



Read to Be Ready plans for: MoonCake & The Moon Book Week 2 of 3 weeks 1st grade

ELA Standards:

- 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text c) Know the final -e and common vowel team conventions for representing long vowel sounds, including r controlled vowels.
- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b) Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y and r-controlled vowels.
- 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage, including capitalization and punctuation, when writing. d) Use verbs to convey a sense of past, present, and future. e) Use frequently occurring adjectives.
- 1.RI.KID.1 Ask and answer questions about key details in a text.
- 1.RI.KID.2 Identify the main topic and retell key details of a text.
- 1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.
- 1.RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.
- 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.
- 1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.
- 1.W.PDW.5 With guidance and support from adults focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.

Science: 1.ESS1: Earth's Place in the Universe

- 1) Use observations or models of the sun, moon, and stars to describe patterns that can be predicted.
- 2) Observe natural objects in the sky that can be seen from Earth with the naked eye and recognize that a telescope, used as a tool, can provide greater detail of objects in the sky.
- 3) Analyze data to predict patterns between sunrise and sunset, and the change of seasons.

Comprehension skill: fluency, plot **Phonics:** inflected endings -ed, -ing, r-controlled. **Phonemic Awareness:** blend and segment syllables
Grammar/Writing: Verbs for Now and the Past **Unit Focus:** Earth's Place in the Universe

Culminating Task: Write a letter to Bear explaining what he needs to know to clear up his misunderstanding about the moon. Be sure to include at least one fact from the texts we have studied.

	Read Aloud	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas/Resources
M O N D A Y	<p>1st read of <i>The Moon Book</i> – teacher read aloud.</p> <p>Today read only these two sections:</p> <p>1) first page through the page that says “The moon makes one complete rotation.....”</p> <p>2) Page with the telescope and observatory through the last illustrated page.</p> <p>Students will be able to describe characteristics of the moon, and will be able to describe how the moon orbits the Earth.</p> <p>**The video noted in far right column is a good review later today.</p>	<ul style="list-style-type: none"> • Star • Astronomers • Satellite • Rotation • Binoculars • telescope • observatory • craters 	<p>As a whole group, create a 3 column chart to display and add to throughout this week.</p> <p>Label the columns: Moon Facts, Moon Fiction, Questions @ the Moon</p> <p>1st 3 pages: How does the author describe the moon?</p> <p>What makes our moon look so big and bright?</p> <p>Why does the author say there is no life on the moon?</p> <p>What tool do astronomers use to study the night sky?</p> <p>The text tells us that the moon orbits the Earth. What does that mean?</p> <p>What did ancient people believe about the moon?</p>	<p>What makes the moon unique? Write at least 3 things you have learned about the moon.</p> <p>(students should refer to the 3 column chart and vocabulary cards as they create their written response.)</p>	<p>Word study connected to text: Big-bigger-biggest Bright-brighter-brightest – brightly</p> <p>Manned-unmanned (prefixes)</p> <p>Discovery Ed Board with all videos noted in lesson plan: https://tinyurl.com/ybdvx2o6</p> <p>DE video – Physical Characteristics of the Moon 2:27 https://tinyurl.com/y7dtws37</p> <p>Small Group: Let’s Go To the Moon</p>

