Name _____ Date _____

DAY 5: Presenting in Groups and Self-Reflection

Materials

- Completed solar eclipse models from Day 4
- Chart paper or whiteboard
- Markers

Conduct an Investigation

Present your solar eclipse model to your group members.

1. Talk about the materials you used and how you constructed your model.
2. Explain how your model shows the positions of the Moon, Earth, and Sun during a solar eclipse.
3. Share any interesting facts or details you have learned during the week.

Communicate Information

1. Reflect on what you have learned about solar eclipses throughout the week. Record three interesting facts.

2. How did working in a group help you understand the concept better?

3. How do the Moon and Earth's positions affect the type of eclipse that occurs?

4. Why is it important to protect your eyes when viewing a solar eclipse?

5. How does a solar eclipse differ from a lunar eclipse?

DAY 5: Presenting in Groups and Self-Reflection

Materials

- Completed solar eclipse models from Day 4
- Chart paper or whiteboard
- Markers

Objective: Students will present their solar eclipse models in groups and reflect on what they have learned throughout the week.

Teacher Notes

Begin the lesson by reviewing what the students have learned about solar eclipses throughout the week. Recap the key concepts and vocabulary that have been covered. Remind students about the different types of solar eclipses (partial, total, annular) and what causes them. Talk about the importance of eye safety during a solar eclipse. Discuss the positions of the Earth, Moon, and Sun during an eclipse and how they relate to the different types of eclipses.

Conduct an Investigation

1. Divide the students into small groups of 3–4 members each.
2. As student groups present their solar eclipse, encourage them to explain how their models represent a solar eclipse and what they have learned about the topic. Provide some prompts for their presentations, such as:
    - Explain how your model represents the Moon, Earth, and Sun during a solar eclipse?
    - What did you find most interesting or challenging about creating your model?
    - What did you learn about solar eclipses while making your model?
3. After the presentations, gather the students together for a class discussion.
4. Ask each group to share one interesting fact about eclipses.
5. Encourage students to ask questions and engage in a conversation about their models and solar eclipses in general.

Communicate Information

Guide students to reflect on what they have learned throughout the week. Ask questions such as:

- What did you find most interesting about solar eclipses?
- How did working in a group help you understand the concept better?
- What types of solar eclipses did you learn about?
- How do the Moon and Earth's positions affect the type of eclipse that occurs?
- Why is it important to protect your eyes when viewing a solar eclipse?
- How does a solar eclipse differ from a lunar eclipse?
- What other questions do you still have about solar eclipses?

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