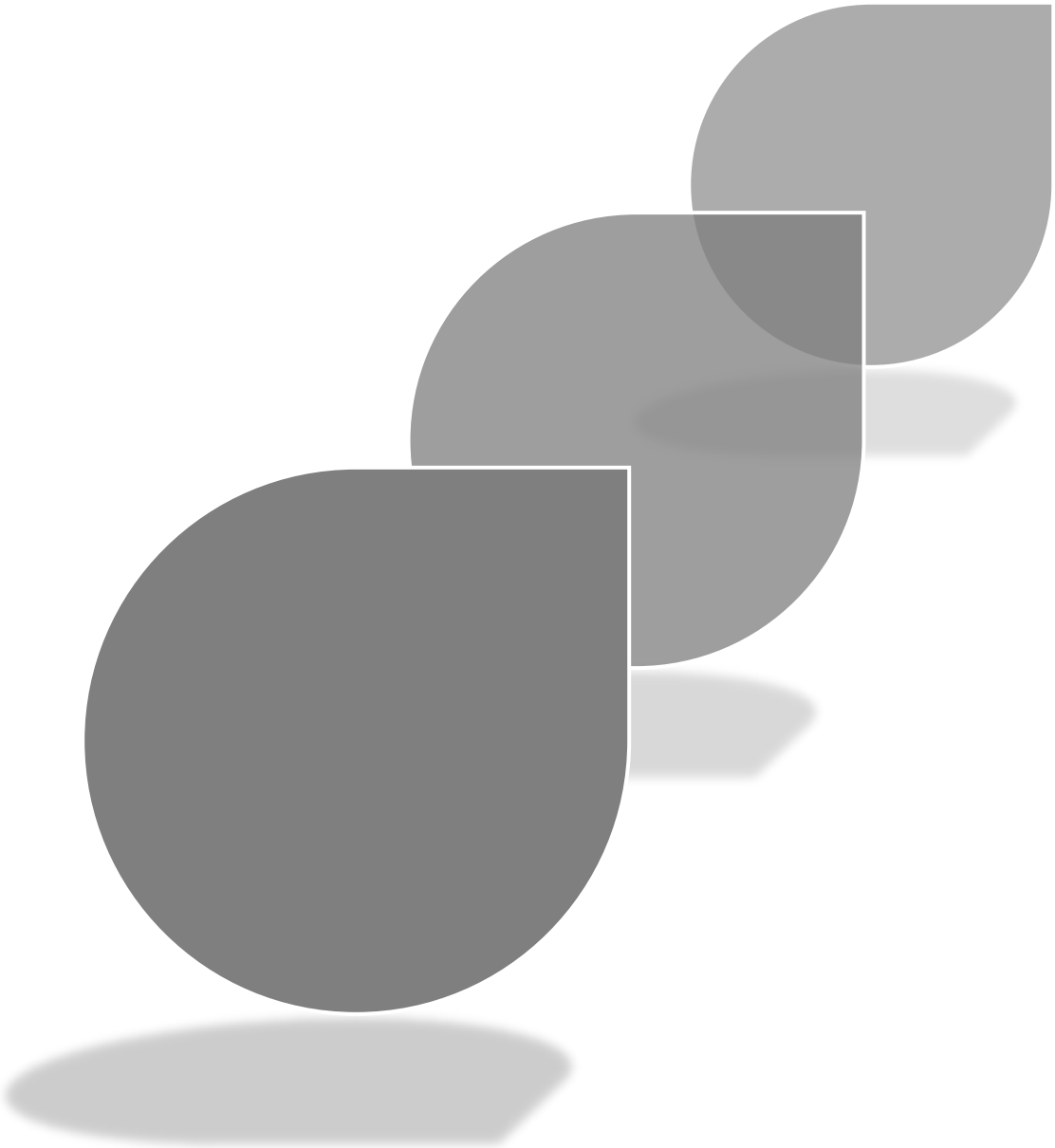
FOURTH TEACHING UNIT

Narrating a Space Story



Programming Unit Title	**Cycle**	II cycle
Narrating a space story	**Level**	Sixth
	Term	Second
Main and related subject	**Sessions**	
English/ Science	1 session	
Didactic Objectives	**Basic Competences**	
1. Determine the parts of a story to understand a story.	• Linguistic competence. • Treatment of information and communication.	
2. Collaborate with other people in building a story.	• Linguistic competence. • Learning to learn competence. • Treatment of information and communication.	
3. Recreate the story of the moment when the man went to the moon to use space vocabulary and gerunds and reported speech in a video.	• Linguistic competence. • Treatment of information and communication. • Learning to learn competence. • Communicative competence. • Artistic competence. • Digital competence.	

