

THE ARCHER AND THE SUN

Kindergarten

Outcome:

Students will demonstrate an understanding of the story through discussion, phonics, creating skits, counting, writing, and graphing.

Overview:

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

Materials:

Book, *The Archer and the Sun*
3-inch x 3-inch adhesive note paper (2 per student)
Blackboard or whiteboard
Unlined paper
Markers or crayons
Scissors
Pencils
Lined paper
1 piece of poster board or chart paper
Unlined paper cut into small strips
Pen
Construction paper in a variety of colors
Glue sticks or tape

Cooking Materials:

2 large mixing bowls
1 small mixing bowl (preferably glass)
Non-stick skillet
Stove
Oven
Electric mixer
Spatula
Oven mitt
Cups
Empty egg carton

Ingredients:

1/3 C Flour	1 ½ TBL Brown Sugar
Dash of Salt	1 ½ TBL Cornstarch
2 TBL Cooking Oil	1 Egg White, beaten until stiff peaks form
4 TBL Water	½ tsp Vanilla

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Optional:

Long piece of string or yarn

Computer with Internet access

Brennan, Jan. *Treasured Time with Five- to Ten-Year-Olds*. Little Rock: August House, 1990.

Hamilton, Martha and Mitch Weiss. *The Hidden Feast*. Little Rock: August House, 2006.

Assessment Tools:

“Sun” Phonics worksheet

“Copying Sentences” worksheet

“Adding Suns” worksheet

INSTRUCTIONAL PLAN

Introduction:

Materials:

3-inch x 3-inch adhesive note paper (2 per student)

Blackboard or whiteboard

Directions:

1. Teacher asks students to tell what they know about the sun and weather.
2. Teacher distributes two adhesive notes to each student. Each student writes his/her name on both notes.
3. On the board (at a height the students can reach), teacher writes the word “cloudy.”
4. Teacher writes the word “sunny” under the word “cloudy.”
5. Teacher asks students if they prefer sunny or cloudy days.
6. One at a time, each student places his/her note next to the word “cloudy” if he/she prefers cloudy days or “sunny” if he/she prefers sunny days.
7. Teacher and students analyze the horizontal bar graph they’ve created.
8. Teacher then re-arranges the graph by placing “sunny” and “cloudy” in column format on the board.
9. Teacher and students analyze the vertical bar graph.
10. Students share why they like sunny or cloudy days.
11. The activity is repeated with the words “hot” and “cold.”

Teacher Reads the Story:

Materials:

Book, *The Archer and the Sun*

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*.
- Teacher reads story and students follow along in their books.

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Questions for Assessing Students' Comprehension:

- Why was it so hot long ago?
- How did the people feel about it being so hot?
- What did the people ask the archer to do?
- Could an archer really shoot down a sun? Why or why not?
- Why did the last sun hide?
- Where did the last sun hide?
- What color did the illustrator make the sun(s)? Why do you think he made that choice?
- Why did the people want the sun to come out?
- How did the sun feel?
- What happened when Lion tried to call the sun?
- What happened when Rabbit tried to call the sun?
- What happened when Rooster called the sun?
- Look at the picture on page 10. What can you tell about Lion's roar?
- What would you have done to call the sun?
- The people and animals greeted the sun. What does "greet" mean?
- How did the people and animals feel when the sun came out again?
- Where did the sun go 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?
- Do you prefer sunny or cloudy days?
- Do you prefer the day or the night?
- What is the weather like today?
- What activities do you enjoy on a sunny day?

Language Arts:

• **Sentence Completion**

Teacher tells students to complete the following sentences:

1. There were too many suns in the _____. (sky)
2. The people knew that if there were fewer suns, they would not be so _____. (hot)
3. They asked an archer to shoot down all the suns except _____. (one)
4. The archer took his strong bow and started shooting arrows at the _____. (sun)
5. The last sun was afraid of the _____. (archer)
6. The sun hid behind a mighty _____. (mountain)
7. At first the people were very _____. (happy)
8. But soon the world became cold and _____. (dark)
9. The animals tried to call the _____. (sun)
10. The first animal to try was _____. (Lion)
11. The next animal to try to call the sun was _____. (Rabbit)
12. The sun did not hear Rabbit because his voice was too _____. (soft)
13. The last animal to try to call the sun was _____. (Rooster)

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Language Arts cont.:

Sentence Completion cont.

