GROVE CITY COLLEGE DEPARTMENT OF EDUCATION

DANA EWING - UNIT PLAN

I. Introduction

A. Title - Outer Space

B. Grade Level - Kindergarten

C. Duration - 5 days

D. Context - After Dr. Seuss week, before Mrs. Wishy Washy 2 (Kindergarten has preset themed units focusing on different read-alouds and strategies. This is the next unit slated for Mrs. Burger’s classroom).

II. Content

A. Goals - For students to engage with fiction and nonfiction texts to learn about outer space while also focusing on comparing and contrasting, learning new vocabulary, and developing and writing creative stories and ideas.

B. Concepts: - Word families and patterns (*oo, silent e*, sounds of *o*), rhyming, space vocabulary, chronological order, problem-solution, nonfiction

C. Vocabulary - Sun, moon, Earth, planets, Solar System, stars, constellations, rotate, revolve, recycle, rocket, astronaut, space, orbit

D. Skills - Identifying rhymes, distinguishing between short and long vowel sounds with the silent e, using new space vocabulary in writing contexts, developing solutions to a given problem, pulling out information in a nonfiction text

III. Objectives

Given vocabulary and information from nonfiction texts, TSWBAT define and utilize space vocabulary in context to 100% accuracy.

Given instruction with certain word patterns, TSWBAT verbally pronounce new words with an *oo* or *silent e* pattern in 14 out of 16 cases.

Given information about various topics of outer space, TSWBAT develop solutions to problems through comparing and contrasting to 100% accuracy and teacher satisfaction.

IV. Learning Experiences

A. Day One - Introduction of outer space, astronauts and space ships, diagnostic vocabulary quiz, rhyming practice, main ideas

B. Central Lessons

* Day Two – Nonfiction texts about the moon, fact/opinion, moon vocabulary, *oo* sounds
* Day Three – Nonfiction and fiction texts about stars and the sun, visualizing the text, answering “why” questions, building personal constellations
* Day Four – Solar System and planets, compare and contrast, rhyming, silent e sound, chronological order, vocabulary (orbit, rotate, revolve)

C. Day Five - Nonfiction text about Earth, graphic organizers (main idea and details, problem/solution, vocabulary (recycle), compare/contrast with other planets, review of space with vocabulary quiz

V. Evaluation Instrument and Methods

**Formative:**  Diagnostic vocabulary quiz (14 points), participation in rhyming practice (6 points), Moon project (10 points), Sun worksheet (5 points for completion), constellation creation with writing (5 points), planet fact sheet (6 points), sounds worksheet (8 points), problem/solution prompt with recycling (5 points)

**Summative:** Vocabulary Quiz (14 points), presentation of space word with picture (6 points)

VI. Evaluation of Objectives

Through the use of guided readings, I will familiarize the students with the vocabulary words and different sound patterns. My minilessons, worksheets, and response activities will gauge their understanding of these concepts. Through the use of kid writing, compare/contrast worksheets, and physical activity lessons, I will evaluate my students’ demonstrations of the space vocabulary words in context. The final vocabulary quiz will give me a concrete idea of the students’ comprehension of the terms. Kid writing prompts and community learning activities such as brainstorming and creating will show me whether the students can competently develop creative solutions to problems.

VII. Evaluation of Daily Lessons

1. Did the students understand the concepts taught in my lessons?
2. Were new vocabulary words introduced with clarity?
3. Did I pick age-appropriate, engaging texts to go along with each topic?
4. Can the students identify vocabulary and appropriate word sounds to teacher satisfaction?
5. Can students generate their own stories, ideas, and solutions about outer space?
6. Can the students pull information out of nonfiction texts and organize it?
7. Did I organize and pace the lessons well?
8. Did I make appropriate adaptations?
9. What would I do differently?

VIII. Resources

1. Trade Books

Berger, M., & Berger, G. (2004). *The moon*. Scholastic, Inc.

*Can astronauts see me?* (2005). The Southwestern Company.

Carney, E. (2012). *National Geographic Kids: Planets*. Scholastic, Inc.

Freitas, B. V. (2016). *Curious George discovers the stars*. Houghton Mifflin Harcourt Publishing Company.

Houran, L. H. (2014). *A trip into space: An adventure to the International Space Station.* Albert Whitman & Co.

McAnulty, S. (2019). *Moon! Earth’s best friend.* Henry Holt and Company.

