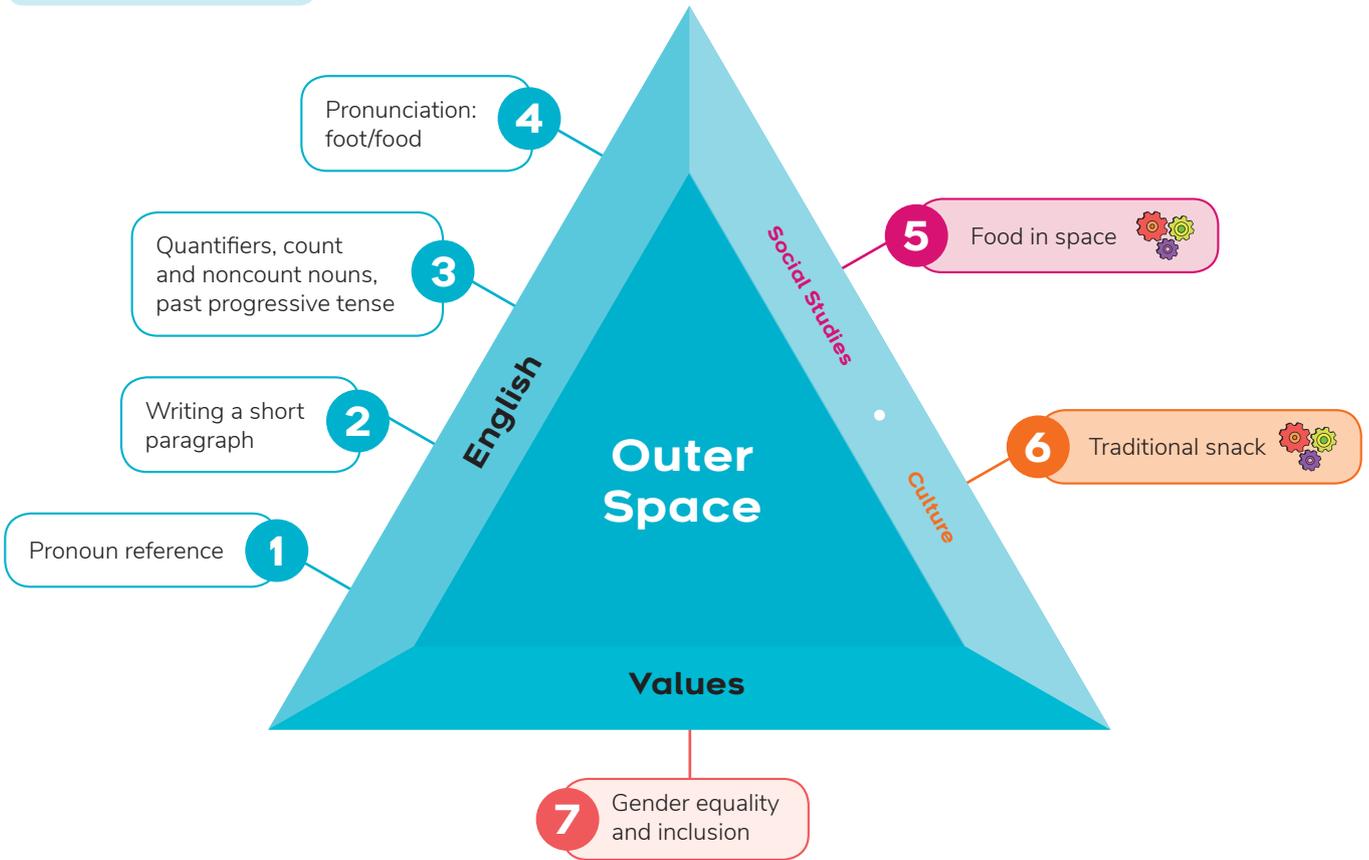


English Pedagogical Module 4

Do you ever look at the stars and planets at night?

Curricular Threads: Communication and Cultural Awareness, Oral Communication, Reading, Writing, Language Through the Arts

Sixth Grade EGB



Out of this World!

Would you like to travel to space? People that travel to space are called astronauts. They explore the stars, moon, and other planets in a spaceship. Astronauts also work in outer space at a space station. There, they develop new ways to help other astronauts go to space!



Would you like to travel to outer space?

Communication and Cultural Awareness



Social Studies

Food in Outer Space



Life in Outer Space

The first astronauts that went to space traveled on short **trips**, but these days they stay in **outer space** for several days or months. They live in a space station that travels around Earth. In the space station, astronauts work on scientific experiments. They are interested in studying the changes that happen in the human body and in plants in outer space. Astronauts do the same things they do on Earth like sleeping, eating, and exercising.