14. Rooster flapped his wings, scratched the dirt, and said, “_____”. (“Cock-a-doodle-doo!”)
15. The sun came out to see who was making that _____. (sound, noise)
16. The sun came all the way up to look at _____. (Rooster)
17. The sun stayed up all _____. (day)
18. At the end of the day, the sun hid behind the mighty _____. (mountain)
19. Every morning Rooster calls the sun _____. (out)
20. Every night the sun hides to stay away from the _____. (archer)

• **Exploring Body Language**

Materials:

Book, *The Archer and the Sun*

Directions:

Teacher:

- Tells students that body language and facial expressions show a lot about what a person or animal is thinking or feeling.
- Asks students to show the following feelings with body language and facial expression: happy, sad, tired, confused, angry, scared, and excited.
- Shows students the illustrations on the following pages: 3, 6, 7, 8 (compare against p.2), 10, 12, 14, and 17.
- Asks students to describe how the characters in each picture feel based on body language and facial expression.

• **Opposites**

Materials:

Unlined Paper

Markers or crayons

Directions:

Teacher:

- Asks students to name the opposites of these story words:

happy (sad)	dark (light)
cold (hot)	out (in)
down (up)	long (short)
day (night)	strong (weak)
all (none)	many (few)
- Asks students to illustrate one pair of opposite words.

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Phonics:

• **Sun Phonics**

An activity for differentiated learning

Materials:

Scissors

“Sun” Phonics worksheets

“Copying Sentences” worksheets

Pencils

Lined paper

Directions:

Teacher divides the class into three groups.

- Group A: Complete the “Sun” Phonics worksheet. Students cut out the sun, the letter strip, and the slits in the sun (to the left of /un/). Students feed the letter strip into the slits in the sun. Students practice with a partner reading the /un/ family words created by pulling the strip through the opening.
- Group B: Complete the “Sun” Phonics worksheet as per instructions for Group A. Copy all the words onto lined paper.
- Group C: Complete the “Sun” Phonics worksheet as per instructions for Group A. Copy all the words onto lined paper. Complete the “Copying Sentences” worksheet.
 - “Copying Sentences” worksheet
 - 1. The sun is hot.
 - 2. I can run.
 - 3. I ate a bun.
 - 4. It is fun.
 - 5. I see the sun.

Drama:

• **Animal Actions**

Directions:

Teacher tells students to:

1. Roar like Lion.
2. Whisper like Rabbit.
3. Flap your wings like Rooster.
4. Scratch the dirt like Rooster.
5. Crow like Rooster.
6. Hop like Rabbit.
7. Strut like a turkey.
8. Bark like a dog.
9. Purr like a cat.
10. Crawl like a turtle.
11. Slither like a snake.
12. Trot like a horse.
13. Run like a deer.
14. Swim like a fish.
15. Dive like a dolphin.
16. Soar like an eagle.
17. Scamper like a squirrel.
18. Waddle like a duck.
19. Moo like a cow.
20. Cluck like a chicken.

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Science:

• **Weather Graph**

Materials:

1 piece of poster board or chart paper

Markers

Directions:

- Teacher creates a graph that shows the weather for the week. Teacher writes the numerals 1-5 horizontally at the top of the paper to represent the number of days in a school week. Teacher writes the following words along the left-hand margin of the paper: sunny, cloudy, rainy, snowy, hot, warm, cool, and cold.
- Teacher and students discuss the weather and graph it with markers every day for a week.
- At the end of the week, teacher and students analyze the weather that week as recorded on the weather graph.
- Teacher and students use the graph to create statements about the weather in the previous week.

Math:

• **Adding Suns**

Materials:

“Adding Suns” worksheet

Pencils

Directions:

Students add the suns and write the sum in the space provided.

Cooking:

• **Chinese Fortune Cookies** YIELD: 8 cookies

Activity Materials:

Unlined paper cut in small strips

Pencils

Cooking Materials:

2 large mixing bowls

1 small mixing bowl (preferably glass)

Non-stick skillet

Stove

Oven

Electric mixer

Spatula

Oven mitt

Cups

Empty egg carton

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Cooking cont.:

Chinese Fortune Cookies cont.

