

## Activity Pages Answer Key: *Sun, Moon, and Stars*

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This answer key offers guidance to help you assess your students' learning progress. Here you will find descriptions of the expectations and correct answers for each Activity Page of this unit.

### **Day or Night? (AP UO.1) (page 187)**

Students should correctly label the picture with the word "Night."

### **The Sun (AP 1.1.1) (page 188)**

Student drawings should reflect a sunlit scene with visible elements such as trees and buildings.

### **Where Is the Sun? (AP 1.2.1) (page 189)**

For each day, students should draw the sun early in the day and later in the day with a reference point to show movement from east to west.

### **Day and Night Activities (AP 1.3.1) (page 190)**

Daytime: mowing the lawn, fishing, gardening, playing soccer

Nighttime: sleeping, walking with flashlight, camping, looking at stars

### **What Is the Pattern? (AP 1.4.1) (page 191)**

The sun will be on the **east** side of the sky in the morning.

The sun will be on the **west** side of the sky in the afternoon.

### **Sunrise, Sunset Sheet (AP 2.1.1) (page 192)**

This is a data collection sheet for students to take home and capture the sunrise and sunset times for their assigned week. It should include the date and the exact times, which will be collected with those of other students throughout the school year.

### **Take-Home Letter (AP 2.1.2) (pages 193–195)**

This explains the sunrise and sunset data collection to families.

### **What Did We Learn? (AP 2.4.1) (page 196)**

1. longer
2. shorter
3. summer
4. winter

Students should draw a daytime summer activity, such as playing soccer. Accept all reasonable responses.

### **Draw the Future (AP 2.5.1) (page 197)**

Students should draw a scene of dark or light morning and evening depending on date given.

### **Moon on the Move (AP 3.2.1) (page 198)**

For each day, students should draw the moon early in the day and later in the day with a reference point to show movement from east to west.

### **Moon Models (AP 3.3.1) (page 199)**

Students should create models of four different moon phases: new moon (barely visible), crescent moon, quarter moon, and full moon.

### **Moon Phase Sheet (AP 3.4.1) (page 200)**

This is a data collection sheet for students to take home and record their observations of the moon's appearance during their assigned observation period.

### **Take-Home Letter (AP 3.4.2) (pages 201–202)**

This explains the moon phase data collection to families.

**Moon Comic (AP 3.5.1) (page 203)**

Student drawings and text should reflect the different phases of the waxing and waning moon with clear distinctions between new and full moon and between crescent and quarter moon.

**What Will the Moon Look Like? (AP 3.6.1) (page 204)**

Student drawings should reflect the different phases of the waxing and waning moon clockwise starting with new moon at the top, crescent moon, quarter moon, full moon, quarter moon, crescent moon.

**Connect the Dots (AP 4.1.1) (page 205)**

Students should draw a recognizable shape by connecting a portion of the dots. Accept all reasonable responses.

**The Big Dipper (AP 4.2.1) (page 206)**

Students should draw lines between the stars of the Big Dipper.

**Big Dipper Investigation (AP 4.2.2) (page 207)**

Students should identify the Big Dipper and Polaris in each picture.

**What Will the Sky Look Like? (AP 4.4.1) (page 208)**

Students should predict and draw the position of the Big Dipper as it appears to rotate around Polaris.