Read to Be Ready plans for: Moon & Sun Unit Week 2 of 2 First Grade

RL1.1 & RI1.1- Ask and answer questions about key details in a text.
RL1.3 Describe characters, settings, and major events in a story, using key details.
RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RI1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI1.7 Use the illustrations and details in a text to describe its key ideas.
RI1.10. With prompting and support read informational texts appropriately complex for grade 1.
FS1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FS1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
W 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
SL 1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
CL1.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
CL1.2.a. Capitalize dates and names of people. b. Use end punctuation of sentences.
GLE0107.6.1 Compare and describe features of the day and night sky.
GLE0107.6.2 Realize that the sun can only be seen during the day, while the moon can be seen at night and sometimes during the day.
GLE0107.Inq.3 Explain the data from an investigation.
New standards as of fall 2017 : 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: main idea of text **Phonics:**
Grammar/Writing: complete sentences in response to prompts **Unit Focus:** Patterns and the sun; poetry
Culminating Task: Science Experiment on the sun's effect on the temperature of soil, air, water

Text Set: Use the moon books from last week as review and reference. Use Science Textbook as another reference source.
This week's focus will be on the sun – shadows – temperature. There is no exemplar text but other resources will be noted and used.
ReadWorks selections: *The Longest and Shortest Days; Sunrise, Sunset; Who Loves the Sun? Iquanas; Sunlight in the Night; Why Don't We See Stars in the Daytime?; From Morning to Night*
Poems: *My Shadow* by Robert Louis Stevenson; *Shadow Race* by Shel Silverstein

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas
M O N D A Y	The video link below will introduce the Sun and will be replayed during this Sun unit of study. https://www.turtlediary.com/video/stars-and-the-sun.html **The video also has a printed summary at the end for students to choral read. Shared Reading of *Sunlight in the Night* (Readworks). Please display so students can view text as you read and they read.	Reflect Reflection Passage Explain	Discuss the questions provided for the Readworks selection. Compare and contrast the stars we see at night and the sun. Explain why we can see only the sun and not the other stars in the sky during the nighttime. (Use think-pair-share to generate student ideas prior to a full group discussion- create a "safe" environment for expressing ideas)	If the moon does not make its own light why does it shine at night?	Independent reading: *Why Don't We See Stars in the Daytime?* (Readworks) **Send home the homework packet on Home Observations. There is a parent direction page also.

TUESDAY	Shared reading of *From Morning to Night* (Readworks). Print off copies for partner reading and/or display using document camera so that all students can share in the reading of the text.	Morning Afternoon Evening Bright Less bright	Use Questions 1-5 on the interactive white board for students to come forward to answer during whole group activity.	Use written response page in journal writing: What did you learn from the reading of *From Morning to Night*?	
WEDNESDAY	Replay the video from Monday, focusing on the section about shadows. https://www.turtlediary.com/video/stars-and-the-sun.html Go to interactive Website about making shadows - http://www.bbc.co.uk/bitesize/ks2/science/physical_processes/light_shadows/play/ Reading of the poem, My Shadow by Robert Louis Stevenson https://www.youtube.com/watch?v=fUuGV-JvHXw Reading of the poem, *Shadow Race* by Shel Silverstein https://www.youtube.com/watch?v=Euw5xgr8BHk	Block Shadow Book: *Bear Shadow* by Frank Asch https://www.youtube.com/watch?v=AwseOYoqeog	What causes shadows? When are shadows longer and when are they shorter? Is there any connection between shadows and temperature? Are shadows found only outdoors? Where have you seen shadows indoors? 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) What did Bear try to do to get rid of his shadow?	Where is my shadow? Assessment page 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.	For advanced readers: *Who Loves the Sun? Iguanas* (Readworks) Page available for drawing shadow to demonstrate comprehension of what a shadow is. Use *The Longest and Shortest Days* (Readworks) for small group work with teacher.
THURSDAY	Read Sunrise, Sunset (Readworks) - Display the text so that it is available to all students for shared reading. **Display the graph showing sunrise and sunset times Spend time analyzing the form of the graph and how the information is displayed and what it means for our seasons.		What is the name of our four seasons? Discuss the basic weather for each season. What effect does the sun have on the different seasons? **Display the question pages from Readworks for this selection for students to take turns answering.	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.	

F **R** **I** **D** **A** **Y**	Experiment: Energy from the Sun Students will record data using 3 beakers/jars in each of 3 different areas (9 in all) Spend time analyzing the graph titled Average Monthly Temperatures, focusing on the temperature differences found in the 4 seasons.		What effect does the sun have on land, air, and water? How does the sun effect our changing seasons? What did the graph show us about the temperatures in each season?	What effect did the sun have in our experiment? Make sure to describe the steps in the experiment in your answer.	