

Close Read-aloud Guide: *Summer Sun Risin'*

(For Teacher Reference)

Time: 100 minutes (five 20-minute sessions)

Key understandings:

- Storytellers can gain inspiration from the sun, moon, and stars.
- The sun appears to move across the sky in a predictable pattern from sunrise to sunset.

Focus question:

- What is the boy doing when the sun is rising, at its highest, and setting in the sky?

Supporting Language and Engagement:

During every session of the close read aloud, identify a variety of total participation techniques (see Module 1 Appendix) to engage students in the text-dependent questions. In addition, consider incorporating additional movement, role-play, and modeling as needed to support students understanding and engagement.

Culminating Task:

Write and draw about three parts of the boy’s day from sunrise to sunset. Be sure to include what the boy is doing and what the sun is doing in the beginning, middle, and end of the story.

Use the sentence stem: In the (beginning, middle, end), the boy is _____

The sun is _____.

Illustration	Illustration	Illustration
In the beginning, the boy is _____. The sun is _____.	In the middle, the boy is _____. The sun is _____.	At the end, the boy is _____. The sun is _____.

Session 1: Getting the Gist and Learning to Record Information	
Text to Read	Questions/Activities
Whole book	<ul style="list-style-type: none"> Direct students' attention to the posted learning target and read it aloud: "I can ask and answer questions about the boy and the sun in <i>Summer Sun Risin'</i> using key details from the text." Introduce the focus question and invite students to follow along as you read it aloud: <ul style="list-style-type: none"> <i>"What is the boy doing when the sun is rising, at its highest, and setting in the sky?"</i> Read the text from beginning to end without interruption. Use a document camera (if possible) so that all can enjoy the illustrations. Invite students to echo read the last two lines on each page starting on page 6: "summer sun's..." Invite students to say the words with you. After reading, using a total participation technique, invite responses from the group: <ul style="list-style-type: none"> <i>"Who is the main character?" (the boy)</i> <i>"Where does the story take place?" (a farm)</i> <i>"What was this text mostly about?" (what happens on a farm throughout the day as the sun is in different places)</i>
Page 2	<ul style="list-style-type: none"> Reread page 2 aloud while showing the illustrations. Invite students to echo read the last two lines on the page: "Wake up, little one—summer sun's a-risin'" Display the following three "repeating questions," which you will use multiple times during this close read-aloud. Read all three questions together: <ul style="list-style-type: none"> <i>"What is the boy doing?"</i> <i>"What is the sun doing?"</i> <i>"Where is the sun?"</i> Direct students' attention to the posted <i>Summer Sun Risin'</i> anchor chart. Tell them that as they read the text, they will use the chart to keep track of the answers to the three questions. Using a total participation technique, invite responses from the group for each of the questions: <ul style="list-style-type: none"> <i>"What is the boy doing?" (sleeping)</i> <i>"How do you know?" (The text is telling him to wake up, so he must be asleep.)</i>