Robinson, M. (2016). *Goodnight spaceman*. Puffin Books.

Seluk, N. (2018). *The sun is kind of a big deal*. Orchard Books.

Scholastic. (2017). Zoom to the Moon. *Science Spin*. Scholastic, 1-4.

Sykes, J. (1999). *Little Rocket’s special star*. Dutton Children’s Books.

Vimawala, A. (2016). *All my friends are planets: The story of Pluto*. Scholastic, Inc.

C. AV/Sensory Aids

1. Paper rocket video: <https://www.youtube.com/watch?v=ppNbqL3LuUo>

2. Astronaut helmet video: <https://www.youtube.com/watch?v=UrACMgKiJTw>

3. Twinkle, Twinkle video: <https://www.youtube.com/watch?v=0cI6Udqw_cs>

IX. Appendix

Each day is composed of four shorter lessons broken down into Read-Aloud (25 minutes), Reading Strategy (10 minutes), Community Learning (20 minutes), and Writing (25 minutes).

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Day 1: Astronauts in Space

1. TOPIC:
   1. Students will receive an introduction to outer space vocabulary and terms (astronaut, rocket), identify rhyming patterns, and pull main ideas from a text.
2. STANDARDS/OBJECTIVES
   1. **3.3.PK.B1** - Identify objects that can be found in the day or night sky.
   2. **CC.1.1.1.C** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   3. **CC.1.2.1.A** - Identify the main idea and retell key details of text.
   4. Given an informational text, TSWBAT identify key points of information to 100% accuracy.
   5. Given a text with a rhyming pattern, TSWBAT identify rhyming sounds that they hear in 14 out of 16 cases.
3. TEACHING PROCEDURES

*Read-Aloud*

* 1. Anticipatory Set – Ask the students if any of them have ever been to outer space. Allow one or two students to share what they think it would be like to go there. Have the students “buckle their seats” to prepare for their outer space journey.
  2. Development – Read *Goodnight Spaceman* by Michelle Robinson with the students, pointing out rhymes on the first couple of pages. As you read, have the students act out the story.
  3. Guided Practice – Have the students say the rhymes at the end of each page and practice isolating the rhyming sound.
  4. Independent Practice – Distribute the vocabulary diagnostic pretest to the students and explain the directions before giving them time to complete the worksheet. Read each question out loud as the students use their fingers to read with you.
  5. Closure – Collect the quizzes and distribute stickers or badges to welcome them onto the space journey.

*Reading Strategy*

1. Anticipatory Set – Ask the students to remind you of some examples of rhymes from the earlier book, and challenge them to find the repeating rhyme in the new book. Additionally, ask them if they recall anything the astronauts did in the first book.
2. Development – Read *A Trip into Space: An Adventure to the International Space Station* by Lori Haskins Houran as the students act out the different events in the book.
3. Guided Practice – Challenge the students to identify the rhymes and pull out a few key details from the story, writing them on the board as a class.
4. Independent Practice – Release the students to their independent reading time.
5. Closure – Gather the students and say they have done a lot of learning – something very important to become an astronaut.

*Community Learning*

1. Anticipatory Set – Tell the students that they have a couple things they must do to get ready for their journeys into space. Ask the students to share a couple of thoughts on what they may need to get to space.
2. Development – Watch the video about how to make a paper rocket. Discuss the thoughtful question, but then tell the students that they will be making smaller paper rockets for the classroom.
3. Guided practice – List out the steps as a class on the board as simply as possible.
4. Independent Practice – Give the students time to make their rockets and test them out. Tape down a line for the students to see how far the rockets go.
5. Closure – Gather the students together to see what they feel they could do to make the rocket go farther.

