Danielle Rich, Erin O’Brien, Chantelle Kresch

EDUC 0396

MWF 11:30-12:20

Lesson Plan Outline

Unit topic: Science

Grade: 5th/6th grade

Lesson topic/theme: Solar System - Planets

Lesson Objectives:

The student will be able to identify each planet by name.

The student will be able to correctly the order of the planets in our solar system.

The student will be able to recognize 3 physical characteristics for each planet.

The student will be able to correctly create a scaled measurement of the distance between each planet.

Instructional Technique: Presentation/lecture, interactive website <http://www.childrensuniversity.manchester.ac.uk/media/services/thechildrensuniversityofmanchester/flash/earthandbeyond_c.swf>

Instructional Materials: Computer/laptop for websites, Website Guided Worksheet #1, and Homework: Planet Diagram

Theoretical Perspective: It is important for students to learn about the solar system and other planets because we inhabit Earth, this is our home and we should be educated on the surroundings of Earth.

Procedure:

*Introductory Activity:*

The teacher will begin the lesson by having some discussion questions for the students to answer before the lesson, to see what the students know. (ex. How many planets are in our solar system? Which planets are furthest from the sun? etc.)

*Step By Step:*

The teacher will give a presentation using a pre-created powerpoint, explaining in detail the planets order, distances from each other, and five physical characteristics of each planet. (Students are encouraged to take notes on distances and facts.)

The teacher will give the students a worksheet before introducing the interactive website.

The teacher will explain to the students that before starting the solar system game to draw out the planets in order.

Then give the students instruction on how to navigate the specific game they need to play. -Have the students use their drawing to see if the order of the planets they used is correct, but if not, they have them re-draw the order underneath their original picture until they get all the planets in order.

*Closure*:

Collect Worksheet #1 to make sure the students followed directions and retained information given from the presentation.

Explain homework instructions and answer any questions pertaining to the assignment.

Refresh students memory on how to create a scale based on given measurements.

*Adaptations*:

For students who struggle with math, there will be examples on how to create a scale on the homework instruction sheet.

For students who are slower learners or struggle with English, while other peers are using the interactive website, work one on one to better explain the lesson.

*Homework*:

Follow the instructions given on the homework handout(Homework: Planet Diagram)

Evaluation:

The teacher will document successful completion for each objective by grading their homework assignment.

“The student will be able to identify each planet by name.”

The teacher will determine if this objective is met by checking that their homework correctly labels each drawn planet by its correct name.

“The student will be able to correctly the order of the planets in our solar system.”

The teacher will determine if this objective is met by checking that their homework has the planets drawn in the correct order.

“The student will be able to recognize 3 physical characteristics for each planet.”

The teacher will determine if this objective is met by checking that their homework clearly lists three out of five of the facts given to the students in the presentation.

“The student will be able to correctly create a scaled measurement of the distance between each planet.”

The teacher will determine if this objective is met by checking their that homework includes a key showing the scaled distances in reference to the actual distance. (ex. 5 million feet = 1 centimeter)

Concerns we have for teaching this lesson is that it may be too much information given out at once and might be too much to ask from the students in one class period to accomplish. It also may be hard to accommodate for the non-native speakers in class and the slow learners.