

Language

Core language

<i>la Tierra</i>	the Earth
<i>la luna</i>	the moon
<i>un nombre</i>	a noun
<i>un nombre propio</i>	a proper noun
<i>un adjetivo</i>	an adjective
<i>porque</i>	because
<i>cerca de (cerca del sol)</i>	near (near the sun)
<i>lejos de (lejos del sol)</i>	far from (far from the sun)
<i>bastante</i>	quite
<i>muy</i>	very
<i>mucho</i>	a lot / very
<i>Hace mucho calor</i>	It is very hot
<i>Hace mucho frío</i>	It is very cold

Additional language for this unit

<i>Mercurio</i>	Mercury
<i>Venus</i>	Venus
<i>Marte</i>	Mars
<i>Júpiter</i>	Jupiter
<i>Saturno</i>	Saturn
<i>Urano</i>	Uranus
<i>Neptuno</i>	Neptune
<i>Plutón</i>	Pluto

Additional language for teachers

<i>Emparejad/Empareja un día con un planeta</i>	Match (plural/singular) a day with a planet
<i>Subrayad/Subraya</i>	Underline (plural/singular)
<i>Describid/Describe</i>	Describe (plural/singular)
<i>la caja sorpresa</i>	the jack-in-the-box
<i>el siguiente</i>	next
<i>aquí</i>	here
<i>Estoy pensando en ...</i>	I'm thinking of ...
<i>¿Qué planeta es?</i>	Which planet is it?
<i>¿Por qué?</i>	Why?
<i>Piedra, papel o tijeras</i>	Stone, Paper or Scissors

Unit 18 Los planetas (The planets)

About the unit

In this unit children learn to name the planets. They construct sentences using verbs, nouns, adjectives and qualifying adverbs. At the end of the unit, children present their knowledge using ICT or by making a booklet.

Where the unit fits in

Children have already been introduced to the agreement and position of adjectives (see Units 4, 11 and 16). In this unit they have opportunities to use their knowledge in a different context. Confidence in speaking and presenting their work in written form should be improving at this stage. Children should enjoy using the language creatively to make an oral or written presentation about the planets.

Prior learning

It is helpful if children already know:

- the planets and their order in English
- a la izquierda / a la derecha*
- days of the week
- agreement and position of adjectives
- el sol*
- hace calor / hace frío*
- what a subordinate clause is
- how to create a presentation using software.

New language

- Giving a description (of a planet)
- Making statements (about the position of a planet)
- Classifying nouns, adjectives and verbs
- Qualifiers: *bastante, muy, mucho*
- Prepositions: *cerca de, lejos de*
- Compound sentences with *porque*
- Phonic focus: revision of common phonemes; hearing individual phonemes in words and using this to aid writing

Resources

- Picture flashcards or images of the nine planets (see Section 1, 'Points to note'), the moon and the sun
- Ball
- Word cards of the planet names
- Bag
- Word and text cards for making sentences
- Dice
- Cards for a Pelmanism game to match planets with their descriptions
- Word and phrase bank

Links with other subjects

Primary framework for literacy: compose sentences using adjectives, verbs and nouns for precision, clarity and impact (year 3); write information leaflets (year 3); use knowledge of phonics, morphology and etymology to spell new and unfamiliar words (year 4)

ICT: share and exchange information in a variety of forms, including email; be sensitive to the needs of the audience and think carefully about content and quality when communicating information

Expectations

At the end of this unit

<i>most children will:</i>	describe the position of the planets and some of their characteristics; use feminine agreements of adjectives; write short sentences in a presentation or booklet
<i>some children will not have made so much progress and will:</i>	understand the names of the planets; say single words or need prompting to recall vocabulary and structures; copy short phrases
<i>some children will have progressed further and will:</i>	retrieve information from extended descriptions about the planets; write in accurate Spanish, showing attention to adjectival agreement; demonstrate creativity and imagination in their use of language



