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| **Grade 3** | **Lesson:**  **All About the Moon and Earth**  **Day 1** | | Reference to English Interconnections lesson:  All about the moon Pg. 108 | |
| **Science Standard:** Standard 1.1 The Earth, Moon, Sun & Heat | | | | |
| **Content Objective(s):** | | **Language Objective(s):** | | |
| Students will draw and label the earth and moon with correct proportions on their paper individually.  ***I can draw and label the earth and moon on my paper by myself.***  (Chinese will label, French and Spanish will write 2-3 sentences) | | Students will describe the moon and earth according to size, color, and shape during inside/outside circle to at least 3 other students.  ***I can describe the moon and earth during inside/outside circle with a friend.*** | | |
| **Essential Questions:**  In what ways are the earth and moon similar and different? | | **Academic Vocabulary:**  **Listen:**  **Speak:**  **Read:** Earth, moon  **Write:** Earth, moon  **Sentence Frames:**  The moon is \_\_\_\_\_\_\_\_  The earth is \_\_\_\_\_\_\_\_\_ | | |
| **Materials:**   * Large circle * Small circle (1/4 the size of the large circle) * Football * Soccer ball * Paper * Crayons | | **Language and Word Wall:**  Earth, moon, football, soccer ball, shape, sphere, oval, VENN diagram, similarities, descriptors, bigger, smaller, size, color, shape, ¼ | | |
| Lesson: All About the Moon and Earth | | | | Instruction time: 35 mins |
| **Opening: (3 minutes)**   * Show students a football and a soccer ball. Compare the shape of each.   **T: “Look at these two balls. Thumbs up if they are the same shape, thumbs down if they are different shapes.”**  S: *Students will show thumbs down because the balls are not the same shape.*  **T: “Tell your neighbor what shape the football is.”**  S: *Students will tell their neighbor, “the football is an oval.”*  **T: “Raise your hand if you know the shape of the football.”**   * The teacher will call on one student to answer.   **T: “You are right, the football is an oval. Make the shape of the soccer ball with your hands. Now tell your neighbor what shape you are making.”**  S: *Students will tell their neighbor, “the shape is a sphere.”*  **T: “Everyone together, what shape is the soccer ball?”**  S: *Students will respond together, “sphere.”*  **T: “Yes, it is a sphere. Now, look at the moon and the earth. Are they more like the soccer ball or more like the football? When I snap my fingers, point at the ball they are more like.”**   * The teacher snaps his/her fingers.   S: *Students will point at the soccer ball.*  **T: “You are right, the moon and the earth are both SPHERES!**  **Guided Practice: (10 minutes)**  Teacher Does:  **T: “Now I need you all to be investigators. I am going to give each of you one of these papers. On the paper you will see a VENN Diagram. On the left side you need to describe the moon, on the right side you will describe the earth. In the middle (where they over lap), you will describe how they are similar. Let’s do one together.”**  **T: “Look at the moon. Raise your hand if you can tell me one thing about the moon.”**  S: *Students will raise their hands, “it is round” or “it is yellow” or “it is grey”…*  **T: “You are right, now do we write that in the portion that is just the moon or does it also describe the earth?”**   * Help the students decide where to put their descriptor of the moon and write or draw it on the VENN Diagram. * Show the students that they can draw or write down the descriptor.   Teacher Does with Student:  **T: “Who can tell me something about the earth? Turn to your neighbor and tell them one thing about the earth.”**  S: *Students will turn to their neighbor and tell them one thing about the earth.*  **T: “I need one student to tell me something about the earth and come up and write it on the VENN Diagram.”**   * Teacher may need to guide the student to know where to write or draw it on the VENN Diagram.   S: *One student will come up and draw or write the descriptor of the earth on the VENN Diagram.*  **T: “Good, lastly, what is one thing that makes the earth and the moon similar? Think about it. Let me give you a hint.**  **T: “What shape are the moon and the earth? Think back to our football and soccer ball. Whisper to your neighbor the shape of the moon and the earth.**  S: *Student will whisper to each other, “they are spheres!”*  **T: “Yes, they are both spheres. So I put sphere in the middle.”**   * Continue describing the earth and moon until the VENN Diagram is all filled up.   All Students Do:  **T: Now, I am going to give each of you a VENN Diagram and you get to draw or write at least 2 more descriptors of the moon, at least 2 more descriptors of the earth and at least 2 descriptors of how they are similar. How many descriptors do you need of the moon?**  S: *Students will respond, “2”* **T: “How many descriptors of the earth?”