

# MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan

**Title: Solar System Slide Show**

**Subject(s): Science/Language Arts/Technology**

**Intended Grade Level(s): 5th-6th**

## **Description:**

Students research a planet in our solar system finding the following facts compared to the earth :size , atmosphere , rotation period , revolution period, temperature , gravitation pull,color, number of moons, and ability to support life. The information is then written on KidPix and put into a slide show.

## **Curriculum Benchmark :**

[MI.SCI.V.4.MS.2](#). Describe, compare, and explain the motions of the planets.

[MI.ELA.1.MS.2](#). Read with developing fluency a variety of texts.

[MI.ELA.2.MS.1](#). Write fluently for multiple purposes to produce lab reports.

[MI.ELA.2.MS.2](#). Recognize and use authors' techniques which appeal to audience comprehension.

[MI.ELA.2.MS.3](#). Plan and draft texts, and revise and edit.

[MI.ELA.2.MS.4](#). Select and use appropriate language conventions when editing text.

[MI.ELA.3.LE.3](#). Read and write fluently, speak confidently, listen and interact appropriately.

[MI.ELA.6.MS.2](#). Demonstrate their ability to use different voices to inform.

[MI.ELA.11.LE.2](#). Identify and use the kinds of resources that are most useful and most readily available for the particular question.

## **Materials/Hardware/Software:**

**To complete this project students need the following:**

- Grolier Multimedia Encyclopedia from Grolier Incorporated (Any reference CD will work)
- KID PIX STUDIO from Broderbund

### **Activities/Procedures:**

**Day One:** Students are put into groups of three or four and assigned a planet. ( Work it out so all nine planets are represented) Explain how each group will need to research their planets: size, atmosphere, rotation period, revolution period, temperature, gravitational pull, color, number of moons, and ability to support life. The terms atmosphere, rotation period, revolution period, and gravitational pull are explained and written in students journals.

**Day Two:** Students are given 45 minutes to research all the assigned data using Groliers Multimedia Encyclopedia. Each group receives 20 for completing the task. If a group does not get done they receive a zero.

**Day Three:** (30 minutes) Students then brainstorm how they can get this complex information written in a way a first grader could understand it. Through this get that if the information is compared to earth and written at a first graders level the first grade could understand. Pass out a sheet that has the earth's statistics. Students then start working on rough drafts putting one fact compared to earth per page.

**Day Four:**(30 minutes) Students finish writing rough drafts. Emphasize who their audience is and the need to be clear.

**Day Five:**(30 minutes) Students peer revise sheets. They must have at least two different groups check their sheets. Students edit their sheets.

**Day Six:** (30 minutes) Students explore KidPix finding the different drawing tools and stamps they can use. They choose one character that they can use to tell the information to the first graders.

**Day Seven:**(30 minutes) Now that students know what pictures are available to them they put what pictures they are going to put with each fact. Each page will then have their character on it and what pictures they are going to create on KidPix. These act as lay-out sheets so the students don't waste their time playing around with different pictures.

**Day Eight:**( 30 minutes) Students make at least four slides on KidPix. 20 points is awarded for completing the task.

**Day Nine:** ( 30 minutes) Finish slides

**Day Ten:** (30 minutes) Students record the text that goes with each slide as if their character is talking to a first grader. Slides are then put into a slide show.

**Day 11:** Slide shows are then shown to first graders and presented by each group of sixth graders.

### **Assessment/Evaluation:**

Each slide is awarded 20 points.

Our slides content

5 Our slides information is accurate and compared to the earth.

3 Our slides information is correct but the earths is not given.

1 Our information is inaccurate.

Our slides writing style

5 Our writing is clear and age appropriate.

3 Our writing is clear but not age appropriate

1 Our writing leaves out key words and is hard to follow.

Grammar

5 We have no grammar mistakes.

3 Our few grammar mistakes interrupt the flow of our writing.

1 Our many mistakes severely interrupt the flow of our writing

Over-all appearance

10 Our slide is eye catching and organized

8 Our slide is organized but doesn't attract the eye.

6 Our slide is confusing

### **Follow-up Active:**

Students write a postcard to a friend from each planet comparing each planets statistics to the earths.

Make 3-D model of solar system.

Make a space station that could be built on their planet.

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