Exercise 1. Read the text about life in outer space. Then, answer **True (T)** or **False (F)**.

- a. The first trips to space were long.
- b. Now, astronauts live in space stations for days or months.
- c. Astronauts only work on experiments in space stations.
- d. They want to learn about changes in the human body in space.
- e. Astronauts don't eat when they are in outer space.



Vocabulary

trip. to go on a journey

outer space. the part of space that is very far away from earth

Oral Communication

What would you do if you met an alien?

An Alien in Space

Exercise 1. Pair work. Look at the picture of Kaylee, the **alien** girl. You have one minute to write as many words as possible to describe what she looks like. Write the words in the box.

Kaylee is our alien friend. She went to visit astronaut Thomas Green on board the Malcolm Space Station. Thomas shows Kaylee how to prepare and eat food where there is zero **gravity**!

Exercise 2. Listen to Thomas' description of preparing food. Read the sentences and write **True (T)** or **False (F)**. Then, correct the False sentences on the line.

a. Kaylee is the name of the astronaut. F
Kaylee is the name of the alien. _____

b. Astronauts have an **oven** in Malcolm Space Station.

c. They **heat** up all types of food in a special food warmer.

d. The food comes in bowls in the spaceship.

e. To prepare rice, you mix it with cold water.

little, _____



Vocabulary

- alien.** a creature from another planet
- gravity.** the force that makes things stay on the ground
- oven.** a place where you can cook or heat up food
- heat.** to cause something to become warm or hot

Tip

Learn and practice the words in the Vocabulary before you listen to the audio.

Reading

Eating in Space

Exercise 1. Pair work. Describe the image with a classmate. What happens to the food in space? Do you know why?

Astronauts have breakfast, lunch, and dinner every day when they are in space, and they can also eat **snacks** if they feel hungry. They eat similar food to what we eat on Earth. The difference is that space scientists put the food in small packages to preserve it. Also, they **dehydrate** drinks and keep them in **powder** form in special packages. It is more difficult to eat food in space because there is no gravity and the **crumbs** or small pieces of food can **float** away.

Adapted from: <http://bit.ly/2ORRjcv>



Exercise 2. Read the text. Then, replace the words in the boxes with the information from the text.

a. **They** eat similar food to what we eat on earth.

b. Space scientists put the **this** in small packages to preserve.

c. They dehydrate **these** and keep them in powder form.

Interesting Fact

Astronauts usually make a sandwich with tortillas and not with bread. In this way, they prevent crumbs from floating.

Vocabulary

snack. a small amount of food that you eat between meals

dehydrate. to remove water from something to preserve it

powder. a dry substance made up of very tiny pieces of something

crumb. a small piece of food that falls from bread or cake

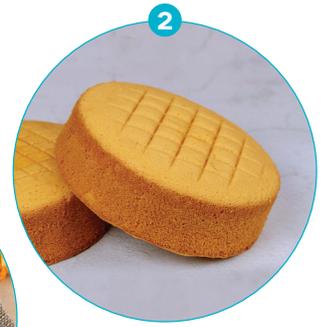
float. to move through the air

Writing

Food Recipes

Exercise 1. Read the instructions and match the **recipe** to the correct picture (on the left).

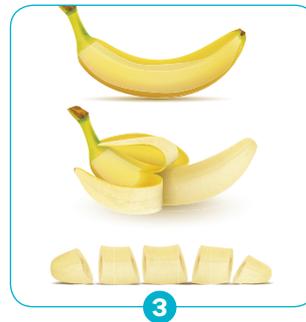
First, heat the oven to 175° C. Then, mix flour, butter, eggs, sugar, and milk in a bowl. Next, pour the mixture into a pan. Bake for 30 to 40 minutes. Finally, take the mixture out, let it cool and enjoy!



1 wash



2 dry



3 chop



4 skewer

Exercise 2. Look at the pictures. Then, write instructions on how to make a fruit rocket. You can look at the instructions from Exercise 1 for some tips.



Vocabulary

recipe. a list of ingredients and instructions to make a dish

dry. to remove water from something

chop. to cut into many small pieces

skewer. to push a stick through something like food

Exercise 3. Read the following sentences. Put a (✓) next to the sentence that uses the punctuation correctly. Correct the ones that do not.

. (period)

, (coma)

: (colon)

- 1. I made a fruit rocket,

- 2. I cut these ingredients: strawberries, bananas and melon.

- 3. Then, I put the fruit on the skewer.

- 4. I enjoyed it because it tasted very good:

Language Through the Arts



Rocket Snack



Freepik

Exercise 1. Read the text and look at the underlined words. Which nouns can you count? Which nouns can't you count? Write them in the chart. Then, add two more words in each column.



