

**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:

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



---

---

---

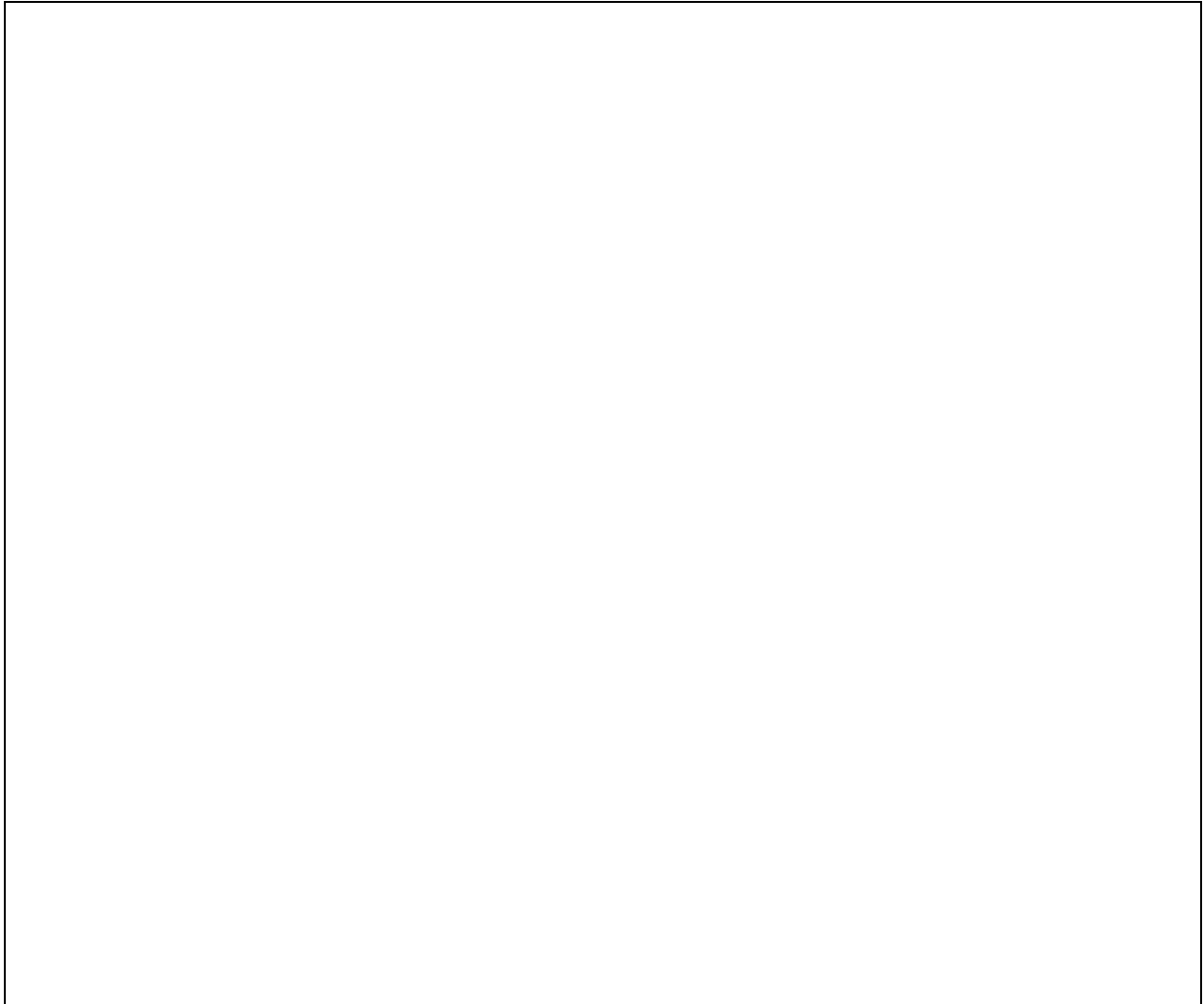
---

---

---

---

Now you are going to be an author and illustrator. Draw and label a picture that illustrates the Earth's rotation. Your picture should help show how the Earth's rotation causes day and night. Be sure to label your picture with appropriate captions. Then, explain your drawing to a partner.



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”.

*You should revise the drawing you made from the last book. However, if you need to make a new picture, you can use this box here.*







Your writing should:

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

[illegible]





### Task 8

Be sure to include:

- [illegible]

**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 writing should:

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

---

---

---

---

---

---

---

---

---

---

---

---

Your writing should:

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

This image shows a blank sheet of white paper with ten horizontal black lines spaced evenly apart, typical of primary-ruled notebook paper. The lines are solid and extend across the entire width of the page. There are no margins, text, or other markings on the paper.

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 writing should:

- introduce your topic;
- describe some of the ways you use your telescope;
- include some vocabulary from the text; and
- provide some sense of closure.

---

---

---

---

---

---

---

---

---

---

---

---

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.

Your writing should:

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

---

---

---

---

---

---

---

---

---

---

---

---

**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?

Your writing should:

- 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.

In your writing, be sure to:

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

---

---

---

---

---

---

---

---

---

---

---

---





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.

Your writing should:

- 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.

---

---

---

---

---

---

---

---

---

---

---

---







### Task 21

In your writing, be sure to:

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

[illegible]

**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 co-worker (student partner) before you deliver it to the students on the field trip. Seek your co-worker's feedback on your writing.