

ELA: Grade 1, Lesson 7, Our Sun

Lesson Focus: Understand how the sun is a star that allows life to survive on Earth

Practice Focus: Students will determine the importance of the sun to our lives

Objective: Students will use Our Sun to learn about the sun with a focus on describing connections between ideas.

Academic Vocabulary: sun, star, light, heat, plants, gives off, weather, oxygen, warms, warm, air, Earth, bright, gas

TN Standards: 1.RI.KID.2; 1.RI.KID.3; 1. RI.SC.4; 1.RI.IKI.5

Teacher Materials:

- The Teacher Packet for ELA, Grade 1, Lesson 7
- Paper or anchor chart to model for students
- Marker, pen, or pencil

Student Materials:

- Paper, pencil and a surface to write on

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our 1st graders out there, though everyone is welcome to tune in. This lesson is the second in this week’s series.</p> <p>My name is ____ and I’m a ____ grade teacher in Tennessee schools. I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn’t see our previous lesson, you can find it on www.tn.gov/education. You can still tune in to today’s lesson if you haven’t seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we’ll be talking about things we learned previously.</p> <p>Today we will be learning about our sun! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Paper, pencil and a surface to write on <p>Ok, let’s begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>
<p>Intro (3 minutes)</p> <p>Before we get to our new story, let’s take a minute to look back at what we did in our previous lesson. We read a myth about Hercules called Hercules and the Stables. Remember that a myth is a special kind of story from long ago. Often times, a myth will have a hero in it that has some kind of super power. The hero in our story was named Hercules and</p>	<p>Students prepare to follow the gradual-release trajectory, understanding that they will be doing more listening at first and more “doing” toward the end of the lesson.</p>

he was super strong. How did your retell go? [Pause.] Were you able to add lots of details to your retell? [Pause.] Think about the one you said out loud or take a look at the one you wrote. [Pause.] I'm going share what I wrote. See if you were able to include some of the same details as I did.

[Show Slide 1.] Hercules wanted some cows. He went to the king and asked him for some of his cows. [Pause.] Do you have something about cows in your retell? [Pause.] Great, I am so glad. [Pause.] The king said if he cleaned the stable in one day, he could have some cows. First, Hercules made two holes in the stable. He was very strong. [Pause.] Did you have the stables in your retell? [Pause.] That is outstanding. Good job! [Pause.] Then, he dug a path to the river. The water cleaned the stable. The king lied and tried to break a promise. The king's son told him he promised. Finally, the king gave Hercules the cows. [Pause.] Did you add any details in yours I did not include in mine? [Pause.] Awesome! Were you able to include the words Hercules, strong, stables, path, and washed? [Pause.] Good job!

We talked about how Hercules was a super strong hero. He was stronger than an average person. This allowed him to do things we could not do. [Pause.]

Today we are going to talk about how the sun helps us survive. We will learn in this lesson and read some other texts in later lessons about how strong the sun is. Do you think it is strong in the same way as Hercules? [Pause.] We will talk more about that in the upcoming lessons.

Today our goal is to understand how our sun allows life to survive on Earth. Why do we need it to survive? [Pause.] We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.

Before we start reading, I want you to take one piece of paper and fold it in half "hot dog" style like mine. [Model folding paper in half.] [Pause.] We will use this throughout our lesson today, so keep it close and be ready with your pencil.

[Show Slide 2.] The text we are going to read today is called **Our Sun**. It is different than the book we read in our last lesson. This text is nonfiction. That means the things we will read today are true facts. The book we read in our last

Students review their Independent Practice from yesterday.

Students fold paper modeled by teacher. This will serve as their graphic organizer throughout the lesson. Students will add to it when instructed and modeled by the teacher.

Students will understand the text we are reading today is a nonfiction text. They will understand the