Freepik

Do you have any fruit at home? Well, fruit rockets are a fun and easy snack to make! You only need some strawberries, three or four bananas, one small melon and some skewers or pincho sticks.

As you can see, you don't need too many ingredients. First, wash the strawberries and the melon with some water. Then, peel and cut the bananas into slices. Next, chop the tops off the strawberries. Cut the melon to make the bottom of the rocket. Insert the piece of melon onto the skewers and then the strawberries and bananas alternating between them. Make a pointed top at the end of the skewer with a strawberry. Finally, serve and enjoy.

Grammar Tip

Count and Non-count Nouns

Count nouns

You can say a number before nouns that have a plural form.
Ex: *three* bananas

Noncount nouns

You can't say a number before nouns that don't have a plural form.
Ex: *a* water.

Some / any

You can use *some* or *any* with *count* and *noncount* nouns.

Ex: Do you have *any* fruit at home?

You need *some* strawberries. I don't have *any* water.

Count nouns	Non-count nouns
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Vocabulary

rocket. a vehicle for travelling in space

peel. to take out the outer skin

slice. a flat piece of food that someone cuts from a larger piece

Oral Communication

Do you like to cook?

Exercise 1. Pair work. Look at the **galaxy** cookies in the picture. What ingredients do you think they used to make this snack? Discuss them with a partner.

Exercise 2. Listen to the conversation between two classmates. Fill in the blanks with words from the conversation between Carla and Lucas.

Carla: To make the galaxy cookies we need _____ butter, **flour** and sugar. Can you buy those ingredients at the store?

Lucas: Sure. Do we need _____ milk to make the cookies?

Carla: No, we don't. We already have _____ here.

Lucas: Ok, do we need _____ **food coloring** for the frosting?

Carla: Yes, please buy _____ blue and purple food coloring to make the cookies look like a galaxy!

Exercise 3. Now that you filled in the spaces, circle the nouns you can count in blue. Then, circle the nouns you can't count in red.



Freepik



Vocabulary

galaxy. a large group of stars in the universe

flour. powder made from grains to cook things like bread or cake

food coloring. drops of color that you can eat; used to make food colorful

Freepik



Freepik

Communication and Cultural Awareness

Astronaut Food

It's not easy to eat food in space because when there is gravity zero, that means no gravity, the food floats away from the plate. Space scientists put the food in special packages. They dry and **freeze** the food and then send it to space. Some food is **sticky**. This way, the food stays attached to a **spoon** or **fork** and doesn't float away when the astronaut tries to eat it!

Astronauts want to grow food in space stations in the future, but for now they have to take food from Earth to space.



Vocabulary

freeze. when something becomes hard and solid because it is very cold

sticky. something that easily attaches to other surfaces

spoon. a small tool with a handle and a round end used to hold and eat food

fork. a small tool with pointed ends used to pick up food

Exercise 1. Pair work. Draw packages of food you want to send astronauts for breakfast, lunch and dinner. Compare your ideas with a classmate. Which foods are the most delicious?

Oral Communication

Would you like to try astronaut food?



Wikipedia Commons / National Aeronautics and Space Administration (NASA).

Exercise 1. Look at the image. Answer these questions with a partner.

- a. Who are they?
- b. Where are they?
- c. What are they eating?

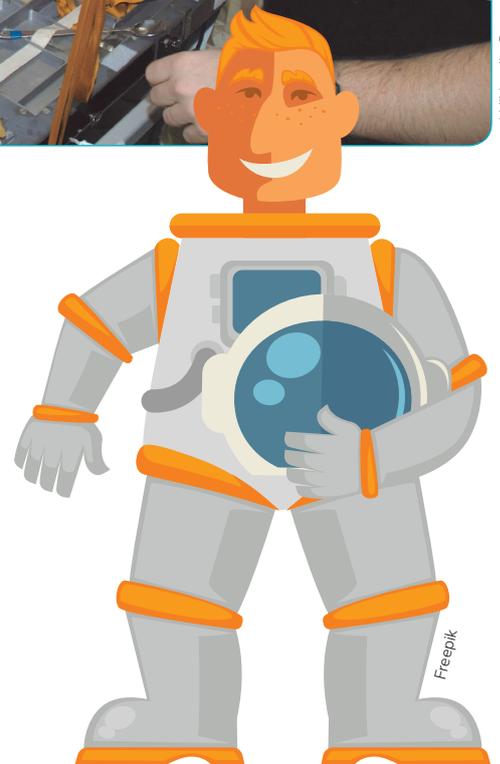
Tip

Learn and practice the words in the *Vocabulary* before you listen to the audio.

Exercise 2. Listen to an astronaut talk about eating in space. Is it easy or difficult to eat in space?

