



Read to Be Ready plans for: The Sun is Kind of a Big Deal Week 3 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.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.
- 1.RL.IK1.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.
- 1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.
- 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.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.
- 3) Analyze data to predict patterns between sunrise and sunset, and the change of seasons.

**1.PS3: Energy** 1) Make observations to determine how sunlight warms Earth's surfaces (sand, soil, rocks, and water)

**Comprehension skill:** draw conclusions

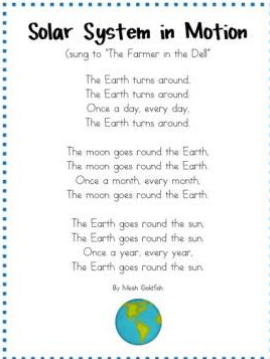
**Phonics:** r-controlled er, ir, ur, contractions 's, 've, 're. **Phonemic Awareness:** blend and segment


**Grammar/Writing:** Introduce am, is, are, was, and were

**Unit Focus:** Patterns and the sun

**Culminating Task:** Students will create Science displays about Earth's Place in the Universe

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas
M O N D A Y	Read The Sun is Kind of a Big Deal with little interruptions.	<ul style="list-style-type: none"> <li>• Galaxy</li> <li>• Cycle</li> <li>• Solar eclipse</li> <li>• Sun</li> </ul> <p>Pull these vocabulary cards from Week 1 &amp; 2</p> <ul style="list-style-type: none"> <li>• Orbit</li> <li>• Stars</li> </ul> <p>Other words to be aware of <b>but not Tier 2 words:</b> Dwarf planet Asteroids Meteors Comets</p>	<p>How does the author describe the planets and the sun? (big family). What does he mean by that?</p> <p>Can you recall other things that are in the solar system? (dwarf planet, asteroids, meteors, comets)</p> <p>What is the biggest thing in our solar system?</p> <p>Are there bigger stars than the sun? Why don't they look as big as the sun? (farther away and in different solar systems)</p> <p>What prevents the other planets when orbiting from running into each other?</p> <p>How long does it take for Earth to go all the way around the sun?</p> <p>How long does it take for the light of the sun to get to us?</p> <p>When are times that you can't see the sun? 1) when it's behind the clouds, 2) when it's evening.3) the moon gets in the sun's way.</p>	<p>Why is the sun important?</p> <p>What are the jobs of the sun?</p> <p>You may want to make a web first so students can use when writing their sentences.</p>	<p><b>**All PDF's can be found within a powerpoint noted on the webpage</b></p> <p><b>Discovery Ed Board with all videos noted in lesson plan:</b> <a href="https://tinyurl.com/ybdvx2o6">https://tinyurl.com/ybdvx2o6</a></p> <p><b>**A GLOBE is needed this week to demonstrate tilt of Earth's axis/Hemispheres</b></p> <p><b>**Send home the homework packet on Home Observations. There is a parent direction page also. Students will illustrate the location of the sun/sunrise/sunset (cardinal directions involved) as related to their home.</b></p> <p><b>**Rather than the 5 days suggested, perhaps cut the assignment down to recording data for 3 days.</b></p> <p>Credit: Virginia Department of Education</p>
T U E S D A Y	Reread The Sun is Kind of a Big Deal.  Choral read or sing the Solar System in Motion		<p>Have students discuss why we have seasons. What are the 3 stages of the water cycle?</p> <p>Have students put into their own words what is occurring in each stage.</p>	<p>Why is it colder near the poles of Earth and warmer near the equator? Explain in paragraph form.</p>	

