

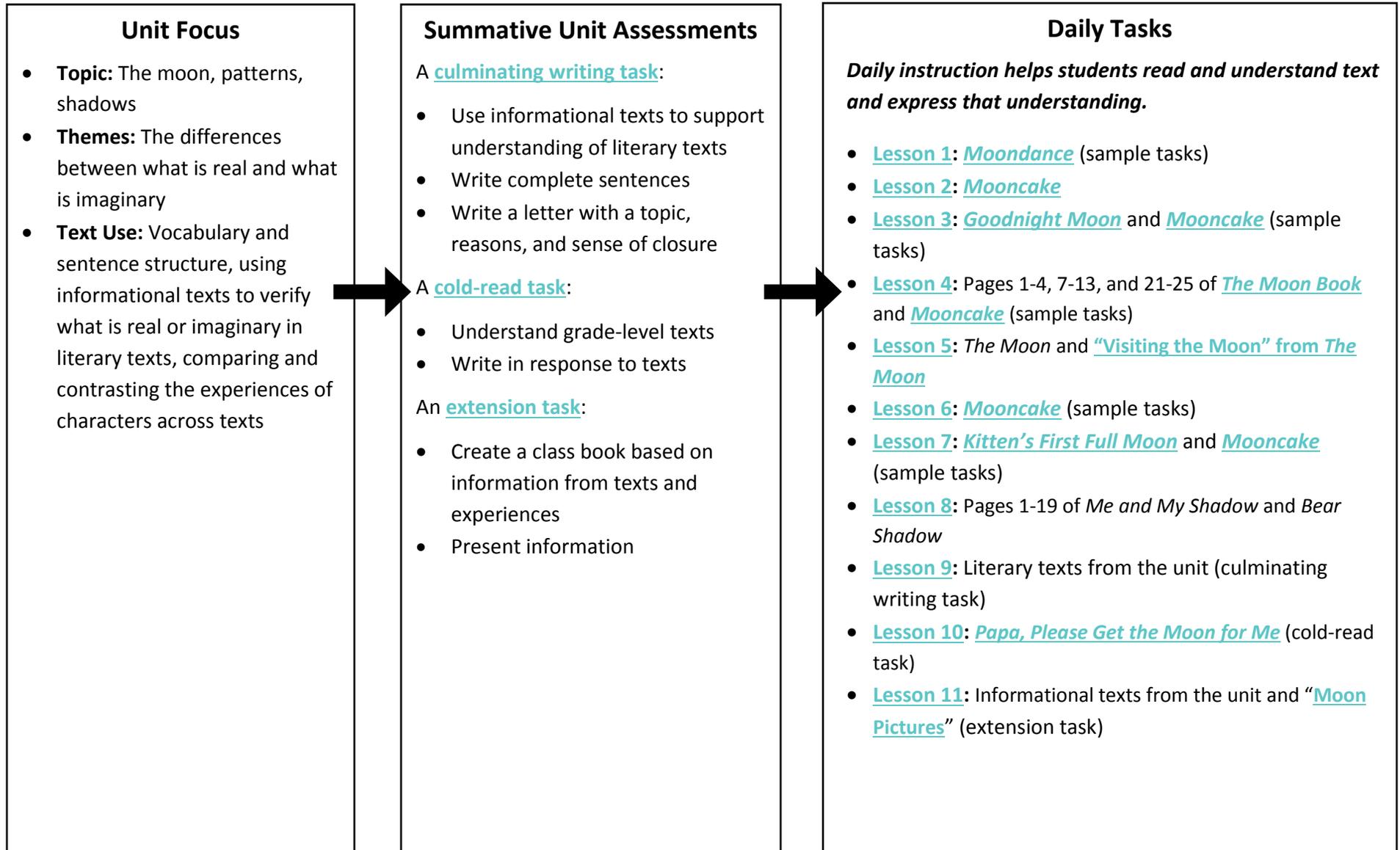
UNIT: MOONCAKE

<p>ANCHOR TEXT Mooncake, Frank Asch (Literary)</p> <p>RELATED TEXTS <i>Literary Texts (Fiction)</i></p> <ul style="list-style-type: none"> • Goodnight Moon, Margaret Wise Brown • Papa, Please Get the Moon for Me, Eric Carle • Kitten’s First Full Moon, Kevin Henkes (Full text, pages 24-25, and Video) • Moondance, Frank Asch • Bear Shadow, Frank Asch <p><i>Informational Texts (Nonfiction)</i></p> <ul style="list-style-type: none"> • The Moon, Carmen Bredeson • “Visiting the Moon” from The Moon, Allison Lassieur • Excerpts from The Moon Book, Gail Gibbons • Excerpt Me and My Shadow, Arthur Dorros <p><i>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</i></p> <ul style="list-style-type: none"> • “Moon Pictures,” Curiosity on Discovery.com (Photographs) 	<p>UNIT FOCUS</p> <p>Students learn factual information about the moon and how light creates shadows. Noting that authors oftentimes use their imaginations to create stories, students explore how misconceptions and misunderstandings can often be cleared up by gaining knowledge through observations or reading about others people’s findings. They begin to use evidence to investigate what is real and what is imaginary in various tales about the moon. “The Moon Challenge”¹ explains a similar unit with science connections.</p> <p>Text Use: Vocabulary and sentence structure, using informational texts to verify what is real or imaginary in literary texts, comparing and contrasting the experiences of characters across texts</p> <p>Reading: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.9, RI.1.10</p> <p>Reading Foundational Skills:² RF.1.1a; RF.1.2a, b, d; RF.1.3a-f; RF.1.4a-c</p> <p>Writing: W.1.1, W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8</p> <p>Speaking and Listening: SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6</p> <p>Language: L.1.1a-j, L.1.2a-e, L.1.4a-c, L.1.5a-d, L.1.6</p> <p>CONTENTS</p> <p>Page 239: Text Set and Unit Focus</p> <p>Page 240: <i>Mooncake</i> Unit Overview</p> <p>Pages 241-243: Summative Unit Assessments: Culminating Writing Task, Cold-Read Assessment, and Extension Task</p> <p>Page 244: ELA Instructional Framework</p> <p>Pages 245-260: Text Sequence and Use for Whole-Class Instruction</p>
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¹ <http://www.achievethecore.org/content/upload/The%20Moon%20Challenge%20Article.pdf>

² The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

Mooncake Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK³

Have students respond to the following prompt: “Choose a character we’ve read about. What does this character not understand about the moon? Write a letter to your character that explains what they need to know to clear up their misunderstanding. Be sure to include at least one fact from the texts we have studied.” (RL.1.2, RL.1.5, W.1.8)

