

THE SOLAR SYSTEM
Teaching Notes
UNIT 3

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October-December 2009

TEACHING NOTES	THE SOLAR SYSTEM			
UNIT 3: THE EARTH	SUBJECT: SCIENCE	LESSON 1: GROUND CONTROL	TIMING: 60 MINUTES	COURSE: 6th GRADE
<p>OUTLINE</p> <p>Start unit 3 by activating students' previous knowledge with an activity in which they identify, analyse and connect some key vocabulary worked on before. Continue with a definition bingo to introduce both new information and old one. End up with two song-based activities related to Earth providing students psychological support through the use of a tricky microphone.</p>				
<p>ACTIVITY 1: <i>Connecting Earth!</i></p> <p>Grouping: plenary</p>				<p>RESOURCES NEEDED</p>
<p>Write the words from <i>Sheet 19 (Support teaching resources 3)</i> down on the board. Notice there are two colours for the words. Activate students' previous knowledge by asking them to identify and match orally the words suggested (e.g. "oxygen" in black goes with "atmosphere" in blue). Tell students these words are related to one specific issue about the Earth worked on previously, so they guess what's hidden behind each pair of words (e.g. "oxygen" and "atmosphere" refer to the fact that the Earth is the only planet with oxygen in its atmosphere). Encourage students to use the structures below to speak in English (allow mother tongue in their answers). Help them if necessary by giving hints.</p> <p>Language support to be written on a board's corner for the students to use when connecting words and giving reasons in English:</p> <p><i>"...goes with..."</i></p> <p><i>"These two go together"</i></p> <p><i>"Put...and...together"</i></p> <p><i>"Because..."</i></p> <p><i>"These two refer to..."</i></p>				<p>STR 3 (Sheet 19) Board</p>
<p>KEY SOLUTIONS (STR 3, sheet 19)</p> <p>Pair words: <i>24 hours</i> (the time Earth takes to spin on its axis); <i>365 days</i> (the time Earth takes to orbit the Sun, one year); <i>satellite-moon</i> (the Earth's satellite is the Moon and we've got only one); <i>life-planet</i> (Earth is the only planet where life exists on); <i>70%-water</i> (70% of the Earth's surface is covered by water); <i>oxygen-atmosphere</i> (the Earth is the only planet with oxygen in its</p>				

atmosphere, which allows life to exist); *small rocky-inner* (the Earth is one of the four rocky planets closest to the Sun, so the inner planets);

ACTIVITY 2: Sentence bingo

Grouping: individual

RESOURCES NEEDED

Use *Sheet 20 (Support teaching resources 3)* to write the key vocabulary on the board for students to understand and remember. Ask them if there are any words which they can't remember before starting the bingo listening. Hand out *Worksheet 21*. Explain they have to choose nine words from the ones on the board and write them in the nine little squares on their worksheet chart. Cut out the slips of paper with sentences from *Sheet 21 (Support teaching resources 3)* and put them in a bag. Pull out one at a time and read it out. Students match a square any time they listen to its corresponding sentence: clarify they are not expecting to find the word in the sentence; each sentence is related to a word (at lower levels read the sentences in mother tongue and in English). When a student crosses out a whole line of words, they call out "*line*". It can be vertical, horizontal or diagonal. When a student crosses out all their squares, this student call out "*Full house*"; then, reads out all the words one by one in order to check the right connection between sentences and words. Read out any sentence still remaining in your bag and ask students to say the matching word aloud.

