

Sunset Anticipation Guide

An anticipation guide can be used before reading to assess prior knowledge and engage students in the text. Students fill in the “Before Reading” column based on their prior knowledge and experiences, then they listen for the answers to the questions as the book is read aloud. After reading, they fill in the “After Reading” column and provide evidence from the text that supports the answers they chose.

Materials

Pen or pencil

Anticipation Guide

Procedure

Before reading *Next Time You See a Sunset* aloud to students, have them fill out the “Before Reading” column of the Anticipation Guide. Tell them that if they don’t know the answer, they should make their best guess. Before you read the book, either collect the Anticipation Guides or take students to a reading corner, away from their papers. As you read aloud, have students signal (e.g., touch their noses or raise their hands) when they hear an answer to one of the questions. After reading, ask students to complete the “After Reading” column of the anticipation guide. When everyone is finished, go over the answers as a class, referring back to the page in the book that addresses each question.

Answers:

1. True – pages 11, 13
2. True – page 11
3. False – pages 14, 19, 23
4. True – page 14
5. True – page 17
6. False – page 23

ELA Common Core Connections

Reading: Informational Text – Key Ideas and Details

K: RI.K.1. With prompting and support, ask and answer questions about key details in a text.

1: RI.1.1. Ask and answer questions about key details in a text.

2: RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

3: RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

4: RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

5: RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Framework for K-12 Science Education Connections

Earth and Space Sciences 1.A: Earth’s Place in the Universe

By the end of grade 2. Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.

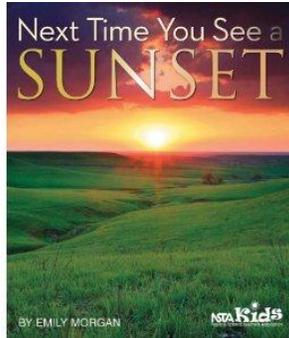
By the end of grade 5. The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their size and distance from Earth.

Earth and Space Sciences 1.B: Earth and the Solar System

By the end of grade 2. Seasonal patterns of sunrise and sunset can be observed, described, and predicted.

By the end of grade 5. The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily and seasonal changes in the length and direction of shadows; phases of the moon; and different positions of the sun, moon, and stars at different times of the day, month, and year.

Name: _____



Anticipation Guide

Before Reading
True or False

After Reading
True or False

- | | | |
|-------|---|-------|
| _____ | 1. It takes 24 hours for Earth to make one complete rotation. | _____ |
| _____ | 2. The Sun is a star. | _____ |
| _____ | 3. The Sun appears in the western sky each morning. | _____ |
| _____ | 4. Earth always turns in the same direction. | _____ |
| _____ | 5. The Sun can be “rising” and “setting” at the same time. | _____ |
| _____ | 6. Shadows are longer in the middle of the day than they are in the morning or afternoon. | _____ |