Lesson Overview

Students make new observations using firsthand and secondhand data sources. The class revisits Sai’s problem and considers how they are working as scientists to help with this problem. Students go outside to make a new observation of the sky and record these observations in both their Investigation Notebooks and on the Sky Observations chart. The teacher reads After Sunset aloud and introduces the strategy of making and checking predictions. After reading the book, the class adds new information about what can be seen in the sky to the Sky Observations chart. The purpose of this lesson is for students to gather additional information about what can be observed in the sky at different times of day.

**Anchor Phenomenon:** The sky looks different to Sai than to his grandma when they talk on the phone.

**Everyday Phenomenon:** What can be seen in the daytime sky and in the nighttime sky.

**Students learn:**

- Daytime is the part of the day when the sky is bright.
- Nighttime is the part of the day when the sky is dark.
- Scientists read to answer their questions, especially when something they are figuring out is difficult to observe.
Reading: After Sunset

The teacher reads aloud the *After Sunset* big book and introduces the strategy of making and checking predictions.

Instructional Guide

1. **Introduce the *After Sunset* big book.**

   Today we will read a book about two children who observe the sky, just like we did. The sky observations in the book are different than our sky observations because they happen at a different time, after sunset when it is nighttime.

   Reading about sky observations that happen at a different time will help us gather more information to answer our question about what we can see in the sky at different times.

2. **Display the front cover of *After Sunset* big book.** Read the title aloud and invite students to share what they notice on the cover.

3. **Introduce the strategy of making predictions.**

   An important way that readers learn from a book is to make predictions. When you make a prediction, you use what you already know to decide what you think might happen.

   As you read, you can check your prediction to see if it matches what you decided before you read.

4. **Model making a prediction.**

   I can use what I know to make a prediction about what the children in the book will observe in the sky after sunset, during the nighttime.

   I know that after sunset, during the nighttime, the sky is dark. When the sky gets dark, I can often see stars in the sky. I predict that the children in the book will observe stars in the sky after sunset.
5. **Begin reading and pause at the end of page 5.** Model checking your prediction.

We just read and gathered information about what the children observed in the sky after sunset. By reading and looking at the pictures, we learned that the children observed stars in the sky after sunset, during the nighttime.

I predicted that the children would observe stars in the sky during the nighttime. My prediction matches what we just read. The children did observe stars in the sky.

6. **Continue reading and pause at the end of page 7.** Model making a new prediction.

Now I can use what I know to make a new prediction about what the children will observe in the sky.

On this page, the children are wondering whether they will observe the Moon in the sky. I know that sometimes I can see the Moon in the sky during the nighttime, but sometimes I cannot see it.

By reading and looking at the pictures, we know that the children have not yet observed the Moon in the sky. I predict that they will not observe the Moon in the sky on this night.

Turn the page and point at the picture on page 8.

There are many things to observe in the sky, but on this night we cannot see the Moon in the sky. My prediction matches what we just observed in the picture on this page.

7. **Continue reading and pause at the end of page 9.**

The children have observed many things in the sky during the nighttime. What else do you predict they will observe in the nighttime sky?

8. **On-the-Fly Assessment: Students make predictions.** Invite students to make predictions about what else the children in the book will observe in the nighttime sky. Have them talk to a partner about their predictions. As students share, listen for how they are making predictions. Invite several students to share their predictions with the class. Encourage students to explain their rationales for the prediction they share.

9. **Continue reading through the end of the book.** Remind students to observe and listen to see if their predictions match the information in the book.

10. **Invite students to reflect on their predictions.**

Did your predictions about what the children would observe in the nighttime sky match the new information we gathered by reading and looking at the pictures?

Have students talk to a partner to check their predictions. Invite several volunteers to share their responses with the class.
11. Introduce predict with the vocabulary routine. Let students know that they will be learning new science words to help them with their investigation in this unit. Hold up the vocabulary card for predict. Introduce the vocabulary routine by using the word predict.

This is the word predict. To predict is to use what you already know to decide what you think might happen.

We are going to practice saying the word. Say the word after me: predict.

Now say the word together: predict.

Now whisper the word predict to your partner.