Language support to be written on the board:

"*Line*"

"*Full house*"

STR 3 (Sheets
20 and 21)
Worksheet 21
Board

KEY SOLUTIONS (STR 3, sheets 20 and 21)

Connection between sentences and words: 1-A; 2-I; 3-B; 4-C; 5-D; 6-E; 7-F; 8-G; 9-H; 10-J; 11-K; 12-L

ACTIVITY 3: Space Oddity

Grouping: individual/plenary

RESOURCES NEEDED

Explain to students they are going to listen to a song. The name of the song is *Space Oddity*, by David Bowie. Play the song once and ask students to listen to it carefully in order to guess what the song is about. Then, hand out *Worksheet 22*. Play the song again and ask students to complete the worksheet (as a warming-up exercise). Make the corrections aloud along with

STR 3 (Sheet
22)
Worksheet 22

<p>the students and write the answers on the board. Then, ask for two volunteers: one is the "technical controller" (who is not allowed to speak) and the other is the "writer". The former is in charge of the CD-player; the latter writes on the board. Hand out <i>Worksheet 23</i> to the other students. Explain that they give orders to the "technical controller" and dictate the lyrics to the "writer" so as the song is written on the board (collaborative listening). Every three verses, change the "writer" and the "technical controller". Ask the students to compare the lyrics from the board to the ones from their sheets.</p> <p>Unique orders students can give to the "technical controller" (to be written on a board's corner): "Stop" "Rewind" "Play"</p>	<p>Worksheet 23 "Space Oddity" song CD-player Board</p>
<p>KEY SOLUTIONS (Ws 22 and Ws 23)</p> <p>Exercise 1: Earth, Moon, control, helmet, ground, capsule</p> <p>Exercise 2: 6, 4, 3, 7, 5, 1, 2, 8</p> <p>See <i>Sheet 22 (Support teaching resources 3)</i> for the lyrics of the song.</p>	
<p>ACTIVITY 4: <i>The tricky microphone</i></p> <p>Grouping: individual/plenary</p>	<p>RESOURCES NEEDED</p>
<p>Students get the middle of a toilet roll. Hand out the slip of paper from <i>Sheet 23 (Support teaching resources 3)</i>. Tell the students while they listen to the song, they cut the verses out and place them on their tables in order. Play the song. Ask students while they listen to the song again to stick each cut verse on the top of the edge of the toilet roll (also stuck in order). Play the song again. Show them <i>Power Point</i> (slide 17 from <i>Support teaching resources 3</i>) to correct the exercise orally. Ask students which verse is next and uncover it. To finish the activity, play the song for the last time and encourage students to sing using their toilet roll as a tricky microphone (this provides students with psychological support); they can look at worksheet 23 for the rest of the song but not when the verses worked on come up (if they don't remember these verses, they can look at the ones hanging from the toilet roll). Remind students to put worksheets/slips in their portfolio.</p>	<p>Middle of a toilet roll STR 3 (Sheet 23) "Space Oddity" song STR 3 (Power Point, slide 17) CD-player Glue Scissors Projector Computer</p>
<p>KEY SOLUTIONS (STR 3, sheet 23)</p> <p>Verses in order of appearance: C, E, D, A, F, B</p> <p>See <i>Sheet 24 (Support teaching resources 3)</i> to see what the tricky microphone should look like.</p>	

TEACHING NOTES	THE SOLAR SYSTEM			
UNIT 3: THE EARTH	SUBJECT: SCIENCE	LESSON 2: FORMATION OF EARTH	TIMING: 60 MINUTES	COURSE: 6th GRADE
OUTLINE Start lesson 2 with a video-based prediction activity about the Earth. Next, offer students opportunities to speak by working in pairs/small groups. Continue with a running reading activity to introduce new data, ending up with a True/False dictation to consolidate and revise the content worked on.				
ACTIVITY 1: <i>Formation of Earth</i> Grouping: pair work				RESOURCES NEEDED
View the video before using it. Put the students into pairs and hand out a white sheet of paper. Write the title of the video " <i>Formation of the Solar System and Earth</i> " on the board and ask students to make a list of the things they expect to see on the video and any vocabulary they also expect to hear. Check their lists with the whole group and write some of their key words and vocabulary down on the board. Tell the students they just need to listen to and watch the video, not taking notes. Play the video. The link for the video is: http://www.youtube.com/watch?v=jhYEQgLW5NM&feature=Playlist&p=CED2CCCE6FDDCB3A&playnext=1&playnext_from=PL&index=1				Projector Computer Internet Board
ACTIVITY 2: <i>What we hear and see</i> Grouping: pair work/plenary				RESOURCES NEEDED
Put the students into the same pairs. One writes " <i>See</i> " at the top of their sheet (backside); another writes " <i>Hear</i> ". Explain they are going to watch the video again, so "As" concentrate on the things they see and write them down, whereas "Bs" concentrate on the things they hear and so the same. Play the video making pauses and wait for the students to take notes (see reference in Activity 1 for the video link). Play the video a third time, this time in sections, pausing to let the students write their words and brief notes. Divide the students into two groups: "As" and "Bs" in order to discuss, exchange information and help each other. Then, put the students into pairs again, one				Projector Computer Internet Board