**  S: *Students will respond “2”*  **T: “How many descriptors on how they are similar?”**  S: *Students will respond, “2”*  **T: “Good, 2 of each! When I call your table you may stand up, get your VENN Diagram and get started at your table. You will have only 5 minutes to work on this. You can discuss it with our table but each person must fill out a VENN diagram.”**   * Call each table one at a time. Praise students that follow directions. If a table does not follow directions, ask them to return to their table and try again following directions this time.   S: *Students work at tables on their VENN Diagrams.*   * After 4 minutes, give a 1 minute warning for them to finish up. * When 5 minutes are up, bring the class back together through an attention getting signal. Give 2 or 3 positive cues to students who followed directions.   **Introduction of New Material (Direct Instruction): (5 minutes)**  **T: “Now I have a very important question for you. Which is bigger, the moon or the earth. Think about it for 10 seconds. Tell your neighbor which one you think is bigger.”**  S: *Students will turn to their neighbor and tell, “the earth is bigger” or “the moon is bigger.”*  **T: “Put your hands on your head if you think the earth is bigger.”**   * Wait for the students to put their hands on their head if they think the earth is bigger.   **T: “Put your hands on your knees if you think the moon is bigger.”**   * Wait for the students to put their hands on their knees if they think the moon is bigger.   **T: “Let’s look at pictures from space that have both the earth and the moon in it.”**   * Show the students 2-3 pictures of the moon and earth together. If possible find more on the internet.   **T: “The earth is bigger! Let me show you. Here are two circles on the board. One circle represents the moon and the other one represents the earth. Point at the circle that represents the earth.”**  S: *Students will point at the bigger circle.*  **T: “Yes, the bigger circle represents the earth. Point at the circle that represents the moon.**  S: *will point at the smaller circle.*  **T: “You’re right! The smaller circle represents the moon. It is a lot smaller isn’t it? In fact the moon is ¼ the size of the earth.”**  **Independent Practice: (10 minutes)**  **T: “We have learned a lot about the earth and moon today. Now I need you to show me what you have learned. You are going to draw a picture of the earth and moon and label them.** (Labeling will be done according to the languages’ writing proficiency targets. ie: Chinese will label, French, Spanish and Portuguese will write 2 or 3 simple sentences.)  **You will need to remember:**   * + **Size**   + **Color**   + **Shape**   + **Surface characteristics**   **The pictures need to be accurate.”**  **T: “Make sure you do a good job because you will be showing the class your work when you are done. You will have 6 minutes to draw this pictures.”**   * Send the students to their desks to draw and label the moon and earth and walk around as they draw their pictures. Make sure they are drawing the moon and earth the right sizes with the correct colors. * When students finish drawing and labeling their pictures bring them back together. Make sure they have their drawings with them. * Have the students gather in an “inside/outside circle”   **T: “Now it is time for you to share your picture with your friends. The people standing in the inside circle will start. You will tell the person looking at you about your pictures. You will say ‘my moon is yellow, round and smaller than the earth’ or ‘my earth is green and blue, it is round and it is big!’ I am going to walk around and listen to your descriptions. You will have 1 minute to describe your pictures and then we will switch. 1,2,3 Start!”**  S: *Students will describe their pictures.*   * The teacher needs to walk around the circle listen to the descriptions given by the students. Help the students as needed.   **T: “Time is up, switch, now the outside circle gets to describe their picture.**   * Give each student at least 3 opportunities to describe their picture.   **Closing: (3 minutes)**   * Bring the students back together.   **T: “Good job today. Your pictures are awesome and I will put them up around the room. I also enjoyed listening to your descriptions of the your pictures. I have one last question for you, why does it seem like the SUN, PLANETS and STARS move across the sky? Don’t tell me your answer yet. I just want you to think about it. We will talk about it in the next science lesson.”** | | | | |
| **Assessment:** | | | | |
| Watch students in their groups to assess if they understand the concepts.  Check Compare Earth and Moon Venn diagram worksheet for accuracy. | | | | |
| **Extra Ideas:** | | | | |
| * When sharing the size comparison of the Earth and Moon, it would be a great segue way to math fractions. | | | | |