



## Grade 1

### At Home Learning - Week 2

The learning this week will focus on a cross-curriculum approach in Reading/Writing, Mathematics and Science. The student is expected to observe and record changes in the appearance of objects in the sky such as, the Moon and stars, including the Sun.

The learning focus for Social Studies will be a review of landforms, citizenship, determining past and present, the difference between fact and fiction, and rules. Students will use those skills learned in Reading/Writing, Mathematics, and Science to complete these activities.

It is recommended that each day students spend 20 minutes reading independently, spend 30 minutes on the cross-curricular materials (Science, Math, Reading/Writing) and spend 15 minutes on the Social Studies materials.

Materials provided by district resources: STEMscopes and Studies Weekly.

## Reflect

What do you see when you look up at the sky? If it is day, you see the Sun. If it is night, you see stars and the Moon. You might also see the Moon during the day.



Why do we see some objects in the sky during the day? Why do we see other objects in the sky at night?

**The Sun is a star.** It looks like a big ball of fire because it is close to Earth. The Sun lights Earth during the day. The Sun also gives us heat.

Other stars also shine during the day. But we cannot see them from Earth. The Sun is too bright.



During the day we see the Sun. Do not look directly at the Sun. It is so close it could hurt your eyes.

From Earth, stars look like tiny dots of light.

## Look Out!

Sometimes we cannot see any stars during the day. Why? Stars can be hard to see if something else around them gives off too much light. City lights can block the stars at night. The Sun, which is a star, is often too bright to let us see other stars during the day. But they are still there!

It is easier to see the stars when there is no other light around to block the stars' lights.



It is harder to see the stars when the Sun is shining brightly. The Sun's light blocks the stars' lights, but the stars are still in the sky even if you cannot see them.

Look up in the sky today, and see if you can see any stars. When you get home tonight, look up in the night sky, and see if the city lights are blocking the stars.

## Try Now

Here is a fun way to study objects in the sky. Lie on your back outside, either during the day or at night. Make note of the spot you pick to observe the sky. Look for objects in the sky. What do you see? Study their color, shape, and size.

Go to that same spot again a different time. Did the object(s) in the sky get bigger or smaller? Did they change shape? Did they change color?

## What Do You Think?



The Moon rises.

The Sun sets.

**Objects in the sky move over time.** The Sun seems to move across the sky during the day. It rises in the morning and sets at night. Stars move across the sky at night. The Moon also rises and sets. How else does the Moon change?

**The Moon is a giant rock.** It cannot create light. So where does the Moon get its light? The Sun lights up the Moon!

The Moon moves around Earth. As it moves, we see different amounts of lighted Moon.

When the unlighted part of the Moon faces Earth, we call this a *new moon*.

## What Do You Think?



Sometimes we see only a small part of the lighted Moon, like in this *crescent moon*.



When we see all of the lighted part of the Moon, we call this a *full moon*.

## Discover Science: Patterns in the Sky



The shape of the Moon seems to change over time. The Moon takes one month to go through all its phases.

The Moon seems to change shape through the month. The different shapes are called *phases*. The Moon's phases follow a pattern.

Sometimes the Moon seems to be big and round. We call this phase the *full moon*. Over time the Moon seems to grow smaller and smaller until it seems to disappear. Then it seems to grow big again. This pattern takes about one month.

## What Do You Think?

The Sun also follows a pattern. The Sun is low in the sky when it rises each morning. It moves directly overhead at noon. In the afternoon, the Sun looks like it moves down toward Earth. When the Sun sets, it is nighttime.

When the Sun shines on objects, it creates shadows. When the Sun is low in the sky, shadows are long.

When the Sun is high in the sky, shadows are short. We can use shadows to tell time.



A sundial uses shadows to show the time of day. According to this sundial, it is three o'clock in the afternoon.

Where will the shadow point when it is eleven o'clock in the morning?

Where will the shadow point when it is six o'clock at night?

Draw your answers on the sundial.