<p>"A" and one "B". They compare and discuss their notes trying to connect the things they saw to the things they heard (if anyone has some information missing, the pair helps to build it up; allow mother tongue). With the whole group, ask students to read out what they saw and heard, and write it on the board. Make comments on these and discuss the information provided altogether.</p> <p>Language support for the students when working in pairs (to be written on the board):</p> <p><i>"What have you got?" "I've got...and..."</i></p> <p><i>"Did you see...?" "Yes I did/No I didn't"</i></p> <p><i>"Did you hear...?" "Yes I did/No I didn't"</i></p>	
<p>KEY SOLUTIONS (video)</p> <p>Suggestions for the things that students see and hear in the video: <i>planets, Universe, rocks, gas, dust, galaxies, ball of matter, stars, planets, fire, new world, Earth</i></p>	
<p>ACTIVITY 3: <i>Running reading</i></p> <p>Grouping: groups of four</p>	<p>RESOURCES NEEDED</p>
<p>Put the students into groups of four. Cut out the slips of paper from <i>Sheet 25 (Support teaching resources 3)</i> and spread them on the table. Hand out <i>Worksheet 24</i> to each student in the group. They take a look at the texts provided individually (5-7 min.). Hand out <i>Worksheet 25</i> to each group. A "messenger" in each group stands up, picks up a slip with a question and reads it out to their partners (change messenger every question so that the four of them have the opportunity to read). Another one in the group is the "writer" for the answers (can also be changed). The four in the group scan the text to look for the information asked, so tell them there are some key words underlined in relation with the questions/answers. The procedure is: first, they write the question and answer it in the spaces provided; then, the messenger picks up another question and so on. Correct both the answers plus the questions as each group finishes. The first one to finish, wins.</p>	<p>STR 3 (Sheet 25)</p> <p>Worksheet 24</p> <p>Worksheet 25</p>
<p>KEY SOLUTIONS (Ws 25)</p> <p>1- 30 seconds ago; 2- White and blue, round; 3- From water vapour fallen as rain from the clouds; 4- Seasons; 5- Water, oxygen; 6- From reflected light from the Sun</p>	
<p>ACTIVITY 4: <i>True/False dictation</i></p> <p>Grouping: individual</p>	<p>AFL Activity (1)</p> <p>RESOURCES NEEDED</p>

<p>Hand out <i>Worksheet 26</i>. Explain students are going to do a dictation, but different than usual. There are some sentences in <i>Sheet 26 (Support teaching resources 3)</i> to be dictated and the students decide if they are true or false; if true, they translate the sentence into their mother tongue, but if it is false, they rewrite it in English so that it is true. Tell them the first time you dictate the sentences they just need to listen to and decide whether they are true or false, not to write anything. Read the sentences out. Read them again, but now repeating each one twice (write some key words on the board for less able students). Check the sentences along with the students. To end, ask the students to translate the true sentences they wrote in the mother tongue back into English. They read them out. Remind students to put worksheets/slips in their portfolio.</p>	<p>Worksheet 26 STR 3 (Sheet 26) Board</p>
<p>KEY SOLUTIONS (Ws 26) 1-True; 2-False; 3-False; 4-False; 5-True; 6-True</p>	