Exercise 3. Listen again and put a (✓) next to the information you hear.

- a. Liquids float in the air.
- b. The missions to space last several years.
- c. Astronauts take care of their health by exercising.
- d. Scientists study food options and packaging.
- e. Scientists want astronauts to eat more food.



Vocabulary

last. to continue to happen or exist

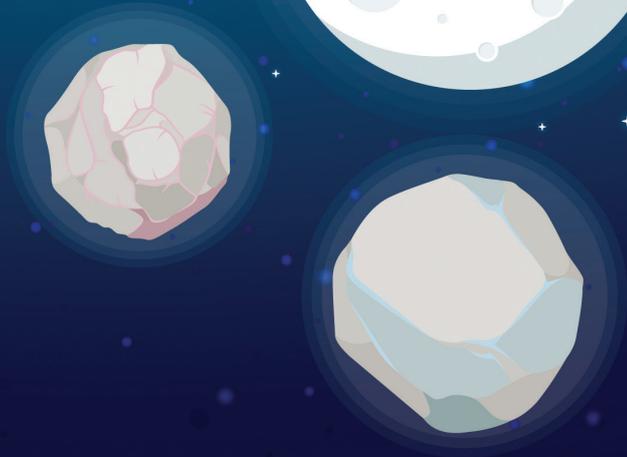
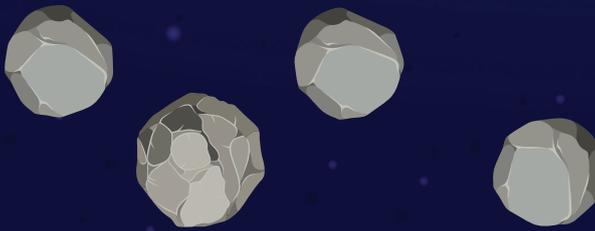
equipment. the tools or objects used for an activity

Language Through the Arts

Moon Rocks

Exercise 1. To make your own moon rocks you need the following things:

- a. 1 package of **baking soda**
- b. 1 bottle of white vinegar
- c. 1 **bowl** of water
- d. black, blue or purple food coloring
- e. 1 **syringe**



Exercise 2. Follow these instructions to make the moon rocks.

- a. Add a few cups of baking soda to a bowl.
- b. Color the water in a separate bowl with a dark color.
- c. Add the colored water to the baking soda slowly.
- d. Shape the mixture into moon rocks.
- e. Put the moon rocks in the **freezer** for half an hour until they are hard.
- f. Use a syringe to insert some vinegar in the moon rocks.

Exercise 3. Match these quantities and containers to the noncount nouns.

- a. A of water.
- b. A of flour.
- c. A of bread.
- d. A of cheese.



piece



cup



bag



slice



Vocabulary

baking soda. a white powder used to make food rise when it is baking

bowl. a round deep dish used for holding liquids

syringe. a piece of medical equipment used to push liquid into something

freezer. a large electric container where food can be frozen

Oral Communication



Freepik

Exercise 1. Read these sentences. Then, complete the rules with a lot of, much and many.

- We're going to have a lot of fun.
- We don't need a lot of materials and we won't spend much money.
- Don't put too much baking soda, you're only going to make two or three rocks.
- Don't add many drops, just a few to have the effect we want.

- a. Use _____ with count and noncount nouns.
- b. Use _____ with count nouns.
- c. Use _____ with noncount nouns.

Exercise 2. Pair work. Now, listen to a science teacher describe the steps to make moon rocks. Then, try to remember the steps with a partner.



Freepik

Reading

Spacecrafts

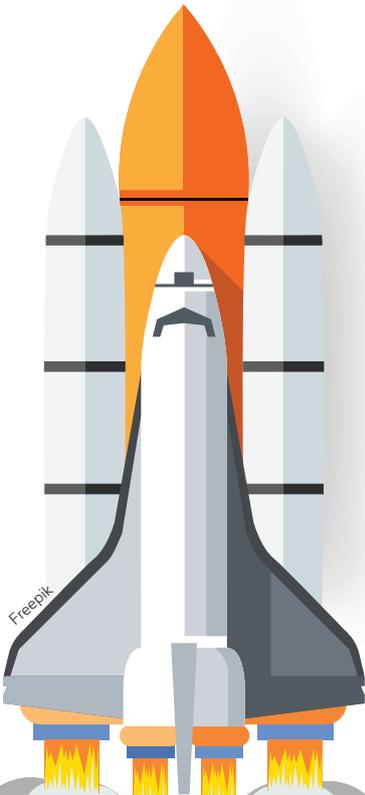
Exercise 1. Pair work. Do you think it's important to travel to space? Why or why not? Discuss it with a partner.