	<ul style="list-style-type: none">• Add the Summer Sun Risin' icon of the bed to the <i>Summer Sun Risin'</i> anchor chart.• Using a total participation technique, invite responses from the group for each of the questions:<ul style="list-style-type: none"><i>“What is the sun doing?” (rising; coming up)</i><i>“How do you know?” (It says, ‘Summer sun’s arisin’,” and the picture shows the sun coming up.)“What do you think the word “arisin” means? What does that word have to do with what the sun is doing?” (arisin’ sounds like rising, and the book shows the sun coming up, so I think arisin’ means to rise or come up)</i>• Display the <i>Summer Sun Risin'</i> word card for <i>arisin'</i>. Tell students that <i>arisin'</i> means to appear or emerge.• Using a total participation technique, invite responses from the group for each of the questions:<ul style="list-style-type: none"><i>“Where is the sun?” (just coming up)</i><i>“How do you know?” (You can’t see the whole sun yet, just part of it.)</i><i>“Where can we place the Sun icon to show where the sun is?” (at the bottom of the chart)</i>• Add a Sun icon to the <i>Summer Sun Risin'</i> anchor chart in the initial position on the left side.• Tell students that when the sun is just coming up it is <i>sunrise</i> and that the sun rises above the <i>horizon</i>.• Direct students’ attention to the Sun, Moon, and Stars word wall cards for <i>sunrise</i> and <i>horizon</i> and follow the same routine established in the Lesson 1: Provide its definition, use it in a sentence with an accompanying gesture, and place the Word Wall card and picture for it on the Sun, Moon, and Stars Word Wall.• Direct students’ attention to the <i>Summer Sun Risin'</i> word card for <i>arisin'</i>. Remind students that the sun was described as “<i>arisin'</i>.”• Add the word card atop the sun in the diagram.• Invite students to stand up and hold their left arms straight out to their sides, in line with their shoulders. Ask students to make a fist with their left hands. Invite students to slowly lift their left hands to mimic the sun coming up over the horizon.• Invite students to repeat this movement while saying the lines on page 2 of the text.• Ask students to be seated again.• Tell them they will continue working with this text over the next few lessons.
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Session 2: The Sun in the Morning	
Text to Read	Questions/Activities
	<ul style="list-style-type: none"> • Direct students' attention to the posted <i>Summer Sun Risin'</i> anchor chart and review what was added in the previous lesson. • Tell students that today you will continue to reread <i>Summer Sun Risin'</i> so that they can better understand and enjoy the book. • Review the posted learning target, emphasizing the word <i>beginning</i>: • "I can describe what the boy and the sun do in the beginning of <i>Summer Sun Risin'</i>." • Review the focus question by reading it aloud: • What is the boy doing when the sun is rising, at its highest, and setting in the sky? • Tell students that today they will closely read the beginning of the story to determine what the boy does when the sun is rising.
Pages 2–4	<ul style="list-style-type: none"> • Read pages 2–3 aloud. • Reread page 3 while showing the illustrations. • Invite students to echo read the last two lines: "summer sun's tastin' the sweet, sweet air."
Pages 5–6	<ul style="list-style-type: none"> • Tell students that, just as in the previous lesson, they will use the <i>Summer Sun Risin'</i> anchor chart to track the answers to the three questions: <ul style="list-style-type: none"> <i>"What is the boy doing?"</i> <i>"What is the sun doing?"</i> <i>"Where is the sun?"</i> • Without showing the illustrations, reread the first six lines on page 6: "Milk in a glass, egg in a cup. Toast on a plate butter side up. Fritters in a pan, coffee in the pot." • Using a total participation technique, invite responses from the group: <ul style="list-style-type: none"> <i>"What is the boy doing?" (eating breakfast)</i> <i>"How do you know?" (I heard foods described that someone might eat for breakfast.)</i> • While showing the illustrations on pages 5–6, invite students to whisper into their hands: <ul style="list-style-type: none"> <i>"What do you see in the illustrations to support your idea that the boy is having breakfast?" (I see toast and eggs.)</i> • Add the <i>Summer Sun Risin'</i> icon of breakfast to the <i>Summer Sun Risin'</i> anchor chart.

	<ul style="list-style-type: none"> • Invite students to echo read last two lines on page 6. • Using a total participation technique, invite responses from the group: <i>“What is the sun doing?” (It is rising.)</i> <i>“What does risin’ mean in this sentence?” (to come up into the sky)</i> • Confirm students’ thinking with the definition of <i>rising</i> (going up). • Using a total participation technique, invite responses from the group: <i>“Where is the sun?” (It is partway into the sky.)</i> <i>“How do you know?” (In the picture I see it just above the horizon.)</i> <i>“Where should we place the sun picture to show where the sun is?” (above where the first sun is)</i> • Add a Sun icon to the <i>Summer Sun Risin’</i> anchor chart. • Display the <i>Summer Sun Risin’</i> word card for <i>risin’</i>. Add it to the <i>Summer Sun Risin’</i> anchor chart, directly above the Sun icon just placed on the chart.
Pages 7–8	<ul style="list-style-type: none"> • Read pages 7–8 while showing the illustrations. • Invite students to echo read the last two lines.
Pages 9–10	<ul style="list-style-type: none"> • Without showing the illustrations, reread the first six lines on page 10: “Chicks in the yard, scratchin’ for seed. Pigs at the trough waitin’ to feed. Pa by the shed rollin’ out wire.” • Using a total participation technique, invite responses from the group: <i>“What is the boy doing?” (He is helping with the animals.)</i> <i>“How do you know?” (The author described what all the animals are doing and what everyone is doing to help the animals.)</i> • While showing the illustrations, invite students to whisper into their hands: <i>“What do you see in the illustrations that supports your idea that the boy is helping with the animals? (I see pigs and chickens waiting to eat.)</i> • Add the <i>Summer Sun Risin’</i> icon of animals to the <i>Summer Sun Risin’</i> anchor chart. • Without showing the illustrations, invite students to echo read the last two lines on page 10.

