- Now, look at these things!
- What are they?
- Fantastic!
- They are pictures of the Sun and the Planets
- And what are these things?
- Exactly!
- These are letters (A, B, C, D, E, F, G)
- You know
- Ok, so you will need all these things
- The cardboard, the pictures of the Sun and the Planets and the letters
- Now, what is your task about?
- Let's see!
- As I said, you will work in groups of four
- And...in each group will have two pairs (I give them an example)
- One pair start colouring the Space
- Remember, the cardboard is the Space
- And the other pair strats colouring the pictures
- But...Be careful!
- In this case, the Sun goes in one side of the Space
- And then, paste the planets in the correct order.
- I think it's time to refresh the planets
- Repeat the planets after me!
- All together, ok?
- So...
- Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune
- One more time! (We repeat the sequence)
- Fabolous!
- That's not everything!
- There will be a countdown (I remind them what a countdown is showing them the one that we use in ClassDojo)
- Yes!



- And... What is the countdown for?
- When the countdown ends, you raise your hands
- Like this (I raise my hands)
- And then, you continue with the other task
- Each pair changes its task (I explain that with an example)
- Is everything clear?
- When you do the change, you have to explain your task to your mates
- And they do the same with you
- Great!
- Let me give you the materials
- Are you ready?
- Ok, so... come on!
- You can start.
- I will be here if you have doubts
- The countdown is already running

ACTIVITY/TASK NUMBER: 4 SESSION NUMBER: 2		
TITLE	TYPE	TIMING
"The Planets Song"	Wrap up	5 minutes
CLASSROOM MANAGEMENT	RESOURCES	
Everybody is involved. They have to be stand up to sing and dance while listening the song	<ul style="list-style-type: none"> • The digital board • The computer • The projector • The Speaker(s) 	
AIM (S)		
<p>The students should be able to:</p> <ul style="list-style-type: none"> • reproduce and repeat what the lyrics says to improve their speaking listening skills • acquire the names of "the Planets", know their location in the Solar System and 		



accurate the pronunciation by listening a song every day as an arrival routine

DESCRIPTION

This activity is about listening and trying to sing a song about the Planets. The peculiarity is that this first time it works as a wrap up activity so that the students could start the next class with it, but it was actually thought to reinforce the Planets content.

INPUT

- This time we are going to sing a song
- It is called “The Planets Song”
- Your task is to dance it, learn it and sing it
- We will start every class listening to this fantastic song!
- I really like its rhythm!
- When we finish the unit you should be experts on the song
- Did you get it?
- Ok, get ready!
- Everybody stands up!
- But don’t move away from your chair
- Stay near your chair
- Let’s play it!

- Very well done!
- As I told you, there’s a new prize today
- Today’s piece is...
- Oh! These are chopsticks and plastic straws!
- You already know the second prize
- But...What is these chopsticks for?
- I have no idea
- What about you?



- Either way, you did it quite well guys
- Keep it up!

SESSION 3	
<p style="text-align: center;">OBJETIVES</p> <p>The students should be able to:</p> <ul style="list-style-type: none"> • recognize that the Earth is the planet where living things live • interpret what is the rotation movement and that it produces “day and night” • interpret that one half of the Earth is day time and the other is night time depending on where the Sun is 	<p style="text-align: center;">CONTENTS</p> <ul style="list-style-type: none"> • The Planets • The Earth (translatio movement) • Day and night (rotation movement)
<p>ASSESSMENT CRITERIA</p> <p>The students Will be able to:</p> <ul style="list-style-type: none"> • deduce and get what is the planet where living things live • associate “day and night” with the rotation movement the Earth makes • point out the half that is day time and the other that is night time 	
ACTIVITIES	TIMING
“The Planets song”	5 minutes
“Do the Planets move?” (Annex 15)	10 minutes
“Day and night” (Annexes 10 and 13)	25 minutes
“Simon says”	5 minutes
“Flashcards games”	5 minutes



ACTIVITY/TASK NUMBER: 1 SESSION NUMBER: 3		
TITLE	TYPE	TIMING
“The Planets Song”	Warm up	5 minutes
CLASSROOM MANAGEMENT The whole group is involved. They just need to stand up and stay close to their chairs.	RESOURCES <ul style="list-style-type: none">• A computer• Speaker(s)• A projector• A digital board	
AIM (S) The students should be able to: <ul style="list-style-type: none">• reproduce and repeat what the lyrics says to improve their speaking listening skills• acquire the names of “the Planets”, know their location in the Solar System and accurate the pronunciation by listening a song every day as an arrival routine.		
DESCRIPTION This activity is about listening and trying to sing a song about the Planets. The peculiarity is that it works as a warm up activity but it was actually thought to reinforce the Planets content because we are going to start every class from lesson 3 with this song.		
INPUT <ul style="list-style-type: none">- Let me tell you something guys- You can win a new prize today- Only if you work well, of course!- Is that ok?- Let’s work hard and learn something new! - Ok guys! Listen to me!- As we said yesterday, we will listen to the song every day.		



- And now is the right time to do it.
- Everybody stands up!
- Get ready!

ACTIVITY/TASK NUMBER: 2 SESSION NUMBER: 3		
TITLE	TYPE	TIMING
“Do the Planets move?”	Reinforcement	10 minutes
CLASSROOM MANAGEMENT		RESOURCES
<p>We go out of the class to the schoolyard.</p> <p>The whole group is involved.</p>		Flashcards of the Planets and the Sun.
AIM (S)		
<p>The students should be able to:</p> <ul style="list-style-type: none"> • follow easy orders and focus their attention on them • deduce how do the planets move by doing a representation all together • be aware that every student is crucial for the group to complete the task 		
DESCRIPTION		
<p>This activity consists in representing the translation movement with the body. To do it, I will give each student a card that can be a planet or the Sun, so they have to act as if they were the thing that their cards reflect. For those who are the Sun, they have to make a circle and hold their hands while they move around all together. For those who are the planets, they have to make a line holding their hands in the correct order just like the Planets are located in the space and move around the Sun (the rest of their classmates). As there are twenty of them, they will be divided into two groups of ten and each group will have to represent it separately. It is very important for them to know that if they cooperate altogether they will be able to see how the planets move around the Sun.</p>		



INPUT

- Very well done!
- Last day we saw this model, right?
- The Solar System
- We saw the Sun and the Planets
- How many planets do we have?
- Eight planets, right!
- And what are their names?
- Repeat after me!
- Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune
- Right!
- But...what did they do?
- They did something, something like this (I use the lamp as if it were the Sun and I revolve around it as if I were a planet)
- This is the Sun and I am the Earth
- What did I do?
- Exactly!
- I turned around the Sun
- The planets do the same, they revolve around the Sun
- That movement is called “translation”
- Now, we are going to represent “translation” with our body
- We need more space to do it
- Outside will be perfect.
- Ok, everybody stands up!
- Come on!
- Great, look!
- I have two different pictures
- Some pictures of the Sun and some of the planets
- I need two groups of ten people
- Ok, that’s good!
- Each group will represent the Solar System.
- Now, I need two volunteers from each group

- Well! You are going to be the Sun
- Your mission is to hold your hands (I do an example with another child) and when I say “The Sun!” You turn around yourselves, like this!
- Is that ok?
- Perfect!
- The rest of you are going to be the planets
- Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune
- You locate yourself in order
- First Mercury, second Venus and so on
- When I say “The planets” You hold your hands making a line and you turn around the Sun
- Is everything clear?
- Good!
- Come on!
- Everybody in their places.
- Ready, steady, go!

