

teachit

Solar system Section A: Lesson plans

About this project-based teaching pack

This project-based teaching pack is designed to teach and reinforce the concepts in a primary science unit on the solar system, and can be used in conjunction with existing curriculum materials.

The project is divided into 5 Milestones; each Milestone includes a self-contained pupil project activity. Completed in sequence, the Milestones connect to enable pupils to complete a comprehensive project on the solar system.

The minimum suggested duration for completing this project is 5 lessons. However, it is completely flexible and can be lengthened or shortened as necessary, based on available lesson time and interest level.

How to use this teaching guide

Each Milestone for this project-based learning unit includes detailed daily activities presented in step-by-step order, with teaching notes, instructional guidance and page references to resources and materials included in the Teacher pack and Pupil pack.

Daily activities are organised for you as follows:

Prepare (bell-ringer/starter activity)

Use these short opening activities at the beginning of class.

Present (teach/model)

Use this section of the lesson to deliver new subject material and project information, and to model any instructions or activity required for Produce or Participate elements.

Produce (pupil project work)

Use this section of the lesson to allow pupils to work independently or in small groups on activities and other project elements.

Participate (pupil/group share)

Use this section of the lesson to allow pupils to share any project, research, or presentation materials.

• Practise (homework/assessment/independent/extension activities)

Use this optional section of the lesson, if desired, to give pupils homework activities.

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Step-by-step project teaching guide

Overview

Milestone 1: Building background knowledge of the solar system

Researching a chosen planet scavenger hunt

Identifying elements of the solar system

Milestone 2: Planet design

Comparing planets and identifying how many astronomical units they are from the Sun

Creating a design for their planet showing surface features and other special characteristics

Explaining how to build a solar system at school

Milestone 3: Building a solar system model

Building a solar system model

Describing the locations of the planets and explain how location is relevant to a planet's physical characteristics

