

# Telling Tales About Atoms

## Summary

Students will write a children's story about how atoms are made and distributed in the universe.

## Main Core Tie

Science - Chemistry

[Standard 1 Objective 1](#)

## Time Frame

1 class periods of 90 minutes each

## Group Size

Individual

## Materials

- [book score strip](#)  
(attached)
- paper
- crayons, colored pencils, markers

## Background for Teachers

### Time Needed:

One 50 minutes on the first day, 20 minutes on the next day, 10 minutes on the third day, and 10 minutes on the due day.

## Student Prior Knowledge

The students should have a basic knowledge of the big bang, how new elements are formed in the universe, and how the elements come together to make planets and everything else in the universe.

## Instructional Procedures

### Day 1

Read a children's book that is based on science such as: "There is a Hair in My Dirt" (it is long, you may not want to read it all) or others.

Show the students children's books created in previous years (if there are any available). The students will be making a children's book on how atoms are made and distributed in the universe. They should write it on a fifth grade level. If they can explain this to a child, they will understand the information better themselves.

Provide this list so the students know what to cover.

- Big Bang
- Explosion creates H(element #1)
- Give 2 forms of evidence
- Nebula
- Definition
- Gravity
- Role, effect
- Heat

Stars are the only place hot enough for fusion.

Describe fusion

All atoms are created here

Everything in the universe is made of the same elements because they all have a common origin

Death

The elements are in stars

Describe supernova & how it spreads elements

Planets

Tell how planets are formed

Most abundant elements in Earth

O (# 8)

Si (# 14)

Al (# 13)

Fe (# 26)

Tell the students how they will be graded.

Example:

/10 Complete

/10 Appearance

/10 Correct

/10 Creativity

/10 Grammar

Day 2

Have the students bring materials to work on their children's books during class. Give them 25 minutes to put their books together.

You may wish to use the reading selections from "Where Did Matter Come From", an activity found on this web site.

Day 3

As a final check for the students, write up everything they need to have on in their books on the board. Give them a minute to copy this down. They can use this to double check their books.

Day 4

Give the students an opportunity to share their books with the class. They will show or tell what they liked best about their books.

Assessment Plan

Scoring Guide:

Use the book score sheet (attached) to cut each child a long strip. Tape this to the back of each book and use it to score each book.

Bibliography

Lesson Design by Jordan School District Teachers and Staff.

Authors

[Utah LessonPlans](#)