					
<p><b>W</b> <b>E</b> <b>D</b> <b>N</b> <b>E</b> <b>S</b> <b>D</b> <b>A</b> <b>Y</b></p>	<p>1) Shared reading: <b>“From Morning to Night”</b> (Readworks article) – either project on screen or make available copies for each child or pair of students for shared reading.</p> <p>2) <b>DE video: The Sun 2:03</b> <a href="https://tinyurl.com/y8dfivgf">https://tinyurl.com/y8dfivgf</a></p> <p>3) Shared reading: <b>“Why Don’t We See Stars in the Daytime?”</b> (Readworks article).</p> <p>**Print off copies for independent or partner reading, and/or display using document camera so that all students can share in the reading of the text</p> <p>4) <b>Read Aloud: “Morning Sunshine”</b> (Readworks) Teacher, read this passage aloud to class, pausing during the reading to discuss the concepts and vocabulary words.</p> <p>Have students take notes/draw pictures during the read aloud to assess listening skills/accountability.</p> <p>4) <b>**Display the graph showing sunrise and sunset times</b></p> <p>Spend time analyzing the form of the graph and how the information is displayed and what it means for our seasons.</p>	<ul style="list-style-type: none"> <li>• Evening</li> <li>• Tilt</li> </ul> <p>Pull these vocabulary cards from Week 1</p> <ul style="list-style-type: none"> <li>• Revolve</li> <li>• Axis</li> <li>• Sunrise</li> <li>• Sunset</li> </ul> <p><b>*Reminder:</b> <b>Use think-pair-share to generate student ideas prior to a full group discussion- create a “safe” environment for expressing ideas.</b></p> <ul style="list-style-type: none"> <li>• Northern hemisphere</li> <li>• Southern hemisphere</li> <li>• Winter solstice</li> <li>• Summer solstice</li> <li>• Seasons</li> </ul>	<p><b>From Morning to Night questions:</b> Where is the sun in the morning?  Where is the sun at noon?  Where is the sun in the evening?  What did the author want us to understand? (There is a repeated daily cycle based on the position of the sun)  The sun becomes less bright when.....</p> <p><b>Video questions:</b> How is the sun like the stars we see at night? (it is a star also)  Why does our sun seem so much larger than the other stars?  All stars are made of what? (hot, glowing gases)  Why is the sun important to Earth? (light and heat)  Why does the sun appear to move in the sky? (the Earth is actually rotating – the sun doesn’t move)  <b>**Use a globe and flashlight to model.</b> <b>“Why Don’t We See Stars in the Daytime?” questions:</b> What similar facts about the sun did you read in the article <b>AND</b> hear in the video?  Why do we not see the other stars during the day, but instead see only the sun? Teachers: Today’s focus is on determining the pattern created by the length of daylight during the 4 seasons.</p> <p><b>Read Aloud Questions:</b> <i>What causes us to see sunrises and sunsets? (Earth’s rotation)</i>  <i>How do sunrises and sunsets tell us about the changing seasons? (daylight is longer in summer and shorter in winter)</i></p>	<p>During which season are you most likely to wake up before the sun rises? Support your answer with information we have learned about the sun and the seasons.</p>	<p><b>On-level Groups:</b> Use <i>“Sunrise, Sunset”</i> (Readworks) for small group work with teacher/center activity</p> <p><b>Advanced groups:</b> Use <i>“The Longest and Shortest Days”</i> (Readworks) for small group work with teacher/center activity.</p>

			<p>What hemisphere do we live in? (northern)</p> <p>When the Northern hemisphere is tilted towards the sun what season is it? (summer) **Ask ?'s related to the other seasons and the tilt of Earth. (Use Globe to model)</p> <p>What is the winter solstice? Summer solstice?</p> <p>What causes those to be the longest/shortest days of the year?</p> <p>How does the author suggest we can predict the coming seasons?</p> <p>**Spend time analyzing and discussing the graph showing sunrise and sunset times as related to signs of seasonal change.</p>		
THURSDAY	<p>DE video: <i>More Science Please: Earth Doesn't Sit Still, Why Should You?</i> 5:37 <a href="https://tinyurl.com/ybs6lqwr">https://tinyurl.com/ybs6lqwr</a></p>	<p>Milky Way</p> <p>Pull this vocabulary card from Week 1</p> <ul style="list-style-type: none"> <li>• Rotate</li> </ul>	<p><b>Video Questions:</b></p> <p>What reasons does the video give for us never being still?</p> <p>When does our part of Earth have nighttime?</p> <p>On what kind of time measurement do we base our orbit around the sun? (Calendar year - 365 days = 1 year)</p> <p>The video asked us to remember the completion of the earth's orbit by thinking of what? (our birthday each year!)</p> <p>What causes the changes in seasons? (the tilt of Earth's axis as it revolves around the sun)</p> <p>What surprising information did we learn about the sun in the video? (the sun DOES move – by turning on its own axis and by spinning within the Milky Way Galaxy)</p>	<p>Begin with a tree map for your thinking.</p> <p>In writing, give a convincing argument as to why you are actually never ever still.</p> <p style="text-align: center;"><u>I am never still....</u></p>	<p>**Teachers – Model the tree map for today's writing prompt before students engage in independent work</p> <p>For advanced readers: "Who Loves the Sun?" (Readworks)</p>
FRI	<p>First thing in the morning, set up the experiment in 3 different locations &amp; record initial temperatures:</p> <ul style="list-style-type: none"> <li>• Sunny area outdoors</li> <li>• Shady area outdoors</li> <li>• In classroom away from direct sunlight</li> </ul> <p>Make 2<sup>nd</sup> temperature measurements after about 3 hours.</p> <p>1) Project the graph named 'Average Monthly Temperatures' for all students to see– lead the class in an analysis of what the data shows as related to predicting changes in seasons.</p> <p>2) DE Video: <i>More Science</i></p>	<ul style="list-style-type: none"> <li>• Effect</li> <li>• Temperature</li> <li>• Thermometer</li> <li>• Infer</li> </ul>	<p><b>Graph:</b></p> <p>What does the graph show us about the temperatures in each season?</p> <p>How does the sun affect our changing seasons?</p> <p>What is causing these temperature changes in such a predictable pattern? (the Earth's orbit around the sun, the tilt of the Earth's axis making our hemisphere closer or further away from the sun)</p> <p><b>Video:</b></p> <p>How do land, water, and air warm up differently? (land heats up faster than water; water takes longer to heat up; land cools down faster than water; air changes temperature very fast)</p> <p>What tools were used to test the sand and water? (thermometer and a lamp)</p>	<p>Create a Science display using large construction paper (12X18 inches)</p> <p>Title: <u>The Patterns We Can Predict</u></p> <p>Left ¼ - Sun Center ½ - Earth Right ¼ - Moon</p>  <p>Use information from daily written tasks, vocabulary word cards, and any class produced charts from this 3-week unit of study.</p>	<p><b>SUPPLIES NEEDED FOR EXPERIMENT:</b></p> <ul style="list-style-type: none"> <li>• 9 clear glass containers</li> <li>• Sand or soil</li> <li>• Water</li> <li>• Thermometer(s)</li> </ul> <p><b>Weather options:</b> If it is a cloudy day, complete the experiment and then make a hypothesis about what would happen on a sunny day, based on knowledge accumulated during this unit of study.</p> <p>Repeat on a sunny day and compare results.</p> <p><b>OR</b> use a <u>heat lamp</u> on one of the sets of containers instead of sun</p>

