

EDTE 316  
02/22/08

## **Parachute Lesson Plan (Bryte Elementary – 5<sup>th</sup> Grade)**

### **Content Standards that are the target of student learning:**

CA-California K-12 Academic Content Standards

*Subject:* Science

*Grade:* 5<sup>th</sup>

*Area:* Investigation and Experimentation

*Standard b:* Develop a testable question.

### **Learning Objectives:**

- Students will be able to build and observe a prototype parachute.
- The students will be able to define and develop a testable question based on the observations of the flight of the prototype.
- Key Words: testable question, prototype, variable

### **Instructional Procedures:**

- Show a model of the prototype. Provide the students with information on how to build the prototype both verbally and in writing.
- Divide the students into two groups and each group will build a prototype.
- Have the students decide who will be the designated person to drop the parachute in order to keep a constant variable with the height of the drop and how the parachute drops from the hand (Can use “Rock, Paper, Scissors” to help decide who will be designated).
- Discuss the importance of using consistent data for a scientific investigation.
- After three trials, have the students complete the data of how long the parachute flew and how from the target the parachute landed onto a worksheet.
- Based on the data collected, students will explore all the possibilities of the changes that can be made for the parachute to fly longer and more accurately.
- Next, the students will be asked to develop a testable question based on the flight observation of the prototype.

**Formal and Informal Assessment:***Informal:*

Verbally ask the students-

What is a testable question?

Why do we need to keep a constant variable (ie: height of drop and how the parachute drops)?

*Formal:* Worksheet

**Differentiated Instruction/Accommodation Strategies**

Visuals-model of prototype, key words

Verbal and written instruction on how to build the prototype

Use large print

Modified Speech- use slower speech rate, speak clearly and enunciate

Extra time to think

**Materials (8 students):**

Plastic tablecloth (1)

String

Payload (2)

Scissors (4)

Tape (2)

Ruler (4)

Stopwatch (2)

Worksheet (8)

**Resources:**

Physics Lesson “Scientific Inquiry: Investigating Parachutes”

Parachute Lesson (Area vs. Drop Time) [http://media.nasaexplores.com/lessons/03-035/5-8\\_1.pdf](http://media.nasaexplores.com/lessons/03-035/5-8_1.pdf)