	<ul style="list-style-type: none"> Using a total participation technique, invite responses from the group: <i>“What is the sun doing?” (It is climbing.)</i> <i>“What does climbin’ mean in this sentence?” (to go up)</i> Confirm students’ thinking with the definition of <i>climbing</i> (to go up or ascend). Display the illustrations and ask: <i>“Where is the sun?” (It is higher in the sky than it was before.)</i> <i>“How do you know?” (The illustrations show that the sun is higher than when it was rising and I can see the whole sun now.)</i> <i>“Where should we place the sun picture to show where the sun is?” (Above the last sun.)</i> Add a Sun icon to the <i>Summer Sun Risin’</i> anchor chart. Display the <i>Summer Sun Risin’</i> word card for “climbin’.” Add it to the <i>Summer Sun Risin’</i> anchor chart above the Sun icon just placed on the chart.
Page 10	<ul style="list-style-type: none"> Invite students to stand up and hold their left hand in a fist out to the side of their bodies, mimicking the sun rising above the horizon. Point out the three different positions of the sun shown on the <i>Summer Sun Risin’</i> anchor chart. Reread page 10. Invite students to repeat the last two lines on page 10 while moving their fist slightly up to mimic the movement of the sun as it rises. Invite students to be seated again.
Session 3: The Sun at Noontime—What’s Different?	
Text to Read	Questions/Activities
	<ul style="list-style-type: none"> Direct students’ attention to the posted <i>Summer Sun Risin’</i> anchor chart and review what was added in the previous lessons. Tell students that they will be reading another part of the text more closely and they will track what they learn from the story on the <i>Summer Sun Risin’</i> anchor chart. Direct students’ attention to the posted learning target and read it aloud: <i>“I can describe what the boy and the sun do in the middle of <i>Summer Sun Risin’</i>.”</i>

	<ul style="list-style-type: none"> Review the focus question by reading it aloud: “What is the boy doing when the sun is rising, at its highest, and setting in the sky?” Tell students that today they will closely read the middle of the story to determine what the boy does when the sun is at its highest.
Pages 11–12	<ul style="list-style-type: none"> Read pages 11–12 aloud. Invite students to echo read the last two lines: “summer sun’s glarin’, eyes really hurt.” Tell students that when the sun is at its highest is it <i>midday</i>. Direct students’ attention to the Sun, Moon, and Stars word wall card for <i>midday</i> and follow the same routine established in the Lesson 1: Provide its definition, use it in a sentence with an accompanying gesture, and place the Word Wall card and picture for it on the Sun, Moon, and Stars Word Wall.
Pages 13–14	<ul style="list-style-type: none"> Without showing the illustrations, reread the first six lines on page 13: “Train on the tracks, shiny as a dime. Ma by the tree callin’ lunchtime. Pa spreads the cloth, I set the plates.” Using a total participation technique, invite responses from the group: <ul style="list-style-type: none"> <i>“What is the boy doing?” (He is getting ready for lunch.)</i> <i>“How do you know?” (The text says that Ma is calling for lunchtime and the boy says he is setting the plates.)</i> While displaying the illustrations on pages 13–14, invite students to whisper into their hands: <ul style="list-style-type: none"> <i>“What do you see in the illustrations that supports your idea that the boy is getting ready to have lunch?” (The boy is putting plates on the table.)</i> Invite two or three students to share out with the whole group. Add the <i>Summer Sun Risin’ icon</i> of lunch to the <i>Summer Sun Risin’ anchor chart</i>. Using a total participation technique, invite responses from the group: <ul style="list-style-type: none"> <i>“What is the sun doing?” (It is high in the middle of the sky.)</i> <i>“What is different about the words the author uses on this page to describe what the sun is doing?” (The author says the sun “pauses and waits.”)</i>

