How to Translate the Learning Guides:

1. Download the Google Translate app
2. Tap "Camera"
3. Point your camera at the text you want to translate
4. Tap "Scan"
5. Tap “Select all”

How to Use This Learning Guide:

There are 3 core parts to this learning guide.

First: Parents/students are provided with the text/story that can be read.

- In grades levels K-2, the text is found at the end of the learning guide.
- In grades levels 3 -5, the texts are found at the start of each lesson.

Next: Parents/students are provided with an overview of what will be learned and are provided supports to help with learning (vocabulary, questions, videos, websites).

- Vocabulary words in **bold** are the most important for understanding the text.

Finally: Parents/students are provided with the activities that can be completed using the text/story.

- Directions for the activities are provided and the directions for the choice board activities tell students how many tasks to complete.
- For choice boards, students should pick activities that interest them and that allow them to demonstrate what they have learned from the text/story.
- The Answer Key and Modifications Page are at the end of the Learning Guide to support your child.
- The Modifications Page includes Language Development resources for Newcomers.

Note to Parents: The learning guides can be translated using your phone!
What Your Student is Learning:

Your student will read the informational text, *Our World In Space: Planets*. While working with this text, your student will practice the following skills:

- Use facts, details, and features in informational text in order to find answers to questions as they read
- Write in order to produce question and answer informational texts
- Use observations and text to learn information about the solar system

Background and Context for Parents and Guardians:

- In this unit, students will learn more about the natural world by reading an informational text that has information about objects in the night sky.
- Students will understand that observation and prediction help us to discover information about the world.
- When writing, writers understand that they can convey questions and answers to readers.

Ways to support your student:

- Review the vocabulary words listed below with your child.
- Practice using these words when talking about the text.
- The words in **bold** are key ideas in the text.

<table>
<thead>
<tr>
<th>Inner Planet</th>
<th>any of the large bodies that revolve around the sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space Dwarf</td>
<td>refers to planets that are smaller than regular planets</td>
</tr>
<tr>
<td>Orbit Giant</td>
<td>of great size</td>
</tr>
<tr>
<td>Closest Strongest</td>
<td></td>
</tr>
</tbody>
</table>
a short distance away or apart in space  great power, strength

<table>
<thead>
<tr>
<th>Tools</th>
<th>Hotter</th>
</tr>
</thead>
<tbody>
<tr>
<td>device/machine that aids in accomplishing a task</td>
<td>high temperature</td>
</tr>
<tr>
<td>Outer</td>
<td>away from the center</td>
</tr>
</tbody>
</table>

- Read the text aloud with your child.
- After reading, ask questions about the text. These questions could include:
  - What did you learn about our solar system? (Children share things they learned such as, “I learned there are 8 planets and 5 dwarf planets in our solar system.”)
  - What does the chapter heading on page 34 tell readers? (The text in this section will answer the question: What is a planet?)
  - What is different about the text on page 35? (It rhymes and has rhythm. It's a poem.)
  - On page 36, how does the chapter heading relate to the text? (The chapter heading is a question about stars or planets and the text uses the phrase “I wonder what you are..”)
  - What can you observe in the night sky? (lights, moon, stars, airplanes)
  - What are the lights in the night sky? (Mostly stars and some planets.)
  - What information have you learned about the planets so far? (Some of the lights in the night sky are planets. Planets are round. They are made of rocks or gas. They orbit a star.)

**Online Resources for Students:**

**Video:** Outer Space: We Are the Planets: [https://youtu.be/ZHAqT4hXnMw](https://youtu.be/ZHAqT4hXnMw)

**Video:** Dwarf Planets: [https://youtu.be/4tw_RiQp6H8](https://youtu.be/4tw_RiQp6H8)

**Power Library:** is the online portal to all that Pennsylvania libraries offer. This is the place to find 24/7 access to newspapers, magazines, journals, historical documents and photos, online databases, and eBooks. Research a subject. Learn about your family history. Locate a title. Explore career options. It’s all here at POWER Library. To sign up for a POWER Library ID, use this link: [https://powerlibrary.auto-graphics.com](https://powerlibrary.auto-graphics.com)

**Dictionaries:**
Merriam-Webster Visual Dictionary: [http://www.visualdictionaryonline.com/](http://www.visualdictionaryonline.com/) To search, use the search box under "index")
Word Reference: [https://www.wordreference.com/](https://www.wordreference.com/) Use this dictionary for word translation.