Teacher Note:

- *Students are asked to select a character, identify what that character misunderstands about the moon, and clear up that character’s confusion, drawing on information learned from the informational texts in the unit. (W.1.2) The completed writing should use words from the word displays, including conjunctions that signal simple relationships (e.g., because) and frequently occurring adjectives. (L.1.1f, g; L.1.6)*
- *Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.K.2d, e) Provide [sentence frames](#)⁴ for students who need help writing complete sentences. The sentences should also be capitalized and punctuated correctly. (L.1.2a, b, c)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: The moon, patterns, shadows • Themes: The differences between what is real and what is imaginary • Text Use: Vocabulary and sentence structure, using informational texts to verify what is real or imaginary in literary texts, comparing and contrasting the experiences of characters across texts 	This task assesses: <ul style="list-style-type: none"> • Using informational texts to support understanding of literary texts • Writing complete sentences • Writing a letter with a topic, reasons, and a sense of closure 	Read and understand text: <ul style="list-style-type: none"> • Lesson 3 (sample tasks) • Lesson 5 • Lesson 7 (sample tasks) Express understanding of text: <ul style="list-style-type: none"> • Lesson 1 (sample tasks) • Lesson 4 (sample tasks) • Lesson 9 (use this task)

³ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

COLD-READ TASK⁵

Read aloud⁶ *Papa, Please Get the Moon for Me* by Eric Carle to individual students. Ask students to independently answer a combination of orally read multiple-choice and constructed-response questions⁷ about the text and in comparison to other texts in the unit. Students should be expected to write a response to at least one of the questions. (L.1.1a-j, L.1.2a-e, L.1.6) Provide [sentence frames](#)⁸ for students who need help writing complete sentences. Sample questions:

1. Ask the student: “What happens in this story that is real? What is imaginary?” (RL.1.1, RL.1.5)
2. Ask the student: “Explain to Monica why Papa can’t get the moon for her.” (RL.1.2, RL.1.7)
3. Ask the student: “How are Papa and Bear alike? Describe both of them and what is similar.” (RL.1.3, RL.1.7, RL.1.9)
4. Ask the student: “What facts does the author know about the moon? Select a drawing that illustrates the author’s knowledge of this fact. Why did you select this illustration?” (RL.1.5, RL.1.7, RI.1.3, RI.1.9)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts? <ul style="list-style-type: none">• Topic: The moon, patterns, shadows• Themes: The differences between what is real and what is imaginary• Text Use: Vocabulary and sentence structure, using informational texts to verify what is real or imaginary in literary texts, comparing and contrasting the experiences of characters across texts	What shows students have learned it? <p>This task focuses on:</p> <ul style="list-style-type: none">• Understanding grade-level texts• Writing in response to texts	Which tasks help students learn it? <p>Read and understand text:</p> <ul style="list-style-type: none">• Lesson 3 (sample tasks)• Lesson 5• Lesson 7 (sample tasks)• Lesson 8 <p>Express understanding of text:</p> <ul style="list-style-type: none">• Lesson 1 (sample tasks)• Lesson 4 (sample tasks)• Lesson 10 (use this task)

⁵ **Cold-Read Task:** Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

⁶ If students are already reading, allow them to read the text. This should be based on individual student ability.

⁷ Ensure that students have access to the print text as they are testing; while students may not be able to read the words, they can refer to the pictures.

⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

EXTENSION TASK⁹

Create a class book called *Moon Facts*.

Have each student complete a page for the class book by selecting three facts about the moon (learned from the texts read in class or based on verified outside knowledge or observations from the Moon Facts and Fiction class chart) to write about in complete sentences. (W.1.2, W.1.7, W.1.8) Then ask students to illustrate their page. (SL.1.5) When students have completed their pages, have them share their facts and page with the class. ([Sample student work](#)¹⁰) (SL.1.4, SL.1.6) After the book is complete and the pages have been presented, place the book in the classroom library for students to read independently. (RF.1.4a, c) If time allows, engage students in digitally publishing the class book. (W.1.6)

Teacher Note:

- Students are asked to write about the moon, supply some facts about the moon, and provide a sense of closure. (W.1.2) The completed writing should use words from the word displays, including conjunctions that signal simple relationships (e.g., because) and frequently occurring adjectives. (L.1.1f, g; L.1.6)
- Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.K.2d, e) Provide [sentence frames](#)¹¹ for students who need help writing complete sentences. The sentences should also be capitalized and punctuated correctly. (L.1.2a, b, c)
- Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts? <ul style="list-style-type: none">• Topic: The moon, patterns, shadows• Themes: The differences between what is real and what is imaginary• Text Use: Vocabulary and sentence structure, using informational texts to verify what is real or imaginary in literary texts, comparing and contrasting the experiences of characters across texts	What shows students have learned it? <p>This task focuses on:</p> <ul style="list-style-type: none">• Creating a class book based on information from texts and experiences• Presenting information	Which tasks help students learn it? <p>Read and understand text:</p> <ul style="list-style-type: none">• Lesson 4 (sample tasks)• Lesson 5• Lesson 7 (sample tasks)• Lesson 8 <p>Express understanding of text:</p> <ul style="list-style-type: none">• Lesson 11 (use this task)

⁹ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is narrative task related to the unit focus.

¹⁰ <http://www.achievethecore.org/content/upload/The%20Moon%20Full%20Class%20Report.pdf>

¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)¹² to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level,
2. instruction for different learners using grade-level texts to support whole-class instruction, and
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs,
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards, and
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

¹² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>



TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:¹³</p> <p>Moondance, Frank Asch (Read Aloud)</p>	<p>TEXT DESCRIPTION: <i>Moondance</i> introduces students to Bear or Moonbear, who loves the moon. Through a series of books, Bear tries to dance with the moon, travel to the moon, eat the moon, play hide-and-seek with the moon, etc. In <i>Moondance</i>, Moonbear tries to dance with the moon. Students are left to judge whether Bear is successful.</p> <p>TEXT FOCUS: This text provides opportunities for students to read and understand a complex text with teacher support. Students will closely examine the vocabulary (RL.1.4; L.1.4a; L.1.5a, d; L.1.6) and identify the main (and recurring) character of Bear. They will explore his interactions with the moon over the course of this and several texts by the same author. (RL.1.3, RL.1.7) In particular, this text invites students to determine the misconceptions Bear has based on previous learning they gained in kindergarten.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to <i>Moondance</i> read aloud and study the vocabulary as the text is displayed or projected. Then, working with a partner, students view the illustrations to retell the story and summarize the story as a class. Finally students engage in a shared writing followed by independent writing in which they write a note to Bear.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read the text aloud to students. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage in the text. • Second Reading: Read aloud the text to students and display or project the text. • Class Discussion: Lead a teacher-guided discussion in which students ask and answer questions to demonstrate their understanding of the text. <ul style="list-style-type: none"> ○ Encourage student question asking by providing question frames or conversation starters¹⁴ and developing a routine to monitor that all students are participating in the question asking and answering. (SL.1.1a-c, SL.1.2, SL.1.3, SL.1.6) ○ Focus the discussion on identifying and describing the characters, setting, and major events of the text. Prompt students to refer to key details and illustrations to support their answers. (RL.1.1, RL.1.3, RL.1.7) ○ As students provide answers, keep track of the descriptions and events on a class graphic organizer or chart,

