**Name: Brad McDannald Date: 11/08/10**

**Lesson Title: Stars Grade:5th Grade**

**State/System Standards:**

**GLE 0507.6.1 Compare planets based on their known characteristics.**

**GLE 0507.6.2 Recognize that charts can be used to locate and identify star patterns.**

**GLE 057.Inq.3 Organize data into appropriate tables, graphs, drawings, or diagrams.**

Reading Standards:

Tool: 4-Page Star Graphic Organizer

**Goal:** The students will analyze stars, star constellations and star charts to better understand the purpose of studying the Solar System.

**Objectives:**

* **To learn about the cycles, colors and sizes of stars.**
* **To learn how to identify constellations and star charts.**

**Set:**

* **Attention grabber/engage all students:** Ask students to watch a video about stars from Brainpop.
* **Relate to previous learning:** What information about stars helped us learn more about our star the Sun?
* **Relate to real-life:** The Sun gives off tons of energy, but have we ever thought about where that energy comes from and what they Sun really is?
* **State the objective:** Today we will analyze stars, star constellations and star charts to better understand the purpose of studying the Solar System.

**Instructional Procedures:**

1. Ask students to take a quiz on “What I learned about our Solar System”. Write EQ on board while waiting for students to finish. (10 minutes)
2. Show Brainpop video *Star Cycles*. (5 minutes)
3. Create the graphic organizer (4 flap book) and label four flaps Red, Orange, Yellow and Blue/White.
4. Then have students volunteer read “What are Stars” section and ask for important terms learned in reading. Put important terms inside organizer for studying. (10 minutes)
5. Have students read alone how stars are characterized alone and fill in graphic organizer information, and then review with the class to ensure selected information is received. (10 minutes)
6. Read “What are star constellations?” section discuss star chart on page 181. Have students discuss what some of the constellations look like. (10 minutes)
7. Extra time can be spent with AR reading.

**Questions for Higher-Order Thinking:**

How do star patterns help people navigate the night sky?

What type stars do you think the brightest stars in the sky are?

**Closure:**

* **Verbalization of learning by the students:** Ask the students to discuss what the constellations look like.
* **Demonstration of skill by the students:** Have students tell one fact they learned about stars.
* **Communicate future learning if necessary:** Monday we will practice with star charts and use calculators.

**Adaptations to Meet Individual Needs:**

Help fold the graphic organizer and cut them out with students who have trouble with this skill.

**Evaluation/Assessment:**

Graphic Organizer and have students share one fact they learned about stars. Post Assessment tools: Stars Quiz, Calculator Constellations, Vocabulary Test on final day.

**Materials/Media:**

* Teacher Edition of Science Book.
* Color copy paper (90).
* Student Journals.
* Computer with Brainpop access.

**Reflection for Future Modification:**