TEACHING NOTES	THE SOLAR SYSTEM			
UNIT 3: THE EARTH	SUBJECT: SCIENCE	LESSON 3: BEYOND THE EARTH	TIMING: 60 MINUTES	COURSE: 6th GRADE
<p>OUTLINE</p> <p>Read the text to the students and support it with some follow-up interaction exercises. Make a little experiment connected to Maths in which students guess what their weight would be in other planets (in relation to gravity). End the lesson with a discovery oral activity making students interact and finding information. Most of the activities are to be held in small groups.</p>				
<p>ACTIVITY 1: <i>Beyond the Earth</i> Grouping: groups of four</p>				<p>RESOURCES NEEDED</p>
<p>Put the students into groups of four. Explain they are going to listen to a text. Ask if they can imagine what the text could be about, taking into consideration what they did in the previous lesson. Write some key words on the board and tell the students that few are taken from the text they are about to hear, but a few aren't; read the text out (see <i>Sheets 27A</i> and <i>27B</i> from <i>Support teaching resources 3</i>). Offer students visual support by showing them the pictures from <i>Power Point</i> (slides 18 to 23 from <i>Support teaching resources 3</i>) and ask them</p>				<p>Worksheet 27A Worksheet 27B Worksheet 28A Worksheet 28B</p>

<p>for the connection between these pictures and the key words on the board and circle them. Then, ask students to tell you which words didn't appear in the text, so cross them out. Hand out <i>Worksheets 27A</i> and <i>27B</i>. There are four boxes with a brief description of a topic appearing in the story. Tell students the texts in the boxes are connected to the topics read out. Ask them to cut the boxes out so each student in the group holds one; they read the text individually and draw what it suggests to them. Give the students a copy of the original text (<i>Worksheets 28A</i> and <i>28B</i>).</p>	<p>STR 3 (Sheets 27A and 27B) STR 3 (Power Point, slides 18-23) Scissors Board</p>
<p>ACTIVITY 2: <i>Can you guess who?</i> Grouping: groups of four</p>	<p>RESOURCES NEEDED</p>
<p>In the same groups of four, ask students to think of just one word to describe their picture. Each group concentrates on a word category so that one group has to think of adjectives, another of verbs, nouns, and so on (put examples of it on the board). Ask one group to stand up and each student writes their word on the board and reads it out. They also show their picture and explain what they have drawn (allow mother tongue); then, the rest of the class guesses which picture corresponds with the words written on the board. Repeat the same with all the groups.</p> <p>Language support for the students when describing their pictures (to be written on the board):</p> <p><i>"In my picture there is/are..."</i> <i>"I have...and...in my picture"</i> <i>"We can see..."</i></p>	<p>Board</p>
<p>ACTIVITY 3: <i>How much do you weigh?</i> Grouping: pair work</p>	<p>RESOURCES NEEDED</p>
<p>Put the students into pairs and explain they are going to do an activity related to gravity. Ask the students how much they weigh and write some of their answers down on the board. Tell them this is true for planet Earth, but ask if they think it would be the same on other celestial bodies. Ask students if they liked to know how much they would weigh on other celestial bodies. Hand out <i>Worksheets 29</i> and <i>29B</i>. Students follow the instructions specified in the worksheet to complete the exercises. Help them by writing down on the board an example of how to calculate a person's weight on other celestial bodies</p>	<p>Worksheet 29A Worksheet 29B Calculator Board</p>