ACTIVITY/TASK NUMBER: 3 SESSION NUMBER: 3		
TITLE	TYPE	TIMING
“Day and night”	Reinforcement	30 minutes
CLASSROOM MANAGEMENT		RESOURCES
Work in groups of four, just as they are placed in class.		A model made by 5-year-old children that shows day and night (rotation)
AIM (S)		
The students should be able to:		
<ul style="list-style-type: none"> • Differentiate day and night time because of the light from the Sun • Deduce that rotation movement causes day and night 		



- Talk between them to get conclusions and learn from others ideas

DESCRIPTION

I will be placed close to the blackboard and I will leave the model on a chair so that the students come to that place in small groups and they observe how the model works. I will be there to guide and explain everything they just need to know about rotation, day and night. While I'm with a group observing the model, the rest of the groups should complete and colour a picture about the planets.

INPUT

- Ok guys!
- Look what I have here!
- It is a box, but there is something inside
- Do you want to discover it?
- Fantastic!
- Let's see how we are going to work
- I will call a group to come here and see what's inside
- All of you are going to see it
- Don't worry!
- So far so good?
- Nice!
- While, the rest are going to colour a picture of the Solar System
- This one!
- Look!
- What can you see?
- Yes, there's the Sun. What else?
- Great! The Planets...
- But, that's not everything,
- Your task is also to label the planets
- I mean, write their names
- You can open your textbook and look for the names
- Is everything clear guys?
- Ok! I think we can start.



- That group, come here!

ACTIVITY/TASK NUMBER: 4 SESSION NUMBER: 3		
TITLE	TYPE	TIMING
“Simon says”	Reinforcement	5 minutes
CLASSROOM MANAGEMENT		RESOURCES
The whole group is involved. They should play the game standing up and keeping enough distance from each other		No resources needed, I will just give orders to them.
AIM (S)		
The students should be able to: <ul style="list-style-type: none"> • Acquire the sound of “rotation” and “translation” so that they can differentiate them when I’m speaking • Associate each sound/word with the movement the Earth makes 		
DESCRIPTION		
Simon says is an activity in which there is a person who starts saying “Simon says” and just after that he/she gives easy orders or commands to the students. The key point is that the students should be very careful because if the teacher does not say “Simon says” firstly, the order is invalid and the student who has done he/she loses the game.		
INPUT		
<ul style="list-style-type: none"> - Well! - It’s time to play Simon says. - You already know the game, so... - Everybody stands up! - I won’t say anything if you speak - Be quiet! 		



- Ok...
- Let's see what you need to know!
- Repeat after me what I do, ok?
- This is Rotation
- Ok guys! Say the word!
- Rotation!
- Good!
- Now...
- If I say translation, you do this
- Is everything clear?
- Simon says...rotation!
- Simon Says translation!
- Simon Says rotation!
- Translation!
- Simon says translation!
- Rotation
- (After many repetitions...)
- That was good!
- Very well done!
- Ok, don't sit down yet!
- Stay there.
- How do you do "translation"?
- Yes, do it!
- Perfect, that's translation!
- I have a question
- When you revolve around the tables, what are you?
- Mmmm, yeah! You are the Earth
- And the Earth revolves around the tables
- But... what are the tables?
- Does anybody know it?
- Fantastic! The Earth revolves around the Sun
- Very very well done!
- You can sit down now



ACTIVITY/TASK NUMBER: 5 SESSION NUMBER: 3		
TITLE	TYPE	TIMING
"Flashcards game"	Wrap up	5 minutes
CLASSROOM MANAGEMENT	RESOURCES	
The group is divided into five groups of four, just as they are placed in class	<ul style="list-style-type: none">• Flashcards• Blu-Tack• Fly swatters• A blackboard	
AIM (S)		
The students should be able to: <ul style="list-style-type: none">• settle the contents that has been worked in this session playing games with the flashcards• identify and relate the words that the teacher says with the pictures they represent		
DESCRIPTION		
<p>This activity is about playing easy and quick games using the flashcards so that the students can acquire the contents in a funnier way. Games such as "Tic Tac Toe", "Catch the fly" or "I'm thinking about..."</p> <p>This time we will play "I'm thinking about..." that consist in pasting the flashcards in the blackboard with blue tack, then, a group comes to the blackboard and one of them is the one that says "I'm thinking about..." and then, he/she says the word he wants. Then, the rest have to point at the flashcard which represent that word.</p> <p>They try it for two or three times and another group play their turn.</p>		
INPUT		
<ul style="list-style-type: none">- Ok guys!- It's time to play the game "I'm thinking about..."- Are you ready?- That group, come you all here!- Come on!		



- Ok!
- Who wants to start?
- Fantastic!
- Let's give it a try!
(We repeat this process with each group so that they can refresh it)
- You did it incredibly well!
- As I told you, there's another prize today
- Today's piece is...
- Wow! These are pictures of four planets!
- Which ones?
- Oh! They are Mercury, Venus, Earth and Mars
- The first four planets of the Solar System
- You already know the third piece
- We have three pieces so far
- Either way, you did it very well guys
- Keep it up!

SESSION 4	
OBJETIVES	CONTENTS
<p>The students should be able to:</p> <ul style="list-style-type: none">• reinforce “the Planets” content by listening a song every day as an arrival routine• reproduce the translation movement of the Moon and get conclusions and similarities with the translation movement of the Earth.• interpret how do the Moon phases work by building up a	<ul style="list-style-type: none">• The planets• The moon. Movement and phases.

model that perfectly shows that.	
ASSESSMENT CRITERIA	
<p>The students will be able to:</p> <ul style="list-style-type: none"> replicate the translation movement of the Moon and deduce similarities with the translation movement of the Earth. determine how do the Moon phases work after building up a model that perfectly shows the process. 	
ACTIVITIES	TIMING
“The planets song	5 minutes
“The Moon orbits the Earth”	10 minutes
New Moon vs Full Moon	10 minutes
“The Moon phases” (Annexes 11 and 12)	25 minutes
“Flashcards game”	5 minutes

ACTIVITY/TASK NUMBER: 1 SESSION NUMBER: 4		
TITLE	TYPE	TIMING
“The Planets song”	Warm up	5 minutes
CLASSROOM MANAGEMENT		RESOURCES
<p>The whole group is involved. They just need to stand up and stay close to their chairs</p>		<ul style="list-style-type: none"> The digital board The computer The projector The speaker(s)



AIM (S)

The students should be able to:

- reproduce and repeat what the lyrics says to improve their speaking listening skills
- acquire the names of “the Planets”, know their location in the Solar System and accurate the pronunciation by listening a song every day as an arrival routine.

