

# E-Poster 6 Planets in Our Solar System



## OBJECTIVES

Students will:

**UNDERSTAND** that the eight planets in our solar system orbit the sun.

**UNDERSTAND** that Earth is the right distance from the sun to support life.

**USE** visuals to aid comprehension.

**BUILD** vocabulary related to planets.

## CORE VOCABULARY

orbit

planet

## MATERIALS

- **E-Poster 6** (CD)
- **Learning Master 6** (TG, p. 15 and CD)

## OPTIONAL MATERIALS

- **Vocabulary Boosters** orbit, planet (Earth Science Set)

## Preview

Distribute copies of **Learning Master 6**. Then display the images-only version of the **E-Poster**. Label the sun. Then activate students' prior knowledge about the solar system by having them label the planets.

## Teach Core Vocabulary

Read aloud each Core Vocabulary word and review the definition of the word. On the **Learning Master**, have students use each word in a sentence. Discuss the use of **orbit** as both a noun and a verb.

## Present and Discuss

Present the following concepts, in purple, to students. Support the instruction by asking questions, giving examples, and pointing out details on the **E-Poster**.

- **All of the planets in our solar system orbit the sun in curved paths.**
- **The sun is the largest body in our solar system.**
- **There are four inner, rocky planets and four outer gas giants in our solar system.**
- **Earth's orbit keeps Earth the right distance from the sun to support life.**

Point to the sun on the **E-Poster**. Ask: *What does the sun provide to the planets?* (Possible response: light and heat) *How does the distance from the sun affect the conditions on a planet?* (Possible response: If a planet is close to the sun, such as Mercury, surface temperatures are high. If a planet is much farther from the sun, such as Neptune, surface temperatures are very low.)

## Apply

Have students fill in the Venn diagram on the **Learning Master** comparing the inner and outer planets.

## Wrap Up

Have students write 1-2 sentences on the **Learning Master** describing the planets in our solar system.

## Extend

Provide students with copies of the **E-Poster** with labels. Then have them draw and label other objects in the solar system which are not shown on the **E-Poster**, such as dwarf planets, moons, asteroids, and comets. Refer students to the Internet or other sources for the information.