¹³ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

¹⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>writing in complete sentences with appropriate end punctuation. (L.1.2b)</p> <ul style="list-style-type: none"> ○ When writing out the words, emphasize how each letter is written, inviting students to write their own responses as appropriate, referring to the text for spelling of irregular words. (L.1.1a, b, c, d, e, h; L.1.2a, d) ○ Invite students to expand their descriptions, adding to and continuing the conversations of others and expanding the initial sentences included on the class graphic organizer or chart. (L.1.1f, g, i, j; L.1.2c) ● Word Work: Build a vocabulary display¹⁵ throughout the unit that students can rely on in their writing. (L.1.6) <ul style="list-style-type: none"> ○ Project the text and ask students to locate and define in context academic vocabulary words that suggest feelings or appeal to the senses (e.g., <i>suggested, chuckled, cried, replied, asked, sighed, gazed, looking, watched</i>). (RL.1.4, L.1.4a) ○ Discuss with students the similarities among the words (i.e., they are different ways we can say or do something) and sort them into categories (Say and Do). (L.1.5a) ○ Then ask students to identify the differences by discussing the shades of meaning among the words. To support students in understanding this concept, have student pairs act out the words, and discuss what makes their demonstrations different. (L.1.5d) ○ Reinforce the understanding of these words in a literacy station activity. For example, students could act out the words and have a partner guess the word. ● Third Reading: Divide the class into pairs. Read aloud the first page of <i>Moondance</i> and then display or project the illustrations of the text. <ul style="list-style-type: none"> ○ Have each partner take turns telling the other partner the next event that happens in the text as each illustration is shown. If a partner needs help, prompt the other partner to ask questions for clarification or offer feedback. Model as needed. (RL.1.1, RL.1.2, RL.1.3, RL.1.7, SL.1.2, SL.1.3) ○ Stop at various moments in the retelling to ask pairs questions about the key details in the text to determine what Bear wants and how his problem is solved. Sample questions: What is Bear confused about? Identify key details that make this book imaginary. (RL.1.5) ○ When the retelling is done, complete a Somebody-Wanted-But-So chart as a class to summarize <i>Moondance</i>. Post the summary so students can refer to it during the shared writing.

¹⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE														
	<table border="1" data-bbox="577 280 1887 529"> <thead> <tr> <th data-bbox="577 280 837 334">Somebody</th> <th data-bbox="837 280 1100 334">Wanted</th> <th data-bbox="1100 280 1362 334">But</th> <th data-bbox="1362 280 1625 334">So</th> <th data-bbox="1625 280 1887 334">Then (optional)</th> </tr> </thead> <tbody> <tr> <td data-bbox="577 334 837 529">Bear</td> <td data-bbox="837 334 1100 529">To dance with the moon</td> <td data-bbox="1100 334 1362 529">He thought the moon was too special to want to dance with him.</td> <td data-bbox="1362 334 1625 529">He danced with the clouds and the rain, and he thought he danced with the moon.</td> <td data-bbox="1625 334 1887 529"></td> </tr> </tbody> </table> <ul data-bbox="512 553 1976 792" style="list-style-type: none"> • Note for Small-Group Reading: Reread whole-class literary texts during small-group reading with students who are struggling to understand. Engage them in identifying main characters and retelling and sequencing the stories using printed handouts of the illustrations. (RL.1.3) While working with students in small-group reading, other students not working with the teacher should be engaged in meaningful literacy experiences. Developing and managing a literacy environment in which students are able to work in groups, pairs, or independently while the teacher is working directly with a small group of students is essential. Programs like Daily Five™¹⁶ support the development of that kind of literacy environment. <p data-bbox="464 818 802 846">EXPRESS UNDERSTANDING:</p> <ul data-bbox="512 870 1976 1304" style="list-style-type: none"> • Shared Writing: Engage students in daily writing and grammar instruction. Conduct a shared writing¹⁷ task in which students explain to/convince Bear he is not dancing with the clouds or the rain, and write a note to Bear in which the class names the topic, supplies some facts about the topic based on <i>Moondance</i> and prior knowledge, and provides a sense of closure. (RL.1.1, RL.1.2, W.1.2, W.1.8) <ul data-bbox="606 1032 1976 1304" style="list-style-type: none"> ○ Respond to the prompt using a “shared pen” technique (or “shared keyboard” technique by modeling composition on a computer) in which students write the parts they know while the teacher fills in the remaining portions. (W.1.6, L.1.1a) <ul data-bbox="701 1154 1976 1304" style="list-style-type: none"> ▪ Guide the writing process while students write the parts they know, practicing grade-level spelling and conventions. (L.1.2a-e) ▪ Demonstrate how to write different types of complete sentences using capital letters, common nouns and matching verbs, adjectives, and appropriate end punctuation. (SL.1.6; L.1.1b, c, d, e, f, h) 					Somebody	Wanted	But	So	Then (optional)	Bear	To dance with the moon	He thought the moon was too special to want to dance with him.	He danced with the clouds and the rain, and he thought he danced with the moon.	
Somebody	Wanted	But	So	Then (optional)											
Bear	To dance with the moon	He thought the moon was too special to want to dance with him.	He danced with the clouds and the rain, and he thought he danced with the moon.												