Exercise 2. Pair work. Here are three words from the text. Look at the words, and with a partner, predict what you think the topic of the text will be.

Spacecraft

Earth

Moon



Vocabulary

take off. to leave the ground and begin to travel through the air

cargo. things that are carried from one place to another

orbit. the circular journey that the planet makes around the sun or another planet

shuttle. a vehicle that travels regularly between two places

step. the movement you make with your feet when you walk

A spacecraft is a vehicle that travels through space. It **takes off** in a vertical way like a rocket. Spacecrafts need a lot of energy to leave the Earth's gravity. For this reason, they are very expensive to build and operate. They carry people, satellites and other **cargo** to **orbit** around the Earth.

The National Aeronautics and Space Administration in the United States, called NASA, uses space **shuttles** for different space programs. Some spacecrafts take pictures of Earth and help scientists to study our planet. NASA sent seven spacecrafts to the surface of the Moon before the first astronaut **stepped** on it. It also sent a spacecraft to explore a crater on Mars and another one to study Saturn's biggest moon.

More than 600 astronauts have traveled to space, but scientists are studying the way to reduce costs of spacecraft travel because they want more people to participate in space travel.

*Adapted from: <http://bit.ly/37G9A34> / <http://bit.ly/2Y16uT4>
<http://bit.ly/2rAlvhc>*

Exercise 3. Read the text. What is the main idea? Underline the correct answer.

- a. The first astronauts that stepped on the Moon.
- b. What spacecrafts are and do.
- c. Spacecrafts that help study planet Earth.

Exercise 4. Read the article again. Then, answer the questions.

- a. Why are spacecrafts expensive?

- b. What do spacecrafts do?

- c. What did NASA do before it sent an astronaut to the Moon?

- d. What are scientists' plans for the future?

Writing



Exercise 1. Pair work. Look at the picture. Ask and answer these questions with a partner.

- Where are they?
- What are they doing?
- Do you sometimes do the same thing?

Exercise 2. Write a journal about what you think when you see a starry night. Do you ask for a **wish**? Follow these instructions to write a clear and organized paragraph:

- Topic sentence:** Say if you like to look at a **starry** night.

- Supporting idea 1:** Explain where you go to look at the stars.

- Supporting idea 2:** Write how you feel when you look at the stars.

- Supporting idea 3:** Say if you ask for a wish.

- Concluding sentence:** Rewrite the topic sentence using different words.

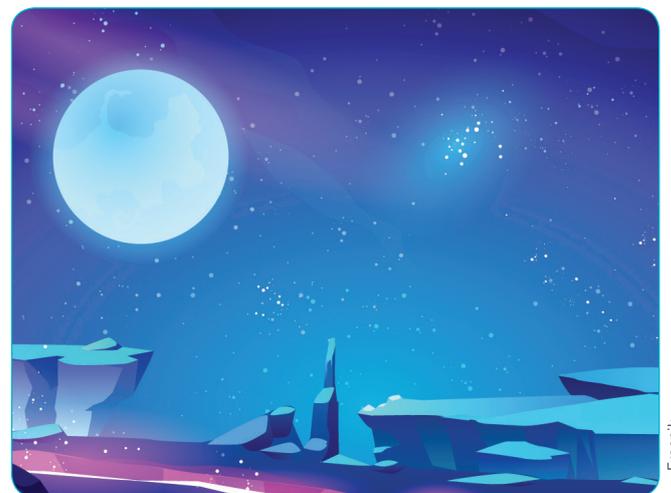
Tip

Make two sentences into one sentence by using the words *and* or *but*.

Use *and* for extra information and *but* for different information. Use commas to connect the sentences.

E.g.: Astronauts travel in space, and pirates travel on boats.

E.g.: Astronauts travel in space, but they don't travel on the ocean.



Vocabulary

wish. a desire or hope
starry. lit by stars

Assessment

Reading / Grammar

Read about the preparation of chucula. Complete the text with the words in the box.

a lot of (x2) - some (x2) - any (x2)

Do you know how to make chucula? It's a delicious dessert from the Ecuadorian coast.

To prepare chucula you do not need _____ ingredients: just two maduro plantains, a small bottle of water, two cups of milk, two tablespoons of sugar, a piece of fresh cheese, and a cinnamon stick. First, cook the maduro plantains in _____ water with the cinnamon stick.

Don't add _____ sugar because the plantains have _____ natural sugar. Then, mix the cooked plantains with two cups of milk in the blender; don't forget to take out the cinnamon stick. Finally, serve this delicious drink in cups. If you want, you can add _____ pieces of cheese, but if you don't have _____, chucula is still delicious without cheese.