<p><b>Please: Hot Sand, Cool Water 5:14</b>  <a href="https://tinyurl.com/yycs34xpf">https://tinyurl.com/yycs34xpf</a></p> <p>3) <b>Experiment: Energy from the Sun</b> (credit: Virginia Dept. of Education)</p> <p>Complete the experiment</p> <p>Students will record data using 3 beakers/jars in each of 3 different areas (9 in all).</p>		<p><i>What effect does the sun have on land, air, and water?</i></p> <p><i>What heats the air other than the sun? (heat rising up from the sun-warmed land and water)</i></p> <p><i>What can we infer that airplanes must provide for people when they get very high in the sky? (a way to stay warm inside the plane)</i></p> <p><b>Experiment:</b>  <i>How did our experiment findings compare with the information we learned from the video?</i></p> <p><i>What conclusions can we make about the effect of the sun on land, air, or water?</i></p> <p><i>How do our findings relate to the sun's effect on seasonal changes?</i></p> <p><b>REVIEW</b>  <i>What are the repeating patterns we have identified that can be predicted? (day and night; position or shadows due to the sun's position in the sky; seasons; orbits, rotations, phases of the moon, etc.</i></p> <p><i>Where can we find the information we have discovered about these patterns? (journals with writing prompt entries, vocabulary cards posted in room, books used during the topic, class charts.</i></p> <p><i>Today you are going to create a science display to show off what you have learned about our universe.</i>  <i>(May be completed individually or with a partner)</i></p>	<p>The example in the powerpoint is given only as a starting point. Please model for students how to include illustrations, labels, sentences to create a product that represents all that they have learned during this unit of study.</p>	<p><b>**Review data using Monday's homework assignment - 3 days of observations.</b></p> <p>Teachers – Please find an opportunity to display/present these culminating projects: Speaking and Listening - Publishing</p>
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Optional Plans for studying SHADOWS				
<p><b>Read Aloud Book on video:</b>  <i>Bear Shadow</i> by Frank Asch  <a href="https://tinyurl.com/yb7ybpvy">https://tinyurl.com/yb7ybpvy</a></p> <p><b>Poem:</b>  <i>Shadow Race</i> by Shel Silverstein  <a href="https://tinyurl.com/y772o9cq">https://tinyurl.com/y772o9cq</a></p> <p>PDF also available on web page</p>	<ul style="list-style-type: none"> <li>• Shadow</li> <li>• predict</li> </ul>	<p><i>What causes shadows?</i></p> <p><i>When are shadows longer and when are they shorter?</i></p> <p><i>Is there any connection between shadows and temperature? (the shadow of a tree creates shade which is cooler)</i></p> <p><i>Are shadows found only outdoors?</i>  <i>Where have you seen shadows indoors?</i>  <i>What causes those shadows? (the light from a lightbulb blocked by an object just as objects on earth can block the sun and create shadows)</i></p> <p><b>Bear Shadow:</b>  <i>What did Bear try to do to get rid of his</i></p>	<p><i>Where is My Shadow?</i>          Assessment page</p> <p>Students will draw themselves on the X, then draw where their shadow would be. Finally, they will circle whether the picture is showing morning, noon, or afternoon. Be sure to point out the compass rose and talk about the sun rising in the east and setting in the west.</p>	<p><b>**Enrichment activity</b> page related to shadows named "Light and Shadows"</p> <p><b>Shared Reading review:</b> "Day to Night" (Readworks) – display with projector for all to see</p>

		<p><i>shadow?</i></p> <p><i>How are shadows related to patterns?</i> (Shadows follow the pattern of the location of the sun in the sky)</p> <p><i>How can we predict when our shadow will be long, short, not visible?</i> (location of the sun in the sky)</p> <p><b>Poem:</b> <i>Was the poem really talking about a race?</i></p> <p><i>What did the poet want us to learn from this poem?</i></p> <p><i>When the sun is behind us where do we see our shadow?</i></p> <p><i>When the sun is in front of us where does our shadow appear?</i></p> <p><i>When the sun is high in the sky what happens to our shadow?</i></p>		
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