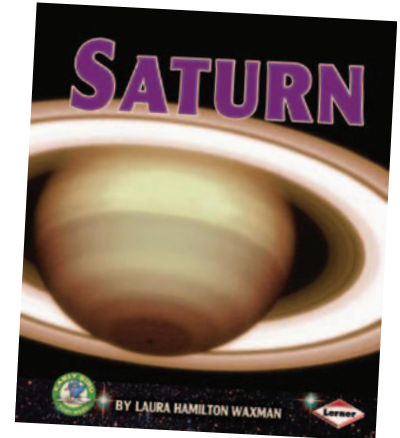
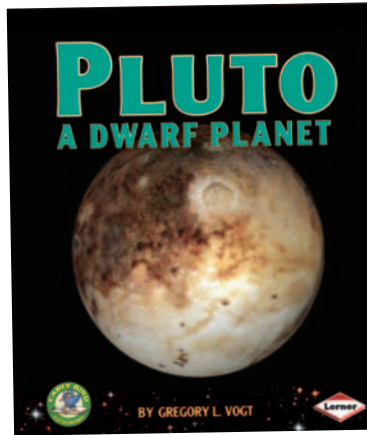
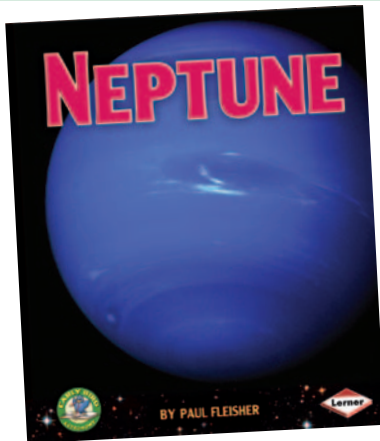




Astronomy

2nd–5th Grade Interest Level

3rd Grade Reading Level



Go to www.lernerclassroom.com
for a complete list of titles in this series.

Standards

Earth and Space Science

- Understands the composition and structure of the universe and Earth's place in it

Reading

- Demonstrates competence in the general skills and strategies of the reading process
- Demonstrates competence in the general skills and strategies for reading a variety of informational texts

Writing

- Uses the general skills and strategies of the writing process
- Uses the stylistic and rhetorical aspects of writing
- Uses grammatical and mechanical conventions in written compositions
- Gathers and uses information for research purposes

Multiple Intelligences Utilized

Spatial, linguistic, logical-mathematical, interpersonal, and intrapersonal

Lesson 1

Who Am I?

Purpose

Students will identify characteristics of the planets, sun, and moon.

Materials

- Astronomy series
- pencils
- crayons, markers, or colored pencils
- Who Am I? p. 4
- lined paper

Prepare

- Copy Who Am I? p. 4 for each student.

Pretest

- Discuss prior knowledge of the solar system.

- Discuss the special features of the planets in the solar system.

Read

- Students will read each of the books in the Astronomy series. This will take a number of days to complete. Students may take notes as they read to help them recall specific features of the planets.

Model

- Read and answer the first riddle from Who Am I? p. 4 together.

Practice

- Have students complete the rest of Who Am I? on their own.
- Students may use Astronomy books for reference, as needed.

Discuss

- Review the unique features of the planets in the solar system. How did these features help in the identification process?

Evaluate

- Review the answers to Who Am I?

Lesson 2

Our Solar System

Purpose

Students will learn the placement of the planets in our solar system.

Materials

- Astronomy books
- Planet Pages pp. 5–6
- black construction paper
- white construction paper
- crayons, markers, or colored pencils
- glue
- pencils
- silver crayons
- compasses
- scissors

Prepare

- Divide students into groups of three or four.
- Copy Planet Pages pp. 5–6 for each group.
- Draw and cut out a sample sun using white construction paper.

Pretest

- Discuss what the solar system looks like.
- Talk about how the planets orbit the sun.

Read

- Students will read Astronomy books to familiarize themselves with the appearance of the planets in our solar system and their relation to the sun and one another.

Model

- Show students how to place the sun in the center of the black construction paper. Demonstrate how to use a compass to draw orbital paths around the sun for each planet.

Practice

- Color and cut out a sun from white construction paper.
- Color and cut out the planets from Planet Pages pp. 5–6.
- Glue the sun in the center of the black construction paper.
- Use a pencil and compass to draw each planet's orbit.
- Trace over orbits with a silver crayon.
- Glue each planet on its appropriate orbital path.

Evaluate

- Evaluate solar system models for accuracy and neatness.

Lesson 3

My Trip to . . .

Purpose

Students will use their knowledge of the solar system to write an informative and entertaining story.