## FOR MORE SUPPORT

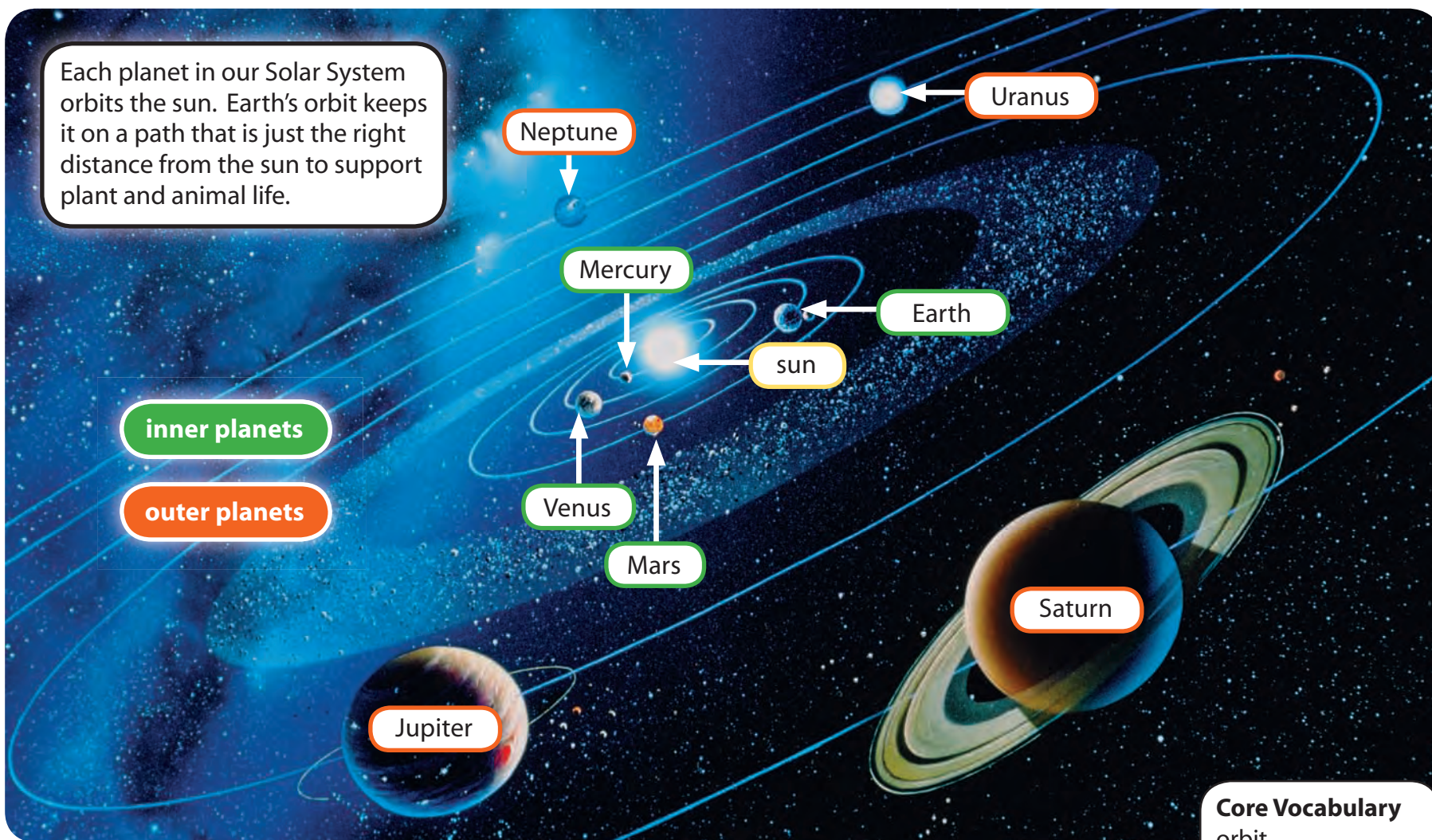
Have students use classroom objects to create their own model of the solar system. They might use sports balls, marbles, and balls of clay to represent the sun and planets. Make sure students place the planets in the correct order from the sun and that the general scale of the planets is appropriate.

**This lesson is from the Concept Boosters: Earth Science set.**

For more information visit the Products section of the Millmark Education website or call (877) 322-8020.

# Planets in Our Solar System

Each planet in our Solar System orbits the sun. Earth's orbit keeps it on a path that is just the right distance from the sun to support plant and animal life.