DESCRIPTION

This activity is about listening and trying to sing a song about the Planets. The peculiarity is that it works as a warm up activity but it was actually thought to reinforce the Planets content because we are going to start every class from lesson 3 with this song.

INPUT

- Let me remind you something important guys
- You can win a new piece today
- But you have to work quite well, of course!
- Ok?
- Let's work hard and learn something new!

- Now...
- Can anyone tell me what is going first?
- I give you a clue
- We start the class doing it
- That's right!
- It's time to sing and dance the Planets Song
- That means...Everybody stands up!
- Get ready!
- I play it!



ACTIVITY/TASK NUMBER: 2 SESSION NUMBER: 4		
TITLE	TYPE	TIMING
"The Moon orbits the Earth"	Reinforcement	10 minutes
CLASSROOM MANAGEMENT We go out of the classroom to have enough space. They will work in groups of four, the same groups they usually work with	RESOURCES <ul style="list-style-type: none">Flashcards of the Sun, the Earth and the Moon	
AIM (S) The students should be able to: <ul style="list-style-type: none">follow easy orders and reproduce the processget their own conclusions after recreating the translation movement of the Moonbe aware that they need each other in the group to complete the task. All of them are essential		
DESCRIPTION The students have to recreate the translation movement of the Moon by revolving around their tables as if they were the Earth and then, deduce that both the Earth and the Moon makes the same movement, but each of them makes it around different celestial bodies. They will be guided by me and they will follow easy orders.		
INPUT <ul style="list-style-type: none">- Guys!- We are going to see how the Moon moves- Let's see!- I want you to stand up, come on everybody!- There's no enough space to do this task- Come on!- Let get out of the class- Come with me!- Ok!		



- I think this place will be great!
- Well, look what my hands are holding
- What can you see?
- Yeah, three different flashcards
- Those which represent the Sun, those which represent the Earth and those who represent the Moon
- This task is super easy and brief
- This is a cooperative task
- You will work in cooperative groups of four
- That means that you need each other to do and complete the task
- I'm going to give you a flashcard
- Each group will have two flashcards for the Sun, one for the Earth and another one for the Moon
- As I said, it is super easy
- Each flashcard is going to move in a different way
- I will call you, so you have to pay attention
- Ok, the Sun!
- Come out!
- Those of you who have the flashcard of the Sun
- I'm calling for you!
- Ok, that's fine!
- All of you are the Sun
- Please, hold your mate's hand
- Like this (I do it with a child as an example)
- What does the Sun give us?
- Two things
- Exactly! Light and heat!
- Then, you are going to shine as the Sun does
- Grab your mate's hand and start spinning around (I do it previously so that they can imitate me)
- Ok! Don't stop!
- The Earth!
- Come out!



- Well...
- How does the Earth move?
- Oh! You guessed it!
- The Earth revolves around the Sun
- That movement is translation
- What do you have to do then?
- Great! Come on!
- Now, the Earth is revolving around the Sun
- The Moon!
- Come out!
- Does anyone know what the Moon is?
- Yeah!
- Say it louder please!
- That's right!
- The Moon is a Satellite
- And Satellites also revolves around something
- But...around what?
- Oh! How did you guess it?
- Was it so easy?
- Fantastic Moon!
- You revolve around the Earth!
- Look what is happening right now!
- The Sun is shining, the Earth is revolving around the Sun and...
- Oh! The Moon is revolving around the Earth simultaneously
- These three things happen at the same time!
- That's kind of magical!
- Very well done!
- Now, we are going to do it again, but you will play a different roll this time



ACTIVITY/TASK NUMBER: 3 SESSION NUMBER: 4		
TITLE	TYPE	TIMING
“New Moon vs Full Moon”	Reinforcement	10 minutes
CLASSROOM MANAGEMENT	RESOURCES	
There’s no change. There are five groups of four, but in this case the groups won’t be necessary.	<ul style="list-style-type: none">• A lamp• A sphere made of porexpan• A wooden stick	
AIM (S)		
The students should be able to: <ul style="list-style-type: none">• Figure out how the Moon phases occur after experiencing the process I reproduce		
DESCRIPTION		
This activity is a little bit different because it is not a task they have to complete. This is an experiment that perfectly reproduces how do the Moon phases occur, especially Full Moon and New Moon, the most important phases for the students to know this year. I will show them the experiment and they will see what happens because after the experiment we will reflect on it commenting everything they should know and answering any questions they could have.		
INPUT		
<ul style="list-style-type: none">- Ok guys!- We have seen that the Moon is a satellite- That means that it revolves around a planet- But, what planet?- That’s right! The planet Earth- Fantastic!- It’s time to see an experiment!- It is about the Moon- Has anyone ever looked up to the sky at night?- What can we see in the sky when it is dark?		



- Ok, lots of stars
- But that's not the thing I want you to say
- Yeah!
- The Moon
- Sometimes we can see the Moon in the sky
- I said "sometimes" because not all the time we can see it
- That's because the Moon revolves around the Sun
- Something happens when the Moon moves around the Earth
- Can anyone tell me the answer?
- I'm afraid none of you know the answer
- The Moon changes its shape because of the sunlight
- Let's see it with an experiment!
- Do you remember this lamp?
- It is like our Sun
- Here I have the Moon
- Yes, this sphere is the Moon
- And I am the Earth
- What does the Moon move?
- We saw it in the previous task
- That's right!
- The Moon revolves around... (I start spinning around)
- Fantastic!
- Around the Earth
- And the Sun is shining
- Can you please turn off the lights?
- Look what is going to happen
- When the Moon is between the Sun and the Earth, we can't see it
- This half is completely dark
- It is because it doesn't receive light from the Sun
- When the Moon is like that, we can't hardly see it
- We call it "New Moon"
- So far so good?
- Now, look what happens if the Moon keeps moving



- The dark half starts receiving light
- Until the Moon is perfectly visible
- Look!
- In this case, we perfectly see the Moon
- We call it Full Moon
- That's because it is full of light
- Ok! (I repeat the process so that they can understand it better)
- That's New Moon
- When we can't see the Moon in the sky
- And that's full Moon
- When we can perfectly see the Moon in the Sky
- Did you get it?
- Is everything clear?