Milestone 4: Synthesising knowledge of the solar system

Synthesising the information learned about their planet by creating a slideshow

Explaining whether or not humans could live on their planet

Milestone 5: Showing what you know about the solar system

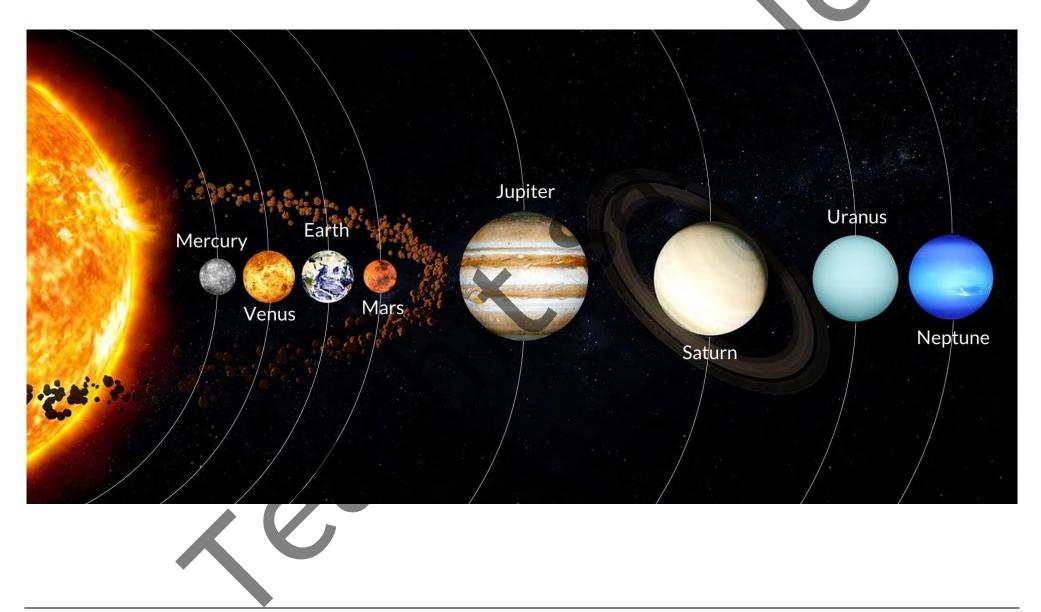
Presenting ideas

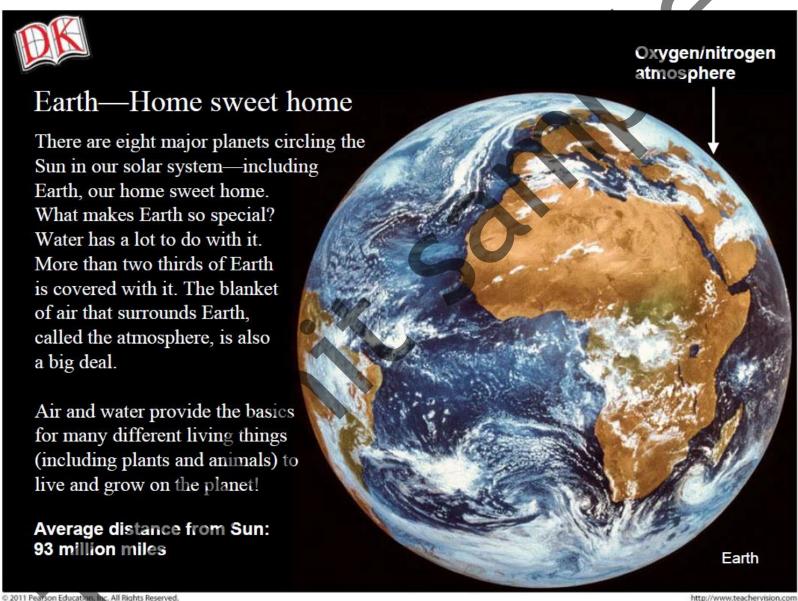
Listening actively and learning about the solar system, and taking notes from the other presentations

Choosing which planet to visit and justifying answers

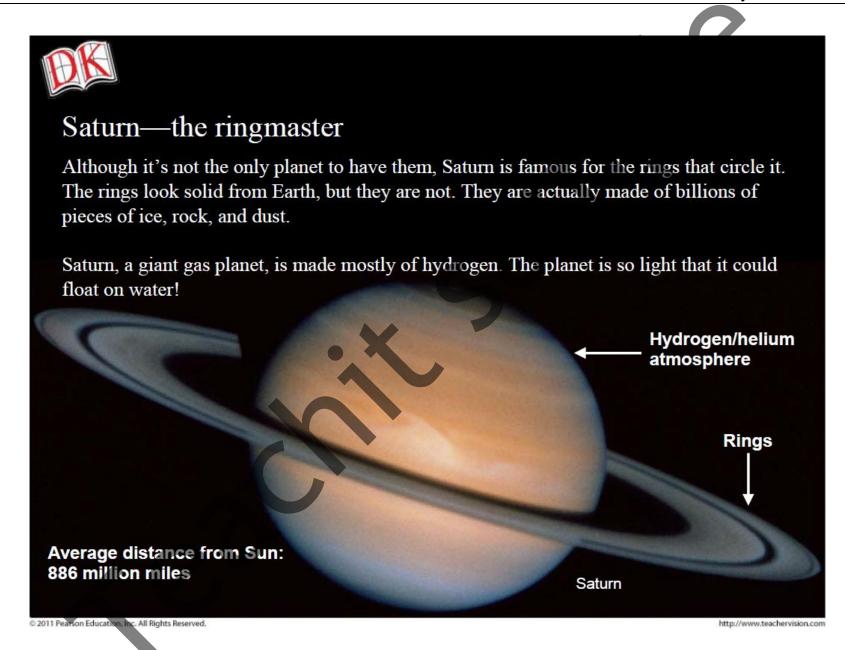
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Solar system map



