Learning Objectives

Students will:
- use the illustrations and details in a text to describe important ideas.
- add details to strengthen writing.
- identify the basic patterns and characteristics of the sun.

Standards

- **Reading**: Use illustrations and details in a text to describe its key ideas.
- **Writing**: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- **Content**: Know the basic patterns of the sun and moon.
- **Language**: Communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Lesson Timeline

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<th>Task</th>
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<th>Task</th>
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<tr>
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<td><strong>Before Reading</strong> (page 162)</td>
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<td><strong>Summary of Student Learning Activities</strong></td>
<td>Preview the book and begin a KWL chart.</td>
<td>Explain how images in a book give information about the topic, and add details to strengthen writing.</td>
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<table>
<thead>
<tr>
<th>Day 4</th>
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<td><strong>Activity from the Book</strong> (page 164) and <strong>Assessments</strong> (pages 169–170)</td>
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<td><strong>Summary of Student Learning Activities</strong></td>
<td><strong>Summary of Student Learning Activities</strong></td>
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<tr>
<td>Match the details of the text to its correct heading.</td>
<td>Observe and record how a shadow changes during the day and take the assessments.</td>
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</tbody>
</table>
Observe and record how the sun affects different objects.

Materials
- copies of the Shake Down on Me activity sheet (page 165)
- black rock
- ice cube
- newspaper
- timer
- unwrapped chocolate bar

Introductory Activity
Engage

1. On a warm day, take students outside. Have them run or walk a short distance in the shade. Then have them run or walk a short distance in the sun, just long enough to start feeling warm and begin sweating.

Lab Activity
Explore & Explain

1. Before the lesson, gather a rock, an ice cube, newspaper, a timer, and a bar of chocolate. Find a location to complete the activity. It should be an open area that gets plenty of sun exposure and little foot traffic. **Note:** Be sure to complete the activity on a hot, sunny day. You may also wish to supply clipboards for students to use while recording observations.

2. Lead the class outside to the chosen location. Lay the newspaper in a sunny spot and place the objects on the paper. Distribute copies of the Shake Down on Me activity sheet (page 165) to students. Read the directions aloud. Allow time for students to draw the objects. Set a timer for 30 minutes. Be sure to keep an eye on the materials.

3. After 30 minutes have passed, return to the objects outside. Have students observe how each object changed. Allow students to feel each item after you have determined that they are safe to touch.

4. Have students draw what happened to each object. Guide students to the idea that the sun heated the objects and changed them in different ways.
   - What happened to the objects? Why?
   - What was the sun’s effect on the objects?
   - What might have happened on a cloudy day?

5. Bring the class together for instruction. Ask students to share their understanding of how the sun affects objects. Create a simple three-column chart. At the top of each column list the objects. Have students use words and phrases to describe the change in each object. Clarify any misconceptions students may have about the sun’s effect on objects.
Day 2

Preview the book and begin a KWL chart.

Materials
- Our Sun books
- copies of the Our Sun KWL Chart activity sheet (page 166)
- chart paper

Vocabulary Word Bank
- length
- moon
- seasons
- sun
- warmth
- weather

Before Reading Elaborate

1. Divide the class into six groups. Place six sheets of chart paper around the room, with one vocabulary word written in the middle of each sheet. Read each word aloud to students. Then, have groups of students go to the sheets of chart paper and draw pictures that represent each word. Have students draw for a few minutes, then have them rotate to the next sheet until students have visited each sheet.

2. Discuss students’ drawings as a class. Explain the meaning of each word. Write a simple definition at the top of each sheet. Display the sheets around the room for students to reference during the lesson.

3. Display the Our Sun book for the class. Explain to students that this is a nonfiction book and it gives information about real things in the world. Read the title aloud and show students a few pictures from the book.

4. Tell students that thinking about what they already know often helps them better understand what the author wrote. Draw a KWL chart on chart paper. Ask students what they already know about the sun. Record their responses on the K column of the chart. Then, complete the W portion of the chart by asking students what they want to know about the sun. Record their responses.

5. Distribute copies of the Our Sun KWL Chart activity sheet (page 166) to students. Read the directions aloud. Have students complete the activity sheet independently. As students work, have them discuss the sun and key details and pictures the author may have included in the book.