ACTIVITY/TASK NUMBER: 4 SESSION NUMBER: 4		
TITLE	TYPE	TIMING
"The Moon phases"	Reinforcement	25 minutes
CLASSROOM MANAGEMENT	RESOURCES	
No changes. The whole group is divided into groups of four and their tables are placed together.	<ul style="list-style-type: none"> • Plastic glasses (two different sizes) • Small pieces of paper (rectangle shape) • Small black circles of cardboard • Small yellow circles of cardboard • Tape 	
AIM (S)		
<p>The students should be able to:</p> <ul style="list-style-type: none"> • Check how the moon phases occur • Comprehend that each member is indispensable for the success of the group 		



- Follow easy orders and develop a little bit more their fine motor skills

DESCRIPTION

This activity is about elaborating an easy model that perfectly shows the two most important phases of the Moon, “Full Moon” and “New Moon”. This is also a cooperative task so they will work in groups of four, as they usually do and I will distribute the materials to every group.

As there are some different steps to complete it, each member will do a mini task so that they feel they are important for the group. I will guide them and I will be there to help when necessary, but I also want them to be the main character of their own learning process.

INPUT

- Ok guys!
- We have seen “Full Moon” and “New Moon”
- But this time we are going to do a task
- It consists on making an easy model
- A model that represents the Moon phases
- The ones that we already know
- As I said before “New Moon” and “Full Moon”
- This model is very useful to remember them
- Look what I have here
- These are the materials you need
- Each group will have two plastic glasses, a little piece of yellow cardboard and another black
- Oh! I forgot to say that it is a cooperative task
- You know, you work in groups
- Four people per group, as usually
- Firstly, every group have to make the pieces
- And the, we will assemble them step by step
- Carefully
- Let me give you the materials



- Ok! Do you all have the materials?
- Fantastic!
- Are you ready to start?
- Great!
- We start taking our glue
- Use it to make two circles
- One in the yellow cardboard
- And another in the black cardboard
- Everybody! Eyes on me!
- Like this
- Then you get two perfect circles
- And you cut them
- Now, take the small piece of paper
- You should cut it into two rectangles
- In one rectangle you write “Full Moon”
- And in the other you write “New Moon”
- So far so good?
- Fine!
- Ok, we go back to the circles
- Take the smallest plastic glass and the small yellow circle (I show them the materials while speaking)
- Paste the small yellow circle over the red line
- Each glass has a red line
- This one, look!
- Ok, paste it with tape
- Then, paste “Full Moon” rectangle over the yellow circle
- Like this.
- How is it going?
- Perfect!
- We’re done with this glass
- Put the small glass inside the big one
- Well!
- Now, take the biggest glass and the black circle



- Please! Pay attention!
- This is important.
- Paste the black circle on the biggest glass
- Yeah! Over the red line too
- Finally, paste the “New Moon” rectangle below the black circle
- Wow! It’s already done!
- It works this way, look!
- Spin the small plastic glass
- Then, the Full Moon is covered in black
- It turns into New Moon
- I really like your Moon phases!

- Good work!
- It was pretty well!
- As I told you there’s a new prize today
- Today’s piece is...
- Look! These are pictures of four planets!
- Which ones?
- Oh! They are Jupiter, Saturn, Uranus and Neptune
- These are the last four planets of the Solar System
- We already have them all, the eight planets
- Either way, you did it very well guys
- Keep it up!

ACTIVITY/TASK NUMBER: 4 SESSION NUMBER: 1

TITLE	TYPE	TIMING
“Flashcards game”	Wrap up	5 minutes



<p style="text-align: center;">CLASSROOM MANAGEMENT</p> <p>No changes. The group is divided into small groups of four, just as they are placed in class</p>	<p style="text-align: center;">RESOURCES</p> <ul style="list-style-type: none">• Flashcards• Fly swatters• Bluetack
<p style="text-align: center;">AIM (S)</p> <p>The students should be able to:</p> <ul style="list-style-type: none">• associate the sound of the words with the pictures they represent	
<p style="text-align: center;">DESCRIPTION</p> <p>This activity is about playing easy and quick games using the flashcards so that the students can acquire the contents in a funnier way. In this case we will play “Catch the fly” that consist in pasting the flashcards in the blackboard with blue tack and give a fly swatter to each student, then, I say a word from the flashcards (that represents the fly) and they students have to touch the right flashcard in order to catch the fly. They come to do it in small groups.</p>	
<p style="text-align: center;">INPUT</p> <ul style="list-style-type: none">- Very well-done guys!- So now we are going to play a game- It is a game that you already know (I show them the fly swatters)- But first, let’s remember what we saw before!- Astronaut, rocket, The Sun, heat, light and star.- Fantastic! You are ready to play!- That group, come here!- Ok... Remember that you are astronauts... that travel by a rocket... to the Sun... that is a star... which gives us heat and light. (We repeat this process with each group so that they can refresh it)- Very well done!- You know that each day you get one piece	



- You will need all the pieces to do the final task
- Today's piece is...
- Oh! A picture of the Sun!
- You already know the first piece
- Keep it up!

SESSION 5	
OBJETIVES	CONTENTS
<p>The students should be able to:</p> <ul style="list-style-type: none"> • recognize each season by pictures, icons or real things that belongs to them. • determine the four seasons as a cycle that takes a year to be totally completed. 	<ul style="list-style-type: none"> • The Planets • The four seasons
ASSESSMENT CRITERIA	
<p>The students Will be able to:</p> <ul style="list-style-type: none"> • associate the four seasons with pictures, icons or real things that represent them • say how many seasons there are and what they are called • get that the four seasons occur in a single year 	
ACTIVITIES	TIMING
“The planets song”	5 minutes
“The magic box” (Annexes 20, 21 and 22)	10 minutes
“Guess the riddle”	15 minutes
“Drawing the seasons”	25 minutes
“Flashcard game”	5 minutes



ACTIVITY/TASK NUMBER: 1 SESSION NUMBER: 5		
TITLE	TYPE	TIMING
"The Planets song"	Warm up	5 minutes
CLASSROOM MANAGEMENT	RESOURCES	
No changes. The students just have to sing and dance near their chairs	<ul style="list-style-type: none">• The digital board• The computer• The projector• The speaker(s)	
AIM (S)		
The students should be able to: <ul style="list-style-type: none">• reproduce and repeat what the lyrics says to improve their speaking listening skills• acquire the names of "the Planets", know their location in the Solar System and accurate the pronunciation by listening a song every day as an arrival routine.		
DESCRIPTION		
This activity is about listening and trying to sing a song about the Planets. The peculiarity is that it works as a warm up activity but it was actually thought to reinforce the Planets content because start every class from lesson 3 with this song.		
INPUT		
<ul style="list-style-type: none">- I have to tell you something- You can win another piece today- But only if you work well, of course!- Is that ok?- I'm so happy to hear that! - To start the class, it's time to...		