To predict is to use what you already know to decide what you think might happen.

Post the predict vocabulary card to the Vocabulary section of the classroom wall.

Embedded Formative Assessment

On-the-Fly Assessment 1: Making Predictions

Look for: The focal comprehension strategy in this unit is making predictions by using prior knowledge and/or information gathered from the text in order to think ahead. As students are sharing what they predict the children in the book will see in the nighttime sky, listen for and make note of individual students or partners who reference prior knowledge to support their predictions. For example, a student might say something such as I think the children will see lights on an airplane in the sky during the nighttime. I have seen lights on an airplane in the sky during the nighttime before.

Now what? As students share their predictions with the class, repeat one or two that were based on students’ prior knowledge or experience. Highlight the way that students used their prior experience with observations of the nighttime sky to make their predictions. For example, you might say something such as I heard Eduardo say that he predicted the children in the book would see lights on an airplane in the sky during the nighttime because he has seen lights on an airplane in the sky during the nighttime before. Eduardo used what he already knew to decide what he thought might happen.

Teacher Support

Background

About the Book: After Sunset

After Sunset is a rich Read-Aloud that provides an engaging entry point into the unit’s content and vocabulary, encouraging students to recognize familiar and new objects as they make their own sky observations. Two sisters stay outside past sunset watching the sky as the sunlight fades, and the stars slowly appear. They see many interesting things in the sky: birds heading to their nests for the night, an airplane, stars, planets, a meteor, and even a space
As they wonder about what the people on the space station see, the perspective shifts, and readers are brought into space to look down on Earth as astronauts see it. The new perspective helps students understand that Earth is a planet in space, just like the other planets they may have heard of. After Sunset provides secondhand data about what can be seen in the night sky through two sisters’ observations of the sky after the sun goes down.

Background

Literacy Note: Read-Aloud Approach
All our kindergarten and first-grade units begin with a Read-Aloud of the first book of the unit. This is so you can introduce and model the focal reading strategy, making predictions, as well as introduce some important science concepts. Using the Read-Aloud approach, you will read aloud from the big book, stopping at several key points to model the reading strategy and/or point out key science ideas. As the unit progresses, you will give students more ownership over reading. The reading levels of each text are aligned with the mode in which the text is read. Therefore, the book you use for the Read-Aloud is at a higher reading level than the book used later in the unit for partner reading.

Rationale

Literacy Note: Vocabulary Routine
First-grade students are actively engaged in building their language repertoire. Learning the language of science is an important goal for this unit. The vocabulary routine is designed to provide a multimodal introduction to key unit vocabulary that students will encounter and use throughout the unit. This routine includes an opportunity for students to hear, see, and say the word, and then connect the word to a student-friendly definition. This routine provides a consistent way to introduce and practice new words as students encounter focal vocabulary throughout the unit.

Background

Literacy Note: Making Predictions
Skillful readers use a variety of strategies to actively engage with the text. In this unit, students are introduced to many of these important reading comprehension strategies. However, the focus is on becoming an expert at using one or two strategies through explicit instruction, modeling, and guided practice. Making predictions is one of the focal strategies for this unit and involves using prior knowledge and information gathered from the text in order to think ahead. Making predictions is something that students should do throughout their reading, not only before they read the book. As they read, students should consider whether the evidence in the text confirms their predictions or whether their thinking needs to be readjusted. Whenever possible, model the use of this strategy by thinking aloud about how you make predictions as a reader.

Rationale

Literacy Note: Introducing the Concepts of Daytime and Nighttime Before the Words
We chose to wait to introduce the words daytime and nighttime until after students have had multiple experiences with the concepts through the firsthand and secondhand investigations in the previous lesson and in this lesson. Referring to daytime as “during the school day” (a familiar time of day to students) focuses students on what they see in the sky at various times during the daytime, providing them with context before assigning a specific name to it. The words daytime and nighttime are formally introduced at the end of this lesson, when students have had multiple experiences observing the sky and will be better able to connect the terms with their observations.
Reading: After Sunset

The teacher reads aloud the *After Sunset* big book and introduces the strategy of making and checking predictions.

