

Learning and Accessing Deep Knowledge

In the EL Education K-8 Language Arts Curriculum, we have built rich sets of texts—ranging from novels to scientific articles to speeches—around the topics in the modules that allow students to build the skills and knowledge they need to meet the standards, complete meaningful tasks, and build their literacy muscles.

When choosing texts for the EL Education Language Arts curriculum, we ask ourselves what opportunities a text provides to teach students about the topic and to be a resource for the tasks we are asking them to complete, and because the tasks are always tightly aligned to the standards, we ask ourselves if the text is significantly complex and will allow students to meet the standards. Students interact with texts in two main ways in the curriculum: Some texts are complex, which students will read closely; and there are additional texts on the topic that ensure that each student experiences a volume of reading at his/her/their independent reading level.

The organizing principle of the read-think-talk-write cycle is used in daily lessons to allow students to synthesize evidence, play with ideas, develop arguments, and “rehearse” various forms of communication. It is highly supportive of multilingual learners, who benefit from oral processing and the social construction of knowledge, and, in general, of the varied learning styles represented in classrooms.

Grade 1, Module 2: What’s up in the Sky: A Student of the Sun, Moon, and Stars

In this module, students build their literacy and science skills as they engage in a study of the sun, moon, and stars. The module begins with a story about a young boy named Elvin who is curious about the sun, moon, and stars. Elvin wants to learn more about the sun, moon, and stars and shares his wonderings and artifacts he receives along his journey with the first-grade students. In Unit 1, students study the sun, moon, and stars through various narrative texts and begin to understand how and why the sun, moon, and stars inspire authors. Students respond to texts through role-play and written response. In Unit 2, students focus their study on the science concepts of observable patterns in the sky as they relate to the sun, moon, and stars. Students engage in a close read-aloud of *What Makes Day and Night* by Franklyn Branley and a focused read-aloud of *Does the Sun Sleep? Noticing Sun, Moon, and Star Patterns* by Martha E.H. Rustad. Students track their observations of the sun, moon, and stars in pictures and videos in a Sky notebook.

Required Texts

These are the required texts that the module lessons have been designed around and that all students will read:

- Does the Sun Sleep?: Noticing Sun, Moon and Star Patterns, Martha E. H. Rustad (RI, 370; one per classroom)
- Kitten’s First Full Moon, Kevin Henkes (RL, 360, two per classroom)
- Papa, Please Get the Moon for Me, Eric Carle (RL, AD310; one per classroom)
- Summer Sun Risin’, W. Nikola-Lisa (RL, N/A; six per classroom)
- Sun and Moon, Lindsey Yankey (RL, N/A; one per classroom)
- What Makes Day and Night, Franklyn M. Branley (RI, 230; six per classroom)
- What the Sun Sees, What the Moon Sees, Nancy Tafuri (RL, 260; six per classroom)
- Why the Sun and the Moon Live in the Sky, Elphinstone Dayrell (RL, 570; one per classroom)
- “Elvin, the Boy Who Loved the Sky,” 2016. Written by EL Education for instructional purposes. (RL; included in the module materials)
- “What are They?: The Sun, Moon and Stars,” 2016. Written by Vaishali Joshi for EL Education for instructional purposes. (RI; included in the module materials)

- “What We See: The Sun, Moon, and Stars,” 2016. Written by Vaishali Joshi for EL Education for instructional purposes. (RI; included in the module materials)

Recommended Texts

This is a sample of the texts, of a variety of levels, that are recommended for students to read during independent reading time to build more knowledge about the topic:

