

THE ARCHER AND THE SUN

Second Grade

Outcome:

Students will demonstrate an understanding of the story through discussion, reading, writing, drawing, acting, and sequencing.

Overview:

Students will read and explore a folktale from China while utilizing interdisciplinary connections in language arts, science, art, dramatic arts, and math.

Materials:

Book, *The Archer and the Sun*
Blackboard or Whiteboard
Unlined paper
Pencils
“Password” word lists (1 for each pair of students)
Lined paper
Scissors
Glue sticks
Markers
2 tea bags per student
1 cup per student
Paint brushes
Room temperature water
Heavy books
Black markers
Poster board
Red construction paper
“Tangrams” worksheet

Optional:

Computer with Internet access
Shirt cardboard
Hamilton, Martha and Mitch Weiss. *How and Why Stories: World Tales Kids Can Read and Tell*. Little Rock: August House, 1999.
MacDonald, Margaret Read. *Three Minute Tales: Stories From Around the World to Tell or Read When Time is Short*. Little Rock: August House, 2004.

Assessment Tools

“*The Archer and the Sun* Sentences” worksheet
“*The Archer and the Sun* Story Sequence” worksheet
“Homophones” worksheet
“Chinese Proverbs” worksheet

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INSTRUCTIONAL PLAN

Introduction:

Optional Materials:

Computer with Internet access

Blackboard or Whiteboard

Directions:

- Teacher asks students to tell what they know about the sun.
- Teacher shares the following information about the sun, as appropriate: (Concepts may be illustrated on the board.)
 - The sun is an enormous ball of extremely hot gasses.
 - The sun is much larger than the earth. If you put a pea and a beach ball next to each other, they would represent the difference in size between the sun and the earth.
 - The sun is a star like the stars you see in the night sky. It appears to be larger and brighter because it is closer to the earth than any other star.
 - The earth circles, or orbits, the sun and receives some of the light and heat the sun gives off. The sun's energy provides the light and heat necessary for plants and animals to live on the earth.
 - Each day the earth spins around, or rotates, one time. As the earth rotates, one ever-changing side of it faces the sun. On the side facing the sun, it is day. On the side that faces away from the sun it is night. The sun is always shining. When the side of the earth you live on rotates away from the sun each day, you cannot see it, and so, we have night.
 - It is dangerous to look directly at the sun. Its brightness can injure your eyes.
 - Scientists study the sun by using telescopes and cameras.
 - Current NASA pictures of the sun can be seen on the NASA web site, <http://www.nasa.gov/>.

Art:

• **Tea-Stained Paper**

Materials:

2 tea bags per student

1 cup per student

Paint brushes

Room temperature water

Paper

Heavy books

Directions:

PART 1:

Teacher:

- Tells students at least an hour before the activity is to begin that they'll be creating a mystery art project.
 1. Dispenses two tea bags and a cup of room-temperature water to each student.
 2. Asks students to place tea bags in the water.

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Art cont.:

Tea-Stained Paper cont.

3. Guides students to set “steeping tea” aside in a safe place until the tea is ready (at least an hour).

PART 2:

When the tea is steeped, the teacher passes out paint brushes and paper.

- Teacher offers students the following directions:
 1. Take tea bags out and rub over paper.
 2. Use paint brush dipped in the tea to paint the paper.
 3. Allow paper to thoroughly dry. Place heavy books on paper to flatten.

When the papers are completely dry:

Teacher:

- Asks students to brainstorm what they may have created and what use it might have.
- Makes a list or web on the board of all the students’ ideas.
- Shows the book, *The Archer and the Sun to the class.*
- Tells students that the illustrator, Baird Hoffmire, used parchment paper to make the pages in the book look old and weathered like ancient Chinese artwork. He wanted to give the book the feel that the story took place at the “beginning” of time. He also used simple backgrounds so that the characters would stand out.
- Tells students that they have made tea-stained paper to resemble the parchment.

Students Read the Story:

Materials:

Book, *The Archer and the Sun*

Tea-stained paper from the previous activity

Black markers

Directions:

- Teacher tells students that they will be reading a folktale from China about the sun.
- Each student receives a copy of *The Archer and the Sun.*
- Students take turns, each reading one page aloud.
- Teacher passes out black markers and instructs students to review the illustrator’s style and Chinese scrollwork.
- Students use markers to imitate this artistic style on their tea-stained paper.

Questions for Assessing Students’ Comprehension:

- What is the setting for this story?
- Who are the characters in the story?
- What is the conflict or problem?
- How did the people feel about it being so hot?
- How would your life be different if there were many suns and they shone down on the earth all day and all night?
- What did the people ask the archer to do?

