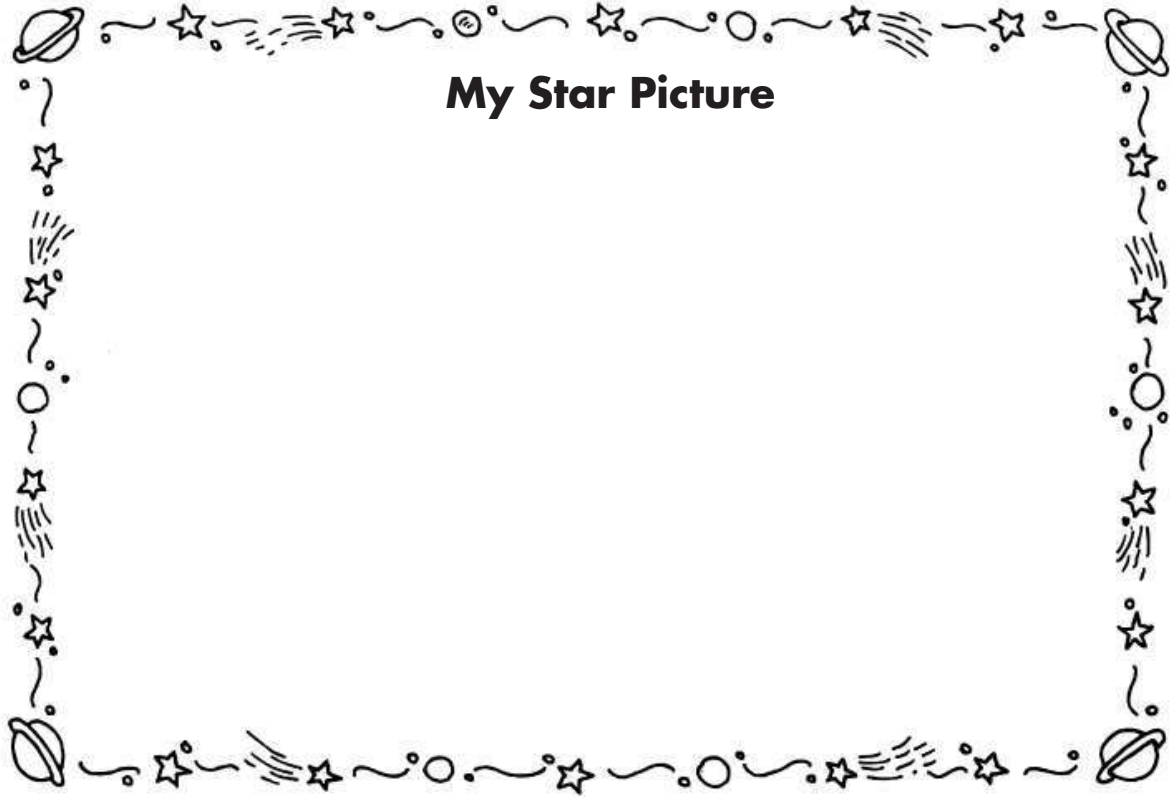


Name _____

Home Activity

Star Picture



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Directions:

1. Explain to your child that some groups of stars form pictures in the sky. Help your child create a star picture.
2. Invite your child to think of a person, animal, or object and draw a simple picture of it in the box. Then help your child cut out the stars.
3. Help your child glue the stars along the outline of his or her picture and to color the background dark blue or black. Have your child name the picture and write it on the line.
4. Talk about some real star pictures, like the Big Dipper.