➢ Have below-level learners and English language learners draw pictures to represent what they know and want to learn. Then, have students dictate their sentences to you while you write on the chart.
Materials

- *Our Sun* books
- copies of *Details, Details* (page 167)

**Day 3**

Explain how images in a book give information about the topic, and add details to strengthen writing.

---

1. **Distribute the *Our Sun* books to students.** Conduct an echo read for the first reading of the book. Pause periodically to point out how the pictures and diagrams in the book help them understand the text. Have students summarize what happened and connect the activity to what was read in the text.
   - You may choose to display the Interactiv-eBook for a more digitally enhanced reading experience.

2. **Have students read in pairs for the second reading.** Instruct students to take turns reading pages aloud with their partners. Ask them to discuss connections between the images and key ideas in the book.
   - For **below-level learners** and **English language learners**, you may choose to play the audio recording as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recordings will help struggling readers practice fluency and aid in comprehension.

3. **Tell students that good writing is like a good painting.** Explain that a simple painting may be beautiful, but the more details you see the more you like to look at it. Explain that writing is like that because by adding details to writing, it becomes more interesting.

4. **Model how to begin writing by starting with a main idea sentence.** On the board or chart paper write *Our sun is very important.* Review the idea that the other sentences will explain and support the main idea. These will be the details that will make the writing more interesting. Demonstrate how to use ideas from previous knowledge and the text to add details to the writing.

5. **Distribute copies of the *Details, Details* activity sheet (page 167) to students.** Read the directions aloud. Explain to students that they will add details around the sun. Have them write on the back of the sheet if they need more room.
   - Challenge **above-level learners** to revisit an old journal entry or other piece of writing. Encourage them to add details about the main idea to make it more interesting.
Materials

- Our Sun books
- copies of the Riddle Me This, Our Sun Quiz, and Sun Up, Sun Down activity sheets (pages 168–170)
- students’ copies of the Our Sun KWL Chart activity sheet (page 166)
- sentence strips

Activity from the Book

Read the Your Turn! prompt aloud from page 24 of the Our Sun book. Have students work together to place a stick in the ground. Have students go out multiple times throughout the day to mark the location of the stick's shadow. Then, have students discuss their observations as a group.

1. Model for students how to write riddles for the vocabulary words. For example, a riddle for the word seasons may be “There are four of me each year. What am I?” Distribute copies of the Riddle Me This activity sheet (page 168) to students. Have students choose two words to write riddles for. Then, have students quiz one another with their riddles.

2. Write some sentences from the book on sentence strips. Write the headings from the book on the board. Divide the class into small groups and give each group two sentence strips. Have groups take turns taping the sentence strips under the headings on the board. As students post their sentences, ask them to explain why it belongs under that heading by using the following sentence frame: ______ belongs under the heading ______ because ______.

➢ Have below-level learners and English language learners use the text while matching detail sentences to text headings.

3. Review the Our Sun KWL Chart activity sheet from the Before Reading activity. Ask students if they learned what they wanted to learn by reading the book. Then, have students complete the final L column by writing something they learned from the book.

1. A short posttest, Our Sun Quiz (page 169), is provided to assess student learning from the book.

2. A data analysis activity, Sun Up, Sun Down (page 170), is provided to assess students’ understanding of how to analyze scientific data. Read the directions aloud. Point to the chart and read the labels at the top of each column. Explain to students that the chart shows the sunrise and sunset times as well as the total length of each day. Note: You may need to preteach the skill of reading charts prior to giving this activity.

3. The Interactiv-eBook activities may be used as a form of assessment (optional).
Name: ______________________________  Date: ____________

Shine Down on Me

**Directions:** Draw the objects your teacher placed on the newspaper. Wait 30 minutes. Then, draw what happened to each object.

<table>
<thead>
<tr>
<th>Object</th>
<th>What happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Our Sun KWL Chart

**Directions:** Write what you know about the sun. Then, write what you want to know about the sun. After you read the book, write what you learned.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>K</strong></td>
<td><strong>What I Know</strong></td>
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<tr>
<td><strong>W</strong></td>
<td><strong>What I Want to Know</strong></td>
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<tr>
<td><strong>L</strong></td>
<td><strong>What I Learned</strong></td>
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</tbody>
</table>
Details, Details

Directions: Read the main idea sentence in the sun below. Write details about the main idea in the spaces around the sun.

Our sun is very important.