			Describe the surface of the moon. Why do you think it was important for astronauts to land on the moon? Why do you think astronauts stopped landing on the moon?		
T U E S D A Y	<p>2nd Read Aloud of <u>The Moon Book</u></p> <p>**Today's read will focus on the pages about the phases of the moon - Begin with the page that states, "The moon appears to change shape....." and stop after the pages on low and high tide.</p>	<ul style="list-style-type: none"> • phases • waxing • waning • crescent • Gibbous moon • full moon • quarter moon • lunar eclipse • lunar • tides 	<p>What is a cycle and how does that relate to the moon?</p> <p>What else have we read about that follows a pattern? (seasons, day and night)</p> <p>According to our text, what makes the phases of the moon occur?</p> <p>(Have 3 students demonstrate the moon phases and/or watch the DE video- Moon Phases)</p> <p>What do the terms waxing and waning mean?</p> <p>Using the illustrations in the text, what are the differences between the two Gibbous moons? What are the differences between the two crescent moons?</p> <p>Does the moon actually change shape?</p> <p>How long does it take the moon to go through a whole cycle? (about 30 days or 1 month)</p> <p>How might the moon relate to our yearly calendar?</p>	<p>Create a poster or pamphlet (either in groups or pairs) showing the phases of the moon.</p> <p>Identify whether the moon is waxing or waning.</p>	<p>**DE Video - Space Exploration: The Phases of the Moon 2:30 https://tinyurl.com/ya5p3b3u</p> <p>***Have a flashlight (sun) and small ball (moon) ready to demonstrate, with the help of 3 students, the positions of the Earth, moon and sun during the phases of the moon.</p> <p>**DE video with student demonstration: Moon Phases 3:10 https://tinyurl.com/y7jrx7o3</p>
W E D N E S D A Y	<p>3rd reading of The Moon Book.</p> <p>Today- quick picture walk through the text to review what has been discussed.</p> <p>Next, show the two short videos below, pausing for discussion after each.</p> <p><i>Today's focus is on the tools needed by astronomers and astronauts to learn about the moon.</i></p> <p>DE video - Our Moon 2:14 https://tinyurl.com/ya32cg57</p> <p>DE video- Astronomy - about the tools needed to see objects in the night sky: 1:08</p>		<p>What do we see in the night sky?</p> <p>Close your eyes and visualize the night sky. What adjectives come to mind?</p> <p>Describe the job of an astronomer and they tools they use.</p> <p>Describe the job of an astronaut and the tools they use.</p> <p>Compare the two jobs.</p> <p>Would you rather be an astronomer or an astronaut and why?</p>	<p>Create a double bubble map comparing the job of an astronomer with the job of an astronaut.</p> <p>Use this information to write an opinion piece stating which occupation you would rather have and why.</p>	<p>Working with adjectives: Close your eyes and then list adjectives that describe the night sky - moon, stars</p> <p>(examples: bright, dark, sparkly, shining, cloudy, etc.)</p>

	https://tinyurl.com/ybq6sdqj				
T H U R S D A Y	1 st read of <i>Mooncake</i> . Focus the first read aloud of this text on identifying and describing how Bear feels about the moon.	<p>Words for review prior to or during reading:</p> <ul style="list-style-type: none"> • Rocket ship • Junkyard • Prepared • Takeoff • Countdown 	<p>Is this story real or imaginary, and how do you know?</p> <p>Did you hear any facts that you think might be true? (migration; hibernation; changing seasons)</p> <p>How did the author use words and illustrations to show the changing seasons?</p> <p>How did Bear feel about the Moon, and what evidence from the story can you use to back up your answer? (He wanted to eat it, etc.)</p>	<p>Was our story, <i>Mooncake</i>, real or imaginary, and how do you know? Write complete sentences to include a topic sentence, supporting detail sentences, and a closing sentence.</p>	<p>**Use the 5 copies per classroom of <i>Goodnight Moon</i> in small group and reading center activities.</p> <p><i>Goodnight Moon</i> serves as a model for thinking about misunderstandings we (or characters) have about the moon.</p> <p>**Rhyming words are predominant in this text which gives a great opportunity to revisit the skill of identifying rhyming patterns.</p> <p>(**Model sequencing and retelling of a story)-</p> <p>Bear wanted to _____ but _____ so _____ then _____.</p> <p>Complete the sentence to retell the story of <i>Goodnight Moon</i>.</p>
F R I D A Y	<p>Reread <i>Mooncake</i> and review the 3 column chart from this week's unit of study</p> <p>(As time allows, re-watch one of the videos about the moon and the moon phases)</p>	<p>** Be sure to have the 3 column chart and vocabulary cards clearly available for students as they write their culminating task today about the moon.</p>	<p>What did Bear understand about the moon?</p> <p>What do we know about the moon?</p>	<p>Write a letter to Bear to clear up his misunderstanding about the moon. What would you want him to know about the moon?</p>	<p>**Project: Using oreo cookies have students replicate two to three phases of the moon.</p>