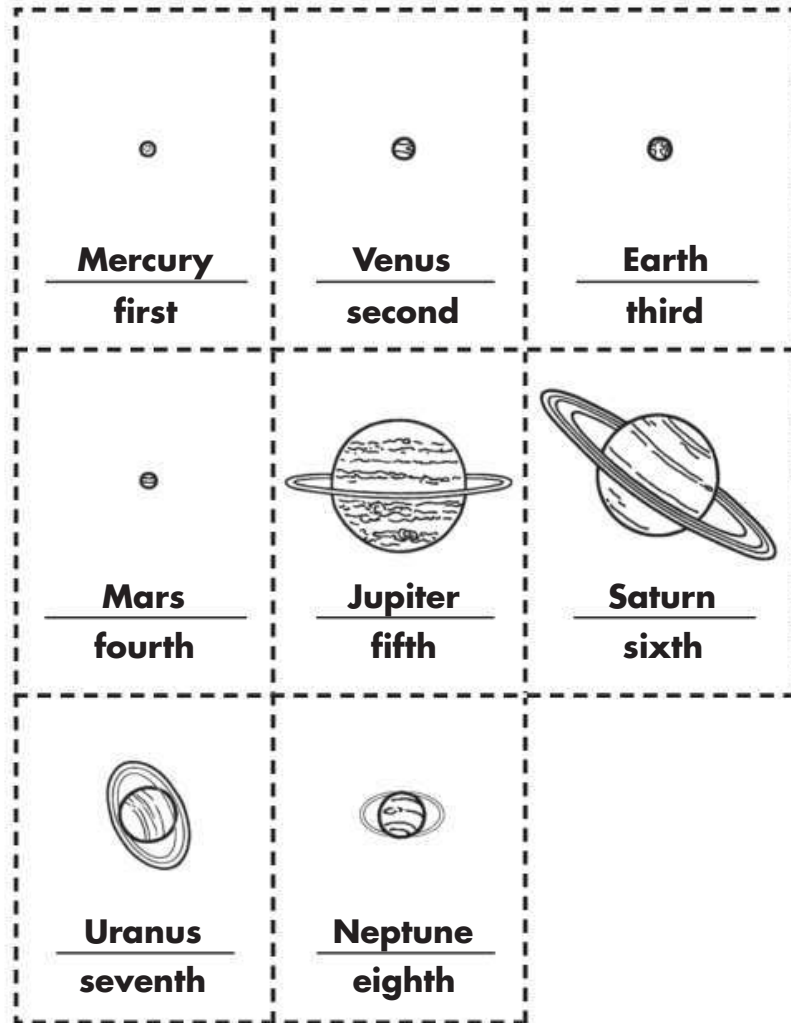
Round, round the planets go
orbiting the sun.

The planets are so far away
in great big outer space.

Round, round the planets go
in our solar system.

Mercury is **first** from the sun.
Round and round it goes.

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Directions: Cut out the cards on this page for laying on top of the correct dots on page 76.

Language Practice Game

Preparing the Game

Students will need their cutout sets of Academic Language Builder Student Version cards. Display the Academic Language Builder as a reference with all the planet names in the correct order.

Playing Version 1

Divide the class into heterogeneous groups of mixed language abilities with three or four students each. Provide a game board and game markers to each group. Each student should have nine game markers that are a different color from the game markers of other students in the group. Students should shuffle their own sets of Academic Language Builder Student Version cards into their group's pile. Model the following directions.

1. A student chooses a card from the pile, shows the group, and finds the planet on the game board using his or her knowledge of the order of the planets from the sun. Then the student should keep the card and place a game marker on the game board.
2. Students take turns choosing cards and placing their game markers on the matching planet on the game board.
3. If a student chooses a card on which he or she already has a game marker, the student should put the card at the bottom of the pile and the next student takes a turn.
4. The first student to place all of his or her game markers on the game board wins.