*Kid Writing*

1. Anticipatory Set – Remind the students of how much they have learned, and tell them that to be good astronauts, they need to write down what they notice and remember.
2. Development – Remind the students what an application is and go over the main points they would write. Model a sentence about why it would be cool to be an astronaut, and then correct the spelling errors using a different marker.
3. Guided Practice – Work with the students to develop their idea for their writing prompts by fleshing out what they say.
4. Independent Practice – Give the students time to write and respond to the prompt, helping and conferencing as needed.
5. Closure – Congratulate the students on being one step closer to becoming an astronaut, and send them to transition towards choice time.
6. MATERIALS
   1. *Goodnight Spaceman* by Michelle Robinson
   2. *A Trip into Space: An Adventure to the International Space Station* by Lori Haskins Houran
   3. Whiteboard and marker
   4. Vocabulary Pretest
   5. Space Stickers
   6. Paper rocket video: <https://www.youtube.com/watch?v=ppNbqL3LuUo>
   7. Colored Paper
   8. Tape
   9. Straws
7. ADAPTATIONS
   1. For students struggling to sit still, I will incorporate astronaut brain breaks. I used a variety of learning styles and will pace myself with the reading according to the students’ understanding, making sure to pause and ask questions.
   2. With more time, I will re-read one of our astronaut books or put on a read-aloud of *If I Were an Astronaut* by Eric Braun to have my students compare their writings to the author’s ideas through a discussion.
   3. With less time, I will have the students make their rockets but then collect them to test tomorrow instead.
8. EVALUATION
   1. Formative – questioning during reading, think-pair-share, offering ideas during class discussion, vocabulary pretest (14 points)
   2. Summative – none
9. REFLECTION (using questions listed above)

Space Words

|  |  |  |
| --- | --- | --- |
| A very hot star in the center of our Solar System | Sun | constellation |
|  | | |
| Balls of rock or gas that move in outer space | rocket | planets |
|  | | |
| A planet that contains water and good air to breathe | Moon | Earth |
|  | | |
| Balls of gas that light up the night sky | craters | stars |
|  | | |
| The path a planet takes around the Sun | orbit | Solar System |
|  | | |
| A rock that reflects light from the Sun at night | astronaut | Moon |
|  | | |
| A group of stars that makes a picture in the sky | constellation | revolve |
|  | | |
| Holes that cover the Moon from where meteors hit the surface | craters | planets |
|  | | |
| The group of planets moving around the Sun | Earth | Solar System |
|  | | |
| A person who goes into space | astronaut | rocket |
|  | | |
| The action of a planet spinning in place | rotate | orbit |
|  | | |
| Use old things in a new way to take care of Earth | recycle | planets |
|  | | |
| An object that launches off the ground into space | Moon | rocket |
|  | | |
| The action of a planet moving in a specific orbit | revolve | rotate |

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Day 2: The Moon

1. TOPIC
   1. Students will explore facts about the moon and understand that it reflects light. Vocabulary: moon, craters
2. STANDARDS/OBJECTIVES
   1. **3.3.PK.B1** - Identify objects that can be found in the day or night sky.
   2. **CC.1.1.1.C** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   3. **CC.1.2.1.A** - Identify the main idea and retell key details of text.
   4. **CC.1.2.K.1** - Actively engage in group reading activities with purpose and understanding.
   5. Given an informational text, TSWBAT identify facts and apply them to their knowledge of the moon to 100% accuracy.
   6. Given explicit instruction, TSWBAT distinguish between the different sound “*oo”* can make in words in at least 10 out of 16 cases.
3. TEACHING PROCEDURES

*Read-Aloud*

* 1. Anticipatory Set – Come in limping with white chalk on your hands. Tell the students you just tried to go explore the Moon, but you fell in a bunch of holes, got dust on your hands, and could not breathe. Ask if they have any suggestions for what I should do, leading them towards the answer of reading more about the Moon to prepare next time.
  2. Development – Read *The Moon* by Melvin and Gilda Berger along with the students, placing your finger under the beginning sound in each word. Ask students questions about the facts as you continue to read.
  3. Guided Practice – Write the word “moon” on the large paper pad, and have the students help you identify other words with that same sound. Then, make a separate list of words with a different “*oo*” sound.
  4. Independent Practice – Have the students each record one fact about the moon that they learned.
  5. Closure – Tell the students they will be reading about why the Moon is the Sun’s best friend later in the day.

*Reading Strategy*

1. Anticipatory Set – Show the students a small foil moon and ask them why they think the foil shines brighter in the open rather than under a table. Lead them to the fact that the moon reflects the Sun’s light rather than making its own.
2. Development – Read *Moon! Earth’s Best Friend* by Stacy McAnulty to the students, first previewing the pictures to gather facts.
3. Guided Practice – Discuss with the students what things in the book could be labeled as facts and what could be labeled as opinions, clarifying the nonfiction genre.
4. Independent Practice – Release the students to their independent reading time.
5. Closure – Call on a few students to share some ideas on what could help me while on the moon and thank them for their help.