	<ul style="list-style-type: none"> • Invite students to turn and talk with an elbow partner: <ul style="list-style-type: none"> <i>“Why did the author decide to use different words to describe what the sun is doing on this page?” (It is the middle of the day, and the sun is “waiting” in the sky.)</i> <i>“Why did the author use the words pauses and waits?”</i> <i>(The sun is waiting for the boy and his family to finish eating lunch.)</i> • Circulate and listen as students talk and identify two or three students to share out with the whole group. • Confirm students’ thinking by saying, “Yes! The author used different words to describe the middle of the day. The boy and his family are stopping for lunch, and the sun is pausing and waiting for the family to have lunch before they continue on their day. • While displaying the illustrations, use a total participation technique and invite responses from the group: <ul style="list-style-type: none"> <i>“Where is the sun?” (It is high in the sky.)</i> <i>“How do you know?” (I see in the illustrations the large sun directly above the boy and his family.)</i> <i>“Where should we place the sun picture to show where the sun is?” (in the middle)</i> • Add a Sun icon to the <i>Summer Sun Risin’</i> anchor chart. • Display the <i>Summer Sun Risin’</i> word card for <i>pauses and waits</i>. Add it to the <i>Summer Sun Risin’</i> anchor chart above the Sun icon just placed on the chart.
Page 13	<ul style="list-style-type: none"> • Tell students they will now use their arms and fists to show the movement of the sun, just as they did in previous lessons. • Invite students to stand up and hold their left arms out to their sides, making fists with their left hands. • Lead students in mimicking the arc of the sun’s movement by slowly raising their left arms from the sides of their bodies upward until their left arm is outstretched above their heads. • Tell students to switch arms and fists, now using their right arm and fist. • Reread page 13, inviting students to repeat the last two lines while holding their right fists in the position of the sun. • Invite students to be seated again.
Pages 15–18	<ul style="list-style-type: none"> • Read pages 15–18, inviting students to echo read the last two lines of each page.

Pages 19–20

- Without showing the illustrations, reread the first six lines on page 19: “Fox in the woods, hawk in the sky. Fish in the stream swimmin’ on by. Pa casts a line, I check the bait.”
- Using a total participation technique, invite responses from the group:
 - “What is the boy doing?” (He is fishing.)
 - “How do you know?” (The text describes the boy and his father getting their fishing poles ready.)
- While showing the illustrations on pages 19–20, invite students to whisper into their hands:
 - “What do you see in the illustrations that supports your idea that the boy is fishing?” (I see a fishing pole, bait, fish in the stream, etc.)
- Invite two or three students to share out with the whole group.
- Add the *Summer Sun Risin’* icon of fishing poles to the *Summer Sun Risin’* anchor chart.
- Without showing the illustrations, invite students to echo read the last two lines on page 19.
- Using a total participation technique, invite responses from the group:
 - “What is the sun doing?” (It is slipping.)
 - “What does *slippin’* mean in this sentence?” (The sun is getting lower in the sky and is moving quickly.)
- Confirm students’ thinking with the definition of *slipping* in the context of the story (to pass by quickly).
- While showing the illustrations on pages 19–20, use a total participation technique and invite responses from the group:
 - “Where is the sun?” (It’s not as high in the sky as it was at lunchtime.)
 - “How do you know?” (I can see in the illustrations that the sun is getting closer to the ground again.)
- Invite students to point to the place on the *Summer Sun Risin’* anchor chart where the Sun icon should be placed.
- Add a Sun icon to the *Summer Sun Risin’* anchor chart.
- Display the *Summer Sun Risin’* word card for *slippin’*. Add it to the *Summer Sun Risin’* anchor chart above the Sun icon just placed on the chart.

<p>Page 20</p>	<ul style="list-style-type: none"> • Tell students they will now use their arms and fists to show the movement of the sun, just as they did earlier in the lesson. • Invite students to stand up and hold their right arm straight above their head, making a fist with their right hand. • Lead students in slowly lowering their right arm to their right side while keeping their right arm straight, mimicking the sun moving lower into the sky. • Reread page 20 and invite students to repeat the two lines aloud while holding their right fist in the position of the sun. • Invite students to be seated again.
<p>Session 4: The Sun in the Afternoon and Evening</p>	
<p>Text to Read</p>	<p>Questions/Activities</p>
	<ul style="list-style-type: none"> • Direct students’ attention to the posted <i>Summer Sun Risin’</i> anchor chart and review what was added in the previous lessons. • Tell students that they will be reading another part of the text closely and they will track what they learn from the story on the <i>Summer Sun Risin’</i> anchor chart. • Direct students’ attention to the posted learning target and read it aloud: “I can describe what the boy and the sun do at the end of <i>Summer Sun Risin’</i>.” • Review the focus question by reading it aloud: “What is the boy doing when the sun is rising, at its highest, and setting in the sky?” • Tell students that today they will closely read the end of the story to determine what the boy does when the sun is setting.
<p>Pages 21–22</p>	<ul style="list-style-type: none"> • Without showing the illustrations, reread the first six lines on page 21: “Hat on a shelf, coat on a hook. Fish in a pan ready to cook. Peas in a bowl, corn on a tray.” • Using a total participation technique, invite responses from the group: <ul style="list-style-type: none"> “<i>What is the boy doing?</i>” (<i>He is getting ready to eat dinner.</i>) “<i>How do you know?</i>” (<i>The text describes dinner food.</i>) • While displaying the illustrations on pages 21–22, invite students to whisper into their hands: <ul style="list-style-type: none"> “<i>What do you see in the illustrations that supports your idea that the boy is getting ready to have dinner?</i>” (<i>I see the kitchen with food being cooked.</i>) • Invite two or three students to share out with the whole group.

