

Space Information Gap Activity

Developed by Jo Carr with Barbara Pope at Rosebery School in Loughborough and designed for 7-11 year olds. This is a sample information gap activity which is easily adaptable to other kinds of information. It is particularly useful when you do not enough information to share around the class and it encourages fruitful collaboration in doing research. It would suit the beginning of a topic where some basic facts can be introduced. We also hope that the information exchange also allows students to clarify their thinking by rephrasing and discussing the information. The original version contained more diagrams and pictorial information on the moon's phases etc which of course you can add.

Instructions for a class of 30 students: six groups of five.

The teacher has a complete information sheet -

Two groups are named A groups, two B and two C and they receive the different information sheets with some parts missing - if you prefer you might want to chop the information into cards which make them more portable.

Each group reads their information and completes the information they know. They then send 2 members of their group to the "next" group to find out their missing information:

Thus: Group 1 (info A) sends 2 to Group 2 (info B) who send 2 to Group 3 (info C) who send 2 to Group 1. Groups 4,5 and 6 do the same. The activity is complete when every information sheet is complete.

The webaddress for this activity is <http://www.collaborativelearning.org/space.pdf>
Last updated 8th May 2012

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885 Fax: 0044 (0)20 7704 1350

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

<http://www.collaborativelearning.org/space.pdf>

Space Information for the Teacher

We live on a planet called Earth. The Sun, Earth and Moon are all shaped like balls or spheres.

The Earth is tilted on its own axis. It always tilts in the same direction

The Sun is a star. It is a huge ball of gas. It gives us light and heat. Without the Sun nothing could live.

The Sun is much bigger in size than Earth. It looks big and bright because it is nearer than the other stars.

The Sun appears to rise in the east and set in the west. The sun is straight above us at noon.

The Earth is divided at the Equator into two hemispheres.

The Earth rotates (or spins) on its axis in an easterly direction. It is the Earth spinning which makes it look as if the Sun is moving.

It takes one day (24 hours) for the Earth to spin all the way round. When England is facing the Sun it is our day. When England is not facing the sun it is our night.

If the Earth was not tilted the world would have the same amounts of sunlight each day.

It takes a year for the Earth to go all around the Sun.

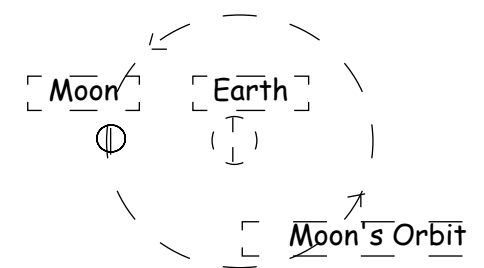
When the northern hemisphere is tilted towards the Sun, we have our warmest weather. This happens in summer when we also have longer days.

When we are furthest away from the Sun we have our coldest weather. This happens in the winter when we also have shorter days.

The Moon does not shine. Light is reflected onto it from the Sun.

The Moon appears to change shape during each month as different parts of it are lit by the Sun.

The moon orbits the Earth. It takes one month to do so.



Space Information for A groups

We live on a planet called _____.

The Sun, Earth and _____ are all shaped like balls or spheres.

The Earth is tilted on its own axis. It always tilts in the same direction

The Sun is a _____. It is a huge ball of gas. It gives us _____ and _____. Without the Sun nothing could live.

The _____ is much bigger in size than Earth. It looks big and bright because it is nearer than the other stars.

The Sun appears to rise in the east and set in the west. The sun is straight above us at noon.

The Earth is divided at the _____ into _____ hemispheres.

The Earth rotates (or spins) on its _____ in an easterly direction. It is the Earth spinning which makes it look as if the _____ is moving.

It takes one day (24 hours) for the Earth to spin all the way round. When England is facing the Sun it is our day. When England is not facing the sun it is our night.

If the Earth was not _____ the world would have the same amounts of _____ each day.

It takes a _____ for the Earth to go all around the Sun.

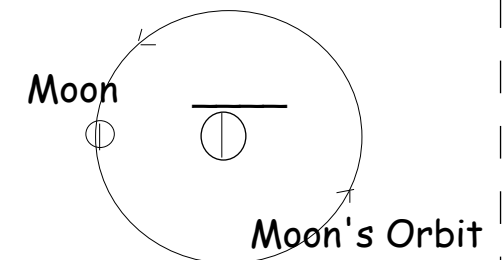
When the northern hemisphere is tilted towards the Sun, we have our warmest weather. This happens in summer when we also have longer days.

