

Grade 1	Science	Week 7
Lesson Title: What is the sun?		
Weekly Learning Targets: Students can observe the sun and record pertinent information.		
<p>Next Generation Science Standards</p> <p>1.ESS1.1 – Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p> <p>1.ESS1.2 – Make observations at different times of year to relate the amount of daylight to the time of year.</p>		
<p style="text-align: center;">MONDAY</p> <p>Daily Learning Target: Students can identify characteristics about the Sun.</p> <p>Learning Tasks: The teacher can begin the class by teaching a song, Mr. Sun (SM A). The teacher can then ask the students if they can guess what the week will be about. After the students guess, the teacher can inform them they will be learning about the sun and introduce the essential question, “Does the sun have predictable patterns? If so, what are they?” The teacher and students can examine that question. Then, the students can turn to page 114 and 115 in their textbooks and circle what the sun warms. After, the students can read page 115 and discuss the Sun in class.</p> <p>Daily Formative Assessment: The teacher can give feedback on what the students circle.</p> <p style="text-align: center;">TUESDAY</p> <p>Daily Learning Target: Students can explain why the Sun is necessary but also can be harmful.</p> <p>Learning Tasks: The teacher can review the previous lessons. Then, the students can watch a video about the Sun (SM B). After discussing the video, the students can read page 116 in the textbook about why people need the sun. The students can then write reasons living things need the sun. On page 117, students can read about how the sun can be harmful. They can also read about how people can protect themselves from the sun. If there is time, the students can also perform the lightning lab on page 117 to see how quickly the Sun can warm a piece of clay.</p> <p>Daily Formative Assessment: The teacher can give feedback on the students’ answer in the textbook.</p> <p style="text-align: center;">WEDNESDAY</p> <p>Daily Learning Target: Students can explain how the sun moves and how it affects them.</p> <p>Learning Tasks: After reviewing the previous lesson, the teacher will introduce the book <i>Sun Up, Sun Down</i> (SM C) or <i>What Makes Day and Night?</i> (SM D). The teacher can use any book about the movement of the sun. After reading, the teacher can ask students what they can guess about the movement of the sun. After discussion, the students can draw or write about what they do when the sun rises and when the sun sets. After, the students can complete #1 and #2 on page 134.</p> <p>Daily Formative Assessment: The teacher can give feedback on their drawing and writing.</p> <p style="text-align: center;">THURSDAY</p> <p>Daily Learning Target: Students can observe and describe the Sun’s movement across the day sky.</p> <p>Learning Tasks: Note: This lesson plan was derived from the following lesson plan. (SM E) The teacher can review the previous lessons and inform the students that they will be observing the sun today. The teacher can show the students a KLEWS anchor chart (SM F) and review the essential question with them to ensure comprehension. To begin, the class does K on the chart, “what we think we know”. Then, the students will go outside to observe the sun. The teacher needs to go over safety rules as well as how they are going to measure or record the sun. The students should observe the sun at 3 different times. After, the students can share what they observed. Back to the KLEWS chart, the class can fill out L- “What we learned” and E “What is our Evidence?” W “What are we still wondering?” The students can then answer, “What do you notice about the sun?” in writing.</p> <p>Daily Formative Assessment: The teacher can give feedback on the students’ writing.</p>		

FRIDAY

Daily Learning Target: Students can observe and describe the Sun and where it is located each day in the sky.

Learning Tasks: **Note:** This lesson plan was derived from the following lesson plan (SM G) The teacher can open class with this video about the Sun (SM H) to activate prior knowledge. After, the teacher can review the previous lesson and the KLEWS chart. The teacher can add a new question, “Does the sun have a predictable pattern?” The students will go outside again, and the teacher should remind them of the procedures. The students can record on this paper (SM I) and after fill out the KLEWS chart together. The students can then answer the questions “What do you notice about the patterns of the sun?” in writing.

Daily Formative Assessment: The teacher can give feedback on the students’ writing.

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MATERIALS / RESOURCES

pencils, science journals, KLEWS graphic organizer, flashcards

A – Mr. Sun Song - <https://www.youtube.com/watch?v=hlzvrEfyL2Y>

B – Sun Video - <https://jr.brainpop.com/science/space/sun/>

C – *Sun Up, Sun Down* - <https://www.amazon.com/Sun-Down-Voyager-Hbj-Book/dp/015282782X>

D – *What Makes Day and Night?* - <https://www.amazon.com/Turtleback-Library-Binding-Lets-Read-Find-Out/dp/0606377387>

E – Let’s Observe the Sun- Day 1 Lesson Plan - https://betterlesson.com/lesson/633422/let-s-observe-the-sun-day-1?from=master_teacher_curriculum

F – KLEWS Chart - <http://sites.psu.edu/caradorettesla/2013/10/03/klews/>

G – Let’s Observe the Sun- Day 2 Lesson Plan - https://betterlesson.com/lesson/635062/let-s-observe-the-sun-day-2?from=mtp_lesson

H – Sun Video- <https://www.youtube.com/watch?v=VkW54j82e9U>

I – Sun Observation Form - <https://betterlesson.com/lesson/resource/3199892/sunshine-observations-day-2>

Additional Resources

Lesson Plans - https://betterlesson.com/browse/master_teacher/473029/68355/167354/michele-beitel?from=master_teacher_curriculum

Lesson Plans - https://betterlesson.com/browse/master_teacher/472042/kathryn-yablonski?from=master_teacher_curriculum_472042

The Sun (book) - <https://www.amazon.com/The-Sun-Blastoff-Readers-Exploring/dp/1600144004>