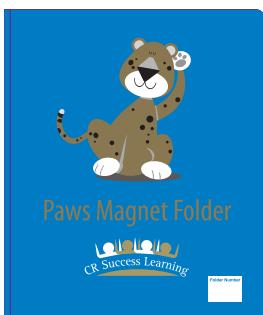


Lesson Plans for

Sunshine Book 1: *The Sun*

● **Magnetic Folder Lesson**
Days 1, 3, and 4
(Before Reading)

Materials: Magnetic Folder with letter tiles for consonants, short vowels, digraphs, silent e



Spell Words
(Do one chain per day)

“The first word is _____. Let’s pinch the sounds. Now pull down the letter tiles to spell the word. Let’s check by pointing to the letters and saying the sounds, then reading the word.”

“Next we will spell _____. Say the new word with me.”

“Say the sounds in ____ and push up the tile that is not correct. Out with / / and in with / /.”

“Check the new word by saying the sounds and then reading the word. The next word is...”

Possible Chains:

let net not nut but bun sun sung song
got not hot hat mat mast must just
bag big bin in pin nip lip live give

Read Words
(Do one chain per day)

“I will make a word and you will read it.”

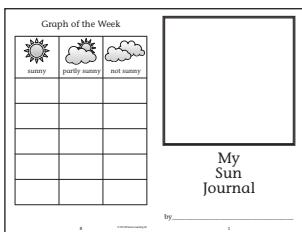
Possible chains:

red fed led live lid hid had have
off on in is his him rim ram ramp
me we she be he hem ham him

● Student Journal

Day 1 (Before Reading)

Black Line Master: *My Sun Journal*



Black Line Master: *Word List Bookmark*

Monday	Monday	Monday	Monday
Tuesday	Tuesday	Tuesday	Tuesday
Wednesday	Wednesday	Wednesday	Wednesday
Thursday	Thursday	Thursday	Thursday
Friday	Friday	Friday	Friday
sunny	sunny	sunny	sunny
partly sunny	partly sunny	partly sunny	partly sunny
not sunny	not sunny	not sunny	not sunny

Writing Word List for the Sun

Introduce

Introduce students to this week's journal. Model completing the cover and page 3 with the students. Demonstrate how to use the word list on page 2. Remind students that there are Word List Bookmarks available for use throughout the week.

On following days, read that day's journal entry.

● KWL Chart/Song

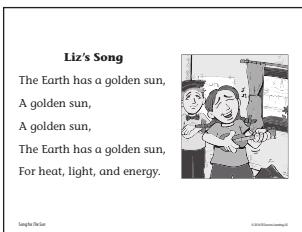
Day 1 (Before Reading)

Book: *The Sun*

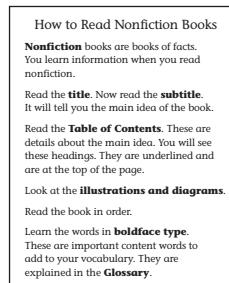


Chart Paper

Black Line Master: *Song* (one copy)



Black Line Master: *Non-fiction Chart* (one copy)



Prepare

Create a KWL Chart.

K	W	L
What do you know about the sun?	What do you want to learn about the sun?	What did you learn about the sun?

Summary

“Jim and Liz learn about the sun, which is our closest star. We must have the sun to live. What is the sun? What does it give us?”

KWL Chart

Read each question. Point out T.R.I.C.K.y words: *learn, what*. Ask the students what they know about the sun. Write their comments under the K column. Ask students what they want to learn about the sun. Write their questions under the W column.

As you write their statements and questions, guide them in understanding the key ideas that are included in the book.

Read

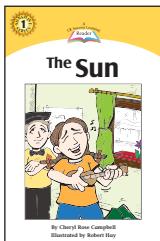
Read the book to the students. Discuss the nonfiction features (Table of Contents, Headers, bolded words, glossary). Refer to the chart, *How to Read a Non-fiction Book*.

Song

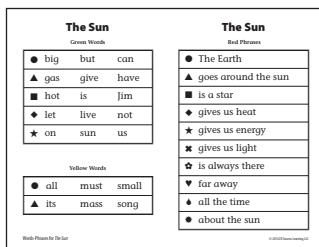
Display song (Black Line Master) *A Golden Sun*. Sing the song several times with the students.

