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|  **Subject** | **Language Arts (reading, writing, listening, speaking, viewing)** |
| **Grade Level** | **5th LEVEL 3** |
| **Key Vocabulary** | Sun, Moon, The Milky Way, comet, asteroid, Saturn, Mars, Mercury, Earth, Venus, Uranus, Jupiter, Neptune, Pluto |
| **Materials** | *The First Moon Landing* by Steve KortenkampAnticipation Guide, Pencils |
| **Sunshine State Standard(s)** | LA.5.2.2.2: The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details;LA.5.1.6.1: The student will use new vocabulary that is introduced and taught directly;LA.5.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;LA.5.1.6.3: The student will use context clues to determine meanings of unfamiliar words; LA.5.2.2.1: The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations)  |
| **Subject**  | **Science**  |
| **Sunshine State Standard(s)** | SC.5.E.5.1 Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way. |
| **Instructional Objectives** **Language Arts & Science** | **LA Content Objective:** TSW use an anticipation guide to increase their understanding of space travel to the moon.**S Content Objective:** TSW know 7 facts about the first moon landing and space travel.**Language Objective:** Student will read non-fiction text and will write a sentence or two about the change in answers from pre- to post-reading. |
| **Hook /****Anticipatory Set** | Does anyone know the name of the first person to walk on the Moon?Make some guesses. When you read this book, you will know the name of the first person that walked on the Moon! |
| **Procedures** **Pre-Reading****During –Reading****Post -Reading** | Pre-reading1. Show the book cover, tell title, and author, have students predict what the book will be about.
2. Engage students in using the anticipation guide.

During-reading1. Direct students to look to confirm or reject their first thoughts as indicated on the anticipation guide.
2. Show them how to do #1.
3. They will read and do the rest in buddy reading pairs.

Post-reading1. When done reading the book, each reader must write a sentence or two about the change in answers from pre- to post-reading.
2. Model how to do #1
 |
| **Type of assessment** | Completed Anticipation Guide with accurate information for all of the answers they had to change. |
| **Grading system** | 6-7 = Excellent 4-5 = Satisfactory 3 or less = Needs Improvement |
| **Closure** | Who can tell me one thing you learned about the first Moon landing that you did not know before we read the book? |
| **Real life connection** | The moon is something we see every night and even during the day sometimes. This is makes a real life connection for the students to build on later. |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Anticipation Guide**

Title of Text: *The First Moon Landing*

Author: Steve Kortenkamp

|  |  |  |
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| **Before Reading** | **Think About It** | **After Reading** |
|  Yes No  ☺ ☹ | People have always gazed up and wondered what it be like to stand on the Moon. |  Yes No ☺ ☹  |
|  Yes No ☺ ☹  | The Soviet Union launched the first satellite |  Yes No  ☺ ☹  |
|  Yes No ☺ ☹  | Getting to the Moon was easy. |  Yes No  ☺ ☹  |
|  Yes No  ☺ ☹ | Neil Armstrong was one of the first people to walk on the Moon. |  Yes No  ☺ ☹  |
|  Yes No  ☺ ☹ | The Apollo 11 spacecraft had 4 parts. |  Yes No  ☺ ☹  |
|  Yes No ☺ ☹  | Only a few people watched on TV as Armstrong took the first step onto the Moon. |  Yes No  ☺ ☹  |
|  Yes No  ☺ ☹ | The United States won the space race. |  Yes No  ☺ ☹  |

