ECVI-DHH UNIT: The Sun *at a glance*

By Arabella Parello

WORDS		
LEVEL 1	LEVEL 2	LEVEL 3
Plants	Energy Slowly Glowing Shines Sunlight	Petroleum Vapor

SUGGESTED BOOKS	
Expository	Narrative
Energy from the Sun by Allan Fowler Click HERE for link	*Sun Up, Sun Down* by Gail Gibbons Click HERE for link

DRILL AND PRACTICE	CONCEPTUAL ACTIVITIES
❖ Memory ❖ Slapjack	❖ Building a model of the Sun ❖ Water Temperature

NEXT GENERATION SUNSHINE STATE STANDARDS (NGSSS)	
K	**SC.K.E.5.3** - Recognize that the Sun can only be seen in the daytime
1	**SC.1.E.5.4** - Identify the beneficial and harmful properties of the Sun
2	**SC.2.E.7.2** - Investigate by observing and measuring that the Sun's energy directly and indirectly warms the water, land, and air

UNIT WORDS AND DEFINITIONS

Unit Theme: The Sun

LEVEL 1 WORDS	PART OF SPEECH	DEFINITION
Plants	Noun	Living things that are placed within the ground in order to grow.

LEVEL 2 WORDS	PART OF SPEECH	DEFINITION
Energy	Noun	Natural power that allows you to do things.
Slowly	Adverb	When something is not moving fast.
Shines	Verb	Gives light to another object.
Glowing	Adjective	Shining with light and heat.
Sunlight	Noun	Light that comes from the Sun.

LEVEL 3 WORDS	PART OF SPEECH	DEFINITION
Petroleum	Noun	An oily liquid that is used to make gasoline.
Vapor	Noun	A substance that is in the form of a gas.

Signed Words: https://youtu.be/4bHcVfAklH8?feature=shared

Shines  Gives light to another object.	Sunlight  Light that comes from the Sun.
Plants  Living things that are placed in the ground to grow.	Energy  Natural power that allows you to do things.

Slowly  When something is not moving very fast.	Petroleum  An oily liquid that is used to make gasoline.
Glowing   Shining with light and heat.	Vapor  A substance that is in the form of a gas.

PRE- AND POST-INTERVENTION ASSESSMENTS

Unit Theme: The Sun

Word, Definition, and Assessment Prompt	Pre-Intervention Screening Score		Post-Intervention Assessment Score	
	Word	Definition	Word	Definition
1. Word: Plants Word Prompt: What are these? Definition: Living things that are placed in the ground to grow Definition Prompt: Tell me what you know about them.				
2. Word: Sunlight Word Prompt: What is this? Definition: Light that comes from the Sun. Definition Prompt: Tell me what you know about this.				
3. Word: Shines Word Prompt: What does the sun do? Definition: Gives light to another object. Definition Prompt: Tell me more about this.				
4. Word: Energy Word Prompt: What is making the wind turbines move? Definition: Natural power that allows you to do things. Definition Prompt: Tell me more about this.				
5. Word: Slowly Word Prompt: How is the turtle moving? Definition: When something is not moving very fast. Definition Prompt: Tell me more about this.				
6. Word: Glowing Word Prompt: This cup is dull, but this cup is….? Definition: Shining with light and heat. Definition Prompt: Tell me what you know about this.				
7. Word: Petroleum Word Prompt: What is this? Definition: An oily liquid that is used to make gasoline. Definition Prompt: Tell me more about this.				
8. Word: Vapor Word Prompt: What is this? Definition: A substance that is in the form of a gas. Definition Prompt: Tell me more about this.				

INTERACTIVE BOOK READING QUESTIONS

Before reading the book, write each question on a sticky note and place it on the corresponding page.

BOOK 1: Energy From the Sun by Allan Fowler			
Reading	Page #	Question type	Question
1	9	Relate	What are some examples of plant life that you have eaten recently? -Vegetables, some fruits like tomatoes and cucumbers.
1	10	Competence	Where do we get fruits, vegetables, and other foods from? -We get these from the plants that grow in the ground.
1	17	Abstract	How do animals get their energy? -From the plants/foods they eat, which the sun has helped grow.
2	5	Relate	Tell me about a time that you ran out of **energy**. What happened? - I was playing outside for too long and I got too tired.
2	24	Competence	What did the plants change into after they were buried? -Carbon and petroleum (fossil fuels).
2	28	Abstract	How does a school bus use **energy** from the Sun? - It uses gasoline, which comes from **petroleum,** which comes from **plants** that were grown because of the sun.

