



UNIT GRAPHIC ORGANIZER

SUBJECT: SCIENCE

UNIT Nº: 4

GRADE: FIRST

TEACHER: INGRY CARDENAS AND LILIANA VARGAS

DATE: SEPTEMBER 9th, 2019.

EARTH, MOON AND SUN – LIGHT AND SOUND

THROUGHLINES:

1. Why is the sun important to us?
2. What would happen if light does not exist?
3. What kind of sounds can I hear?

GENERATIVE TOPIC:



UNDERSTANDING GOALS:

The students will understand how universe is composed by making models of the moon, sun and earth with cookies in order to recognize their characteristics.	The student will understand the way light works by doing different experiments using natural sources of light in order to identify its characteristics.	The students will understand the way sounds are produced and perceived by classify and compare them in a chart in order to recognize what sounds can harm our ears.
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
EXPLORATION STAGE	<ul style="list-style-type: none"> • To watch a video about the sun and moon. • To watch the video “sources of light for kids” • To observe natural and artificial sources of light around the school. • To hear sounds in the daily life. • To observe and listen examples of light and sounds. 	3 weeks	<ul style="list-style-type: none"> • Pointing out some flashcards. • Watching the video and proposing questions about sources of light. • Observing pictures about natural and artificial sources of light. • Doing experiments in the laboratory (using flashlight) • Cutting out pictures about natural and artificial sources of light. • Reproducing different kind of sounds in the real life. <p><u>SYNTHESIS PROJECT ADVANCE</u> Making different cards to play Pictionary by cutting up different examples of light and sound sources and moon, sun and earth.</p>	<p>Express ideas using scientific vocabulary.</p> <p>Explaining different features. Making relations or differences between concepts using the information.</p>
GUIDED STAGE	<ul style="list-style-type: none"> • To recognize the moon, sun and earth. • To identify light sources around us. • To classify different sources of light. • To listen sounds from different sources • To describe different sounds. • To create bar graphs, to compare sounds according to their duration. • To difference soft and loud sounds. 	3 weeks	<ul style="list-style-type: none"> • Making models of the universe with cookies. • Listing natural and artificial sources of light. • Classifying different sounds according to their volume and intensity. • Doing a presentation. • Doing a list about the characteristics of loud and soft sounds. • Classifying long and short sounds. • Comparing different sounds given in bar graphs. <p><u>SYNTHESIS PROJECT ADVANCE</u> To design the pictionary game with pictures and vocabulary worked in class by drawing different examples of light and sound sources.</p>	<p>Socialize their ideas about a topic, using an appropriate language.</p> <p>Through the previous knowledge create their concept.</p>
LEARNING EVIDENCE	<p>Playing with my world! To make a pictionary game using vocabulary about light and sound sources and moon, sun and earth.</p>	2 weeks	<ul style="list-style-type: none"> • laying the Pictionary game, using the cards describing the vocabulary worked in class. They are going to guess the high frequency words. 	<p>Making real concepts.</p>