<p>(there is one in worksheet 29A). Then, tell them to use more than one personal pronoun when completing the sentences from the substitution table exercise (they ask each other in turns and are expected to use I/you). Ask them to stand up and ask some other classmates about their weights on other celestial bodies (they keep the papers with them; just orally). Ask them about their weights on other celestial bodies and lead them to use other personal pronouns such as "We", "You", "They", etc.</p> <p>Suggested questions for the students to use when asking other classmates (to be written on the board):</p> <p>"How much do you weigh on...?" (To be used "I" and "You")</p> <p>"How much does your partner weigh on...?" (To be used "She/he")</p> <p>Main structure worked throughout the activity:</p> <p>"On ...I weigh...kilos"</p>	
<p>ACTIVITY 4: <i>Who said that?</i></p> <p>Grouping: groups of eight</p>	<p>RESOURCES NEEDED</p>
<p>Put the students into groups of eight in a circle. Hand out <i>Worksheet 30</i> to each student. There are eight circles drawn on it with a question in each one. Ask the students to answer just one question in each of the circles (it does not necessarily need to be done in order); they can use worksheet 29B to remember their weight on other celestial bodies. Say "Time" and the students pass the worksheet to the partner on the right and answer another question, and so on. Ask the students to stand up and find the partner in their group who wrote the answer in each circle by asking in English. They write the name of each corresponding partner in the same circles where these wrote the answer. Remind students to put worksheets/slips in their portfolio.</p> <p>Language support for the students when asking their partners (to be written on the board):</p> <p>"How much do you weigh on...?"</p>	<p>Worksheet 30</p> <p>Worksheet 29B</p> <p>Board</p>

TEACHING NOTES	THE SOLAR SYSTEM			
UNIT 3: THE EARTH	SUBJECT: SCIENCE	LESSON 4: THE MOON	TIMING: 60 MINUTES	COURSE: 6th GRADE
<p>OUTLINE</p> <p>Introduce lesson 4 with nursery rhymes about the Moon. Continue with a loop game so that students discover some vocabulary related to the Moon. Explain the four basic phases of the Moon through two activities: the first one is to identify and get to know them; the second is to learn the sequences that the Moon follows in its phases (lunar calendar). End up with an activity for students to understand what lunar and solar eclipses are. Show them two videos (animation and real) about these eclipses and encourage the students to guess which one they are.</p>				
<p>ACTIVITY 1: <i>Nursery rhymes</i></p> <p>Grouping: groups of five</p>				<p>RESOURCES NEEDED</p>
<p>Put students into groups of five. Cut and hand out the slips of paper from <i>Sheets 28A</i> and <i>28B</i> from <i>Support teaching resources 3</i> (a box for each group). Tell the students the slips are verses from a different nursery rhyme, so students need to put them in order to read the rhyme properly; tell them to take into account the sounds of the rhyme to order the slips. Write the titles of each rhyme down on the board. Ask any volunteer in each group to read the ordered rhyme out. Then, ask all the groups to think and say which title corresponds with their rhymes. Show them <i>Power Point</i> (slide 24 from <i>Support teaching resources 3</i>) to check their work. Encourage them to say the rhymes aloud in their groups. Ask them what the lesson is about.</p>				<p>STR 3 (Sheets 28A and 28B) STR 3 (Power Point, slide 24) Board</p>
<p>KEY SOLUTIONS (STR 3, sheets 28A and 28B)</p> <p>See <i>Sheet 29</i> (<i>Support teaching resources 3</i>) to see the complete rhymes (with the titles to be written on the board).</p>				
<p>ACTIVITY 2: <i>I've got...! Who's got...?</i></p> <p>Grouping: groups of eight</p>				<p>RESOURCES NEEDED</p>
<p>Put the students into groups of eight. Cut and hand out the slips of paper from <i>Sheets 30A</i> and <i>30B</i> (<i>Support teaching resources 3</i>) to each student. Explain they are going to play to a loop game. Ask one student to start reading what there is on the slip; then, waits for an answer and the student who answered reads what there is on the slip, and so on. Tell them the chain</p>				<p>STR 3 (Sheets 30A and 30B)</p>