<p>lesson was a myth about a make believe person that could do thing that a real person could not do. That type of story is called fiction. It did not really happen.</p> <p>As we read this text, we will learn new facts about our sun. This text describes the relationship between the sun and life on Earth. This is how we will learn to answer our big question, “Why do we need the sun to survive?” Can you say that big question with me? [Pause.] Why do we need the sun to survive? Great job!</p> <p>This nonfiction book has a main topic, or the most important thing about the text. It also includes specific details that support that most important thing we want to learn. When you have a chance to write a nonfiction text, you want to make sure your text includes a main topic, or the most important thing you want to tell your readers, and details that support your main topic.</p> <p>The reason I selected this particular book was because I thought the main topic and details in it will help us answer our question, “why do we need the sun to survive?”</p> <p>I want to get your thoughts. Did I choose a book about the right topic? [Pause.] Remember, we want to learn about why we need the sun to survive. [Pause.]</p> <p>Look at the cover of our book. The title is <u>Our Sun</u>. Do you think the topic of this book might help us answer our question? [Pause.] That is what I was thinking, too. I knew we wanted to learn about why we need the sun to survive. The main topic of this book is about our sun. I could tell this because of the title and there is also this really cool picture of our sun on the cover.</p> <p>So now we will read to see if the details in this book help us answer our questions.</p> <p>Let’s jump into our book. I am so excited to learn about why the sun is so important!</p>	<p>purpose of this text is to help us learn facts about the sun that will allow us to be able to answer the big question.</p>
<p>Teacher Model/Read-Aloud (16 minutes)</p> <p>Here we go. [Show Slide 3.] What Is the sun? [Pause for think aloud.] We talk about it all the time. I see it when I go outside. But what is it, really?</p> <p>The sun is a star. It is very hot. It is very bright. [Pause for think aloud.] Wait, what? The sun is a star? I thought those were different things! I see the sun during the day. I see</p>	

stars at night. How can they be the same thing? Boy! I need to learn more about this for it to make sense. I am a little confused right now. How about you? [Pause.]

I am going to write this down on my paper so I can make sure to remember it. [Write on chart paper and talk.] The sun is a star? I'm going to put a question mark next to this for now.

Let's keep reading. A star is a ball of hot gas. It gives off heat and light. [Pause for think aloud.] Okay. So a star is ball of hot gas. What does that mean? I remembered I learned about solids and liquids earlier in another class. My table is an example of a solid. [Knock on the table.] I can touch it. It is hard and doesn't change shape. [Pause.] I had some milk for breakfast this morning. I remember that is an example of a liquid. I can touch it, but I wouldn't be able to reach in and pick it up. I need to put it in a glass to keep it from spilling out all over the floor. [Pause for think aloud.] Hmm.... Oh yeah, I also learned that the air I breathe is a gas. I cannot see it or scoop it up in my hand or even in a glass, but I know it is there. The text said "A star is a ball of hot gas." The air I breathe isn't hot, so the hot gas in the star must be a little different. That is something new.

A star is a ball of hot gas. It gives off heat and light. [Pause.] So, we now know a star is a ball of hot gas. It is hot gas, so it makes sense it would be hot if we touch it. What does it mean when it says it "gives off" heat and light? [Pause.] Were you thinking the same thing I was thinking? [Pause.] I know that I can give someone something. I can give a cookie to a friend. I can give my dog a treat. I can give someone a hug. I can give things that we can't touch and hold as well. I can give you a smile. [Pause and smile.] Can you give me a smile back? [Pause.] I can give you a thumbs up for all of the great work you are doing. [Pause and give a thumbs up.] Can you give me a virtual high five and fist bump? [Pause and give a virtual high five and fist bump.] I can also give things we can't see. I can give advice or suggestions. We can give in lots of ways.

Think about that. [Pause.] Now think about how the sun can give, or give off, heat and light. [Pause.] If it is hot, could it give heat? [Pause.] Yes. I know when I am cooking, I can feel the stove or oven "give off" heat when I get close. That is why we need to stay safely away. We can get hurt from the heat it is giving off if we touch it or get too close. We all know we can see the sun outside, right? [Pause.] So, does it

Students will understand the sun is a star which is a big ball of gas.

Students will understand the phrase "gives off" as it is used in this context. This is more abstract for this age group to understand how the sun can give or give off heat and light.

make sense the sun can “give off” light? [Pause.] Yes, that makes sense to me too.

These are two very important things about our sun.

Remember that paper we folded earlier? [Pause.] Get that paper and your pencil. We are going to capture some of our important facts on this paper as we read. [Pause.]

On the top of the first column, or side, write the word light. I’ll show you on my paper. [Write and talk.] L. I. G. H. T. [Pause.] [Show students.] Does yours look like mine? [Pause.]

On the top of the other column, or side, write the word heat. [Write and talk.] H. E. A. T. [Pause.] [Show students.] Does yours look like mine? [Pause.] Great job.

Wow! This book is really making me think about things a little differently. Let’s keep reading to see what else we can learn.

[Show Slide 4.] The sun is very hot. We like to lie outside in the sun. The sun keeps us warm when we are outside. The sun is a star that is near Earth. It is the only star that is so near to us that we can feel its heat. It is very hot. It is very bright.