- Yeah! Sing and dance The Planets song.
- Are you ready?
- Fantastic!
- Let's play it!
- You did it really well
- You are getting experts at this song

ACTIVITY/TASK NUMBER: 2 SESSION NUMBER: 5		
TITLE	TYPE	TIMING
"The magic box"	Reinforcement	10-15 minutes
CLASSROOM MANAGEMENT The whole group is involved. The groups are not that important in this activity.		RESOURCES <ul style="list-style-type: none"> • A box • Realia things related to the seasons
AIM (S)		
The students should be able to: <ul style="list-style-type: none"> • deduce what today's topic is about after looking at the things that are in the box 		
DESCRIPTION		
The teacher brings a magic box to the class that has many things inside. In this case, it will contain different objects that we can find or use in each season of the year. A representative from each group takes an object from the box, show it to his/her classmates and they try to say what that object is and what season it represents.		
INPUT		
<ul style="list-style-type: none"> - Ok guys! - This is a magic box - A box that has many things inside - This is very easy! 		

- First, each group has to choose a representative
- Come on!
- You have a minute to do it
- Time's up!
- Ok, I hope you did it
- That representative will stand up and put his/her hand inside the box
- To take out a mysterious object and then, go back to his/her chair with that thing
- Then, I will ask you questions about that object
- Do you understand?
- Fantastic!
- Let's start with that group!
- Who is the representative?
- Come on!

ACTIVITY/TASK NUMBER: 3 SESSION NUMBER: 5		
TITLE	TYPE	TIMING
"Guess the riddle"	Reinforcement	15 minutes
CLASSROOM MANAGEMENT		RESOURCES
Work in groups of four, just as they are placed in class.		<ul style="list-style-type: none"> • Flashcards • Templates • Stickers
AIM (S)		
<p>The students should be able to:</p> <ul style="list-style-type: none"> • communicate between them to get the answers of the riddles • be aware that every member is essential to complete the big task • establish a relationship between the riddle/description and the season to which it refers 		

DESCRIPTION

I will start saying some easy riddles and clues referring to a season, then each group has to think and talk between them to get the right answer. I will give a button to each group that they should press when they have got the answer and then, every member should raise their hands in order that I go to check it. As it is supposed to be a cooperative task, once I tell them that the answer is correct, each member of the group has to do a mini task that is essential to complete the main task. To complete it, they should fill a template using stickers of different shapes that represent the seasons and writing their names. The tasks that the members have to do are:

- To press the button
- To take the right sticker
- To paste the sticker on the template
- To write the name of the season

INPUT

- Fine!
- This time we're going to be fortune tellers
- But first, let's remember the flashcards
- What is this?
- Yeah! This is Summer
- Next...
- Fantastic, Autumn (we do the same with the four seasons)
- Awesome, you know them all, so...
- Eyes on me!
- I will tell you some easy riddles
- So... your mission is to guess the answer of those riddles
- The riddles are about the seasons, ok?
- You will work in groups of four
- But each of you will have a task to do
- Each mini task is important to do the big task
- Ok?
- Now, you will need...



- A button (I show it to them)
- Once you all know the answer, one member presses the button
- Then, I will go to check the answer
- If it is correct, you will do the next thing
- These are templates, you have to complete them
- Look at them
- There are four numbers, 1, 2, 3 and 4, one for each riddle
- Riddle 1, riddle 2, riddle 3 and riddle 4.
- You have to fill two gaps
- In one gap you have to paste only one sticker
- But there are four different stickers, one for each season (I give them an example)
- Circles, stars, squares and triangles.
- Circles for Spring
- Triangles for Summer
- Stars for Autumn
- And squares for Winter
- I will write it on the blackboard, don't worry!
- What about the other gap?
- You have to write the name of the correct season there
- Let me give you an example to do this task
- Is everything clear?
- Oh fine... You're totally ready!
- Now, you have one minute to distribute the mini tasks
- Ready, steady, time's running!

ACTIVITY/TASK NUMBER: 4 SESSION NUMBER: 5		
TITLE	TYPE	TIMING
"Drawing the seasons"	Reinforcement	25 minutes



<p style="text-align: center;">CLASSROOM MANAGEMENT</p> <p>The group is divided into groups of four and their tables are placed together.</p>	<p style="text-align: center;">RESOURCES</p> <ul style="list-style-type: none">• Cardboard• Acrylic paint• Brushes• Paint palette• Toilet paper
<p style="text-align: center;">AIM (S)</p> <p>The students should be able to:</p> <ul style="list-style-type: none">• design a drawing by putting the ideas each member has from the different seasons together• be aware that others' ideas can be also a benefit to learn and the only way to complete the task is by cooperation of all group members	
<p style="text-align: center;">DESCRIPTION</p> <p>One more time, the students are organized in four groups of five, that is because each group is going to represent a season. First of all, the teacher will distribute a season to each group randomly. Once they know which season they have to represent, their task will be to design, draw and paint a mural that represents the season each group has. They will be totally free to represent whatever they want about their season, although the teacher can give examples in order to guide the students in case they do not know what to do.</p>	
<p style="text-align: center;">INPUT</p> <ul style="list-style-type: none">- Now, it's time to be creative!- Can you see these pieces of cardboard?- Fine!- That is what you need for this activity.- Let me tell you guys!- You will work in groups- I mean, the same groups again (I show them four fingers)- Each group will have a piece of cardboard- You have to draw on it- But draw what? (I make gestures of question)	



- It is about the seasons
- For example
- If a group represents summer, they draw about summer.
- But remember! It has to be about your season.
- Pay attention to this, it's important!
- This is a cooperative task, ok?
- I will distribute the seasons to the groups.
- First, I will give a sheet of paper to each of you
- You draw about the season you represent
- I mean, individually
- Then, put your drawings together in a new sheet of paper
- And then, draw it again on the cardboard
- Firstly, use your pencil (I show them a pencil) and when you finish drawing you colour everything
- You will use acrylics, these acrylics.
- Is it clear?
- Sure?
- Great!
- We can start!

