

WEEK 6

Elementary School Daily Lessons



Resources Overview

Our mission is to provide simple yet engaging daily lessons that will help young learners stay engaged within core disciplines—ELA, Social Studies and Science—as well as an extracurricular activity. Every week we will select a new theme per subject.

Please note that resources, which may include Newsela articles, videos from various content providers, or external activities will be hyperlinked in the activities.

Finally, [here](#) is a weekly checklist students can use to track their daily progress.

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This Week's Focus

Social Studies

Exploring Our Galaxy

ELA

Stories about Stars

Science

Comparing Stars

Explore

Fun with Stars

DAY 1

ELA [20-25 minutes]

Read the story [How Grandmother Spider Brought Fire: a Choctaw origin story](#) on how the sun, moon and stars were created. As you read, fill out the [plot diagram](#) with the elements from the story.

Social Studies [20-30 minutes]

Astronomers explore features outside of the Earth such as our solar system, galaxies, and comets. You can explore the planets in our solar system too! Read about them [here](#).

When you finish reading, jot down the answers to the following questions and share your response with a caregiver, friend, or family member:

- Why is studying our solar system important?
- How do we study our solar system? What tools do we use?

Science [10-15 minutes]

Watch the video, [Comparison of Star Sizes](#), which shows a model of different stars & planets. A model is a representation or example of something that can be difficult to observe.

Record your thoughts about what you saw in the video. Use the following questions to guide your thinking:

- What did you notice about the size of different stars?
- What surprised you?
- If the sun is an average-sized star, why do you think it looks larger and brighter than other stars?

Explore: Solar System Mobile [20-30 minutes]

Parent supervision advised

Using craft materials, rocks of varying sizes, or food, create your own model of the solar system! Make sure you include the following:

- The 8 Planets
- The Sun
- The Moon

DAY 2

ELA [25-30 minutes]

Yesterday you read a myth about the origin of the sun, moon, and stars. Today, read the [Greek Myth on Star and Constellations](#).

After reading, complete the [paired text analysis](#) on the Greek and [Choctaw](#) myths. Answer the following question:

- How did stars come to be?

Social Studies [15-20 minutes]

To learn about the solar system astronomers and other scientists discuss their findings and understandings with each other. We, as learners, also discuss our learnings about the solar system with one another!

Some people, however, are unable to verbally communicate and/or hear. Read about how signs in sign language have been developed for the purposes of discussing what is beyond our planet [here!](#)

When you are done reading, jot down a few reasons why sign language is important and how it helps people with different ability levels.

Science [25-30 minutes]

Read the article [Big Questions: What is the brightest star?](#).

Share with an adult the reasons why the Sun looks like the brightest star, even though it isn't.

Explore: Create a Telescope [20-30 minutes]

Parent supervision advised

Galileo Galilei used a tool in the 1600s called a telescope to study the solar system.

Watch this fun [video](#) by MAKEetc Books to learn how to make your own telescope at home!

DAY 3

ELA [20-25 mins]

The last two days, you have read two different myths about how stars came to be. Now you will create a myth for the scientific question [Big Questions: What is the Brightest Star?](#)

Remember that myths are fictional!

Social Studies [15-20 minutes]

All around the world, light pollution hides the stars from human view, making exploring space from here on Earth without the use of magnifying tools difficult. Read about light pollution [here](#).

When you are done reading, share three ways that light pollution affects humans and animals with a caregiver, family member, or friend.

Science [20-30 minutes]

Watch the video, [Seeing the Future in the Stars](#), about the importance of the Hubble Space Telescope.

In the video, we learn that people once thought that giant groups or “globular clusters” of stars were bright, individual stars. Why did people think this and how did the Hubble Space Telescope change their minds?

Imagine you’re a news reporter from the past. Prepare a “Breaking News Report” explaining the discovery of globular clusters using the Hubble Space Telescope. Record your news report or present it live to someone at home.

Explore: Star Karaoke [15-20 minutes]

Parent supervision advised

Want to get loud? Sing some karaoke to the familiar tune of “Twinkle Twinkle Little Star”! Check the karaoke out here using KiddieOk’s [video](#).

Want an extra challenge? Create a fun dance to the song too! Feel free to invite those living with you to join in the fun too!

DAY 4

ELA [20-25 minutes]

Read [Her Hands that Held the Stars](#).

After reading, answer the following prompt:
What roles do the stars play in this story?

Challenge Alert! What did Nana mean when she said ““You hold the stars in your hand, sweetling...you'll never leave them behind?”

Social Studies [15-20 minutes]

Light pollution affects views of the sky in many places around the world. One state in the United States, however, offers great views of the stars! Read about the state of Idaho [here!](#)

When you are done reading and after you've identified why the skies in Idaho are so clear, write down a few reasons why humans should try to eliminate some light pollutants.

Science [30 minutes]

Choose one of the following articles to read:

- [What are neutron stars?](#)
- [Astronomy's undead: After multiple explosions, this star still shines](#)

Sometimes *events* in the sky can also give off light, like when stars come together or explode. In your own words, describe the event that you read about in your article. Include information about why scientists think the event is so exciting.

Explore: Star Jumps! [15-20 minutes]

Have a lot of energy? Want to burn it off? Inside or outside in a safe space, do twenty star jumps (sometimes referred to as jumping jacks)!

For extra fun, join Debby Doo for some fun as she performs a star jump dance in this [video!](#)

DAY 5

ELA [20-25 minutes]

Read [A Child with Your Name](#) which uses a star as one of the main characters. After you have read, create a sequel or a second story that follows that first one. Make sure to include the following:

- Characters: A Child With Your Name, Star-Eater, Star
- An adventure!
- A problem
- A solution

Social Studies [15-20 minutes]

The Lakota Tribe is a group of the Sioux peoples. Though they did not have telescopes, read about how they came to understand many things about the stars in the sky [here!](#)

When you are done reading, share three facts that you learned about how the Lakota Tribe understand the stars with a caregiver, family member, or friend.

Science [15-20 minutes]

Explore the night sky using [Stellarium](#). Use the menu at the bottom to view constellations, star art, and deep sky objects. Take some time to practice looking around the star map, then see how many objects you can locate in the scavenger hunt below!

Scavenger Hunt:

- Sun (star)
- Venus (planet)
- Vega (star)
- Aquarius (constellation)
- Jupiter (planet)
- Sirius (star)
- Ursa Major/The Great Bear (constellation)

Explore: Constellation Exploration [20-30 minutes]

Parent supervision advised

Interested in looking at the constellations without needing your own telescope? Take a look at them all using [Google Sky!](#)