

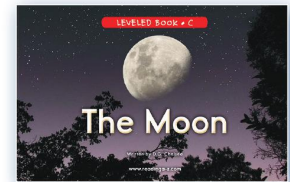
Focus Question:

How does the Moon look different over time?

Book Summary

Text Type: Nonfiction/Informational

Have you ever wondered why the Moon looks a little different each night? *The Moon* provides students with a look at the cycle of the Moon as it changes over time. The high-frequency words, repetitive sentence structure, and vivid photographs are perfect for early emergent readers. The book can also be used to teach students how to sequence events and use complete sentences.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Sequence events
- ☐ Describe information provided by photographs
- ☐ Discriminate initial consonant /t/ sound
- ☐ Identify initial consonant Tt
- ☐ Recognize and use complete sentences
- ☐ Identify and use the high-frequency words *again, is, look*

Materials

- ☐ Book: *The Moon* (copy for each student)
- ☐ Sequence events, initial consonant Tt, complete sentences worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *again, is, look*
- **Words to Know**
 - Story critical:** *changes* (v.), *cycle* (n.), *dark* (adj.), *different* (adj.), *full* (adj.), *thin* (adj.)
- **Academic vocabulary:** *different* (adj.)

Guiding the Reading

Before Reading

Build Background

- Place on the board a photograph of Earth's Moon. Ask students to work with a partner to create a list of everything they know about the Moon. Invite students to share their list with the class.
- Write the word *cycle* on the board and read it aloud with students. Invite volunteers to give examples of things that have a cycle. Explain that the Moon has a cycle that causes us to see it differently each night. Ask students to give examples of different shapes the moon can be and record them on the board with a drawing next to each one.

Introduce the Book

- Give students their copy of *The Moon*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: Visualize

Explain to students that engaged readers visualize, or create pictures in their mind, while they are reading. Explain that effective readers visualize what a story is going to be about before they begin reading and continue to visualize as they are reading. Further explain that readers can use the pictures in the book to help them with their visualizations. Ask students to close their eyes and create a picture in their mind as you read page 5 aloud. Have students draw what they visualized. Ask volunteers to share their pictures with the group. Then, show students the picture on page 5. Ask students what they notice when they compare their drawing to the picture in the book.

Introduce the Comprehension Skill:

Sequence events

- Explain to students that the steps in a cycle, such as the changes in the Moon, must be told in order from the first to the last. Explain that when they

Guiding the Reading (cont.)

describe the order of events, they are describing a *sequence of events*. Point out that transition words, such as *first*, *next*, *then*, and *last*, are typically used when telling events in sequential order.

- Have students work in groups to discuss the cycle of a caterpillar turning into a butterfly. Invite volunteers to share the steps that they discussed. Record the steps on the board and have students help place the transition words at the beginning of each step. Remind students that the word *first* works only with the first step and the word *last* works only with the last step.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students, and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about the Moon. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is the Moon’s night-to-night series of changes called?* (level 1) page 3
- *What does the Moon look like after it has been full?* (level 2) pages 7 and 8
- *How is the sky different when the Moon is full compared to when the Moon is dark?* (level 2) pages 3, 7, and 10
- *Why did the author write this book about the Moon?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs help readers understand what something looks like. Have students look at the photograph on page 4. Have students work in pairs, and ask: *How does this photograph show a dark moon?*

What details do you see that help you better understand what happens when the Moon is dark? How does the photograph give you more details than just reading the text alone? Have students review other photographs from the story with a partner and discuss why they are important. Invite volunteers to share their thoughts with the class.

