

Vision Empower & XRCVC
Teacher Instruction KIT
Sun, Moon and Stars

Syllabus: Karnataka State Board

Subject: EVS

Grade: 1

Textbook Name: ENVIRONMENTAL STUDIES - Text cum Workbook (Revised) - First Standard

Chapter Number & Name: 14. Heavenly friends

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- To identify the sun, moon and stars

Prerequisite Concept:

NA

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OVERVIEW

[1.1 OBJECTIVE AND PREREQUISITES](#)

LEARN

KEY POINTS

LEARN MORE

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ABOUT THE SUN, MOON AND STARS

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IMPORTANT GUIDELINES

*Note: The fields marked with * are mandatory*

2. LEARN

2.1 KEY POINTS

Common things that we can see in the sky are clouds, raindrops, the Sun, the Moon, stars, airplanes, kites, and birds. Some of the things in the sky are easy to see, and some things are harder to see. The Moon and stars are in the sky during the day, but we cannot usually see them because during the day, the Sun brightens the sky. The Sun is actually a star, and it is the closest star to the Earth. As the Sun sets, it begins to dip below the horizon so that the Moon and stars become more visible. As the Sun goes down, the sunlight disappears, making other things in the sky more difficult to see. [\(1\)](#)

2.2 LEARN MORE

NA

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO SUN, MOON AND STARS

Activity 1: Story – Chicken Little: The sky is falling

Reference link:

Materials required: NA

Prerequisites: NA

Activity flow:

Narrate the following story: Chicken little – The sky is falling

Chicken Little likes to walk in the forest. She likes to look at the trees. She likes to smell the flowers. She likes to listen to the birds singing.

One day while she is walking an acorn (a big nut) falls from a tree, and hits the top of her little head.

- My, oh, my, the sky is falling. I must run and tell the lion about it, - says Chicken Little and begins to run.

She runs and runs. By and by she meets the hen.

- Where are you going? - asks the hen.

- Oh, Henny Penny, the sky is falling and I am going to the lion to tell him about it.

- How do you know it? - asks Henny Penny.

- It hit me on the head, so I know it must be so, - says Chicken Little.

- Let me go with you! - says Henny Penny. - Run, run.

So the two run and run until they meet Ducky Lucky.

- The sky is falling, - says Henny Penny. - We are going to the lion to tell him about it.

- How do you know that? - asks Ducky Lucky.

- It hit Chicken Little on the head, - says Henny Penny.

- May I come with you? - asks Ducky Lucky.

- Come, - says Henny Penny.

So, all three of them ran on and on until they reached the lion's den, which is under the acorn tree.

- What is the matter? - asks the lion.

- O king lion! The sky is falling. - says Ducky Lucky.

- How do you know that? - asks the lion.

- It hit me on the head, so I know it must be so, - says Chicken Little.

- What a fool you are! How can the sky fall? - The lion roared so loud that several acorns fell from the tree and hit everyone's head. Realising their foolishness, The Chicken Little, Ducky Lucky and Henny Penny went back home.

Have a general discussion about what they understand by the term "sky".

Activity 2: What is in the sky? *

Materials required: NA

Prerequisites: NA

Activity flow:

Ask children what they think are present in the sky. Give them a few options like:

1. River or moon
2. Sun or trees
3. Road or stars
4. Rainbow or umbrella

3.2 CONCEPT GENERATION ACTIVITY

DAY AND NIGHT

Activity 3: Day and night sky *

Materials required: NA

Prerequisites: NA

Activity flow:

Ask children how they differentiate between day and night. What is the sensation in their body that makes them understand whether it is day or night?

Summarise by saying that during the day, we feel warm, day light is brighter, we can hear birds flying in the sky and there is, in general, more noise around us as most of the people work during the day. During the night, the weather is cool and it is dark. We hear sounds of night creatures like crickets, cicadas and owls. The noise level generally goes down as night progresses since people take rest during night time.

Bringing attention to the sky, ask children what are the objects that are present during the day and during night?

