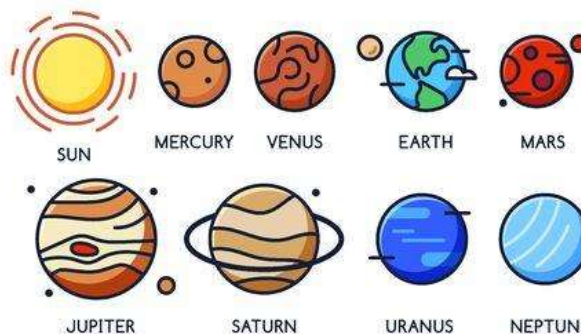


Planet Skits: Grade 6 Science, Art, and Literacy

Overview of Lesson Sequence: Students will learn about the eight planets in our solar system by creating a short skit in groups. Each student will create a character based on the planet of their choice and create a narrative with the other planets. Allowing students to embody the planets gives them the opportunity to see parallels between the planets' characteristics and the personality characteristics.



Duration:
6-7 class periods

Big Idea(s): What will the students UNDERSTAND

Science: The solar system is part of the Milky Way, which is one of the billions of galaxies.

Art: Dance, drama, music, and visual arts are unique languages for creating and communicating.

English Language: Dance, drama, music, and visual arts are unique languages for creating and communicating.

Learning Objectives/I Can Statements

- I can identify the planets in our solar system.
- I can create a scenario with my group members.
- I can create a character using my planet's characteristics.
- I can collaborate with my group to create an original script using our research.
- I can act out my character.

Curricular Competencies: What will students DO

- Students will demonstrate curiosity about a planet of their choice.
- Students will work together to design a scenario.
- Students will communicate ideas, explanations, and processes in various ways.
- Students will create their drama skit collaboratively and individually using ideas inspired by imagination and inquiry.
- Students will transform ideas and information to create an original script.

Content: What will students KNOW

- The planets and the other components in our solar system
- The characteristics of the planets in our solar system
- Oral and written elements of a skit (storytelling, writing a narrative)
- Drama: Taking on the role of the character (emotion, personality)

<ul style="list-style-type: none"> Students will use and experiment with oral storytelling processes to act out their character. 	
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Materials and Technology	Pre-Class Preparation
<ul style="list-style-type: none"> Link to planet song Books about the planets and/or the solar system (<i>optional</i>) Links to websites Research handout (included at the end) Laptops (If available) Paper Personality traits and emotions handout (included at the end) 	<ul style="list-style-type: none"> Have the planet song ready to play and be projected Graphic organizers printed Personality traits and emotions handout printed

Assessment/Evaluation:	Adaptation/Modification
<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> The teacher can choose to view the students' graphic organizer before they begin writing their script and provide feedback. The teacher can choose to view a rough draft of the script and provide feedback The teacher can choose to provide exit tickets after watching group presentations for what they learned The teacher can choose to provide an end reflection for the students. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Students can be assessed on their overall presentation of their planet skit. For drama, consider how they articulate their voice when they speak and how well they can stay in character. 	<ul style="list-style-type: none"> Depending on the level of the class, the teacher can provide various scenarios, or the students can be creative and come up with their own. If groups of eight do not work, other characters can be: <ul style="list-style-type: none"> Sun Moon Pluto Astronaut Asteroids If you have less than eight, students can research the "missing planets" and incorporate the characteristics into the script. For example: If the planets are at a dinner party and Mars is missing, the planets could discuss Mars about why he isn't there or what he is like (personality or emotion). This way, students will still get to know all of the eight planets.

Inclusive and Equitable Practices

For students who may have trouble performing:

- The group could perform at a different time with only the teacher
- The student could voice record their part to submit to the teacher later and be given other roles during the performances (ex. lights, sound, or narrator). A different group member could fill in and read their part for the performance if needed.

Resources

NASA Science for Kids: Solar System Fun

<http://science.nasa.gov/kids/kids-solar-system/>

The Nine Planets

<https://nineplanets.org/>

The Planets of our Solar System Song by Hopscotch

<https://www.youtube.com/watch?v=PCxjuDePdCI>

Space Place

<https://spaceplace.nasa.gov/planets/en/>

What is a Planet?

<https://kids.nationalgeographic.com/space/article/what-is-a-planet>

Lesson Plan

Lesson 1: Introduction and Research

Duration: 60-70 minutes

1. Start with a discussion.
 - Ask students what they know about the solar system and the planets.
 - Ex. How many planets are there? What is our galaxy called? What do you know about space?
2. Play “The Planets of our Solar System Song” on YouTube.
 - This will introduce or reintroduce the students to the eight planets, as well as some background information. It also shows the planets as characters, which is a good hook to this lesson.
 - <https://www.youtube.com/watch?v=PCxjuDePdCI>
3. Introduce the Skit Project to the students.
 - Explain that they will be working in groups of about eight to make a skit about the planets. Each group will choose a scenario for their skit. Each group member will choose a planet and research its characteristics. They will then give the planet a personality and make it a character. Students will write a script as a group and then perform it in front of the class.