<p>starts and ends with the same student for them to check the game is right. The chain doesn't follow any order but the words written so it means that members of each group listen carefully since any of them can have the answer to what is read out.</p> <p>Main structures worked throughout the activity:</p> <p>"I've got..."</p> <p>"Who's got...?"</p>	
<p>ACTIVITY 3: <i>Phases of the Moon</i> (PART I)</p> <p>Grouping: groups of four</p>	<p>RESOURCES NEEDED</p>
<p>Write the key words used in the previous activity down on the board and ask the students about their meaning and what they know about them. Put the students into groups of four. Hand out <i>Sheets 31A</i> and <i>31B</i>. Cut out and stick on the board the four pictures showing the different phases of the Moon from <i>Sheets 32A – 32D</i> (<i>Support teaching resources 3</i>). Ask the students to stick the slips with words under each corresponding picture (it needs to be done horizontally; write letters on the board vertically for each group to check their answers, e.g. group A, group B and so on). Choose one student from each group and ask them to stand up and place next to the board: one by one they read their answers out. Ask others if they agree with that. Show them <i>Power Point</i> (slides 25-28 from <i>Support teaching resources 3</i>). Encourage students to explain (allow mother tongue) each one of the slides before uncovering the explanation.</p> <p><i>OPTIONAL</i></p> <p>Using a lantern and one balloon, turn the lights off and simulate the four different phases of the Moon.</p>	<p>STR 3 (Sheets 31A and 31B)</p> <p>STR 3 (Sheets 32A – 32D)</p> <p>STR 3 (Power Point, slides 25-28)</p> <p>Board</p> <p>Blue tack</p>
<p>KEY SOLUTIONS (STR 3, sheets 31A and 31B, sheets 32A - 32D)</p> <p>Connection between words and pictures: picture 1- New moon; picture 2- Full moon; picture 3- First quarter; picture 4- Last quarter</p>	
<p>ACTIVITY 4: <i>Phases of the Moon</i> (PART II)</p> <p>Grouping: pair work</p>	<p>RESOURCES NEEDED</p>
<p>Put the students into pairs. Hand out <i>Sheet 33</i>. Explain they are going to discover how a lunar calendar works. Tell the students to take a look at the worksheet and together with them, point out the corresponding days for each</p>	<p>STR 3 (Sheet 33)</p>

<p>phase of the Moon (and the corresponding pictures). Encourage them to guess that these phases follow a sequenced pattern, as shown in the two examples from January and February. Hand out <i>Worksheet 31</i>. Ask them to follow the sequence for March and April by drawing the phases of the moons left. Show students <i>Power Point</i> (slides 29 and 30 from <i>Support teaching resources 3</i>) to check their answers, and slide 31 to show real pictures of the phases.</p>	<p>Worksheet 31 STR 3 (Power Point, slides 29-31)</p>
<p>KEY SOLUTIONS See <i>Sheet 34</i> (<i>Support teaching resources 3</i>) to see the lunar calendars completed.</p>	
<p>ACTIVITY 5: Eclipses Grouping: plenary</p>	<p>RESOURCES NEEDED</p>
<p>Ask the students what they know about solar and lunar eclipses and write some of their suggestions down on the board. Show them a very short video animation about these two types of eclipses. The video link is: http://www.youtube.com/watch?v=xwGs8_otT64</p> <p>Make comments on these together with the students. Then, show them <i>Power Point</i> (slides 32 and 33 from <i>Support teaching resources 3</i>). There are two pictures of the solar and lunar eclipses: tell the students to look at the pictures and read the description; encourage them to say which type of eclipse it is and then, uncover the word. To finish, show them a short read video about these two types of eclipses. The video link is: http://www.youtube.com/watch?v=Rk3Hjk_oHZ0&NR=1&feature=fvwpb</p> <p>Remind students to put worksheets/slips in their portfolio.</p>	<p>STR 3 (Power Point, slides 32 and 33) Projector Computer Internet Board</p>