[Pause for think aloud.] Oh, now that kind of makes sense. The sun is a star that is near Earth. That would explain why it looks so different than the other stars I see at night. It must be a lot closer. It is much bigger in the sky. That’s for sure! It is the only star that is so near to us that we feel its heat. Have you ever felt the heat from the sun? [Pause.] I bet you have! I know I have felt the heat from the sun. Have you ever felt heat from the stars you see at night? [Pause.] Me either. Why is that? [Pause.] We only feel heat from the sun, a star, because it is the only star close enough for us to feel the heat. Does that mean the stars we see at night would give off heat we could feel if we were closer to them? [Pause.] Based on what we’ve learned so far, that would be true. That is interesting to think about. Do those other stars give off light? [Pause.] Yes. How do you know? [Pause.] Because we can see the light in the sky at night. That makes me wonder though, why can we see our sun, or star, in the daytime? [Pause.] Oh, do you think it has to do with it being so close to us? I bet you are right. Good thinking! Maybe our book will tell us more.

Students will label the top of each column on their paper with the words light and heat.

Students will understand we can feel the heat from the sun.

<p>[Show Slide 5.] The sun is very bright. We like to put on sunglasses when we go outside. The light from the sun is very, very bright. The light can hurt your eyes if you look right at it. Even when you have sunglasses on, you should not look at the sun.</p> <p>What does the word bright mean? [Pause.] It means the light is shining or well-lit. It is the opposite of being dim or dark. Do you like to wear sunglasses when you are outside on a bright, sunny day? [Pause.] I do! It can be hard to see when it is really bright outside.</p> <p>[Show Slide 6.] Why do we need the sun? Oh, this sounds like our question we wanted to answer. Why do we need the sun to survive? [Pause.]</p> <p>We cannot live without the sun. We would be very cold without the sun. The sun warms Earth and the air around Earth. The warm air around Earth helps us stay warm.</p> <p>That sounds like something we want to remember. Get your paper and pencil ready. [Pause.] Let me read that again. It has some really important information. Listen carefully as I read. [Pause.]</p> <p>We cannot live without the sun. We would be very cold without the sun. If we didn't have the sun, how would that affect us? [Pause.] That's right. We would be very cold. Okay, so how does the sun keep us from being very cold? [Pause.] We've talked how the stars give off heat and our sun is a star. We've learned some things already. Let's see what we can add to that.</p> <p>The sun warms Earth and the air around Earth. [Pause.] What does that mean? [Pause.] It means it makes the Earth warm from the heat it gives off. So, it warms the Earth. What else does it warm? [Pause.] It also warms the air around the Earth.</p> <p>Let's add this to our paper. Under the side that says "heat" let's write, warms the air. [Write on your paper.] [Show students.] Does yours look like mine? [Pause.]</p> <p>The warm air around Earth helps us stay warm. Do you see when you look at the illustration how the heat from the sun goes to the Earth and warms the air? [Pause.]</p>	<p>Students will understand the sun gives us bright light.</p> <p>Students will learn Academic Vocabulary.</p> <p>Students understand the sun helps us survive by providing heat. Without it, we would be very cold.</p> <p>Students add to their graphic organizer under the "heat" heading.</p>
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Let's add this to our paper. Under the side that says "heat" let's write, keeps us warm. [Write on your paper.] [Show students.] **Does yours look like mine?** [Pause.]

[Show Slide 7.] **Look at these plants. Plants cannot live without the sun. The sun helps plants grow.** [Pause.] **What do you think the plants get from the sun that helps them grow?** [Pause.] **Good thinking! The plants need the light from the sun to help them grow. Let's add that to our chart.** [Pause.]

I am going to write on my chart: Plants need light. [Write on your paper.] [Show students.] **Does yours look like mine?** [Pause.]

We cannot live without plants. Plants give us food to eat. Plants give us oxygen to breathe.

So, plants need the sun to grow, and we need plants to survive. Why do we need plants? [Pause.] **They give us food to eat. We cannot survive without food. What else?** [Pause.] **They give us oxygen to breathe.**

Let's stop and add this to our chart in the light column. I am going to write, we need plants, under plants need light. [Write on your paper.] [Show students.] **Does yours look like mine?** [Pause.]

[Show Slide 8.] **The sun helps make our weather, too. What is weather?** [Pause.] **It is what is happening outside. Is it hot? Cold? Rainy? Cloudy? Snowing? What is the weather outside today?** [Pause.]

Let's keep reading. The sun's heat makes water go up into the air. The water makes clouds. The clouds make rain. The rain falls back to Earth. [Pause.] **How does the sun make weather?** [Pause.] **The sun's heat makes water go up into the air.**

Let's add that to our chart under the heat column. Helps make weather. [Write on your paper.] [Show students.] **Does yours look like mine?** [Pause.]

[Show Slide 9.] **Why is it hot in the summer?** **It is hot in the summer. We get a lot of the sun's light in the summer. Earth travels around the sun in space. The part of Earth that is tilted toward the sun is having summer.**

Students learn how the sun helps plants survive. They learn we cannot live without plants.