Materials

- Astronomy books
- Organize It p. 7
- My Trip to Rubric p. 8
- pencils
- colored pens
- lined paper

Prepare

- Copy Organize It p. 7 and My Trip to Rubric p. 8 for each student.

Pretest

- Discuss what students know about the solar system.
- Review the steps in the writing process.
- Explain to students that they will be using information from the Astronomy books to write a

fictional story containing some factual information about the solar system.

Read

- Each student will read one Astronomy book to gain specific knowledge about a particular planet, the moon, sun, or stars in our solar system.

Discuss

- What makes an interesting story?
- What kinds of details should you include in the stories you are going to write?

Model

- Show students how to use Organize It p. 7 to help plan a story.
- Demonstrate how to use Organize

It p. 7 to write a rough draft of a story.

Practice

- **Day 1**– Students will read and note important information from one of the Astronomy books.
- **Day 2**– Students will use Organize It to plan their stories.
- **Day 3**– Students will use their completed Organize It to write a rough draft of their story.
- **Day 4**– Students will read and edit one another's stories.
- **Day 5**– Students will revise their stories and write final drafts.

Evaluate

- Share completed stories with the class.
- Teacher should assess stories using My Trip to Rubric p. 8.

Who Am I?

Directions: Read each riddle, and write the name of the planet it describes on the line below.

I am the closest star to Earth. I am at the center of the solar system.

Who am I? _____

I am a blue planet with strong winds and storms. I am too far away to see without a telescope.

Who am I? _____

I am home to plants, animals, and people. It takes me 365 days to orbit the sun.

Who am I? _____

I am the largest planet. I have a big storm called the Great Red Spot.

Who am I? _____

I am the closest planet to the sun. I don't have any moons. I am really hot.

Who am I? _____

I have red rocky ground. I am the 4th planet from the sun.

Who am I? _____

I am yellow and have wide, flat rings. I am the 6th planet from the sun.

Who am I? _____

I am the 2nd planet from the sun. Sometimes, I am called Earth's twin.

Who am I? _____

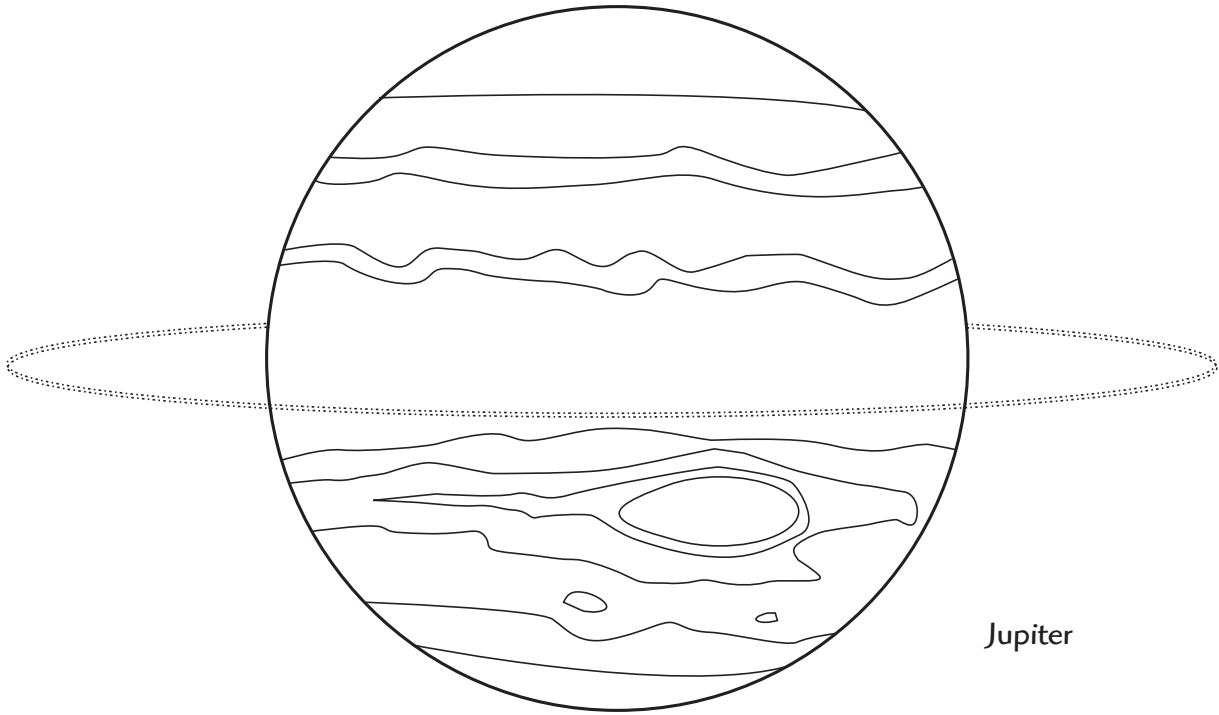
I am usually the farthest planet from the sun. I am covered with ice.