	<ul style="list-style-type: none"> • Add the <i>Summer Sun Risin'</i> icon of dinner to the <i>Summer Sun Risin'</i> anchor chart. • Using a total participation technique, invite responses from the group: <ul style="list-style-type: none"> “What is the sun doing?” (<i>The sun is sinking.</i>) “What does sinkin’ mean in this sentence?” (<i>It’s getting lower and lower in the sky.</i>) • Confirm students’ thinking with the definition of <i>sinking</i> (going down). • While still displaying illustrations, use a total participation technique and invite responses from the group: <ul style="list-style-type: none"> “Where is the sun?” (<i>The sun looks like it is about to sink below the ground.</i>) “How do you know?” (<i>I can see that it is closer to the ground than in the last picture, but it hasn’t disappeared yet.</i>) • Invite students to point to the place on the <i>Summer Sun Risin'</i> anchor chart where the Sun icon should be placed. • Add a Sun icon to the <i>Summer Sun Risin'</i> anchor chart. • Display the <i>Summer Sun Risin'</i> word card for <i>sinkin'</i>. Add it to the <i>Summer Sun Risin'</i> anchor chart above the Sun icon just placed on the chart.
Page 22	<ul style="list-style-type: none"> • Tell students they will now use their arms and fists to show the movement of the sun, just as they did in the last lesson. • Invite students to stand up and hold their right arm above their head, making a fist with their right hand, mimicking the position of the sun. • Lead students in slowly lowering their right arm to their right side while keeping their right arm straight, mimicking the sun moving lower into the sky. • Reread page 21, inviting students to repeat the last two lines while holding their right fists in the position of the sun. • Invite students to be seated again.
Pages 23–24	<ul style="list-style-type: none"> • Read pages 23–24, inviting students to echo read the last two lines on each page.
Pages 25–26	<ul style="list-style-type: none"> • Without showing the illustrations, reread the first six lines on page 26: “Dog on the stoop, cat on the rail. Ma in the swing readin’ the mail. Pa by the door, me tucked in bed.” • Using a total participation technique, invite responses from the group: <ul style="list-style-type: none"> “What is the boy doing?” (<i>He is getting ready to go to bed.</i>) “How do you know?” (<i>The text describes the boy being tucked in and having a story read to him.</i>)

	<ul style="list-style-type: none"> • While displaying the illustrations on pages 25–26, invite students to whisper into their hands: <i>“What do you see in the illustrations that supports your idea that the boy is getting ready for bed?” (I see his bed. I see his father reading him a story.)</i> • Invite two or three students to share out with the whole group. • Add the <i>Summer Sun Risin’</i> icon of bed to the <i>Summer Sun Risin’</i> anchor chart. • Without showing the illustrations, invite students to echo read the last two lines on page 26. • Using a total participation technique, invite responses from the group: <i>“What is the sun doing?” (sleeping)</i> <i>“What does sleepin’ mean in this sentence?” (It means the sun is setting for the day.)</i> • Confirm students’ thinking with the definition of <i>sleeping</i> in the context of this story (setting). • While still displaying illustrations, use a total participation technique and invite responses from the group: <i>“Where is the sun?” (The sun has gone behind/below the ground and set for the day.)</i> <i>“How do you know?” (I see it closer to the ground, and the sky is getting darker.)</i> • Invite students to point to the place on the <i>Summer Sun Risin’</i> anchor chart where the Sun icon should be placed. • Add a Sun icon to the <i>Summer Sun Risin’</i> anchor chart. • Display the <i>Summer Sun Risin’</i> word card for <i>sleepin’</i>. Add it to the <i>Summer Sun Risin’</i> anchor chart above the Sun icon just placed on the chart.
Pages 27–28	<ul style="list-style-type: none"> • Tell students they will now use their arms and fists to show the movement of the sun, just as they did earlier in the lesson. • Invite students to stand up and hold their right arm above their head, making a fist with their right hand, mimicking the position of the sun just before it sets. • Lead students in slowly lowering their right arm to their right side while keeping their right arm straight, mimicking the sun moving lower into the sky and setting. • Reread page 27, inviting students to repeat the last two lines while holding their right fists in the position of the sun. • Invite students to be seated again.