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn</p>		<p>Children</p>	
<p>Section 1. Introducing the planets</p> <ul style="list-style-type: none"> to develop accuracy in pronunciation and intonation (KAL) to look and listen for visual and aural clues (LLS) 	<ul style="list-style-type: none"> Use picture flashcards or images on the interactive whiteboard to introduce the nine planets (see 'Points to note') and to practise pronunciation. Say the first syllable or sound of a planet's name and children complete the word, eg <i>Mer-(cu-rio)</i>. Children could clap the names using a pattern of beats (see Unit 14). Invite children to recall the names of the planets in the correct order. Before showing the written words, challenge children to write them using their knowledge of phoneme-grapheme correspondence. Most children should be able to make a good attempt at <i>Urano, Venus, Plutón</i> and <i>Neptuno</i>. Show the written word for each planet and practise pronunciation. Display pictures of the planets on the board and invite two children to play <i>Tocad el dibujo</i> (Touch the Picture). Call out the name of a planet and the first child to touch the correct picture gains a point. To keep the rest of the class involved, secretly show them the written word before it is called out. Extension: Invite individual children to use the pictures to lead a teaching sequence for the class, to consolidate the planet names. Remind children of <i>el sol</i> and introduce <i>la luna</i> (the moon). Ask children to listen to the sound of the word and think about how it might be written. To help them further, ask them which day of the week it reminds them of (<i>lunes</i>). Display the flashcards or images of the nine planets, the sun and the moon on the same board and ask children if they can match a day of the week to a planet, the moon or the sun. To help children associate the sun with <i>domingo</i>, ask them to think of its English translation. Play Ping-Pong, where you 'bat' a planet, the moon or the sun and children 'bat' back a day of the week. 	<ul style="list-style-type: none"> say new words with accurate pronunciation and intonation use clues to help them understand and remember new words 	<ul style="list-style-type: none"> The nine planets are: <i>Mercurio, Venus, la Tierra, Marte, Júpiter, Saturno, Urano, Neptuno</i> and <i>Plutón</i>. There are many beautiful images of planets on the internet, eg on the NASA website (www.nasa.gov). You could also find animations that show the planets revolving. You could make a model of the solar system on an interactive whiteboard screen. Note that Pluto is now classified as a 'dwarf planet', <i>un planeta enano</i>. Ensure that the planets are introduced in the correct order, so that children get used to this. The game <i>Tocad el dibujo</i> could be adapted for any theme. Follow-up: Children create solar system mobiles and label these in Spanish. Phoneme revision: Brainstorm common phonemes with the class and draw up a tally chart. Read out the names of the planets. In pairs, children tally the number of times they hear each phoneme. Which is the most common? (Surprisingly, there are very few different phonemes among these words, and the sound <i>u</i> predominates.)
<p>Section 2. Describing the planets</p> <ul style="list-style-type: none"> to make simple sentences and short texts (L5.2) to recognise the typical conventions of word order in the foreign language (KAL) to apply grammatical knowledge to make sentences (LLS) 	<ul style="list-style-type: none"> Use picture flashcards or images to recap the names of the nine planets. Play <i>Pasad la pelota</i> (Pass the Ball), where a ball is passed around the class. As the ball passes from one child to another, they name the next planet. Perform a Mexican wave to further consolidate the vocabulary (see Unit 3, Section 5). Show images of Mercury, Earth, Mars, Jupiter, Neptune and Pluto. Ask children questions about the planets, eg <i>¿Qué planeta es rojo/verde/grande/pequeño/azul/rápido?</i> Ask some differentiated questions, eg: <i>Marte es un planeta azul. ¿Sí o no?</i> <i>¿Marte es un planeta azul o un planeta rojo?</i> <i>¿De qué color es Marte? (Marte es un planeta rojo.)</i> Select the planets Mars, Jupiter and Mercury and invite children to give a simple sentence to describe each one, eg <i>Marte es un planeta rojo. Júpiter es un planeta grande. Mercurio es un planeta rápido</i>. Write the sentences on the board, leaving space for an English translation later. Invite children to come up to the board and ask them to underline, in different colours, <i>los nombres</i> (nouns), <i>los nombres propios</i> (proper nouns) and <i>los adjetivos</i> (adjectives). Ask the class to read these aloud. Ask children to give the English translations and write these under the Spanish sentences. Repeat the underlining activity for the English sentences. Discuss similarities and differences in words and sentence structure, eg the position of adjectives. Children work in pairs to think of a rule to help them build descriptive sentences, eg adjectives come after the noun. They write their suggestions on mini-whiteboards and feed back to the class. Some children may prefer to work in pairs to 'collect' the adjectives on their mini-whiteboards. Extension: Children create a quiz in which they ask and answer each other's questions about the planets. 	<ul style="list-style-type: none"> ask and answer questions about the planets 	<ul style="list-style-type: none"> The warm-up could be done on the interactive whiteboard using the appear/disappear, spotlight or slow reveal functions. Differentiated questions can elicit a simple yes/no response, can give children a choice of answer or can be open-ended. Encourage children to answer in a full sentence where appropriate. Follow-up: Throughout the week, play <i>Pasad la pelota</i> and practise questions and answers about the planets. Follow-up: Create a class poster of language rules which can be added to throughout the year. Link with literacy work: The fourth activity links to work on identifying different question types in year 5. For the penultimate activity, if using the interactive whiteboard, draw together and save children's suggestions and conclusions on the board, to summarise and synthesise their learning and understanding.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Writing about a planet