BOOK 2: Sun Up, Sun Down by Gail Gibbons			
Reading	Page #	Question type	Question
1	11	Competence	Why is her shadow gone? - The sun is not **shining** above her anymore.
1	13	Abstract	What would the Sun look like to us if we were farther away from it? - It would look smaller, and not like a big **glowing** ball anymore.

1	21	Relate	Tell me about a time that you saw a rainbow outside. What did it look like? - It was very big, and was **glowing** with many colors.
2	19	Competence	What happens when the Sun **shines** on our oceans, lakes, and rivers? - The water becomes warm.
2	22	Abstract	Why does **sunlight** look white to us if it is made up of many different colors? - It is too far away from us to see all the colors, we would need to be much closer to it.
2	25	Relate	Tell me about a time that you saw the Sun setting. How did the Sun move? - The sun was moving downwards **slowly**, and I couldn't see it anymore. The sky was also dark.

CONVERSATION PROMPTS

CONVERSATION 1		
Materials: Close up picture of the Sun		
Turn	Script	Conversational Strategy
Teacher	Prompt: Look at the close-up picture of the Sun. Would you rather look at or touch the Sun close-up or far away? Why?	
Student	I would not want to look at the Sun or touch it because it looks really hot.	
Teacher	I agree, I think the Sun is very, very hot. That is why the Sun looks like a big, **glowing**, ball. It looks like it's **glowing** because it gives off a lot of light and heat. That is why it is warm outside when the Sun is out!	Acknowledgment
Student	I like it when it is warm outside. I like the **sunlight** coming out but I don't like being in it for too long because looking at is hurts my eyes and being out there hurts my skin.	
Teacher	Wow, you like it when the **sunlight shines** down on you, but you don't like it when you get too tired or sunburnt. I agree. Getting too tired or sunburnt is no fun!	Recast
Student	Yeah. I like that the Sun keeps us warm but sometimes it is too much.	

CONVERSATION 2		
Materials: This video (https://youtube.com/shorts/FcTUwhppz8A?feature=shared) of a child running extremely fast		
Turn	Script	Conversational Strategy
Teacher	Prompt: Let's watch this video together! How is it possible that the little boy can run that fast? What helps him run like that?	
Student	He probably eats a lot of healthy food, like **plants**.	
Teacher	I agree. He probably eats so many vegetables, which are similar to **plants!** The food he eats allows him to get so much **energy**. This **energy** also comes from the Sun!	Acknowledgment
Student	So when I am playing outside, I run fast because of the Sun.	
Teacher	Yes, when you're running very fast, you are using lots of **energy.** The sun helps **plants** grow, so they can give you lots of **energy** when you eat them!	Recast

Student	Oh wow. I should eat more healthy food so I can run faster!	

CONVERSATION 3		
Materials: One picture of the Sun rising, and one picture of the Sun setting.		
Turn	Script	Conversational Strategy
Teacher	Prompt: Look at these two pictures. The first picture happens in the morning when the sun **shines** into your room and wakes you up. The second picture happens at night when there is no more **sunlight,** and it gets a little colder outside. Tell me about a time that you saw the sun rising or setting.	Tell me statement
Student	When I get up for school in the morning, I see the sun going up.	
Teacher	Oh wow, when you get up for school you see the sun rising! That is so cool! What does it look like?	Recast
Student	The sun **shines** very bright and lights everything up.	
Teacher	That sounds so interesting to watch! Tell me about a time that you saw the sun set.	Acknowledgement and Tell me statement
Student	I haven't seen the sun set because I go to sleep before it sets.	

DRILL AND PRACTICE 1	
Purpose	To provide the student with multiple opportunities to see/hear the target words modeled and to sign/say the target words and definitions.
Objective	Students will express target words and definitions.
Activity	Memory Game
Materials	Two sets of Target Word Cards
Procedures	- All cards start face-down. - The student and the teacher each take a turn flipping over a card and reading the definition on it. Then, they will turn over another card in hopes of finding a match. - Repeat the step above until all matches have been found. **Hypothetical Conversation:** Teacher: Oh I see this card is **sunlight!** That means light is coming from the Sun! Hmm, let's find another card. This card says **shines,** which means that light is being sent down onto something. Oh no! That's not a match! Student: Yes, it is! They both have a picture of the Sun on the cards! Teacher: You are right, these two cards do look very similar! However, **sunlight** means that light comes only from the Sun. **Shines** can mean that light can come from anywhere and it is talking about when light is on an object. Student: Oh ok. So, **shines** can also be about different things not just the Sun? Teacher: Yes. **Sunlight** can only be talking about light from the Sun, or else it would not be called **sunlight.** Student: Okay. My turn now. This card says **pe-tro-le-um. Petroleum**? It means an oily liquid used to make gasoline. This next card says the same thing on it! That means I have a match! Teacher: Good job! Yes, both of the cards say **Petroleum**, which is an oily liquid used to make gasoline. Let's say/sign that word together. Both: **Petroleum.**

