

Alice Cruz

*The Sun*

Grade: 1

Concept: To understand the importance role the sun plays in our daily lives.

**California State Content Science Standard- Earth Science: Students know the sun warms the land, air, and water.**

Goals: To prepare the students with a foundation for following grades.

Materials: magazine cut outs, chart paper, crayons, information book, worksheet, and clay.

**I. Introduction**

**Assess prior knowledge:** show students cut outs of pictures of different things found in our environment that require sun to survive.

**Mind Set:** The teacher will not answer any questions at this point. It's important to model asking questions- leave the students wondering and questioning.

**Purpose:** Today we will begin to explore the importance of the sun and its' effects on us and our environment.

**II. Instruction**

**Provide Information:** Outline with black on large blank chart paper a big sun (pictorial). After outlining the sun, begin to color in.

**Model:** During this time, as the coloring is taking place, point out the shape of the sun, the color, its' rays (simple characteristics only). Then, I read a book to the students with important information and we focus on the pictures and highlighted sentences and/or statements.

**Check for Understanding:** Students will discuss the highlighted information recalled from the read-a-loud in a 10/2 discussion with a partner. Then, the teacher will create a student generated list of those important points.

**Structured Practice:** Students work in groups on creating their own sun on a blank piece of chart paper. Students are also encouraged to write the characteristics on the chart, just as the class generated list.

### **III. Guided Practice**

Students work independently on a sun worksheet with smaller surrounding boxes (containing a line within). Students will work individual on a worksheet where they must color and/or draw pictures of the importance of the sun (lines will be provided for those students who wish to write as well as draw). The large pictorial, class generated list, group chart, teacher, and peers serve as resource for those students who need extra guidance (praise, prompt, and leave).

### **IV. Closure**

Students are called on to share with their group to the class their group work.

### **V. Independent Practice**

Students create a sun out of clay.

**Assessments:** By collecting and assessing the worksheet students completed individually, evaluating group work, and clay project.

**ELL:** Pairing up with a partner who will be able to guide and assist student.

**GATE:** Providing student with a copy of the information book used as the read-a-loud for the student to read independently, color, highlight important phrases, highlight high frequency words, and take home to share with a family member.