
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 (Units 4, 11, 13 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
- days of the week
- agreement and position of adjectives
- *il Sole*
- *caldo / freddo*
- 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
- Prepositions: *vicino a / lontano da*
- Qualifiers: *abbastanza / molto*
- Compound sentences with *perché*
- 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
- Feely 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

most children will: describe the position of the planets and some of their characteristics; use feminine agreements of adjectives; write short sentences in a presentation or booklet

some children will not have made so much progress and will: understand the names of the planets; say single words or need prompting to recall vocabulary and structures; copy short phrases

some children will have progressed further and will: retrieve information from extended descriptions about the planets; write in accurate Italian, showing attention to adjectival agreement; demonstrate creativity and imagination in their use of language

Language

Core language

<i>la Terra</i>	the Earth
<i>la Luna</i>	the Moon
<i>un nome</i>	a noun
<i>un nome proprio</i>	a proper noun
<i>un aggettivo</i>	an adjective
<i>perché</i>	because
<i>vicino a (vicino al Sole)</i>	near (near the Sun)
<i>lontano da (lontano dal Sole)</i>	far from (far from the Sun)
<i>abbastanza</i>	fairly
<i>molto</i>	very

Additional language for this unit

<i>Mercurio</i>	Mercury
<i>Venere</i>	Venus
<i>Marte</i>	Mars
<i>Giove</i>	Jupiter
<i>Saturno</i>	Saturn
<i>Uranio</i>	Uranus
<i>Nettuno</i>	Neptune
<i>Plutone</i>	Pluto

Additional language for teachers

<i>Associa / Associate un giorno a un pianeta</i>	Match (plural / singular) a day with a planet
<i>Sottolinea / Sottolineate</i>	Underline (plural / singular)
<i>Descrivi / Descrivete</i>	Describe (plural / singular)
<i>Il Diavolo è risorto</i>	The Jack-in-the-Box
<i>accanto</i>	next
<i>qui</i>	here
<i>Io penso a...</i>	I'm thinking of...
<i>Che pianeta è?</i>	Which planet is it?
<i>Perché?</i>	Why?

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 1. Introducing the planets			
<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 e.g., <i>Mer-curio</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 the children to write them using their knowledge of phoneme-grapheme correspondence. Most children should be able to make a good attempt at <i>Urano</i>, <i>Venere</i>, <i>Plutone</i> and <i>Nettuno</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>Tocca l'immagine</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>il Sole</i> and introduce <i>la Luna</i> (the Moon). Ask the children to listen to the sound of the word and think about how it might be written. To help them further, ask them which planet it rhymes with (<i>Nettuno</i>). Once you have shown the written word, ask the children how the sound would change if the final <i>e</i> were omitted. 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>domenica</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</i> (Mercury), <i>Venere</i> (Venus), <i>la Terra</i> (the Earth), <i>Marte</i> (Mars), <i>Giove</i> (Jupiter), <i>Saturno</i> (Saturn), <i>Urano</i> (Uranus), <i>Nettuno</i> (Neptune) and <i>Plutone</i> (Pluto). • There are many beautiful images of planets on the internet e.g., on the NASA website (www.nasa.gov). You can 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 pianeta nano</i>. • Ensure that the planets are introduced in the correct order, so that children get used to this. • The game <i>Tocca l'immagine</i> can be adapted for any theme. • Follow-up: Children create solar system mobiles and label these in Italian. • Phoneme revision: Brainstorm common phonemes with the class and draw up a tally chart. Read out the names of the planets and the children, in pairs, 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.)

