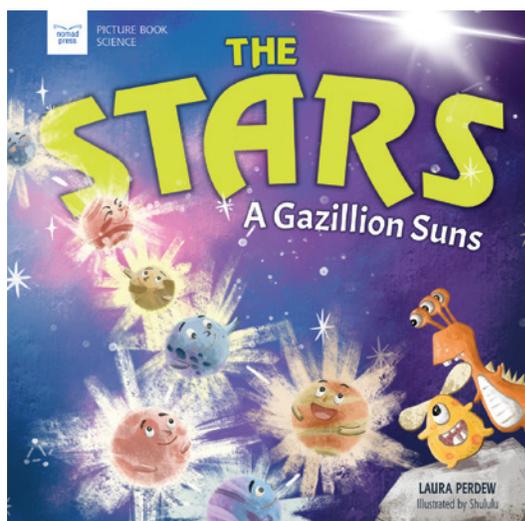




The Stars: A Gazillion Suns

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Age: 5–8

Grade: 1–3

Softcover: 978-1-61930-992-0, \$9.95

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Specs: 9.5 x 9.5, 32 pages, 4-color interior

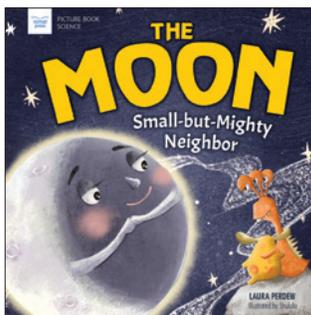
Focus: Earth Science & Space Science

GRL: N

The Universe is full of hundreds of billions of twinkling stars that humans have used to tell stories, navigate, and make wishes for centuries.

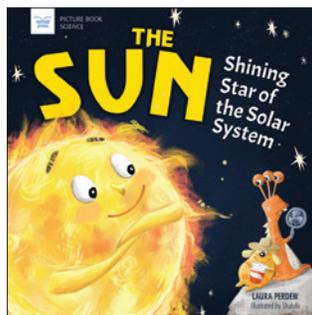
But what is a star made of? How long will its light last? In *The Stars: A Gazillion Suns*, the character of the Universe takes us on a journey among the stars and explains how they are born, what makes them twinkle, how many there are, and even how they will come to an end. Through a hands-on science activity, fun facts, a poem, and a glossary, kids are invited to explore a world previously out of reach! Perfect as a read aloud or for beginner readers.

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ESSENTIAL QUESTIONS TO ASK

KEY VOCABULARY

atmosphere, constellation, light pollution, navigate, protostar, supernova

BEFORE READING

1 Establish Background Knowledge

- a What do you already know about the stars?
- b What do you see when you look up to the sky at night? Do you live in a place with a lot of light pollution?

2 Skill Introduction

- a What do you do when you come to a word or phrase you do not know?
- b How do pictures help readers understand what is happening in the stories?

CCC: CCSS.ELA-Literacy.L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

CCC: CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

DURING READING

1 Check for Understanding

- a Why is it important to learn about space and the stars?
- b How can learning about stars help humans here on Earth?
- c How do scientists solve problems and answer questions?
- d How do activities help you learn about science?
- e How is hands-on learning through activities different from learning through listening or reading the text?
- f What else do you want to know about the stars?

CCC: CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

CCC: CCSS.ELA-Literacy.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.



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ESSENTIAL QUESTIONS TO ASK

AFTER READING

1 Summary and Expansion

- a Why do people around the planet see different stars at different times?
- b What are some ways the ways humans have used the stars?
- c Why do some stars seem to twinkle?
- d How can people try and reduce light pollution where they live?
- e How did the glossary help you understand the book?

2 Critical Thinking

- a What are some reasons stars are so different from each other?
- b How do scientists learn about things that are extremely far away?
- c How do scientists learn about things that happened before humans existed?
- d How can we use what we know about the sun to help make decisions about the future?