Who am I? _____

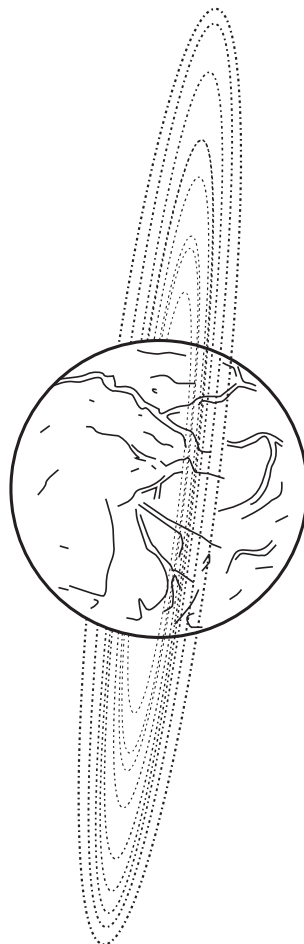
I have 21 moons. I rotate on my side. I am one of the giant planets.

Who am I? _____

Planet Pages



Jupiter



Uranus



Neptune

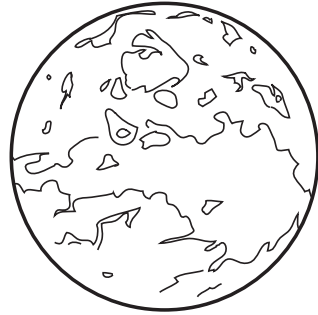
Planet Pages



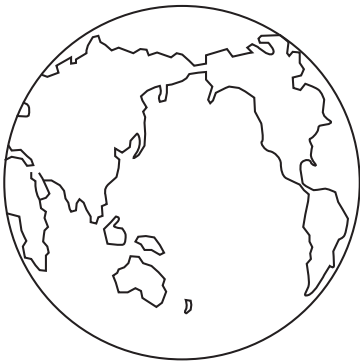
Pluto



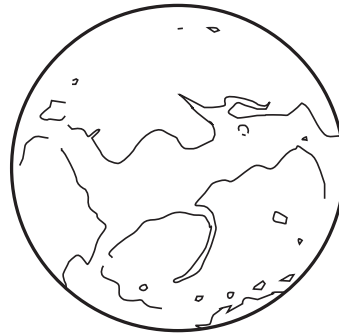
Mercury



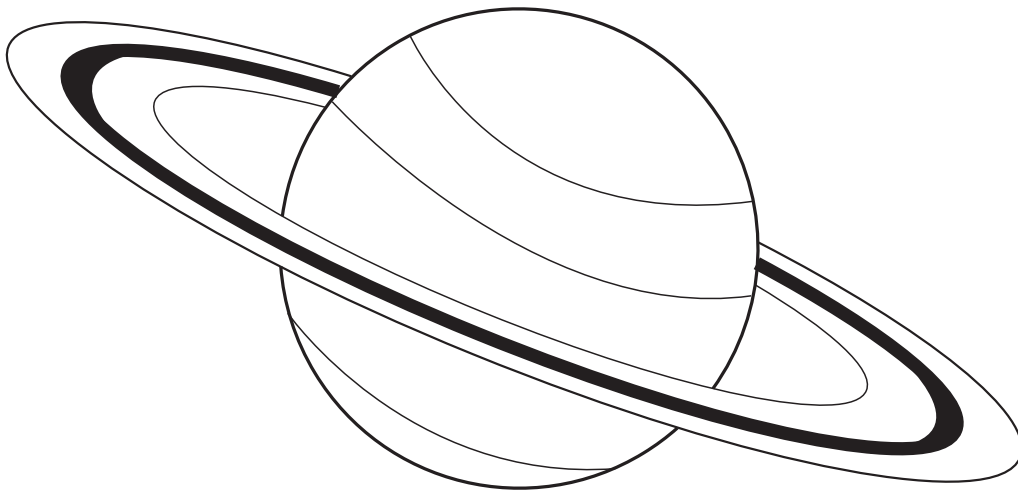
Venus



Earth



Mars

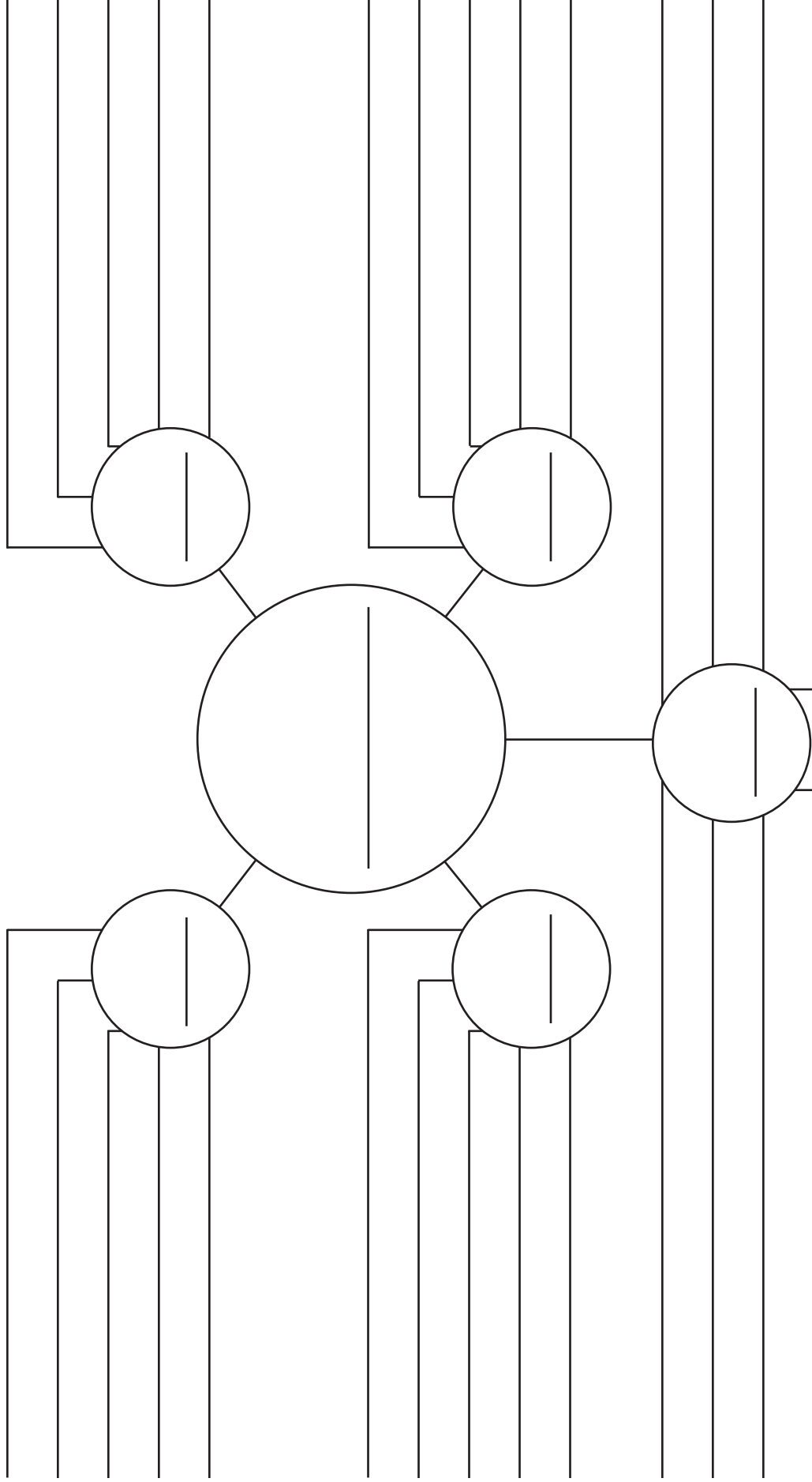


Saturn

Organize It

Name _____

Date _____



My Trip to Rubric

Student _____

Score

Elements

4

- Student completed each step in the writing process.
- Story has a beginning, a middle, and an end.
- Few or no spelling errors.
- Complete sentences throughout the story.
- Paragraphs are constructed appropriately.

3

- Student completed each step in the writing process.
- Story has a beginning, a middle, and an end.
- Some spelling errors.
- Nearly all sentences are complete.
- Paragraphs are used in the story.

2

- Student completed most steps in the writing process.
- Story does not have a beginning, a middle, or an end.
- Many spelling errors.
- Some sentences are complete.
- Paragraphs are attempted but not used correctly.

1

- Student did not complete steps in the writing process.
- Story does not have a beginning, a middle, or an end.
- Numerous spelling errors.
- Few complete sentences.
- Paragraphs are not used.

Comments _____