- to write words, phrases and short sentences, using a reference (L5.3)
 - to recognise the typical conventions of word order in the foreign language (KAL)
 - to apply grammatical knowledge to make sentences (LLS)
- Play *Pasad el paquete* (Pass the Parcel). Place word cards of the planets in a bag and pass it around to music. When the music stops, the child with the bag pulls out a card, shows it to the class and they read it aloud. The child places the card on the board in the correct order of the planets.
 - Give one group of children a word each from one of the sentences used in the previous section. They hold these up randomly at the front of the class in a human sentence. Ask the class to order the sentence by telling children where to stand using the instructions *a la izquierda / a la derecha*. Look at the position of the adjective and discuss. Repeat so that all the children have a word card.
 - Still holding their cards, children sit down to play *La caja sorpresa* (Jack-in-the-Box). Call out a word class, eg *un nombre* (see Section 2), and children holding that card jump up like a jack-in-the-box.
 - Give word cards to children in small groups, so that they can order their own sentences. Invite them to place these on the board and ask the group to read their sentence aloud. Ask each group to change the adjective in their sentence and read it out again.
 - Choose six planets and display images on the board. Number each one. In pairs, children throw a die and write a picture caption about the corresponding planet. Support can be displayed on the board, if needed.
 - Extension: Children extend the quiz from the last section into an interactive class display, by making a 'lift-the-flap' presentation about a planet of their choice. They write one of the questions from the last section on the front and give the answer under the 'flap'.

- identify word classes
- write a picture caption to describe a planet

- Display a selection of known adjectives on the board, as a support for children when they make their own sentences.