- Fantastic!
- You did it incredibly well!
- Let's find out our last piece!
- Today's piece is...
- Wow! This is Play Dough!
- I'm completely lost!
- Do you know what these things are for?
- What can we do with them?
- No idea?
- Ok, we will see it next day!
- Either way, you have worked very very well
- You are experts at this!
- You really like the Solar System



ACTIVITY/TASK NUMBER: 5 SESSION NUMBER: 5		
TITLE	TYPE	TIMING
"Flashcards Game"	Wrap up	5 minutes
CLASSROOM MANAGEMENT	RESOURCES	
Work in groups of four, just as they are placed in class.	<ul style="list-style-type: none">• Flashcards• The furniture of the class	
AIM (S)		
The students should be able to: <ul style="list-style-type: none">• locate his/her flashcards in the right places taking into account the position of the planets in the solar System• pronounce the name of each planet as most accurate as possible		
DESCRIPTION		
<p>In this wrap up activity, the students will reinforce the sequence of the planets just as they are placed in the Solar System. The key point is that they can name the planets in their correct order. They will do this activity in groups of four. I will give each member the same number of flashcards (each one shows a different planet) and one member should start the sequence from Mercury saying its name and leaving the card in the middle of the tables (if he/she has the card that shows that planet).</p> <p>Then, the next student should do the same, but saying the name of the next planet of the Solar System and leaving that card in the middle of the tables. This activity is thought to finish when none of the students has got more cards to play and they have completed several sequences.</p>		



INPUT

- Ok guys!
- The last activity is super easy
- Look what I have here
- These are different flashcards
- What do these flashcards represent?
- What can you see?
- Yes! These are the planets
- Great!
- Let's see what you have to do
- You will work in groups of four
- I have got a huge deck of flashcards
- But... What do you have to do?
- Easy!
- I will give the same number of flashcards to each group
- Then, I will distribute them to each member
- Every member will have the same number of flashcards
- So far so good?
- Ok!
- Remember that each flashcard shows a planet
- Your mission is to make little decks
- They have to contain all the planets in their correct order
- How many planets do you know?
- Exactly! They are eight
- Then, each little deck has to contain eight flashcards
- One for each planet of the Solar System
- And you must play one by one
- I mean, the first starts with Mercury
- Then, the next with Venus
- The next with the Earth
- Until Neptune that is the last one
- Is everything clear?



- Fantastic!
- Get ready!

- Good work!
- Do you know what is coming now?
- Exactly!
- Today's piece!
- It is...
- Look at this!
- These things look like black circles!
- Does anyone know what these things are for?
- No idea?
- Ok, I think we will discover it soon
- Either way, you did it fantastic guys
- Keep it up!

SESSION 6	
OBJETIVES	CONTENTS
<p>The students should be able to:</p> <ul style="list-style-type: none">• produce a drawing from the ideas they have of each season such as: objects, actions and the weather• determine the four seasons as a cycle that takes a year to be totally completed.	<ul style="list-style-type: none">• The Planets• The four seasons
ASSESSMENT CRITERIA	
<p>The students Will be able to:</p> <ul style="list-style-type: none">• associate each season with their corresponding objects, actions and the weather• say how many seasons there are and name them	

<ul style="list-style-type: none"> determine that the four seasons occur in a single year 	
ACTIVITIES	TIMING
“The planets song”	5 minutes
“Find your stuff” (Annex 14)	15 minutes
“Drawing the seasons”	25 minutes
“Flashcards game”	10 minutes

ACTIVITY/TASK NUMBER: 1 SESSION NUMBER: 6		
TITLE	TYPE	TIMING
“The Planets song”	Warm up	5 minutes
CLASSROOM MANAGEMENT No changes. The group is divided into groups of four and their tables are placed together.		RESOURCES <ul style="list-style-type: none"> The digital board The computer The projector The speaker(s)
AIM (S) The students should be able to: <ul style="list-style-type: none"> reproduce and repeat what the lyrics says to improve their speaking listening skills acquire the names of “the Planets”, know their location in the Solar System and accurate the pronunciation by listening a song every day as an arrival routine. 		



DESCRIPTION

This activity is about listening and trying to sing a song about the Planets. The peculiarity is that it works as a warm up activity but it was actually thought to reinforce the Planets content because we are going to start every class from lesson 3 with this song.

INPUT

- Something very important guys!
- This is the last day to get a new piece
- We are close to discover the final task
- We just need one more piece
- But you won't get it if you don't work well
- Is that ok?
- I'm so happy to hear that!
- Let's work hard!

- To start the class and as we do every day, it's time to...
- Yeah! Sing and dance The Planets song.
- Are you ready?
- Fantastic! Let's play it!

ACTIVITY/TASK NUMBER: 2 SESSION NUMBER: 6

TITLE	TYPE	TIMING
"Find your stuff"	Reinforcement	15 minutes
CLASSROOM MANAGEMENT Work in groups of four, just as they are placed in class.		RESOURCES <ul style="list-style-type: none"> • Lots of tokens • Flashcards of the seasons • Cards of different colours

**AIM (S)**

The students should be able to:

- associate many different things that we can see in real life with the season that they belong to
- assume an individual responsibility to do a mini task that is essential for the group to complete the task

DESCRIPTION

As the students are organized in groups, each of them will represent a season and a colour. I will also give a card with a specific colour to each member of the group. The teacher is going to leave lots of tokens on every group of tables that shows icons that belong to a season, so the mission of each group is to find and collect all the tokens that belongs to the same season, the one that they represent.

INPUT

- Now it's time to do a task.
- We are learning about the four seasons, that are...
- Spring... (Waiting for them to continue the process)
- Great!
- You know them all!
- I need four groups
- To do this task you will need this (I show it to them)
- There are four small plastic boxes
- And inside each one there are lots of small pieces
- Like this one, look!
- What can you see in here?
- That's right!
- An ice cream
- When do you eat ice creams?
- Do you eat ice creams in winter?
- Oh, that's right!
- We eat ice creams in summer because it is very hot
- Good!



- This is your mission
- Each group will represent a season and a colour
- I will give many small tokens to each group
- And they will be messy
- You have to find the ones that belong to your season
- So far so good?
- Good!
- There's something more!
- Each member of the group will do a mini task
- I will give a card with a color to each member
- That member has to go to the group with the same colour
- And then, find the small tokens
- Is it clear guys?
- There are rules to follow
- Be careful with the tokens! They are tiny (making gestures about the size)
- Do not lose them!
- Leave every token inside your plastic box.
- Finally, you can only carry one token
- (I give them an example to show them how to do it)
- Well, are you ready?
- Ok!
- Ready, steady, go!