Students add to the light side of their graphic organizer.

Students learn the sun helps make our weather.

<p>[Show Slide 10.] Why Do We Have Day and Night? Earth spins around and around. It takes Earth almost 24 hours to turn around once.</p> <p>[Show Slide 11.] We have day when we face the sun. We have night when we face away from the sun. [Pause.] When do we see our sun? [Pause.] When it is day and we face the sun. When do we not see the sun? [Pause.] When it is night and we face away from the sun.</p> <p>What are some differences between day and night? [Pause.] During the day we have light and it is easier to see. Should we add that to our chart as well? [Pause.] I am going to add helps us see in the light column. [Write on your paper.] [Show students.] Does yours look like mine? [Pause.]</p> <p>You know, I am thinking that because the sun is so bright in the sky during the day, I cannot see the light from the other stars. When we are facing away from the sun and it is dark, then I can see the light from those stars far, far away. What do you think? [Pause.]</p> <p>[Show Slide 12.] We cannot live without the sun.</p>	<p>Students will understand how day and night are caused the Earth spinning facing the sun and facing away from the sun.</p>
<p>Guided Practice (4 minutes) Wow! We sure did learn a lot about our sun didn't we? [Pause.] When we started we said we wanted to understand how our sun allows life to survive on Earth? Why do we need it? [Pause.]</p> <p>Let's think back and look at our chart to see if we can answer that question now. [Pause.] On my chart, I have light and heat. Why did we add these to the top of our charts? [Pause.] That is right! The sun gives off light and heat, and we need the light and heat from the sun to survive.</p> <p>Why do we need the light from the sun? Use your chart to tell me what you learned. Say it out loud. [Pause.] [Think aloud through your notes.] Plants need the light to grow. We need plants to eat and to be able to breathe. We also need the light from the sun to help us see.</p> <p>Why do we need the heat from the sun? Use your chart to tell me what you learned. Say it out loud. [Pause.] [Think aloud through your notes.] We need the heat from the sun to warm the Earth and the air. That warm air helps us stay warm. Plants also grow better when it is warm. We also learned the heat from the sun helps make weather on Earth.</p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Students will review their chart by saying what they learned out loud. Students will review their chart as the teacher reviews.</p> <p>Students will review their chart by saying what they learned out loud. Students will review their chart as the teacher reviews.</p>

<p>Now I want you to think about how life would be different if we did not have the sun. What would be different if we did not have the light from the sun? Use your chart to help you think. [Pause.] [Think aloud through your notes.] It would be dark. Plants would not be able to grow. If plants could not grow, we would not be able to eat them and we would not have the oxygen they give us.</p> <p>What would be different if we did not have the heat from the sun? Use your chart to help you think. [Pause.] [Think aloud through your notes.] The air would be very, very cold. It wouldn't heat up the water to help make our weather. It might be too cold for plants to grow.</p> <p>Great job! You all did some really smart thinking today.</p>	<p>Students will review their chart by saying what they learned out loud. Students will review their chart as the teacher reviews.</p> <p>Students will review their chart by saying what they learned out loud. Students will review their chart as the teacher reviews.</p>
<p><u>Independent Work</u> (2 minutes) I want you to do some things with your new learning before we come back for our next lesson.</p> <p>If you are able, I want you to go outside with your chart. I want you to find evidence of all of the things we learned today.</p> <p>If you find evidence, put a check mark next to the detail on your chart. For example, if you go outside and you feel the heat from the sun, put a check next to the word heat. If you see the light from the sun, put a check next to the word light. Remember, DO NOT look directly at the sun. It is so bright, it could damage your eyes. If you see plants getting light from the sun, put a check next to "plants need light". If you eat plants, or your vegetables, put a check next to "we need plants".</p> <p>You get the idea, right? [Pause.]</p> <p>I also want you to practice being a writer. On your second piece of paper, I want you to write. You can choose to write about either why we need the sun to survive, or you can write about what it would be like if we did not have the sun. How would life be different?</p> <p>[Show Slide 13.] Try to use some of the words we talked about today. I will put them on the screen for you to see if you are able to pause the video. You also have some on your chart. [Point and read.] Sun, star, light, heat, plants, gives off, weather, oxygen, warms, warm, air, Earth, bright, gas.</p>	<p>Students use their charts to explore and experience what they learned outside if they are able.</p> <p>Students choose one of the two questions to write about. They are encouraged to use some of the vocabulary highlighted in today's lesson.</p>

Closing (1 min)

I enjoyed learning about the sun with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series!
Bye!



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