## What Do You Think?

### What do you know?

Look at each picture. Circle YES or NO to answer each question.



Look at the Moon. Is it a new moon?

YES / NO



Look at the shadow the umbrella makes. Is it early in the morning?

YES / NO



Are there stars in the sky?

YES / NO

## Connecting With Your Child

### Stargazing with Your Child

Children always learn better if they can watch a phenomenon instead of just reading about it. You can give your child a memorable stargazing experience while enjoying a minivacation—particularly if you live in an area with a lot of artificial lights, such as a city.

Take your child camping, or go for an evening ride somewhere away from human-made lights. Before you go, ask your child to look up the times for the sunset and moonrise in the newspaper or online. Choose an evening when there will be a new moon—typically during the first week of the month—so that light reflecting off the Moon will not interfere with your stargazing. The night before you go, take your child outside to examine the night sky, and try to count the stars in the sky.

The next day, leave home well before the Sun sets and set up a campsite or viewing chairs in a good location. Then watch the sunset together, and ask your child why the Sun is setting. Watch the stars appear, and ask your child to count them again. This will likely be much more difficult, because many more stars will be visible than during the previous night. Ask your child whether there are more stars in the sky. (There is the same number of stars in the sky, but you can see more of them when other lights are not obstructing them.)



# Linking Literacy

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Comic Strip

Draw three different positions of the Sun in the sky during the day (in order), and label each picture with the time of the day.

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 **Claim-Evidence-Reasoning**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Scenario:**

Erika recorded the objects in the sky during the morning, afternoon, and night for four days. Help Erika decide which object(s) can be seen during the day and during the night.

	Morning	Afternoon	Night
Day 1	 Sun  Moon	 Sun	 Stars  Moon
Day 2	 Sun	 Sun	 Stars  Moon
Day 3	 Sun	 Sun  Moon	 Stars  Moon
Day 4	 Sun  Moon	 Sun	 Stars  Moon

**Prompt:**

Which object(s) can be seen during the day and during the night?

**Claim:**

The \_\_\_\_\_ can be seen during the day and during the night.

**Evidence:**

Write how you know.

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Draw how you know.

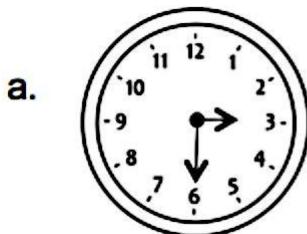


# Math Connections

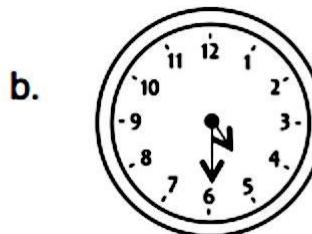
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Different objects appear in the sky throughout the day and night.

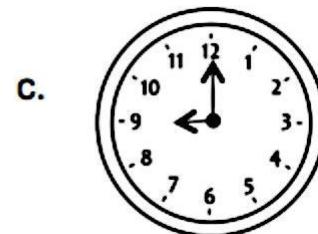
1. Look at the clocks. Which clock shows the time at which you would most likely see the first stars in the night sky?



2:30 p.m.



4:30 p.m.



9:00 p.m.

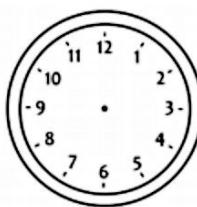
2. Below are some objects you might see in the sky.  
Draw a square around the Sun.  
Draw a circle around the stars.  
Draw a triangle around the airplane.



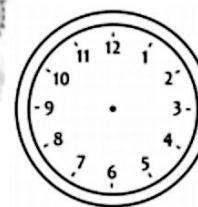
3. As the time changes during the day, the Sun changes its location in the sky. Draw the hands on each clock below to match the time of day to where the Sun is in its picture.



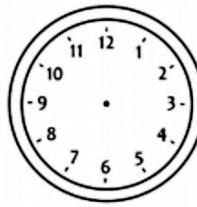
11:00 a.m.