**Building Background Knowledge:** This article explains and provides support on why background knowledge is key to student’s being able to read with comprehension.

**Link:** [https://www.readingrockets.org/article/building-background-knowledge](https://www.readingrockets.org/article/building-background-knowledge)
Tic-Tac-Toe Choice Board: Our World in Space: Planets

Directions: Read the book Our World in Space: Planets. Choose 4 activities from the choice board below. You should complete at least one activity from each row.

<table>
<thead>
<tr>
<th>Row</th>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
<th>Activity 4</th>
<th>Activity 5</th>
<th>Activity 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Look at the pages of Our World in Space: Planets. Readers ask questions as they read. Readers use details and text features to find the answers. Look at the heading and write down your questions. Then add answers as you read the section.</td>
<td>Work with Letters and Sounds: Long /i/ Spelled -ie, -igh, and -y. Read and sort words with these long /i/ sounds in them. Then read sentences that contain words with the /i/ sound in them.</td>
<td>Connect Reading and Writing Students use the facts they have learned about planets to create a question-and-answer book. In this book, students write facts that are interesting to them or others and do not include opinions.</td>
<td>Practice New Vocabulary 1. Find the sentence where the author uses each word. 2. Choose two of the words. 3. Write a sentence with each word you choose and draw a picture of that word.</td>
<td>Informational texts often include special parts called text features that contain information. This text uses headings to provide key ideas about each section of the text. Make a Headings web that shows all of the big ideas you learned from the headings in the text.</td>
<td>Readers can look for details, or pieces of information, in the illustrations and text, that describe important ideas. On page 52 and 53, make a web of details about planets and their moons.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has traveled into space?</td>
<td>Sally Ride and Mae Jemison</td>
</tr>
</tbody>
</table>
**Activity 1: Engage with the Text**

Look at the pages of *Our World in Space: Planets*. Readers ask questions as they read. Readers use details and text features to find the answers. Look at the heading and write down your questions. Then add answers as you read each section of the text.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a planet’s path in space called?</td>
<td>It is called an <strong>orbit</strong>.</td>
</tr>
</tbody>
</table>


Activity 2 Work with Letters and Sounds-Long /i/

Read aloud this sentence: I had pie tonight. What vowel sound do you hear in pie and tonight? I hear the long /i/ vowel sound in pie and tonight.

Now read aloud this sentence: I look at the night sky. What vowel sound do you hear in night and sky? I hear the long /i/ vowel sound in night and sky.

Watch this video on Long /i/ spelled -ie, -igh, -y: https://youtu.be/U60sOQxbO4I

Read these words that contain long /i/. Then, sort these words into the correct columns in the chart below.

Tie, sight, lie, might, try, bright, fly, high, shy, light, cry, fry, pie

<table>
<thead>
<tr>
<th>Long /i/ words spelled -igh</th>
<th>Long /i/ words spelled -y</th>
<th>Long /i/ words spelled -ie</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Read the sentences below about a game of “Hide and Seek” and circle all of the words that have a long /i/ sound.

1. Hide out of sight.

2. Lie under this bed.

3. I haven’t found you. You are so sly!

Activity 3: Connect Reading and Writing
After reading the text, think about the following questions:

Which solar system topic will I write about?
What will readers learn about the topic?
Which questions can I ask?

Fill out this chart to help you get ready to write:

<table>
<thead>
<tr>
<th>Element</th>
<th>What it is</th>
<th>An Example for you</th>
<th>YOUR Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>What the book is about</td>
<td>“All About the Sun”</td>
<td></td>
</tr>
</tbody>
</table>
| Questions and Answers    | Ask about the topic         | What is the sun?
|                          | Include facts about the topic | The sun is a star.       |                        |
|                          | Include 3 questions and 3 answers | Which star is closest to earth?
|                          |                             | The sun is the closest star to Earth. |
|                          |                             | How big is the sun?
|                          |                             | The sun is much bigger than the Earth. |
| Ending                   | Close up the book           | What other questions do you have about the sun? |                  |

Think about the ideas you wrote in the chart. Now, write them in a complete paragraph.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
Illustrate the cover of your book below:

*Bonus: Read your paragraph and talk about your book cover with a family member!*
Activity 4: Practice New Vocabulary

Read the text, *Our World in Space*. Find the sentences where the author uses the vocabulary words for this text. Choose two words. Write a sentence with each word you chose. Illustrate the 2 words you chose in the boxes at the bottom.

