

## Literacy-Based Science Tasks

### Big Idea/ Topic (Science)

Day and Night Sky

### Reading/ Writing Skills

**Reading Skill:** Connecting ideas in a text

**Writing Skill:** Compare and contrast

### Standard Alignment

#### Science Standard:

**SKE1. Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky.**

- a. Ask questions to classify objects according to those seen in the day sky, the night sky, and both.

#### ELA Standards:

**ELAGSEKRI3:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**ELAGSEKRF1: Demonstrate understanding of the organization and basic features of print.**

- a. Follow words from left to right, top to bottom, and page-by-page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.

**ELAGSEKRF4:** Read common high-frequency words by sight.

**ELAGSEKW2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

## Table of Contents

1. [Pre-Reading](#)
2. [Reading](#)
3. [Post Reading](#)
4. [Print ready student sheets](#)
5. [Print ready article to read](#)

## Pre-Reading: Exploring the day and night sky

**Materials:** drawing paper and drawing utensils

### **Activity 1: Observe the Daytime Sky**

Take students outside at two different times on the same day to observe the sky. Have students observe the objects that they see. These could include the sun, clouds, rainbows, the moon, birds, airplanes, and others. Discuss whether these familiar objects are related to weather, nature, astronomy, or man-made. Discuss objects that are always in the sky (astronomical) vs. those that are periodically or temporarily in the sky (weather, nature, man-made).

Discuss the items the students can see and generate a list to display in the classroom.

Some questions for discussion might include:

- What do you see in the daytime sky?
- Could you only see this object in the daytime?
- What are some objects that are sometimes in the daytime sky that we might not see today?
- Does the sky change during the day? How?

### **Activity 2: Observe the Nighttime Sky**

Use the following video to review the daytime sky and to observe the nighttime sky.

#### [Day and Night Sky](#)

As in Activity 1, discuss and generate a class list of objects seen in the night sky portion of the video. (moon, stars, planets, clouds).

Some questions for discussion might include:

- What do you see in the nighttime sky?
- Could you only see this object in the nighttime?
- What are some objects in the nighttime sky that we might not see today?
- Does the sky change during the night? How?

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## Shared Reading: Day and Night Sky

**(Introduce the Reading)** We have observed objects in both the day and the night sky. Now we are going to read an article that describes objects found in the daytime sky, the nighttime sky, or both.

**Reading Skill:** Describe the connection between two events (day and night and the objects found in the sky at each time) in a text and demonstrate basic print concepts.

The [article](#) is designed to be projected or copied onto chart paper for a shared and interactive reading experience. More advanced readers may benefit from following along on a paper copy.

Read the article together, as the class follows along. Point out reading from left to right as well as other print concepts such as beginning and ending of sentences and strategies for decoding unfamiliar words.

As you read, point out the diagrams of the sun and Earth and show how the sunlight hits part of the Earth but not all of it. Tell students that looking at diagrams can help make science easier to understand.

After reading, pose the following questions:

- What objects can ONLY be seen in the daytime sky?
- What objects can ONLY be seen in the nighttime sky?
- What objects can be seen during the day and at night?

## Post-Reading: Compare and Contrast the Day and the Night Sky

**Writing Skill:** Use drawing and writing to explain the differences and similarities between the daytime and nighttime sky.

**Materials:** blank paper, drawing and writing utensils

### **Activity 1: Compare and contrast pictures**

Use this [organizer](#) or distribute a blank piece of paper to each student. Fold paper in half to make two sections.

Students should label the sections Day and Night by copying from the board or using pictures and letters. Students then draw objects that appear in the sky for each time or for both times. Students should label the objects using first letter sounds, inventive spelling, or copying from a word bank or the “class made” charts of objects seen in the sky.

After the students have finished their pictures, ask them to tell a partner one thing that is the same in both the day and night sky and something that is different about the day and night sky.

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[Return to the table of contents](#)

## Print Ready Student Sheets

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10.15.2022 Page 4 of 12



DAY	Night



## Print Ready Article

[Day and Night Sky Big Book](#)

