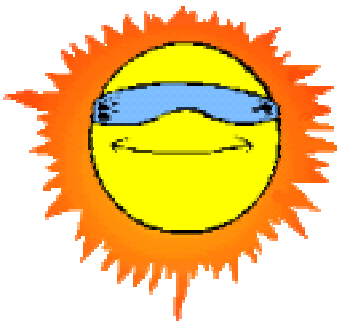
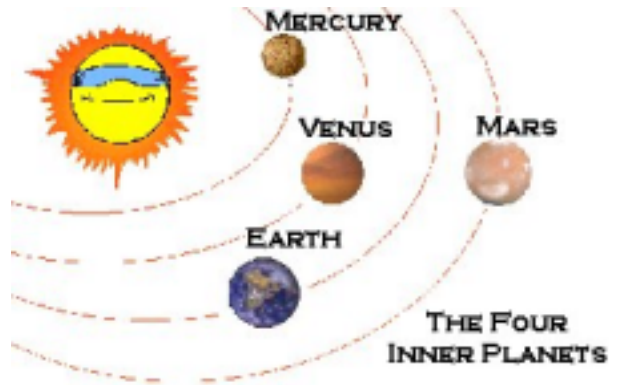


# Vocabulary Cards



## SUN

The sun is a star.



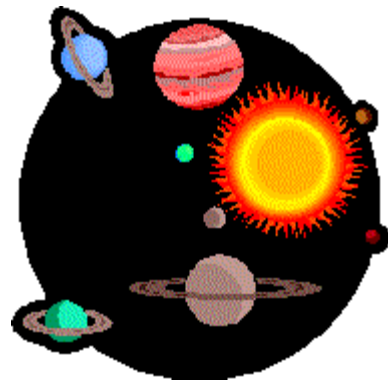
## Inner Planets

Mercury, Venus, Mars, and Earth are the four inner planets.



## ORBIT

To orbit is to go around something. Earth orbits the sun.

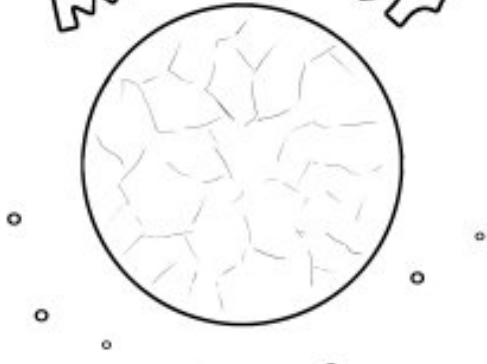


## SOLAR SYSTEM

Our solar system contains the sun and its nine planets.

# Vocabulary Cards

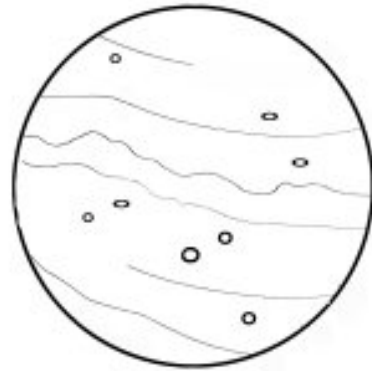
MERCURY



Mercury

Mercury is a planet. It is the closest to the sun.

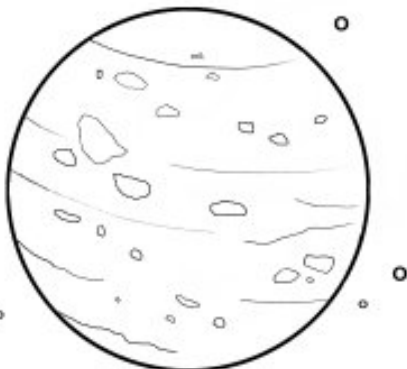
VENUS



Venus

Venus is a planet. It is the second planet from the sun.

MARS



Mars

Mars is the "red planet."

EARTH



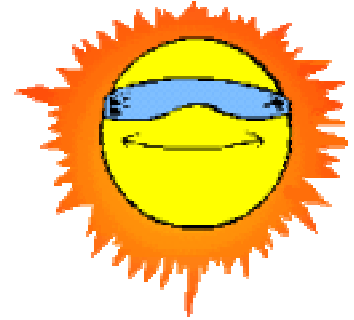
EARTH

Earth is our planet.

Name: \_\_\_\_\_

## The Sun

This is the **sun**. The sun is a star. It is very big. A million planets the size of **Earth** could fit inside of the sun!



