# TEACHING LITERACY IN TENNESSEE: UNIT STARTER STUDENT ACTIVITY PACKET GRADE 1 ELA UNIT CONNECTED TO EARTH SCIENCE

You are an author like Brian Karas. Draw and label a picture that illustrates the Earth and the sun. Your picture should help show how the Earth moves. Be sure to label your drawing with appropriate captions. Then, write an explanation of your drawing. Be sure to use the words "revolve" and "orbit" in your written explanation.

Your	writing	should:
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- introduce your topic;
- supply some facts about the topic;
- use vocabulary from the text; and
- provide some sense of closure.

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ow you are going to rth's rotation. Your re to label your pic	nelp show how	the Earth's rota	tion causes day	and night. Be

Look at the drawing you made after reading *On Earth*. Based on your new learning from the book *What Makes Day and Night*, revise your drawing. Add more illustrations, details, labels, and/or captions that help explain the pattern of day and night. Then, describe your drawing to a partner. As you talk, be sure to use words from the texts, like "motion" and "rotate".

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Write a paragraph that explains your picture from the previous task. Your paragraph should explain what causes the pattern of day and night.

- introduce your topic;
- supply some facts that explain what causes day and night;
- use specific vocabulary from the texts we've read; and
- provide some sense of closure.

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The author, Franklyn Branley, wants to know if you learned what he hoped you would after reading his book. He wants to know if you can explain why the seasons change. Write a paragraph for him to read that explains what you learned.

- introduce your topic;
- supply some facts that explain why the seasons change;
- use specific vocabulary from today's text; and
- provide some sense of closure.


Reread your writing from the book *Sunshine Makes the Seasons*. Think about what details you could add to more clearly explain why the seasons change. Then, share your writing with a partner. Ask your partner for feedback on how you can strengthen your explanation. Based on your own self-reflection and feedback from your partner, revise your writing.

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- introduce your topic;
- supply some facts that explain why the seasons change;
- use vocabulary from the unit; and
- provide some sense of closure.

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Your family has a new neighbor that has moved here from the North Pole. At the North Pole, their seasons are a little different because of their location on Earth. They want to know what patterns they can expect to see in the four seasons. Write to tell them what patterns they will observe in each of the four seasons.

- introduce your topic;
- supply some facts about what happens in each season and how the four seasons are different from one another;
- use vocabulary from this unit; and
- provide some sense of closure.

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Your librarian needs your help deciding which book to display on her shelf. After reading both texts, *The Reasons for the Seasons* by Gail Gibbons and *Sunshine Makes the Seasons* by Franklyn Branley, write an opinion piece that explains which author you think most clearly explains the causes of the changing seasons. In your writing, describe how the text uses words and pictures to explain certain ideas.

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- your opinion;
- at least one reason for your opinion;
- at least one comparison between the two texts;
- vocabulary words from the texts; and
- a sense of closure.

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# Part 1:

Some leaders in your community are planning a summer science camp for kids. One of the topics that kids will learn about at camp is Earth and space science. The camp leaders want you to create a brochure that they can share with kids at camp that explains (1) observable patterns in the day and night sky and (2) the seasons that impact Earth. Use illustrations and descriptions to explain these observable patterns.

### Your brochure should include:

- a front cover that illustrates and names the topic of the brochure;
- a section that illustrates and describes observable patterns from the day and night sky and explains why we observe those patterns; and
- a section that illustrates and describes the pattern in Earth's seasons and explains why changes in season occur.

### Be sure to:

- use details from the texts we have read; and
- use vocabulary words from the word display in our unit.

# Part 2:

When you're almost finished with your brochure, practice presenting your information to a student partner. Seek your partner's feedback on your writing.

You have been asked to write an informational piece that explains how people's beliefs about the Earth and sun have changed over time for the local planetarium to display at their new exhibit.

Your w	riting	shou	ld:
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- introduce your topic;
- supply some facts about the topic;
- use specific vocabulary and names from the text; and
- provide some sense of closure.


Your grandfather loves learning about historical people. He doesn't know much about Galileo and has asked you to write a biography of Galileo so that he can learn about him. In your biography, describe some of the observations Galileo made and why the telescope was important to Galileo's life.

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- introduce your topic;
- supply some facts about the topic; and
- provide some sense of closure.

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Pretend that you are a junior scientist. Explain to a fellow junior scientist in your class what a telescope is used for and why it's a helpful scientific tool.

