

Teaching with

# Star Light, Star Bright

Exploring Our Solar System

## Preview

- Read the title, including the subtitle.
- Have students use the title and cover illustration to predict the focus of the book. Ask them to support their predictions by stating clues (details) in the title and illustrations.

## Prepare

- Discuss with students how to navigate the text. For example, suggest that they read the main text first on each page, then closely examine the picture and any special features (e.g., “It’s a Fact”). Remind them to think about how these special features illustrate the text, clarify ideas, or add new information.
- Have students browse the book, noticing any special features. Ask them to generate questions they have about the solar system that might be answered in the text.
- Activate prior knowledge by having students turn to a partner and name two or three facts they know about the planets, moon, or stars.

## Vocabulary

- **Academic Vocabulary** Preteach the following academic words using the Define-Example-Ask Routine: *mission, explore*.

**Define:** A *mission* is an important job or trip for a specific purpose.

**Example:** *The astronauts went on a mission to the moon.*

**Ask:** *What would you do on a mission to another planet?*

**Define:** *Explore* means “to look closely at something” or “to travel to or into a place to discover something new.”

**Example:** *Astronauts will someday explore the planet Mars.*

**Ask:** *What have you explored at or near your home?*

- **Additional Words** Use a student-friendly definition, the illustrations, and context clues to highlight these words while reading: *gazing, star, collided, surface, craters, sphere, meteors, evidence, jumble, swirl, odometer, launched, core, probe, images*.

## Close Reading

Guide students through a reading of the book to increase overall comprehension and develop generalizable reading skills.

**Text-Based Questions** Ask the following questions while reading. Have students provide evidence in the text and illustrations to support their answers.

(page 7) *What do you learn about the boys from their dream wishes? Why are these illustrations important?*

(page 9) *What does the author want us to know about the sun? What information is provided in the illustration?*

(page 13) *Why is the sentence "My Very Excellent Mother Just Served Us Noodles" important?*

(page 14) *What is the "glowing sphere"? What clues are in the text and pictures?*

(page 15) *What does the author want you to know about the moon? Provide examples.*

(page 17) *What clues does the author give to the meaning of "Olympus Mons"?*

(page 22) *How does the "It's a Fact" box relate to the main text? Why do you think the author included it?*

(page 26) *What do Uranus and Neptune have in common? How do you know?*

## Reinforce Vocabulary

- **Content Vocabulary** After reading, review the following content words using the glossary on page 31: *atmosphere, galaxy, orbit, planet, universe*. Have partners read each word and definition, then state or write a sentence about the book using each word.
- **Build Vocabulary Strategies** Increase student's general word awareness skills using the following words: *space, giant*.

**space** (*multiple-meaning words*): Read the second sentence on page 8, emphasizing the word *space*. Ask: *What does space mean in this sentence?* Explain that many words have more than one meaning. The word *space* can mean "the amount of an area or room that is available for use" or "the area beyond Earth as in *outer space*." Guide students to find clues in the text and illustrations to determine the meaning of *space* in this sentence. Repeat for the word *ditches* on page 15. Point out that some words can be used as nouns (naming words) and verbs (action words). Have students consult a dictionary, as needed.

**giant** (*word choice*): Have students read page 18 to a partner. Ask them to find all the words that mean "big." Point out that *giant* (used as a noun here, but can also be an adjective, or describing word) and *huge* both refer to things that are "very big." Ask students why the author chose these words instead of saying "big." Explain that the author used different words for variety, which makes the writing more interesting. She also used *huge* and *giant* to be more precise than saying "big." Careful word choice is a characteristic of good writing.

**Use the Tools** Discuss why the author included each of these nonfiction tools and how students can use them to better understand the text.

- **Table of Content** Review the Table of Contents on page 3. Explain that readers use this feature in informational text to quickly find the facts they need (or sections of text they want to read). Point out that, unlike fiction, readers don't always read an entire nonfiction book (e.g., when doing research).
- **Glossary** Review the Glossary (Words to Keep) on page 31. Explain that a glossary defines important words in the book. Model how to read each glossary entry (word and definition). Then guide students to find the sentence containing each word in the text and read it aloud to a partner. Ask: *How does the sentence help you better understand the word's meaning?*
- **Index** Review the Index on page 32. Model how to read the index. Explain that the index is in alphabetical order to easily find the topic a reader is looking for. Each topic is followed by the page number or numbers where readers will find information about the topic. Provide topics for students to find the corresponding page numbers. Ask: *Why did the author include an index? How can an index help a reader writing a report on a topic such as Neptune?*

**Imagine This!** Build comprehension using the interactive game. Share with students the directions below. **Alternate:** Divide the class into teams to play; the members may help each other and the first team to reach WINNER space wins.

**Players:** 2

**Materials:** plastic cup, penny, place marker for each player

**To Play:**

- 1 Each player in turn shakes the penny in the cup, then spills it out. If the penny lands on heads, the player moves 1 space. If it lands on tails, the player moves 2 spaces.
- 2 The player then answers the question. If correct, the player stays on the space. If incorrect, the player skips a turn. Players landing on a penalty square only incur the penalty once, even if they land on the square again. Also, players can challenge their opponent's answer, then check the book to confirm.
- 3 Each player continues in turn. The first player to reach the WINNER space wins.

## Extend

- **Night Sky Journal** Have students create a nighttime journal. Each night for a week, have students draw and write about their night sky observations. Prompt them to include the shape of the moon and any stars or planets they see.
- **Book Jacket Blurbs** Book Jacket Blurbs Have students write a book jacket blurb to invite others to read *Star Light, Star Bright*. Suggest that they include the three most interesting things they read about the solar system.
- **Research It** Have students use the books or web sites on page 32 to learn more about one of the planets in the book. Suggest they make a visual display to summarize their findings.



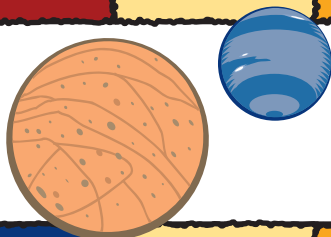
**START**

Name three things you might see in outer space.

Where in space would you see an American flag?

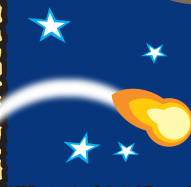
**3-2-1, Blast off!**  
Move ahead 1 space.

What's another word for **orbit**?



**True or False?**  
Venus is the hottest planet.

What 3 things make life on Earth possible?



**Hot! Hot! Hot!**  
You're too close to Venus!  
Move ahead 1 space.

What color is Mars?

**Whoa! Slow Down!**  
Wish on a shooting star.  
Miss a turn.



Which planet has a giant volcano?

What galaxy is our solar system in?

**Volcano Ahead!**  
Steer clear of Mars! Go back 1 space.



What's another word for **atmosphere**?

What is at the center of our Solar System?

Which planet is the biggest?



**True or False?**  
Mercury is the planet closest to the sun.

**Almost Home**  
Earth in sight.  
Take an extra turn.

Why are the "ice giant" planets so cold?

**Uh-oh!**  
Steer clear of winds on Neptune!  
Miss a turn.

How many known planets are there?

**Meteor!**  
Change course.  
Go back 1 space.



Which planet has rings around it?

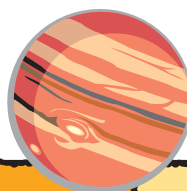
Tell 2 ways we learn about the solar system.

**Photo Op**  
Take a picture of the blue planet.  
Miss a turn.

What causes the Great Red Spot on Jupiter?

Is our Sun a planet or a star?

**WINNER**



**Imagine That!™**

