Lesson 4.4
Revisiting Sunlight Warming Earth’s Surface
Lesson Overview

Students apply what they have learned about how the color of a surface affects how warm it gets in the sunlight. The class observes a series of potential improvements to the Carver and Woodland playgrounds and discusses the impact of each change on the temperature of the playground and comfort level of students during recess. The teacher leads a Shared Writing activity to the principals of Carver and Woodland based on students’ suggestions for the most effective modification to each playground. Students complete the second mini-book of the unit, Getting Warmer or Cooler at the Beach, about the relative temperatures of different surfaces when exposed to or blocked from sunlight, and then practice reading this book with partners. The purpose of this lesson is for students to solidify their understanding of the color of a surface and its temperature in sunlight.

Anchor Phenomenon: Students at Carver Elementary School are too cold during morning recess, while students at Woodland Elementary School are too hot during afternoon recess.

Students learn:

• One way scientists share ideas is through writing a book.
Partners read the mini-book, \textit{Getting Warmer or Cooler at the Beach}.

**Instructional Guide**

1. **Revisit the Partner Reading Guidelines.** Let students know that they will read their mini-books with a partner. Point and read each of the Partner Reading Guidelines.
   - Sit next to your partner.
   - Put the book between you.
   - Take turns reading and listening.
   
   Model the corresponding behaviors with a partner as needed.

2. **Have students read their mini-books with a partner.** Circulate as partners share their mini-books, providing support with reading the text as needed.

3. **Conclude the lesson. Collect the mini-books.** Let students know that in the next lesson, they will begin to think more about how the weather in a place affects the people who live there.

**Teacher Support**

**Instructional Suggestion**

\textbf{Literacy Note: Reading Mini-Books with a Partner or Chorally}

Depending on the needs of your class, you can decide which type of readthrough for the mini-book makes the most sense for your students. For some classes, it may be best to end with a Partner Reading. If your class is not ready for a Partner Reading of the mini-book, another option for a final readthrough is to read the book chorally as a class. Depending on your class procedures and routines, Choral Reading could involve projecting the page, pointing to the words, and encouraging students to read aloud with you. It could also take the form of you reading the page twice, encouraging students to listen the first time and read aloud with you the second time.
Partners read the mini-book, *Getting Warmer or Cooler at the Beach*.

### Instructional Guide

1. **Revisit the Partner Reading Guidelines.** Let students know that they will read their mini-books with a partner. Point and read each of the Partner Reading Guidelines.

   - Sit next to your partner.
   - Put the book between you.
   - Take turns reading and listening.

Model the corresponding behaviors with a partner as needed.

2. **Have students read their mini-books with a partner.** Circulate as partners share their mini-books, providing support with reading the text as needed.

3. **Conclude the lesson. Collect the mini-books.** Let students know that in the next lesson, they will begin to think more about how the weather in a place affects the people who live there.

### Teacher Support

**Instructional Suggestion**

**Literacy Note: Reading Mini-Books with a Partner or Chorally**

Depending on the needs of your class, you can decide which type of readthrough for the mini-book makes the most sense for your students. For some classes, it may be best to end with a Partner Reading. If your class is not ready for a Partner Reading of the mini-book, another option for a final readthrough is to read the book chorally as a class. Depending on your class procedures and routines, Choral Reading could involve projecting the page, pointing to the words, and encouraging students to read aloud with you. It could also take the form of you reading the page twice, encouraging students to listen the first time and read aloud with you the second time.