

A Look at Our Solar System

Science

Level 7

Strand: Earth/Space Science

Theme: Space

Purpose for Reading: To develop an understanding of the solar system.

Comprehension Strategies: Asking and answering questions, comparing and contrasting, recognizing chronological and sequential order.

Vocabulary

Dictionary Words: Giant Planets, Inner Planets, Pluto, solar system, sun

Vocabulary Words: Earth, Jupiter, Mars, Mercury, moon, Neptune, orbit, planets, Pluto, Saturn, sun, Uranus, Venus

High-Frequency Words: a, are, big, called, do, far, four, from, have, in, is, it, know, not, our, some, the, this, to, too, very, what, you

Before Reading

- Ask the students about the solar system. Make a chart to show their before-reading knowledge.
- Read the title and discuss the cover photo. What can the students see in this photo? *What are the circles around the larger planet? What might they be made of?*
- Read the title page together and ask the students to describe what they see in the photo. *What are the large circles? What are the small bright dots?* Add any new information to the chart.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels. Ask the students if they know what the photos show. *Are there different types of planets? What is the sun?*

Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and say what this illustration shows. Look at the labels and discuss the position of Earth. Ask if anyone knows what the other planets are called.
- Pages 6–7: Invite the students to discuss the sun. *What is it? What is its position in the solar system?* Read the labels and discuss the term *orbit*. *What does it mean?*
- Pages 8–9: Discuss this illustration. *What is the large glow in the middle? What are the other planets?* Read and discuss the labels. Ask the students if they have heard of the term *Inner Planets*. If not, explain what the term refers to.
- Pages 10–11: Ask the students to look at the planets in this illustration. Can they use the labels to name them? Help the students where necessary. Ask them if they know the name given to this group of planets.
- Pages 12–13: Ask the students to look at this illustration and use the label to help them identify it. What predictions can they make about this planet, given that it is the furthest from the sun?
- Pages 14–15: Have the students look at this illustration and use the labels to help them. Ask them what the illustration shows.

Read the Book

- Ask the students to return to the title and read it independently.
- Turn to pages 2–3. Have the students read the dictionary words.

- Turn to pages 4–5. Ask the students to read this page independently. Remind them to use their eyes instead of pointing, but to point if they get lost or need to check the words they are saying.
- Ask the students to use the labels to help.
- Ask the students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Invite the students to return to the book and talk about the new information about the solar system they have gained from reading the book. Make a new chart next to the prior-knowledge chart. Compare what they know now with what they knew before reading. Prompt them with questions, such as *What group of planets is Mercury part of? What are the characteristics of Mercury?*
- Talk to the students about the order of the planets in relation to the sun. Ask questions, such as *Which is the closest planet to the sun? Which planet is the third closest to the sun? Which planet is furthest away from the sun?*
- Have the students discuss the similarities and differences between the planets.

Vocabulary and Word Recognition

- Have the students find the high-frequency word *have* in the text. Ask them to write the word on a piece of paper. Practise writing the word five times. Add the word to a high-frequency word chart or word wall.
- Ask the students to find the words *closest* and *smallest*. Discuss the *est* ending. Have the students suggest other words that end in *est*.

Oral Language

- Have the students work in pairs, using the books. One student asks questions from the book and the other finds the answers, e.g. What planet is very cold and rocky?

Writing

- Have the students choose one planet and write all the information they know about that planet.

Creative Extension Activities

- Make a papier-mâché planet around a balloon.
- Make a crayon-and-dye picture showing the planets in order.

Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Use the book to help you answer the questions.

1. What do planets in the solar system circle around?

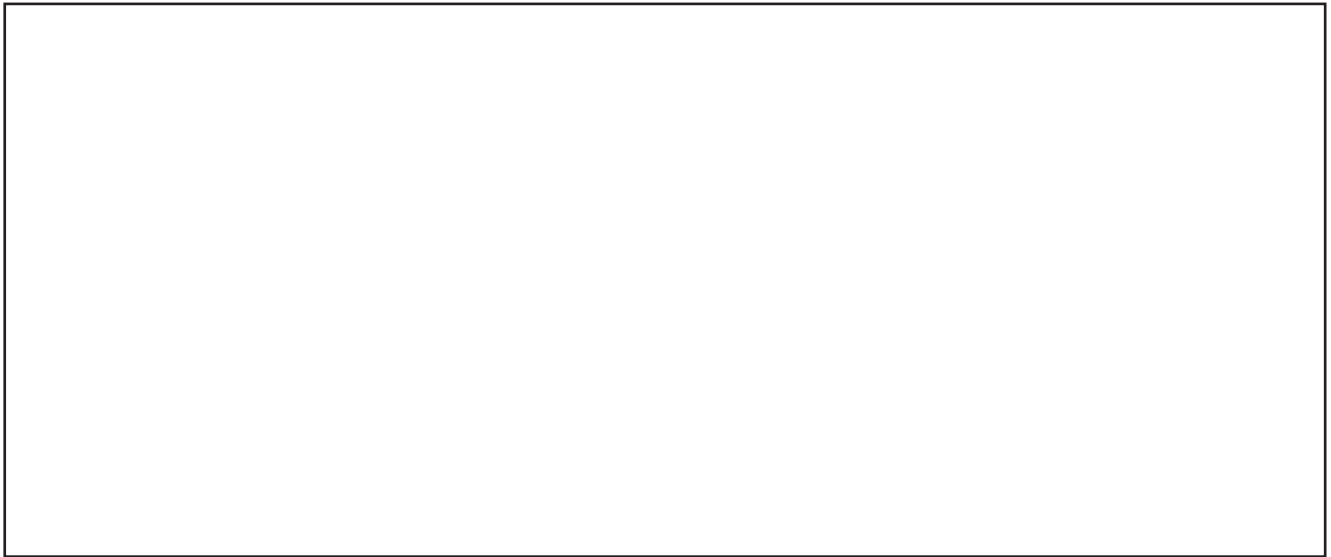
2. What are the names of the Inner Planets?

3. Which of the planets are very big?

Name: _____

Read and draw.

Nine planets circle around the sun.



Pluto is very cold and rocky.