Detail

Detail

Detail

Detail

Detail

Detail
Riddle Me This

Directions: Choose two vocabulary words from the box below. Write them on the lines. Write a riddle to describe each word.

length        moon        seasons        sun        warmth        weather

________________________________________________________________________

1. _______________________________________________________________________. What am I?

________________________________________________________________________

2. _______________________________________________________________________. What am I?
Our Sun Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

1 How do the pictures support the text in the book?
   A The text tells about people in the pictures.
   B The pictures show the key details of the text.
   C The pictures are pretty.
   D They show what cannot happen.

2 Which season has the longest days?
   A winter
   B spring
   C summer
   D autumn

3 According to the book, what happens to the sun in the evening?
   A It disappears.
   B It rises higher.
   C It changes the weather.
   D It seems to sink in the sky.

4 Read the sentence below. Choose the best word to fill in the blank.
   We feel the sun’s _______ during the day.
   A cool
   B warmth
   C shadow
   D weather
Sun Up, Sun Down

Directions: Lamar and Ada observed sunrise and sunset for four days. The days were getting longer because it was spring. They wrote the times in the chart below. Use their chart to answer the questions.

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>Sunrise</th>
<th>Sunset</th>
<th>Length of Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>6:19 AM</td>
<td>5:51 PM</td>
<td>11 hours 32 minutes</td>
</tr>
<tr>
<td>Tuesday</td>
<td>6:18 AM</td>
<td>5:52 PM</td>
<td>11 hours 34 minutes</td>
</tr>
<tr>
<td>Wednesday</td>
<td>6:17 AM</td>
<td>5:53 PM</td>
<td>11 hours 36 minutes</td>
</tr>
<tr>
<td>Thursday</td>
<td>6:16 AM</td>
<td>5:54 PM</td>
<td>11 hours 38 minutes</td>
</tr>
</tbody>
</table>

1. What time did the sun rise on Wednesday?

2. On which day did the sun set at 5:52 PM?

3. What time do you think the sun will rise on Friday? What makes you think this?
Lesson 1: Pushes and Pulls

Focus Objectives

Students will be able to:

• recognize and produce rhyming words
• ask and answer questions about unknown words in a text
• identify parts of a book (front cover, back cover, and title page)

English Language Objective

English language learners communicate information, ideas, and concepts necessary for academic success in the content areas of Language Arts and Science.

Word Work

• High-Frequency Words: I, he, they
• Word Study: Rhyming words
  • Rhyming Words activity sheet (page 48)

Academic Vocabulary

• push
• pull

Comprehension Skills

• Asking and Answering Questions: Unknown Words
  • Identifying Parts of a Book
  • Unknown Words activity sheet (page 49)
  • Parts of a Book activity sheet (page 50)

Comparing Texts

Identify basic similarities in and differences between two or more texts on the same topic.

• Pushes and Pulls
• “Getting Strong” poem (page 47)

Writing

Trace and practice high-frequency and vocabulary words.

Cross-curricular Connections

• Physical Education: Students coordinate body movements in a variety of activities.
• Visual Arts: Students experiment with a variety of colors, textures, and shapes.

Building Fluency

• Reading the Book: picture walk, repeated readings, echo reading
• Reading the Poem: poetry folder; repeated readings with audio support
• “Getting Strong” poem (page 47)
Lesson 1: Pushes and Pulls (cont.)

Word Work

1. **High-Frequency Words**—Write the words *I*, *he*, and *they* on the board. Read each word aloud.
   - Have students stand up. Say and point to a high-frequency word. Call out each letter of the word. Have students stand up tall for tall letters and squat down for short letters. For example, for *he*, students stand tall for the letter *h* and squat down for the letter *e*.
   - If you have a classroom word wall, have students add the high-frequency words to it. As time permits, read the word wall together to reinforce mastery of high-frequency words.

2. **Word Study**—Words that end with the same sounds are called rhyming words.
   - Say the words *push* and *bush*. Tell students these words rhyme because they both end with */ush*/. Say the words again emphasizing the ending sounds. Say */p*/ pause */ush*/ and */b*/ pause */ush*/.
   - Tell students they will play a game called Oh Yes, Oh No. Say two words from the list below. If the words rhyme, students should nod their heads and say, “Oh, yes.” If the words do not rhyme, students should shake their heads and say, “Oh, no.”
     - pull  bull  (yes)
     - car  jar  (yes)
     - sock  shoe  (no)
     - she  girl  (no)

   - For additional practice with rhyming words, have students complete the *Rhyming Words* activity sheet (page 48).