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Questions for Assessing Students' Comprehension cont.:

- Why did the people ask an archer to help them? Why didn't they just take a space shuttle to reach the suns?
- Why did the last sun hide?
- Where did the last sun hide?
- Why did the author choose the word "mighty" to describe the mountain? Where else could the sun hide?
- How did the sun feel?
- Which animal tried to call the sun first? What happened?
- Which animal tried to call the sun second? What happened?
- Which animal tried to call the sun third? What happened?
- What would you have done to call the sun?
- How did the people and animals feel when the sun came out again?
- What did the sun do at the end of the day?
- Why does Rooster crow in the morning?
- Why does the sun come up in the morning and go down at night?
- How do the illustrations show you that this story took place a long time ago?
- How do the illustrations show the difference between day and night?
- How do the illustrations show that the story takes place in China?
- What color did the illustrator make the sun(s)? Why did he choose that color?
- This book demonstrates the character trait of resourcefulness. What does it mean to be resourceful? How was the sun resourceful? How were the people and animals resourceful?
- Choose another title for this story.

Language Arts:

• Making Pictographs

Materials:

Blackboard or Whiteboard

Unlined paper

Pencils

Directions:

- Teacher explains that a pictograph is a quick drawing such as a stick figure. Teacher demonstrates on board. A group of pictographs can be put together to tell a story.
- Teacher tells students that if they wanted to draw pictographs of the story, *The Three Little Bears*, they might draw a stick figure for Goldilocks in the first box. The second box might show three bowls. The third box might show three chairs. The fourth box might show three beds. The fifth box might show Goldilocks sleeping. The sixth box might show Goldilocks running away from the bears.
- Teacher tells students to fold their papers in half vertically. Teacher then tells students to fold their paper in thirds horizontally, so that there are six boxes when the paper is unfolded.

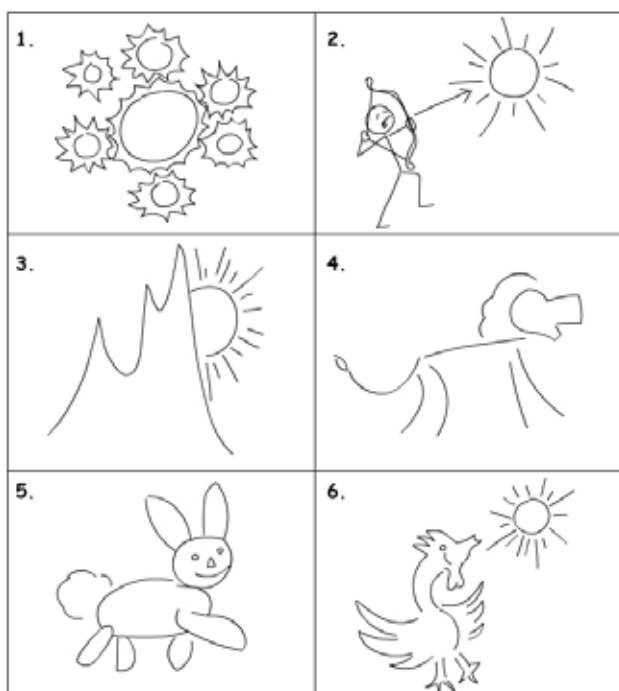
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Language Arts cont.:

Making Pictographs cont.

- Teacher tells students to think of the six most important events in *The Archer and the Sun* and draw a very quick picture in each of the six boxes. The pictures should be in sequence and tell the story. (See sample pictograph)
- Teacher gives the students 2-2½ minutes to complete the drawings.
- Students show their pictographs and retell the story using the pictograph as a guide.



• Password

Materials:

“Password” word lists (1 for each pair of students)

Directions:

1. Teacher divides the class into pairs. Teacher cuts the “Password” word lists in half and gives “Password List A” to one student in the pair and “Password List B” to the other student in the pair. Teacher tells students not to show their word lists to their partners.
2. Teacher explains that the object of the game is to help your partner guess each of the words on your list by giving one-word clues, one at a time. The clue word can be an antonym (opposite word), a synonym (similar word), or word associated with the secret word.
3. The partner tries to guess the secret word after each clue is given.
4. After the mystery word has been guessed, the roles are reversed. The guesser becomes the clue-giver and the clue-giver becomes the guesser.
5. Play continues until all words have been guessed.

Example: Secret word is milk. Possible clues: drink, white, cow, healthy

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Language Arts cont.:

• Interview

Materials:

Paper

Pencils

Directions:

1. Teacher tells students to pretend they are going to interview the characters from the book. (Sun, archer, person, Lion, Rabbit, and Rooster)
2. Teacher tells students to write two questions they might ask each character.
3. Students share their questions and tell how they think the character would respond.

