



The Sun

by Anita Garmon

Overview

This book investigates the relationship between the sun and the solar system.

Literacy Focus

High Frequency Words

afternoon, cold, distance, Earth, gases, heat, light, morning, night, planets, star, sun, temperature, traveled

Content Words

ancient, solar system, orbits, rotating, seasons, revolves, axis, Equator, telescopes

Word Attack and Vocabulary Skills

- Identifying comparison words ending in *-er* and *-est*
- Identifying root words
- Decoding multisyllabic words

Comprehension/Thinking Skills

- Identifying key facts
- Distinguishing fact from fiction
- Understanding cause and effect
- Using illustrations to aid comprehension

Book Parts and Text Features

- Contents page, glossary, and index
- Facts page
- Folktales and expository text

- Diagrams and captions

Writing/Speaking and Listening

- Sharing prior knowledge about the sun and the solar system
- Discussing folktales to determine their meaning
- Writing facts about the sun

Observe/Assess

See *Multiple-Choice Test* in the Assessment Handbook, page 81.

Science Focus

Content and Thinking Skills

- Understanding that people have long been interested in natural phenomena
- Identifying the importance of the sun
- Making connections between the facts in the book and children's observations about the sun

- Understanding why there are seasons
- Recognizing that scientists use technology to study the sun

Background Information

Before they had the tools to study the sun, people created folktales to explain the natural events they witnessed. Today,

scientists use a range of tools to study the sun and the solar system.

Correlation to National Standards Science

- Earth and Space Science

See *Standards Chart* on page 140.

Literacy Focus

Set the Scene

Have children tell what they know about the sun. Ask:

What is the sun made of?

Why is the sun important?

How do we find out about the sun?

Read and Discuss

Cover, Title Page, and Contents Page

Read the information on the cover and title page. Then point to the contents page. Let children speculate about the content of each chapter.

Pages 3-6

Read the folktales. Ask children why they think that people created these stories.

Pages 7-9

Point out that the chapter title is a question. Ask:

Why does the sun look so big?

How do we know that the sun is hot?

Pages 10-11

Review the names of the planets in the solar system. Help children read the diagram. Point out that it gives the names of the planets and shows their

order and size in relation to each other.

Pages 12-13

Have children tell why we need the sun.

Pages 14-19

Encourage children to use the text and the diagrams to explain day and night and the seasons.

Pages 20-24

Read the facts page. Ask children to find that information in the book. Discuss the purpose of a facts page. Repeat the activity using the glossary page. Discuss the meanings of the words. Use the index to find specific information.

Respond

- Write the word *telescope* on the board. Underline the word part *-scope*. Point out that *-scope* means "see." Have children identify other words that contain the word part *-scope* (microscope, periscope, horoscope, fluoroscope).
- Write *win/ter* and *mil/lion* on the board. Have children say the syllables and blend them into a word. Remind them

that words with two consonants after the first vowel can be divided into syllables between the consonants. Write *solar*. Have children tell how to divide this word into syllables. Continue with other words.

○ Venus	○ Pluto
river	robot
favor	pilot
music	meter

BLM Suffixes -er, -est

Activity Master, page 108

Have children add the suffixes to make words for comparisons.



Meeting Individual Needs

For specific teaching strategies for meeting individual needs, see pages 134-139.

Science Focus

Science Concept

The sun is at the center of our solar system. Without the sun's heat and light, there would be no life on Earth.

Activities

Draw the Solar System

Have each child draw a picture of a planet. Paste the planets on a large sheet of paper to make a mural of the solar system.

Plot the Sun's Progress

Have children record their shadow length each hour during the school day. Discuss where the sun has moved. Put this information in a class chart.

Make Models

Ask children to make a model of the Earth and the sun using cardboard and paper. Attach wire and hang the models to

demonstrate the distance between the Earth and the sun.



Sun Facts

Activity Master, page 109

Ask children to complete the diagram by writing a "sun fact" in each box. Remind them they can use information from the book.

Name _____

The Sun

Add *-er* and *-est* to each word. Write the words.

