

Lesson Plan

Early
reading stage
Levels 7–8



Looking at the Sky explains the different things that can be seen in the sky at various times throughout the day and at night, such as the sun, moon and stars.

Running words: 175

Informative text type:
Explanation

Science Curriculum links

Australia

- **ESS (ACSSU019)** Observable changes occur in the sky and landscape
- **NDS (ACSHE021)** Science involves asking questions about, and describing changes in, objects and events

New Zealand

- **PEB:** Observations of the sun and the moon and their physical effects on the heat and light available on Earth
- **NS:** Linking science to daily living

Key concepts

- The sun gives us light and heat.
- The sky during the day looks different to the sky at night.
- The sun, the moon and the stars are always there, even if they cannot be seen.

Content vocabulary

bright, cloud, day, hot, light, midday, moon, morning, night, shines, sky, stars, sun, sunlight

Text features

- Introduction
- Headings
- Photographs

Reading strategy

- Connecting events, ideas

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *What things can you see in the sky?* Invite students to talk about this with a partner and then share their ideas with the group.

Provide each student with a copy of *Looking at the Sky*. Say: *This book is called Looking at the Sky. It is about the things we see in the sky at different times during the day and at night.*

Have students browse through the book, looking at the chapter headings and photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about the things you can see in the sky?* Have students talk to a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers are able to make links between their own experiences and what they know, and the ideas in the book.* Ask: *Why do you think making these links and connections is important? How can it help you to be a good reader?* Have students talk about this with a partner.

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to make connections between what they are reading and their own experiences and existing knowledge. For example, you could stop students and ask: *Have you ever seen a sky that looked like this? Tell me about it.* Support students in making links between what they have seen and what they are learning about as they read.

After reading

Talking about the book

Have students talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and text in the book.

What was in front of the sun to stop the boy from seeing it? What things can be seen in the sky at night? (Literal)

Is the sun still in the sky, even when you can't see it? Can we always see the moon? Does it always look the same? (Inferential)

What do you like to see in the sky? (Applied)

Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *You talked about your experiences of what you have seen in the sky. This shows me that you understand the new information you are reading about.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Speaking and listening

Have students sit with a partner. One student chooses something from the book that can be seen in the sky, and writes this “secret word” on a piece of paper, so that their partner cannot see it. The other student asks questions that can be answered with “yes” or “no”, until they have enough information to guess the “secret word”. Students then change roles.

Vocabulary

Write the words *sun*, *moon*, *stars* and *clouds* on a chart.

Say: *These words are all things. Sometimes we talk about one thing, such as one moon, and sometimes we talk about more than one thing, such as lots of stars.*

Ask: *Which words on our chart refer to more than one thing?* Invite a student to circle these (*stars*, *clouds*).

Ask: *What tells us that these words mean more than one thing?*

Discuss and draw out that an “s” has been added to the end of the singular form of each word (*cloud* – *clouds*, *star* – *stars*).

Phonological awareness

Say the word *sun*. Ask: *What sounds can you hear in this word?*

Discuss and draw out that the word *sun* has three sounds.

Repeat with the word *light*. Say: *Both the words “sun” and “light” have three sounds in them.*

Have students talk with a partner about other words they know that have three sounds. Invite them to share their ideas.

Phonics

Write the word *sunlight* on a chart. Say: *This word is made up of two smaller words. What are they?* Discuss and draw out that the words are *sun* and *light*.

Ask: *What other words can be made using the word “sun”?* Have students talk about this with a partner and then share their ideas. Use students’ ideas to create a list on a chart. Words could include *Sunday*, *sunshine*, *sunburn*, *sunflower*, etc.

Repeat with the word *midday*.

Writing

Shared writing

Ask: *What other things can we see in the sky?* Invite students to share their ideas and create a list on a chart – for example, *lightning*, *rainbow*, *raindrops*, *comet*.

Say: *I am going to write about the sky during the day and the sky at night.*

Have students contribute ideas about both the content and writing conventions. For example, you could say: *I want to compare and contrast day and night. I will start by writing about the sky during the day. How might I begin this sentence?*

Say: *I want to say that during a storm you might see lightning in the sky. How do I spell “lightning”? Let’s listen to the sounds in the word. Let’s work out how many syllables the word has.*

Encourage students to share their spelling attempts and give reasons for their suggestions.

Independent writing

Ask: *What have you learnt about the sky during the day and the sky at night?* Have students share their ideas.

Say: *Draw a line down the centre of your paper. On one side, write a fact about the sky during the day and draw a picture to match. On the other side of the paper, write a fact about the night sky and draw a picture to match that fact.*

Encourage students to check their facts in the book.

Sharing and presenting

Have students sit in a small groups and take turns sharing their drawings and writing.

Gather the groups together and ask: *What else would you like to find out about the sun, the moon, the stars and other things you might see in the sky?*

List students’ questions on a chart.

Blackline Master: Day and Night

Name: _____

Use words from the word bank to label each picture.

Draw your own picture of the sky and label it.

sun	clouds	moon	stars	night	day
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