¹⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-reading>

¹⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ▪ Read aloud the sentences and ask for suggestions from students to improve the response, expanding and revising the sentences with conjunctions and prepositional phrases as necessary. (W.1.5; SL.1.1a, b; L.1.1g, i, j) ▪ During the shared writing, model the use of the word display. For example, point to the word <i>watched</i> on the display, and have students spell it aloud while it is being written. (RF.1.3a, L.1.6) ○ When the writing is complete, point to the words and read aloud the sentences simultaneously with the students. (RF.1.3b, e, f, g; RF.1.4a) ○ Then study the message. Ask students to identify the distinguishing features of each sentence, count the number of syllables in multisyllabic words. Analyze the final –e and common vowel team conventions representing long vowel sounds. Verify that singular and plural nouns have matching verbs. (RF.1.1a; RF.1.3c, d; L.1.1c) ○ Then have students write their own response or rely on the model, adding an appropriate illustration to their individual note. (SL.1.5) ○ Note for Small-Group Writing: Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time.
<p>LESSON 2:</p> <p>Mooncake, Frank Asch (Read Aloud)</p>	<p>TEXT DESCRIPTION: Moon Bear decides the moon looks good enough to eat. He builds a rocket to travel to the moon, although he falls asleep before his rocket takes off. Bear wakes up, thinks he has made it to the moon (because he has never been awake during the winter), explores the moon, and makes a “mooncake.” He returns home and tells Bird about his trip to the moon.</p> <p>TEXT FOCUS: Focus the first read aloud of this text on identifying and describing how Bear feels about the moon. (RL.1.3) During subsequent reads, display or project particular words, sentences, passages, and/or pictures so students can interact with the print of the text, particularly the vocabulary. (RL.1.4) Additionally, explore Bear’s interactions with the moon, retelling the major events and demonstrating an understanding of point of view. (RL.1.1, RL.1.2, RL.1.6)</p>
<p>LESSON 3:</p> <p>Goodnight Moon, Margaret Wise Brown</p> <p>Mooncake, Frank Asch (Read Aloud)</p>	<p>TEXT DESCRIPTION: In <i>Goodnight Moon</i>, Bunny talks to the moon as it disappears from the sky and she falls asleep. In <i>Mooncake</i>, Bear mistakenly thinks he travels to the moon and makes a mooncake.</p> <p>TEXT FOCUS: <i>Goodnight Moon</i> serves as a model for thinking about misunderstandings we (or characters) have about the moon. Students will continue to explore <i>Mooncake</i> for Bear’s interactions with the moon, setting them up to establish the difference between what is real and imaginary and how we can use information from observations to clear up misunderstandings. (RL.1.1, RL.1.2, RL.1.3, RL.1.7)</p> <p>MODEL TASKS</p>

TEXT SEQUENCE	TEXT USE
	<p>LESSON OVERVIEW: Students chorally read and practice fluency with <i>Goodnight Moon</i>. The class creates a Moon Fact and Fiction chart to keep throughout the unit. Then students listen to <i>Mooncake</i> read aloud and reread sections in pairs. Lastly, students work in groups to complete an entry for the class chart, share the entry, and answer questions the class asks about their entry.</p> <p>READ AND UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> • First Reading: Project <i>Goodnight Moon</i>. Read aloud the text as students read chorally.¹⁸ Allow proficient readers in the class to be the leaders while reading the text. • Second Reading: Divide the class into pairs. Ask pairs to work with a partner to practice reading sections of <i>Goodnight Moon</i> with accuracy and expression. (RF.1.4a, b, c) Use the strategies provided here¹⁹ as models to produce similar tasks for the text. • Third Reading: Have students partner read²⁰ <i>Goodnight Moon</i>. • Note for Small-Group Reading: <i>Goodnight Moon</i> can also be used for foundational skills instruction, as it contains rhyme and repetition. • Class Discussion: Create a class three-column Moon Facts and Fiction chart to display and complete throughout the unit. Label the columns: Moon Facts, ?, and Moon Fiction. Model how to fill in details on the three-column chart after reading <i>Goodnight Moon</i>. <ul style="list-style-type: none"> ○ As a class, determine key questions to ask when a detail is added to the chart. Record the key questions and display them throughout the unit. Demonstrate how to write the key questions using words from the vocabulary display and proper conventions. Sample key questions: <ul style="list-style-type: none"> ▪ Is this detail real (fact) or imaginary (fiction)? ▪ How do we know? ▪ What is the source? ▪ If we don't know, how can we find out?

¹⁸ http://www.fcrr.org/studentactivities/F_019a.pdf

¹⁹ http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf

²⁰ http://www.fcrr.org/studentactivities/F_016a.pdf

TEXT SEQUENCE	TEXT USE										
	<ul style="list-style-type: none"> ○ Begin to fill in the chart as a class asking the questions for each detail. Start by asking students for basic information and observations (e.g., the moon is in the sky, it shines at night, it gets smaller/goes away/disappears, etc.), commonly heard or read phrases or ideas (e.g., a cow jumping over the moon, the moon is made of cheese, the man in the moon, aliens on the moon, etc.), and details from <i>Goodnight Moon</i>. (RL.1.1, W.1.7, W.1.8, SL.1.1c) ○ When details are added that cannot be determined as real or imaginary, place them in the “?” column until additional information is gathered. <ul style="list-style-type: none"> ● First Reading: Reread <i>Mooncake</i> aloud and project or display the text so students can follow along. (The first few readings of <i>Mooncake</i> are done in Lesson 2.) ● Second Reading: Divide the class into pairs. Read aloud the first page of <i>Mooncake</i> and then display or project the illustrations of the text. <ul style="list-style-type: none"> ○ Have each partner take turns telling the other partner the next event that happens in the text as each illustration is shown. If a partner needs help, prompt the other partner to ask questions for clarification or offer feedback. Model as needed. (RL.1.1, RL.1.2, RL.1.3, RL.1.7, SL.1.2, SL.1.3) ○ Stop at various moments in the retelling to ask pairs questions about the key details in the text to determine what Bear wants, what his problem is, and to describe how he tries to solve his problem. ○ When the retelling is done complete a Somebody-Wanted-But-So chart as a class to summarize <i>Mooncake</i>. Post the summary with the summary of <i>Moondance</i>. <table border="1" data-bbox="577 982 1890 1198"> <thead> <tr> <th data-bbox="577 982 840 1036">Somebody</th> <th data-bbox="840 982 1102 1036">Wanted</th> <th data-bbox="1102 982 1365 1036">But</th> <th data-bbox="1365 982 1627 1036">So</th> <th data-bbox="1627 982 1890 1036">Then (optional)</th> </tr> </thead> <tbody> <tr> <td data-bbox="577 1036 840 1198">Bear</td> <td data-bbox="840 1036 1102 1198">To eat the moon</td> <td data-bbox="1102 1036 1365 1198">He couldn't reach it.</td> <td data-bbox="1365 1036 1627 1198">He built a rocket ship and thought he traveled to the moon.</td> <td data-bbox="1627 1036 1890 1198">He made a mooncake and told Bird the moon tasted delicious!</td> </tr> </tbody> </table> ● Third Reading: Display²¹ specific sections of <i>Mooncake</i> (i.e., words, sentences, and/or passages) and prompt students to partner read²² the displayed sections. (RL.1.10, RF.1.4a, b, c) 	Somebody	Wanted	But	So	Then (optional)	Bear	To eat the moon	He couldn't reach it.	He built a rocket ship and thought he traveled to the moon.	He made a mooncake and told Bird the moon tasted delicious!
Somebody	Wanted	But	So	Then (optional)							
Bear	To eat the moon	He couldn't reach it.	He built a rocket ship and thought he traveled to the moon.	He made a mooncake and told Bird the moon tasted delicious!							

