

# Edible Planets Lesson Plan 1<sup>st</sup> Grade

Teacher

Date

School

SLE # ESS.10.1.1: Illustrate the sequence

of planets in the solar system

## **Objectives:**

**Content:** I will be able to illustrate the sequence of planets in the solar system.

**Language:** I will be able to use the vocabulary terms while working.

I will be able to recite the order to the planets in the solar system.

**Assessment:** The teacher will be able to assess the students throughout the activity by walking around and visually checking the students' planet illustration and also listening to key terms being used. The teacher will also be able to formally assess the students by grading their completed solar system illustration.

**Technology/Materials:** orbit worksheet, 1 package of smarties per student, Sweet Tarts (orange, red, blue, and purple), Red Hots, 1 Butterscotch, Twizzler Pull and Peel, the book "The Planets in our Solar System" by Franklyn Branley, colored pencils or crayons, pictures of the planets (optional)

**Vocabulary:** Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, planet

**Bloom's:** ☒ Remembering ☒ Understanding ☐ Applying ☒ Analyzing ☒ Evaluation ☒ Creating

**Questions:** Describe what a planet looks like. Do all planets look the same? Explain why you think all of the planets are different. List the planets in the solar system. If you compare the planets, do they have anything the same? Different? If you were going to create a planet, what would it be made out of and look like?

**High Yield Strategies:** ☒ Identifying similarities & Differences ☐ Summarizing & Note Taking ☒ Cooperative Learning

☒ Reinforcing Effort & Providing Recognition ☒ Setting Objectives & Providing Feedback ☐ Generating & Testing Hypotheses

☒ Cues, Questions & Advanced Organizers ☐ Homework & Practice ☒ Nonlinguistic Representations

## **Instructional Strategies:**

**Set:** Activate prior knowledge by asking questions listed above. Then, read the book "The Planets in our Solar System" with the class. You may choose to ask some of the questions during the read aloud or show them pictures of the planets. After the read aloud, tell the students that you will be making a model and illustrating the solar system and this time, they'll actually get to eat the planets!

**Model:** Show the students the orbit sheet and ask them what they think goes in the center of the paper. (The Sun) This is a heliocentric model meaning that the sun is in the center. You could also talk about how people used to think that the Earth was the center of the universe (Geocentric model). Next, pass out the candy to the students and let them brainstorm which candies to use as the planets. (NOTE: You may choose to use list attached instead of allowing the students to designate the candies.) Show the students how to glue the butterscotch candy down in the center. (They will not be eating it since it is a hard candy and is not allowed in FSPS.)

**Guided Practice/Strategies:** Lead through the first one or two orbits and then allow them to continue on their own.

**Intervention Strategies:** Walk throughout the room to facilitate learning, remodel as necessary, show pictures of planets and have them available to help students, list the planets in order on the board and what candies they should be using.

**Accommodations & Modifications (IEPs)** Group students if needed, allow for extra time, allow some

students to draw the planet instead of write about them, and follow any IEP and/or plan already in place.

**Independent Practice/Activities:** Students will complete the orbit sheet filling in the planets using candy and then writing the planet name and drawing/coloring the planet next to the candy on the correct orbit.

**Enrichment Activities:** Allow students to come up with other candies that they could use to model the planets or other foods they could use to create a larger edible version. Have students do the Planetary Distance Activity found in the back of the “Planets in our Solar System” book.

**Closure:** Have the students review the SLE for the day. Have the students show each other their edible model of the planets. Allow the students to finish up their illustrations and then write about the solar system on the back of the paper. Have them write about the following:

- If you could travel to any planet in our solar system, where would you go and why?
- Describe what you think life on another planet would be like.
- Predict what would happen if two planets were to crash into one another.

**Homework: None**