

# You Are My Sunshine

Grade Level: 1-2

Content Areas: Art, Science, Music, Technology and Language Arts

Time Frame: 45 to 60 minutes

## MATERIALS

2 plastic bags per student

2 pieces of chocolate per student

Science Journal or notebook

*You Are My Sunshine* book

## OBJECTIVES

**Students will:**

- Explore and feel the difference between a shaded object and one that has been placed in the sun.
- Write in the Science Journal about the way the sun affected chocolate.
- Explore the sun's warmth on the chocolate.
- Predict what will happen to each piece of chocolate.

## VOCABULARY:

### Key vocabulary

Before reading, focus on vocabulary. Read the glossary words and their definitions.

**Bloom** – To make flowers

**Rays** – Lines of light

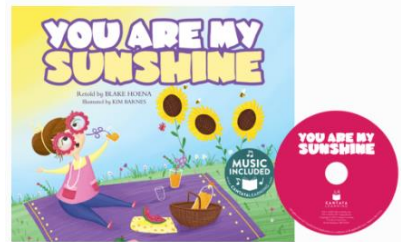
**Sunshine** – The sun's light

**Warmth** – The state of being warm

## FREE SONG

[Click here](#) to download or stream the *You are My Sunshine* song.

Find other Cantata Learning songs and books at <http://www.cantatalearning.com>.



## PROCEDURES/ACTIVITIES

### Preparation:

Read [You Are My Sunshine](#) to the class. Ask students to predict what will happen to the chocolate in the shade and the chocolate in the sun. Having students write down their predictions in their science journal.

### Lesson Procedure:

1. After the students have wrote down their predictions, line the class up at the door with their science journal.
2. Give each student two bags with one piece of chocolate in each.
3. Take the class out to find a shady spot and a sunny spot for their bags of chocolate.
4. Once students have set their bags down, have students observe their bags and write down what they are seeing happen to the chocolate in each bag. Let the bags sit for about ten minutes.
5. Have students grab their bags of chocolate and head back inside. Have students set their chocolate on their desk.
6. Have students get out their science journals. Students will draw on the top half of the page the melted chocolate. Then on the lower half, explain how the sun affects the chocolate.
7. Ask students to share their pictures and explanations for how the sun affected the chocolate.
8. Discuss the student's predictions and what happened to the chocolate in the sun and in the shade.



### Technology Extension

- Have students explore the sun and summer by gather information from the Internet.
- Students can use [NASA Space Place](#) to learn more about the sun and summer.
- Once students have gathered their information have them use [Tux Paint](#) to draw their perfect summer day.

### Music and Art Extension

- Have the students create sun catchers.
- Students could also create a type of musical instrument. Such as a colored paper or rainbow collage covering a container to make a drum.
- To tie in with music and dance have students perform a rain dance or sun dance for a multicultural tie-in.

### Language Extension

Have students find more books about the sun and sunshine and have them use their writing skills to write about their perfect summer day. PebbleGO is a great resource to find more books about the sun and sunshine.

### Standards:

- Next Generation Science Standards:
  - 2-PS1-1 Matter and Its Interactions - Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- English Outcomes:
  - CCSS.ELA-LITERACY.W.1.1 -Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
  - CCSS.ELA-LITERACY.W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

