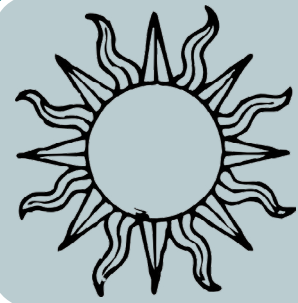


## Summary:

Students illustrate ways the sun contributes to their lives.

# What the Sun Does for Me



**Grade Level:** K-4

**Subject Areas:** Language Arts, Mathematics, Earth and Physical Science, Environmental Literacy & Sustainability, Art, Family Living and Consumer Education

**Setting:** Classroom or outdoor work area

## Time:

Preparation: 10 minutes  
Activity: 50-minute period

**Vocabulary:** Heat, Light, Solar energy, Sun

## Materials:

- Copies of **What the Sun Does for Me** activity sheet
- **Energy Learning Log** and writing implements: markers, crayons, or poster paint and other art supplies (if you do not use the activity sheet)
- Construction paper and glue

## Standards Addressed:

CC ELA: L.K-2.6, L.1.5.B, RI.3.4, SL.K.1.A, SL.K.3-4&6, SL.1.1.B-C, SL.1.4-5, SL.2.1.B-C, SL.2.2, SL.3.1.A-B&D, SL.3.6, SL.4.1.A-D, W.K.2&8, W.1-4.8, W.3.1.A

CC Math: MP5, 1.MD.3

NGSS: K-PS3-1

SEP: Planning and Carrying Out Investigations

DCI: PS3.B: Conservation of Energy and Energy Transfer

CCC: Cause and Effect

EL&S: Connect: C1.A.e, C1.A.i, C1.B.e, C1.C.e, C1.D.e

Explore: EX2.A.e, EX2.A.i, EX2.B.i, EX2.C.e, EX3.B.e, EX4.A.e, EX4.A.i, EX5.B.e, EX5.B.i

## Related KEEP Activities:

In "Sun, Wind, Water" students use art skills to emphasize the role of energy in the water cycle. For more fun sun activities, check out the KEEP Energy Spark "Sunvestigations" at [keepprogram.org](http://keepprogram.org).

## Objective

- Students will be able to identify ways that the sun contributes to their lives.

## Procedure

**1.** Ask students to share their thoughts about the sun. Hand out copies of **What the Sun Does for Me** activity sheet and have students generate ideas about what jobs they think the sun does. Have students put the activity sheets or pictures in their **Energy Learning Logs**.

Examples:

The  warms me.

The  helps a  grow.

NOTE: Have preliterate students construct pictures using art supplies.

**2.** Write or draw students' ideas on the blackboard and have students group them into categories, such as light, heat, wind, and plant growth. Did they think of other ideas during the discussion? Add them to the list.

**3.** Discuss which category was best represented (light, heat, plant growth, etc.). Why is this? Discuss categories that students may have underrepresented and have them generate new ideas.

**4.** Have each student choose one or more of the jobs to illustrate through artwork, such as a drawing, painting, 3-D art, or a poem. As the unit proceeds, more jobs can be illustrated through art projects.

## Assessment

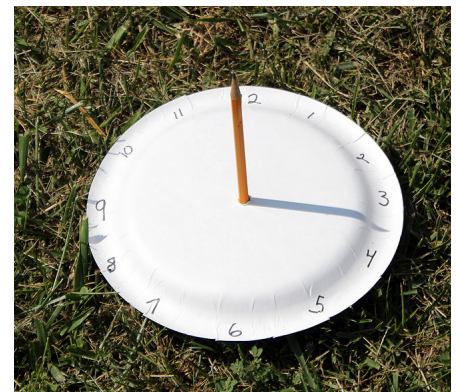
- Have students list jobs that the sun does for them ("sun jobs").
- Have students organize the sun jobs under the different categories and insert the information into their **Energy Learning Logs**.

- Have students incorporate into the **Energy Flow Mural** the appropriate sun jobs they generated. Let the students determine if the sun jobs should be grouped or placed in various locations in the schoolyard or classroom on the mural.

## Extensions

Students can create a mobile that includes the sun and sun jobs to display in the room. Make the sun out of sturdy cardboard. Connect each sun job with string and hang from individual rays.

Discuss how people use the sun to tell time or find their way. Have students make a simple sundial. Younger students can make a sundial out of a paper plate, markers, pencils, and a compass. The students write the appropriate numbers in the plate to correspond with a clock. Have them poke a pencil in the center of the plate and secure it with tape so it stands upright (perpendicular to the ground). Take the class outdoors on a sunny day and find north with a compass. Tell them to position their plates to match 12:00 with north. Ask students to note where the pencil shadow falls. The pencil shadow will tell them what time it is throughout the day.





# What the Sun Does for Me

Generate ideas about jobs the sun does for you.

Example: The  helps a  grow.

1. The 

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2. The 

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3. The 

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4. The 

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5. The 

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