Differentiation for LANGUAGE STAGES

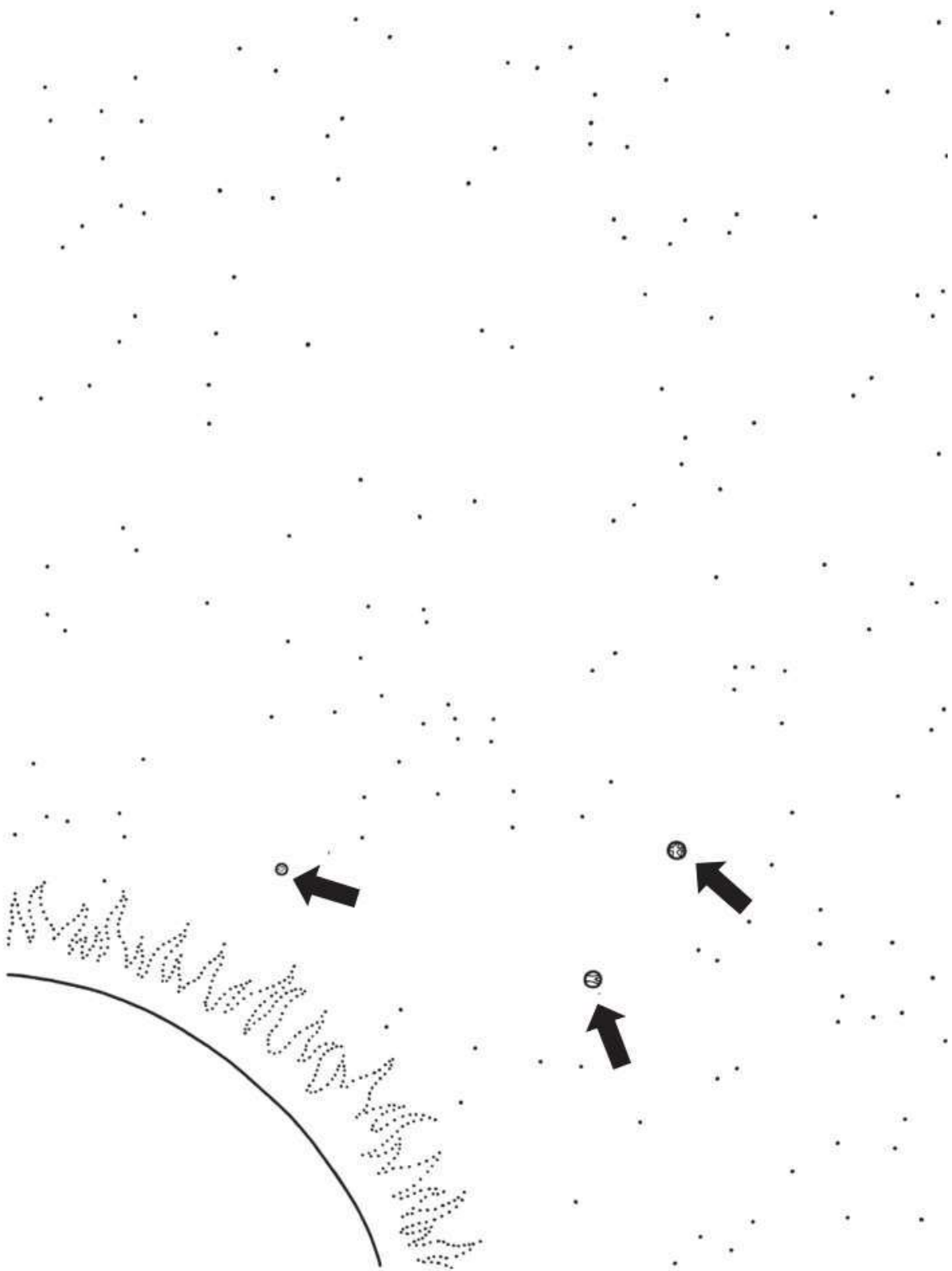
Entering	Emerging/Developing	Expanding/Bridging
These students should place their game markers and name the planets, as they are able.	These students should place their game markers and use a phrase or sentence approximation, e.g., <i>Jupiter in solar system.</i>	These students should place their game markers and use a sentence, e.g., <i>Jupiter is in our solar system.</i>

