

PLANNING TEMPLATE

for CLIL and Content-Rich Environments

UNIT TITLE: Bee Ready!

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WITH THE SUPPORT OF: No Support

CLASS/AGE GROUP: 5th Grade (Primary)

SUBJECTS, LANGUAGES and/or SUBJECT AREAS: Science in English

NUMBER OF LESSONS: 6

CEFR LEVEL: A1 / A2 / B1 / B2 / C1 / C2

KEY WORDS:

- Comparatives: Nearer than, Further than...
- Superlatives: The biggest, The smallest...
- Speech Language: You're right! I agree with you! I don't agree!
- Ordinals
- Materials: Cardboard, Shoe box, Plasticine, Pictures...
- Vocabulary related to Solar System: Planets, Stars, Comets, Meteorites, Sun, Moon, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, Milky Way, Day, Night, Lunar Phases...

INTRODUCTION TO THE UNIT (the lesson or the task)

The work in this unit examines the characteristics of the Earth and the Solar System. Students learn to identify the main components of the Solar System: the Sun and the planets that orbit it. They also study other celestial bodies, such as asteroids, meteorites and comets. We see how the Earth's revolution causes day and night and how its rotation produces the four seasons. We also study the Moon's movements and the lunar phases.

Solar system is going to be the first unit as a presentation of living things in the Universe. We are going to introduce our pet: Bee Bob which loves travelling and discovering many places and interesting facts about human beings or simply life information. On its first journey, it discovered new friends, who are very wise and once every unit they explain really interesting things.

<http://bit.ly/18GTdyC>

OBJECTIVES / GOALS



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By the end of the unit / lesson /task, the students will be able to...

- To locate the Earth in the Solar System and become familiar with the planets and other components of the Solar System.
- To understand some of the basic aspects involved in the Earth-Moon system.
- To differentiate between ways of representing the Earth's surface.
- To recognise the position of the equator, the parallels and the meridians.
- To identify values of longitude and latitude.

KEY COMPETENCES

Linguistic communication

Mathematical

Science and technology

Digital competence

Social and civic competences

Cultural awareness and expression

Learning to learn

Sense of initiative and entrepreneurship

INFORMATIVE and FORMATIVE ASSESSMENT

TASK:

- To name or identify the components of the Solar System in a schematic diagram.
- To recognise the Moon as a satellite of the Earth.
- To interpret the different ways of representing the Earth.
- To name the imaginary reference lines on the Earth's surface: the equator, parallels and meridians.
- To locate latitude and longitude values on a map with geographic coordinates.

CRITERIA and

INSTRUMENTS:

- Exam
- Worksheets
- The Solar System Project
- The Solar System role-playing
- Interaction



- Observation
- Participation

DOMAIN or TOPIC RELATED CONTENTS

KNOWLEDGE

- Knowledge and interaction with the physical world: In this unit students are encouraged to make enquiries and acquire knowledge about the Earth and the Solar System. They learn to process this knowledge in different formats and apply it to different situations. They also learn how to calculate the latitude and longitude of geographical coordinates.
- Competence in linguistic communication: The unit encourages students to interact with their classmates and exchange opinions, facts and information. Students acquire language that enables them to understand and describe the characteristics of the Earth and Solar System.
- Information processing and digital competence: Students apply systematic analysis and scientific investigation to the characteristics of the Earth and the Solar System. They use ICT to practise and improve their content knowledge. This also stimulates their capacity to understand and use digital information.
- Competence for learning to learn: The content and activities in the unit allow the students to understand the characteristics of the Earth and the Solar System. They build on their prior knowledge and experience to assimilate new information.
- Mathematical Competence: Students learn to calculate the latitude and longitude of geographical coordinates using mathematical skills.

SKILLS

- Speaking
- Writing
- Listening
- Reading
- Interaction

CONTENT-OBLIGATORY / CONTENT-COMPATIBLE LANGUAGE and DISCOURSE FEATURES



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- | | |
|---|--|
| <ul style="list-style-type: none"> • The Solar System and its components. • The Moon: orbit and rotation. • The Earth's atmosphere: composition and layers. • Representations of the Earth's surface. • The equator, parallels and meridians. • Latitude and longitude. • Dialogues and pairwork. • Indicating the relative positions of the planets using a diagram. • Identifying the seasons. • Labelling a picture of the geosphere. • Interest in learning about the Solar System. • Awareness of the relationship between the Earth and the Moon. • Understanding of the composition of the Earth. • Understanding of geographical differences. | |
|---|--|

