The Sun Is My Favorite Star

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**Major Topics:**

- Earth’s Movement – Change, Shadows
- Sun – Heat, Light

**National Science Education Content Standards (1996)**

**Earth and Space Science**
- Objects in the Sky
- Changes in the Earth and Sky

**Physical Science**
- Light, Heat, Electricity, and Magnetism

**Summary:**
A young child explains why, among all the stars in the galaxy, the Sun is her favorite. She describes how it wakes her in the morning, lights and heats the Earth, casts shadows across the ground, and even plays hide and seek with the clouds. Through her eyes, the reader is able to understand the importance of the Sun to the Earth and to the lives of all living things.
Thinking Questions Based on Bloom’s Taxonomy:
_The Sun Is My Favorite Star_

1. **Knowledge:**
   What is the Sun? Is the Sun the only star in the sky? What does the Sun do throughout the child’s day?

2. **Comprehension:**
   Describe the Sun. What are some characteristics of the Sun? How does the Sun affect the child’s day? How does the Sun play hide and seek with the child?

3. **Application:**
   Imagine there was no sunlight in your day. Predict what would happen to you and other things on Earth. In what ways does the Sun impact your day? Pretend tomorrow is going to be a warm and sunny day. Schedule your activities for the day. How else do you get light and heat?

4. **Analysis:**
   Imagine that the Sun was your only source of light or heat. How would your daily life be different? What activities could you only do during the day? Categorize the different ways the Sun affected the Earth and the child. Think about things involving heat, light, and movement. Why does the Sun appear to follow the child everywhere she goes?

5. **Synthesis:**
   Why is the Sun important to the Earth (people, plants, etc.)? Why is the Sun the child’s favorite star?

6. **Evaluation:**
   Do you agree with the child that the Sun is the best star? Why or why not? Do you like the Sun? Explain your thinking. Do you prefer sunny or rainy days? Explain your thinking.
Follow-Up Activities

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• Investigate the formation, properties, impacts and uses of the Sun for our lives. Have students survey friends and family. Interview scientists, energy specialists, and those that use the Sun in their jobs. Share findings in visual and written forms and/or create a play or skit that shows the life of the Sun.

• Research topics related to space and the solar system. Study stars and other objects in space and their functions. Look closely at the Earth’s Sun and research basic facts as well as interesting discoveries, past and current.

• Conduct a class survey about students’ favorite objects in the sky. Interview why students made the choices, analyze the data, and share their findings with the school. Publish a book entitled “Our Class Favorites.”

• Demonstrate the heat of the Sun. Focus sunlight through a magnifying lens onto a bar of chocolate. Investigate why the chocolate heats and melts. Research light and heat, reflection, refraction, and absorption.

• Experiment with various materials to make a rainbow. Start with a dish of water, mirror, and sunlight. Based on the results, determine the critical components needed to make a rainbow.

• Explore the movement of the Sun across the sky. Have students go to a paved area with a partner and trace each other’s shadows in the morning. Later in the day, have the students go back to the same spot, face their shadow again, and see what happened to their shadows. Discuss what happened and why.

• Research other specific interests, curiosities, and basic information about the Earth’s movement, the Sun and other space-related topics. Provide and encourage the use of multiple sources of information. Have students share their learning in a variety of ways.