Word 1:
Sentence:

Word 2:
Sentence:

My word is:  My word is:
Activity 5-Analyze the Text

Informational texts often include special parts called text features that contain information. This text uses headings to provide key ideas about each section of the text. Make a “Headings” web that shows all of the big ideas you learned from the headings.
Activity 6-Analyze the Text

Readers can look for details, or pieces of information, in the illustrations and text that describe important ideas. On page 52 and 53, make a web of details about planets and their moons.
Optional Activity 7 - Practice with High Frequency Words

Cut out the high frequency words below from the text, *Our World in Space: Planets*. Challenge your reader to a game of Memory by shuffling the cards and putting them face down in rows. Readers pick one card and read the word on the card. Readers pick a second card and read the word on the second card. If the words match, the reader keeps the card and continues. If the words don’t match, it is the next player’s turn. The winner is the player with the most cards at the end of the game.

<table>
<thead>
<tr>
<th>our</th>
<th>our</th>
</tr>
</thead>
<tbody>
<tr>
<td>what</td>
<td>what</td>
</tr>
<tr>
<td>your</td>
<td>your</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>their</td>
<td>their</td>
</tr>
<tr>
<td>most</td>
<td>most</td>
</tr>
<tr>
<td>some</td>
<td>some</td>
</tr>
</tbody>
</table>
Activity 1: Engage with the Text

Look at the pages of *Our World in Space: Planets*. Readers ask questions as they read. Readers use details and text features to find the answers. Look at the heading and write down your questions. Then add answers as you read the section.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a planet's path in space called?</td>
<td>It is called an <strong>orbit</strong>.</td>
</tr>
<tr>
<td>What does the Sun give Earth?</td>
<td>It gives Earth light and heat.</td>
</tr>
<tr>
<td>What objects are part of the solar system?</td>
<td>The planets and dwarf planets.</td>
</tr>
<tr>
<td>What are the 4 planets closest to the Sun?</td>
<td>Mercury, Venus, Earth, Mars.</td>
</tr>
<tr>
<td>What are the 4 planets called close to the sun?</td>
<td>The inner planets.</td>
</tr>
<tr>
<td>Why are Neptune and Uranus called <em>ice giants</em>?</td>
<td>Because they are made of ice.</td>
</tr>
<tr>
<td>Why does Mars look pink/orange?</td>
<td>Because the soil is rusty.</td>
</tr>
<tr>
<td>What is the weather like on the Moon?</td>
<td>There is no wind or water on the Moon.</td>
</tr>
<tr>
<td>When did people start going to space?</td>
<td>In 1969, they began going to space!</td>
</tr>
<tr>
<td>What helps us see very far into space?</td>
<td>Telescopes help us see into space.</td>
</tr>
</tbody>
</table>
Activity 2 Work with Letters and Sounds-Long /i/ 

Read aloud this sentence: I had pie tonight.
What vowel sound do you hear in pie and tonight?
I hear the long /i/ vowel sound in pie and tonight.

Now read aloud this sentence: I look at the night sky.
What vowel sound do you hear in night and sky?
I hear the long /i/ vowel sound in night and sky.

Watch this video on Long /i/ spelled -ie, -igh, -y: https://youtu.be/U60sQQxbO4I

Read these words that contain long /i/. Then, sort these words into the correct columns in the chart below.

Tie, sight, lie, might, try, bright, fly, high, shy, light, cry, fry, pie

<table>
<thead>
<tr>
<th>Long /i/ words spelled -igh</th>
<th>Long /i/ words spelled -y</th>
<th>Long /i/ words spelled -ie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight</td>
<td>try</td>
<td>tie</td>
</tr>
<tr>
<td>might</td>
<td>fly</td>
<td>lie</td>
</tr>
<tr>
<td>bright</td>
<td>shy</td>
<td>pie</td>
</tr>
<tr>
<td>high</td>
<td>cry</td>
<td></td>
</tr>
<tr>
<td>light</td>
<td>fry</td>
<td></td>
</tr>
</tbody>
</table>

Read the sentences below about a game of Hide and Seek and circle all of the words that have a long /i/ sound.