SOCIAL & CULTURAL VALUES; PERSONAL & EMOTIONAL DEVELOPMENT	



MATERIALS and RESOURCES

<http://www.sciencekids.co.nz/>

<http://www.makemegenius.com/>

<http://bit.ly/1aQ9Jvx> (Solar System Video)

<http://bit.ly/18IEaa4> (Earth Layers)

QUIZ

You can download the following files in the next website:

<http://bit.ly/18GeVmt> (CEIP Punta de n'Amer English Website II)

Bee Bob flies up to the Solar System Do you want to know what the planets and the Sun think? Move on this story! Bee Bob goes to the Solar System.pdf Documento Adobe Acrobat [574.7 KB] Descarga

Space Vocabulary You are going to find some basic vocabulary with a brief explanation. Print it, cut it and start playing. Match.pdf Documento Adobe Acrobat [123.1 KB] Descarga

Listening Activity While you are watching the Solar System video, try to answer to these questions! It's not difficult! You can do it! Planets Activity.pdf Documento Adobe Acrobat [238.2 KB] Descarga

Order these Pictures Have you been watching carefully the video? Have you? Ok, not it's your turn! Print it and set them in order. Order.pdf Documento Adobe Acrobat [300.9 KB] Descarga

Webquest You in groups are going to be Space detectives! Use your laptops and find this information. It starts in 3, 2, 1... INDUCTION! Extension Activities.pdf Documento Adobe Acrobat [191.8 KB] Descarga

Are you a Fast Finisher? You got the 2nd Level! Good job my dear detectives! Job must go on! Reinforcement.pdf Documento Adobe Acrobat [268.1 KB] Descarga

Solar System Exam How much have you been participating in class? What about listening to stories and fun facts? Are you ready? Exam.pdf Documento Adobe Acrobat [505.3 KB] Descarga

English Songs for Kids. Peter & Jack. "The Milky Way".

<http://bit.ly/17IQQDs> Day & Night Video

REFERENCES



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COMMENTS

The session takes 1h 15 minutes. It takes place just next to the break time. Thirty minutes are for specific reading activities and 45 minutes for Science Class in English. It is a fifth grade group. There are 25 students with non specific needs in English language although they have some problems in other subjects. They have a low level knowledge rhythm but they can follow the Science class with no problem thanks to the methodology used. They are following the same patters are given in English classes.

ACKNOWLEDGEMENTS



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SESSION-BY-SESSION

UNIT OVERVIEW

Session	Activities	Tim ing	Ski lls	Int era cti on	ICT	Ass ess me nt
1						
2	Activity 1: Video-song The Milky Way	4'	L		X	
	Speaking interaction - What two animals do appear? - What are they wearing? - How do they travel? - Add extra information	5'	S	I	X	X
	Video-song activity. Talking about the planets in and the Milky Way	8'	S	I	X	X
	Activity 2: Comparatives Interactive Speech (by a Planets Picture) http://bit.ly/1aQ9Jvx - Which planet is closer / further to the Sun? - Which planet is the biggest / smallest? * ... is bigger than ... - That's not right! - That's right! - I don't agree with you! - I totally agree with you!	10'	S	I		X



	<p>Activity 3:</p> <p>Solar System Video</p> <p>http://bit.ly/ZBM8Pm</p> <p>While the Students are watching the video, class is divided in three different activities in pair groups:</p> <p>A: They have to write down as many sentences in comparative form as possible. Superlative is accepted too.</p> <p>I have heard... What about you? Did you hear it? Yes, I did / No, I didn't hear it.</p> <p>B: They must order the pictures: I think this picture goes (first, next, before...) Do you agree?</p> <p>C: They must match some cards (Word + Sentence)</p> <p>(Worksheet Activities)</p>	10'	L R S	I	X	X
	We all together put in common the ideas.	8'	S W	I		X
	Activity 4: All together rewrite sentences about the Universe	5'	W			X



	<p>Activity 5: Picture dictation. Lunar phases.</p> <ul style="list-style-type: none"> - Draw a completed circle, colour it grey. - Draw an inverted "C". - Draw a completed circle. - Draw a "C" <p>Now, we have the pictures, let's use our imagination. Match the pictures with the right name, depending on a description.</p> <ul style="list-style-type: none"> - Full Moon is the one all in white. - New Moon is the one coloured in grey, because it's dark and you cannot see it. - First quarter means Moon is getting bigger but the shape is as an inverted C. - Last quarter means Moon is getting smaller and it gets the shape of a C. 	10'	L W			X
	<p>We divide the class in 4 rows. Each row has 1 photocopy, by interaction they have to find the 4 Lunar phases. Commands are written on the photocopy. They have to complete their own grids.</p> <p>(Worksheet Activity)</p>	15'	L R S W	I		X
3						
...						





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