Listening / Vocabulary

Listen to someone explain the ingredients to make chucula. Complete the missing words. Then, match the pictures (1-5) with the phrases.

- a. A small _____ of water.
- b. Two _____ of milk.
- c. Two _____ of sugar.
- d. A _____ of cheese.
- e. A cinnamon _____.



Writing

Write a paragraph about an easy recipe you like to prepare. Use these ideas to organize your paragraph.

Topic sentence: Say what dish you like to prepare.

Supporting sentence 1: Explain the first step to make the dish.

Supporting sentence 2: Explain the second step.

Supporting sentence 3: Explain the third step.

Concluding sentence: Explain the final step to make the dish.

A large yellow notepad with horizontal lines for writing, positioned on the right side of the page.

Speaking

Exchange paragraphs with a partner. Read your partner's paragraph. Do you like his or her dish? Talk about the ingredients and quantities of your recipes.

Assessment

Reading Comprehension

Read the text about eating in space. Then, answer the questions.

The food that space scientists send into space has to be "freeze dried." This means that they freeze the food rapidly and then dry it to preserve it. They also pack the food into special containers; sometimes they pack it in cans or tubes. Astronauts eat processed meats, fish, soup and especially fruits and vegetables. It is difficult to eat in space because there is no gravity and the plates, spoons, or forks float away! For this reason, they use magnets or Velcro to attach them to the table.

a. What does it mean to "freeze dry" something?

b. What do astronauts eat?

c. Why is it difficult to eat in space?

d. What do astronauts use so that things don't float away?

Listening

Listen to two classmates talk about what they eat for breakfast. Write **True (T)** or **False (F)** and correct the sentences on the line.

a. Pedro drinks a lot of oatmeal for breakfast.

b. Camila eats some bread and cheese.

c. Camila eats some bananas for breakfast.

d. Pedro loves to eat pineapples.

e. Camila is allergic to pineapples.

Speaking

Pair work. Tell your classmate about your favorite meal of the day.

How are your meals the same?

How are they different?



I'm completing this self-evaluation based on what I learned in the module.

Self-evaluation

Topics	I check ✓ the box that most applies to me			
	I do it very well	I do it somewhat well	I can improve	I can't do it without help
I can understand academic information about space.				
I can write a paragraph to show sequence.				
I can understand and use words about space.				

Communication and Cultural Awareness



Freepik

New Worlds

People always want to learn new things. Today, people know almost every place on planet Earth, but there are new worlds we do not know. We want to **find out** what is in outer space, and learn about the moon, planets, and stars. In the future, people want to travel into space and discover new things.



Freepik

Tip

Use *me too* and *me neither* when you talk about the same activity or have the same opinion.

Use *me too* in affirmative sentences and *Me neither* in negative sentences.

Exercise 1. Group work. Are you interested in outer space? Work in groups of 3-4. Tell your classmates what you like and what you don't like about space. Use the vocabulary and expressions in the box.

astronaut(s)

stars

spacecraft(s)

the moon

space station

A: I love to learn about outer space. And you?

B: Me too! I like to know about other planets.

C: I wouldn't like to live in a space station.

B: Me neither. I like to walk on planet Earth.



Vocabulary

find out. to discover

Oral Communication

Outer Space

Exercise 1. Listen to the science teacher talk about what space looks like.

Exercise 2. Write the words from the boxes in the correct column.

- air
- sound
- atmosphere
- clouds
- stars
- gases
- space suits

Count nouns	Noncount nouns
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Exercise 3. Listen again. Complete the text with the correct quantifiers from the box.

any (x2) – a lot of (x2) – some (x2)

Think of one kilometer. Imagine how big one kilometer is. Outer space is 100 km above the Earth where there isn't

- a. _____ air to **disperse** sunlight and the sky looks like a black **blanket** with b. _____ stars. In outer space, people have to wear c. _____ special **spacesuits**. Space suits give astronauts the air they need to **breathe** outside the spacecraft.
- There isn't d. _____ sound in space. There are e. _____ clouds in space, but they are different from the ones we see in our planet. In outer space, there are big clouds filled with f. _____ **dust** and **gases**.

Retrieved from: <http://bit.ly/2rykVBM>

Exercise 4. Underline the correct answer.

You use *some, any, a lot of* with count / non count nouns / both.

Tip
Learn and practice the words in the *Vocabulary* before you listen to the audio.

Vocabulary

- disperse.** to move in all directions
- blanket.** a thick piece of cloth used on a bed for warmth
- spacesuit.** clothing that is designed to keep someone alive in space
- breathe.** to move air into and out of the lungs
- dust.** powder of dirt that you see in the air
- gas.** a substance like the air that isn't solid or liquid

Reading

A Woman Astronaut

Exercise 1. Do you think there are a lot of women astronauts? Why or why not?

