

Day and Night routine

Summary

Date		Total duration	60 minutes
Subject	Students will be engaged in science (physics) and particularly about the day and night alternation by using the daily routines.		
Year Group or Grade Level	4-6 years old		
Main topic	<ul style="list-style-type: none"> The students will learn what activities are held during the day and what activities are held during the night. The students will learn why we experience daytime and night-time on the Earth. 		
Subtopics or Key concepts	<ul style="list-style-type: none"> Contrasting student and scientific views Student everyday experiences 	<ul style="list-style-type: none"> Motion of the sun and Earth Shape of the Earth Astronomy 	

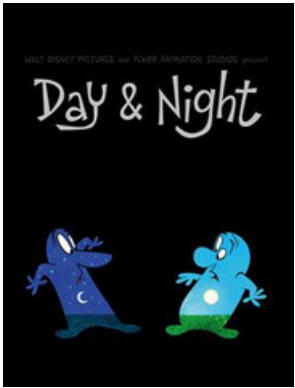


Learning Objectives


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| <ul style="list-style-type: none"> To formulate their ideas about day and night and their repeated alternation Describe the alternation of day and night and realize that it is due to the rotation of the Earth on its axis | <ul style="list-style-type: none"> To use models to represent the Earth and its movement around itself To perceive the repeatability (pattern) of the phenomenon of the alternation of day and night |
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Material needed

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| <ul style="list-style-type: none"> Computer with internet access Two dolls depicting the 2 cartoon protagonists from a screenshot of the video below https://youtu.be/dJz_noKP-Bw | <ul style="list-style-type: none"> globe torch a darkened part of the classroom to work in worksheet glue scissors tambourine |
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Lesson Outline

	Duration	Guide	Remarks
warm-up	05 minutes	The teacher has placed two dolls depicting the 2 cartoon protagonists from the video which will be shown next, in class. The 2 dolls live in different countries. One of them lives in Greece while the other lives in America.	
	10 minutes	Introduction of a the Day and Night topic by showing a video with Day & Night. Then have a short discussion. 'Have you ever seen fireworks? When do we see fireworks, during the day or at night?'	
main activity	05 minutes	After the video finishes, teacher moves to the idea generation stage, where he/she asks children questions to understand the children's ideas.	When the doll wakes up, the other is still sleeping. When it is day in Greece, is it day or night in America? Why? How do you think day changes to night and then day again?
	05 minutes	The teacher places a globe and a flashlight on a desk. Asks children to identify the earth and the sun. Then slowly rotates the globe on its axis talking about the rotation of the earth around itself.	
	05 minutes	The teacher experiments with the flashlight highlighting different countries and places on Earth. Asks the students questions to help them understand the day & night alternation better.	Which part of the earth does the sun illuminate? Is it day or night in Greece? The teacher rotates the globe at a point where America is lighted & not Greece. Where does the sun illuminate now? Is it day or night in America?

main activity	10-15 minutes	The teacher shows the children a worksheets with pictures of children's daily habits that are characteristic and easily recognizable about day and night. Then asks children to cut out the pictures from the worksheet and glue them into the correct box.	
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Assessment exercise

assessment	10-15 minutes	Role-play 'Day & Night' game	Children play a role-play game, simulating the phenomenon of day-night alternation.
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1. The teacher divides the children into groups.
2. A child will pretend to be the sun
3. Two pairs will alternately represent the earth while held back to back
4. The rest of the children will be 'judges'.
5. Each pair rhythmically rotates around itself while the sound of the tambourine is heard.
6. When the sound stops the pairs stop moving and the child who sees the sun shouts "day" while the child who doesn't see the sun shouts "night".
7. The rest of the children who have the role of a 'judge', will check whether the pair correctly represents the phenomenon.
8. The pairs can change, so all children can have a turn

Conclusions and recommendations

Have the children been able to identify areas of daylight and darkness on their model and match these to illuminated and dark parts of the globe?

Were the children able to express and request ideas and opinions when they were working in their group?