*Community Learning*

1. Anticipatory Set – Remind the students how people have been to the moon in the past and want to go again. Ask them if they think they might want to go to the moon someday.
2. Development - Pass out the Science Spin article entitled “Zoom to the Moon.” Read the article on the board as the students follow along with their copies. Review some of the main facts about the moon and then model how to record the supporting ideas.
3. Guided Practice – Have the students pick another fact to record on their moon paper using the new information, and then demonstrate how to cut out their moon carefully and crumple it to create “craters.”
4. Independent Practice – Have the students assemble their moon creations and share with each other.
5. Closure – Congratulate the students on doing their research about the moon, and challenge them to think about what they might choose to do on the moon now that they have all this knowledge.

*Kid Writing*

1. Anticipatory Set – Have the students close their eyes to imagine what the moon would be like.
2. Development – Model how to answer the prompt: If I went to the moon… with a kid writing response. Then, go over the writing with a different marker for correct spelling.
3. Guided Practice – Work with the students to develop their idea for their writing prompts by fleshing out what they say.
4. Independent Practice – Give the students time to write and respond to the prompt, helping and conferencing as needed.
5. Closure – Check the students’ work and talk with them about their answers before sending them off for choice time.
6. MATERIALS
   1. *The Moon* by Melvin and Gilda Berger
   2. *Moon! Earth’s Best Friend* by Stacy McAnulty
   3. Big paper pads and a marker
   4. Moon fact paper
   5. “Zoom to the Moon” article
   6. Chalk
   7. Flashlight
   8. Foil circles
   9. Glue
   10. Black construction paper
   11. Kid writing paper
7. ADAPTATIONS
   1. For students who need to move around, I will provide brain breaks and make sure to call on them frequently to keep their attention. I will seat Isaiah near the front so he can see better.
   2. With more time, I will read another book to the students about the moon and ask them to identify what new facts they heard.
   3. With less time, I will assemble the Moon projects on my own but still have the students cut out the foil and record their facts.
8. EVALUATION
   1. Formative – Moon project (10 points – 5 for following directions, 5 for listing two accurate facts), think-pair-share, discussion, questioning, participation
   2. Summative – none
9. REFLECTION (using questions listed above)

The Moon

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2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Day 3: The Sun and Stars

1. TOPIC
   1. Students will recognize that the Sun is a star and gives us day and night. They will also know that stars form constellations. Vocabulary: Sun, stars, constellations, rotate
2. STANDARDS/OBJECTIVES
   1. **3.3.PK.B1** - Identify objects that can be found in the day or night sky.
   2. **3.3.1.B1** - Explain why shadows fall in different places at different times of the day.
   3. **CC.1.1.1.C** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   4. **CC.1.2.1.A** - Identify the main idea and retell key details of text.
   5. **CC.1.2.K.1** - Actively engage in group reading activities with purpose and understanding.
   6. Given informational text, TSWBAT identify facts about the affect of the Sun and stars on Earth to 100% accuracy.
   7. Given questions, TSWBAT predict information and evaluate the results to 100% accuracy.
3. TEACHING PROCEDURES

*Read-Aloud*

* 1. Anticipatory Set – Walk in with sunglasses and put your feet up on the desk and sign a paper given ahead of time to a student. Assign another student the task of pretending to try and take your picture as if you are a celebrity. Then, calm the students and say that you know of something in our Solar System that is a very big deal: the Sun.
  2. Development – Read *The Sun is Kind of a Big Deal* by Nick Seluk to the students, pausing to reread pages with important facts and analyzing the pictures with the students.
  3. Guided Practice – Write the word “rotate” on the board and have the students practice spinning in place. Using small balls as models, show how the Earth rotates and tilts in relation to the sun, causing more warmth. Show a hugging demonstration, and then have the students move to different corners of the room based on your description of the Earth’s tilt.
  4. Independent Practice – Have the students fill out the Sun worksheet about reasons why the sun is a big deal, adding pictures.
  5. Closure – Tell the students that we will be entering spring soon, and ask them if they know what that means about Earth tilting.

*Community Learning*

1. Anticipatory Set – Apply sunscreen and ask the students why they think I might be putting it on. Prompt the students to say the word “predict,” as in you are predicting that the Sun will be bright and hot today. I want to prevent sunburn.
2. Development – Model for the students how to write a prediction with evidence, and read the sentence out loud with the class. Explain that this is how we solve problems.
3. Guided Practice – Explain the experiment of melting chocolate under a desk lamp, asking the students which chocolate they think will melt faster between milk and very dark. Discuss why they might think these things.
4. Independent Practice - Have the students record their predictions on a piece of paper.
5. Closure – Ask the students, “So why can’t we go very close to the Sun?”