● Vocabulary Lessons

Day 2 (Before Reading)
Book: *The Sun*



Black Line Master: *Book 1 Words-Phrases*



Content Words

Show the referenced pages and discuss the content words. The definitions are on the glossary, page 19.

star pages 6, 7

Earth, planet page 11

heat, light, energy page 14

Focus Word

“Our focus word is *planet*. A *planet* is a mass that goes around a star. In our solar system, we have eight planets that go around the sun. We live on the planet Earth. It is a mass or a collection of rock and gas. It may have liquid. Let’s act out how the Earth goes around the sun.” Choose one student to be the sun. Another student will walk around the sun.

“I will say a word. You will tell me either *That lives on the planet Earth* or *That does not live on the planet Earth*. People, the moon, trees, dogs, the Sun, shooting star, plants.”

Four-Step Vocabulary

Show the Four-Step Vocabulary Page.

1. Student silently reads words.

2. Student chorally reads words with you.

3. Give definition for a word; student looks, touches, says word.

4. Read phrases while student reads silently; student echoes the phrase. These phrases contain sight words.

● Scaffolded and Independent Reading

Day Three (During Reading)
Book: *The Sun*



Prepare

Provide each child with a copy of the book, *The Sun*.

I Do

“Let’s look at how this non-fiction book is put together or organized.”

We Do

“We will read the first two pages together. Then you will read in a whisper voice. Use your sounds for all the words except the words that are bold or that are our sight words. I will listen to each of you read. While I am listening, everyone is reading. If you finish, reread the story.”

You Do

Move to each student, sitting or kneeling at the student’s right. Listen to the student and note his/her accuracy and fluency. Assist students with the reading of content words. If a student struggles with either accuracy or fluency, use 2-2-2 Coaching Method.

2nd mistake – Begin reading with the student s/he makes a second mistake. Point above words while student points below words.

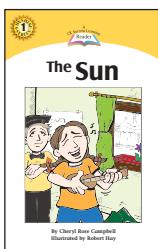
2 pages – Read 2 pages with student. Read with expression and fluency.

2 omissions – As you read, leave out 2 words for student to read; choose words that the student is able to read with confidence.

Comprehension

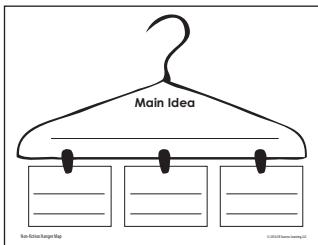
Day Four (After Reading)

Book: *The Sun*



Sticky Notes

Black Line Master:
The Hanger Map



Reread

Chorally reread the story, pausing to point out non-fiction elements.

Discuss Importance

Reread the book with the students. As you read, model “think alouds” by asking, **“What did I read that is important to remember?”** Write answers on sticky notes and place on the pages.

Discuss

What is the sun? (Detail)

How big is the sun? (Detail)

Why does the sun not look big? (Detail)

Does the sun go away at night? (Detail)

What goes around the sun? (Detail)

Can we live on the sun? (Detail)

What three things do we get from the sun? (Detail)

Main Idea

Fill out Non-Fiction Hanger Map with students. Write the main idea in the center: *The sun gives us heat, light, and energy*. Include at least three details (*a star, very big, far away, planets go around it*).

Assessment

Use this Comprehension Rubric to evaluate the student’s understanding of the main idea and key details.

1 Student is not able to identify the main idea.

2 With prompting, student is able to identify the main idea and details.

3 Student can identify the main idea and three details of the book.

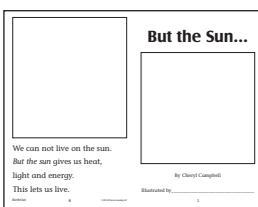
Writing /Fluency Check

Day Five (After Reading)

Book: *The Sun*



Black Line Master:
But the Sun...



KWL Chart

Display the KWL Chart that was begun on Monday.

Fill out the L Column on the chart. Ask students to identify what they have learned.

“Today we will read and illustrate the book, *But the Sun...* Some of the things we learned about the sun are opposites. For example, the sun looks small. But the sun is very big. You will see this phrase throughout your book.” Print the phrase, *But the sun*, on the board. Have students read it with you.

“We will need to fill in the Cover Sheet, Dedication Page and Title Page. We will read the book and illustrate the rest of the pages.”

While students work on illustrating the book, ask individual students to read to you. Use the Fluency Check Black Line Master to calculate the number words correct per minute.

Writing

Fluency Check

Black Line Master:
Fluency Check
The Sun

