Stars and Stories - Lesson Plan

|  |  |
| --- | --- |
| **Title:** Stars and Stories | **Date:** |
| **Learning objective/s:**   * I can create my own constellation * I can use my counting skills * I can listen to others and respond appropriately | **Curriculum links:** |
| **Learning outcomes**  **I want evidence children can:**   * Show curiosity and imagination * Notice shapes and patterns * Count to 10 * Listen and pay attention to a story | |
| **Notes on children who have exceeded the performance expected:** | **Action to be taken:** |
| **Notes on children who did not achieve the performance expected:** | **Action to be taken:** |
| **Essential vocabulary:**  Sky, Stars, Day, Night, Seasons, Constellations | **Possible misconceptions:**   * Because we can’t see them, the stars are not there in the daytime – in truth they are but the Sun is so bright that we can’t see them * All the stars in a constellation are all together in the sky – in truth the stars can be very far apart, some close to the Earth and some much further away. We can only see space in a 2D way so it can look like stars are all near each other. |
| **Cross curricular links:**  Maths (counting), Literacy (speaking and listening), Art and design | |
| **Teacher resources including ICT:**   * Stars and stories PowerPoint (download from NSO webpage) * Digital camera (optional) * Stellarium web online star map (optional) | **Children’s resources including ICT:**   * Paper and pencils/crayons * Star stickers (optional) * Counting blocks (optional) |

|  |  |  |
| --- | --- | --- |
| **Organisation and class management:** | **Teaching points:** | **Notes:** |
| **Introduction:**  Whole class discussion | * Introduce constellations and ask the pupils if they have seen any before. * Address possible misconception that stars are not there in the daytime. * Tell the story of Orion and Scorpius using the PowerPoint. * Explain that constellation stories and names were invented by people and that different cultures may have different names for constellations. * Ask pupils to guess what each constellation is (using PowerPoint). * Explain that pupils are each going to create their own constellation. Model carrying out the activity. | Western sky culture is used internationally by modern astronomers and is the official scheme of The International Astronomical Union. It has historical roots in Ancient Greek astronomy, with influences from Islamic astronomy. The Western culture divides the celestial sphere into 88 areas of various sizes called constellations, each with precise boundary, issued by the International Astronomical Union. |
| **Main phase:**  Independent work | * Pupils choose an animal, object, or character. * Pupils draw or trace the outline in pencil. * Pupils decide what the key points are that make the shape – no more than 10! That’s the challenge! * Pupils stick or draw 10 stars on the key points. * Pupils rub out any pencil lines. | Alternatively, pupils could arrange objects (e.g. counting blocks) into their chosen shape and a teacher could photograph it from above.  You could differentiate the challenge level by adjusting the number of “stars” pupils can use to make their constellation. |
| **Plenary/Conclusion:**  Whole class discussion | * Children pair up (or as a class) and guess each other’s constellations. If they need clues, they can ask each other “yes” or “no” questions. * Discuss how they decided where to put their stars. * Have any pupils chosen the same animal or object or character? Compare their constellations – are they the same? * You can use the [Stellarium](https://stellarium-web.org/) web online star map to show constellations visible in the sky that night. | Extension ideas/ Cross-curriculum links   * Children can use their constellations to act out or tell a story – link to Literacy * Compare constellation names and stories in different cultures and languages – link to Geography & History * Create a class piece of music based around stars – link to Music |