

Let's Explore the Sun

Reading levels: Grades K–1

Subject: Science

Materials

- book for each student
- pencils, crayons, or markers
- paper
- *Let's Explore the Sun Activity* reproducible (optional)
- sticky notes (optional)

Reading Standards

- **CCSS.ELA-Literacy.RI.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **CCSS.ELA-Literacy.RI.1.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Targeted Reading Strategy

Comparing and contrasting two pieces of information

Academic vocabulary: planets, solar flare, sunspots, telescopes, gas, bright, Earth

High-frequency words: do, sun, one, hot, that, need, make, and, from, of, them

Before Reading

Build Background Knowledge

- Hold the book up, and ask students if they know what the front of the book is called (the front cover). Then have them point to the back cover. Ask the students if they can tell you what the large words are on the front cover of the book (the title). Give time for a response. Then read the title to the students. Introduce the book *Let's Explore the Sun* by showing the students the cover, reading the title, and looking at the picture. Ask students if they know what we call the person who writes the words in a book (the author). Wait for a response. Explain that sometimes a book can have the same author and illustrator (the person who takes or draws the pictures) as does this book. Read the name of the author and illustrator. Explain that every book has an author and an illustrator and that it is very important to know who writes the words and who takes the photos or draws the pictures.
- Show students the title page. Discuss any important information on the page, such as the title of the book, author's name, and so on.
- Preview the table of contents. Read the section titles together. Ask the students what they think each section will be about after reading each of their titles. Explain that this is an important text feature found in nonfiction books. It tells the reader where he or she can find important information about different topics in the book.
- Take a book walk with the students. Have students find the picture glossary and the index with you. Explain that these are also important text features that can be found in nonfiction books. Turn to those pages, and show the students how the table of contents helped you find them.
- During the book walk, introduce new vocabulary and model ways to figure out the words. Remind students that as they read, they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, help us figure out the word we don't know. We need to read before and after it. Sometimes we need to read more than one sentence for clues. Model reading a page out loud for the students using this reading strategy. We also need to ask questions and use prior knowledge to figure out these words. This helps students begin to use self-monitoring strategies when they are confused about something instead of continuing to read and lose meaning.

Let's Explore the Sun

Skill Introduction

- Show students two different kinds of objects, such as a pen and a pencil. Ask students to tell you how the two objects are the same, and then record their answers. Then ask them how they are different. Record their answers as well. Then write on the chart the words *Compare* and *Contrast*. Explain that when we show how things are alike, we are comparing them and when we show how they are different, we are contrasting them. Write the words *compare* and *contrast* over the things that are alike and different about the two objects you have previously discussed.
- Explain that good readers compare and contrast things and ideas as they are reading. These ideas and things can be events, characters, places, objects, and so on. They can be from the same book or from two different books. Tell the students that they are going to be comparing and contrasting this book about the sun to the book about the moon that they also read about because both of these are part of our solar system and there are similarities and differences.

Think-aloud: *When I compare and contrast things, I think about how things are alike and how they are different. This helps me remember more about what I read. You will have a chance to do this as you read this book about the sun. I want you to think about how the sun is alike and how it is different from the moon. Keep this in mind as you read this book.*

- Model the skill for the students by reading the first page (page 4). Ask students if they can think of anything about the sun that is different from the moon on this page, for example, what the sun actually is. Make sure the students understand the skill being discussed as they will need to fill in a Venn diagram to demonstrate comprehension of targeted strategy.

During Reading

Check for Understanding

- Guide students as they read by asking them to read and stop on page 12 (you may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading quietly to themselves so they can read at their own pace.
- Model targeted skill: comparing and contrasting two pieces of information

Think-aloud: *I have been thinking about how the sun is alike and how it is different from the moon. I know that on page 7 of this book, I read some important information about the sun. I read that the sun is the star closest to Earth and that it glows and burns brightly. There is something that is similar to the moon here—the moon also glows brightly. It is not a star. So that part is different, and I will write that down in the section for what is different. However, for the part that is the same, I will write that the sun and moon both glow brightly. I have compared and contrasted the sun and the moon as I was reading, which helped me remember information from both these books.*

- Have students finish reading the rest of the book. Remind them to keep placing sticky notes on pages when they find similarities and differences that they can think of about the sun so they can compare it to the moon.
- Have students place a sticky note next to any word they cannot read or understand. This can be discussed after the book is read. They can write the word on their sticky note, and they can include the page number. This can also be discussed as a group or after individual reading.

After Reading

Response to Text

- What did you learn about the sun that you did not know before reading this book? Did you learn any new words while you were reading? Were you able to find ways that the sun and the moon are alike and different? Let students discuss orally and give examples of what they learned.
- Monitor their comprehension based on their answers. Ask them to identify evidence from the text to support their answers.

Think-aloud: *I learned that the sun and the moon are both important in our solar system. They look very different, but there are some similarities. I learned that the sun is a gas and the moon is a solid and that the sun gives off heat and the moon does not. I did learn that they both glow and that they both can be seen in the day and in the night. No one can live on the sun or the moon.*

- Model how to use a Venn diagram to fill in some of the examples that you have discussed, and then give students time to add to the Venn diagram with more information.
- Explain to students that they will need to use this information to fill in an individual Venn diagram. Have someone pass out the reproducible.

Word Work

• Word Ladders Game with High-Frequency Words

- Have students use lined paper or dry-erase boards.
- Game rules. Use words from the high-frequency word list given at the beginning of the lesson. Students are given one word to start with. Students can play with another student or individually. They must take turns changing one letter of the word to make a new word. Try to create at least four new words. Examples:
 - > sun->fun->run->ran->rain->train>brain
 - > do->to->top->tip->hip->ship->shop->shot->shoot>shook

Extension Activity

• Discussion Cards

- Print the following questions on cards, or put questions on a projectable screen. Have students work in groups to discuss them. They may record their answers. They must use evidence from the book. Have each group share its answers with the class to monitor comprehension and increase language and cognitive skills.
 - > Think about what you learned about the sun. Would people be able to live on Earth without the sun to keep us warm? Why or why not?
 - > Why do you feel that we have not found human life on any other planets?
 - > Where do you think the sun goes on a cloudy day?
 - > What happens during a solar eclipse?

Critical Thinking with Bumba Books

Foster higher-order thinking skills by embedding Bumba Books' critical thinking questions into your reading instruction. Use them to spark discussion, and encourage your emergent readers to be actively engaged in informational text!

Name: _____

Let's Explore the Sun Activity

Use this information from the books read in class to fill in the Venn diagram to compare and contrast the sun and the moon.