The sun is far away from the **Earth**. The sun is very, very hot. It is so hot that it warms up the Earth, even though it is far away. It gives us light. We need the sun. Plants need the sun. Animals need the sun, too.

1. What is the sun? \_\_\_\_\_

2. How many Earths could fit inside of the sun?

\_\_\_\_\_

3. The sun is \_\_\_\_\_ from the Earth.

4. What does the sun do to the Earth?

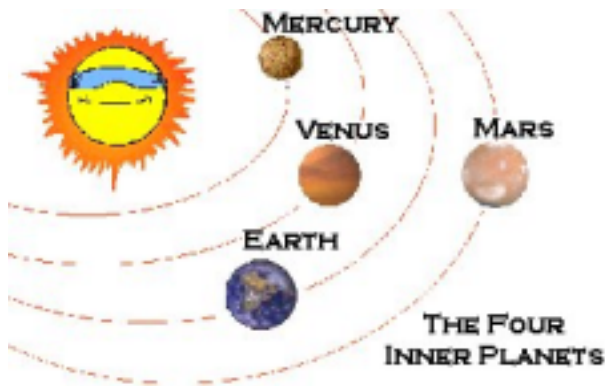
\_\_\_\_\_

5. What does the sun give us?

\_\_\_\_\_

Name: \_\_\_\_\_

## The Inner Planets



The four planets that are closest to the sun are called the **inner planets**. They are all made of rock.

The names of the four **inner planets** are Mercury, Venus, Earth and Mars. Mercury has no moon. Venus has no moon. Earth has one moon. Mars has two moons.

1. What are the four planets that are closest to the sun called?  
\_\_\_\_\_

2. What are the inner planets **made of**? \_\_\_\_\_

3. What are the **names** of the four inner planets?  
\_\_\_\_\_

4. Write **how many moons** each planet has on the line after its name:

Mercury \_\_\_\_\_ Venus \_\_\_\_\_ Earth \_\_\_\_\_ Mars \_\_\_\_\_

Name \_\_\_\_\_

## Earth

This is Earth. Earth is not a star. It is a **planet**. Earth **orbits**, or goes around, the sun. There are nine planets that go around the sun. Earth is one of the planets. The sun and its planets are part of the **solar system**.



Earth has water. Earth has land. It has air all around it. Earth has one **moon**. The moon **orbits**, or goes around, Earth.

1. Earth is a \_\_\_\_\_.
2. **Orbit** means \_\_\_\_\_.
3. How many planets go around the sun? \_\_\_\_\_.
4. What are the **sun and its planets** part of?  
\_\_\_\_\_.
5. What orbits Earth? \_\_\_\_\_.

Name: \_\_\_\_\_

## Mercury

Mercury is a small **planet**. Earth is three times bigger than Mercury. Mercury is the planet that is closest to the sun. Mercury is very hot. It is very hot because it is close to the sun.



Mercury is made of rock. There is no water on Mercury. No plants and animals live on Mercury. Nothing lives on Mercury. It is too hot and it has no water.

Mercury **orbits**, or goes around, the sun very fast. It goes all the way around the sun in 88 days. One year on Mercury is only 88 days long!

1. Why is Mercury hot? \_\_\_\_\_

2. What is Mercury made of? \_\_\_\_\_

3. Why doesn't anything live on Mercury?

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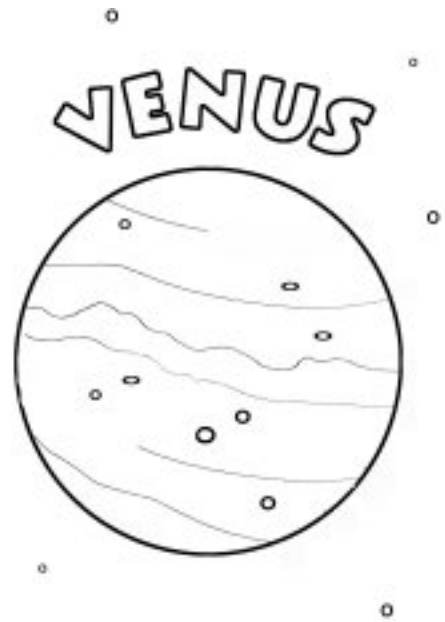
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4. How many days long is one year on Mercury? \_\_\_\_\_

Name: \_\_\_\_\_

## Venus

Venus is the second **planet** from the sun. It is about the same size as Earth. Venus is very bright. It is so bright it looks like a star. Sometimes people call it the Morning Star and the Evening Star. We can see Venus from Earth.