When we are furthest away from the Sun we have our _____ weather. This happens in the winter when we also have shorter days.

The Moon does not _____. Light is _____ onto it from the Sun.

The Moon appears to change shape during each month as different parts of it are lit by the Sun.

The moon _____ the Earth. It takes one _____ to do so.



Space Information for B groups

We live on a planet called Earth.
The Sun, Earth and Moon are all shaped like balls or spheres.

The Earth is tilted on its own _____. It always tilts in the same _____.

The Sun is a star. It is a huge ball of _____. It gives us light and heat. Without the Sun nothing could _____.

The Sun is much bigger in size than Earth. It looks big and bright because it is nearer than the other stars.

The Sun appears to rise in the _____ and _____ in the west. The sun is straight above us at noon.

The _____ is divided at the Equator into two _____.

The Earth rotates (or spins) on its axis in an easterly direction.
It is the Earth spinning which makes it look as if the Sun is moving.

It takes _____ (_____ hours) for the Earth to spin all the way round. When England is facing the Sun it is our _____. When England is not facing the sun it is our _____.

If the _____ was not tilted the world would have the same amounts of _____ each day.

It takes a year for the Earth to go all around the Sun.

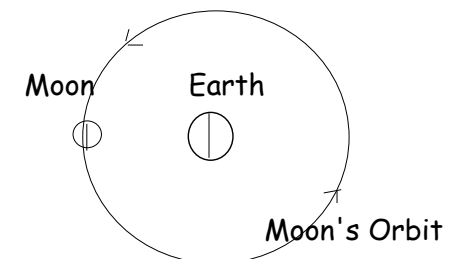
When the northern hemisphere is tilted towards the Sun, we have our _____ weather. This happens in _____ when we also have _____ days.

When we are _____ away from the Sun we have our coldest _____. This happens in the winter when we also have shorter days.

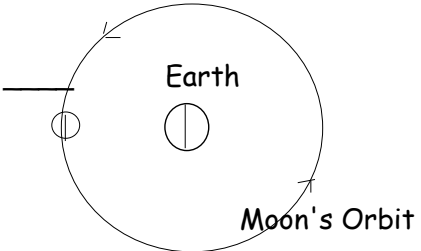
The Moon does not shine. Light is reflected onto it from the Sun.

The Moon appears to change _____ during each month as different parts of it are _____ by the Sun.

The moon _____ the Earth. It takes one _____ to do so.



Space Information for C groups

| | | | |
|---|--|---|--|
| <p>We live on a _____ called Earth. The Sun, Earth and Moon are all shaped like balls or _____.</p> | <p>The Earth is _____ on its own axis. It always _____ in the _____ direction.</p> | <p>The Sun is a star. It is a huge ball of gas. It gives us light and heat. Without the Sun nothing could live.</p> | <p>The Sun is much bigger in _____ than Earth. It looks big and bright because it is _____ than the other stars.</p> |
| <p>The Sun appears to _____ in the east and _____ in the west. The sun is _____ above us at noon.</p> | <p>The Earth is divided at the Equator into two hemispheres.</p> | <p>The Earth rotates (or _____) on its axis in an _____ direction. It is the Earth _____ which makes it look as if the Sun is moving.</p> | <p>It takes one _____ (_____ hours) for the Earth to spin all the way round. When _____ is facing the Sun it is our day. When _____ is not facing the sun it is our _____.</p> |
| <p>If the Earth was not tilted the world would have the same amounts of sunlight each day.</p> | <p>It takes a year for the _____ to go all around the _____.</p> | <p>When the _____ hemisphere is tilted towards the Sun, we have our _____ weather. This happens in summer when we also have longer _____.</p> | <p>When we are furthest away from the Sun we have our coldest weather. This happens in the winter when we also have shorter days.</p> |
| <p>The Moon does not _____. _____ is reflected onto it from the _____.</p> | <p>The Moon appears to change shape during each _____ as different parts of it are lit by the Sun.</p> | <p>The moon orbits the Earth. It takes one month to do so.</p> |  |