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|  **Subject** | **Language Arts (reading, writing, listening, speaking, viewing)** |
| **Grade Level** | 5th **LEVEL 4** |
| **Key Vocabulary** | Sun, Moon, The Milky Way, comet, asteroid, Saturn, Mars, Mercury, Earth, Venus, Uranus, Jupiter, Neptune, Pluto |
| **Materials** | *What is Gravity?* By Lisa TrumbauerMini Ramp, Ball, K-W-L Chart, pencils |
| **Sunshine State Standard(s)** | LA.5.1.6.1: The student will use new vocabulary that is introduced and taught directly;LA.5.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;LA.5.1.6.3: The student will use context clues to determine meanings of unfamiliar words; LA.5.2.2.1: The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations) |
| **Subject**  | **Science**  |
| **Sunshine State Standard(s)** | SC.5.E.5 Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of our Solar System.  |
| **Instructional Objectives** **Language Arts****And S** | **LA Objective:** After completing a K-W-L chart, students will understand the concept of Gravity and what it is. Students will use their textbooks and book to complete their charts to learn about gravity.**S Objective:** Students will understand what gravity is and give examples.**Language Objective:** Students will participate in a think-pair-share activity before reading choral reading. |
| **Hook /****Anticipatory Set** | I will have a mini ramp then place a ball on the ramp. I will let it go and ask the class which way does the ball roll - Up or down? Then I will say you just witness gravity because of the ball if forced down the ramp. |
| **Procedures** **Pre-Reading****During –Reading****Post -Reading** | 1. Students will participate in a think-pair-share activity after skimming through the book about gravity.2. Students will begin filling out there charts in the K section and write down what they know about gravity.3. After they have completed the K section on their charts students will complete the W section (what they want to learn) about gravity. Students should have at least 3 different things on each section.4. Then as a whole class we will begin reading the book on gravity. I will lead the class in choral reading to help build fluency. 5. As we read I will stop to reflect on what was just read by students and complete a think aloud. Teacher will complete this first by modeling.6. After completing the book, questions will be asked regarding gravity. I will show another example of how gravity works by jumping up. Everything that goes up must come down, making that process gravity.7. Lastly, we will fill out the last part of the K-W-L chart; what they learned about gravity and have them provide an example of gravity. |
| **Type of assessment** | The assessment will be formative. The completion of their K-W-L will be assessed to see if they filled out each section with at least 3 different ideas on each section. |
| **Grading system** | 9/12 = E 6/9 = S 5 or less = N |
| **Closure** | We will have a class discussion on gravity and what was learned through the book and conversations. |
| **Real life connection** | Gravity is connected to real life because it is around us so students will realize that simple things like throwing a ball is gravity in action! |



What did you LEARN?

What do you WANT to know?

What do you think you KNOW?

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|  **Subject** | **Language Arts (reading, writing, listening, speaking, viewing, visually representing)** |
| **Grade Level** | **5th LEVEL 5** |
| **Key Vocabulary** | Sun, Moon, The Milky Way, comet, asteroid, Saturn, Mars, Mercury, Earth, Venus, Uranus, Jupiter, Neptune, Pluto |
| **Materials** | *Space: The Solar System* by Robin BirchNotebook paper, pencils |
| **Sunshine State Standard(s)** | LA.5.2.2.2: The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details;LA.5.1.6.1: The student will use new vocabulary that is introduced and taught directly;LA.5.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;LA.5.1.6.3: The student will use context clues to determine meanings of unfamiliar words; LA.5.2.2.1: The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations) |
| **Subject**  | **Science**  |
| **Sunshine State Standard(s)** | SC.5.E.5.1 Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way.SC.5.E.5.3 Distinguish among the following objects of the Solar System – Sun, planets, moon, asteroid, comet – and identify Earth’s position in it.  |
| **Instructional Objectives** **Language Arts And S** | **LA Objective:** TSW show understanding of the solar system by writing a mnemonic to remember what the solar system is with their group. **S Objective:** TSW learn about the solar system and what elements make up the solar system.**Language Objective:** TSW write a short summary (2-5 sentences) about the solar system. TSW then write a mnemonic of SOLAR SYSTEM in groups of 4. |
| **Hook /****Anticipatory Set** | Does anyone know what the solar system is? Make some guesses. Well let’s see what we find out in this interesting book! |
| **Procedures** **Pre-Reading****During –Reading****Post -Reading** | Pre-reading1. Show the students the cover of the book, tell them the title, and author. Have students predict what the book will be about.
2. Engage students in a discussion about the solar system.

During-reading1. Direct the students to read silently or with a partner in a cozy area of the room.