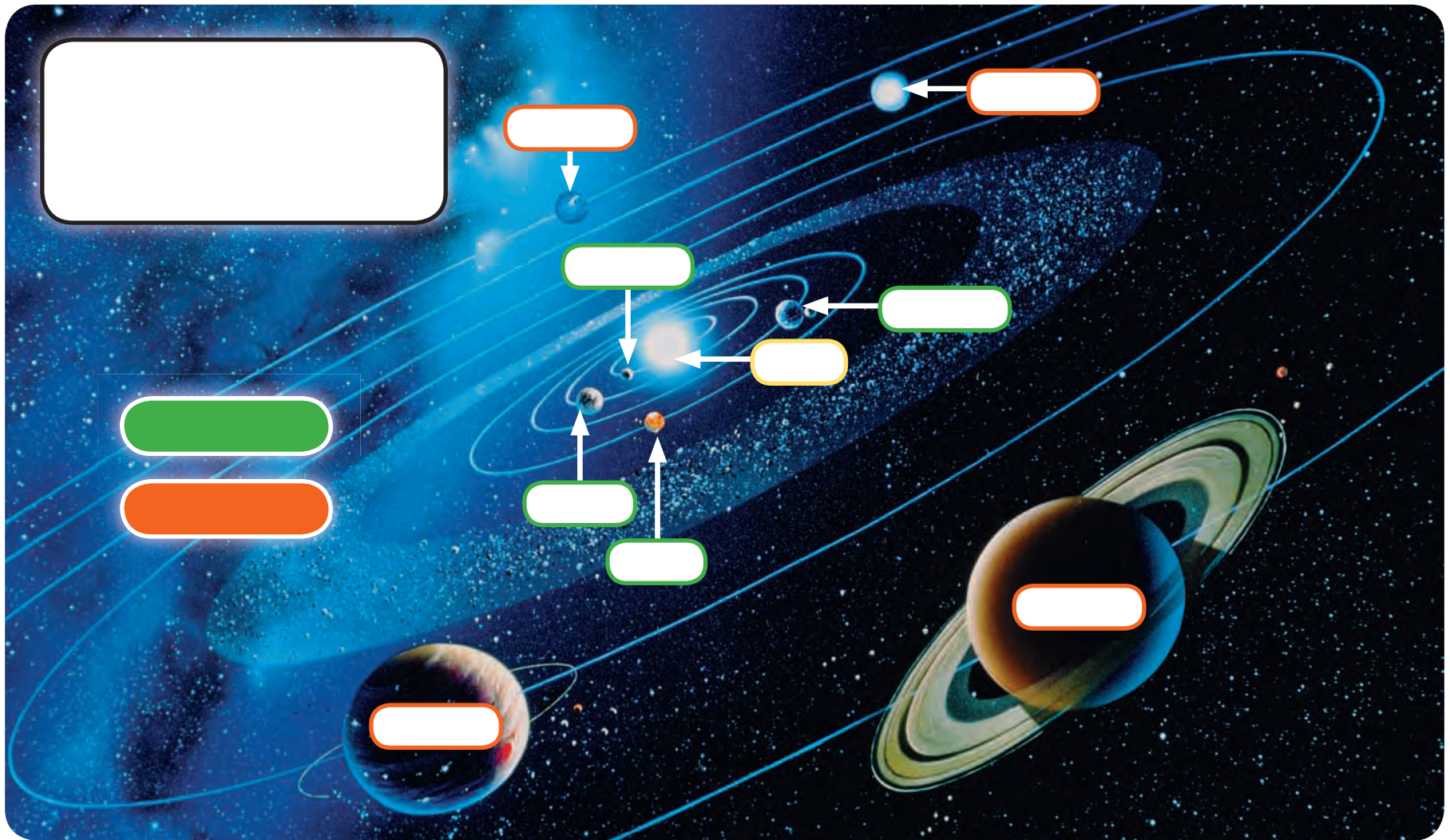


inner planets

outer planets

**Core Vocabulary**  
orbit  
planet

# Planets in Our Solar System



# Planets in Our Solar System

## CORE VOCABULARY

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Use each Core Vocabulary word in a sentence.

1. orbit

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2. planet

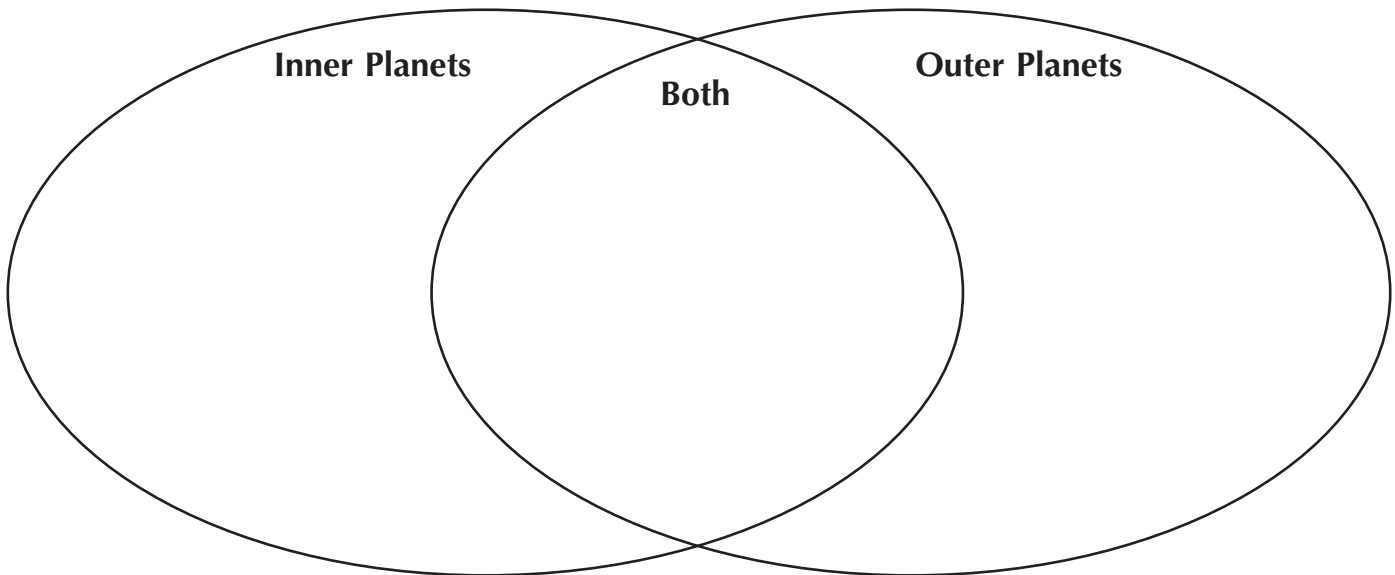
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CORE VOCABULARY	
orbit	planet