Section 4. Distances from the sun

- to listen attentively and understand more complex phrases and sentences (O5.3)
 - to manipulate language by changing an element in a sentence (KAL)
 - to look and listen for visual and aural clues (LLS)
- Display the planet names on the board and practise their pronunciation. Invite children to come out to the front to arrange them in the correct order against the clock.
 - Draw a line on the board and mark the sun at one end. Ask which planet is next, eg *Aquí está el sol. El siguiente, ¿qué planeta es?* (Here is the sun. Which planet is next?) Elicit the answer *Mercurio*. Use a gesture to illustrate the meaning as you tell children *Mercurio está cerca del sol* (Mercury is near the sun). Place the corresponding planet label on the line. Point to the sun and tell children *¡Hace calor, mucho calor!* Point to Mercury and say *Mercurio está cerca del sol. Mercurio es un planeta caliente* (Mercury is near the sun. Mercury is a hot planet) as you write these sentences on the board. Ask children if they can work out the difference between *calor* and *caliente*. Ask them to explain the reasons (see 'Points to note').
 - Go to the other end of the line on the board and ask *Y aquí, ¿qué planeta es éste?* (And here, which planet is this?) Ask a child to select the corresponding planet label and place it on the line. Use gesture to illustrate the meaning, as you say *Plutón está lejos del sol* (Pluto is far from the sun) and write it on the board. Ask *¿Plutón es un planeta caliente o frío?* (Is Pluto a hot or cold planet?)
 - Use some objects in the classroom, eg *la puerta, la pizarra*, to illustrate the concept of *cerca de* and *lejos de*.
 - Invite three children to the front to take on the role of the sun, Mercury and Pluto. They greet the class and introduce themselves as the planets, eg *Buenos días, me llamo Sol*.
 - Invite the children to stand in the appropriate position to show their distance from the sun. Ask the class differentiated questions, eg: *¿Mercurio está lejos del sol? ¿Sí o no? ¿Plutón es un planeta frío o caliente? Describid Mercurio* (Describe Mercury). Give children time to whisper the answer to their partner before putting up their hands. Children portraying the planets could use gesture and drama to support meaning.
 - Invite seven other children to be planets and to stand in their appropriate places in the line. Present the planets using the qualifiers *bastante* and *muy* (quite and very), eg *Urano es un planeta frío. Saturno es un planeta bastante frío. Neptuno es un planeta muy frío*. Ask children to discuss the meanings in pairs.
 - Give a simple description of a planet, eg *Estoy pensando en un planeta bastante caliente*. Children suggest a planet. Encourage them to use full sentences in their replies.
 - Extension: Children describe the planets for the class to guess.

- understand the main points from speech that contains unfamiliar language
- ask and answer questions on a given topic

- Grammar point: When using *cerca de / lejos de* to describe distance from a planet named with a proper noun and not preceded by the masculine article *el*, the *de* does not change, eg *cerca de Mercurio*. When it is followed by a masculine noun preceded by *el*, however, *de* changes to *del*, eg *cerca del sol*.
- Follow-up: Throughout the week, practise using qualifiers in a different context, eg *Hace mucho calor*.
- Grammar point: *Calor* is a noun and it is used to talk about the weather, eg *Hace calor* (It's hot). *Caliente* is an adjective, eg *un planeta caliente*.
- Follow-up: As a PE warm-up, stand at one end of the hall as 'the sun' and call out a planet. If the planet is close to the sun, children run to stand near you. Alternatively, call out eg *muy frío*, and children run to an appropriate distance. You could also designate corners or areas of the room as specific planets. When you shout out the name of a particular planet, children run to that part of the room.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Making compound sentences