DRILL AND PRACTICE 2	
Purpose	To provide the student with multiple opportunities to see/hear the target words modeled and to sign/say the target words and definitions.
Objective	Students will express target words and definitions.
Activity	Slapjack
Materials	Two sets of target word cards - one set includes the pictures and target words themselves, and one set includes the pictures and definitions of the target words.
Procedures	- The teacher will set out one set of cards face up in front of the student. - Option 1: The teacher will read out the target words and prompt the student to slap the card with the corresponding definition on it. - Option 2: The teacher will read out the definitions and prompt the student to slap the card with the corresponding target on it. - This will continue until there are no more cards left. **Hypothetical Conversation:** Teacher: Okay, the first word is **Plants**. (Shows student the picture.) Hm, I wonder where we can find that definition to slap it! Student: Here! I found it! (Slaps the card!). I think this one is plants because it shows a picture of a tree! Teacher: Great! Tell me about them. Student: I know that trees grow from the ground so I picked the one that means picked from the ground. Teacher: Good job! That is correct! Trees are **plants,** and **plants** are living things that are placed in the ground to grow! Student: Okay, do another card! Teacher: Okay, your next card is **slowly**. (Shows student the picture.) I wonder where that definition is. Wow, this one is hard! Student: (Slaps the picture of the turtle.) I think it is this one! Turtles don't move too fast so maybe that card can mean slowly! Teacher: Good job! That was wonderful. I'm so proud of you for using your background knowledge of turtles!

CONCEPTUAL ACTIVITY WITH CONVERSATION 1	
Purpose	To engage the student in a conversation about the activity while using targeted vocabulary.
Objective	Students will use target words in spontaneous expressive language.
Activity	Building a model of the Sun
Materials	- 10 sheets of red construction paper - 10 sheets of orange construction paper - Masking tape
Procedures	- The student and teacher will take turns crumpling sheets of paper - The student and teacher will tape the crumpled pieces of paper together to form a ball - This process will continue until the ball represents the Sun **Hypothetical Conversation:** Teacher: Right now, we're making a model of the Sun. If you saw the sun up close, what would the sun look like? Student: I think it would be very hot. Teacher: That's right! The sun is very hot, and that is why it looks like a big **glowing** ball. It is **glowing** because it is giving off a lot of light and heat. Student: Since it gives off heat, is that why I get really hot in the summer? Teacher: Yes, the Sun gives off a lot of light and heat. When the sun **shines**, it gets warmer. When the sun does not shine, it gets colder outside. Student: Oh ok. That is why the weather is nice when the **sunlight** is out. Teacher: Yes. Which color do you want to put on our model next? Student: Yellow, because that is the color of the sun in our book.

CONCEPTUAL ACTIVITY WITH CONVERSATION 2	
Purpose	To engage the student in a conversation about the activity while using targeted vocabulary.
Objective	Students will use target words in spontaneous expressive language.
Activity	Water Temperature Experiment
Materials	- Two cups, each filled halfway with water - One thermometer
Procedures	- The teacher will place one cup outside where the sunlight can reach it, and one cup inside the classroom. - The teacher will ask students to make predictions about what will happen to the water. - These cups will be left in their respective places for several hours. - After a few hours, the teacher will use the thermometer to take the temperature of the water inside each cup. Hypothetical Conversation: Teacher: Okay, it is time to check our cups! Which cup do you think will have warm water and which cup will have cold water? Student: I think the one outside will be hot because it was in the sun. Teacher: I agree! Let's check it! (Dips a finger into both cups) Wow, the cup that was outside has really warm water and the cup that was inside has cold water! Why do you think that is? Student: I think it's because the sun **shines** on the water when it's outside, and the sun doesn't shine on the cup that is inside. Teacher: Yes, that's right! The **sunlight shines** on the water outside, which allows it to heat up. This process is kind of similar to what happens when the sun **shines** on **plants** outside to help them grow! Student: Oh yes, I remember the book said the **plants** use the sun to grow. Teacher: Yes, they do! When **plants** grow, we can make them into food and get our **energy** from eating them! Student: I agree. If the sun wasn't there, we would not have **sunlight** or **energy.** That would not be good. Teacher: Yes, that is why the water inside did not heat up. If the sun was not outside, we would not have much warmth and nothing would grow. That would be very bad.