ACTIVITY/TASK NUMBER: 3 SESSION NUMBER: 6		
TITLE	TYPE	TIMING
"Drawing the seasons"	Reinforcement	25 minutes
CLASSROOM MANAGEMENT		RESOURCES
The group is divided into groups of four and their tables are placed together.		<ul style="list-style-type: none">• Cardboard• Acrylic paint• Brushes



- Paint palette
- Toilet paper

AIM (S)

The students should be able to:

- design a drawing by putting the ideas each member has from the different seasons together
- be aware that others' ideas can be also a benefit to learn and the only way to complete the task is by cooperation of all group members

DESCRIPTION

This is the continuation of the task with the same name "Drawing the seasons" that it was started in the last session. As this is an activity that it is thought to take fifty-five minutes, it is not recommended to be started and finished it in the same session because it would be hard for the students to keep their level of attention for that long period of time and the learning process wouldn't be meaningful. The students should continue the task from the point they stopped in the last session.

INPUT

- Well!
- Now, it is time to continue with your drawings
- Your drawings of the seasons
- The task that you started last day
- I think that not all of you finished drawing, right?
- I mean, drawing with your pencils
- Ok, if so, you can finish it right now
- Those groups that have already finished drawing, you can start painting
- Yes, painting with the acrylics
- I will give a palette and brushes to you
- But listen!
- There's a rule



- If you use a brush for blue, that brush is only for blue
- I mean, you can't use another colour with it
- There's going to be a brush for each color you need
- Did you get it?
- Sure?
- Great!
- We can start!

ACTIVITY/TASK NUMBER: 4 SESSION NUMBER: 6		
TITLE	TYPE	TIMING
"Flashcards game"	Wrap up	10 minutes
CLASSROOM MANAGEMENT	RESOURCES	
The students are sitting in groups of four with their tables being together	<ul style="list-style-type: none"> • Flashcards • Blu-Tack • Chalks • A blackboard 	
AIM (S)		
<p>The students should be able to:</p> <ul style="list-style-type: none"> • refresh what they have learnt in the previous class by playing games with the flashcards • identify and relate the words and their sounds that the teacher says with the pictures they represent 		
DESCRIPTION		
<p>This activity is about playing easy and quick games using the flashcards so that the students can acquire the contents in a funnier way. In this case, we will play "Tic, Tac, Toe", that it is the same game as the Spanish version of "Tres en Raya".</p>		



INPUT

- Ok guys! Let's wrap up the class
- It's time to play Tic, tac, toe.
- But first, let's remember everything!
- Ok...You are astronauts... that travel by a rocket... to the Sun... that is a star... which gives us heat and light.
- Fantastic! You are ready to play!
- This group and that group will play this round, ok?
- This one for crosses and that one for circles.
(We repeat this process with each group so that they can refresh it)

- Fantastic!
- You did it incredibly well!
- Let's find out our last piece!
- Today's piece is...
- Wow! This is Play Dough!
- I'm completely lost!
- Do you know what these things are for?
- What can we do with them?
- No idea?
- Ok, we will see it next day!
- Either way, you have worked very very well
- You are experts at this!
- You really like the Solar System

SESSION 7	
OBJETIVES	CONTENTS
<p>The students should be able to:</p> <ul style="list-style-type: none">• cooperate and work with other classmates in small groups and	<ul style="list-style-type: none">• The Sun• The Planets

<p>help each other when necessary</p> <ul style="list-style-type: none"> • be responsible of ones' mini task so that the whole group can complete the final task • apply what they already know to create the mock up and even to reinforce it. 	<ul style="list-style-type: none"> • The Solar System • The earth
<p>ASSESSMENT CRITERIA</p> <p>The students Will be able to:</p> <ul style="list-style-type: none"> • work with other classmates in small groups and help each other when necessary • be neat, decisive and responsible of their tasks in order that the group can complete the final task successfully • apply what they already know to create the mock up and even to reinforce it. Finish the model 	
ACTIVITIES	TIMING
“The Planets Song”	5 minutes
“Our Solar System” (Annexes 24-28)	55 minutes

ACTIVITY/TASK NUMBER: 1 SESSION NUMBER: 7		
TITLE	TYPE	TIMING
“Our Solar System”	Reinforcement	55 minutes
CLASSROOM MANAGEMENT		RESOURCES
<p>Work and cooperate in groups of four, just as they are placed in class.</p>		<ul style="list-style-type: none"> • Black cardboard • Wooden chopsticks • Cutout pictures of the Planets, the Sun and the moon



	<ul style="list-style-type: none">• Plastic straws• Play Dough• Crayons
<p style="text-align: center;">AIM (S)</p> <p>The students should be able to:</p> <ul style="list-style-type: none">• be aware that every member should do his/her task if they want to complete the final task• develop patience, improve concentration and ask for help when necessary• tell and explain to the rest of the groups what they have done and how it works	
<p style="text-align: center;">DESCRIPTION</p> <p>To do this final task the students are organized in groups of four. Their task would be to build up a model that represents the Solar System, pretty different than the model that they have to do in session 3, so in this case it is going to be much more realistic and advanced because this model also shows translation movement of the planets and rotation movement of the Earth. This means that it is going to be in 3D.</p> <p>First of all, I will introduce and explain the rules the children should know before starting the task and then, they will do it step by step after I tell them what they have to do. As there are different materials, each member of every group will have a very specific task so that the materials are ready to build the Solar System.</p> <p>I would act as a guide that helps the children during the entire process when necessary and remind them that every member is essential for the task to be completed.</p>	
<p style="text-align: center;">INPUT</p> <ul style="list-style-type: none">- Ok guys!- Today we are going to do the final task- We did many tasks and we got all the things we need- The wooden chopsticks, the pictures of the planets and the Sun, plastic straws, Play-Dough and the cardboard.- These will be all the materials- Ok, this is going to be a cooperative work	



- You will work in groups of four.
- The same groups as always
- It has wooden chopsticks, circle pieces of cardboard (We can represent translation movement with them)
- Listen!
- Each member will have to do a mini task
- You can't finish the final task if there is something uncompleted
- So, you have to be responsible with your task
- Ok! One member will have the Play-Dough
- He/she has to make eight little balls with it
- Yes, eight balls!
- Another member will have the straws
- He/she has to cut them to get just nine little pieces
- They have to be the same size
- Por example, all the little pieces about five centimeters
- So far so good?
- And finally, the rest two members will have the pictures
- Yes, the pictures of the Planets and the Sun
- They will have to colour them
- Important!
- Colour them as most realistic as possible.
- I mean, don't colour Mars in blue because it is red
- For example
- Perfect!
- Now...eyes on me!
- Pay attention to this, it's also important!
- You are teachers in this activity.
- Once you finish the task you will tell your classmates about it
- The group comes here, to the front of the class, and tells us about their Solar System.
- Is it clear guys?
- If you need help ask your groupmates, ok?
- But I will be here too



- You can ask me for something
- Now I will give the material to you
- I think you are ready
- You can start!