Academic Vocabulary

1. Demonstrate the word *push* with an object in your room (pushing in a chair). Work with students to come up with a hand motion to illustrate the word *push*. Repeat the activity with the word *pull*.

2. Draw a line to divide a sheet of chart paper into two columns. Label one column *push* and the other column *pull*. Develop students’ understanding of the vocabulary by identifying things that can be pulled (*chair, wagon, toy, door*) and pushed (*chair, stroller, shopping cart, door*) and writing them in the correct column.

3. Instruct students to add *push* and *pull* to their dictionaries. Encourage them to draw a picture, write a letter, word, and/or phrase for each word.

**Tip:** If needed, say the words at a slower rate by segmenting the words into the onset (the initial sound) and the rime (the vowel and ending sound/sounds).
Lesson 1: Pushes and Pulls (cont.)

Comprehension

Before Reading

1. **Building Oral Language**—Show students the cover of the book and ask them to tell about the photograph.
   - Ask prompting questions as needed, for example, “Who is in the photograph?” “What is the girl doing?” “What is the boy doing?” “Where are they?” For additional support, provide the following sentence frames: *The boy _____.* *The children are _____.*

2. **Asking and Answering Questions: Unknown Words**—Now, ask and provide support for answering questions based on the content of the book depicted in the photographs.
   - Read the title, *Pushes and Pulls*, aloud. Point to the photographs on page 4 and 5. Ask, “Who is being pulled?” Promote the use of the words *push* and *pull* as students discuss the photograph.
   - Provide the following sentence frames to guide the discussion and build oral language: *The boy is pushing the _____.* *The boy is pulling the _____.*

3. **Identifying Parts of a Book**—Point out features of the book.
   - Remind students they have already discussed the photograph on the front cover. Identify which words on the cover make up the title. Tell students the title usually has the largest font or letter size. Point to the title as you read it aloud to students.
   - Then, point to the author’s name, and review that an author writes the book.
   - Identify the title page. Discuss with students the similarities and differences between the cover and the title page. (*The author name is below the photograph on the title page.*)
   - Close the book, and show the back cover to students. Discuss the features, such as the repetition of the title, the photograph, and the summary of the book.

---

**English Language Support**

Make a T-Chart with *Push* in the first column and *Pull* in the second column. Then, using a copy of the book, have the group place each photograph from the book in the correct column on the chart. Students may also act out pushing and pulling.
Lesson 1: Pushes and Pulls (cont.)

During Reading

1. Building Oral Language—Explain that this book does not have any words; it only has photographs. Tell students they will help describe what is happening on each page with their own words.

- Read the book with students. Provide time to study each photograph. Focus on building oral language for what is shown in the photograph by sharing a complete sentence. (The boy is pulling his sled up the hill.)
- Encourage students to use the pronouns (he, she, and they) to describe the photographs. (He is pushing the button; She is pulling on the sock; and They are playing in the snow.)

2. Asking and Answering Questions: Unknown Words—Now, draw students’ attention to the academic content shown in each photograph by asking questions to guide their understanding of the words and concepts.

- Ask who questions on several pages to encourage students to identify the cause of the force being exerted. For example, on page 5, ask “Who is pushing the car?” (The boy is pushing the car.)
- Ask what questions on several pages to encourage students to focus on the location (where) the force is being exerted. For example, on page 7, ask “What is being pushed?” (The button is being pushed.)
- For additional support provide the following sentence frames: _____is pushing/pulling the ______. _____is being pushed/pulled.
- For additional practice, have students complete the Unknown Words activity sheet (page 49).

3. Identifying Parts of a Book—Point out the page numbers at the bottom of each page of the book.

- Show students that the page numbers are in order from page 2–12 by counting the pages as you turn them from the beginning of the book to the end.
- Ask students to tell you on what page the book begins. (Page 2) Then, ask them on what page they can find the important words. (Page 12)

Assessment Opportunity—Monitor students to ensure they can independently read the high-frequency words accurately.
After Reading

1. Building Oral Language—Review things that can be pushed and pulled.
   • Return to the Push and Pull chart created in the Academic Vocabulary section of the lesson. Put a star next to items that were shown in the book. Add any missing ideas from the book to the chart.
   • Ask students to think of things they can push. For additional support, provide the following sentence frames: *I can push _____.* Affirm students’ sentences by saying, “Yes, a _____ can be pushed.” Repeat this process with the word *pull*.

