

Sky Time Switch

Teacher-led sky observation vocabulary and time-pattern practice.

SKE1 "Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT _____

a	SUN	STARS	MOON
b	MOON	SUN	STARS
c	STARS	MOON	SUN
d	DAY	NIGHT	MOON

2 TRACE TIME _____

DAY
NIGHT

HOW TO RUN THIS PAGE

Read each prompt aloud and have students circle one large word in each row, then trace the two sky-time words. Students show they can connect observations of daytime and nighttime sky objects with a repeating change from light to dark and dark to light.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE IT

SAY “I will read the words and the question in each row. Listen carefully, then circle the one word that fits your sky observation.”

ROW	SAY	STUDENTS CIRCLE
a	Listen: Sun, Stars, Moon. At night, which word names tiny lights you may see in the sky? Circle one word.	STARS
b	Listen: Moon, Sun, Stars. Which object can look like a bright round ball at night? Circle one word.	MOON
c	Listen: Stars, Moon, Sun. Which object lights the daytime sky? Circle one word.	SUN
d	Listen: Day, Night, Moon. When daytime gets dark, what time is it? Circle one word.	NIGHT

PART 2 • TRACE TIME

SAY “Look at the first box. When night changes to day, can you trace the gray word? Now look at the second box. When day changes to night, can you trace the gray word?”

- Box 1: **DAY**
- Box 2: **NIGHT**

WHAT TO ACCEPT

Circle-row answers, in order, are STARS, MOON, SUN, and NIGHT. Accept recognizable tracing of DAY and NIGHT, including letters that are formed imperfectly but follow the gray models.