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 2. Describing the planets			
<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>Passa la palla</i> 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 e.g., <i>Quale pianeta è rosso / verde / grande / piccolo / blu / veloce?</i> (Which planet is red/green/big/small/blue/fast) Ask some differentiated questions e.g., <i>Marte è un pianeta blu. Sì o no?</i>(Is Mars a blue planet. Yes or no?) <i>Marte è un pianeta blu o un pianeta rosso?</i> (Is Mars a blue or a red planet?) <i>Di che colore è Marte?</i>(What colour is Mars?) Select the planets Mars, Jupiter and Mercury and invite children to give a simple sentence to describe each one e.g., <i>Marte è un pianeta rosso. Giove è un pianeta grande. Mercurio è un pianeta veloce.</i> Write the sentences on the board, leaving space for an English translation later. Invite children to the board and ask them to underline, in different colours, <i>I nomi</i> (nouns), <i>I nomi propri</i> (proper nouns) and <i>gli aggettivi</i> (adjectives). Ask the class to read them aloud. Ask children to give the English translations and write these under the Italian sentences. Repeat the underlining activity for the English sentences. Discuss similarities and differences in words and sentence structure e.g., the position of adjectives. Children work in pairs to think of a rule to help them build descriptive sentences e.g., colour 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 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"> Differentiated questions can elicit a simple yes / no response, give children a choice of answer or be open-ended. Encourage children to answer in a full sentence where appropriate. Follow-up: Throughout the week, play <i>Passa la palla</i> and practise questions and answers about the planets. Follow-up: Create a class poster of language rules which can be added to in the following 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 the children's suggestions and conclusions on the board to summarise and synthesise their learning and understanding.

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 3. Writing about a planet			
<ul style="list-style-type: none"> • to write words, phrases and short sentences, using a reference (L5.3) • to recognise the different conventions of word order in the foreign language (KAL) • to apply grammatical knowledge to make sentences (LLS) 	<ul style="list-style-type: none"> • Play <i>Il Regalo Musicale</i> (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 selected children a word from one of the sentences used in the previous session. They hold these up at the front of the class. Ask the class to order the sentence by telling the children where to stand. Look at the position of the adjective and discuss. Children, still holding their cards, sit down to play <i>Diavolo è risorto</i> (Jack-in-the-Box). Call out a word class e.g., <i>un nome</i>, and the child holding that card jumps up like a Jack-in-the-box. • Give children, in small groups, word cards 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. • Choose six planets and display images on the board. Number each one. In pairs, children throw a dice and write a sentence about the corresponding planet. 	<ul style="list-style-type: none"> • identify word classes • write a picture caption to describe a planet 	

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 4. Distances from the Sun			
<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 e.g., <i>Ecco il Sole. Qual è il pianeta che viene dopo?</i> (Here is the Sun. Which planet is next?) to elicit <i>Mercurio</i>. Use a gesture to illustrate the meaning as you tell children <i>Mercurio è vicino al Sole</i> (Mercury is near the Sun) and place the corresponding planet label on the line. Point to the Sun and tell children <i>è caldo, molto caldo!</i> Point to Mercury and say <i>Mercurio è vicino al Sole. Mercurio è un pianeta caldo</i> as you write it on the board. Ask children if they can hear the difference in pronunciation and see the difference in spelling between <i>caldo</i> and <i>calda</i>. Ask them to explain the reasons. • Go to the other end of the line and ask <i>E qui, che pianeta è?</i> (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 <i>Plutone è lontano dal Sole</i> (Pluto is far from the Sun) and write it on the board. Ask <i>Plutone è un pianeta caldo o freddo?</i> (Is Pluto a hot or cold planet?) Write the answer in a sentence, pointing out the difference between <i>freddo</i> and <i>fredda</i>. • Use some objects in the classroom to illustrate the concept of <i>vicino</i> and <i>lontano</i>. Provide a set of labelled planet cards to help some children with the concept of distance. • 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 e.g., <i>Buongiorno, io sono il Sole.</i> etc. • Invite them to stand in the appropriate position to show their distance from the Sun. Ask the class differentiated questions e.g.,: <ul style="list-style-type: none"> <i>Mercurio è lontano dal Sole? Sì o no?</i>(Is Mercury far from the Sun, yes or no?) <i>Plutone è un pianeta freddo o caldo?</i>(Is Mercury a hot or a cold planet?) <i>Descrivete Mercurio.</i> (Describe Mercury) Children portraying the planets can use gesture and drama to support meaning. 	<ul style="list-style-type: none"> • understand the main points from speech that contains unfamiliar language • ask and answer questions on a given topic 	<ul style="list-style-type: none"> • Grammar point: When using <i>lontano / lontano da</i> to describe distance from a planet named with a proper noun, the <i>da</i> does not change e.g., <i>lontano da Mercurio</i>. However, <i>da</i> changes to <i>dal</i> e.g., <i>lontano dal Sole</i> and to <i>dalla</i> e.g., <i>lontano dalla Luna</i>. • Follow-up: Throughout the week, practise using qualifiers in a different context e.g., <i>fa molto caldo</i>. • 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, for example, <i>molto freddo</i>, and children run to an appropriate distance. You could also designate corners or areas of the room as specific planets. When the name of a particular planet is shouted out, children run to that part of the room.

