Sabina Gupta
Earth Science
Grade: 2
Solar System Jeopardy

Objective/Purpose: This lesson provides a way for students to learn how to work together and communicate effectively while reinforcing classroom material regarding the solar system. It encourages them to help their peers’ understanding so that the whole group can benefit by receiving points.

QCC: 19, 20

Materials:

20 Index Cards (5 different colors preferable)
Tape or Magnets
Candy (Reward)

Time Required: 45 minutes

Background Information: My class spent extensive time learning about the solar system through activities that I wanted to be sure they were actually learning the material and not just forgetting it. This activity served as a great guide to show me how well the students were learning and even surprised me on how much they did already learn.

Preparation: Write questions on the front of index cards and label points on the other side of each card. Place each card on the chalkboard according to its category and point value in its respective position using either magnets or tape. The board should look as follows:

<table>
<thead>
<tr>
<th>Category A Title</th>
<th>Category B Title</th>
<th>Category C Title</th>
<th>Category D Title</th>
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Index Card Labeling:

Category A: “Rocks from the Sun”
1 – What Planet are we on? Earth
2 – How many planets are there? 9
3 – What is the last planet? Pluto
4 – Name a planet with a ring around it. Saturn or Uranus
5 – Which planet is hotter? Mars or Saturn? Mars, because it is closer to the Sun
Category B: “Starlight, Starbright”

1- Which is the Sun? A planet or a star? Star
2- Why does the Sun seem larger than other stars? Closest
3- What is a constellation? Group of stars making a picture.
4- When do you see stars? Night and Day (Sun)
5- Name a constellation. Big Dipper, Little Dipper, etc.

Category C: “One small step for man; one giant leap for mankind.”

1- What makes the moon shine? Sun
2- What is a spot on the moon called? Crater
3- When is there a new moon? Moon between Sun and Earth
4- When is there a full moon? Earth between Sun and moon.
5- How many days does it take the moon to orbit earth? 29

Category D: “The Sun will come out tomorrow!”

1- How do we get day and night? Earth’s Rotation
2- How many days are in one year? 365
3- How many hours are in one day? 24
4- Which planet has a longer year and why? (Mercury or Venus?) Venus, farther
5- Which direction does the sun rise and set? Rise= East, Set= West

Procedure: Review some of the material through the book just to get them thinking before starting the game. Split them into groups of no more than 5 people. Explain the rules: You pick a category and get a question. You have one minute to come up with the answer through discussion with your group. Your group must work together and explain the answer to one another to get full points. You may not pick a larger number until the smaller number has been answered (example cannot pick 4 if nobody has answered 3). After one minute, if you do not have the correct answer, the next team gets a chance. If that team gets the correct answer, they still get to have their turn when it comes time. There will be a prize for the team with the highest amount of points.

Tips: I started with the group that was behaving the best. To use discipline, I took points away for groups behaving badly and not respecting other groups’ turns. Make sure to tell each group to pay attention because the question might come to them…this normally calmed them down.

Safety Issues: There really are no safety issues for this lesson—one reason it is so great!

Questions: The whole lesson involves asking questions so there really are no extra ones. When the students are answering your questions or do not understand a question you can
use buildup questions to make them come up with the answer. You can also have them delve deeper into a subject when they answer questions and award extra points.

**Assessment/Evaluation:** This was a fun activity that worked extremely well. The children watched out for their group’s discipline so they would not lose points and actually used demonstrations to help explain answers to their fellow peers. The students can be evaluated based on their participation—was only one person from each group always answering or were they working together? Were they behaving?