- Day sky – sun, clouds, rainbow and birds

Apart from these natural objects, there are aeroplanes, helicopters, kites and hot air balloons which are also seen in the day sky.

- Night sky – moon, stars, a few birds and clouds

Since night time is dark, the birds and clouds are not seen clearly. Not too many birds fly during the night. Birds like owls are found awake at night. Planes have lights which make them visible at night. Explain that the moon is visible because they reflect the light from the sun and the stars have their own light.

- Encourage them to identify the repeating patterns of day and night.
- Do you think the moon and stars are not there during the day? Explain that the moon and stars are still there in the sky. They are not visible because the light of the sun is very strong and that makes the sky appear very bright and the soft light of the moon and the stars are not visible.

ABOUT THE SUN, MOON AND STARS

Activity 4: Understanding the sun, moon and stars *

Reference link: [\(2\)](#)

Materials required: A model or tactile diagram of a sun, moon and stars in correct proportions (different size balls can also be used for the purpose, example, and a football for sun, a marble for moon and a few mustard seeds for stars. Can stick them in a piece of paper as well so that they do not fall)

Prerequisites: NA

Activity flow:

Introduce the model or the tactile diagram to children. Tell them what these are. Ask them to observe which object is big and which is small. Initiate a discussion about these objects. Allow children to freely express their knowledge and opinion about these objects.

Summarise the discussion by describing each of the objects in detail.

- Sun - The sun is the star at the center of the solar system. It is a huge hot ball of fire that gives off great amounts of energy and light. The colour of the sun is yellow to orange. Life on Earth depends on light and heat from the sun.
- Moon – The moon is a silver white object seen during the night. It is a large object that orbits or travels around earth. After the sun it is the brightest object in the sky. But it does not have any light of its own.
- Stars - Stars are huge, glowing balls of gases. The closest star to earth is the sun. There are countless stars spread across the sky. Most stars are very far away from the earth.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Have a discussion about what activities they do during night time and during the day time. What about birds and animals? Did they hear people talking about the full moon or poornima? What does it mean? What do you call sun, moon and stars in your mother tongue?

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 5: Game – Rapid fire round

Materials Required: NA

Prerequisites: NA

Activity Flow:

Tell children that you would call out the names sun, moon and stars. They would do an action associated with the name. Explain the actions to them and do the activity by increasing or decreasing the speed.

Sun – clap once

Moon – tap once

Stars – Say “yay”

For example: sun-moon-stars, sun-moon-stars and repeat several times. Then change the sequence and enjoy.

Activity 6: Poem on sun, moon and stars

Materials Required: NA

Prerequisites: NA

Activity Flow:

Recite the poem with children:

Here comes the sun

With him he brings some fun.

The day now looks so bright and gay;

We only want to sing and play.

I simply love to count the stars,

And chant a song for long long hours.

Twinkle twinkle little star;

How I wonder what you are;

Up above the world so high,

like a diamond in the sky

Activity 7: Colour the sun and the moon

Materials Required: A tactile diagram with outline of a sun and a crescent shaped moon, a full moon, a gibbous moon, yellow and orange crayons for each child,

Prerequisites: NA

Activity Flow:

Provide the tactile diagrams and the crayons to each child. Ask them to understand the shape of both the sun and the different shapes of the moon. Explain the shapes of the moon before they start to colour. Tell the names as crescent, gibbous and full moon. Everyday, the moon appears to change its shape in a month.

Instruct children to colour the inside part of the tactile diagram using the crayon. Orange for the sun and yellow for the moon. If required, demonstrate how to colour by holding their hand.

Teaching Tips

NA

References

(1) Information about sun, moon and stars:

<https://www.pnc.com/en/about-pnc/corporate-responsibility/grow-up-great/lesson-center/our-sky/whats-in-the-sky.html>

(2) Information about sun, moon and stars:

<https://kids.britannica.com/kids/article/Sun/353824>

<https://kids.britannica.com/kids/article/star/353808>

4.2 IMPORTANT GUIDELINES

Exercise Reading

It is very important that the children practice their learning as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

Perform Textbook Activity

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible.

Provide Homework

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently.

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