1:00 p.m.



6:30 p.m.





# Math Connections

Observe and record the objects you see in the sky at different times for three days. Put a ✓ (check) in the box next to the items you see.

## Objects in the Sky

Time	Day 1	Day 2	Day 3
8:00 a.m.	<input type="checkbox"/> Moon <input type="checkbox"/> Stars <input type="checkbox"/> Sun	<input type="checkbox"/> Moon <input type="checkbox"/> Stars <input type="checkbox"/> Sun	<input type="checkbox"/> Moon <input type="checkbox"/> Stars <input type="checkbox"/> Sun
12:00 p.m.	<input type="checkbox"/> Moon <input type="checkbox"/> Stars <input type="checkbox"/> Sun	<input type="checkbox"/> Moon <input type="checkbox"/> Stars <input type="checkbox"/> Sun	<input type="checkbox"/> Moon <input type="checkbox"/> Stars <input type="checkbox"/> Sun
5:00 p.m.	<input type="checkbox"/> Moon <input type="checkbox"/> Stars <input type="checkbox"/> Sun	<input type="checkbox"/> Moon <input type="checkbox"/> Stars <input type="checkbox"/> Sun	<input type="checkbox"/> Moon <input type="checkbox"/> Stars <input type="checkbox"/> Sun
8:00 p.m.	<input type="checkbox"/> Moon <input type="checkbox"/> Stars <input type="checkbox"/> Sun	<input type="checkbox"/> Moon <input type="checkbox"/> Stars <input type="checkbox"/> Sun	<input type="checkbox"/> Moon <input type="checkbox"/> Stars <input type="checkbox"/> Sun

4. At what time of day did you see stars the most? \_\_\_\_\_
  
  
5. What did you see in the sky at 8 a.m.? \_\_\_\_\_
  
  
6. Did you ever see the Sun at 5:00 p.m.? Circle one:  
Yes  
No



# Communicate Science

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Driving Question

What would it be like if there was no Sun in the sky?

### Directions

Use the space below to outline your story.

What would it be like if there was no longer a Sun?

Handwriting practice lines for the question "What would it be like if there was no longer a Sun?".

The page features ten sets of horizontal lines for handwriting practice. Each set consists of a solid top line, a dashed midline, and a solid bottom line.



# Communicate Science

REVIEW  
WEEKS 8–13

Texas

# Studies Weekly<sup>TM</sup>

SHOW WHAT YOU KNOW

SECOND QUARTER  
WEEK 14

GRADE  
1



Let's Review...

- *Maps*
- *Landforms*
- *Fact and Fiction*

See Primary-Source  
Related Media...



[www.s-w.co/TX1-14](http://www.s-w.co/TX1-14)

Families have customs and traditions. Customs are ways people do certain things. Traditions are customs that are passed down from one generation to another. Name a tradition in your family.

# Let's Review...

SHOW WHAT YOU KNOW

Landforms are the shapes of the land. Draw a line to match the landform with its definition.