- to listen attentively and understand more complex phrases and sentences (O5.3)
 - to make simple sentences and short texts (L5.2)
 - to manipulate language by changing an element in a sentence (KAL)
- Display the questions from the last section on the board and quickly revise them.
 - Play *Piedra, papel o tijeras* (Stone, Paper or Scissors) against the class. Everyone chants *Piedra, papel o tijeras, uno, dos, tres*. On 'tres', everyone chooses one of the hand shapes to make. The winner in each pair is determined by the following: *piedra* wins against *tijeras*, *tijeras* wins against *papel*, *papel* wins against *piedra*. The winner of each round can ask their partner one of the questions.
 - On the board, revise a selection of sentences from the previous section, eg *La Tierra es un planeta caliente. La Tierra está bastante cerca del sol*. Ask children how they could join these two sentences together, using the connective *porque*. Elicit *La Tierra es un planeta caliente porque la Tierra está bastante cerca del sol*. Repeat for other planets.
 - Give groups of children word cards so that they can make two sentences about the planets and join them with *porque*. Children read their sentences aloud to the rest of the class.
 - Extension: Provide children with written statements and questions, such as *Venus es un planeta muy caliente. ¿Por qué?* These questions could be answered orally or in writing.
 - Put an example on the board of a compound sentence in English, eg 'Mercury is a very hot planet because Mercury is very close to the sun'. Invite comments on how this could be improved. Highlight the omission of pronouns and show how 'Mercury' can be omitted in the second part of the sentence. Model a comparable sentence in Spanish, using *está*, eg *Mercurio es un planeta muy caliente, porque está muy cerca del sol*. Practise as a class with a selection of sentences. Invite volunteers to come to the front and make some human sentences with word cards. Some children may not be ready to omit pronouns.
 - Explain to children that in the next section they will be designing a presentation or booklet about either a real or imaginary planet.

- understand the main points from speech that includes unfamiliar language
- make a sentence using word cards and read it aloud
- make a compound sentence

- The interactive whiteboard is ideal for showing children how to build and extend compound sentences by moving words apart and inserting other words, such as adjectives and qualifiers. If the board has a screen-recording function, plug a microphone into the computer and let individual children drag words into a sentence, speaking the words as they do so. Play the sequence back for the class to evaluate and discuss. This method encourages children to learn from each other.
- Follow-up: Throughout the week, children practise joining sentences using *porque*.
- Note the spelling of the question *¿por qué?* (Why?) and of the connective *porque* (because).
- Follow-up: Children research images for their presentations or booklets.
- Links with literacy work: The penultimate activity links to work on composing compound sentences from year 2 onwards. The last activity links to information writing in year 3. Children will be familiar with making information booklets.
- The use of *es* and *está* can be confusing. In this context: *es* is used to describe what each planet is like, eg *es grande, es caliente*; and *está* describes the position, eg *está muy lejos del sol*. In Spanish the personal pronoun is often omitted, so *está* preceded by a noun or pronoun means 'is situated', whereas without a noun or pronoun *está* means 'it is situated'.

Section 6. Preparing a presentation

- to prepare a short presentation on a familiar topic (O5.4)
 - to write words, phrases and short sentences using a reference (L5.3)
- Ask children to play Pelmanism in pairs. Give each pair a set of cards containing names of each of the planets and short descriptions. They place the cards face down and take it in turns to turn over two cards. If they turn over a description that matches the planet, they keep the cards. If not, they turn the cards back over, keeping them in the same place. The winner is the player with the most matching pairs at the end. Differentiate this game by allowing some children to match names of planets to pictures.
 - Show an example of a presentation or booklet about a real or imagined planet created with presentation/publishing software and discuss this with the class. Display a word and phrase bank to support children as they prepare their own presentations or booklets about a real or imaginary planet.
 - Extension: Children make a mini-encyclopaedia about the planets using their work from the previous activity.

- remember, retain and recall words, phrases and sentences
- choose words, phrases and sentences and write them as picture captions
- use a reference source to check the spellings of familiar words

- Follow-up: Throughout the week, play Pelmanism.
- Follow-up: Children complete their presentations or booklets.
- Links with literacy work: The presentation links to work on using ICT programs to present texts in year 5. The extension activity links to work on creating information texts with a variety of elements, eg labelled explanatory diagram, reporting chart (year 5).

End-of-unit activity

- to apply the knowledge, skills and understanding in this unit

- Children share their presentations with the class or display their booklets for other children to read.

- present their work with confidence and clarity
- produce a booklet for others to read
- listen to and read the work of others

- Follow-up: If the school is linked with a Spanish-speaking school, presentations could be emailed. Children could explore and compare the science curriculum in the two schools.