

Learning Experience

LE Title: Solar System

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Grade Level: 2nd

School : E. R. Andrews Elementary

**Topic/Subject Area(s): ELA
Science**

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LEARNING CONTEXT

Purpose or Focus of Experience

Students will recognize the use of nonfiction to find information on a subject. They will identify parts of a nonfiction book and use it to find facts. Students will learn about the Solar System.

CONNECTION TO STANDARDS

New York State Learning Standards addressed in assessment:

- **ELA 1-** Students will read, write, listen and speak for information and understanding
- **ELA 2-** Students will read, write, listen and speak for literary response and expression
- **ELA 3-** Students will read, write, listen and speak for critical analysis and evaluation
- **ELA 4 -** Students will read, write, listen and speak for social interaction
- **MST 4-** Science - Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science

AASL Learning Standards/Library & Information Skills

AASL 1: The student who is information literate accesses information efficiently and effectively.

AASL 2: The student who is information literate evaluates information critically and competently.

AASL 3: The student who is information literate uses information accurately and creatively.

AASL 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Learner Outcomes addressed in assessment:

- 5. Display effective listening and viewing skills.
- 6. Recognize the parts of a book and their functions.

- 13. Differentiate between fiction and nonfiction books.
- 15. Locate books on the shelves by using the call numbers. Recognize that there are special collections, such as Reference, 920, 921, etc.
- 25. Be able to take simple notes.

ESSENTIAL QUESTION(S)

Is what we know about the planets / Solar System fact or myth? What is the difference between true/fact and pretend/easy?

CONTENT KNOWLEDGE: DECLARATIVE, PROCEDURAL

Declarative

1. Student will know the order of the letters in the alphabet.
2. Student will know the components of easy/pretend and nonfiction/fact.
3. Student will know that there is a solar system.
4. Student will know that constellations are stars.
5. Student will know the parts of a book.
6. Student will know that Mars is a planet.

Procedural

1. Student will sit in alphabetical order.
2. Student will differentiate between fact and fiction in a story
3. Student will identify parts of the solar system.
4. Student will be able to make a constellation.
5. Student will identify parts of a non-fiction book.
6. Student will know several facts about Mars.

PROCEDURE

At the beginning of each lesson :

Students will arrange themselves in alphabetical order by the first letter of their first name. Student helper will "check" to see that everyone is in order by reviewing the names out loud.

Week 1 : This lesson will help students learn about constellations, fact and myth, through the use of non-fiction and legends. The librarian begins with an overview of various non-fiction books about stars. Discuss the call number (number on first line) which indicates these are non-fiction and factual. Point out to students that with non-fiction, they do not need to read the entire book. Choose and read appropriate sections dealing with constellations from several books such as "*You'd never believe it but... there's a great bear in the sky and other facts about stars*", "*Where's the big dipper?*" and "*The sky is full of stars*". After discussion, share a legend or myth about how the Constellations came to be. (Discuss these are legends and in the non fiction section because we do not know the name of the original author) The students will then be encouraged to make up their own constellation. They will name their constellation and tell how or why it is in the sky.

Using the worksheet, model one with them. They will hand these in for a sticker and to be displayed on the bulletin board.

Week 2 : This lesson is to help students identify fact vs. fantasy about planets. Tell the students you wanted to find a book about Mars to share with them. So you pulled this one, "*Ellsworth and the cats from Mars.*" Share the story with the students. Ask if there were any true facts in the story about Mars? Why or why not? Check the call number to determine this was an easy book, (E on first line of call number) therefore not true. Show the students several non-fiction books about Mars. Highlight the call number and the Dewey Decimal number (on first line of call number). Divide them into small groups and give each group a nonfiction book about Mars. Use an overhead and model how to fill out the bottom of the worksheet. This they can then do in class. Students can do the top part at home or in their classrooms. They can hand this in for a sticker and to be displayed on the bulletin board.

Week 3: Students will listen to a non-fiction story and recognize facts from fantasy. Share the story "*Postcards from Pluto*" with the students. Discuss what parts are true and what parts the author added to make an interesting story. Discuss whether this should be a fiction or non-fiction book. Share the call number to help them decide.(has a number so non fiction, full of facts) Students will use the paper they did the previous week about Mars to help them design their own postcard. Model the worksheet with the students.

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

Students will work in pairs, but each must do their own work. Teacher will assign the pairs. IEP students will be paired with a helper or an aide.

In week 2, the title can be written on the worksheet for students. Titles can be given to the groups based on their abilities.

Students needing additional time, can take the necessary books back to their homeroom to continue their work. Students can also come into the library during their recess time to work.

TIME REQUIRED

1 session to meet with classroom teacher to determine skills to teach, resources to use and worksheets developed.

Several sessions to develop or modify the worksheets.

3 - 30 minute periods for story and activity. - one lesson per week for 3 weeks

RESOURCES

Branley, Franklyn. *The Sky is Full of Stars*. Crowell, 1981.

Brewster, Patience. *Ellsworth and the Cats from Mars*. Houghton Mifflin/Clarion, 1981.

Cohlene, Terri. *Quillworker : a Cheyenne Legend*. Rourke, 1990.

Gibbons, Gail. *Stargazers*. Holiday House, 1992.

Goble, Paul. *Her Seven Brothers*. Bradbury Press, 1988.

Leedy, Loreen. Postcards from Pluto. Holiday House, 1993.

Mayo, Gretchen. Star Tales: North American Indian Stories About the Stars. Walker and Co., 1987.

Taylor, Helen. There is a Great Bear in the Sky and Other Facts About Stars. Copper Beech Books, 1998.

ASSESSMENT PLAN

Librarian and teacher observation/ informal

- Students will behave cooperatively and quietly arrange themselves in order
- Students will interact within the group and respond appropriately to the material that has been presented and/or the questions that have been asked
- Students will identify the difference between fiction (easy) and nonfiction

Successful completion of worksheet which is handed in to the library for a sticker. The sticker is given for effort, not for work done correctly. Corrections are made on the worksheet, which is given back to the student.

STUDENT WORK

REFLECTION

This lesson is done in conjunction with the second grade's study of the solar system. It is a great introduction to the Solar System. These lessons complement what they are studying in their classrooms. The traveling planetarium from the Madison Oneida BOCES is usually scheduled for our building sometime during this unit. Students are able to continue their work after the lesson time in the library is over, by working on the papers in their classroom, at recess or at home. These lessons are to encourage children to read for information, but to realize that everything in print is not true. These lessons help reinforce the use of non-fiction literature which is stressed on the ELA assessments. They can be adapted to the collection in each library.