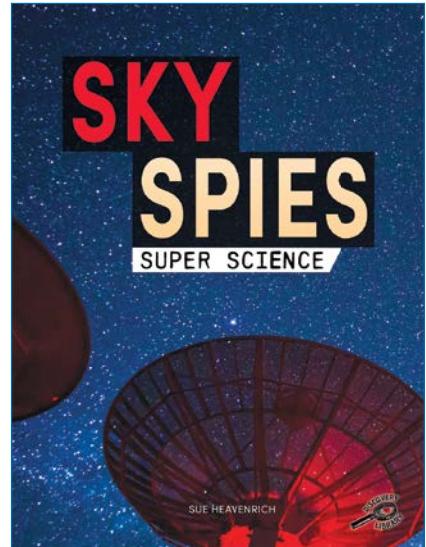




Interest Level: 1-4
Reading Level: 2-3
Age Range: 6-9
Genre: Nonfiction
GRL: P
Lexile: 800L

Subject: Science
Pages: 24
Standards:
CCSS.RI.2.7
CCSS.SL.2.1
CCSS.W.2.8
SC.3.E.5.1



LESSON OBJECTIVE

Students will be able to distinguish between information provided by pictures or other illustrations and information provided by words in a text.

LESSON FOCUS: Analyzing Pictures and Text for Information

Discuss how important it is to read both the text and look at the pictures or illustrations.

Sometimes we learn different things from the pictures or illustrations than we do the text.

wTell students that the pictures or illustrations can add meaning to the text too.

BEFORE READING

ACTIVATING PRIOR KNOWLEDGE

Have students write anything they know about space. Encourage them to think about the movement patterns of the sun, moon and stars. When they are finished, ask a few students to share out. Record their answers on the board or chart paper.



PREVIEW AND PREDICT

Have students study the cover of the book. Ask them to describe what they see and share what they think they will learn in the book. Engage students in a book walk. Show them the table of contents, photo glossary, sample of pages and photographs.

AS YOU READ

Read the book aloud. During reading, stop and talk about the information the text provides and the information the pictures provide. You can create a t-chart on the board or an anchor chart to track your findings. On one side, label it, "Information from Pictures" and on the other side, label it, "Information from the Text". Model thinking aloud with a few pages and then ask students to share what they think throughout the rest of the book.

AFTER YOU READ

Discuss how important it is to read both the text and look at the pictures or illustrations in the book. Ask students what would have happened if they only read the text or only looked at the pictures. Have a class discussion about the t-chart and what information both sides provided.

SUGGESTED AFTER READING ASSESSMENT QUESTIONS *(Encourage students to look back in the text to support their answers):*

1. Explain how everything in space moves.
2. What is gravity? Explain what it does.
3. What did ancient sky watchers do?
4. How can people predict seasons?
5. How has the way that sky watchers track the sun's location changed over time?

STUDENT EXTENSION ACTIVITY - SKY SPIES



NAME: _____

DATE: _____

2. Complete the Vocabulary Meaning Graphic Organizer.

Directions:

Directions: For each box, find a word from the book that is unfamiliar to you.

For each box, find a word from the book that is alike.
Write the word on the line in the center of the box.

In the four corners of the box:

1. Use the dictionary to write a definition for the word
 2. Write a synonym for the word
 3. Write a sentence using the word
 4. Draw a picture of the word

A concept map diagram illustrating the relationships between four concepts: Definition, Sentence, Synonym, and Picture. The concepts are arranged in a rectangle. 'Definition' is at the top left, 'Sentence' is at the top right, 'Synonym' is at the bottom left, and 'Picture' is at the bottom right. A horizontal line connects 'Definition' and 'Sentence'. A vertical line connects 'Definition' and 'Synonym'. A horizontal line connects 'Sentence' and 'Picture'. A large rectangular box is positioned in the center, overlapping the connections between Definition-Sentence and Definition-Synonym.

The diagram consists of four rectangular boxes arranged in a rectangle. The top-left box is labeled "Definition". The top-right box is labeled "Sentence". The bottom-left box is labeled "Synonym". The bottom-right box is labeled "Picture". A horizontal line connects the left edge of the "Definition" box to the left edge of the "Synonym" box. A vertical line connects the top edge of the "Definition" box to the top edge of the "Synonym" box. A horizontal line connects the right edge of the "Sentence" box to the right edge of the "Picture" box. A vertical line connects the bottom edge of the "Sentence" box to the bottom edge of the "Picture" box. The "Synonym" and "Picture" boxes are connected by a horizontal line at their midpoints.

The diagram consists of four rectangular boxes arranged in a cross pattern. The top-left box contains the word "Definition". The top-right box contains the word "Sentence". The bottom-left box contains the word "Synonym". The bottom-right box contains the word "Picture".

The diagram consists of four rectangular boxes arranged in a cross pattern. The top-left box contains the word "Definition". The top-right box contains the word "Sentence". The bottom-left box contains the word "Synonym". The bottom-right box contains the word "Picture".

1. Complete the Learning Journal Graphic Organizer.

Directions:

Think about the book _____ . What did you learn?

1. Make notes about your reading on the chart below.
 2. Share your notes with a partner.

What I knew about _____ before reading:	What I learned about _____ from the book:	What I'd like to learn more about:

**Need More Space?
Grab a piece of
scrap paper!**

STUDENT EXTENSION ACTIVITY - SKY SPIES



3. Use the RACE strategy (restate the question, answer the question, cite with text evidence, elaborate) to answer the following question.

What causes the phases of the moon?

Don't Forget to Edit Your Work!

Check the spelling, punctuation
and grammar.

9781731612335TN

Sky Spies

