

01

The Sky We Share

WHEN TO USE

SCIENCE 


- Anchoring Phenomenon
- Options for ELA Instruction
- Build on Prior Knowledge
- Preview the Phenomenon
- Read to Learn
- Support Sense Making
- Science Stretch
- Check for Comprehension

Option 1 Use before children begin the lesson in the Activity Guide to provide an engaging model to introduce the lesson's phenomenon.

Option 2 Use after children have completed the Activity Guide to reinforce children's understanding of the lesson phenomenon.

ELA 

- Options for ELA Instruction
- Build on Prior Knowledge
- Read to Learn

Option 3 To use during designated ELA Reading time for independent reading, whole-class instruction, or small-group instruction, look for this icon: 

Plan

ANCHORING PHENOMENON

The anchoring phenomenon in the Activity Guide is *Different objects seem to move in the daytime sky and the nighttime sky*. Children observe the daytime and nighttime sky. The FUNomenal Reader presents the same phenomenon through an exploration of how people studied the sky long ago and today. Help children use the exploration to understand the underlying principle: patterns of the motion of the sun, moon, and stars can be observed, described, and predicted.

Options for ELA Instruction 

Choose one of the following anchor chart options and project it or print it. Then, display and introduce the chart before reading the text. Revisit the chart after reading the text and encourage children to discuss how the skill connects to the text.

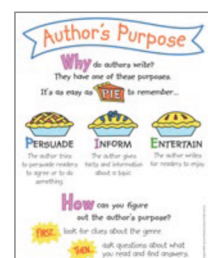
Monitor and Clarify Use the *Monitor and Clarify Anchor Chart* to help children keep track of the ideas presented in the reader. Have them read with a partner, pausing every few pages to share ideas about the information they read. Encourage children to reread the pages if they contain an idea that doesn't make sense to them.



Make and Confirm Predictions Use the *Make and Confirm Predictions Anchor Chart* to help children maintain their focus on the information in the text. Have children work with a partner to predict what they will be reading about based on the title. Encourage children to pause periodically to confirm or revise their prediction.



Author's Purpose Help children understand that this reader contains information about objects in the sky. Use the *Author's Purpose Anchor Chart* to remind children that an author may want to persuade, inform, or entertain readers. Discuss the author's purpose in this reader, which is to inform.



Preview



Build on Prior Knowledge Ask if anyone in the class can name an object in the sky. Call on volunteers to describe the object and say whether it is seen during the day or at night. Emphasize that people long ago saw these same objects in the sky.

Preview the Phenomenon Ask children to study the illustrations on pages 2, 3, and 4. Invite them to describe the sky and what they see in the sky on the first two pages, and then on page 4. To do so, children will need to think about whether the picture shows daytime or nighttime. Write the headings Day and Night on the board, and ask children to say the heading where each object they identified belongs. Write the word under the heading. Have children refer to the list as they read, and suggest a detail that describes each object.

STANDARDS SUPPORTED

SEP

Analyzing and Interpreting Data

DCI

ESS1.A The Universe and its Stars

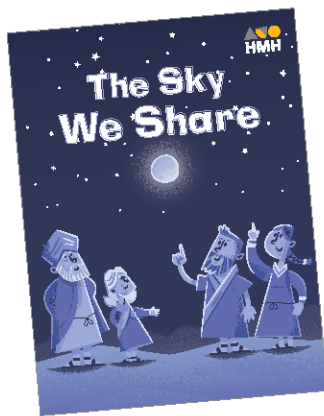
CCC

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

Patterns



The Sky We Share (continued)



Discover

Read to Learn

The **Read to Learn** suggestions inside the book's front cover encourage children to interact with the book multiple times for different purposes.

Preview Children are encouraged to preview the book, looking for unfamiliar words and sharing them with a partner. New words may include *pattern*, *prediction*, and *telescope*. Have children repeat each word after you as you clap the syllables together.

Skim Children focus on the illustrations and photographs to determine the topic of the nonfiction story. Have them turn to a partner and share what ideas they think they will be reading about.

Read As children read the story, ask them to look for connections to one of the following anchor chart skills.
Monitor and Clarify, Make and Confirm Predictions, Author's Purpose

Support Sense Making

Choose one or more of the following:

- ▶ Be sure children can identify the phenomenon on the opening pages of the story: different objects seem to move in the daytime and nighttime sky. This nonfiction story is about patterns ancient people observed in the sky and the predictions they made about them. Modern people continue to make similar observations and predictions.
- ▶ For additional support, have children look at the sky and make as many observations and predictions as they can about the objects they see. Suggest they return to the reader to confirm or revise their statements.
- ▶ Draw children's attention to the telescopes on pages 10 and 11. Help them understand that a telescope makes distant objects look large. Hold up a hand lens. Guide children to the understanding that, like a telescope, a hand lens makes objects appear larger so details can be observed more easily. Have children pass the hand lens around the room and use it to view and describe an object.
- ▶ For ELL students and others, display a set of pictures of the sun at various places in the sky and a set of pictures of the moon in its different phases. Hold up the pictures in a set one at a time. Have children use the sentence frame: *The [sun/moon] has a pattern of _____.* to describe the pattern they observe in each set of pictures.

Extend

Science Stretch

The **Science Stretch** suggestions inside the book's back cover help children think about what they read. Children can complete one or more as time allows.

Describe what people saw in the sky long ago and today.

Sample answer: People saw that the sun seemed to move across the sky the same way every day. They also saw that the moon seemed to change the same way every month.

Describe what you see in the night sky. **Sample answer:** I see the moon and stars in the sky at night.

Tell what people have done to understand patterns in the sky. **Sample answer:** Some people long ago built high places to look at the sky. Today people use telescopes to observe the sky.



SOCIAL EMOTIONAL LEARNING

Why do you think this story is called "The Sky We Share"?

Sample answer: No one person or group owns the sky. All people share the sky.

Check for Comprehension Have children hold up a picture of the sun and use the picture to show how the sun seems to move across the sky in the daytime. Guide groups of three or four children to work together to draw pictures of the moon that show how it changes during a month. Have group members take turns holding up their pictures to show the sequence of the changes.

