CLASSROOM GUIDE

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Books to Inspire Learning

The Sun: Shining Star of the Solar System

Nomad Press offers concise classroom guides to help educators explore content-related topics with students and encourage them to develop ideas in meaningful ways. Includes Essential Questions and Common Core Connections.
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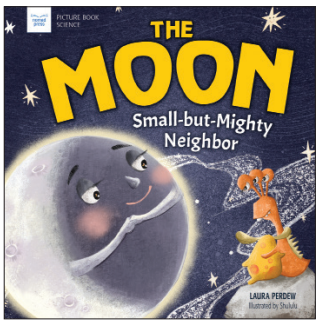
Age: 5–8
Grade: 1–3
Softcover: 978-1-61930-980-7, $9.95
Hardcover: 978-1-61930-977-7, $19.95
eBook: all formats available, $6.99
Specs: 9.5 x 9.5, 32 pages, 4-color interior
Focus: Earth Science & Space Science
GRL: N

There are trillions of stars in the universe, but one is particularly important to people on planet Earth—our sun.

What's the sun good for, anyway? Find out as the Universe explains just what makes the sun so important to planet Earth in ***The Sun: Shining Star of the Solar System***. In this nonfiction picture book, children ages 5 to 8 learn how the sun creates the days, seasons, and years we experience on Earth and even affects our weather and water. Funny aliens provide a running commentary on the Universe's clear explanations of complex science topics and a hands-on activity provides an extra layer of learning. Plus, a poem at the beginning offers a language-based introduction to science details. A great choice as both a read aloud and for early readers.

BOOKS IN THE PICTURE BOOK SCIENCE SPACE SET!



PB: 978-1-61930-988-3, $9.95
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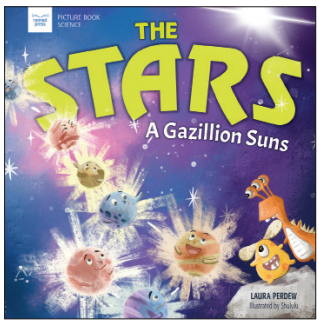

PB: 978-1-61930-992-0 , $9.95
HC: 978-1-61930-989-0, $19.95

PB: 978-1-61930-984-5, $9.95
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ESSENTIAL QUESTIONS TO ASK

KEY VOCABULARY

atmosphere, atmosphere, orbit, photosynthesis, solar flare, solar system

BEFORE READING

1 Establish Background Knowledge

a What do you already know about the sun?

b What differences do you notice on sunny days and cloudy days?

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 sun?

b How can learning about the sun help humans?

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 sun?

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 How does the sun make life on Earth possible?

b What are some ways the sun can be harmful? How do we prevent damage from the sun?

c What are some threats to life on Planet Earth?

d How can the sun help Planet Earth be healthier?

e How did the glossary help you understand the book?

2 Critical Thinking

a Why might life not survive on other planets in our solar system?

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,4b,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,4b,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.
4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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

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COMMON CORE CONNECTIONS

1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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,3,4,7,8,10
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.
4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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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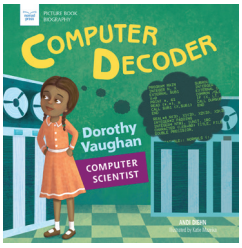

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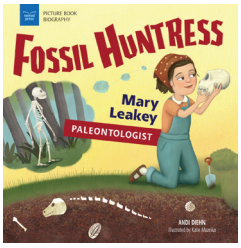

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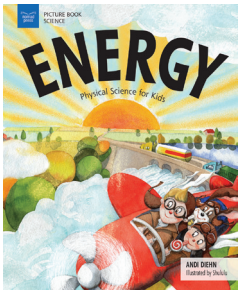

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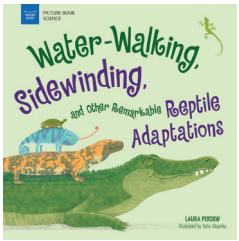

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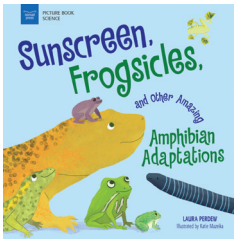

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