Ingredients:

1/3 C Flour	1 ½ TBL Brown Sugar
Dash of Salt	1 ½ TBL Cornstarch
2 TBL Cooking Oil	1 Egg White, beaten until stiff peaks form
4 TBL Water	½ tsp Vanilla

Directions:

Creating strips with happy sayings:

- Teacher tells students that during the two-week period of time that people celebrate the Chinese New Year, they surround themselves with happy and positive thoughts. This is so they will start the New Year on a happy note.
- Teacher asks students to dictate happy and positive thoughts and teacher writes them on the small strips of paper. (Examples: you will have a good year; you are a nice person; you will have good luck; you will take a wonderful trip, etc.)

Making Cookies:

1. Preheat oven to 350°.
2. In a bowl, combine flour, brown sugar, salt, and cornstarch. Stir to incorporate.
3. In another bowl, mix cooking oil and the stiff egg white. Add to flour mixture.
4. Add water and vanilla. Mix well.
5. Heat a non-stick skillet to medium.
6. Pour 1 heaping Tablespoon of batter into skillet. Using spatula, spread into a 3-inch circle.
7. Cook 4 minutes until brown. Turn and cook 2 minutes on the other side.
8. Remove from pan. Place strip of paper on circle. Use oven mitt to fold circle in half, pressing edges firmly. Bend folded edge over a cup.
9. Cool in an empty egg carton.
10. Crisp cookies in a 350° oven for 10 minutes.

This recipe can be found on page 61 in *Treasured Time with Five- to Ten-Year Olds* by Jan Brennan.

Extensions:

• **Making Chinese Lanterns**

Materials:

Construction paper in a variety of colors

Scissors

Glue sticks or tape

Optional: long piece of string or yarn

Directions:

- Teacher explains that the Chinese people have a special celebration for the New Year. The celebration lasts fifteen days. The fifteenth day is called the Lantern Festival. That night, children carry lanterns in a parade.

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Extensions cont.:

Making Chinese Lanterns cont.

- Teacher tells students that they will be making colorful lanterns, used for celebrating the Chinese New Year.
- Prior to the activity, teacher prints a vertical line about an inch and a half in from the 12” sides of the paper to give students a visual indication of where they will stop cutting.
- Teacher instructs students to fold their papers in half lengthwise to create a long thin rectangle, simultaneously showing the vertical fold.
- Teacher instructs students to hold their papers along the folded edge and make about twelve cuts (about $\frac{3}{4}$ of the way to the edge of the paper) across the fold. It is important that students do not cut all of the way to the edge of the paper.
- Teacher instructs students to unfold their papers, hold them horizontally, and glue or tape the (short) edges together, creating a cylinder.
- Teacher instructs students to cut a strip of paper about six inches long and about $\frac{1}{2}$ inch wide and glue this strip across one end of the lantern to create a handle.
- Students have a parade and carry their lanterns.
- After the parade, teacher may string lanterns along a piece of yarn or string to decorate the classroom. Making a knot every 12 inches or so in the yarn will keep the lanterns from bunching all together once they are suspended.

• **Technology Connection**

Materials:

Computer with Internet access

Directions:

- Teacher helps students access www.storycove.com.
- Students view the animation for *The Archer and the Sun* narrated by the author.
- Students 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?
- Students explore the animations and activities for other stories on www.storycove.com.

• **Compare and Contrast**

Materials:

Book, *The Hidden Feast*

Directions:

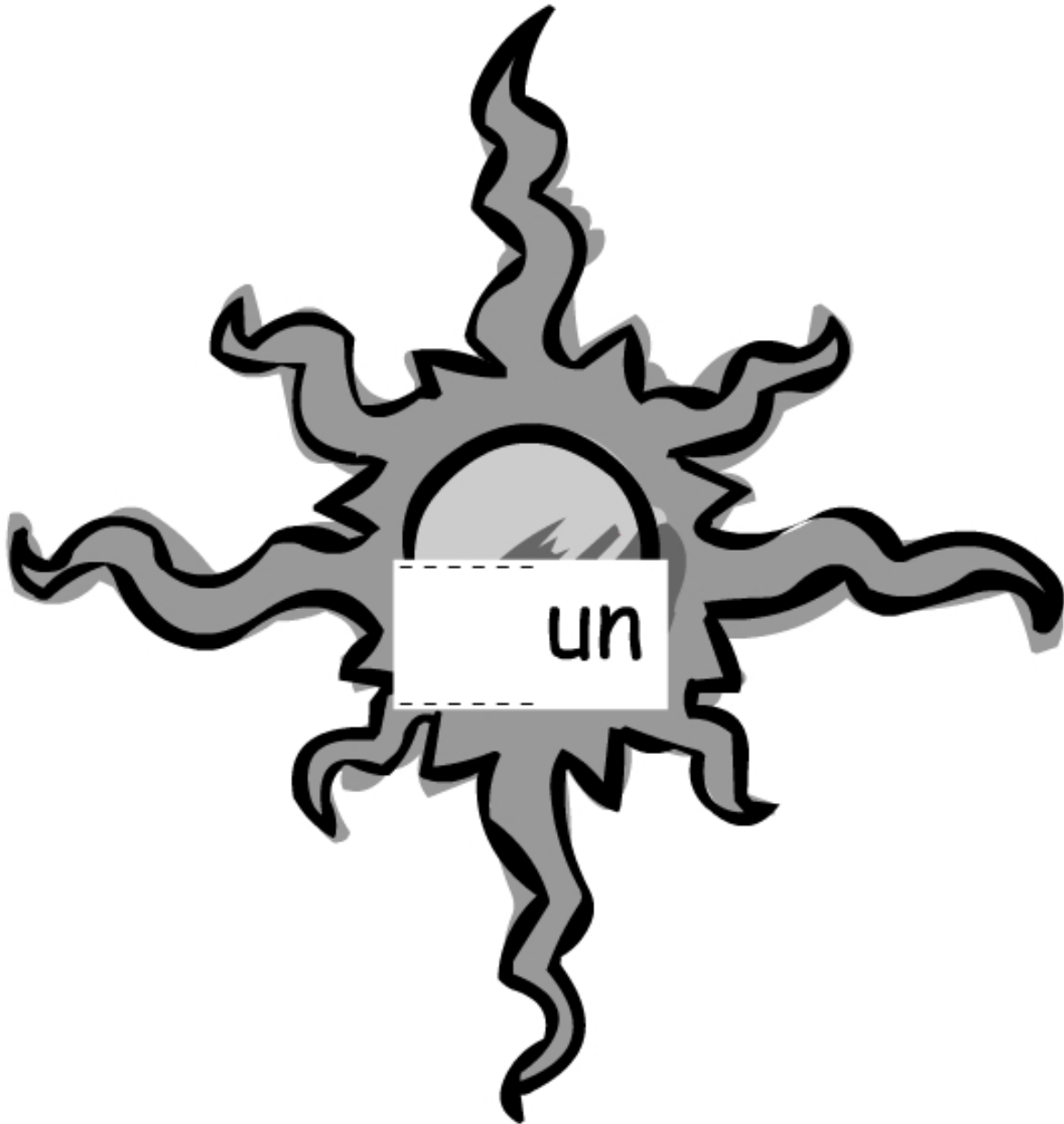
Teacher reads *The Hidden Feast* by Martha Hamilton and Mitch Weiss. Students compare and contrast this “pourquoi story” about a rooster with *The Archer and the Sun*.

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Name _____ Date _____

Sun Phonics



s f b r st n

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Name _____ Date _____

Copying Sentences

Directions: Copy the sentences.

1. The sun is hot.

2. I can run.

3. I ate a bun.

4. It is fun.

5. I see the sun.

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Name _____ Date _____

Adding Suns

Directions: Add the suns and write the sum in the space provided.

1.



$1 + 2 = \underline{\quad}$

2.



$2 + 2 = \underline{\quad}$

3.



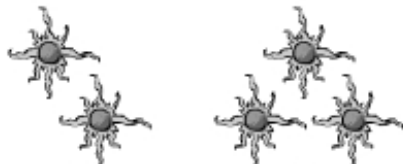
$3 + 3 = \underline{\quad}$

4.



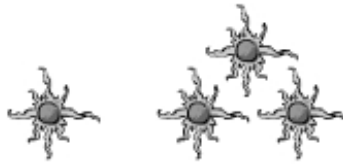
$1 + 1 = \underline{\quad}$

5.



$2 + 3 = \underline{\quad}$

6.



$1 + 3 = \underline{\quad}$