Post-reading1. Students will individually write a short summary (2-5 sentences) about the solar system.
2. Students will participate in writing a mnemonic with their group.
3. Model how to complete a mnemonic by writing the first word “SOLAR”.
	* S : Sun is the star at the center of the solar system
	* O: Orbits are the paths that planets take around the sun
	* L: Lunar eclipses occur when the moon gets blocked by

 the Earth* + A: Asteroids are big rocks that orbit around the sun
	+ R: Rings – the planet Saturn has them
1. Students will participate in the “numbered heads together” activity. Students will get into groups of 4 and the teacher will give each student a number (1-4). Teacher will ask the class different questions about the solar system. Example: What star is at the center of the solar system? What are the paths the planets take around the sun? Etc.
 |
| **Type of assessment** | Completed mnemonic with accurate information. |
| **Grading system** | 9-11 = E 7-9 = S 6 or less = N |
| **Closure** | When it gets dark tonight, go outside for a few minutes and look at the stars. Have any of you taken 10 minutes every once in a while and admired the dark sky above us? Try it tonight with your family. |
| **Real life connection** | We live on the planet Earth and are orbiting in space. Isn’t it amazing? There are many elements involved in the solar system and all are important. Which elements do see the most? |

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|  **Subject** | **Language Arts (reading, writing, listening, speaking, viewing, visually representing)** |
| **Grade Level** | **5th LEVEL 1-3**  |
| **Key Vocabulary** | Sun, Moon, The Milky Way, comet, asteroid, Saturn, Mars, Mercury, Earth, Venus, Uranus, Jupiter, Neptune, Pluto |
| **Materials** | *Stars and Constellations* by Milton D. Heifetz and Wil Tirion graph paper, pencils, index cards  |
| **Sunshine State Standard(s)** | LA.5.1.6.1: The student will use new vocabulary that is introduced and taught directly; LA.5.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;LA.5.1.6.3: The student will use context clues to determine meanings of unfamiliar words; LA.5.2.2.1: The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations) |
| **Subject**  | **Science**  |
| **Sunshine State Standard(s)** | SC.5.E.5 Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of our solar system |
| **Instructional Objectives** **Language Arts And****Science** | **LA Objective:** Students will use the book *A Guide to Stars and Constellations and their Legends* to gain knowledge and comprehension on stars and constellations. **S Objective:** Students will be able to recall facts about stars and be able to locate constellations and know their legends. **Language Objective:** The students will read about and write four facts with their partner about the constellation they were assigned.  |
| **Hook /****Anticipatory Set** | Have you ever looked up at the clouds and made shapes? What about the stars? Can stars tell stories? Give directions? |
| **Procedures** **Pre-Reading****During –Reading****Post -Reading** | 1. As a class through guided reading, we will read the introduction and Part 1 to *A Guide to Stars and Constellations and their Legends.*2. I will then let the students get into groups of two (giving them a choice of their partner today).3. Each group will be assigned a constellation.4. Students will use *A Guide to Stars and Constellations and their Legends* to read about their constellation, its location, and story/history. 5. Students will use graph paper to draw out what the constellation looks like in the sky and write 4 facts on an index card.6. Students will present their constellation and facts to their peers.  |
| **Type of assessment** | The students will be assessed informally by the presentations of their constellations and their understanding of stars in class discussion.  |
| **Grading system** | Informal assessment of presentation.  |
| **Closure** | As a class we will discuss what we learned about stars. Then the groups will present their constellation with their story and location to the class.  |
| **Real life connection** | Students will be able to locate constellations in everyday life.  |