*Reading Strategy*

1. Anticipatory Set – As the students what they learned about the Sun earlier, and remind them that the Sun is a star. After defining the word star, introduce the book.
2. Development - Read *Curious George Discovers the Stars* by Bethany V. Freitas, having the students repeat certain sentences after you and questioning periodically.
3. Guided Practice – Ask the students “why” questions such as why Curious George was wondering about the stars, and why he drew constellations.
4. Independent Practice – Have the students create their own constellations out of marshmallows and toothpicks, reminding them to give it a name. Discuss with them the differences between stars and marshmallows.
5. Closure - Tell them they will use these constellations for their writing.

*Kid Writing*

1. Anticipatory Set – Sing “Twinkle, Twinkle, Little Star” with the students using a GoNoodle video.
2. Development – Model how to answer the prompt: Why did I choose this constellation? with a kid writing response. Then, go over the writing with a different marker for correct spelling.
3. Guided Practice – Work with the students to develop their idea for their writing prompts by fleshing out what they say.
4. Independent Practice – Give the students time to write and respond to the prompt, helping and conferencing as needed.
5. Closure – Check the students’ work and talk with them about their answers before sending them off for choice time.
6. MATERIALS
   1. *The Sun is Kind of a Big Deal* by Nick Seluk
   2. *Curious George Discovers the Stars* by Bethany V. Freitas
   3. Sunglasses
   4. Autograph paper and pen
   5. Sunscreen
   6. Sun worksheet
   7. Prediction sheet
   8. Chocolate (milk and dark)
   9. Desk lamp
   10. Marshmallows
   11. Toothpicks
   12. Kid writing paper
7. ADAPTATIONS
   1. I incorporated physical movement, visuals, music, and tactile manipulatives to include all types of learners in the lessons.
   2. With more time, I will read and answer some questions from *Can Astronauts See Me?* by The Southwestern Company.
   3. With less time, I will skip certain pages of the two trade books for the lessons.
8. EVALUATION
   1. Formative – Sun worksheet (5 points for completion), constellation worksheet (5 points), predictions, questions, participation in activities and discussion
   2. Summative – none
9. REFLECTION (using questions listed above)

Which chocolate melts faster?

My Prediction: Correct Incorrect

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Day 4: Planets and the Solar System

1. TOPIC
   1. Students will compare and contrast planets within our solar system and their movements. Vocabulary: Solar System, planets, rotate, revolve, orbit
2. STANDARDS/OBJECTIVES
   1. **3.3.PK.B1** - Identify objects that can be found in the day or night sky.
   2. **CC.1.1.1.C** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   3. **CC.1.2.1.A** - Identify the main idea and retell key details of text.
   4. **CC.1.2.K.1** - Actively engage in group reading activities with purpose and understanding.
   5. Given an informational text, TSWBAT compare facts about different planets to 100% accuracy.
   6. Given the names of planets, TSWBAT pronounce the words and read them with 100% accuracy.
3. TEACHING PROCEDURES

*Read-Aloud*

* 1. Anticipatory Set – Line up the students in two groups of eight, giving each person in line a name tag of a planet. Ask the students why they think I lined them up specifically in that order.
  2. Development - Read *All My Friends Are Planets: The Story of Pluto* by Alisha Vimawala. Sound out the word planets and emphasize certain words that have the silent e ending, such as Neptune.
  3. Guided Practice – Have the students participate in a simulation where they memorize the motions of the different planets as learned throughout the story. Then, introduce “orbit” and “revolve,” having the students participate in a large-group simulation.
  4. Independent Practice – Have the students draw a picture of the Solar System with orbit paths.
  5. Closure – Tell the students they will be practicing a chant later to learn the planets in order.