<p>Page 29</p>	<ul style="list-style-type: none"> • Display the illustration on page 29 and invite students to look closely at it. • Invite students to turn and talk with an elbow partner: <i>“What is this illustration showing us?” (The setting sun and the boy and his family getting ready for bed.)</i> • Tell students that when the sun is going down or setting that is called <i>sunset</i>. • Direct students’ attention to the Sun, Moon, and Stars word wall card for <i>sunset</i> and follow the same routine established in the Lesson 1: Provide its definition, use it in a sentence with an accompanying gesture, and place the Word Wall card and picture for it on the Sun, Moon, and Stars Word Wall. • Refocus students whole group and invite one or two students to share out with the whole group. • Invite students to turn and talk with an elbow partner: <i>“Why did the author decide to finish the book with this illustration?” (To show the end of the day.)</i>
<p>Session 5: Culminating Task</p>	
<p>Text to Read</p>	<p>Questions/Activities</p>
<p>Reread whole text</p>	<ul style="list-style-type: none"> • Direct students’ attention to the posted learning target and read it aloud: “I can retell important events of what the boy and the sun do throughout <i>Summer Sun Risin’</i>.” • Review the focus question by reading it aloud: “What is the boy doing when the sun is rising, at its highest, and setting in the sky?” • Tell students that today they will reread the entire story to answer the focus question through retelling. • Reread the entire text fluently and without interruption. If possible, use a document camera to make illustrations more accessible. • Direct students’ attention to the posted <i>Summer Sun Risin’</i> anchor chart. Review what is on the anchor chart, starting from sunrise to sunset. Tell students they are going to use the anchor chart to help them retell the story. • Invite students to turn and talk with an elbow partner: <i>“What happened in the beginning of Summer Sun Risin’?” (The sun rose; the boy woke up and had breakfast. The other family members got ready to work on the farm.)</i>

	<ul style="list-style-type: none"> • Refocus students whole group and invite one or two students to share out to the whole group. • Invite students to turn and talk with an elbow partner: <i>“What happened in the middle?” (The sun was high in the sky. The boy and his family ate lunch. As the sun lowered across the sky, the boy went fishing with his father.)</i> • Refocus students whole group and invite one or two students to share out to the whole group. • Invite students to turn and talk with an elbow partner: <i>“What happened at the end of the story?” (The sun was setting lower and lower into the sky. The family had dinner and then got ready for bed. The sky got darker.)</i> • Refocus students whole group and invite one or two students to share out to the whole group. • Tell students they are going to use the Pinky Partners protocol to discuss the central message of the story. Remind them that they used this protocol in Module 1 and review as necessary using the Pinky Partners protocol anchor chart. Refer to the Classroom Protocols document for the full version of the protocol. <i>“What is this story mostly about?” (The boy and his day and what he and his family do; the sun and how the sun moves across the sky during the day)</i> <i>“What are the big ideas we learned from reading this story?” (The boy and his family did certain things when the sun was in certain places in the sky.)</i>
	<ul style="list-style-type: none"> • Tell students that now that they have discussed what the boy did from sunrise to sunset (beginning, middle, and end), they are going to do some writing and drawing about these parts of the story. • Invite students to use their arms to mimic the sun rising and setting as they return to their workspaces. • Direct students’ attention to the Summer Sun Risin’ Culminating Task response sheet located at their workspaces. • Direct students’ attention to the prompt at the top of the response sheet and read it aloud: “Write and draw about three parts of the boy’s day from sunrise to sunset. Be sure to include what he is doing and what the sun is doing at the beginning, middle, and end of the story.” • Review the sentence frames located at the bottom of each box: • In the _____, the boy is _____. The sun is _____.

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| | <ul style="list-style-type: none">• Remind students that they should complete a sentence frame to describe each event from the beginning, middle, and end of the story.• As students write and draw, circulate to support and review the prompts and sentence frames as necessary.• Direct students' attention to the <i>Summer Sun Risin'</i> anchor chart as a resource and encourage them to first draw and label their ideas if they are stuck. |
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