2. Asking and Answering Questions: Unknown Words—Develop a deeper understanding of the words *push* and *pull* by asking questions that encourage students to return to the book for evidence to support their answers.
   • Ask students, “In which direction do objects get pulled?” Encourage students to return to the pages of the book and identify the direction of each arrow in the photographs that depict pull. Draw the arrows and make a list on chart paper or the board so students can visualize all the pulls at the same time.
   • Help students come to the understanding that pull is not a specific direction, but rather the force used to move toward something or bring something closer.
   • Repeat reviewing the photographs by asking, “In which direction do objects get pushed?”

3. Identifying Parts of a Book—Identify the Words to Know section on page 12.
   • Explain that these are important words that will help them when reading a book. Identify and discuss the meaning of the two words.
   • Have students explain why the words *push* and *pull* are important to the book. Return to the book and identify pages that show *push*. Repeat with the word *pull*.
   • For additional practice, have students compete the *Parts of a Book* activity sheet (page 50).

Comparing Texts

Use the book *Pushes and Pulls* and the poem “Getting Strong” on page 47 for a text comparison.
   • Divide a sheet of paper into three columns. Label the left section *Pushes and Pulls* and the right section “Getting Stronger.” Label the middle section *Both*.
   • Reread the book and the poem. Write items from the texts in the correct columns. Write any items that appear in both texts in the middle column.
   • Work with students to write a new verse for the poem with an item from the book (*pushing pedals on a bike*).
Lesson 1: Pushes and Pulls (cont.)

Writing
Have students trace and practice writing the high-frequency and academic vocabulary words from the lesson.

- Have below-grade-level students trace the word push and draw a picture of something that can be pushed. Repeat this process for the word pull.
- Have on-grade-level students write the high-frequency words several times until they can write the words fluently.
- Encourage above-grade-level students to write a sentence for push and a sentence for pull.

Cross-curricular Connections

Physical Education—Have students act out pushing and pulling items in the classroom. For example, students can push and pull on the door. As students act out pushing and pulling, encourage them to use oral language to describe what they are doing.

Visual Arts—Provide students with paper that has been divided in half, paint, and paintbrushes. Have students experiment painting by pushing the brush away from them on one side of the paper and pulling the brush toward them on the other side of the paper.

Building Fluency

1. Reading the Book—Use the echo-reading strategy to read the book several times with students. Since the book is wordless, create one sentence for each page to model how to read this book. Encourage students to echo the sentence you create. Have students practice reading the book silently and in pairs following the same example of creating one sentence to describe each page in the book.

2. Reading the Poem—Provide copies of “Getting Strong” (page 47) for students to practice reading during free-choice, independent, or paired reading time.
   - Write the poem on a sheet of chart paper. Take time to reread it throughout the day. Choral and repeated readings are effective strategies for building fluency. Encourage students to create actions and gestures or a tune to go along with the poem.
   - You may wish to use the professional recording of the poem provided on the Audio CD to support fluency development.

Assessment Opportunities—Use the oral reading record and the fluency rubric provided in the Assessment Guide to monitor students’ fluency development.
Getting Strong

by Sharon Coan

I am very strong—
Getting stronger as I grow.
Look at what I push and pull!
That is how you'll know.

Now, I can open wide the door,
By pushing hard, you see.
When I was young, that heavy door
Was way too big for me.

I pull the wagon to the store
To shop for groceries.
Now, I can help Mom pull it home
It’s not too hard for me!

I push the cart all full of soil
To help Dad in the yard.
We rake the leaves and pull the weeds.
We push and pull so hard.

I am very strong—
Getting stronger as I grow.
Look at what I push and pull.
That is how you'll know.
Rhyming Words

Directions: Circle the words that rhyme.

1. push  bush  dog

2. pull  pot  bull

3. cat  bed  sled

4. sock  pen  lock
### Unknown Words

**Directions:** Look at the pictures. Circle *push* or *pull*.

<table>
<thead>
<tr>
<th>1.</th>
<th>3.</th>
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</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>push</td>
<td>push</td>
</tr>
<tr>
<td>pull</td>
<td>pull</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.</th>
<th>4.</th>
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</thead>
<tbody>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>push</td>
<td>push</td>
</tr>
<tr>
<td>pull</td>
<td>pull</td>
</tr>
</tbody>
</table>
Parts of a Book

Directions: Make a book cover.