Grade	Module	Title	Author (Last Name, First Name)	Publisher	ISBN or UPC	Text Type	Lexile®	Pub Date
1	2	<i>Many Moons</i>	Thurber, James	Houghton Mifflin Harcourt	9780156569804	Literary	700	1973
1	2	<i>Thirteen Moons on Turtle's Back: A Native American Year of Moons</i>	Bruchac, Joseph and Jonathan London	Penguin Young Readers	9780698115842	Literary	840	1992
1	2	<i>How the Stars Fell into the Sky: A Navajo Legend</i>	Oughton, Jerrie	Houghton Mifflin Harcourt	9780395779385	Literary	AD780	1992
1	2	<i>Raven: A Trickster Tale from the Pacific Northwest</i>	McDermott, Gerald	Houghton Mifflin Harcourt	9780152024499	Literary	AD380	1993
1	2	<i>Moon Rope / Un lazo a la luna</i>	Ehlert, Lois	Houghton Mifflin Harcourt	9780152017026	Literary		2003
1	2	<i>The Earth Under Sky Bear's Feet: Native American Poems of the Land</i>	Bruchac, Joseph	Penguin Young Readers	9780698116474	Poetry		1995
1	2	<i>Starry Messenger: Galileo Galilei</i>	Sis, Peter	Square Fish	9780374470272	Informational	830	1996
1	2	<i>On Earth</i>	Karas, G. Brian	Penguin Young Readers	9780142410639	Informational	AD540	2005
1	2	<i>Coyote Places the Stars</i>	Taylor, Harriet Peck	Aladdin	9780689815355	Literary	840	1993
1	2	<i>Max and the Tag-Along Moon</i>	Cooper, Floyd	Penguin Young Readers	9780147515469	Literary	NC550	2015
1	2	<i>Professor Astro Cat's Stargazing</i>	Walliman, Dr. Dominic and Ben Newman	Nobrow Ltd.	9781912497836	Informational		2019
1	2	<i>Coyote in Love With a Star (Tales of the People)</i>	De Montano, Marty Kreipe	Abbeville Kids	9780789201621	Literary	830	1998
1	2	<i>The Shadow in the Moon</i>	Matula, Christina	Charlesbridge	9781580897464	Literary		2018
1	2	<i>How the Sun Got to Coco's House</i>	Graham, Bob	Candlewick	9780763681098	Literary	AD650	2015
1	2	<i>City Moon</i>	Cole, Rachael	Random House Children's	9780553497076	Literary	AD450	2017
1	2	<i>Comets, Stars, the Moon, and Mars: Space Poems and Paintings</i>	Florian, Douglas	Houghton Mifflin Harcourt	9780152053727	Poetry	NP	2007
1	2	<i>The Star People</i>	Nelson, S.D.	Abrams	9780810945845	Literary		2003
1	2	<i>If You Decide to Go to the Moon</i>	McNulty, Faith	Scholastic	9780590483599	Literary	AD630	2005
1	2	<i>A Big Mooncake for Little Star</i>	Lin, Grace	Little, Brown Young Readers	9780316404488	Literary		2018

Unit 1

In Unit 1, students launch their learning about the sun, moon, and stars by focusing on literary texts about these celestial objects. In the first part of the unit, students explore the unit guiding question--"Why do authors write about the sun, moon, and stars?"--by participating in a cycle of inquiry through observations and literature.

During the second part of the unit, students complete a series of focused read-alouds, in which they explore a number of literary texts. Each text is read over the course of two lessons: students answer text-dependent questions, complete a Story Elements board to track the elements of the text, participate in role-playing to make better sense of what they are reading, and write in response to text. Students also gather language from these stories and begin to build a Word Wall with words used to describe the appearance and movement of the sun and moon.

Spotlight on Lesson 2

In this lesson, students hear a read-aloud of the text *Why the Sun and the Moon Live in the Sky* before participating in a structured discussion about why authors write about the sun, moon, and stars. After the discussion they write to reflect on the discussion question.

Lesson overview:

<p>Lesson 2</p> <p>RL.1.1, SL.1.2, W.1.8</p>	<p>Reading and Speaking and Listening: Why Do Authors Write Stories About the Sun and Moon?</p> <p>1. Opening A. Engaging the Learner: Introducing the Sun Movement Routine (10 minutes)</p> <p>2. Work Time A. Reading Aloud: <i>Why the Sun and the Moon Live in the Sky</i> (20 minutes) B. Structured Discussion: Introducing the Unit 1 Guiding Question (10 minutes) C. Independent Writing: Reflecting on the Unit 1 Guiding Question (15 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> I can infer why authors write about the sun, moon, and stars using details from <i>Why the Sun and the Moon Live in the Sky</i>. (RL.1.1, SL.1.2, W.1.8) 	<ul style="list-style-type: none"> Speaking and Listening Checklist (SL.1.2) as students engage in discussion about the Unit 1 guiding question.
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Teacher Guide:

The Sun, Moon, and Stars

Work Time

B. Structured Discussion: Introducing the Unit 1 Guiding Question (10 minutes)

- Direct students' attention to the **Unit 1 Guiding Question anchor chart** and read the question aloud:
"Why do authors write about the sun, moon, and stars?"
- Point to the table below the guiding question and read the headings of each column. Tell students that throughout this unit they will study several stories about the sun, moon, and stars to learn more about why authors write stories about them. Tell them that now they will think about this question in light of the text they just listened to.
- Direct students' attention to the posted learning target and read it aloud:
"I can infer why authors write about the sun, moon, and stars using details from Why the Sun and the Moon Live in the Sky."
- Point out the word *infer* and define it as making a guess based on facts and observations.
- Tell students they are now going to use the Think-Pair-Share protocol to discuss why Elphinstone Dayrell, the author of *Why the Sun and the Moon Live in the Sky*, wrote about the sun and moon. Remind them that they used this protocol in Module 1, and review as necessary using the **Think-Pair-Share anchor chart**. (Refer to the Classroom Protocols document for the full version of this protocol.)
- Move students into pre-determined pairs and invite them to Think-Pair-Share:
"Why do authors write about the sun, moon, and stars?"
- As students talk, circulate and listen in. Take note of the ideas students are sharing and target a few students to share out with the whole group. Consider documenting progress toward SL.1.2 using the **Speaking and Listening Checklist**.
- Remind students to make a bridge with their arms after both partners have shared.
- Refocus whole group and invite a few students to share with the whole group.
- If productive, cue students to listen carefully:
"Who can repeat what your classmate said?" (Responses will vary.)
- Tell students that now they will use what they have discussed with their partner to help them independently reflect on the unit's guiding question using pictures and words.

Meeting Students' Needs

- When reviewing the definition of *infer*, maximize comprehension by providing an example of another way to use this term. (Example: "When I see steam rising from my hot cocoa, I *infer* that the liquid is hot.") (MMR)
- For ELLs: Mini Language Dive. Ask students about the meaning of the chunks from the guiding question: "I / can infer / why authors write about the sun, moon, and stars / using details from *Why the Sun and the Moon Live in the Sky*." Write and display student responses next to the chunks. Examples:
 - Ask:
"What does this sentence mean?" (Responses will vary)

Spotlight on Lessons 3-7

In Lessons 3-7 of Unit 1, students participate in a close read-aloud of the text *Summer Sun Risin'* by W. Nikola-Lisa. Through this close read-aloud students strengthen their ability to understand and converse with their peers about the text as they hear it read aloud multiple times and engage actively through interactive role-playing, and text-dependent questions.

The Sun, Moon, and Stars

Grade 1: Module 2: Unit 1: Lesson 3

Close Read-aloud Guide: *Summer Sun Risin'*

(For Teacher Reference)

RL.1.1, RL.1.2, RL.1.7, SL.1.4, W.1.8, L.1.4a

Time: 100 minutes (five 20-minute sessions)

Key understandings:

- Storytellers can gain inspiration from the sun, moon, and stars.
- The sun appears to move across the sky in a predictable pattern from sunrise to sunset.

Focus question:

- What is the boy doing when the sun is rising, at its highest, and setting in the sky?

Supporting Language and Engagement:

During every session of the close read aloud, identify a variety of total participation techniques (see Module 1 Appendix) to engage students in the text-dependent questions. In addition, consider incorporating additional movement, role-play, and modeling as needed to support students understanding and engagement.

Culminating Task:

Write and draw about three parts of the boy's day from sunrise to sunset. Be sure to include what the boy is doing and what the sun is doing in the beginning, middle, and end of the story.

Use the sentence stem: In the (beginning, middle, end), the boy is _____.