## APPLY

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Fill in the Venn diagram comparing the inner planets to the outer planets.



## WRAP UP

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Write 1-2 sentences describing the planets in our solar system.

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# Planets in Our Solar System

## CORE VOCABULARY

Use each Core Vocabulary word in a sentence.

1. orbit      Possible responses below

*Earth's orbit is the path it takes around the sun.*

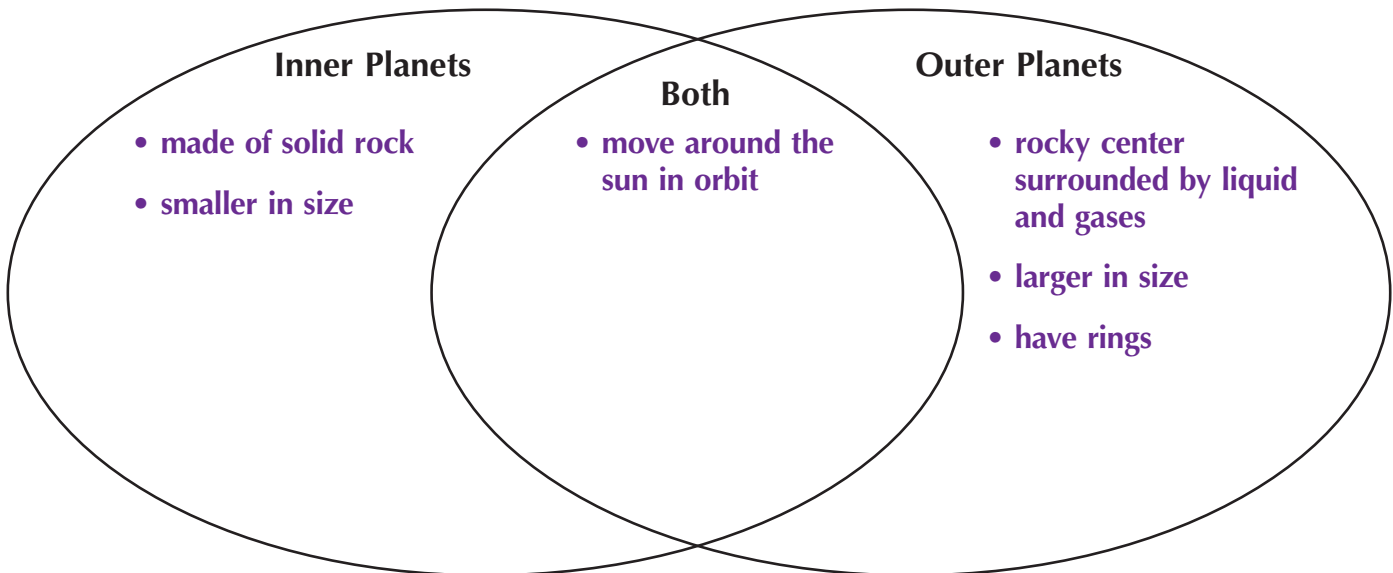
2. planet

*Jupiter is the largest planet in our solar system.*

CORE VOCABULARY	
orbit	planet

## APPLY

Fill in the Venn diagram comparing the inner planets to the outer planets.



## WRAP UP

Write 1-2 sentences describing the planets in our solar system.

*Our solar system has four small, rocky inner planets and four large outer planets that are mostly made of gases.*