

Space – the sun, moon, stars and planets

Topic

Space – the sun, moon, stars and planets

Aims

- To help learners extend their vocabulary
- To develop learners' speaking and listening skills
- To develop learners' writing skills

Age/level

Primary
CEFR level A1

Time

60 minutes approximately

Materials

1. Game <https://learnenglishkids.britishcouncil.org/en/word-games/space>
2. Song <https://learnenglishkids.britishcouncil.org/en/songs/flying-the-sun-the-stars>
3. Story <https://learnenglishkids.britishcouncil.org/en/short-stories/the-cold-planet>
4. Story maker <https://learnenglishkids.britishcouncil.org/en/games/story-maker>
5. Paper or card

Introduction

In this lesson, children play a game using vocabulary about space, sing a song about travelling to the sun, listen to and read a story about a fictional planet, design their own story with support from a structured template and then write about it.

Procedure

1. Introduction of topic (10 minutes)

- Divide the class into two teams to play the game.
- Children take turns to match a word and a picture each on the classroom computer. Ask for volunteers to put up their hands.
- Be ready to clarify the meaning of useful topic vocabulary such as the moon and sun by asking questions like 'Which one is hot?'

2. Song (15 minutes)

- Ask the children if they know the names of any planets and write them on the board. When they have done all they can, write the remaining planets on the board.

	<ul style="list-style-type: none"> • Tell children to choose one planet. Give them a blank piece of paper or card and tell them to write the name of their chosen planet in big letters, with a picture. • Play the song and ask children to stand up and hold their paper in the air each time they hear the name of their planet. • Tell children to put down their papers before you play the song again. This time the children follow the words and join in with just the line 'Flying from the sun to the stars'. Encourage them to do actions with this line (e.g. pretend to fly, then draw a big circle in the air for the sun and flick your fingers out for the stars). • Find an optional activity worksheet to download and print under the song. You can also print the words to the song.
3. Song (15 minutes)	<ul style="list-style-type: none"> • Before beginning the story, show children the picture at the beginning. Tell children that the name of the planet is Fliptune. Ask what they think the planet is like (cold and dark) and who lives there (aliens). Ask if it is a real planet (no). • Pause the story at various points to ask children what they think will happen next. Here are some suggestions of points to pause for prediction. After the lines: <i>One day, a young alien, Neila, put the wrong batteries in her torch. Neila quickly turned the torch off, but the pair were sucked up. She got her torch and put the wrong batteries in again.</i> • Ask for hands up to give answers. Play the rest of the story. • You can also pause the story at various points to ask children to describe what they can see in the pictures on the screen. • Play the story again, but this time tell children to stand up to do actions and make sound effects for each part of the story. For example, they can make the sucking sound, they can shake their pretend torch and they can look shocked. • There is an optional activity worksheet to download and print under the story. You can also print the words to the story.
4. Story maker (15 minutes)	<ul style="list-style-type: none"> • Tell children to sit down again, and explain they are going to make their own space story together as a class. Show them the story maker. Click on 'science fiction'. • Divide the class into two teams, A and B. Alternate between the teams for each option in the story. If the team cannot agree, take a vote within their team by asking children to raise their hands for their preferred choice. • When the story is complete, praise the children for having created their own story to promote a sense of satisfaction at having done it themselves. Read the story aloud and do actions where possible to make it more fun. • With stronger classes, you may like to remove the story from the board and ask learners to work in groups to reconstruct the story. • Alternatively, you could follow up the story by asking learners to draw a picture that represents one part of the story and write a sentence underneath their picture explaining what it shows. Then ask learners to show their picture to the class and put themselves in order of which part of the story their picture appears.

Contributed by

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