



Sun Smart

by Mil Hieber

Book Summary

This book is about the five ways to help you remember to be sun smart: slip, slop, slap, seek and slide.

Themes

Leisure and recreation, Safety

Features of the Book

- The information contained in the photographs, graphics and glossary
- Anchor words for discussion: *damage, protect, skin, sun*
- Alliteration: *slip, slop, slap, seek, slide*

Strategies

Sun Smart introduces and reinforces the following strategies:

- making connections
- finding main ideas
- sequencing

Materials

- copies of the BM, pencils

Introducing the Text

Begin by asking the students what they do when they spend time in the hot sun. Explain that the sun can damage our skin, but that there are a number of things that we can do to help prevent that and protect ourselves from the sun's harsh rays.

Reading the Text

Ensure each student has a copy of the text. Make sure that the content words (*damage, protect, skin, sun*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the photographs, text, graphics and glossary to determine the strategies of making connections, finding main ideas and sequencing as you work through the book.

Cover

Together, read the book's title and the name of the author. Point to the photograph of the girl sitting under the large umbrella on the beach. Say *We usually use umbrellas when it's raining. Why is the girl holding an umbrella?* (to protect herself from the burning sunlight) *How do we know that the sun is shining?* (a shadow is on the sand) Together, turn to the back cover and point out the photograph of the child in the sun. Read aloud the preview question on the back cover: *How can you be sun smart?* Encourage the students to look at the child and use clues in the photograph to answer the question. (Answers will vary, but might include wear a hat, wear sunscreen, wear sunglasses, cover up with a shirt.) Then say *Let's read the book to find out how to be sun smart.*

Title Page

Turn to the title page and read the title aloud. Say *How is the child being sun smart in this photograph?* (wearing a hat, wearing sunglasses, covering up with a dress)

Page 2

Point out the photograph of the friends enjoying the lovely sunny day at the beach. Read the text with the students. Talk about how the students enjoy sunny days.

Page 3

Now turn to page 3 and point out the photograph of the child sitting in the sun. Ask the students what they notice about what he is wearing (long trousers, a sunhat, sunglasses and two shirts). Explain that on a sunny day, it's a good idea to cover so that you do not get sunburnt. Now read the text on page 3 together. Point to the word *protection*. Have the students suggest a possible definition for the word. Then ask them to turn to the glossary on page 12 and read the word's definition (keeping something safe).

Page 4

Point to the photograph of the child wearing a large sunhat and sunglasses. Say *So far, what have you noticed about the children who have been playing in the sun?* (They are covered up.) Read the text with the students. Ask them what words they think the author might have used to help the children be sun smart. (Answers will vary, but some of the students might be aware of the words *slip, slop, slap, seek, slide*.)

Page 5

Have the students look at five graphics. Ask them to read the five words with you. Point out the pictures that accompany the words. For example, there is a t-shirt with the word *Slip* and a tube of sunscreen with the word *Slop*. Have the students talk about their personal experiences of being in the sun and what they did to ensure that they didn't get sunburned. Ask them if they have ever heard these words used when they have been at the beach or been in the sun. Say *Let's find out more about these five words and how they can help us be sun smart.*

Page 6

Point to the graphic at the top of the page (Slip). Remind the students that this was the first graphic in the sequence of five words on page 5. Point to the photograph and say that this was the child from the back cover. Explain that he is wearing a t-shirt like the graphic tells us to do. Together, read the text with the students. Then ask them if they can remember what the next word in the sequence was on page 5 (Slop). Explain to them that there's a clue in the photograph (slop on some sunscreen). Say *Let's turn the page and find out about what comes next.*

Page 7

Point to the graphic at the top of the page (Slop). Remind the students that this was the second graphic in the sequence of five words on page 5. Point to the photograph of the child putting sunscreen on. Together, read the first sentence with the students. Have the students give a definition for the word sunscreen. Then ask them to compare their answers with the definition in the glossary on page 12. Together, read the rest of the text. Then ask the students if they can remember what the next sun smart word in the sequence on page 5 was (Slap). Explain to the students that there's a clue in the photograph (slap on a hat). Say *Let's turn the page and find out about what comes next.*

Page 8

Point to the graphic at the top of the page (Slap). Remind the students that this was the third graphic in the sequence of five words on page 5. Point to the children wearing hats. Together, read the text with the students. Ask the students if they wear hats when they're out in the sun. (Answers will vary.) Explain that a sunhat helps to protect our head, neck and face from the harsh rays of the sun. Tell them that the bigger the hat, the greater the protection. For instance, the girl's hat would offer

more protection than the smaller sunhat that the boy is wearing.

Page 9

Point to the graphic at the top of the page (Seek). Remind the students that this was the fourth graphic in the sequence of five words on page 5. Say *Look at the photograph. Why do people take umbrellas to the beach?* (to lie or sit under them to stop the sun from burning them) Ask the students if they have ever sat in the shade of an umbrella at the beach or the park. Together, read the text. Talk about the bolded word sunburnt. Check the meaning that the students give with the meaning in the glossary on page 12.

Page 10

Point to the graphic at the top of the page (Slide). Remind the students that this was the fifth and last graphic in the sequence of five words on page 5. Talk about the photograph of the child wearing sunglasses. Ask the students if they wear sunglasses to protect their eyes from sun damage. Read the text together.

Page 11

Read the text with the students. Explain to them they can get burned on sunny days but that they can even get burned on overcast days. So remind the students to think about sun safety on cloudy, dull days.

Page 12

Talk about the glossary. Explain to the students that glossary words appear in alphabetical order. With the students, read the five glossary words and their definitions.

Revisiting the Text

- Review what the students know about the main idea of the book. Explain that the main idea is the most important idea. Tell the students that other ideas in the book often tell more about the main idea and that these are called supporting details. Say

What is the main idea of this book? (Follow five easy steps to be sun smart.) Have the students suggest the details that support this main idea. Answers will include: Slip on a shirt to cover up. Slop on some sunscreen. Slap on a hat. Seek some shade. Slide on some sunglasses.

- Point out the words *slip, slop, slap, seek, slide* on page 5. Explain to the students that these are examples of alliteration, which is the repeated use of the same sound at the beginning of a group of words. Have the students write five sentences that contain some words that start with the letter s. They could use words from the following list: *slip, slop, slap, seek, slide, sun, sea, sand, surf, sit, skin, sunny, sunscreen, swim, shade*. Each sentence could contain more than one word that starts with the letter s.

Following Up

- Imagine that you are in the snow. Write five sentences about how the words *slip, slop, slap, seek, slide* might relate to being in the cold snow. Explain to the students that people have to wear sunglasses when they are on snow to help protect their eyes from the harsh glare.
- Give the students copies of the BM for this title. They can make a Do and Don't sun safety chart.