1. Hide out of sight.
2. Lie under this bed.
3. I haven’t found you. You are so sly!
Activity 3: Connect Reading and Writing

After reading the text, think about the following questions:

Which solar system topic will I write about?
What will readers learn about the topic?
Which questions can I ask?

Fill out this chart to help you get ready to write:

<table>
<thead>
<tr>
<th>Element</th>
<th>What it is</th>
<th>An Example for you</th>
<th>YOUR Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>What the book is about</td>
<td>&quot;All About the Sun&quot;</td>
<td>&quot;The Inner Planets&quot;</td>
</tr>
<tr>
<td>Questions and Answers</td>
<td>Ask about the topic \ Include facts about the topic \ Include 3 questions and 3 answers</td>
<td>What is the sun? \ The sun is a star. \ Which star is closest to earth? \ The sun is the closest star to Earth. \ How big is the sun? \ The sun is much bigger than the Earth.</td>
<td>How many planets make up the inner planets? 4 planets - Mercury, Venus, Earth, Mars. Why are they called the inner planets? They are closest to the sun. What are these planets made of? They are made of rock, dirt, and metal. Do you have any other questions about the inner planets?</td>
</tr>
<tr>
<td>Ending</td>
<td>Close up the book</td>
<td>What other questions do you have about the sun?</td>
<td>Do you have any questions about the sun?</td>
</tr>
</tbody>
</table>

Think about the ideas you wrote in the chart. Now, write them in a complete paragraph.

All About the Sun

The sun is a star. The sun is the closest star to Earth. The sun is much bigger than the Earth. What other questions do you have about the sun?
All About the Inner Planets

Four planets make up the inner planets. These planets are Mercury, Venus, Earth, and Mars. These planets are called the Inner Planets because they are closest to the sun. The Inner Planets are made of rock, dirt, and metal. What other questions do you have about the Inner Planets?

Illustrate the Cover of your Book below:
**Activity 4: Practice New Vocabulary**

Read the text, *Our World in Space*. Find the sentences where the author uses the vocabulary words for this text. Choose two words. Write a sentence with each word you chose. Illustrate the 2 words you chose in the boxes at the bottom.

<table>
<thead>
<tr>
<th>Word 1: orbit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence: The 8 round planets orbit the sun.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word 2: space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence: Planets travel around the sun in space.</td>
</tr>
</tbody>
</table>

**My word is:**

![Diagram of planets orbiting the sun]

**My word is:**

![Diagram of the sun and a planet]
Activity 5-Analyze the Text

Informational texts often include special parts called text features that contain information. This text uses headings to provide key ideas about the section of the text. Make a Text Features web that shows all of the big ideas you learned from the headings.
Activity 6-Analyze the Text

Readers can look for details, or pieces of information, in the illustrations and text that describe important ideas. On page 52 and 53, make a web of details about planets and their moons.

- Mars has 2 moons.
- Neptune has 13 moons.
- Jupiter and Saturn have more than 50 moons.
- Uranus has 27 moons.

Planets have different numbers of moons.
Here are some modifications for students who may experience difficulty or need extra support with the assignments.

* Orally ask one to two questions about the text
* Write one question about the text
* Write up to three sentences about your ideas
* List the main idea and one to two key facts

More Online Resources for Additional Support:

World news for students
Link: https://www.newsinlevels.com

Video lessons and activities for learning English
Link: http://www.usalearns.org

Additional Online Resources:
The International Children's Library has a multicultural collection of free digital books.
Link: bit.ly/interchildlibrary

StoryWeaver has a collection of read along stories.
Link: bit.ly/StoryWeaver2020

The British Council's Learn English Kids website has stories, videos and games for English Learners.
Link: learnenglishkids.britishcouncil.org

Cambridge has online activities for students learning English.
Link: bit.ly/CamEnglishActivities

The San Diego Zoo has online stories, videos, and activities.
Link: kids.sandiegozoo.org/stories

Colorín Colorado has many resources for parents.
Link: https://www.colorincolorado.org/families