Venus is bright, but it is not a star. It is a planet. Venus is very hot. It is hotter than Mercury! Venus is so hot because it is covered with clouds. The clouds hold the heat in.

Venus **orbits**, or goes around the sun, in 225 days. One year on Venus is 225 days long.

1. What do people sometimes call Venus?

\_\_\_\_\_

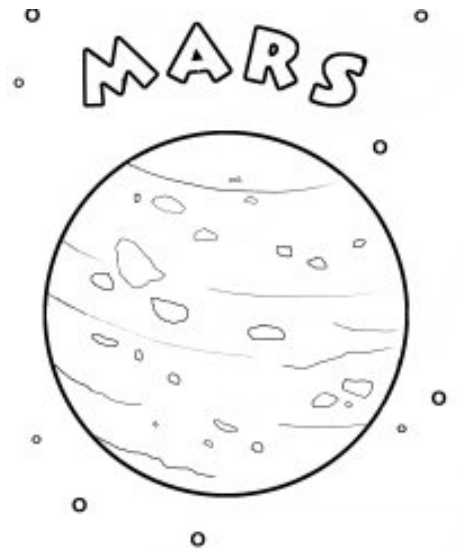
2. Why is Venus hot? \_\_\_\_\_

3. How big is Venus?

\_\_\_\_\_

4. How many days are in one year on Venus? \_\_\_\_\_

Name: \_\_\_\_\_



## Mars

Mars is the fourth **planet** from the sun. It is cold on Mars. Mars has a north and a south pole. They have ice on them.

Mars has sand and rock on it. Mars is red. Mars is called the red planet. It has a pink sky. Mars has two moons. Their names are Phobos and Deimos.

Mars has the biggest volcano in our solar system. The volcano's name is **Olympus Mons**. It takes Mars a long time to **orbit**, or go around, the sun. A year on Mars is 687 days long.

1. What color is Mars?

\_\_\_\_\_

2. What does Mars have on its north and south poles?

\_\_\_\_\_

3. What is the name of the volcano on Mars?

\_\_\_\_\_

4. How many days long is one year on Mars? \_\_\_\_\_

5. How many moons does Mars have? \_\_\_\_\_

## Vocabulary/Activate Prior Knowledge:

1. **Write the following words on chart paper:** sun, moon, star, solar system, orbit, and planet. Leave adequate space to write student ideas. Ask students to tell you what they already know about each word. Write student responses under each word, or use a graphic organizer format to make concept maps.

Examples:

### Sun: (List of ideas)

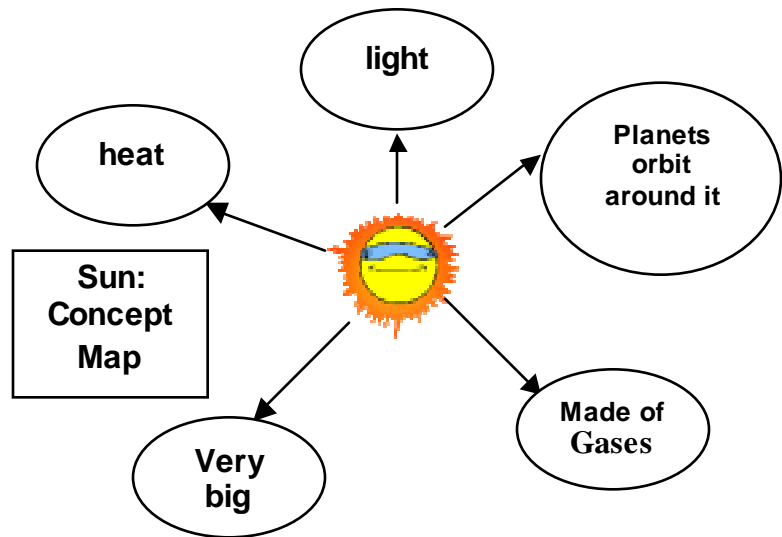
Planets orbit around the sun

Light

Heat

Very big

Made of gases



2. **Kinesthetic-“Body-Smart”:** Ask students to act out the words **sun, planet, orbit, moon**. Assign students to work as triads. One student will be the sun and stand still. The second student will be a “planet” and walk around the sun. The third student will be the planet’s moon and walk around the planet, while the “planet” is walking around the sun.
3. **Assessment:** After vocabulary has been discussed and developed, ask the students to draw and label pictures to “Show they know.”