1. Color the title blue.
2. Write your name as the author.
3. Draw a picture of a push or a pull.
Tell Me About It

Learning Objectives

Students will:
- identify the main idea and details of the book.
- write which properties they prefer.
- describe objects based on observable properties.

Standards

- **Reading**: With prompting and support, identify the main topic and retell key details of a text.
- **Writing**: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- **Content**: Know that different objects are made up of many different types of materials and have many different observable properties.
- **Language**: Communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Lesson Timeline

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Task</th>
<th>Introductory and Lab Activities (page 106)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Summary of Student Learning Activities</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe objects by sight and touch.</td>
</tr>
<tr>
<td>Day 2</td>
<td>Task</td>
<td>Before Reading (page 107)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Summary of Student Learning Activities</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Predict the main idea of the book.</td>
</tr>
<tr>
<td>Day 3</td>
<td>Task</td>
<td>During Reading (page 108)</td>
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<td><strong>Summary of Student Learning Activities</strong></td>
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<td>Identify the main idea and add a detail to the book and write about the properties that they prefer.</td>
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<td>Day 4</td>
<td>Task</td>
<td>After Reading (page 109)</td>
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<td><strong>Summary of Student Learning Activities</strong></td>
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<td>Use words from the book to describe objects.</td>
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<td>Day 5</td>
<td>Task</td>
<td>Activity from the Book (page 109) and Assessments (pages 114–115)</td>
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<td><strong>Summary of Student Learning Activities</strong></td>
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<td>Describe a cup of hot cocoa and take the assessments.</td>
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</table>
Tell Me About It (cont.)

Materials
- copies of the Describe It! activity sheet (page 110)
- shoebox with a hole cut in the top
- tactile object for the mystery box
- three objects that are easily described

Introductory Activity
Engage

1. Prepare a mystery box for students to examine. Cut a hole in the top of a shoebox just big enough for a hand to fit through. Inside, place an unusual tactile object for students to guess only by touch, such as a small plush toy, a stress ball, or a piece of fruit.

Lab Activity
Explore & Explain

1. Put students into small groups. Distribute copies of the Describe It! activity sheet (page 110) to students, as well as three objects for them to describe. Read the directions aloud. Have students write observations about how the objects look and feel in the appropriate columns.

2. Ask students questions about their thinking as they observe their objects. Note: You may wish to ask different questions depending on the items they observe.
   - How does it look?
   - What color is it?
   - What shape is it?
   - How does it feel?
   - Is it rough or smooth?
   - Is it hard or soft?
   - How are they different?
   - How are they the same?

3. Bring the class together and have students share their observations. Invite them to share sight observations first and touch observations second, to reinforce the different senses.

4. Record student responses on the board. Explain the various observable properties they noticed. Tell them that all things have properties that can be described.
Materials
- *Tell Me About It* books
- copies of the *Book Preview* activity sheet (page 111)
- objects with a rough texture

Vocabulary Word Bank
- flat
- rough

**Before Reading Elaborate**

1. Write the vocabulary words on the board. Explain to students that *flat* means “having a wide and smooth surface,” and that *rough* means “having a surface that is not smooth.” Give examples of each. Explain the opposites of each word to provide additional context.

2. Have students feel the surface of their desk as an example of something flat. Display an object that is rough for students to touch, such as sandpaper, an emery board, or a wool fabric.

3. Divide the class into groups of three or four. Ask students to provide as many examples of flat things and rough things as possible. After five minutes, invite groups to share their examples.

4. Display the *Tell Me About It* book for the class. Show students the first page spread. Have them discuss the pictures they see and share their observations about them.

5. Lead a class discussion about what the book might be about. Tell students that this is the main idea.

6. Distribute copies of the *Book Preview* activity sheet (page 111) to students. Read the directions aloud. Have students share their predictions about the main idea of the book based on the first two pages.
Tell Me About It (cont.)

Materials

- Tell Me About It books
- copies of the But I Like... activity sheet (page 112)

Day 3
Identify the main idea and add a detail to the book and write about the properties that they prefer.