Contents		
Learn to know	**Learn to do**	**Learn to be**
<u>Vocabulary:</u> • Countdown clock • Lunar module • Space capsule • Spacesuit • Launch pad • Crater • Control panel • Screen • Headset • Colleague • Set foot • Mankind • Peace • Lock someone up • Security • Spy • Uncomfortable	• Understand vocabulary about space exploration. • Use diction, intonation, rhythm and pronunciation in English to communicate ideas. • Apply “reported speech” to convey the message of others. • Use gerunds as subjects and objects of a sentence as part of a speech. • Organize ideas. • Be part of a conversation. • Report what was said by others. • Tell a story. • Build a video of a story.	• Respect the ideas of others. • Collaborate with others. • Make decisions. • Organize information • Research about specific topics. • Recognize that we all make mistakes. • Collaborate in the construction of a group project. • Be creative. • Autonomy. • Time management.

• Grass • Cornflakes • Insect • Broccoli • Fail • Dizzy • Confused • Space shuttle • International Space Station <u>Grammar:</u> • Gerunds as subjects and objects. • Reported Speech.		

Sequence of Activities					
Session 1	**Stage and n°**	**Activity** (classify in three stages for a formative sequence, initial (I), body (B), and synthesis (S)	**Class Organization**	**Materials**	**Assessment Strategies**
	I/1	Discuss the work done in Costa Rica related to space exploration (Ad Astra Rocket or Irazú project) through a conversation	Individually present ideas to the class	White board Marker	Participate one or more times in English to express your ideas. Use 100% the vocabulary about space exploration.
	B/2	Listen to the audio of a story to summarize what is told in it by using some images that are presented to the class. Then, order ideas from the story according to the exercises in the book.	Pairs	Computer. Overhead projector. Speakers. Students access to “Unit 4, Activity 1” in the website. The link is: https://ictmodule.weebly.com/activity-11.html	Mention a story from an audio.

				The picture and the audio are already placed within the previous link: • Pictures taken from the book Super Minds 6, pages 86-87 and modified in the following link: http://bit.ly/378J8hP • Audio from book Super Minds, CD 3, track 36. You can also access to it in the following link: http://bit.ly/367V1n3 Book: Super Minds 6, exercise 3, page 87	
	B/3	Recognize how to tell a story by identifying its parts from the previous story.	Pairs	Audio from book Super Minds, CD 3, track 36. You can also access to it in the following link: http://bit.ly/367V1n3 The teacher may use the picture from the link to explain about what the parts from a story are when narrating it: http://bit.ly/2NciM6Z	Identify the parts from a story.
	B/4	Design a video based on the history of space exploration.	Groups of three	Students access to "Unit 4, Project" in the website. The link is: https://ictmodule.weebly.com/project.html Camera.	Create a video in English with intelligible sound.

				Microphone. Voice recorder. (all the previous hardware is integrated in a cellphone, tablet, or computer). Search engine. Video editor FilmoraGo.	Create a video in English with clear images. Create a video with an orderly sequence of the story.
	S/5	Evaluate the performance of other people based on criteria through the discussion of points on a checklist.	Individual	Students access to "Unit 4, Project, Giving Feedback" in the website. The link is as followed: https://ictmodule.weebly.com/giving-feedback.html The checklist for evaluating other's group video project can be found in the previous link. Students can also access directly to the file in the link: http://bit.ly/37cyV43	Evaluate the work on other groups.

CHECKLIST FOR EVALUATING THE PROJECT

Student:_____ Group: _____

		Yes	No
Video Presentation			
1 Materials	• The material in the video is appropriate for the story.		
2.Video	• There are sound effects or music in the video.		
	• The sound is intelligible.		
	• The picture is clear.		
	• There are three or more scenes.		
	• There is a smooth transition of the scenes.		
3. Story	• The story is about space exploration.		
	• The story has a logical development and order.		
	• The story includes 2 or more characters.		
	• There are 8 vocabulary words about space exploration within the story.		
	• There are 2 gerunds (as objects and subjects) and 2 reported speech in the story.		
	• There are dialogues in the story.		
	• There is a logical exchange of phrases in the dialogues.		
4. English use	• The video is done entirely in English.		

	• Grammar is correct.		
	• Pronunciation is intelligible.		
	• Vocabulary is used correctly.		

Comments:

What do you like about the video?

_____

_____

What can be improved in the video? (answer only if necessary)

_____

_____