**Rosa L. Parks Elementary**

**Lesson Plan in Media**

**Teacher:** Abegail Prado

**Grade Level:** 5th Grade

**Content Area:** Media, Science and Language Arts

**Title of Lesson:** The eight planets of the solar system

**STANDARDS:** Standards students will meet:

AASL

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in

order to make inferences and gather meaning.

1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the

collection of superficial facts.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas,

real world situations, and further investigations

2.1.4 Use technology and other information tools to analyze and organize information.

2.3.1 Connect understanding to the real world.

2.2.4 Demonstrate personal productivity by completing products to express learning.

3.1.1 Conclude an inquiry based research process by sharing new understandings and reflecting on the

learning.

3.2.3 Demonstrate teamwork by working productively with others.

3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

4.1.5 Connect ideas to own interests and previous knowledge and experience.

4.3.2 Recognize that resources are created for a variety of purposes.

Common Core Standards

[CCSS.ELA-LITERACY.RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/)  
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

[CCSS.ELA-LITERACY.RI.5.3](http://www.corestandards.org/ELA-Literacy/RI/5/3/)  
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

[CCSS.ELA-LITERACY.RI.5.5](http://www.corestandards.org/ELA-Literacy/RI/5/5/)  
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**OBJECTIVES:** At the end of the one-hour session, the students will be able to

1. Read a book about the solar system.
2. Learn what are the 8 planets in the solar system.
3. Form 5 groups with 4 members for a group activity in class.
4. Choose 4 planets that they will compare and contrast.
5. Use a book, eBook and database tool to find more information about the planets.
6. Create a table chart of the four chosen planets showing the days it rotates around the sun (orbital period), number of moons, how many rings, if it has global magnetic field, and if it has water and other gases in the atmosphere.
7. Create a data table showing the comparison of the four chosen planets in each group.
8. Report their work in class.

**MATERIALS:**

Book, “The Solar System” by Robin Kerrod

Youtube video of the solar system - <https://www.youtube.com/watch?v=X9LKAnySua8>

TrueFlix eBooks and World Book database

Paper

Ruler

Pencil, eraser

Fish bowl with names of 8 planets

Post-it easel pad

Colored markers

iPads

document camera

projector

laptop

**Teacher Preparation:**

1. She prepares the materials (paper, pencil, ruler, eraser, and iPads) for the first half of the session. The student ratio for the iPad is 1:1.
2. The teacher prepares the YouTube video using her laptop and projects it to the screen.
3. The teacher prepares the book to read under the visualizer.
4. For session two, the teacher prepares one sticky easel paper on each 5 tables and colorful markers.

**INSTRUCTIONAL PROCEDURE:**

***(Session 1)***

**I DO:**

1. Engagement:
2. The teacher shows a 2.46 min video showing the eight planets of the solar system.

***Transition:***

1. Teacher shows a book and tells them the title, illustrator and author’s name. She starts reading to the class the nine planets, but only reading the main points. This allows the students to look for more important information throughout the lesson using the technology and books.

**WE DO:**

1. PAIR AND SHARE: Students pair with their seatmate and share their thoughts about the question, “If you were to live in a different planet, what would it be? Why did you choose this planet?
2. The teacher asks for two (4) volunteers to share their answers with the class.
3. The teacher groups the class into five with four members each. Each student pick a paper from the fish bowl in each table to choose the 4 planets assigned to the group members.

**Technology Integration:**

1. The teacher tells the students to pick-up the iPads and explains that they will use two databases and books to search information about the eight planets of the solar system.
2. The students type in the website address: [www.destiny.pgcps.org](http://www.destiny.pgcps.org), find our school, and choose TrueFlix.

TrueFlix is a database used to read eBooks. This has been taught already in the past, so students are now aware of this database and how to use it.

1. The teacher shows the class the eight planet books that they can watch and read from TrueFlix.
2. The teacher shows the class the World Book database from the Destiny homepage. She demonstrates how to type the word “solar system” in the search box to show the eight planets in the results page. Note: World Book database has been taught in our previous lesson.
3. Using the Destiny catalog, the teacher asks the students to find a book of planets that they can also read.