Your w	riting	shou	ld:
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- introduce your topic;
- describe some of the ways you use your telescope;
- include some vocabulary from the text; and
- provide some sense of closure.

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You did such an amazing job writing for the local planetarium that they have asked you to do it again for another exhibit they will have about stars. Answer the following question for them to display at their new "Star Bright" exhibit. What is the Big Dipper? Include at least three facts from the text that help explain what the Big Dipper is.

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YOUR	writing	snou	ıa:

- introduce your topic;
- supply at least three facts about the topic;
- use vocabulary from the text; and
- provide some sense of closure.

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**Part 1:** Fold a piece of paper in half twice. The folds should create four boxes. Label the first three boxes Summer, Winter, and Fall. In each of these boxes, draw a picture of what the Big Dipper looks like during that season. Show your pictures to a partner. Explain to your partner how the position of the Big Dipper is different in each picture. Be sure to use information from the text's words and illustrations to help you draw the stars and their positions accurately.

**Part 2:** In the fourth box, write a response to the following prompt: Does the Big Dipper have an observable pattern? If so, how is this pattern similar to other patterns we've talked about in this unit?

- introduce your topic;
- supply at least two facts about the topic;
- use vocabulary from the text; and
- provide some sense of closure.

Coyote Places the Stars is a legend. Some of the information in it is not true. But, some of it is. Using information from this text and other texts in our unit, explain which ideas in this story are true and which are not.

- name your topic;
- supply some facts from the texts we've read;
- include vocabulary words from the unit; and
- provide a sense of closure.

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Your reading buddies in fourth grade are reading a book about an astronaut who traveled to the moon. They want to know more about the moon, so their teacher has asked you to help. Write an informational paragraph about the moon. Include at least three facts about the moon in your written response. Be sure to explain how astronomers learned this information about the moon. Use vocabulary and our class anchor chart to help you.

In your	writing,	be	sure	to:
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- name your topic;
- supply some facts from the texts we've read;
- include vocabulary words (i.e., orbits, reflects); and
- provide a sense of closure.

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What happened to the moon in *Papa*, *Please Get the Moon for Me*? Why do you think that happened? Use what you learned about the moon in *The Moon Book* to inform your prediction.

- introduce your topic;
- explain at least three events that occurred in the story;
- include at least one prediction about the cause of the moon's changing shape; and
- provide some sense of closure.

Tomorrow we will be writing a letter to Monica from *Papa, Please Get the Moon for Me.* Before we do, we need to make sure we understand the phases of the moon. Explain why the shape of the moon appears to change.

- name your topic;
- supply some facts from the text;
- include vocabulary words (phases, reflects, light); and
- provide a sense of closure.

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Write a letter to Monica explaining what is actually happening to the moon over the course of the story.

- name your topic;
- supply some facts that explain why the pattern of moon phases occurs;
- include vocabulary words; and
- provide a sense of closure.

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Both *Papa, Please Get the Moon for Me* and *How the Moon Regained Her Shape* are fictional stories that use both real and made-up details to describe the moon's phases. Write your own narrative story that describes the moon's phases.

- explain the event;
- include some details that describe how the moon appears to change shape;
- use some time order words; and
- provide a sense of closure.

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Your parents have won a choice of two different raffle tickets. One would send you on a trip through space, the other would get you a gigantic telescope. Would you rather make observations about earth and space by using a telescope or by traveling through space? Why? Convince your parents which raffle ticket they should choose.

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- state your opinion;
- include some reasons for your opinion;
- include vocabulary words from the unit; and
- provide a sense of closure.

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# Part 1:

You are an astronomer working for U.S. Space and Rocket Center. You have been asked to create a student-friendly brochure that you will share with students during a school field trip that explains (1) observable patterns in the day and night sky, (2) the seasons that impact Earth, and (3) the phases of the moon. Use illustrations and descriptions to explain these observable patterns. Your brochure should include:

- a front cover that illustrates and names the topic of the brochure;
- a section that illustrates and describes observable patterns from the day and night sky and explains why we observe those patterns;
- a section that illustrates and describes phases of the moon and explains why we observe those patterns; and
- a section that illustrates and describes seasons that impact the Earth and explains why changes in season occur

# Be sure to:

- provide some sense of closure that explains why these observable patterns need to be analyzed;
- use details from the texts we have read; and
- use vocabulary words from the word display in our unit.

# Part 2:

When you're almost finished with your brochure, practice presenting your information to a coworker (student partner) before you deliver it to the students on the field trip. Seek your co-worker's feedback on your writing.