²¹ Display the text using sentence strips, chart paper, a projection device, or a big book (if available).

²² http://www.fcrr.org/studentactivities/F_016a.pdf

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Student Practice: Have each pair join with another pair to form a group of four. Then ask each group to develop an entry from <i>Mooncake</i> to add to the class three-column chart. (RL.1.1, RL.1.3, W.1.7, W.1.8, SL.1.2) <ul style="list-style-type: none"> ○ Have each group share their entry with the class, speaking in complete sentences. Provide answer frames²³ to model the type of expected spoken responses. (SL.1.1a, SL.1.4, SL.1.6) As they share, prompt other groups to ask the presenting group the key questions (provided above) and why they chose their detail. (SL.1.3) Challenge each group to provide a different detail and engage the class in evaluating the details groups provide. (SL.1.1b, c) <ul style="list-style-type: none"> ▪ Is this a good detail to add? ▪ Is this detail different from the other groups? ▪ Do you have any questions about what this group shared? ○ Model writing the detail, or, as appropriate, invite some students to write the responses on the chart with feedback from the class. (W.1.5) ○ Finally, conduct a brief class discussion in which students consider why one or two of the details under “Moon Fiction” exist. ○ Note for Small-Group Writing: Using statements and questions students generate about the moon, have students decide what type of punctuation should be included (. ? !). For advanced and grade-level writers, include opportunities for them to then write their own statements and questions regarding the moon and then have students work with a peer to revise their independently created statements and questions. For beginning writers, give them pre-written statements and questions to which they will add the correct punctuation. Then, give them the opportunity to generate their own sentences and questions about the moon while the teacher writes them down. Have the students revise these sentences by adding the correct punctuation at the end. (SL.1.6, L.1.2a, L.1.2b)
<p>LESSON 4:</p> <p>Pages 1-4, 7-13, and 21-25 of The Moon Book, Gail</p>	<p>TEXT DESCRIPTION: <i>The Moon Book</i> provides students with information about the characteristics of the moon.</p> <p>TEXT FOCUS: Students will learn to locate details to prove whether an idea is fact or fiction. (RI.1.1) They will compare these ideas with <i>Mooncake</i> and discuss the difference between what is real or imaginary. (RL.1.5) While students may discover that all details in stories are not fiction, they will begin to understand the reasons and purposes for reading different kinds of texts,</p>

²³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>Gibbons</p> <p>Mooncake, Frank Asch</p>	<p>including how to use details from texts to answer questions and clear up misunderstandings. (RL.1.1, RL.1.5)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to excerpts of <i>The Moon Book</i> and retell the details. The class adds details to the class chart based on <i>The Moon Book</i> and then reviews <i>Mooncake</i>. Students compare similar events in each text and update the class chart. Finally, students create a written response about details in <i>Mooncake</i> and work with a partner to discuss their thinking.</p> <p>READ AND UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> • First Reading: Read aloud the excerpts from <i>The Moon Book</i>, displaying the illustrations. • Word Work: Continue building a vocabulary display²⁴ (as introduced in Lesson 1) that students can rely on in their writing. (L.1.6) <ul style="list-style-type: none"> ○ Display the words <i>big</i> and <i>bright</i>. Ask students to read the words aloud and explain how those words describe the moon. (RI.1.4) Then read sentences from <i>The Moon Book</i> that contain <i>brightly</i>, <i>brightest</i>, and <i>biggest</i>. Display those words and ask students to read those words aloud. (RF.1.3e, f) Discuss what makes these words different from <i>big</i> and <i>bright</i>. (L.1.4c) Display or project the sentences with those words in them and discuss the meaning of the words based on their placement and function in the sentence. (L.1.4a) ○ Display the word <i>manned</i>. Ask students to read the word aloud. Then reread the sentences from <i>The Moon Book</i> with <i>manned</i> and <i>unmanned</i>. Discuss the meaning and differences of the words based on their parts, focusing on using the root word (<i>man</i>), the affix (<i>un-</i>), and their inflectional form (<i>-ed</i>). (RF.1.3e, f; L.1.4a, b, c) ○ Display the following sentence: “It outshines all the stars and planets, which appear as small <u>points</u> of light.” Read the sentence aloud and then have students read the sentence chorally while pointing to each of the words. (RF.1.4b) Ask students the known meaning of “point” (i.e., the verb, “to point”). Discuss how words sometimes mean different things based on their placement and use in a sentence. (RI.1.4, L.1.4a) Demonstrate how when you use your finger to point at something, you create a “point” in the air. Discuss the meaning of “point of light” or different “points on a trip.” Ask students to develop additional phrases using the new definition of <i>point</i>. (L.1.5c) ○ Reread the excerpts from <i>The Moon Book</i>, stopping on sentences with key vocabulary words (e.g., <i>shine</i>, <i>outshines</i>, <i>diameter</i>, <i>revolves</i>, <i>faraway</i>, <i>natural</i>, <i>satellite</i>, <i>object</i>, <i>orbiting</i>, <i>complete</i>, <i>rotation</i>, <i>phases</i>, <i>reflected</i>, <i>depends</i>, <i>positions</i>, <i>patches</i>, <i>covered</i>, <i>formed</i>, <i>pounded</i>, <i>surface</i>, <i>transmitted</i>, <i>commitment</i>, <i>gathered</i>, <i>nature</i>, <i>closest</i>). Ask questions about the words, focusing on determining and categorizing the words based on their

²⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>relationships and similarities. (L.1.5a) For example, students can determine:</p> <ul style="list-style-type: none"> ▪ <i>Faraway</i> and <i>closest</i> are opposite in terms of distance (i.e., students can demonstrate understanding by naming objects that are <i>far away</i> and <i>close</i> or <i>closest</i> to the them). (L.1.5b, L.1.5c) ▪ Similar words based on their inflectional endings (i.e., students can categorize words with different inflectional endings and then discuss how the ending changes based on the tense of the verb or the subject of the sentence). (RF.1.3f, L.1.1e) ▪ The difference between subjects and verbs in sentences based on their placement (i.e., <i>phases</i>, <i>patches</i>, and <i>positions</i> are plural nouns, not present-tense verbs like <i>outshines</i> or <i>depends</i>). (L.1.1c, L.1.1e) ▪ The cause-and-effect relationships between the various words (e.g., “When light is <i>reflected</i>, the moon <i>shines</i>” or “When the <i>surface</i> of the moon is <i>pounded</i> by meteors, craters are <i>formed</i>”). (L.1.5b) <ul style="list-style-type: none"> ○ Place the words on the vocabulary display and encourage students to use the words as they add details to the Moon Facts and Fiction chart and write about the moon. ○ Teacher Note: Understanding the scientific concepts and vocabulary (i.e., reflections, revolutions, rotations, orbits, phases, etc.) in <i>The Moon Book</i> will likely require additional science instruction. Additional lesson ideas for science instruction are available here²⁵ and here.²⁶ <ul style="list-style-type: none"> • Class Discussion: Have students retell key details from <i>The Moon Book</i> excerpts. Reread and/or display key sections and/or illustrations as necessary. <ul style="list-style-type: none"> ○ As students summarize the information from <i>The Moon Book</i>, ask them to identifying where they learned the detail—either from words or illustrations. (RI.1.1, RI.1.2, RI.1.6, RI.1.7, SL.1.2) ○ Determine as a class the main topics (i.e., features of the moon, moon phases, space travel) by asking questions about the key details, such as “Why did astronauts travel to the moon? How did they get there? How do you know?” (RI.1.1, RI.1.2, SL.1.1c, SL.1.2) ○ Then review the class three-column chart begun in Lesson 3. (SL.1.1c, SL.1.3, L.1.6) <ul style="list-style-type: none"> ▪ What details on the chart relate to information provided by <i>The Moon Book</i>? (RL.1.3, W.1.8) ▪ Can any details be revised or questions answered? (W.1.5)

²⁵ <http://www.achievethecore.org/content/upload/The%20Moon%20Challenge%20Article.pdf>

²⁶ <http://www.us.mensa.org/learn/gifted-youth/lesson-and-activity-plans/lesson-plans/first-grade-the-moon/>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Teacher Note: Track how students use information from texts and/or experiences to answer questions and/or clear up misunderstandings. <ul style="list-style-type: none"> ▪ Change the color (if creating a paper chart) and/or the font (if using technology) when statements are revised. ▪ When students reference “Moon Facts” to prove a detail is real or imaginary, mark the detail with a star or check, etc. ○ Add new entries for <i>The Moon Book</i> to the Moon Facts and Fiction chart, asking students the key questions. ● <u>Fourth Reading:</u> Review the major events of <i>Mooncake</i> as a class. Reread specific sections of <i>Mooncake</i> (as necessary). Then project the section in <i>Mooncake</i> that tells the story of Bear’s trip to the moon and reread it aloud as students view the text. ● <u>Class Discussion:</u> Conduct a discussion in which students consider what is real or imaginary in each of the texts. <ul style="list-style-type: none"> ○ Encourage student question asking by providing question stems or conversation starters²⁷ and developing a routine to monitor that all students are participating in the question asking and answering. (SL.1.2, SL.1.3, SL.1.6) ○ Ask students to determine with a partner whether Bear did or did not travel to the moon. Encourage students to ask questions, such as, “Why do you think that? What information do you have?” (RL.1.1, RL.1.2, W.1.8, SL.1.1a-c) ○ Then, as a class, compare the sections in <i>The Moon Book</i> and <i>Mooncake</i> that discuss travel to the moon. Which one has facts? Which one is fiction? How do you know? Update the Moon Facts and Fiction chart. (RL.1.1, RI.1.1, RI.1.9) ○ Finally, ask students to think about information from <i>The Moon Book</i> and use the Moon Facts and Fiction chart to identify one detail in <i>Mooncake</i> they think is imaginary. (W.1.8) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● <u>Independent Writing:</u> Have students write a brief opinion in response to <i>Mooncake</i>. <ul style="list-style-type: none"> ○ Ask students to respond to the following prompt in writing: Identify a detail from <i>Mooncake</i> that is imaginary and write at least two complete sentences explaining why the detail you selected is imaginary. (RL.1.1, RL.1.5,

²⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>W.1.1, L.1.1a-j, L.1.2a-e)</p> <ul style="list-style-type: none"> ○ Prompt students to use words from the word display as needed to help with writing. (L.1.6) ○ Have them finish their written response by drawing an illustration that supports their writing. (SL.1.5) ○ Then ask students to share their written response with a partner to evaluate the detail: Do you agree or disagree with your partner? Why? (SL.1.1c) ○ Note for Small-Group Writing: Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time. (W.1.5)
<p>LESSON 5:</p> <p><i>The Moon</i>, Carmen Bredeson</p> <p>“Visiting the Moon” from <i>The Moon</i>, Allison Lassieur</p>	<p>TEXT DESCRIPTION: Both texts provide information about the moon.</p> <p>TEXT FOCUS: <i>The Moon</i> by Carmen Bredeson provides more information and vocabulary about the moon for determining what is real and imaginary. (RI.1.4, L.1.4a) Students should be able to partner read and/or read along with this text as the teacher reads it aloud. (RI.1.10) Students will use the features of this text to ask and answer questions and gain further factual information about the moon, describing the key ideas. (RI.1.1, RI.1.2, RI.1.3, RI.1.5) “Visiting the Moon” from <i>The Moon</i> by Allison Lassieur helps students continue to learn the various reasons for reading texts and how texts can provide similar and different information. (RI.1.9) This text is recommended for reading aloud.</p>
<p>LESSON 6:</p> <p>Mooncake, Frank Asch</p>	<p>TEXT DESCRIPTION: This is a subsequent reading of the anchor text.</p> <p>TEXT FOCUS: Students are asked to extend and connect their understanding of <i>Mooncake</i> text to explore how to communicate similar ideas in writing.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students continue to read and understand <i>Mooncake</i>. They continue to consider what Bear wants and whether he gets what he wants. They also write a narrative composition about an imaginary trip they take to the moon.</p> <p>READ TEXT:</p> <ul style="list-style-type: none"> • Fifth Reading: Reread <i>Mooncake</i> aloud as students read chorally.²⁸ • Note for Small-Group Reading: Students should be learning that all text has meaning and that the skills they are learning in how to read (including vocabulary) serve a larger purpose for independently reading and understanding grade-level texts.