• Story Sequence

An activity for differentiated learning

Materials:

“*The Archer and the Sun Sentences*” worksheet

“*The Archer and the Sun Story Sequence*” worksheet

Pencils

Lined paper

Scissors

Glue sticks

Directions:

- Teacher divides the class into three groups.
 - Group A: Students read the sentences on the “*The Archer and the Sun Sentences*” worksheet. Students cut out the sentences and glue them on the correct ray of the sun on the “*The Archer and the Sun Story Sequence*” worksheet to show the sequence of the story.
 - Group B: Students work with a partner to complete only “*The Archer and the Sun Story Sequence*” worksheet. Students decide the eight most important events in the book and write them on the correct rays of the sun to show the correct story sequence.
 - Group C: Students work individually to complete only “*The Archer and the Sun Story Sequence*” worksheet. Students decide the eight most important events in the book and write them on the correct rays of the sun to show the correct story sequence.

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Language Arts cont.:

• **Writing Pourquoi Stories**

Materials:

Paper
Pencils
Markers

Directions:

Teacher:

- Explains that *The Archer and the Sun* is a “pourquoi” (“pour *kwa*”) story. Pourquoi means “why” in French. Pourquoi stories explain why an animal, plant, or natural object looks or acts the way that it does. These stories have been told since ancient times to help people understand why things are the way they are.
- Asks students what *The Archer and the Sun* explains.
- Gives examples of possible pourquoi story ideas. (Why a rainbow comes out after the rain, why snakes have no hands or feet, why zebras have stripes, why pigs grunt, etc.)
- Asks students to write a pourquoi story using one of the topics mentioned or one of their own choice.
- Asks students to illustrate their stories.

Students share their stories with the class.

• **Homophones**

Materials:

“Homophones” worksheet

Pencils

Directions:

Teacher:

- Asks students to define “homophone” (a word pronounced the same as another but with a different meaning and usually a different spelling).
- Asks students for examples of homophones. (meet/meat, two/too/to, etc.)
- Gives each student a copy of the “Homophones” worksheet.
- Students write sentences using each homophone.

1. Sun
Son

6. See
Sea

2. Be
Bee

7. Flour
Flower

3. Ate
Eight

8. For
Four

4. Bear
Bare

9. Mail
Male

5. Blew
Blue

10. Cent
Sent

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Art:

• Chinese Zodiac Chart

Materials:

Book, *The Archer and the Sun*

Poster board

Markers

Blackboard or Whiteboard

Directions:

Teacher:

- Explains that the Chinese calendar is based on a combination of lunar (moon) and solar (sun) movements. The years are grouped in sets of twelve and each year is represented by an animal. Chinese people believed that that the personality traits of people were like the animal that represented the year in which they were born. The first in the twelve year cycle is called “The year of the Rat.”
- Shows the illustration on page 23 in *The Archer and the Sun*.
- Writes the following information on the board:

Rat	1984, 1996, 2008	(Loving, charming, hard-working)
Ox	1985, 1997, 2009	(Patient, easy-going)
Tiger	1986, 1998, 2010	(Courageous, proud)
Rabbit	1987, 1999, 2011	(Gentle)
Dragon	1988, 2000, 2012	(Successful, bold)
Snake	1989, 2001, 2013	(Elegant, sensible)
Horse	1990, 2002, 2014	(Popular, clever)
Sheep	1991, 2003, 2015	(Sensible, artistic)
Monkey	1992, 2004, 2016	(Original, talented)
Rooster	1993, 2005, 2017	(Dependable, adventurous)
Dog	1994, 2006, 2018	(Responsible, gracious)
Pig	1995, 2007, 2019	(Trustworthy, loyal)
- Teacher instructs students to create a Chinese Zodiac chart using this information. Page 23 in *The Archer and the Sun* may be helpful to students.
- Students illustrate their charts.

Math:

• Calculations Using the Chinese Zodiac Chart

Materials:

Information from art activity above or completed charts from activity

Directions:

Teacher:

1. Asks students under which Chinese zodiac sign they were born.
2. Asks students under which Chinese zodiac sign someone born 10 years ago was born.
3. Asks students under which Chinese zodiac sign someone born 5 years ago was born.
4. Asks students under which Chinese zodiac sign someone born 8 years ago was born.

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Math cont.:

Calculations Using the Chinese Zodiac Chart cont.

