

# How the Sun Can Help or Harm Us

## Objective

Students will learn about the sun's negative and positive effects and how to stay sun safe while practicing compare-and-contrast and cause-and-effect skills.

## Materials

- *My Light* by Molly Bang, *Sun* by Ami Tisdale, or a similar nonfiction text about the sun
- Sun Protection in Action poster [bit.ly/2N5g3um](http://bit.ly/2N5g3um)
- Who's Ready for the Sun? activity sheet
- What Is Skin? activity sheet <http://www.scholastic.com/sunsafety/pdfs/skinactivity.pdf>
- Large chart paper
- Markers

## Steps

1. Tell the class you're going to read a book about the sun, and ask them to pay attention for details about how it can help or harm us. Read aloud the book *My Light* by Molly Bang. As you read, pause where appropriate to model close reading and ask text-dependent questions about the sun's power (e.g., plants use sunlight to build leaves; solar cells generate electricity). Compare and contrast, and integrate cause and effect where feasible.

2. Engage the class in a kinesthetic learning activity. Ask students to act out what they would do in the following scenarios:

- Sitting on a hot metal slide that the sun has been shining on
- Getting a sunburn
- Getting into a car that has been sitting in the sun
- Walking out of a dark movie theater into bright sunlight without wearing sunglasses

After students have finished these pantomimes, ask why they reacted

the way they did. Prompt them to infer what those reactions reveal about the strength of the sun. Ask: *If the sun can hurt your eyes that way, what do you think it does to your skin if it's not protected?*

3. Show students the What Is Skin? activity sheet, focusing on the "Protecting Your Skin" box at the bottom. Ask volunteers to read the activity sheet and mention ways that the sun's power can be harmful. Then, ask them to tell the class how we can protect ourselves from it.

4. On the chart paper, draw a large sun (make a circle in the middle, with long lines extending from it to form rays). Sketch a beach umbrella under the sun. Write the word "POWERFUL" in the middle of the circle. Ask students to come up and write examples of the sun's power on the rays (the lines around the circle). Examples might include "provides electricity," "helps plants grow," or "can burn our skin." Compare and contrast these effects—which help us and which harm us? If the

sun didn't have this power, what might result (cause and effect)?

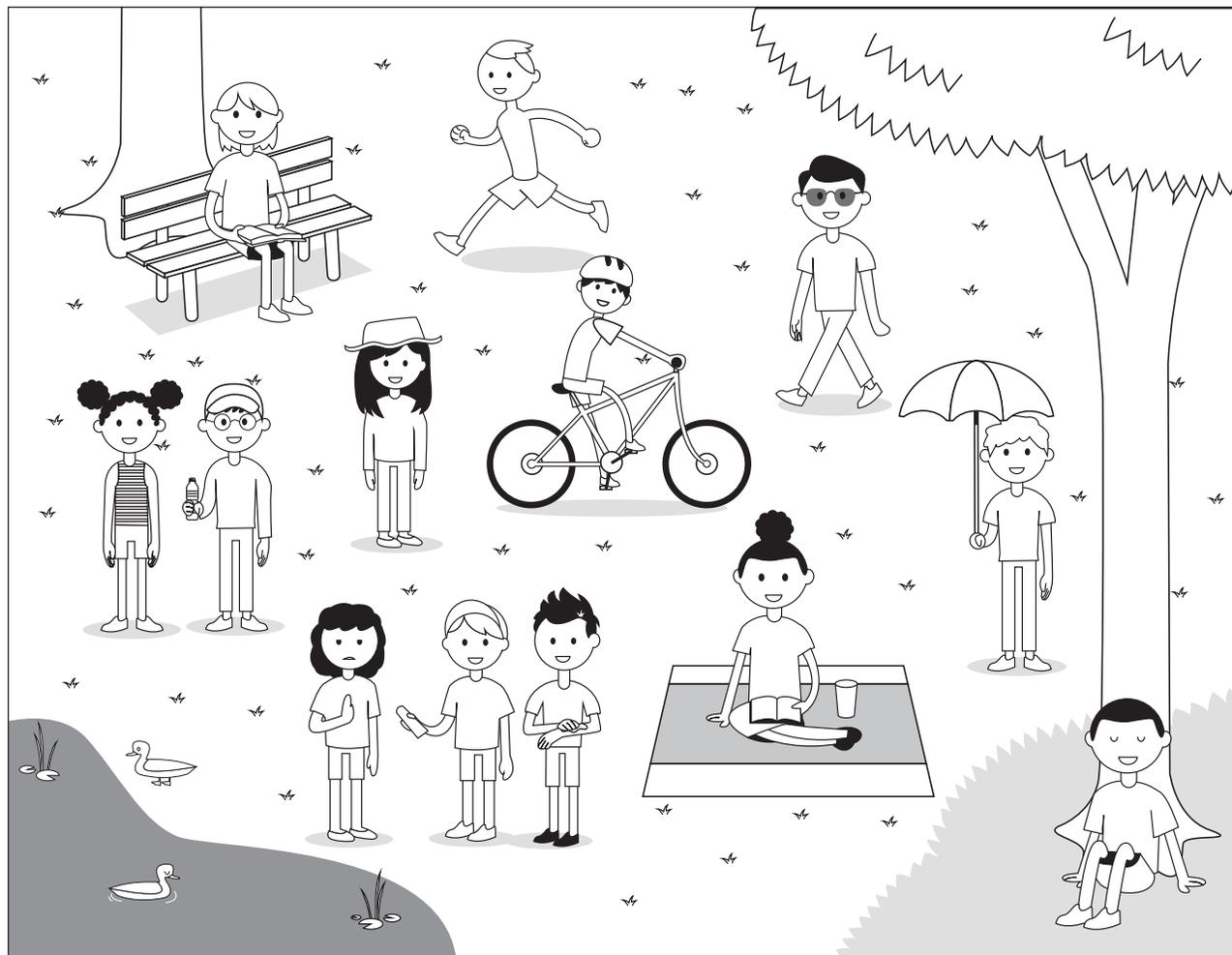
5. Ask student volunteers to write on the umbrella ways we can protect ourselves from the sun. Examples might include shade, sunscreen, hats, sunglasses, and protective clothing.
6. Distribute the Who's Ready for the Sun? student activity sheet. Students will analyze and complete a real-life scene that requires sun-safety measures.
7. Review the activity sheet as a class. Wrap up by guiding students to discuss how the sun-safety measures in the scene on the worksheet would apply to other real-life situations.



Name: \_\_\_\_\_

# WHO'S READY FOR THE SUN?

1. In this scene, some of the characters are being sun safe and some are not. Circle the characters who are being safe in the sun.



2. Can you help the other characters be sun safe? Ensure they have items that will protect them under the sun's rays. (Hint: Draw on clothing or gear.) Color in your sun-safe scene.

3. Describe the sun-safe items you have added to the scene above and why you have added each item.

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4. What would be the effect of not having the items you have added? \_\_\_\_\_

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