²⁸ http://www.fcrr.org/studentactivities/F_019a.pdf

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ For students who are still learning to read, choose books that have examples of CVC and CVC-e words (e.g., In <i>Mooncake</i>: <i>sat, but, not, get</i> (CVC words) or <i>like, came, time, fine, woke</i> (CVC-e words). Read the book aloud. Stop on CVC and CVC-e words to ask what sound the vowel is making—long or short? Then, after reading together, have students work with partners to record CVC and CVC-e words they find on the page(s). Ask students to practice reading the list, applying the “silent e” rule to read the words. (RF.1.2a, RF.1.2b, RF.1.3b, RF.1.3c) Another option to practice this skill is to add “e” to CVC words that form a new word and have students read and discuss the difference in meaning of the words based on the addition of the final “e” (e.g., <i>not</i> and <i>note</i>). This can work the other way by removing the final “e” (e.g., <i>fine</i> and <i>fin</i>). ○ For students who are already reading, provide a text in which to find words that have more than one vowel. After they record each word, instruct students on how to break the word apart into syllables, reinforcing that each syllable must have a vowel. For each word that students find, have them break it up and label the number of syllables in the word (rocket is rock—et—2). Once students are able to break each larger word into its syllables, have them partner read²⁹ the book for fluency and accuracy (i.e., students read to partners as partners listen for accuracy and expression; partners circle words that the student missed and punctuation that the student did not use). (RF.1.2d, RF.1.4a, RF.1.4b, RF.1.4c) ○ These are just samples of what could be done during small-group reading. The exact tasks must be based on student needs and relate to their level of reading development and ability.³⁰ <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ● Class Discussion: Ask students, “What does Bear want? Does Bear get what he wants? Does he travel to the moon? Does he eat the moon? How do you know? Are the events in this book real or imaginary?” Prompt students as necessary, i.e., review the “Moon Facts” on the Moon Facts and Fiction chart. (RL.1.1, RL.1.2, W.1.8) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Shared Writing: Extend student knowledge about real and imaginary events. Conduct a shared writing³¹ task in which students recount the story of Bear’s trip to the moon, including temporal words to signal event order. (RL.1.1, RL.1.2,

²⁹ http://www.fcrr.org/studentactivities/F_016a.pdf

³⁰ During small-group reading time, use a full reading foundational curriculum such as the Core Knowledge Skills Strand (<http://www.coreknowledge.org/ckla-files#!/grade-1/skills>) and/or locate additional activities for the reading foundational standards through the Florida Center for Reading Research (<http://www.fcrr.org/studentactivities/01.htm>), *Building the Foundation* from the Center on Instruction (<http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf>), and/or *Phonemic Awareness in Young Children: A Classroom Curriculum* by Marilyn Adams, Barbara Foorman, Ingvar Lundberg, and Terri Beeler.

TEXT SEQUENCE	TEXT USE
	<p>RL.1.3, W.1.5)</p> <ul style="list-style-type: none"> ○ Demonstrate how to write a complete sentence using nouns from the vocabulary display, temporal words (i.e., <i>first, then, before, after</i>), and basic subject-verb agreement. (L.1.1b, c, e, j; L.1.2a-c; L.1.6) ○ Engage students by asking for suggestions and then “sharing the pen” to expand the sentences using adjectives and conjunctions. (SL.1.1a; SL.1.6; L.1.1a, f, g, j; L.1.2a-e; L.1.6) ● Independent Writing: Have students write a story about a trip they take to the moon. <ul style="list-style-type: none"> ○ Ask them to recount details from the informational texts and use temporal words to signal event order and vocabulary from the word display. They may use the shared writing as a model. (W.1.3, W.1.8, L.1.1a-i, L.1.2a-e, L.1.6) ○ Then prompt students to work with a peer or small group to strengthen writing by revising to expand sentences as demonstrated in the shared writing and using words from the word display. (W.1.5, L.1.1j, L.1.6) For example, “I got off the rocket” can be expanded to “Then I jumped off the rocket onto the rocky ground.” ○ Note for Small-Group Writing: For developmental writers, provide pictures of common nouns from the read-aloud exercises (<i>moon, bear, rocket, etc.</i>). Students will write the letter that corresponds with the first sound they hear in the word (<i>b</i> is written for bear). When students are proficient, continue to have them write both the first sound and last sound they read for each word (<i>br</i> for bear, <i>mn</i> for moon). (L.1.2d, L.1.2f) For students who need extra support in handwriting, provide pictures of the characters’ names and other proper nouns from the read-aloud exercises. Have students practice writing the proper nouns using handwriting paper in order to support capital letter formation and lowercase letter formation. (L.1.1a, L.1.2a)
<p>LESSON 7:</p> <p><i>Kitten’s First Full Moon</i>, Kevin Henkes</p> <p><i>Mooncake</i>, Frank Asch</p>	<p>TEXT DESCRIPTION: In <i>Kitten’s First Full Moon</i>, Kitten is intrigued by the moon and hopes to eat it.</p> <p>TEXT FOCUS: Students continue to investigate why a character would have misunderstandings and how those can be cleared up through text and observations. (RL.1.1, RL.1.2, RL.1.3, RL.1.7) Students can compare and contrast the experiences of Kitten and Bear, further deepening student understanding of the anchor text. (RL.1.9, RL.1.10)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students chorally read <i>Kitten’s First Full Moon</i>, focusing on words with inflectional endings and prepositions. Then students use the Moon Fact and Fiction chart to understand how Kitten is confused. Lastly, students read <i>Mooncake</i> in</p>

³¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>pairs, compare and contrast Kitten to Bear, and write a summary of <i>Kitten’s First Full Moon</i>.</p> <p>READ AND UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> • <u>First Reading</u>: Read aloud <i>Kitten’s First Full Moon</i>. • <u>Second Reading</u>: Reread <i>Kitten’s First Full Moon</i> and display or project the text so students can follow along. <ul style="list-style-type: none"> ○ During the second reading, have students chorally read³² the text. (RL.1.10; RF.1.4a-b) ○ Stop prior to words with inflectional endings (i.e., <i>wanted, closed, stretched, opened, ended, waiting, pulled, bumping, banging, etc.</i>). ○ Ask students to read the words to a partner, taking turns reading the words aloud. (RF.1.3c, d, f) ○ Monitor student pairs to ensure they read the words correctly. ○ Prompt the listening partner to provide feedback. ○ Then, as a class, determine the meaning of the prepositions (e.g., <i>down, through, past, by</i>). Discuss how the placement of the text on the page and the illustrations help students read and determine the meaning of the prepositions. (RF.1.4c, L.1.6) • <u>Word Work</u>: Continue building a vocabulary display³³ (as introduced in Lesson 1) that students can rely on in their writing. (L.1.6) <ul style="list-style-type: none"> ○ Ask students to locate academic vocabulary words that suggest feelings or appeal to the senses (e.g., <i>stretched, wiggled, sprang, leaped, raced, pinching, tumbled, bumping, banging, waiting</i>). (RL.1.4) ○ Discuss with students the conventions of inflective forms. (RF.1.3f, L.1.4c) ○ Then reinforce the concept in a literacy station activity, and display those words for students to use when they write. (L.1.1e) • <u>Third Reading</u>: Divide the class into pairs. Read aloud the first page of <i>Kitten’s First Full Moon</i> and then display or project the illustrations of the text. <ul style="list-style-type: none"> ○ Before rereading the text, identify and describe Kitten and the setting of <i>Kitten’s First Full Moon</i> as a class. Ask