The sun is _____.

Illustration	Illustration	Illustration
In the beginning, the boy is _____. The sun is _____.	In the middle, the boy is _____. The sun is _____.	At the end, the boy is _____. The sun is _____.

Session 1: Getting the Gist and Learning to Record Information	
Text to Read	Questions/Activities
Whole book	<ul style="list-style-type: none"> Direct students' attention to the posted learning target and read it aloud: "I can ask and answer questions about the boy and the sun in <i>Summer Sun Risin'</i> using key details from the text." Introduce the focus question and invite students to follow along as you read it aloud: <p><i>"What is the boy doing when the sun is rising, at its highest, and setting in the sky?"</i></p> Read the text from beginning to end without interruption. Use a document camera (if possible) so that all can enjoy the illustrations. Invite students to echo read the last two lines on each page starting on page 6: "summer sun's..." Invite students to say the words with you. After reading, using a total participation technique, invite responses from the group: <p><i>"Who is the main character?" (the boy)</i></p> <p><i>"Where does the story take place?" (a farm)</i></p> <p><i>"What was this text mostly about?" (what happens on a farm throughout the day as the sun is in different places)</i></p>
Page 2	<ul style="list-style-type: none"> Reread page 2 aloud while showing the illustrations. Invite students to echo read the last two lines on the page: "Wake up, little one—summer sun's a-risin'" Display the following three "repeating questions," which you will use multiple times during this close read-aloud. Read all three questions together: <p><i>"What is the boy doing?"</i></p> <p><i>"What is the sun doing?"</i></p> <p><i>"Where is the sun?"</i></p> Direct students' attention to the posted <i>Summer Sun Risin'</i> anchor chart. Tell them that as they read the text, they will use the chart to keep track of the answers to the three questions. Using a total participation technique, invite responses from the group for each of the questions: <p><i>"What is the boy doing?" (sleeping)</i></p> <p><i>"How do you know?" (The text is telling him to wake up, so he must be asleep.)</i></p>

Session 2: The Sun in the Morning	
Text to Read	Questions/Activities
	<ul style="list-style-type: none"> • Direct students' attention to the posted <i>Summer Sun Risin'</i> anchor chart and review what was added in the previous lesson. • Tell students that today you will continue to reread <i>Summer Sun Risin'</i> so that they can better understand and enjoy the book. • Review the posted learning target, emphasizing the word <i>beginning</i>: • "I can describe what the boy and the sun do in the beginning of <i>Summer Sun Risin'</i>." • Review the focus question by reading it aloud: • What is the boy doing when the sun is rising, at its highest, and setting in the sky? • Tell students that today they will closely read the beginning of the story to determine what the boy does when the sun is rising.
Pages 2–4	<ul style="list-style-type: none"> • Read pages 2–3 aloud. • Reread page 3 while showing the illustrations. • Invite students to echo read the last two lines: "summer sun's tastin' the sweet, sweet air."
Pages 5–6	<ul style="list-style-type: none"> • Tell students that, just as in the previous lesson, they will use the <i>Summer Sun Risin'</i> anchor chart to track the answers to the three questions: <ul style="list-style-type: none"> • <i>"What is the boy doing?"</i> • <i>"What is the sun doing?"</i> • <i>"Where is the sun?"</i> • Without showing the illustrations, reread the first six lines on page 6: "Milk in a glass, egg in a cup. Toast on a plate butter side up. Fritters in a pan, coffee in the pot." • Using a total participation technique, invite responses from the group: <ul style="list-style-type: none"> • <i>"What is the boy doing?" (eating breakfast)</i> • <i>"How do you know?" (I heard foods described that someone might eat for breakfast.)</i> • While showing the illustrations on pages 5–6, invite students to whisper into their hands: <ul style="list-style-type: none"> • <i>"What do you see in the illustrations to support your idea that the boy is having breakfast?" (I see toast and eggs.)</i> • Add the <i>Summer Sun Risin'</i> icon of breakfast to the <i>Summer Sun Risin'</i> anchor chart.