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|  **Subject** | **Language Arts (reading, writing, listening, speaking, viewing, visually representing)** |
| **Grade Level** | **5th LEVELS 1-3** |
| **Key Vocabulary** | Sun, Moon, The Milky Way, comet, asteroid, Saturn, Mars, Mercury, Earth, Venus, Uranus, Jupiter, Neptune, Pluto |
| **Materials** | *Eye Witness Book: The Moon* by Jacqueline MittonWorksheet, pencil |
| **Sunshine State Standard(s)** | LA.5.1.6.1: The student will use new vocabulary that is introduced and taught directly;LA.5.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;LA.5.1.6.3: The student will use context clues to determine meanings of unfamiliar words; LA.5.2.2.1: The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations);  |
| **Subject**  | **Science**  |
| **Sunshine State Standard(s)** | SC.5.E.5 Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of our Solar System. |
| **Instructional Objectives Language Arts and Science** | **LA Objective:** After doing guided reading and discussion, the students will be able to recall facts, vocabulary and visualize the phases of the moon. **S Objective:** Students will be able to identify the different phases of the moon by name and by picture. **Language Objective:** The students will participate in guided reading and will read about the different phases of the moon. The students will write the names of the moon phases on the provided worksheet. |
| **Hook /****Anticipatory Set** | What does the moon look like? Does the moon change shape? |
| **Procedures** **Pre-Reading****During –Reading****Post -Reading** | 1. I will first ask the students what information they can recall from the first lesson on the first moon landing. 2. I will hand out to the student’s worksheets about the phases of the moon. In PENCIL, I will ask the students to try and figure out what each phase of the moon is called.  3. Then I will pre-view the book for the students to show the different aspect of the *Eye Witness* books.4. I will point out the captions, pictures, information and etc. 5. With guided reading, I will lead the students in reading about the different phases in the book. 6. After reading the book, I will ask the students to look over their answers on their worksheets and correct what they had predicted was wrong. 6. Finally, we will discuss the information given in the book, discussing why the phases are called what they are and etc.  |
| **Type of assessment** | ELL Students will complete the worksheet by matching the picture with the word. *The students can use the book if necessary.*Students will complete the worksheet by matching the picture with the word and write one sentence about each phase of the moon giving what the name means and what the shape looks like. (8 total sentences) |
| **Grading system** | Worksheet 7-8 = E 5-6 = S 4 or less = NWriting 7-8 = E 5-6 = S 4 or less = N |
| **Closure** | Using a cut out of the moon on the board and cut out template shapes. I will use the templates to make shapes on the moon and the class as a whole will say what the phase of the moon is.  |
| **Real life connection** | Students will now know why the moon changes shape over time. They will be able to understand the relationship between the sun and the moon.  |





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|  **Subject** | **Language Arts (reading, writing, listening, speaking, viewing, visually representing)**  |
| **Grade Level** | **5th LEVELS 4 and 5**  |
| **Key Vocabulary** | Sun, Moon, The Milky Way, comet, asteroid, Saturn, Mars, Mercury, Earth, Venus, Uranus, Jupiter, Neptune, Pluto |
| **Materials** | *Earth Wise: Sun* by Jim PipeChart paper, pencils, marker, sticky notes, notebook paper |
| **Sunshine State Standard(s)** | LA.5.1.6.1: The student will use new vocabulary that is introduced and taught directly;LA.5.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;LA.5.1.6.3: The student will use context clues to determine meanings of unfamiliar words; LA.5.2.2.1: The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations);  |
| **Subject**  | **Science**  |
| **Sunshine State Standard(s)** | SC.5.E.5 Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the solar system, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of our solar system.  |
| **Instructional Objectives Language Arts and Science** | **LA Objective:** After doing guided reading/DR-TA (Directed Reading-Thinking Activity) with the class students should be able to comprehend new vocabulary from the text, discuss the text, understand the text and locate different information from the text.**S Objective:** Students will be able to identify what the biggest star in our Solar System is and the importance it has on Earth and our solar system.**Language Objective:** Students will think and share predictions they have made before, during, and after reading the book. The students will write a reflection about the things they learned after reading the book.  |
| **Hook/Anticipatory Set** | What do you think is the biggest star in our solar system? |
| **Procedures** **Pre-Reading****During –Reading****Post -Reading** | 1. I will first show the class the book *Earth Wise: Sun.* I will begin by reading the title and author of the book. 2. Then using a big chart paper, I will write the title of the book. I will pass out sticky notes to every student so they can write predictions on what the book is about. To start scaffolding them, I will model what a prediction would be for this topic. I want them to elaborate and write things they might know about the book since they are seeing the graphic of the sun on the book.3. The students will get in their groups where they will each receive a copy of the book. They will take turns reading the text and stopping to think about and verbalize their predictions they have previously made. Also, the groups will scratch out or keep the facts they thought they knew about the subject were true or false.4. After they finish reading the book, as a whole class we will come back and check the predictions and ideas about the sun.5. The predictions that were wrong we will take them off the board. 6. Lastly, we will discuss and the students will return to their desks and summarize the different facts/details about the sun. |
| **Type of assessment** | Students will write a reflection about what they learned about the Sun. They also need to explain the importance of the Sun to the Solar System and to the Earth. The reflection should have a minimum of 6 sentences |
| **Grading system** | Informal observation and individual reflections students complete at the end of the activity.E= Completed Reflection; 5-6 sentences with detailsS= Somewhat Completed Reflection; 3-4 sentences with detailsN= Student did not Complete Reflection and Needs Improvement; 2 or less sentences with details |
| **Closure** |  I will draw a big sun, as a whole class we will write facts on the sun and display it in the classroom. |
| **Real life connection** | The sun is what allows planet, Earth, to exist and have life. That’s why students need to understand its role in our solar system and the importance it has. |