1. high _____
2. hot _____
3. short _____
4. bright _____
5. warm _____
6. cold _____

Choose two of the *-est* words. Write sentences with those words.

7. _____

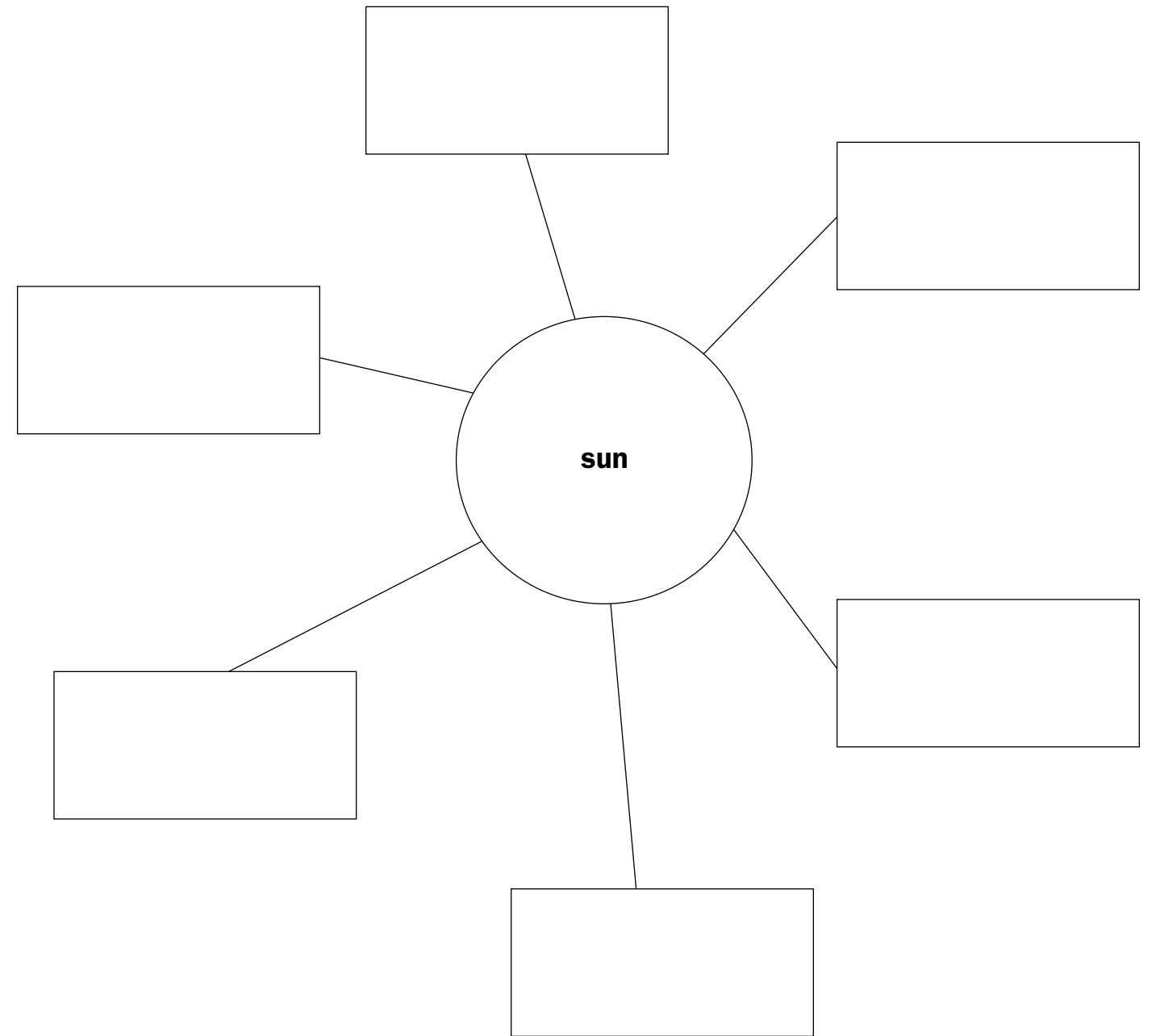
8. _____

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Name _____

The Sun

Write a "sun fact" in each box around the sun. Color the sun.



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