

Space

Topic

Space and the solar system

Learning outcomes

Develop and practise:

- vocabulary: words connected with the solar system
- structure: there is/are
- curricular work: the solar system
- integrated skills: listening, speaking, reading, writing

Age/ Level

Aged 9–12 CEFR A2

Time

55- 85 minutes

Materials

- Presentation
- Worksheet – 1 each learner
- Song - Flying from the sun to the stars: https://youtu.be/hU9LBD7glys?si=kl2ul_DzKiocNdD9
- Story - Our colourful world: <https://youtu.be/lxfaVWsHQEM?si=TYRTQP3DMWiWbEPc>
- Pictures of the planets (Optional)

Introduction

In this lesson, learners will look at the planets in the solar system and features of planets. They will listen to and sing a song, then watch a story about features of different planets. They will practise describing planets using 'there is/are', and then work together to invent their own planet. Finally learners can play a game to learn or review vocabulary.

Procedure

1. Introduce the topic (5 mins)

- Show the learners **slide 2**. Check if they know what it is. What's on the left? (The Sun) Where do we live? (On Earth)
- Write 'Earth' on the board. See if learners can tell you any of the names of the other planets.

	<ul style="list-style-type: none"> • Then show slide 3 and drill the pronunciation of the planets. There is information about drills at the end of this lesson plan.
2. Focus on the solar system (15–20 mins)	<ul style="list-style-type: none"> • Give out the worksheet. Tell learners they are going to listen to a song about the solar system. Ask them to listen out for the names of the planets. • Play the song. Learners number the planets as they hear them in the song Answers: 1. Mercury; 2. Venus; 3. Earth; 4. Mars; 5. Jupiter; 6. Saturn; 7. Uranus; 8. Neptune. The other planet mentioned is Pluto (now classed as a 'dwarf planet') Display slide 4. Play the song again and encourage learners to sing along. • If you think it would be useful, teach learners a mnemonic for the order of the planets, for example: My Very Earthly Mother Just Sent Us Nine Pizzas.
3. Line up reading activity (10 minutes)	<ul style="list-style-type: none"> • Select 8 learners to come to the front of the class. Give each one a planet card (see Appendix 1). Stand on the left. Explain you are the sun and the learners should line up next to you in the order of the planets. • Once they are in order ask the rest of the class to check if they're correct. If not the other students need to correct the order • Once the order is correct ask the class to thank the line up participants by clapping.
3. Focus on language for planets (15–20 mins)	<ul style="list-style-type: none"> • Tell learners they are going to watch a story about Billy and Splodge exploring planets in a different solar system. Ask them to decide what their favourite planet is. • Play the story. At the end, take a class vote on their favourite planet. Ask them why they like it. • Put learners into pairs and ask them to complete as much as they can of exercise 2 of the worksheet for the story from memory. You can display slide 5 to set up the activity. • Show the story again and ask learners to fill in any missing information. Answers: a. forest; b. sky; c. sea; d. hot • Highlight 'there is' and 'there are' in sentences c and d. Ask them if they can tell you when we use 'there is' and when we use 'there are'. • Ask them to write or tell each other some sentences about Earth using 'there is' and 'there are'.
4. Extension activity: invent a planet (20–30 mins)	<ul style="list-style-type: none"> • Tell learners they are now going to work in pairs to invent their own planet. Give them some categories to help them decide on the characteristics of their planet, for

<p>OPTIONAL</p>	<p>example size, temperature, animal life, plant life, number of oceans, type of land, etc. Brainstorm some ideas as a class, if necessary.</p> <ul style="list-style-type: none"> • In pairs, learners should write down their ideas in their notebooks. If there are any disagreements, tell them they can have different characteristics for different continents! Monitor and help with any language needed at this stage. • Learners now draw a picture of their planet. If you wish, this could become a craft activity – either using paper plates as the planet, which learners could draw on or decorate with aluminium foil, glitter, cotton wool, fabric, etc., or using polystyrene balls, which can usually be bought from arts and crafts shops, and decorated the same way. For pictures of plant or animal life, for example, learners can draw them on paper, cut them out and stick them on. • Now learners write a paragraph about their planet, based on their notes and their creation. Monitor and help with language, checking use of ‘there is’ and ‘there are’. • Fast finishers could write extra details about the plant and animal life on their planet. Don’t forget to ask learners to decide on a name for their planet! • To display the work, you could create a new solar system around the room. Use a circle of yellow paper for the sun and stick it on the wall. Then decide an order for the planets – ask learners to tell you whether the hotter planets and colder planets should go near to or further away from the sun. Stick the planets in the order decided. If you have used polystyrene balls – you could suspend them from the ceiling! • Finally, if appropriate, ask learners to invent a mnemonic for the class solar system!
<p>6. Setting homework (5 mins)</p>	<ul style="list-style-type: none"> • Learners can watch the story or listen to the song again at home. • Higher level learners could choose a planet to research at home, so that next lesson they can each tell the class one interesting fact about the planet they chose.
<p>Additional information on drills</p>	<p>Slow/ fast drill</p> <ul style="list-style-type: none"> • Say a word very slowly and ask learners to repeat • Keep repeating the word getting quicker and quicker. The learners must repeat at the same speed. <p>Quiet/ loud drill</p> <ul style="list-style-type: none"> • Whisper a word. Learners repeat. • Repeat the word 3 or 4 times but get louder and louder each time. Learners repeat at the same volume. <p>• Note: During drills alternate between a whole class drill and nominating individual learners.</p>

Contributed by

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Appendix 1 – Line up cards

Earth	Saturn
Mercury	Uranus
Venus	Jupiter
Neptune	Mars