

Grade level: 3<sup>rd</sup> grade

## What Makes Day and Night?

### GOALS

**Content Area:** Science

**Common Curriculum Goal:** The Earth in Space: Understand the Earth’s place in the solar system and the universe. (2001)

**Science Standard/Benchmark:** SC.03.ES.03 Identify and trace the movement of objects in the sky.

**Language Arts Standards:** EL.03.RE.07 Listen to, read, and understand a wide variety of grade-level informational and narrative (story) text including children’s magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry.

**ESOL Goal (Function):** Expressing and Supporting Opinions.

### OBJECTIVES

**Science objective 1a:** After learning about what is responsible for day and night, students will be able to correctly answer a question about why there is night and day.

**Objectives (Forms):**

I: “I think we have day and night because the sun goes to bed at night.”

### PRIOR KNOWLEDGE

- Students should know the four seasons.

### MATERIALS

- lamp, flashlight, or overhead
- ball or globe
- sticky arrow markers
- big book *How Night Came To Be*.

### PROCEDURE

#### **Anticipatory set**

- Read big book *How Night Came To Be*
- Read pg. 194 in text book.
- **Think-Pair-Share** (Beers, 2003) ideas about the question on pg. 194 of text book.

- In student’s science journal “Write a hypothesis about where you think the sun goes at night.” (I need to remember to refer to pg S20 in the text book. It refers to the scientific process which includes making a hypothesis.) Remember, each person’s idea may not be the same as others. Use the form sentence in the ESOL objectives.
- Write a form sentence on the board with blanks to get students started. “I think \_\_because\_\_.”

### Teaching

- **Demonstrate** how the Earth rotates and the shaded side of earth is our night. (Use flashlight and globe.)
- Have one student hold the globe and one the flashlight (or use the overhead projector as a light source)
- Mark Oregon and Australia on the globe with sticky arrows.

### Guided practice

- A volunteer should demonstrate the vocabulary word “rotation”. Help students make a connection between math and science. (Rotation, translation, etc. are terms used in geometry.)
- Put this word and other vocabulary words on the **WORD WALL** (Peregoy & Boyle, 2008) for future reference
- **Ear-to-ear reading** of the text book pg 196.
- “Was your hypothesis correct?”
- Students should correct hypothesis if it did not match results.

### Independent practice

### Closure

- Draw the sun and earth on the **GLAD chart**. Label them.
- “Today we learned about why there is night and day. It is because the earth spins (rotates) on its *axis* so that we are in sunshine for part of the day and shadow for another part. Tomorrow we will learn more about the sun and Earth’s seasons.”

### DIFFERENTIATION

- Use of manipulatives and realia.
- Further differentiation is **highlighted**.

### ASSESSMENT

**Informal:** observations during lesson and journal entries.

**Formal:** After learning about what is responsible for day and night, students will be able to correctly answer a question about why there is night and day.

Targeted Language Skills:

Reading: students read text book and vocabulary wall.

Writing: students write a hypothesis.

Listening: students will listen to each other during Think-Pair-Share and Ear-to-Ear reading.

Speaking: Students will speak to each other during Think-Pair-Share.