*Reading Strategy*

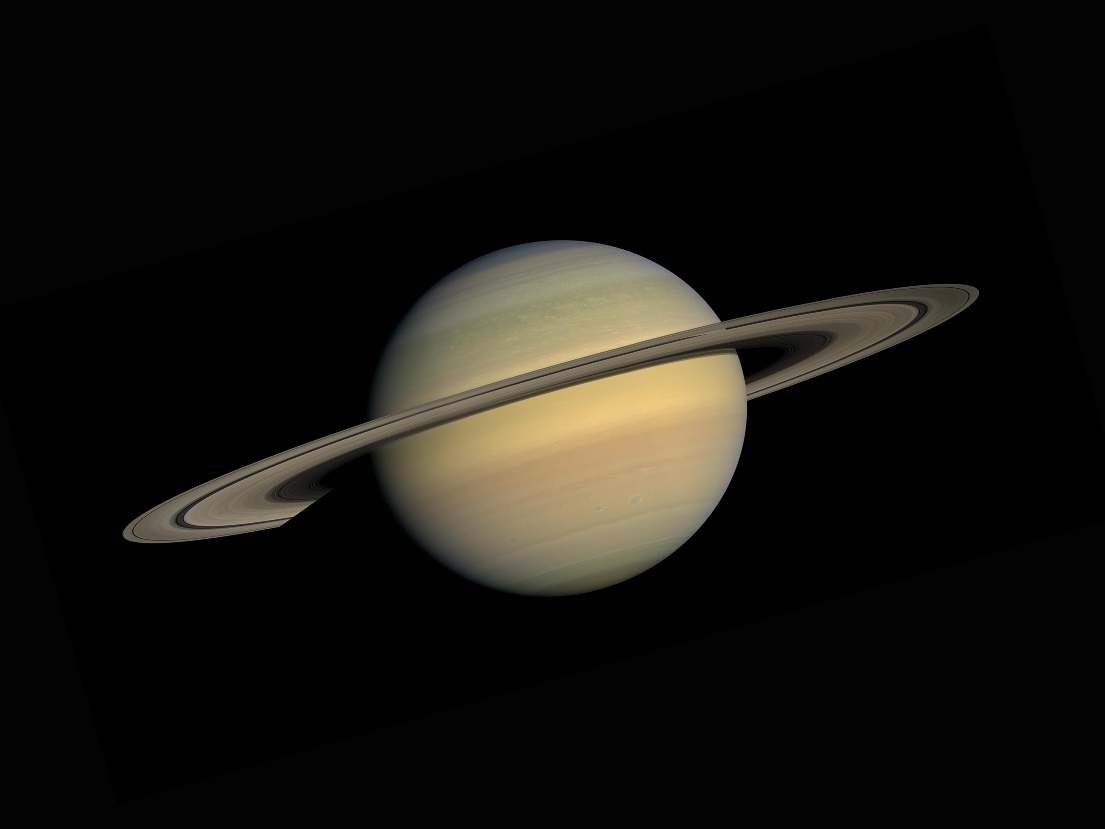
1. Anticipatory Set – Model how the planets orbit around the Sun in different paths using the Montessori pan demonstration.
2. Development – Read *National Geographic Kids: Planets* by Elizabeth Carney to the students, rereading the order of the planets multiple times for repetition.
3. Guided Practice – Teach the students the chant and then practice the motions learned earlier with them. Continuously refer back to the chant listed on the board and check the book for the appropriate listing of the planets. See if the students can list all the planets on their own.
4. Independent Practice – Release the students for their independent reading time.
5. Closure – Call the students back together, and randomly point to students and ask them to name the next planet in the lineup.

*Community Learning/Kid Writing*

1. Anticipatory Set – Ask for volunteers to name the different planets, and show the students the pictures taped around the room.
2. Development – Show the students how to look at the picture and read the sentence to learn a fact. Model writing it down on the worksheet. Assign each student a planet to record its facts.
3. Guided Practice – Help the students as needed as they read about their planets and record information. Gather the students together to compare the planets using hula hoops. By asking certain questions, the students will come move their paper slip if their planet has that quality.
4. Independent Practice – The students will color their planets on the back and present their facts to a peer.
5. Closure – Have the students practice the simulation one more time and then release them to choice time.
6. MATERIALS
   1. *All My Friends Are Planets: The Story of Pluto* by Alisha Vimawala
   2. *National Geographic Kids: Planets* by Elizabeth Carney
   3. Planet name tags (2 of each planet)
   4. Blank paper for orbit paths
   5. 2 pans of different sizes, Play-Doh, 2 balls
   6. Planet name cards (2 of each) – color-coded
   7. Planet worksheets
   8. Fact sheets about planets
   9. Crayons
7. ADAPTATIONS
   1. I accommodated all types of learners in various parts of the day for my lessons. I also will color-code the name tags for easier recognition of the planets’ colors.
   2. With more time, I will read and answer some questions from *Can Astronauts See Me?* by The Southwestern Company.
   3. With less time, we will not practice the chant again.
8. EVALUATION
   1. Formative – Planet worksheet (6 points for completion and accuracy), participation in activities, questioning/recall
   2. Summative – none
9. REFLECTION (using questions listed above)

