



UNIT GRAPHIC ORGANIZER  
UNIT: 4

SUBJECT: Science

COURSE: First

TEACHER: Alejandra Espitia - Diana Parra

DATE: SEPTEMBER 12<sup>th</sup>/ 2022

TITLE:

**EARTH, MOON AND SUN – LIGHT AND SOUND**

THROUGHLINES:

- What is the consequence of not taking care of Earth?
- What are the phases of the moon?
- How do sounds reach your ears?
- What objects would you use if the light goes out?

GENERATIVE TOPIC:

**THE EARTH IS MY TREASURE**

UNDERSTANDING GOALS:

<p>The student will understand how the universe is composed by making models of Earth, sun, and moon with different materials to explain their main characteristics and some facts.</p>	<p>The student will understand how the light works by experimenting about the shadow, natural and artificial sources of light to distinguish and compare features.</p>	<p>The student will understand that sounds are produced when objects vibrated by creating different sounds with water, air and other materials to classify into quieter - louder and explain which sounds can damage our ears.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> <li>• To watch some videos about the sun, moon, and Earth.</li> <li>• To watch the video “sources of light for kids” and answer questions about it</li> <li>• To observe natural and artificial sources of light around the house and neighborhood.</li> <li>• To do experiments at home (using a flashlight) (Cool Light Refraction and Rainbow)</li> <li>• To hear sounds in daily life.</li> <li>• To observe and listen to examples of light and sounds.</li> <li>• To make experiments (using reusable materials) (Musical instrument)</li> </ul> <p><b><u>SYNTHESIS PROJECT ADVANCE</u></b>  <u>Week 1:</u> Teacher will introduce the project: Students will make a poster about Earth, moon, sun, light and sound.  <u>Week 2:</u> Students will make the Earth using different materials.</p>	2 weeks	<ul style="list-style-type: none"> <li>• Identifying the vocabulary related to earth, sun, and moon.</li> <li>• Watching the video and proposing questions about sources of light.</li> <li>• Identifying the differences between natural and artificial sources of light.</li> <li>• Reproducing a different kind of sounds from the student’s environment.</li> <li>• Recognizing the main characteristics of light and sounds.</li> <li>• Identifying and creating different sounds.</li> </ul>	<p>Express ideas using scientific vocabulary.</p> <p>Explaining different features.</p> <p>Making relations or differences between concepts using the information.</p>

<p>Guided Stage</p>	<ul style="list-style-type: none"> <li>• Making models with Oreo cookies to identify faces of the moon.</li> <li>• Making a list of differences between natural and artificial sources of light.</li> <li>• Classifying different sounds according to their volume and intensity.</li> <li>• Doing a presentation about the universe with candies.</li> <li>• Making a list of the characteristics of loud and soft sounds.</li> <li>• Classifying long and short sounds.</li> <li>• Comparing different sounds given in bar graphs.</li> </ul> <p><b>SYNTHESIS PROJECT ADVANCE:</b>  <u>Week 3:</u> students will make the sun using different materials.  <u>Week 4:</u> students will make the moon with its phases using different materials.  <u>Week 5:</u> students will write the importance of light on the poster.  <u>Week 6:</u> students will write the importance the sound on the poster.</p>	<p>4 weeks</p>	<ul style="list-style-type: none"> <li>• To recognize the moon, sun, and earth.</li> <li>• To identify light sources around us.</li> <li>• To classify different sources of light such as natural and artificial.</li> <li>• To listen and identify sounds from different sources.</li> <li>• To describe different sounds in a comparative chart.</li> <li>• To create bar graphs, to compare sounds according to their duration</li> <li>• To difference soft and loud sounds</li> </ul>	<p>Socialize their ideas about a topic, using appropriate language.</p> <p>Through the previous knowledge create their own concept.</p>
<p>Learning Evidence</p>	<p><b>THE EARTH IS MY TREASURE!</b>  Students will make a poster considering concepts such as: The earth, the moon, the sun, light and sound. They must represent each concept through the poster.</p> <p><u>Week 7:</u> students will finish and organizing the poster.  <u>Week 8:</u> students will share their posters; they will talk about what each one liked.</p>	<p>2 weeks</p>	<ul style="list-style-type: none"> <li>• Playing “The Earth is my treasure game, using the cards describing the vocabulary worked in class.</li> </ul>	<p>Making real concepts.</p>