- For groups that have more than eight, students can choose other parts of the solar system (Sun, moons).
 - For groups who have less than eight, the group can research the missing planets together and incorporate these characters (planets) into their skit. This is to ensure that all eight planets are covered and discussed for the group and the audience.
 - Examples of how planets can have personality characteristics are included at the end of this lesson.
4. Depending on the level of your students, it may be a good idea to go over personality traits and emotions to help students with creating a character. A handout is included.
 5. Put students into groups.
 - It is up to the teacher if groups are pre-made or if the students choose.
 6. The first task is to choose a scenario for their skit.
 - Ex. A dinner party where all planets get together
 - Ex. All planets are at a job interview and are interviewing for the same job. One planet could be the employer.
 7. Next, students will each pick a planet to research.
 - If laptops or tablets are available, students can use the links provided, other links provided by the teacher, or do their own research. If not, the teacher can select books.
 - *Alternative:* Students can search for their own links.
 8. Hand out the graphic organizer once planets are chosen.
 - This can be done at an earlier stage if the teacher prefers.
 9. Students will spend the remainder of the class researching their planet and creating their character.
 10. When students are finished with their graphic organizer, have them show it to you to formatively assess their learning and if they need to change/add anything.

Lesson 2: Continuation of Research and Character Creation	Duration: Up to the Teacher
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| <ol style="list-style-type: none"> 1. If students need more class time for research, set aside another block for research and character creation. |
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Lesson 3: Writing the Script	Duration: 1 or 2 class periods
<ol style="list-style-type: none"> 1. <i>Mini-lesson:</i> Take the beginning of the lesson to discuss how to write a script. All students should have equal (or close to equal) speaking parts. 2. The purpose of the script is to ensure that the students touch on the key components of their planet. <ul style="list-style-type: none"> ● Remind the students that the audience should be able to learn about the planet as they are performing and speaking. 3. Students should collaborate as a group during this work period, as well as individually. 4. <i>Formative Assessment:</i> When students are done with a rough draft of their script, have them show it to you for formative feedback. 	

Lesson 4: Practice	Duration: Up to the Teacher
<ol style="list-style-type: none"> 1. <i>Mini-lesson:</i> Give a quick mini-lesson about performing. This includes: <ul style="list-style-type: none"> ● Projection without yelling ● Vocal clarity (enunciating their words) ● Speed of talking (not too fast) ● Staying in character (Ex. If your character is happy and bubbly, make sure this is maintained throughout the skit even if they are not speaking) 2. When students are done with their script, have them practice it a few times. <ul style="list-style-type: none"> ● Students do not need to memorize their script. 	

Lesson 5: Performance Day(s)
<ol style="list-style-type: none"> 1. Before you start the skits, remind students of good audience skills. 2. <i>Assessment opportunity:</i> At the end of each skit or the end of the period, you could have students fill out an exit ticket about what they learned from the performances. <ul style="list-style-type: none"> ● Have them write about a planet that is not their own. 3. <i>Assessment opportunity:</i> At the end of all performances, have the students reflect on their experience working on this project individually and in a group.

Examples of Planet Characters
<p>Mercury: This is the smallest and fastest planet.</p> <ul style="list-style-type: none"> ● This planet could be very athletic because it is fast. <p>Venus: This is the hottest planet. It also is one of the planets without a satellite.</p> <ul style="list-style-type: none"> ● Venus could be constantly lost and disconnected since it does not have a satellite. Or perhaps they are always missing phone calls because they don't have good service.

Earth: The only planet we know of that has known life.

- Earth could be very social because of all the life it has.

Mars: This planet is dusty and cold.

- Mars could be grumpy because it is so cold, and the other planets have to wear a mask around it because of the dust.

Jupiter: This planet is the largest in the solar system.

- Jupiter could be very strong and muscular because of its size. It could also be arrogant because it is so big.

Saturn: This planet has the largest rings.

- Saturn could be quirky because it is known for its rings. Saturn could also be into its appearance and called attractive because it's unique.

Uranus: This planet spins on its side and is cold. It takes 84 years to completely orbit the Sun, which is the longest of all the planets. However, it has the shortest day (17 hours).

- Uranus could be called lazy since it takes so long to orbit the sun. Uranus could also be playful or clumsy because it spins on its side.

Neptune: This is the farthest planet from the Sun and has the most powerful wind speeds.

- Neptune could be lonely because it is so far away from the sun. It could also be known for its wild temper since it has powerful winds.

Planet Skit Research

Name: _____

Group Members: _____

Description of your scenario: _____

Description of your character: _____

My Planet	My Character - Personality and Emotion
My planet:	Use the characteristics on the left to help you choose what kind of character your planet will become. <i>For example: If your planet is small, they might be shy or timid.</i>
Size:	
Distance from the Sun:	
Colour:	
Atmosphere:	
Temperature:	
Other Characteristics/Facts:	

Personality Traits and Emotions

Personality Traits:

Active
Adventurous
Aggressive
Athletic
Attractive
Calm
Caring
Charming
Cheerful
Clever
Clumsy
Competitive
Confident
Creative
Dramatic
Elegant
Emotional
Exciting
Friendly
Gentle
Gloomy
Hardworking
Helpful
Honest
Humourous
Humble
Independent
Intelligent
Kind
Knowledgeable
Mature

Moody
Organized
Outgoing
Perfectionist
Playful
Popular
Punctual
Quirky
Responsible
Romantic
Selfish
Sensitive
Serious
Shy
Sophisticated
Strict
Strong
Stubborn
Stylish
Timid

Emotions:

Angry
Bored
Embarrassed
Frustrated
Happy
Indecisive
Mad
Sad
Tired
Upset