**Instructional Guide**

1. **Introduce the *After Sunset* big book.**

   Hoy leeremos un libro sobre dos niños que observan el cielo, tal como lo hicimos nosotros. Las observaciones del cielo en el libro son diferentes de nuestras observaciones del cielo, porque suceden a una hora diferente, después de la puesta de sol cuando son las horas nocturnas.

2. **Display the front cover of *After Sunset* big book.** Read the title aloud and invite students to share what they notice on the cover.

3. **Introduce the strategy of making predictions.**

   Una manera importante en la que los lectores aprenden de un libro es haciendo predicciones. Cuando hacen una predicción, usan lo que ya saben para decidir lo que piensan que podría pasar.

4. **Model making a prediction.**

   Puedo usar lo que sé para hacer una predicción sobre lo que los niños en el libro observarán en el cielo después de la puesta de sol, durante las horas nocturnas.

   Sé que después de la puesta de sol, durante las horas nocturnas, el cielo está oscuro. Cuando el cielo se pone oscuro, a menudo puedo ver estrellas en el cielo. Predigo que los niños en el libro observarán estrellas en el cielo después de la puesta de sol.
5. Begin reading and pause at the end of page 5. Model checking your prediction.

Acabamos de leer y reunir información sobre lo que los niños observaron en el cielo después de la puesta de sol. Al leer y mirar las imágenes, aprendimos que los niños observaron estrellas en el cielo después de la puesta de sol, durante las horas nocturnas.

Yo predije que los niños en el libro observarían estrellas en el cielo durante las horas nocturnas. Mi predicción coincide con lo que acabamos de leer. Los niños ciertamente observaron estrellas en el cielo.

6. Continue reading and pause at the end of page 7. Model making a new prediction.

Ahora puedo usar lo que sé para hacer una nueva predicción sobre lo que los niños observarán en el cielo.

En esta página, los niños se están preguntando si observarán la Luna en el cielo. Sé que a veces veo la Luna en el cielo durante las horas nocturnas, pero a veces no puedo verla.

Al leer y mirar los dibujos, sabemos que los niños aún no han observado la luna en el cielo. Yo predigo que ellos no observarán la Luna en el cielo en esta noche.

Turn the page and point at the picture on page 8.

Hay muchas cosas qué observar en el cielo, pero en esta noche no podemos ver la Luna en el cielo. Mi predicción coincide con lo que acabamos de observar en el dibujo en esta página.

7. Continue reading and pause at the end of page 9.

Los niños han observado muchas cosas en el cielo durante las horas nocturnas. ¿Qué más predicen que ellos observarán en el cielo en las horas nocturnas?

8. On-the-Fly Assessment: Students make predictions. Invite students to make predictions about what else the children in the book will observe in the nighttime sky. Have them talk to a partner about their predictions. As students share, listen for how they are making predictions. Invite several students to share their predictions with the class. Encourage students to explain their rationales for the prediction they share.

9. Continue reading through the end of the book. Remind students to observe and listen to see if their predictions match the information in the book.

10. Invite students to reflect on their predictions.

¿Piensan que su predicción sobre lo que los niños observarían en el cielo en las horas nocturnas coincidió con la nueva información que reunimos al leer y mirar los dibujos?

Have students talk to a partner to check their predictions. Invite several volunteers to share their responses with the class.
11. Introduce *predict* with the vocabulary routine. Let students know that they will be learning new science words to help them with their investigation in this unit. Hold up the vocabulary card for *predict*. Introduce the vocabulary routine by using the word *predict*.

> Esta es la palabra *predecir*. Predecir es usar lo que ya saben para decidir lo que piensan que podría pasar.

> Vamos a practicar decir la palabra. Digan la palabra después de mí: *predecir*.

> Ahora digan la palabra juntos: *predecir*.

> Ahora susurren la palabra *predecir* a su compañero o compañera.

> Predecir es usar lo que ya saben para decidir lo que piensan que podría pasar.

Post the *predict* vocabulary card to the Vocabulary section of the classroom wall.

**Embedded Formative Assessment**

**On-the-Fly Assessment 1: Making Predictions**

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**Teacher Support**

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