# Learning Design for:

# *Welcome, planet Earth, to our classroom*

## Context

Topic: Relation between the Earth, daytime, the sun and the seasons; students' imaginary planet Earth

Total learning time: 45 minutes

Designed learning time: 45 minutes

Size of class: 21

Description: In this lesson are used some modern technologies like a video, a Genially word presentation. a Genially quiz, a QuiverVision application and MicrosoftForms. The aim is to help students understand better the relation between the Earth, daytime, the sun and the seasons. It is especially important for the weaker students and SEN students because they can hear and see the whole process. And it is also important because they can express themselves in various ways.

Mode of delivery: Classroom-based

## Aims

The student will be able to to explain why we have daytime and the seasons.
The student will the able to describe their imaginary planet Earth using a new application and new vocabulary.

## Outcomes

Recall (Knowledge): Students recall what they know about planet Earth and name some other planet and stars.

Application: By playing the quiz Hello, planet Earth students identify what they have learnt

 about the topic so far.

 Students use the QuiverVision application and the new words to describe their

 imaginary planet.

Comprehension: Students explain why we have day and night and the seasons.

Evaluation: Students evaluate the lesson.

Psychomotor skills: Students draw a picture of their imaginary planet.

## Teaching-Learning activities

### INTRODUCTION

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Discuss* | *5 minutes* |  *Students* | *Teacher not present* | *Face to face (not online)* |

The teacher arouses the student's preknowledge about the planet Earth by bringing the globe to the classroom and asking some questions. Students answer the questions and say what they already know about the topic. Students answer the questions (What does this globe represent? What do you remember about the Earth? Can you name some other planets? Can you name the sides of the world?). (Weaker students can answer in Croatian - as a way of differentiation).

### MAIN PART

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Practice* | *7 minutes* |  *Students* | *Teacher not present* | *Face to face (not online)* |

The teacher and the students practice the new vocabulary by using the presentation in the application Genially. After that they copy the words into the notebook.

#### Linked resources

🔗 [Introducing and practicing vocabulary](%20https%3A//app.genial.ly/editor/65da7118507fa8001320e959)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Read Watch Listen* | *20 minutes* |  *Students* | *Teacher not present* | *Face to face (not online)* |

Students watch the video about the Earth, daytime, the sun and the seasons. (This part is important for students, especially for the weaker ones because they can both see and hear what is happening and why we have day-night and the seasons.) After watching they have to answer the question: "Why do we have day and night?".

Students watch the film for the second time and the teacher pauses the video at the most important parts and the students explain/translate what they see. The teacher helps if necessary.

Students play the millionaire-style quiz "Hello, planet Earth" to check how much they remember about the topic. The quiz is made in Genially application and students play this quiz on their mobile phones. If they do not have their own mobile phone, they can play in pairs. If they do not understand the question they can ask other students to translate the question for them.
They can play the quiz in pairs if they do not have their own. if they do not understand the question they can ask other students to translate the question for them.
Students say a sentence or two they have learnt about the Earth, seasons, days and nights and the sun.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Produce* | *10 minutes* |  *Students* | *Teacher not present* | *Face to face (not online)* |

Students get the QuiverVision coloring worksheet. Their task is to draw their imaginary planet Earth. They have 5-7 minutes for their drawing.
Students present their drawings to the class. Students use the QuiverVision application that shows their drawings in 3D augmented reality.
Students describe their imaginary planet Earth by saying who lives / doesn't live there, what colours are there, what can their planet do and how they feel living on it. (Weaker students or SEN students answer the teacher's questions with one or two short sentences or in one or two words only. Stronger students develop their own story).
After one of the students presents his/her drawing, some classmates say what they like about the particular drawing. In that way they show support.

#### TLA linked resources

🔗 [The Earth, days, nights and the seasons](https://www.youtube.com/watch?v=TagG32gwiBo)

🔗 [A millionaire quiz Hello, planet Earth](https://view.genial.ly/65da4a55469070001437d257/interactive-content-millionaire-quiz)

### CONCLUSION Evaluation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Discuss* | *3 minutes* |  *Students* | *Teacher not present* | *Face to face (not online)* |

In the end students evaluate the class and how much they liked or did not like the applications used in the class.
The lesson evaluation is made in MicrosoftForms.

#### Linked resources

🔗 [The evaluation of the class and the ICT tools](file:///C%3A%5CUsers%5CKorisnik%5CDownloads%5C%20Hello%2C%20planet%20Earth%20-%20lesson%20evaluation%20%282%29%20%28office.com%29)

## Representations of the learning experience

| **Learning through** | **minutes** | **%** |
| --- | --- | --- |
|  | Acquisition (Read, Watch, Listen) | 20 | 44 |
|  | Investigation | 0 | 0 |
|  | Discussion | 8 | 18 |
|  | Practice | 7 | 16 |
|  | Collaboration | 0 | 0 |
|  | Production | 10 | 22 |