³² http://www.fcrr.org/studentactivities/F_019a.pdf

³³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE										
	<p>students to record their descriptions on a graphic organizer or class chart. (RL.1.1, RL.1.3, RL.1.7, SL.1.2)</p> <ul style="list-style-type: none"> ○ Then, have each partner take turns telling the other partner the next event that happens in the text as each illustration is shown. If a partner needs help, prompt the other partner to ask questions for clarification or offer feedback. Model as needed. (RL.1.1, RL.1.2, RL.1.3, RL.1.7, SL.1.2, SL.1.3) ○ Stop at various moments in the retelling to ask pairs questions about the key details in the text to determine what Kitten wants and to describe why she is confused. Why would Kitten think the moon is a bowl of milk? (RL.1.1, RL.1.2, RL.1.7, SL.1.2) ○ Finally, ask pairs to identify at least one fact that would help Kitten understand that the moon is not a big bowl of milk that she can lick. Prompt them to refer to the Moon Facts and Fiction chart. Then add details for <i>Kitten’s First Full Moon</i> to the chart begun in Lesson 3, answering the key questions. (RL.1.2, W.1.8; SL.1.1b, c; SL.1.3) <ul style="list-style-type: none"> ● Sixth Reading: Display or project <i>Mooncake</i> and have students partner read³⁴ <i>Mooncake</i>. (RL.1.10, RF.1.4a-c) Stop students at various points in the text and prompt them to use the Moon Facts and Fiction chart to explain how Bear or Little Bird would respond differently if he learned the same facts about the moon they did. Ask, “What facts do you think the author knows about the moon? (RL.1.1, RI.1.1, RI.1.3, SL.1.1c) ● Class Discussion: Conduct a discussion in which students compare and contrast Bear and Kitten’s adventures and experiences with the moon. <ul style="list-style-type: none"> ○ Complete a Somebody-Wanted-But-So chart as a class to summarize <i>Kitten’s First Full Moon</i>. Post the summary with the summaries of <i>Moondance</i> and <i>Mooncake</i>. <table border="1" data-bbox="577 982 1890 1230"> <thead> <tr> <th data-bbox="577 982 840 1036">Somebody</th> <th data-bbox="840 982 1102 1036">Wanted</th> <th data-bbox="1102 982 1365 1036">But</th> <th data-bbox="1365 982 1627 1036">So</th> <th data-bbox="1627 982 1890 1036">Then (optional)</th> </tr> </thead> <tbody> <tr> <td data-bbox="577 1036 840 1230">Kitten</td> <td data-bbox="840 1036 1102 1230">To lick the moon because she thought it was a bowl of milk in the sky</td> <td data-bbox="1102 1036 1365 1230">She couldn’t reach it with her tongue.</td> <td data-bbox="1365 1036 1627 1230">She jumped off the porch, she chased it around, she climbed a tree, she fell into the pond.</td> <td data-bbox="1627 1036 1890 1230">She returned home and found a bowl of milk waiting for her.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ○ Then complete a “T” chart as a class. One side should include descriptions and details that illustrate Bear and his adventures with the moon; the other side should include descriptions and details that illustrate Kitten and her adventures with the moon. (RL.1.1, RL.1.2, RL.1.3, RL.1.7) Prompt students to refer to the Somebody-Wanted- 	Somebody	Wanted	But	So	Then (optional)	Kitten	To lick the moon because she thought it was a bowl of milk in the sky	She couldn’t reach it with her tongue.	She jumped off the porch, she chased it around, she climbed a tree, she fell into the pond.	She returned home and found a bowl of milk waiting for her.
Somebody	Wanted	But	So	Then (optional)							
Kitten	To lick the moon because she thought it was a bowl of milk in the sky	She couldn’t reach it with her tongue.	She jumped off the porch, she chased it around, she climbed a tree, she fell into the pond.	She returned home and found a bowl of milk waiting for her.							

³⁴ http://www.fcrr.org/studentactivities/F_016a.pdf

TEXT SEQUENCE	TEXT USE
	<p>But-So charts and the Moon Facts and Fiction chart.</p> <ul style="list-style-type: none"> ○ Then discuss, “What is similar about Bear and Kitten’s experiences with the moon? What is different?” (RL.1.9) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Independent Writing:</u> Ask students to write a summary of the events of <i>Kitten’s First Full Moon</i>. (W.1.2) <ul style="list-style-type: none"> ○ Ensure students produce and expand complete sentences using frequently occurring conjunctions to signal simple relationships and prepositions. (L.1.1g, L.1.1i, L.1.1j, L.1.6) ○ Provide students with several sentence starters to complete an original idea or details from the text (i.e., Kitten saw the moon and thought it was a bowl of milk, so she _____. Kitten tried to climb a tree to reach the bowl of milk, but she _____. Finally, Kitten got a bowl of milk because she _____).
<p>LESSON 8: Pages 1-19 of <i>Me and My Shadow</i>, Arthur Dorros <i>Bear Shadow</i>, Frank Asch</p>	<p>TEXT DESCRIPTION: <i>Bear Shadow</i>, similar to the other Frank Asch texts in the unit, presents Bear, who misunderstands something about the world around him. <i>Me and My Shadow</i> offers opportunities for students to gain knowledge about shadows, how they are created from blocking light, and how shadows affect how we view the moon.</p> <p>TEXT FOCUS: Both of these texts are recommended for reading aloud. These texts provide students with the opportunity to apply their skills of using informational texts to determine what is fact and fiction and to clear up misunderstandings with a new set of texts in which Bear misunderstands shadows. Students will also learn about science concepts (i.e., What causes shadows? How is the moon affected by shadows?) and engage in vocabulary study, including defining words in context and sorting verbs according to present or past tense. (L.1.1e, L.1.4a, L.1.5a, L.1.6)</p>
<p>LESSON 9: Literary texts from the unit</p>	<p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>
<p>LESSON 10: Papa, Please Get the Moon for Me, Eric Carle</p>	<p>TEXT DESCRIPTION: In this text, the child asks her father to get the moon for her.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>
<p>LESSON 11: Informational texts from the unit “Moon Pictures,” <i>Curiosity</i> on Discovery.com</p>	<p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>