During Reading

1. Distribute the Tell Me About It books to students. Conduct an echo reading for the first reading of the book. Pause periodically to ask students if what is happening in the book was something the students predicted in the Before Reading activity.
   ➢ You may choose to display the Interactiv-eBook for a more digitally enhanced reading experience.

2. Have students whisper-read the book for the second reading. When they are finished, ask them to discuss the book and their predictions with their neighbor.
   ➢ For below-level learners and English language learners, you may choose to play the audio recording as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recordings will help struggling readers practice fluency and aid in comprehension.

3. Lead a class discussion about what the main idea of the book is. Lead students to the conclusion that the main idea of the book is that things can be different in ways that we can see.

4. Have students add a detail by creating another page spread of the book. Have them choose two objects that are different and write a sentence about each of them. Then, use these to create a class book.

5. Distribute copies of the But I Like... activity sheet (page 112) to students. Read the directions aloud. Have students pick a pair of opposite descriptions to complete the sentences. For example, a student may write Things can be fast or slow. But I like things that are fast. Have students use the book to find descriptions and then choose which one they prefer. Model a few examples for them on the board.
   ➢ Help below-level learners and English language learners choose descriptions and complete the sentence frames verbally before writing them.
   ➢ Challenge above-level learners to use descriptions that are not in the book.
Materials
- Tell Me About It books
- copies of the This Is…, Tell Me About It Quiz, and Toys activity sheets (pages 113–115)

Activity from the Book
Read the Your Turn! prompt aloud from page 22 of the Tell Me About It book. Have students work in pairs or small groups to describe an imaginary cup of hot chocolate. Encourage them to use all five senses.

After Reading
Elaborate & Evaluate

1. Review the definitions of the words flat and rough. Play a game of I Spy, looking for flat and rough surfaces around the classroom. Make sure each student has a turn.

2. Distribute the Tell Me About It books and copies of the This Is… activity sheet (page 113) to students. Read the directions aloud. Assist students, as needed, while they complete the activity independently or in pairs. Encourage students to use the book for clues and examples.

1. A short posttest, Tell Me About It Quiz (page 114) is provided to assess student learning from the book.

2. A data analysis activity, Toys (page 115), is provided to assess students’ understanding of how to analyze scientific data. Read the directions aloud. Point to the chart and read the labels next to each tally. Explain to students that the tallies show how many soft toys and hard toys there are in the bin.

3. Read each question aloud. Provide time for students to complete the assessment. You may wish to have students dictate their answers to you as needed. **Note:** You may need to preteach the skill of reading tallies before giving this assessment.

4. The Interactiv-eBook activities may be used as a form of assessment (optional).
Name: ______________________________  Date: ____________

Describe It!

**Directions:** Look at the items. Write the name of each item. Then, write how each looks. Last, write how each feels.

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<th>Item</th>
<th>Look</th>
<th>Feel</th>
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Name: ______________________________  Date: ____________

Describe It!

**Directions:** Look at the items. Write the name of each item. Then, write how each looks. Last, write how each feels.

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<th>Feel</th>
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Name: ______________________________ Date: ____________

Book Preview

Directions: Draw what you saw on the first pages of the book. What do you think the rest of the book will be about? Write about it.

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________
But I Like...

**Directions:** Choose two descriptions from the book. Use them to complete the sentences.

Things can be ________________________________ or ________________________________.

But I like things that are ________________________________.
This Is...

Directions: Write a word to describe each thing on the line. Use the words in the Word Bank to help you.

fast  hard  slow  soft

1

2

3

4
Tell Me About It Quiz

Directions: Listen as the teacher reads each question and the answer choices. Fill in the bubble for the right answer.

1. Which picture shows something that is rough?
   - A
   - B
   - C

2. What word describes a teddy bear?
   - A  soft
   - B  hard
   - C  flat

3. Draw something on the left that is flat. Draw something on the right that is round.

<table>
<thead>
<tr>
<th>Flat</th>
<th>Round</th>
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<tbody>
<tr>
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</table>
**Toys**

**Directions:** Gabby counted how many soft toys she had. She counted how many hard toys she had. Use her chart to answer the questions.

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<tbody>
<tr>
<td>soft</td>
<td>IIII</td>
</tr>
<tr>
<td>hard</td>
<td>IIII</td>
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</table>

1. How many hard toys does she have? ________________

2. Which kind of toy does she have 4 of? ________________

3. Does she have more hard toys or soft toys? How do you know?

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