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
	<ul style="list-style-type: none"> • Invite seven other children to be planets and to stand in their appropriate places in the line. Present the planets using the qualifiers <i>abbastanza</i> and <i>molto</i> (quite and very) e.g., <i>Urano è un pianeta freddo (Uran is a cold planet)</i>; <i>Saturno è un pianeta abbastanza freddo (Saturn is quite a cold planet)</i>; <i>Nettuno è un pianeta molto freddo (Neptune is a very cold planet)</i>; Ask children to discuss the meanings in pairs. • Give a simple description of a planet e.g., <i>lo penso a un pianeta che è abbastanza piccolo (I think of a very small planet)</i> . Children suggest a planet. Encourage them to use full sentences in their replies. • Extension: Children describe the planets for the class to guess. 		

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 5. Making compound sentences			
<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Play <i>Il telefono senza fili</i> (Chinese Whispers) in teams. Whisper a different description of a planet to the first person in each team e.g., <i>un pianeta rosso</i> (a red planet). The team pass the sentence along until it reaches the last member, who then runs and collects the correct text or picture flashcard. Some teams may need adult support to play this. Revise a selection of sentences from the previous session on the board e.g., <i>La Terra è un pianeta caldo</i> (Earth is a warm planet). <i>La Terra è abbastanza vicina al Sole</i> (Earth is quite close to the Sun). Ask children how they can join these two sentences together, using the connective <i>perché</i> to elicit <i>La Terra è un pianeta abbastanza caldo perché (la Terra) è abbastanza vicina al Sole</i> (Earth is a warm planet because is quite close to the Sun). Repeat for other planets. Give groups of children word cards so that they can make two sentences about the planets and join them with <i>perché</i>. They read aloud their sentences to the rest of the class. Extension: Provide children with written statements and questions such as <i>Venere è un pianeta molto caldo. Perché?</i> (Venus is a very hot planet . why?) These can be answered orally or in writing. Explain to children that in the next session they will be designing a presentation or booklet about either a real or imagined planet. 	<ul style="list-style-type: none"> understand the main points from speech that includes unfamiliar language make a sentence using word cards and read it aloud make a compound sentence 	<ul style="list-style-type: none"> 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, insert a microphone into the computer and let individual children drag words into a sentence, speaking the words as they do so. Play back the sequence to 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 <i>perché</i> (Why, because). Follow-up: Children research images for their presentations or booklets. Links with literacy work: The fifth 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.

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 6. Preparing a presentation			
<ul style="list-style-type: none"> to prepare a short presentation on a familiar topic (O5.4) to write words, phrases and short sentences using a reference (L5.3) 	<ul style="list-style-type: none"> Ask children to work in pairs to play Pelmanism. Give each pair a set of cards containing names of 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 created with presentational software and discuss this with the class. Display a word and phrase bank to support children as they prepare their presentations or booklets about a real or imagined planet. Extension: Children make a mini-encyclopaedia about the planets. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 e.g., labelled explanatory diagram, reporting chart, etc (year 5).
End-of-unit activity			
<ul style="list-style-type: none"> to apply the knowledge, skills and understanding in this unit 	<ul style="list-style-type: none"> Children share their presentations with the class or display their booklets for other children to read. 	<ul style="list-style-type: none"> present their work with confidence and clarity produce a booklet for others to read listen to and read the work of others 	<ul style="list-style-type: none"> Follow-up: If the school is linked with a Italian-speaking school, presentations can be emailed. Children can explore and compare the science curriculum in the two schools.