Exercise 2. Read the text. Then, write a sentence about what happened each year.



Valentina Tereshkova was the first woman to go into space. She was born in Russia in 1937. She worked in a textile factory and her hobby was **parachuting**. She was selected



to travel into space aboard the spacecraft Vostok 6. In 1963, she orbited the Earth in Russia's space program.

In 1963, Valentina **orbited** the Earth 48 times and was in space for almost three days. She is still the only woman to have gone on a solo space mission. After her mission to space, Valentina Tereshkova did many other important things. She became an icon in the women's movement and, in 1976, she also became a colonel in the Soviet Air Forces. Valentina is an important woman in history because she **proved** that women have the same abilities that men do. Today, 10% of astronauts are women. Women astronauts are examples of equality for women.



Retrieved from: https://en.wikipedia.org/wiki/Valentina_Tereshkova



Wikipedia Commons

Write what happened in these years in the text.

1937: _____

1963: _____

1976: _____

Exercise 3. Read the text again. Find a sentence that is an example of a fact and another that is an opinion.

Fact: _____

Opinion: _____

Exercise 4. Find one more example of a fact and an opinion and write them on the lines.

Fact: _____

Opinion: _____



Vocabulary

parachuting. to jump out of a plane with a strong cloth that opens and lets you fall slowly

orbit. a curved path that something follows as it goes around it

prove. to show that something is true

Writing

Exercise 1. Write sentences in simple past tense about the astronaut Valentina Tereshkova. Don't forget to use the correct forms of punctuation.

a. Be born: 1937

The Russian astronaut Valentina Tereshkova was born in 1937.

b. Grow up: in a **village** in western Russia

c. Finish school: at the age of 16

d. Fly in the Vostok 6: 1963

e. Get married: 1963

f. Have a child: 1964

Exercise 2. Join the previous sentences to write a paragraph about Valentina Tereshkova's life events. Use the time expressions in the box to organize your sentences.

At the age of

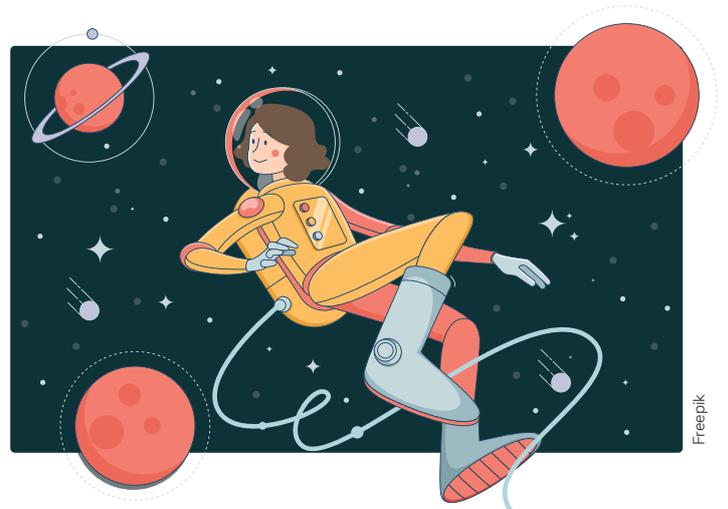
In (year),

Then

The next year,

After the birth of her child,

The Russian astronaut Valentina Tereshkova was born in 1937.



Freepik

Tip

To say a year, we say the numbers in pairs:

1937 = 19, 37; nineteen thirty-seven

2019 = 20, 19; twenty nineteen
or two thousand nineteen



Vocabulary

village. a small town or community.

Language Through the Arts

Exercise 1. Read the text. Then, replace the underlined pronouns with the noun they refer to. Rewrite the sentence on the line.

The Little Star



Once there was a very little star. She lived in space with her mother and father who were big shiny stars. The little star

was always very curious and wanted to travel around **by herself**, but her parents told her that she was too little, and that she had to wait and **grow up** to go off alone.

One day the little star saw a lovely blue planet. She **flew** really fast to see it, and forgot about her parents' rules. She was far away and didn't know how to go back home. The blue planet was the Earth, and people and animals wanted to catch her. They thought she was a bright **firefly**.

She was very **scared** and wanted to find her parents. She went to a very high mountain and found a big rock. She **hid** behind the rock and **reappeared**, then she hid again, and did the same thing several times.

Her parents were looking for her everywhere. They saw her light appearing and disappearing, and immediately, they flew to see her.

The little star learned that she would never go off alone until she became bigger and older.

Adapted from: <http://bit.ly/33DxJnI>



a. **She** had to wait and grow up to go off alone.

b. She flew really fast to see **it**.

c. **They** thought she was a bright firefly.

d. **They** flew to see her.

e. **She** would never go off alone.