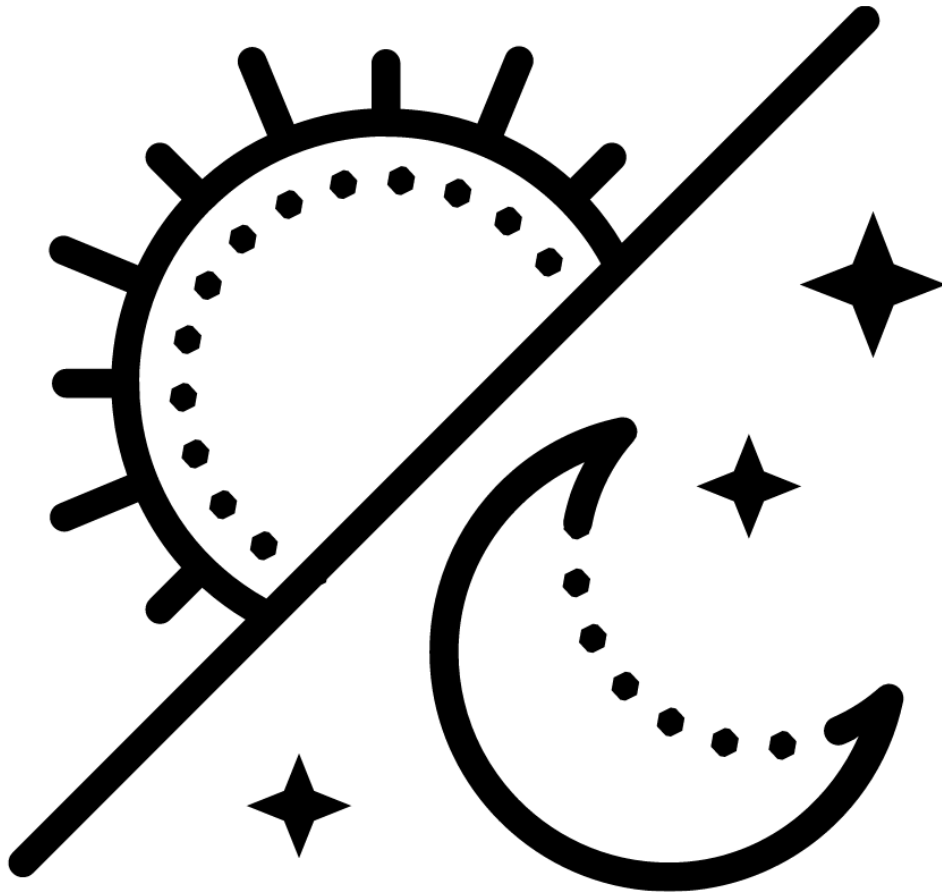
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10.15.2022 Page 6 of 12



# Day and Night Sky



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10.15.2022 Page 7 of 12



Do you know where we live?

We live on Earth.

Earth is a moving planet.

As Earth turns, we move from day to night.



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10.15.2022 Page 8 of 12





It looks like the sun and moon  
move across the sky.

But it is the Earth that turns.

The sun never moves!

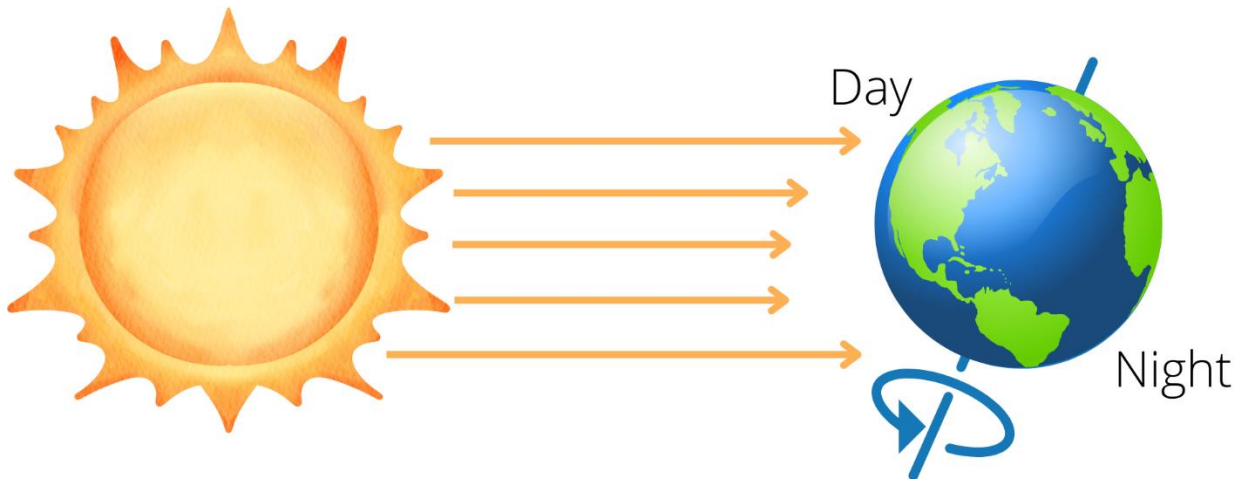


The side facing the sun gets light.

That side has day time.

The other side is dark.

That side has night time.



In the daytime, we see the sun and clouds in the sky.

Sometimes we see rainbows.

Sometimes we even see the moon!



During the night, we see the moon and stars in the sky.

Sometimes we see clouds.

Sometimes we even see planets in the sky!



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10.15.2022 Page 12 of 12

