



Read to Be Ready plans for: What Makes Day and Night? Week 1 of 3 First Grade

ELA Standards:

- 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text c) Know the final -e and common vowel team conventions for representing long vowel sounds, including r controlled vowels.
- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b) Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y and r-controlled vowels.
- 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage, including capitalization and punctuation, when writing. d) Use verbs to convey a sense of past, present, and future. e) Use frequently occurring adjectives.
- 1.RI.KID.1 Ask and answer questions about key details in a text.
- 1.RI.KID.2 Identify the main topic and retell key details of a text.
- 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.
- 1.W.PDW.5 With guidance and support from adults focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.

Science Standards:

1.ESS1: Earth's Place in the Universe

- 1) Use observations or models of the sun, moon, and stars to describe patterns that can be predicted.
 - 2) Observe natural objects in the sky that can be seen from Earth with the naked eye and recognize that a telescope, used as a tool, can provide greater detail of objects in the sky.
 - 3) Analyze data to predict patterns between sunrise and sunset, and the change of seasons.
- Comprehension skill:** theme, fluency **Phonics:** ending -es, plural es, r-controlled or, ore. **Phonemic Awareness:** add phonemes, blend and segment onset/rime
- Grammar/Writing:** verbs that do not add-s **Unit Focus:** Predictable patterns result from movement of bodies in the universe
- Culminating Task:** This week, students will respond to the prompt, What causes day and night?.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas/Resources
M O N D A Y	<p>Introduction to this 3-week unit:</p> <p>DE video: "The Movement of the Earth" 4:18</p> <p>https://tinyurl.com/ycajldvd</p>	<p>Tier 2 Words for explicit instruction:</p> <ul style="list-style-type: none"> • Earth • Rotate • Revolve • Axis - tilted <p>Words that appear in the video but are not in our Science Standard:</p> <ul style="list-style-type: none"> • Atmosphere • Ozone layer 	<p>What shape is our planet?</p> <p>What does Earth look like from space?</p> <p>What makes Earth unique? (It is the only planet we know of with life)</p> <p>What does the word "earth" mean? (the ground we walk on)</p> <p>Describe how Earth moves in space? (rotates and revolves)</p> <p>Does the Earth ever stop moving?</p> <p>How does the Earth's movement create day and night?</p> <p>How does the Earth's movement create the seasons?</p>	<p>How does Earth move? What happens as a result of the movement of Earth?</p> <p>*Look for students to write about the Earth turning in circles (rotating) and moving around the Sun (revolving). Also look for them to refer to day & night and the seasons.</p> <p>This sets up the main focus of the Science standard which addresses the patterns that repeat: day and night, seasons, and the phases of the moon.</p>	<p>Discovery Ed Board with all videos noted in lesson plan:</p> <p>https://tinyurl.com/ybdvx2o6</p> <p>Small Group: Day and Night</p>
T U E S D A Y	<p>1st Read Aloud of <u>What Makes Day and Night</u> by Branley</p>	<ul style="list-style-type: none"> • Sunrise • Sunset 	<p>Page 8 - How does the author describe our planet Earth?</p> <p>What is the name for a shape that is perfectly round like a ball? (sphere)</p> <p>Page 10 - Why don't we feel Earth moving?</p>	<p>What patterns do we see in the sky?</p>	<p>*Use a lamp to replicate the experiment on pages 21-23.</p>

			<p>Page 14 – How are day and night created?</p> <p>Describe the Earth’s spin and important facts about it. (once every 24 hours; same fast speed; 24 hours equals one day; always spinning on its axis)</p> <p>Compare Earth’s orbit to the moon’s orbit.</p> <p>The last page says that the “Earth gives us about 12 hours of daylight and 12 hours of darkness.” What do you notice about the amount of daylight and sunlight at different times of the year? (in winter days are shorter and in summer days are longer)</p> <p>In math, what do we call something that repeats over and over again? (pattern)</p> <p>What patterns do we see in the sky?</p> <p>**Later in this unit we will learn about how the seasons are related to Earth’s movement.</p>		
W E D N E S D A Y	<p>DE video: “Rotation of Earth” 1:24 https://tinyurl.com/ycdjmcfq</p>	<ul style="list-style-type: none"> orbit 	<p>What are the 3 directions we are moving? (rotating on an axis, revolving around the sun, spinning in the Milky Way – which we will learn about in week 3)</p> <p>Do those movements ever stop?</p> <p>How long does it take for Earth to make one full spin or rotation?</p> <p>What changes do we see in that 24 hours?</p> <p>What might happen if the Earth stopped spinning?</p> <p>What do we call the imaginary line that runs through the Earth? (axis)</p> <p>What are the areas called at the top of the axis and bottom of the axis? (North pole and South pole)</p>	<p>Draw a representation of the Earth spinning on its axis as it orbits the sun.</p> <p>**Teachers, this could be a “copy cat” activity where you draw the model on the board and students then copy your drawing step by step in their writing journals.</p>	<p>Earth’s Rotation Hokey Pokey Song – Document on web page with lesson plans for this topic</p>

T H U R S D A Y	<p>EPIC: There is Day and Night https://www.getepic.com/app/read/45045</p> <p>This book puts the big picture of day and night into perspective of a child's life.</p>		<p>Why did Moe wonder why it gets dark too early? How does Moe's dad show him about the movement of the earth and not being able to feel it? How did the globe help Moe understand about the days getting longer and the nights shorter? Have children share with each other. Would you want to live at the South Pole or the North Pole? Why? Why Not? What happens there that is different? What did you learn about days on other planets?</p>	<p>Explain how you can use the sun to tell time and direction.</p>	
F R I D A Y	<p>Re read <u>What Makes Day and Night</u></p>	<p>Review all vocabulary words</p>	<p>Today you will be writing a letter to a friend named Monica who was absent this week and missed all that we have learned about what makes day and night.</p>	<p>Write a letter to Monica, who has been absent from school, explaining what causes day and night. Make sure to use text evidence from the stories or video read alouds.</p>	