**FORMATIVE ASSESSMENT:**

1. The teacher asks the students to fill out the table sheet after or while they are reading from TrueFlix , World Book or book.

Name: \_\_\_\_\_\_\_\_\_\_\_\_ Group Number: \_\_\_\_\_\_\_\_ Planet: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| What is the planet’s distance from the sun? | How many days does it rotate in its orbit? (Orbital Period) | How many moons does it have? | How many rings does it have? | Does it have a global magnetic field? | Is there water in this planet? | What are the gases found in this planet? |
|  |  |  |  |  |  |  |

1. The teacher asks them to write a short paragraph summarizing the results of their table.
2. The teacher proofreads their work like checking the spelling, punctuation marks, grammar and sentence construction. She returns the paper for the next half of the session.

Rubric for session 1:

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SELF-ASSESSMENT RUBRIC**

|  |  |  |  |
| --- | --- | --- | --- |
| **Ask Yourself** | **O Point**  https://s-media-cache-ak0.pinimg.com/236x/27/96/12/2796122e5c789549ef5d6798a009df55.jpg | **1 Point**  http://pix.iemoji.com/images/emoji/apple/8.3/256/neutral-face.png | **2 Points**  https://s-media-cache-ak0.pinimg.com/736x/4e/5c/f7/4e5cf7d4ccb9c59b6620a9c71944d51e.jpg |
| *Did you read a book, TrueFlix and World Book database in doing your research?* | No, I did not read a book, TrueFlix and World Book database. | Well, I tried but I only read one. | Yes, I used my time wisely and used all these three resources in my research. |
| *Did you fill-out everything in your planet data table?* | No, I did fill-out everything. | Well I wrote some, but was not able to give all the information needed. | Yes, I filled-out all the information my teacher asked me to do. |
| *Did you write a summary of your table by writing a short paragraph?* | No, I did not write a summary. | Well, I only write one or two sentences explaining some of the facts I have on my data table. | Yes, I was able to write a paragraph summarizing my data table. |

***Session 2:***

**Assessment Plan:**

1. The teacher explains the objectives for this session, which are: to re-write their paragraph summary, share their work in a group, create a final data chart for the 4 planets and report their work in class.
2. The students receive their paper with corrections and re-write them on a clean sheet of paper. They now share their work within the group.
3. The teacher gives each group a post-it easel paper and 6 colorful markers to use for the next activity.
4. The teacher asks the students to summarize their research of the four planets by making a final data table showing the final results of the four planets of their group.
5. The students use the easel paper and create their own data chart using the colored markers.
6. The students read their planet summary research while presenting their group’s planets data table.

***Easel Paper format:***

Group Number: \_\_\_\_\_\_\_\_\_\_

Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Planet | Distance from the sun | Orbital Period | Number of Moon/s | Number of Ring/s | Global Magnetic Field Y/N | Water Y/N | Gases found from this planet |
| 1 |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |

Rubric for session 2:

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**GROUP ASSESSMENT RUBRIC**

|  |  |  |  |
| --- | --- | --- | --- |
| **Ask Yourself** | **O Point**  https://s-media-cache-ak0.pinimg.com/236x/27/96/12/2796122e5c789549ef5d6798a009df55.jpg | **1 Point**  http://pix.iemoji.com/images/emoji/apple/8.3/256/neutral-face.png | **2 Points**  https://s-media-cache-ak0.pinimg.com/736x/4e/5c/f7/4e5cf7d4ccb9c59b6620a9c71944d51e.jpg |
| *Did each member from your group share his or her research?* | No, we did not share our research within the group. | Well, we tried but we only shared it to a few. | Yes, we did group sharing and we discussed our research to everyone in the group. |
| *Did you write all the important information in your group data table?* | No, we did not write the important information for our data table. | Well we wrote some, but we were not able to finish our work. | Yes, we filled-out all the information our teacher asked us to do. |
| *Did each member read his or her summary for each planet presentation?* | No, we didn’t like to talk and share our work in class. | Well, I only a few members read their summary in class. | Yes, all the members read their summary of their research during the group presentation. |