|  |
| --- |
| Mercury |
| Venus |
| Earth |
| Mars |
| Jupiter |
| Saturn |
| Uranus |
| Neptune |

Saturn



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Day 5: Taking Care of Earth

1. TOPIC
   1. Students will review their knowledge of outer space and place the importance of taking care of Earth in that context. Vocabulary: Earth, recycle
2. STANDARDS/OBJECTIVES
   1. **3.2.K.B6** - Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.
   2. **3.3.K.A4** - Identify sources of water for human consumption and use.
   3. **CC.1.1.1.C** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   4. **CC.1.2.1.A** - Identify the main idea and retell key details of text.
   5. **CC.1.2.K.1** - Actively engage in group reading activities with purpose and understanding.
   6. Given informational text, TSWBAT identify qualities of Earth that allow it to have life to 100% accuracy.
   7. Given problems that threaten Earth’s environment, TSWBAT propose solutions to better care for Earth to 100% accuracy.
3. TEACHING PROCEDURES

*Read-Aloud*

* 1. Anticipatory Set – Give the students each a cup of water and have them say “Ahh” as they are refreshed by the water. Then, take a collective big breath of air. Emphasize how we can do this because the Earth takes care of us.
  2. Development – Read *The Amazing Planet Earth* by Scott Emmons along with the students, pausing for students to identify the rhymes within each page and reviewing the sounds.
  3. Guided Practice – Pass out the sounds worksheet for review on common rhymes from the book and sounds from the unit. Model the underlining trick.
  4. Independent Practice – Once students finish their worksheets, they can draw a picture of the different resources we get from Earth.
  5. Closure – Ask the students if they think there is life on other planets.

*Reading Strategy*

1. Anticipatory Set – Congratulate the students on their incredible ability to master so much knowledge about outer space. Have them give themselves a warm hug and rotate once before sitting down in their seats.
2. Development – Re-read the previous book and discuss with students why it is important to take care of the planet, looking at the pictures.
3. Guided Practice – Hand out notecards to the students to write down one way they could help the Earth and care for its life.
4. Independent Practice – Release the students to their independent reading time.
5. Closure – Tell the students they will receive practice in recycling.

*Community Learning*

1. Anticipatory Set – Tell one student to scold you for throwing a can on the floor, and have the student demonstrate what to do instead.
2. Development – Explain using the paper bag posters how to recycle things correctly, modeling how to sort objects.
3. Guided Practice – Run a game in which students must each pick up a few items and sort them into trash or recycling.
4. Independent Practice – Allow the students to decorate paper bag helmets once they are done with the activity.
5. Closure – Give the students a chance to walk on Earth and then suddenly pretend they are on a different part of space.

Kid Writing

1. Anticipatory Set - Talk in an alien voice to ask the students what they think about aliens.
2. Development – Model how to answer the prompt: If I met an alien… with a kid writing response. Then, go over the writing with a different marker for correct spelling.
3. Guided Practice – Work with the students to develop their idea for their writing prompts by fleshing out what they say.
4. Independent Practice – Give the students time to write and respond to the prompt, helping and conferencing as needed.
5. Closure – Check the students’ work and talk with them about their answers before sending them off for choice time
6. MATERIALS
   1. *The Amazing Planet Earth* by Scott Emmons
   2. Rhyming worksheet
   3. Paper bag words
   4. Paper bag helmets
   5. Paper bag helmet video
   6. Cans, paper, trash, foil, etc.
   7. Kid writing paper
   8. Notecards
7. ADAPTATIONS
   1. I incorporated different learning styles throughout the lesson.
   2. With more time, I will answer more questions about space.
   3. With less time, I will shorten the activity or make the helmets a choice activity.
8. EVALUATION
   1. Formative – activity participation, kid writing, discussion
   2. Summative - vocabulary assessment in morning work
9. REFLECTION (using questions listed above)