SESSION 8	
<p style="text-align: center;">OBJETIVES</p> <p>The students should be able to:</p> <ul style="list-style-type: none"> • Talk with other classmates in small groups to take decisions • Do not break the rules • Help each other if it is necessary • Use everything they already know to answer the questions 	<p style="text-align: center;">CONTENTS</p> <p>The whole unit:</p> <ul style="list-style-type: none"> • The Sun • The Planets • The Solar System • The earth • Translation and rotation • The moon • The four seasons
<p>ASSESSMENT CRITERIA</p> <p>The students Will be able to:</p> <ul style="list-style-type: none"> • cooperate with other classmates in small groups and help each other when necessary • conclude the model • answer the questions correctly or even reasonably • do not break the rules of the games 	
ACTIVITIES	TIMING
“Our Solar System”	15 minutes
“Ladies and Gentlemen!” (Annexes 17, 41 and 42)	25 minutes
“It’s my turn to do it by myself” (Annexes 31-40) and Annex 19	20 minutes



ACTIVITY/TASK NUMBER: 1 SESSION NUMBER: 8		
TITLE	TYPE	TIMING
"Our Solar System"	Reinforcement	20/25 minutes
CLASSROOM MANAGEMENT Work and cooperate in groups of four, just as they are placed in class.	RESOURCES <ul style="list-style-type: none">• Black cardboard• Wooden chopsticks• Cutout pictures of the Planets, the Sun and the moon• Plastic straws• Play Dough• Crayons	
AIM (S) The students should be able to: <ul style="list-style-type: none">• Be aware that every member should do his/her task if they want to complete the final task• Develop patience, improve concentration and cooperate, giving or asking for help when necessary• Tell and explain to the rest of the groups their model and how it works		
DESCRIPTION As it is highly possible that all the groups do not finish their models just in a single session, they can continue doing it in session 7.		
INPUT <ul style="list-style-type: none">- Yesterday we were building a model of the Solar System- Today you can finish it in case you didn't- You are almost done!		



- It goes fantastic!
- Ok, you can continue with your work guys.
- Remember that you can ask me for help.
- Let's continue!

ACTIVITY/TASK NUMBER: 2 SESSION NUMBER: 8

TITLE	TYPE	TIMING
"Ladies and Gentlemen!"	Group assessment	20 minutes

CLASSROOM MANAGEMENT	RESOURCES
Work in groups of four, just as they are placed in class.	<ul style="list-style-type: none"> • Buttons with light and sound • The slides with the questions

AIM (S)
<p>The students should be able to:</p> <ul style="list-style-type: none"> • Talk with other classmates in small groups to take decisions and help each other when necessary • Develop patience, concentration and attention • Respect the turn to speak

DESCRIPTION
<p>As it can be appreciated in the title, the activity is about a quiz show, in which the students are going to work in four groups of five because I just have four buttons. I would be the presenter who makes questions about the unit and the students are going to be the participants that answer those questions. As it is a quiz show, the key point is that each group is going to be given a button that they have to press in case they know the right answer. Each button has a different sound so that the groups can be differentiated.</p> <p>As a good TV show presenter, I should inform the participants of the rules and everything</p>

they should know about the game. Those participants that belong to the same group have to complete the question in their templates. Once they get it, they have to talk between them to see different points of view and try to get an answer. Then, they press the button all together and say the answer to me.

They should know that every member of the group has to have an answer before pressing the button, that means that if there is someone who doesn't think the same, the rest of the group have to explain the mistake to that groupmate.

In order to get reliable information to assess the students, I would ask the group if it has been necessary to help someone or not.

My intention is to evaluate this activity, so I will give a sheet of paper to each one to write the answers that they should give them back to me at the end of the quiz show.

INPUT

- This activity is quite different.
- The class is going to be a quiz show
- You will work un groups.
- Firstly, I will ask you questions about the Solar System
- Then, you answer the questions.
- But how?
- Each of you will have a template
- Just like the one my hands are holding
- Look!
- You have to complete these super easy questions in here
- Try to do it by yourselves
- I mean, individually
- So far so good?
- Fabolous!
- Then, it's time for the group to talk
- You share your answers with four groupmates
- And you get a possible answer
- Now, look what I have here
- These are buttons that make different sounds
- They are even of different colours



- Each group will have a button
- Ok, listen!
- This is very very important!
- You must do something before pressing the button
- Everybody in the group has to complete the question in his/her template
- Imagine that someone doesn't know the answer
- Or even he/she does it wrong
- Your task is to give your help to him/her
- Remember that you are a cooperative group
- You should help each other when necessary
- I will say it one more time
- You can't press the button if someone in the group haven't answered the question
- Is everything clear?
- We can do a round to warm up (I think it's better for them to understand)
- Get ready!

ACTIVIDAD/TAREA NÚMERO: 3 SESIÓN NÚMERO: 8		
TITLE	TYPE	TIMING
"It's my turn to do it by myself"	Individual Assessment	20 minutes
CLASSROOM MANAGEMENT	RESOURCES	
They are placed individually	<ul style="list-style-type: none"> • Kahoot templates • Whiteboard markers • The slides with the questions. 	
AIM (S)		
<p>The students should be able to:</p> <ul style="list-style-type: none"> • Develop their autonomy and try to do the activity by themselves • 		

DESCRIPTION

A Kahoot is an online game which is about questions with at least, four possible answers (each one represented by a color between red, blue, green and yellow), but just one is correct. There is no countdown to choose the right answer and they can be all represented by pictures, sentences, phrases, icons, etc.

Although this didactic unit is thought to promote cooperative work in groups, it is going to be individually because it will be used to assess the students.

Each student is going to be given a template that shows a specific number of questions, but in those templates there will be not the written questions, just the four colors that represent the four possible answers of each question. They should circle the right answer with their whiteboard marker.

INPUT

- You did it fantastic!
- This is the last thing we are going to do in this unit
- A Kahoot!
- This activity will be part of your marks
- Is like a silent sheet, ok?
- Well...
- Do you know “Kahoot”?
- Fine!
- There are some questions about this unit, the Solar System.
- You will answer them in these templates
- Each of you will have one
- Look!
- There are numbers: one, two, three, four... These are the questions
- Number one is for question number 1
- Number 2 is for question number two, ok?
- Then, each number has four colours: red, blue, green and yellow, right?
- These colours are the possible answers
- But just one answer is correct
- You have to circle the answer you think that is correct (I make a circle in the air)
- I will read every question and its possible answers, ok?



- Don't worry!
- We are going to do an example
- I will give you the templates
- There you go!
- Ok, imagine this is question number 1
- The question says: "Humans are..."
- Colour red: animals
- Colour blue: insects
- Colour green: birds
- Colour yellow: mammals
- The correct option is...
- Yes! Yellow.
- Did you get it?
- Fantastic!
- We can start
- As this is a silent sheet, you should be separated
- Please, take your whiteboard markers