CCC: CCSS.ELA-Literacy.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CCC: CCSS.ELA-Literacy.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

COMMON CORE CONNECTIONS

Grade: 3 Language CCSS.ELA-Literacy.L.3.3,4,4a,4b,4c,4d,5,5a,5b,6

Grade: 3 Reading: Foundation Skills CCSS.ELA-Literacy.RF.3.3,3b,3c,3d,4,4a,4c

Grade: 3 Reading: Informational Text CCSS.ELA-Literacy.RI.3.1,2,3,4,5,6,7,8,9,10

Grade: 3 Reading: Literature CCSS.ELA-Literacy.RL.3.1,2,3,4,5,6,7,9,10

Grade: 3 Speaking & Listening CCSS.ELA-Literacy.SL.3.1,1c,1d,2,3,4,5,6

Grade: 3 Writing CCSS.ELA-Literacy.W.3.2,2a,2b,2c,2d,3,4,7,8,10



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COMMON CORE CONNECTIONS

Grade: 3 Language

CCSS.ELA-Literacy.L.3.3,4,4a,4b,4c,4d,5,5a,5b,6

- 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - 4a Use sentence-level context as a clue to the meaning of a word or phrase.
 - 4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - 4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - 4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - 5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - 5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- 6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Grade: 3 Reading: Foundation Skills

CCSS.ELA-Literacy.RF.3.3,3b,3c,3d,4,4a,4c

- 3 Know and apply grade-level phonics and word analysis skills in decoding words.
 - 3b Decode words with common Latin suffixes.
 - 3c Decode multisyllable words.
 - 3d Read grade-appropriate irregularly spelled words.
- 4 Read with sufficient accuracy and fluency to support comprehension.
 - 4a Read grade-level text with purpose and understanding.
 - 4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade: 3 Reading: Informational Text

CCSS.ELA-Literacy.RI.3.1,2,3,4,5,6,7,8,9,10

- 1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- 5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 6 Distinguish their own point of view from that of the author of a text.
- 7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- 9 Compare and contrast the most important points and key details presented in two texts on the same topic.
- 10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Grade: 3 Reading: Literature

CCSS.ELA-Literacy.RL.3.1,2,3,4,5,6,7,9,10

- 1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.



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COMMON CORE CONNECTIONS

- 2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- 4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- 6 Distinguish their own point of view from that of the narrator or those of the characters.
- 7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- 9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
- 10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Grade: 3 Speaking & Listening

CCSS.ELA-Literacy.SL.3.1,1c,1d,2,3,4,5,6

- 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - 1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - 1d Explain their own ideas and understanding in light of the discussion.
- 2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- 6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

Grade: 3 Writing

CCSS.ELA-Literacy.W.3.2,2a,2b,2c,2d,3,7,8,10

- 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - 2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - 2b Develop the topic with facts, definitions, and details.
 - 2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - 2d Provide a concluding statement or section.
- 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 7 Conduct short research projects that build knowledge about a topic.
- 8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinespecific tasks, purposes, and audiences.



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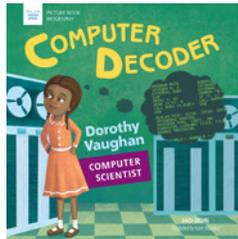


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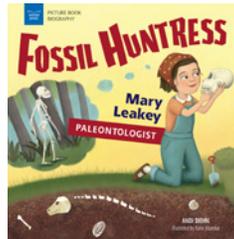


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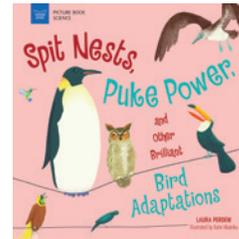
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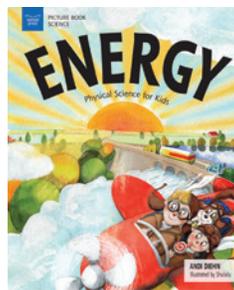
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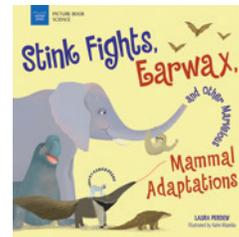
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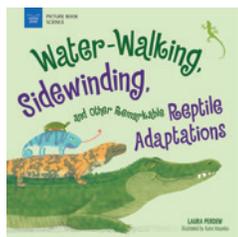
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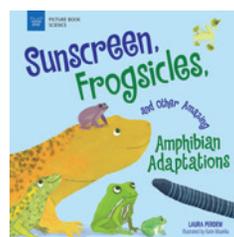
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