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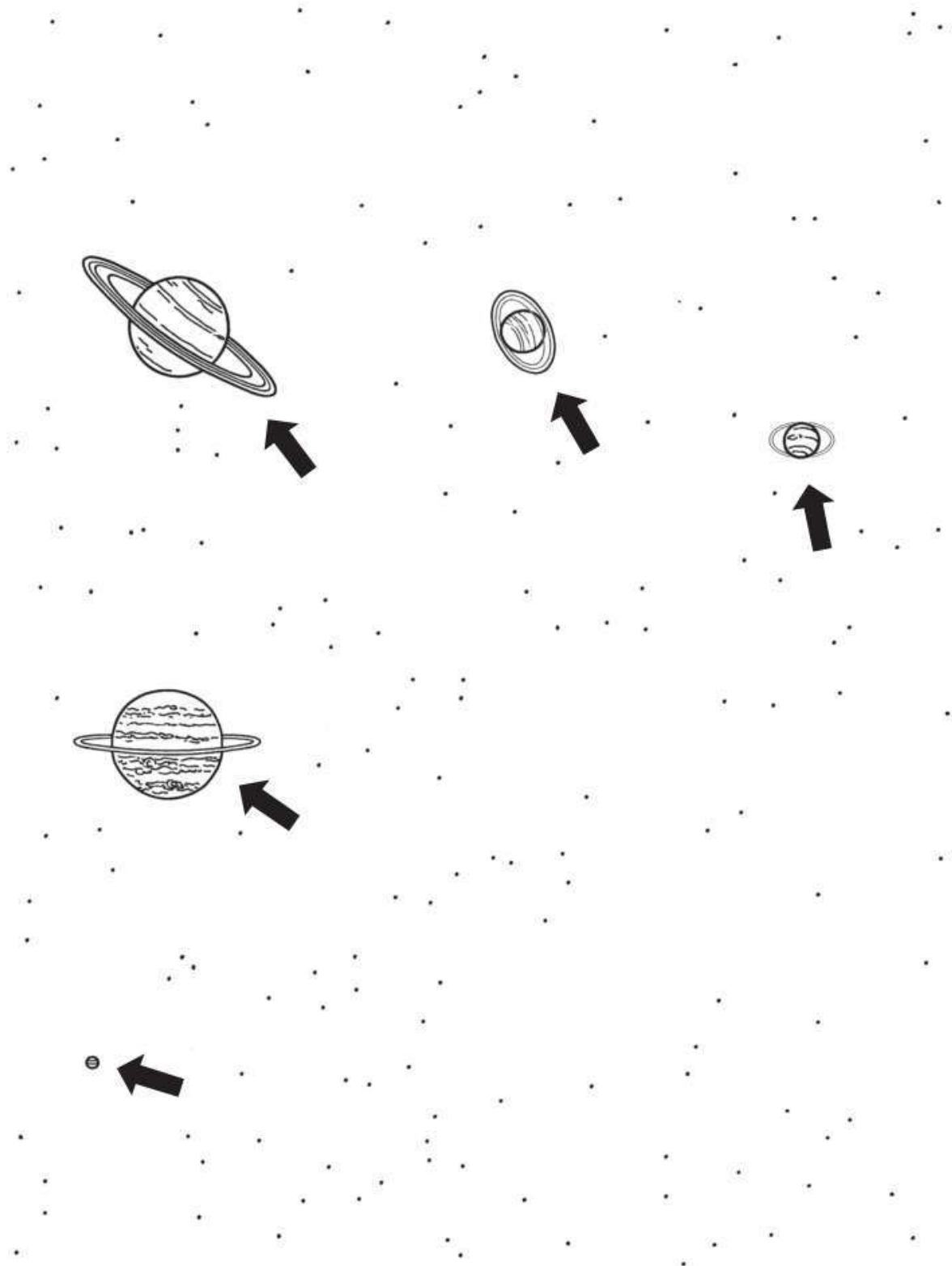
Playing Version 2

Divide students into heterogeneous groups of mixed language abilities with three students each. Provide a game board and nine game markers to each student. Display the Academic Language Builder with the planets in place. Model the following directions.

1. Provide two foil balls to each group.
2. Players take turns rolling both balls at their game boards.
3. Then they should compare the two planets the balls land on. Beginning students can match their
4. cards to the planets and say the names, as they are able. Encourage students in other stages to use both planet names in the key sentence pattern: *Jupiter and Mars are in our solar system.* Then have them use a comparative sentence, such as *Mars is smaller than Jupiter.* As they land on planets, students should place their game markers on the game board.
5. The first player to place all of his or her game markers on the board is the winner.



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