Unit 2

In Unit 2, students delve more deeply into their study of the sun, moon, and stars, focusing specifically on observable patterns in the sky. Throughout the unit, students engage in a predictable cycle of instructional activities that include reading a text, engaging in an interactive experience, writing as a class to synthesize understanding, writing independently to answer a specific question, and, finally, engaging in a small group

conversation to discuss that question. Students are introduced to the Science Talk protocol and use it to share information and build onto others' ideas.

Spotlight on Lesson 3

In this lesson, students participate in a Language Dive, a routine in which students deconstruct, reconstruct, and practice language and syntax, in the text *What Makes Day and Night?*

Language Dive teacher guide:

The Sun, Moon, and Stars

Grade 1: Module 2: Unit 2: Lesson 2

Session 2: Day and Night	
Text to Read	Questions/Activities
Page 14 Language Dive	<ul style="list-style-type: none"> Place your finger on the sentence: "As the earth spins we move through the light, into the darkness, and back again." Read the sentence aloud twice, following along with your finger. Invite students to chorally read it aloud with you as one of the students points to each word. Ask: <ul style="list-style-type: none"> <i>"What is the meaning of this sentence?" (Responses will vary.)</i> <i>"How does this Language Dive help you understand our Unit 2 guiding question: 'What patterns can we observe in the sky?'" (Responses will vary)</i>
Page 14 Language Dive	<ul style="list-style-type: none"> If necessary, follow a process similar to the one below for each key word in the sentence that is unfamiliar to students. Say: <ul style="list-style-type: none"> <i>"There are some words and phrases in this sentence that you might not know: darkness."</i> <i>"Darkness means not having light, or where it is dark."</i> Invite students to cover their eyes so they are in darkness. Ask: <ul style="list-style-type: none"> <i>"When are some other times that you experience darkness?" (When I am outside at night. In my room before I fall asleep.)</i>
Page 14 Language Dive	<ul style="list-style-type: none"> Display and read aloud the following chunk: we Ask: <ul style="list-style-type: none"> <i>"Who is this sentence about?" (Us. All people. The book is about how the earth moves all people).</i>
Page 14 Language Dive	<ul style="list-style-type: none"> Display and read aloud the following chunk: move through the light, Ask: <ul style="list-style-type: none"> <i>"What do we do?" (move through the light; move with the earth)</i> <i>"What is making us move? What, in the text, makes you think so?" (The earth. We are moving because we are standing on earth. The text says the earth is always spinning.)</i> <i>"Why did the author use the word through?" (to say we moved inside of and back out of light areas; the earth is moving us into the light until, and then out of the light until we pass it.)</i> <i>"What if we replaced through with around. Would that change the meaning of the sentence? How?" (Yes. Then we would only be around the edges of light areas and we would never see light.)</i>

Unit 3

In Unit 3, students continue to reflect on where the sun and moon appear in the sky and what happens when the sun and moon are at different places in the sky. They read the book *What the Sun Sees, What the Moon Sees* by Nancy Tafuri first to understand the content as readers, and then again as a mentor text to study the author's craft. Students also closely view images and videos of urban, suburban, and rural areas at night and

during the day to strengthen their schema around what the sun might "see." Students work with one another to draft a class narrative poem titled "What the Moon Sees," which describes the moon, its position, and what is happening with animals and people during that time of night.

In the second half of the unit, students plan and write their own individual narrative poem, "What the Sun Sees" (with a beginning, middle, and end).

Spotlight on Lesson 4

In this lesson, students read a verse of narrative poetry and then write a verse of narrative poetry as a class. Student planner:

The Sun, Moon, and Stars

"What the Moon Sees" Verse Planner

Name: _____ **Date:** _____

W.1.3, L.1.1f

Verse 1

What time is it?	
What does the moon look like?	
What is the moon doing?	
What does the moon "see"?	

Verse 2

What time is it?	
What does the moon look like?	
What is the moon doing?	
What does the moon "see"?	

Verse 3

What time is it?	
What does the moon look like?	
What is the moon doing?	
What does the moon "see"?	

Closing:

Lesson 4