## Shared Reading: Mini-lessons to use with reading materials:

### A. Mini-Lesson: Context Clues: “Is Called/ Are Called/ or”

**Materials:** Make three stop signs out of red construction paper. Write the words *is called*, *are called*, and *or* on separate stop signs. Tape these to the chalkboard or white board.

1. Explain that the words “**is called**”, “**are called**”, and “**or**” are clues that writers put in reading sheets and books to help people find out what words mean.
2. Write this sentence on the board: Water that falls from the clouds **is called** rain. Point out that the word that you want to know the meaning of is rain, and that it is located after the clue words “**is called**”. Tell the students that the words in front of the clue words “is called” tell what the word *rain* means. Read the sentence aloud to the students. Do a think-aloud, pretending that you want to figure out what the word rain means: “*Let’s see, I see the words “is called” in front of the word “rain”. “Is called” tells me that the meaning of rain is in this sentence. I look at the words in front of “is called”. They say, “**Water that falls from the clouds.**” So, rain must be water that falls from the clouds.*” Tell the students that the words “are called” work the same way.
3. Invite volunteers to do a think-aloud with the following sentences:
  - a. Water that freezes is called ice.
  - b. An animal that lives in your house is called a pet.
  - c. A baby bird is called a chick.
  - d. Baby dogs are called puppies.
  - e. Baby cats are called kittens.
4. Explain that **or** means “another word for” or “means the same as” and is found between the word and its meaning, bordered by commas.
5. Write the following sentence on the board: **The kitten, or baby cat, ran to its mother.** Do a think-aloud to model how to use “or” to find the meaning of a word. Read the sentence aloud: “*Hmmmm...what does the word “kitten” mean? I see the word “or” between the words “kitten” and “baby cat”. I know that “or” tells me the next word or group of words mean the same thing as “kitten”. The words after “or” say, “baby cat”, so a kitten must be a baby cat.*” Write the following sentences on the board, and ask volunteers to read and do a think-aloud. Read sentences for students if they need help.
  - a. The chick, or baby bird, was very hungry.
  - b. The puppy, or baby dog, cried for its mother.
  - c. The cup, or mug, was full of milk.

**B. Mini-Lesson: Antonyms, or Opposites:** Explain to students that opposites are words such as **hot** and **cold**. Hot is the opposite of cold.

1. Ask students to brainstorm as many pairs of opposites as they can.
2. Ask students to read the sheets about the sun and the inner planets, and to look for words that have opposites. For example, in the sheet about the sun, students could find opposites for these words:

Hot, close, small, gives, light

3. For a follow-up learning center activity, go to <http://www.manatee.k12.fl.us/sites/elementary/palmasola/antoppo.htm>  
Print, cut out and laminate the three sets of illustrated antonym cards and allow students to match pairs of opposites.

### **C. Mini-Lesson: Word Families**

1. Teach or review the concept of word families to the students.
2. Write this word family on the board: ACK
3. Under the ACK, write the word “back”. Ask students to brainstorm words that can be made from the ack family by adding a different beginning letter or a blend.
4. Write down brainstormed student responses.
5. Explain to students that in the reading sheets you will be using about the inner planets there are many word families.
6. Ask students to be “on the lookout” for words that have word parts that can be used to make many new words. Use “sun” as an example. Write “sun” on the board, and ask students to brainstorm as many words as they can that belong to the un-family.
7. Tell students that they will have an opportunity later to create word families in a learning center.

## **Shared Reading Generic Lesson Plan for Reading Sheets:**

1. Choose a mini-lesson to teach before reading the sheet for the day together. Teach the mini-lesson.
2. Read the sheet aloud with the students.
3. Ask students to find examples of what was covered in the mini-lesson in the reading sheet.
4. Ask students to find vocabulary words in the reading sheet.
5. Discuss the reading sheet together as a group. Ask students to draw and label two details they thought were important from each sheet on a separate sheet of paper or on the back of the reading sheet. Ask students to share their drawings and details with the whole group.

## **Guided Reading Generic Lesson Plan:**

1. After engaging in shared reading, ask students to complete the questions on the reading sheet. The teacher may pull small flexible groups of students needing help with question/answer strategies and/or decoding, while the others work to answer the questions.
2. If all students are doing well, the teacher will circulate and assist as needed during guided reading time.

## **Independent Reading:**

Obtain appropriate-level books about space and the solar system from the media center or other sources, and encourage students to choose a book from the reading center that interests them, and to read it during independent reading time. Teacher may circulate and assist to answer questions, help students decode a word, or figure out the meaning of a word.