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|  **Subject** | **Language Arts (reading, writing, listening, speaking, viewing, visually representing)** |
| **Grade Level** | **5th LEVELS 1 -2** |
| **Key Vocabulary** | Sun, Moon, The Milky Way, comet, asteroid, Saturn, Mars, Mercury, Earth, Venus, Uranus, Jupiter, Neptune, Pluto |
| **Materials** | *Space: The Solar System* by Robin BirchWorksheet, pencils, colored pencils/markers/crayons, 12x18 white paper (1 for each student, folded with “neck” cut out (like a t-shirt) |
| **Sunshine State Standard(s)** | LA.5.2.2.2: The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details;LA.5.1.6.1: The student will use new vocabulary that is introduced and taught directly;LA.5.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;LA.5.1.6.3: The student will use context clues to determine meanings of unfamiliar words; LA.5.2.2.1: The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations);  |
| **Subject**  | **Science**  |
| **Sunshine State Standard(s)** | SC.5.E.5.3 Distinguish among the following objects of the Solar System – Sun, planets, moons, asteroids, comets – and identify Earth’s position in it. |
| **Instructional Objectives Language Arts and Science** | **LA Objective:** The students will continue and finish learning about the different elements in the solar system and be able to create a visual and dramatic representation. **S Objective:** The students will include 6 major elements of the solar system during a group presentation. **Language Objective:** The students will think aloud, discuss, and share in a whole group setting about the solar system and the important elements of it.  |
| **Hook /****Anticipatory Set** | Does anyone know how fast Earth spins?Everybody stand up.If you were the planet Earth, how would you move?If you were a comet, how would you move? |
| **Procedures** **Pre-Reading****During –Reading****Post -Reading** | Pre-reading1. Go over the vocabulary we have been learning about: Milky Way, Sun, Moon, Earth, comet, and asteroid.
2. Engage students in discussion about the solar system and how these are important elements of it.

During-reading1. Teacher models how to use the solar system diagram.
2. Teacher has students turn to page 6 where students should add the Milky Way to the diagram, and continue.

Post-reading1. Students will get into groups of 6 and participate in their group by creating a performance. Provide directions so students complete the task correctly.
 |
| **Type of assessment** | Think sheet used during reading.Rubric for grading performance. |
| **Grading system** | Think Sheet labeled with visuals drawn 6/6 = E 5/6 = S 4 or less = NRubric for grading performance attached  |
| **Closure** | Who can tell me one thing about the solar system? |
| **Real life connection** | The Sun is an important element in our solar system. What do you think would happen if Earth moved closer to the Sun? What do you think would happen if Earth moved farther from the Sun? |

**ELL Accommodation Handout** (English and Spanish) *attached*

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| **RUBRIC** | **3 = Competent** | **2 = Satisfactory** | **1 = Incomplete** |
| Group Work | Student participated and contributed cooperatively in the group. | Student participated and contributed somewhat cooperatively in the group. | Student did not participate or contribute cooperatively in the group. |
| Visual Representation | Student created a visual representation that showed understanding of their part for the group. | Student created a visual representation that showed partial understanding of their part for the group. | Student created a visual representation that showed no understanding of their part for the group. |
| Role Play | Student participated and represented their part in the group with physical, non-verbal movement.  | Student participated and somewhat represented their part in the group with physical, non-verbal movement. | Student did not efficiently participate and/or represent their part in the group with physical, non-verbal movement. |

**Solar System**

**Purpose for Listening** - Listen for the following vocabulary words:

Milky Way Sun Moon Earth comet asteroid

When you hear the words, create a picture inside one part of the diagram that will help you remember what they resemble.

**Vocabulary/ Vocabulario**



Milky Way/Vía Láctea Moon/Luna



Sun/ el Sol Earth/ la tierra



 Comet/ el Cometa Asteroid/ Asteriode



 Star/ Estrella