Sunlight Changes

Students identify sunlight patterns and make a day-night model.

E.K.8B.1 "With teacher guidance, generate and answer questions to develop a simple model, which describes observable patterns of sunlight on the Earth's surface (day and night)."

NAME _____ DATE _____

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

1 CIRCLE IT

a | SUN | DAY | NIGHT

b | NIGHT | DAY | SUN

2 MAKE A MODEL

1	
2	
3	

ANSWER KEY

Sunlight Changes

HOW TO RUN THIS PAGE

Read the choices and prompts aloud. Guide each child to ask a question, make a three-step model, and answer the question using the model. Record any help you give separately from the child's responses.

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 "Listen to each question. Circle one answer in each row."

ROW	SAY	STUDENTS CIRCLE
a	When sunlight shines on the ground, is it day or night? Circle your answer.	**DAY**
b	Long after sunset, when sunlight does not reach the ground, is it day or night? Circle your answer.	**NIGHT**

PART 2 · MAKE A MODEL

SAY "Ask a question about day and night that your model can answer. Start with day. Use D for day and N for night to show what comes first, next, and next in the three numbered boxes. Point to your model and answer your question aloud."

- Box 1 (beside 1): **D**
- Box 2 (beside 2): **N**
- Box 3 (beside 3): **D**

WHAT TO ACCEPT

The circle answers are DAY, then NIGHT. Accept D, N, D as the model and an oral question and answer that connect daylight or darkness to day and night; note any teacher support separately.