Skill Review

- Model how to create visual images before, during, and after reading. Have students stop at different points in the story to draw a picture of what they visualize. Remind students that it is okay for their visualizations to differ from the pictures in the story. Ask volunteers to share what they drew. Discuss how the students’ drawings compare to the pictures in the book.
- Have students discuss with a partner the first Moon pictured in the Moon cycle. Invite a volunteer to share the answer and record it on the board using key words and pictures. Ask students what transition word should be used to describe this step. Write the word *first* on the board above the key words and pictures.
- Model sequencing events from a book.
Think-aloud: Now that I know the first moon in the Moon’s cycle, I need to figure out what comes next. I will look at the next page of the book to see how the Moon changes after it has been a dark moon. Now I see that the Moon is very thin. This is the next step in the cycle, so I will use the word next to help describe this step. I will continue reading and using the photographs to help me sequence the rest of the cycle, which will help me better understand the book.
- Model how to complete the **sequence events worksheet**. Have students place the cycles of the Moon in the correct sequence.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Sequence events

Review the sequence events worksheet that students completed. Have students share their work with the group and compare their sequences for accuracy.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Guiding the Reading (cont.)

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *The Moon follows a cycle, causing it to look different from one night to the next. It can be a dark moon, a thin moon, a half moon, and even a full moon as it goes through its cycle.*)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant /t/ sound

- Say the word *tonight* aloud to students and emphasize the initial /t/ sound. Have students say the word aloud and then say the /t/ sound.
- Have students practice saying the /t/ sound repeatedly with a partner and then ask them to think of a word that starts with the letter Tt. Invite volunteers to share the word they thought of. Record each word on the board.
- **Check for understanding:** Say the following words aloud: *ton, time, pat, stand, tall, time, and nice*. Ask students to give a thumbs-up when they hear a word that begins with the /t/ sound.

Phonics: Initial consonant Tt

- Write the word *tonight* on the board and say it aloud with students.
- Have students say the /t/ sound aloud. Then, run your finger under the letters in the word as students say the entire word aloud. Ask students which letter represents the initial /t/ sound in the word *tonight*.
- Have students practice writing the letter Tt on a sheet of paper while saying the /t/ sound aloud.
- **Check for understanding:** Write the following words that begin with the /t/ sound on the board, leaving off the initial consonant: *ten, tip, tag, and tow*. Say each word one at a time. Invite volunteers to come to the board and add the initial Tt to each word while the other students write Tt on a sheet of paper.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Tt worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Complete sentences

- Write the following sentence on the board: *The Moon looks different over time*. Read the sentence aloud and have students read it back to you. Explain that there are two parts to every sentence,

a subject and a predicate. Point out that the *subject* informs us who or what the sentence is about and the *predicate* explains what the subject has done, is doing, or will be doing.

- Circle *The Moon* and explain that *the Moon* is the subject of the sentence. Underline the rest of the sentence, and explain that it is the predicate because it tells what the Moon does.
- Have students brainstorm in groups to produce sentences that describe things about the Moon in the book. Invite volunteers to share their sentences with the class and record them on the board.
- Ask volunteers to come to the board to circle the subject and underline the predicate in each sentence.
- **Check for understanding:** Have students work with a partner to reread each sentence in the book. Have them circle the subject and underline the predicate for each sentence. Discuss student responses.
- **Independent practice:** Introduce, explain, and have students complete the [complete sentences worksheet](#). If time allows, discuss their answers.

Word Work:

High-frequency words *again, is, look*

- Write the words *again, is, and look* on the board and read them aloud with students. Explain to students that they will often see these words in books they read and that they should memorize them so they can decode these words right away.
- Spell the word *again* aloud with students and have them clap as they say each letter. Have students work with a partner and repeat this exercise several times. Ask students to write the word *again* on their desk with their finger as you spell it aloud with them, pointing to each letter as you say the letter name with the students.
- Read page 10 aloud to students and point to the word *again*. Have students read the sentence aloud as a class. Ask students to work with a partner and use the word *again* in a complete sentence. Invite volunteers to share their sentence with the class, and ask other students to give a thumbs-up signal if they used the word correctly.
- Repeat the above process for the words *is* and *look*.
- **Check for understanding:** Have students reread the story with a partner and circle the high-frequency words *again, is, and look*.

Connections

- See the back of the book for cross-curricular extension ideas.