5. Asks students under which Chinese zodiac sign someone who is born 4 years from now will be born.
6. Asks students under which Chinese zodiac sign someone who is born 9 years from now will be born.
7. Tells students to work with a partner to ask and answer Chinese Zodiac math questions.

Drama:

• Pantomime the Story

Directions:

Teacher divides the students into small groups and tells students to pantomime the story.

• Chinese Proverbs

Materials:

“Chinese Proverbs” worksheet

Directions:

- Teacher gives each pair of students the “Chinese Proverbs” worksheet.
- Students discuss the meanings of the proverbs with their partners.
- Class discusses the meanings of the proverbs.
- Teacher instructs each set of partners to create a skit about one of the proverbs.
- Students present their skit to the class.

“Chinese Proverbs” worksheet

1. Take a second look; it costs you nothing.
2. Teachers open the door to you but you must enter yourself.
3. The person who says it cannot be done should not interrupt the person doing it.
4. A book holds a house of gold.
5. A fall in a ditch makes you wiser.
6. A bird does not sing because it has an answer. It sings because it has a song.
7. Be the first in the field and the last on the couch.
8. Dig the well before you are thirsty.
9. Give a man a fish and feed him for a day. Teach a man to fish and feed him for a lifetime.
10. He who asks a question is a fool for five minutes. He who does not ask remains a fool forever.

Extensions:

• Compare and Contrast

Materials:

Book, *How and Why Stories*

Directions:

Teacher reads *How and Why Stories: World Tales Kids Can Read and Tell* by Martha Hamilton and Mitch Weiss. This anthology includes many pourquoi stories including “Why the Sun Comes Up When Rooster Crows.”

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Extensions cont.:

• **Reading Other Chinese Tales**

Materials:

Book, *Three Minute Tales*

Directions:

Teacher reads *Three Minute Tales: Stories From Around the World to Tell or Read When Time is Short* by Margaret Read MacDonald. This anthology of quick-to-tell tales includes several tales from China.

• **Happy Thought for the New Year**

Materials:

Red construction paper

Black markers

Directions:

1. Teacher explains: The Chinese New Year does not begin on the 1st of January each year as ours does. The Chinese New Year is a holiday that begins with the new moon cycle that falls between January 21 and February 19. It ends on the full moon fifteen days later. During this period of time, Chinese people like to be surrounded by happy and positive thoughts. They write happy wishes for the New Year on pieces of red paper and hang them in their homes.
2. Teacher and students brainstorm happy, positive thoughts that can be written on their papers. (Examples: You will have a good year; you will have good fortune; you will go on a journey; you are kind to others; etc.)
3. Students write happy wishes on the red papers and hang them in the classroom.
4. Optional: Chinese people write the word Fu, in Chinese, on their papers. It is the word for luck. These papers are hung upside down in their homes. Students research how to write this word in Chinese. Students write it on their papers. Teacher hangs the papers upside down in the classroom.

• **Technology Connection**

Materials:

Computer with Internet access

Directions:

Students:

- Access www.storycove.com with help from the teacher.
- View the animation for *The Archer and the Sun* narrated by the author.
- Think about how the storyteller uses his voice to convey emotions throughout the story.
 - How does the storyteller's voice change when Lion is talking?
 - How does the storyteller's voice change when Rabbit is talking?
- Explore the animations and activities for other stories on www.storycove.com.

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Extensions cont.:

- **Make Tangrams**

Materials:

“Tangrams” worksheet

Scissors

Optional: Shirt cardboard

Directions:

- Teacher explains that tangrams are Chinese puzzles. When all seven pieces, or *tans*, of the puzzle are pieced together, they form a square. The object of the puzzle is to rearrange the pieces to form a variety of figures using all the pieces for each figure.
- Students cut out the shapes on the “Tangrams” worksheet to create their own puzzles.
- Optional: To increase durability, the shapes may be cut out of shirt cardboard.

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Password

Password List A

sun
sky
earth
rabbit
rooster
day
night
hot

Password List B

morning
crow
arrows
mountain
happy
cold
dark
lion

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Name _____ Date _____

The Archer and the Sun Sentences

Directions: Read each sentence. Cut out each sentence and arrange them in the sequence of the story. Glue them onto The Archer and the Sun Story Sequence worksheet.

The sun came out in the daytime and hid at night.

Rabbit tried to call the sun.

There were too many suns.

Rooster called the sun.

The people asked the archer to shoot down all the suns except one.

The sun hid behind a mountain.

Lion tried to call the sun.

The world became cold and dark.

