### Grade 5 Planet A Theme: Interviewing

[Galaxy] [40-45 minutes] [Date]

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| Content FocusDescribe what the students will learn. |
| TECHNICAL | ACADEMIC | 21ST CENTURY SKILLS |
| How can I learn more about occupations that interest me?Hand-eye coordination | ListeningReadingResponding | CollaborationCommunicationProductivity |
| 6E Lesson OutlineDescribe what learning activities the student will do. |
| TIME | SEQUENCE | DESCRIPTION OF LEARNING ACTIVITY |
| 5 min | Get Started / **Engage**: Focus on the class and the lesson topic. | Show students the Teacher Aid 5 sheet describing the big question and what they will be doing as they follow Communicator the Broadcaster to Planet A. What are the people called on this planet? |
| 5-10 min | Discover / **Explain**: Provide new information or demonstrate a skill. | Talk about the planet they will encounter, A artistic.Using the computer, they will watch a video, work at an activity and answer questions.Show them their worksheets and the badges they will be earning on completion.  |
| 10 min | **Exploration**: Provide opportunities to practice independently or in groups. | **Option 1: if you have computers for all students:**Log on to computer and start program. Using the worksheet as their guide follow program until end of video. Can stop and answer questions, discuss or go on to activity. Questions will be throughout the planet experience. Can also go through questions as a group at the end or let them do independently. **Option 2: Using only teacher computer and projector:**The worksheet will be the guide. This option allows group to watch videos together and would allow students one at a time to do the game. The game can be repeated if needed. They would answer the questions on the worksheet. They could also discuss questions as a group. **Option 3: Computers set up as a center:**Using the worksheet as a guide, they can discuss questions but must answer individually. Have the students follow the Galaxy leader and answer questions as a team after video, game and questions at end. They will have to refer to the occupation cards as they answer the questions. I statement will be a part of the worksheet. May want to upload work sheet or picture of worksheet to I statements. Have them check off the I statement on the computer. At the end, have them color the A planet badge sheet. |
| 10 min | Check for Understanding / **Elaboration**: Monitor what is being learned. | Have them talk about videos with partners. Have them talk about game with partners. Have them talk about questions after finished.Fill out questions on badge sheet. |
| 10 min | Close / **Evaluation**: Summarize, check and answer questions. | Can do group evaluation of asking the questions again and finding out if students know which workers do which jobs.Can show the occupation card and ask what things the city planner planned in your city. Ask what things they do that might not be considered thinking work.**The I statement:** They will need to discuss the different types of schools that are near them starting with high school and also looking at technology schools, private schools and universities.Can ask questions from the I statements and have them go in and write answers in the I statements or upload worksheet..At the end, students will color the badge and take home the badge sheet with parent helps on the back.Send home the A planet badge sheet along with the parent suggestions for supporting their child’s learning. |
|  | Support, Modifications and **Extensions**: Support learning for all students. | Make sure the program is reading to the students. |
| Materials and Resources—What do you need to assemble and prepare before the lesson? |
| WorksheetTeacher Aid 5 SheetBig Question and Learning ObjectivesGrade 5 I Statements and Questions from Planet A21st Century Skills SheetGrade 5 Occupation Cards: Actor, Author, Painter, Dancer, Singer, Editor, TV Reporter, Architect, Interior Designer and Hairdresser [will need occupation cards to answer the worksheet]Holland Guide PosterGalaxy Guide to Training and Education  |
| Reflection—Did the students learn the content outlined in the lesson focus? How do you know they did or did not learn? |
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