Exercise 2. Get in groups of 3-4 students. One student can tell a part of the story in his/her own words. Then, another student can tell the next part of the story in their own words. Take turns telling the whole story.



Vocabulary

by herself. alone

grow up. to become older

flew (fly). to move through the air

firefly. a small flying insect that produces a light

scared. afraid or worried

hid (hide). to go to a place where you cannot be seen

reappeared (reappear). to appear again

Oral Communication

Would you like to meet an astronaut?

Exercise 1. Listen to a reporter talk about the first American woman astronaut. Check the information you hear.



- Mathematics
- Physics
- Vostok 6
- Challenger
- Experiments
- Men astronauts
- Women astronauts



Wikipedia Commons

Tip

Say it right!

English has two /u/ vowel sounds. The vowel in "foot" is a short /u/ sound. It is pronounced like the /u/ in "cook" or "look." The vowel in "food" is the long /u/ sound. It is pronounced like the Spanish /u/ with your lips rounded.

Listen to the words in the box and write them in the correct column. Then, practice the words with a partner.

- woman
- school
- glue
- pull
- pool
- shoe

Short /u/	Long /u/
sugar	school
_____	_____
_____	_____
_____	_____
_____	_____

Exercise 2. Listen again and complete the sentences with verbs in past tense.

- a. She _____ physics at the university.
- b. She _____ **aboard** the Challenger space shuttle.
- c. She _____ some scientific experiments.
- d. After her, there _____ other women astronauts.

Vocabulary

physics. a science that studies matter and energy; similar to the Spanish word "física"

aboard. on or in something like a spaceship

Assessment

Listening

Listen to two students talk about the Moon. Write **True (T)** or **False (F)** and correct the False sentences on the line.

a. The Moon has only one shape.

b. It's bigger than the Earth.

c. It's half the size of our planet.

d. The temperature on the Moon can be very hot or very cold.

e. Gravity is the same on the Moon and on Earth.



Speaking

Pair work. What would you do if you could travel to space? Make a list of five things you would do and discuss them with your partner.

a. _____

b. _____

c. _____

d. _____

e. _____

Assessment

Reading

Read Emily's blog about her trip to the Moon and answer the questions.

My trip to the Moon was fascinating because I learned a lot of interesting things. First, I learnt that there's less gravity there. I was playing with a ball, and when I dropped it, it fell down very slowly. Then, I saw footprints on the surface of the Moon. I discovered that those footprints would stay there for millions of years, so I decided to leave my own while I was walking there. Finally, I learnt that the sky on the Moon is always black because there's no atmosphere and no sunlight to extend to it.

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Grammar / Writing

Write questions in the simple past about the things you learned about space in this module.

- a. _____

- b. _____

- c. _____

- d. _____

a. Where did Emily travel?

b. What did she discover when she was playing with a ball?

c. What did she leave while she was walking?

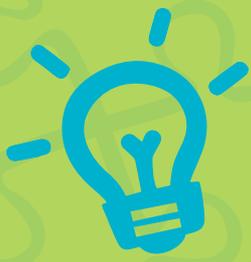
d. Why is the sky on the Moon always black?



I'm completing this self-evaluation based on what I learned in the module.

Self-evaluation

Topics	I check ✓ the box that most applies to me			
	I do it very well.	I do it somewhat well.	I can improve.	I can't do it without help.
I can write a paragraph to show sequence.				
I can understand vocabulary about the planets and the moon.				



Project

Act Out the Story



The Little Star

Once there was a very little star. She lived in space with her mother and father who were big shiny stars. The little star was always very curious and wanted to travel by herself, but her parents told her that she was too little, and that she had to wait and grow up to go alone.

One day, the little star saw a lovely blue planet. She flew very fast to see it, and forgot about her parents' rules. She was far away and didn't know how to go back home. The blue planet was Earth, and a child wanted to catch her. The child thought she was a bright firefly.

She was very scared and wanted to find her parents. She went to a very high mountain and found a big rock. She hid behind the rock and reappeared, and then she hid again.

Her parents were looking for her everywhere. They saw her light appearing and disappearing, and they immediately flew to her.

The little star learned that she would never go off alone until she became bigger and older.

Adapted from: <http://bit.ly/33DxfnI>

Exercise 1. Group work. Act out the story of "The Little Star."

- Work in groups of four.
- Each student represents a character of the story (the little star, her mother or father, and the child on Earth).
- Create a script with everything each character says. Everyone in the group should speak.
- Present the story of "The Little Star" to your classmates.

Tip

Make costumes! Use recycled materials to create your costumes. Remember to design the blue planet (Earth) and the big rock where the little star hides.