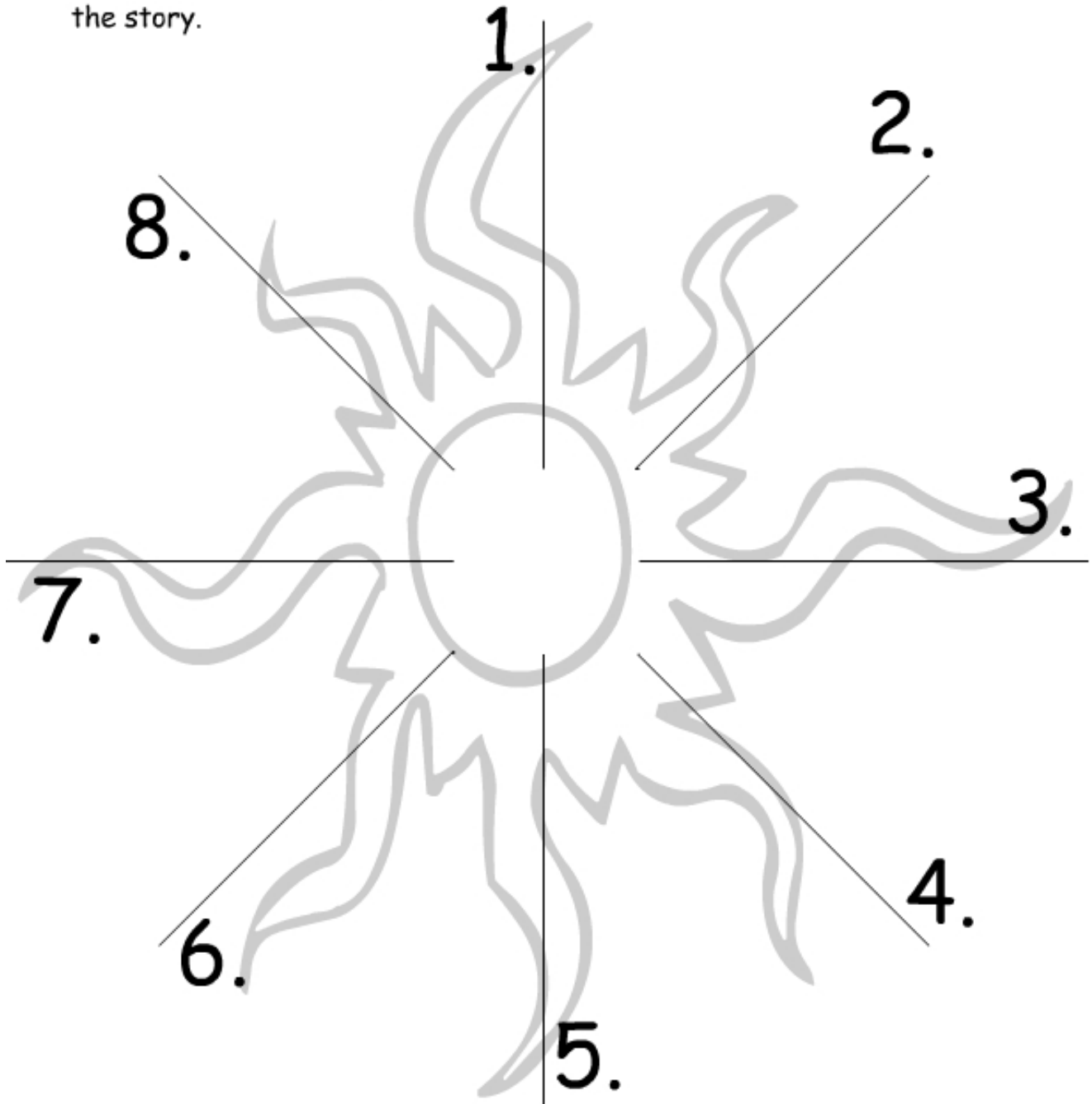
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Name _____ Date _____

The Archer and the Sun Story Sequence

Directions: Review the sequence of the story. On the rays of the sun, write the eight most important events in the order they occurred in the story.



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Name _____ Date _____

Homophones

Directions: Write sentences using each homophone.

Sun _____

Son _____

Be _____

Bee _____

Ate _____

Eight _____

Bear _____

Bare _____

Blew _____

Blue _____

See _____

Sea _____

Flour _____

Flower _____

For _____

Four _____

Mail _____

Male _____

Cent _____

Sent _____

Name _____ Date _____

Chinese Proverbs

1. Take a second look; it costs you nothing.
2. Teachers open the door to you but you must enter yourself.
3. The person who says it cannot be done should not interrupt the person doing it.
4. A book holds a house of gold.
5. A fall in a ditch makes you wiser.
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Name _____ Date _____

Tangrams