**ocean**



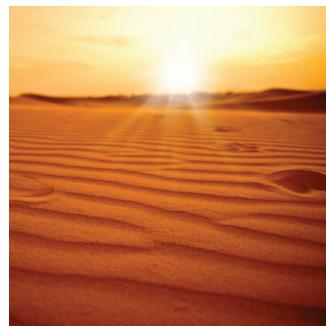
**mountains**



**plains**



**desert**

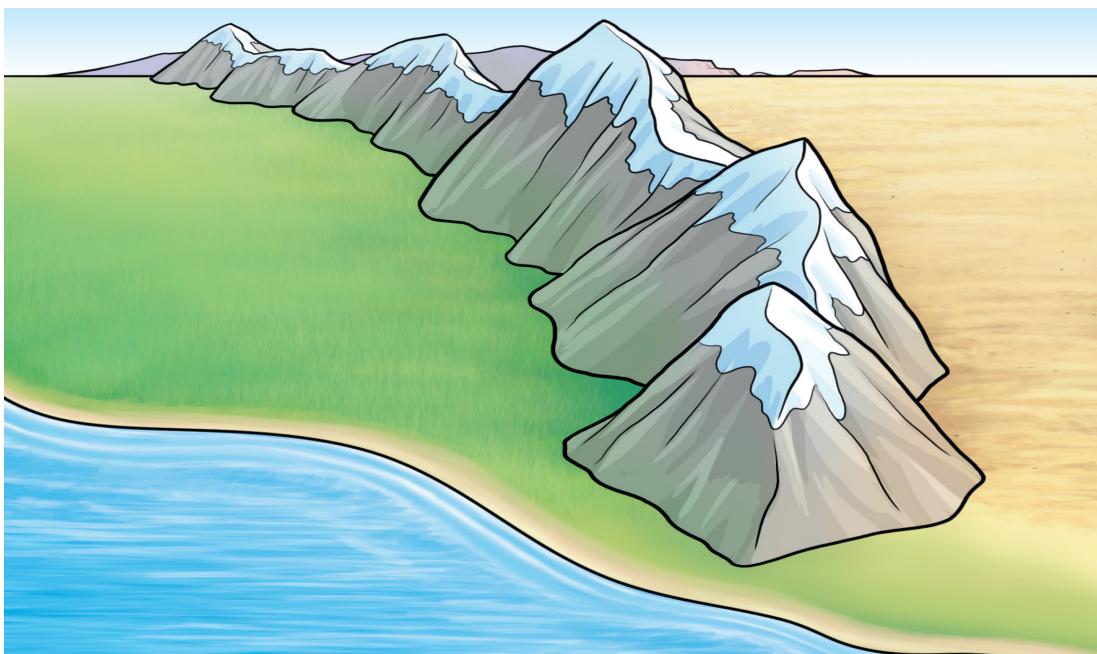


a place with almost no water

land that is mostly flat

a large body of water

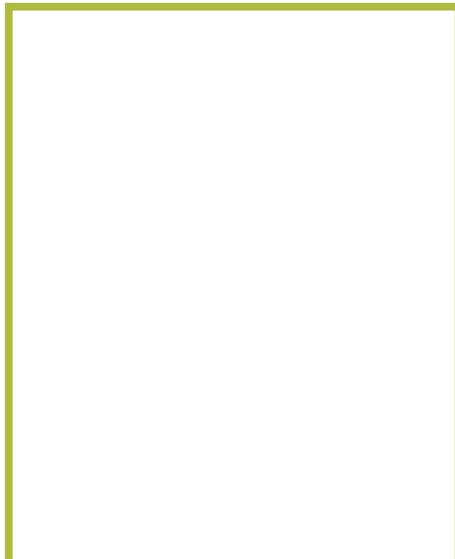
high land that can be seen from far away



Label the landforms in this picture. Use the names of the landforms from the activity above.

Technology has changed transportation. Look at these pictures.

Write **past** under the train from long ago. Write **present** under the train from today. Draw a picture of a train you might see in the future.



**future**

Write **fact** if the picture shows someone who is real.

Write **fiction** if the picture shows someone who is not real.





Name \_\_\_\_\_

Who makes rules for us to follow? Read each example. Do they have the authority to make rules? Check yes or no.

- |                   |                              |                             |
|-------------------|------------------------------|-----------------------------|
| 1. police officer | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| 2. best friends   | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| 3. parents        | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| 4. principal      | yes <input type="checkbox"/> | no <input type="checkbox"/> |

Circle the best answer to complete the sentence.

1. A \_\_\_\_\_ happens when people are not getting along.

**laws**      **conflict**

2. Your parents and other citizens elect leaders to make \_\_\_\_\_.

**laws**      **conflict**

What word in number 2 means “vote for”? Write the word on the line.

Draw a picture of someone who has the authority to make sure people obey the rules or laws. Write a word that describes the person on the line.