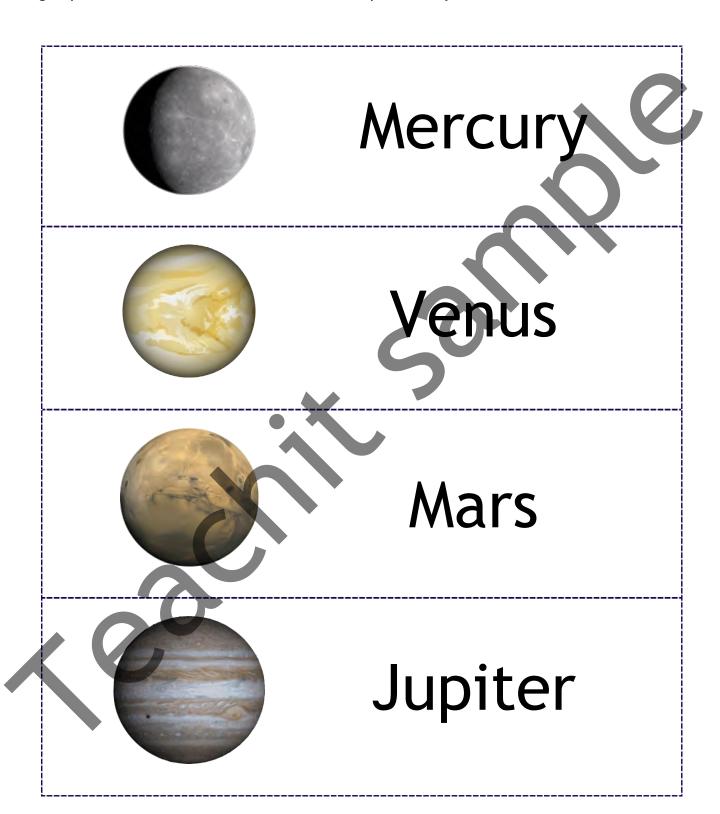


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Planet cards

Teacher notes: Cut out the planet cards and mix them up in a hat or bag. Ask each group to choose one card to determine which planet they will research.





Saturn



Uranus



	Solar system: Teacher pack
Na	me: date:
	Meet the planets quick quiz
	tructions: Read each question. Circle the best answer. Use information from your earch to complete the sentences.
1.	Why is it helpful to build a scale model of a large object?
	A. It shows the actual size of the object.
	B. It is exactly like the original object.
	C. It makes the object smaller so we can see all the parts.
	D. It helps us find out how much the object weighs.
	Our scale model of the solar system is helpful because
2.	What is determined by a planet's distance from Earth?
	A. How old it is B. How long it takes to travel to the planet
	C. How it's named D. How many rings it has
	Two facts about the planet I researched are:
	1
	2
3.	Which of these is a way that all the planets are the same?
	A. They all have 1 moon. B. They all have rings.
	C. They are all the same size. D. They all orbit the Sun.
	One way all the planets are different is

			Solar system: Pupil pack	
Name:		date:		
Creating a solar system model				

Part 1: Look at the diameters of the planets on the chart below. Put them in order from largest to smallest. Use the number 1 for the largest planet and the number 8 for the smallest planet.

Number	Planet	Diameter (km)
	Mercury	4,989
	Venus	12,392
	Earth	12,757
	Mars	6,759
	Jupiter	142,749
	Saturn	120,862
	Uranus	51,499
	Neptune	44,579

Name of your planet
My planet is the largest in the solar system.
Part 2: Determine how far to place your planet from the Sun.
My planet is million miles from the Sun.
Earth is 93 million miles from the Sun. This is equivalent to one astronomical unit (AU).
To convert the distance of your planet from the Sun into astronomical units, divide your
planet's distance from the Sun by 93.
÷ 93 =
My planet is AU from the Sun.

Solar system. Pupii pack	•
Name: date:	••
Designing a planet	
Instructions: Answer the questions about your planet. Design your planet on the circle at the bottom of the page.	
What colour will you make your planet?	
What does the surface of your planet look like?	
What other features will you include in the model of your planet?	••

Steps for making a solar system model

Step #1 Look at your 'Designing a planet' paper. Use the tools to add details to the surface of your planet and to give your planet any special features.

Step #2 Look at the chart below to see how long your string should be to model your planet's distance from the Sun. Cut a piece of string that length.

Planet	Distance from the Sun (in millions of miles)	AU Equivalent	Lengths	Length of string Length / 2
Mercury	36	.39	39 cm	19.5 cm
Venus	67.27	.7	70 cm	35 cm
Earth	93	1 m	1 m	50 cm
Mars	141.7	1.52	1.52 m	76 cm
Jupiter	483.9	5.2	5.2 m	2.6 m
Saturn	887.1	9.54	9.54 m	4.8 m
Uranus	1783.98	19.18	19.18 m	9.6 m
Neptune	2795.5	30.06	30.06 m	15 m