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UNIT 3: THE EARTH	SUBJECT: SCIENCE	LESSON 5: WHAT YOU KNOW ABOUT...	TIMING: 60 MINUTES	COURSE: 6th GRADE
<p>OUTLINE</p> <p>Last lesson of the project is to consolidate knowledge and for a second time to officialise the learning/teaching process through some assessment activities. Start the lesson with a video about the Solar System as revision. In the same activity, students complete a diagram to identify the correct planet by making choices. Continue with a short test. Then, in groups of eight, students do another revision activity by matching pictures related to the project with the titles of the units</p>				

worked on so far. Propose a self-assessment activity. End up by organising students' portfolio.		
ACTIVITY 1: <i>Identifying the planets</i> Grouping: pair work	AFL Activity (2)	RESOURCES NEEDED
Put the students into pairs. Explain lesson 5 is the last one of the project so they are going to watch a video as revision. Hand out a sheet of paper and ask students to write the things they think they can see in the video; write some of their suggestions down on the board. Play the video. The link is: http://www.youtube.com/watch?v=TzHD_5-riGI&feature=PlayList&p=F9FACA96422634D0&playnext=1&playnext_from=PL&index=29 Compare the things appeared in the video with their suggestions and make comments on these. Play the video again. Then, hand out <i>Worksheet 32</i> . Ask them to complete it by remembering everything done so far. Show students <i>Sheet 35 (Support teaching resources 3)</i> with a projector to check their answers.		Worksheet 32 Projector Board
KEY SOLUTIONS (Ws 32) See <i>Sheet 35 (Support teaching resources 3)</i> .		
ACTIVITY 2: <i>Testing what you know</i> Grouping: individual	AOL Activity (1)	RESOURCES NEEDED
Hand out <i>Worksheets 33A, 33B and 33C</i> . Explain to the students they are going to do a short test to check what they have learnt so far. It should be done individually and in silence, without them being allowed to look at any paper from the Portfolio. When finished, ask the students all the questions aloud and encourage them to answer (whole group correction first without the worksheets; individual correction afterwards).		Worksheet 33A Worksheet 33B Worksheet 33C
KEY SOLUTIONS See <i>Sheets 36A, 36B and 36C (Support teaching resources 3)</i> to check the answers.		
ACTIVITY 3: <i>Which one does it belong to?</i> Grouping: groups of eight	AFL Activity (3)	RESOURCES NEEDED
Put the students into groups of eight. Write the titles of the three units down on the board (in three clear columns): <i>The Solar System, The planets and The Earth</i> . Hand out <i>Sheet 37 (Support teaching resources 3)</i> . Ask the students to cut out the pictures so each student is holding one. They stick their picture in		

<p>a column under each corresponding title. There are some pictures that can fit in more than one column, but wait for the students to discover and decide where to fit them. Check their answers orally.</p> <p>Language support to be written on the board for students when answering: <i>"Picture...goes in...because..."</i> <i>"I think picture...goes in..."</i></p>	<p>STR 3 (Sheet 37) Blue tack</p>	
<p>KEY SOLUTIONS (STR 3, Sheet 37)</p> <p>Connection between titles and pictures: <i>The Solar System</i>- 2, 3, 6 and 7; <i>The planets</i>- 1 and 4; <i>The Earth</i>- 5 and 8.</p>		
<p>ACTIVITY 4: <i>Self-assessment</i></p> <p>Grouping: individual</p>	<p style="text-align: center;">AFL Activity (4)</p>	<p style="text-align: center;">RESOURCES NEEDED</p>
<p>Hand out <i>Worksheet 47</i>. Explain to students they are going to do a very short self-assessment exercise. Ask them to read all the items from the sheet carefully and then answer. Make general comments on it with the whole group.</p>	<p>Worksheet 34</p>	
<p>ACTIVITY 5: <i>Organising my portfolio!</i></p> <p>Grouping: individual</p>	<p style="text-align: center;">RESOURCES NEEDED</p>	
<p>End the project by organising the portfolio papers. Ask the students to get their portfolio and take out all the papers they have got in it. One by one, organise with them the slips, charts, grids and everything used so far in the same order of use. When finished, encourage the students to say as many things as they remember about the Solar System. Clarify it does not matter whether their oral production is limited to a word or more. Remind students to put worksheets/slips in their portfolio (see <i>Portfolio</i> in the 'Introduction').</p>	<p>Portfolio papers</p>	