## Science Unit 1: Day and Night

| Essential<br>Understandings | <ul> <li>Predictable cycles influence life on Earth.</li> <li>Earth's movement relative to the sun causes night and day cycles.</li> </ul>   |
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| Essential<br>Questions      | <ul> <li>What is the sun?</li> <li>What is the relationship of the sun and the earth?</li> <li>How does the sun affect things on Earth?</li> <li>How are shadows made?</li> <li>Why do we have night and day?</li> <li>How do the earth and moon move around the sun?</li> </ul>   |
| Essential<br>Knowledge      | <ul> <li>The sun is a star.</li> <li>The sun is the closest star to the earth.</li> <li>The earth rotates on its axis.</li> <li>The earth orbits around the sun.</li> <li>The sun does not move around the earth.</li> <li>The moon orbits around the earth.</li> <li>The moon looks different from day to day.</li> <li>There is a day and night cycle.</li> <li>The sun gives off light and heat energy.</li> <li>Shadows change as the sun's position changes.</li> <li>Scientists use tools to conduct investigations, gather data, and answer questions.</li> <li>Scientists use evidence to develop and communicate outcomes.</li> </ul> |
| Vocabulary                  | <ul> <li><u>Terms</u>:         <ul> <li>day, night, cycle, sun, moon, position, energy, star, shadow,</li> <li>Earth, change, orbit, rotate, axis, observe, investigation,</li> <li>data, guestion</li> </ul> </li> </ul>  |
| Essential<br>Skills         | <ul> <li>Identify the sun as the closest star to Earth.</li> <li>Identify the day/night cycle.</li> <li>Tell that the sun gives off light and heat.</li> <li>Demonstrate how a shadow is made.</li> <li>Compare shadows at different times of the day.</li> <li>Describe the movement of the earth.</li> <li>Describe the movement of the moon.</li> <li>Describe how the appearance of the moon changes.</li> <li>Ask questions and seek answers from reliable sources.</li> <li>Plan and conduct an investigation using appropriate tools.</li> <li>Use data to develop and communicate outcomes.</li> </ul>                                 |

| Science               |  |  |  |  |
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|                | <ul> <li><u>Science</u></li> <li>B. The Skills and Traits of Scientific Inquiry and Technological Design B1.Skills and Traits of Scientific Inquiry</li> <li>Students conduct and communicate results of simple investigations.</li> <li>a. Ask questions and make observations about objects, organisms, and events in the environment.</li> <li>b. Safely conduct simple investigations to answer questions.</li> <li>c. Use simple instruments with basic units of measurement to gather data and extend the senses.</li> </ul> |
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| Related        | d. Know what constitutes evidence that can be used to  |
| Maine Learning | construct a reasonable explanation.  |
| Results        | investigations and explanations.   |
|                | D. The Physical Setting  |
|                | D1.Universe and Solar System   |
|                | Students describe the movement of objects across the sky, as   |
|                | a Describe how the sun and moon seem to move across the  |
|                | sky.   |
|                | <ul> <li>Describe the changes in the appearance of the moon from<br/>day to day.</li> </ul>  |
|                | D2.Earth   |
|                | Students describe Earth's weather and surface materials and the different ways they change   |
|                | a. Explain that the sun warms the air, water, and land.  |
| Sample         | <ul> <li>Make a diagram of the day/night cycle.</li> </ul>   |
| Lessons        | Create a shadow.   |
| And            | <ul> <li>Complete "Melts In the Sun" activity. (Scientific Inquiry)</li> </ul>   |
| Activities     | Demonstrate day/night cycle using a model (example globe and flashlight).  |
| Sample         |  |
| Classroom      | <ul> <li>Label a diagram of the day/night cycle.</li> </ul>  |
| Assessment     |  |
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|           | Publications:   |  |
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|           | <ul> <li><u>Day and Night</u> - Henry Pluckrose</li> </ul>                |  |
|           | <ul> <li><u>Goodnight Moon</u> - Margaret Wise Brown</li> </ul>           |  |
|           | <ul> <li><u>Grandfather Twilight</u> - Barbara Berger</li> </ul>          |  |
|           | <ul> <li><u>Guess Whose Shadow?</u> - Stephen Swinburne</li> </ul>        |  |
|           | <ul> <li>I Am A Star - Jean Marzollo</li> </ul>                           |  |
|           | <ul> <li>Moon Book – Gail Gibbons</li> </ul>                              |  |
| Sample    | <ul> <li><u>Moonstruck</u> - Gennifer Choldenko</li> </ul>                |  |
| Resources | <ul> <li><u>The Napping House</u> - Audrey Wood</li> </ul>                |  |
|           | <ul> <li>Papa, Please Get the Moon For Me - Eric Carle</li> </ul>         |  |
|           | <ul> <li><u>Sadie and The Snowman</u> - Allen Morgan</li> </ul>           |  |
|           | <ul> <li><u>A Seed is Sleepy</u> – Dianna Aston</li> </ul>                |  |
|           | <ul> <li><u>The Sky Is Full Of Stars</u> - Frankln Branley</li> </ul>     |  |
|           | <ul> <li><u>The Sun</u> - Paulette Bourgeois</li> </ul>                   |  |
|           | <ul> <li><u>The Sun</u> - Allison Lassieur</li> </ul>                     |  |
|           | <ul> <li>What Makes A Shadow - Clyde Bulla</li> </ul>                     |  |
|           | <ul> <li>What Makes Day and Night - Franklyn Branley</li> </ul>           |  |
|           | <ul> <li>Why The Sun and the Moon Live in the Sky - Blair Lent</li> </ul> |  |