



Mars Rover Celebration

Curriculum Module

Week 6: Writing and Presenting

Lesson 14: Manual and Skit



Educational Product	
Educators & Students	Grades 3-5

www.marsrover.org

Week 6: Writing and Presenting

LESSON 14: MANUAL AND SKIT

GRADE LEVEL: 3-5

LENGTH: 2 DAYS

VOCABULARY: professional
refine
rehearse

MATERIALS:

- Mars Rover Celebration Manual for each team
- Props and costumes (optional)
- Computers with Internet (optional)
- Science Notebooks

ESSENTIAL QUESTION:

What are the key elements of an effective presentation that your group should keep in mind when writing your Mars Rover skit?

LESSON OBJECTIVE(S):

Students will be able to:

- Brainstorm ideas to be developed into a team skit
- Work cooperatively to assign duties and write a team skit
- Collaborate with team members to complete the Mars Rover Manual

ENGAGEMENT

1. During this two day lesson, students will work with their teams to complete the Mars Rover Celebration Manual and write a skit/presentation for their team.

Note: If the teacher is not planning to bring their class to the formal Mars Rover Celebration capstone event, the Mars Rover Celebration manual can be used as a supplemental material. If the teacher is planning to participate in the Mars Rover Celebration capstone event, the manual is a required document and can be completed outside of the formal curriculum if needed.

2. Using the attached documents, present the Key Vocabulary and the Essential Question for students to consider during the lesson.
3. To further explain the concept for younger students, teachers may show a video of a skit. If you show a video, select the video you wish to share beforehand. (A sample video search on Yahoo or Google with the key terms “NASA Kids” brought up numerous videos that would be appropriate for demonstration.)
4. Teacher should post ground rules for student skits. Some basic rules for presentations should include:
 - All members of the team must be involved.

- The skit must tell the rover’s mission, requirements, and features.
- Students must speak loudly and clearly.
- Skits have a 5 minute time limit.

EXPLORATION

1. Walk students through the “Writing a Presentation” mini-lesson. This mini-lesson has many stop points for students to develop their skit/presentation ideas into a polished presentation.
2. Provide students sufficient time at each stop point to discuss each step within their team. Monitor and guide students at each stop point as necessary
3. Allow students to complete the corresponding section of their Science Notebooks for each stop point. A teacher checkpoint is built into each step. When appropriate, the teacher should initial the teacher checkpoint.
4. Please be advised that this mini-lesson is designed to be spread out over both days of the lesson. Most teams will require both periods to complete their skits. If a team is working more quickly than the others, allow them to proceed to the next step with your guidance. Teams that finish the entire process early should rehearse and re-write.
5. All of the steps in the skit development process are in the Science Notebook with the exception of writing the actual skit. Students will do this on their own paper and will use the work in the Science Notebooks to guide their writing.
6. Teams may work to write the script for the skit as well as the Mars Rover Manual.
7. Teams may wish to break out the work into different pieces. Have students use the Explanation section of their Science Notebooks to record the responsibilities of each team member. If teams decide to break the skit into pieces, both you and the team will have to ensure that pieces fit together well when assembled and that there are no gaps.

EXPLANATION

1. As students work, the teacher should monitor and make suggestions as needed and initial the teacher checkpoint when appropriate, being sure to clarify and misunderstandings that may occur.
2. When each team has completed their last teacher checkpoint, teams may begin working on their scripts and Mars Rover Manuals. Students may opt to type their script on the computer or write it on blank paper.
3. An optional rubric is provided for this lesson with the expectations for student skits. Students may use this rubric as they develop their presentations.
4. As students are writing and rehearsing, the teacher should circulate among the groups to ensure that students are on task and have a clear understanding of the information that will be contained in their presentations.

Note: The teacher will need to assist in making sufficient copies of their scripts for each team member. It is helpful for each team member to highlight the part of the skit for which they are responsible. In this way, students can follow the skit and know when they have a speaking part. Highlighting also makes it easier for students to rehearse their lines.

ELABORATION

1. Students should review their skit with another team to ensure that each has included important details such as: their design problem, why this problem needs to be solved, criteria for success, constraints on materials, time or cost, etc.
2. Additionally, students may add additional components to their skits such as costumes or props or may build a display for their rovers if desired.

3. Students may also begin working on the Mars Rover Celebration manual (required document if participating in the Mars Rover Celebration capstone event) or if the teacher would like an optional or additional assessment piece.

EVALUATION

1. A rubric is provided for this lesson. Students may use this rubric as they develop their skits to evaluate their work. Teachers may also use the rubric as a tool to provide feedback as students work.
2. During this two day lesson, the teacher is encouraged to use formative assessments to determine and deepen student understanding. Teachers may wish to review and/or grade students' science notebooks to establish student understanding. Teachers will have the opportunity to evaluate team scripts and manuals during the team presentations in Lesson 15.
3. Teachers are encouraged to create their own grade-level and ability-level assessments so as to best meet the needs of their students.

SUPPLEMENTAL RESOURCES

How to Write a Skit

http://www.ehow.com/how_4442264_write-skit.html

How to Make a Skit for School

http://www.ehow.com/how_12057431_make-skit-school.html?utm_source=dgmodule&utm_medium=1&campaign=momme1

End of an Odyssey- Original Skits

http://www.nasa.gov/audience/foreducators/k-4/features/F_End_of_an_Odyssey.html

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