

Learning Pathway

How to Study a Topic

How Do You Prefer to See the Moon—As an Astronomer, an Astronaut, a Native American, or a Storyteller?

Unit Focus: The Moon

TOPIC



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Let's begin the unit! This is one of eight units in this book that delivers just the “goods”—the questions, prompts, assessment tasks, and student reproducibles you'll need to implement robust close reading instruction within an inquiry unit. Just about all you need to do a few weeks in advance of starting is to look at the anchor texts on pages 124 and 125 and order those books. From there, the materials provided are all explained clearly in terms of when and how to use them. If you need clarification, look back at the ten steps that begin on page 15.

Introduction to the Unit

The Rationale

There are thousands of topics that are engaging and worthwhile for intermediate grade students to study. They crisscross science, social studies, the arts—you name it! Why did I select the Moon as a good model of how to study a topic? Because it can be viewed through a variety of literary and informational lenses that are accessible to students. For example, students can study the Moon as an astronomer or an astronaut. Students could also study Native American Moon traditions or consider the Moon from a storyteller’s perspective.

With the topic of the Moon as the focus of the unit, let’s think about the ultimate goal of any unit teaching: helping students learn how to learn. I call it the learning pathway. With this unit, the pathway is How to Study a Topic. To that end, during your introductory lesson, you’ll share with your students the talking points in the following chart, Learning Pathway: How to Study a Topic.

The Inquiry Question and Discussion Points

Throughout this unit, students will explore the question **How do you prefer to see the Moon—as an astronomer, an astronaut, a Native American, or a storyteller?** Why such a tightly focused question? Because no matter what one’s age, the biggest challenge in learning about a topic is to decide which aspect of it to explore in depth. For example, if I launched into studying the Moon in general with a class, I’d quickly find myself experiencing a zero-gravity floating sensation in front of twenty-plus kids. It’s just too vast. In framing the question so it’s “bite size,” students can more ably answer this question for themselves—and in a way that offers them some choice: *How do you prefer to see the Moon—as an astronomer, an astronaut, a Native American, or a storyteller?* We can all view the Moon in a variety of ways, but which lens speaks to *you* most strongly? Along the way, there are other questions we will want students to consider. We can ask some of these as we initiate the unit. To prepare for introducing the unit, see Unit Preview Questions and Discussion Points: for Studying a Topic: The Moon.

Next, because we want to know from the outset where we ultimately want to take students, I list questions under Questions for End-of-Unit Discussion About a Topic (The Moon) Integrating All Texts. These are questions you might pose at the end of this unit. That is, with any unit teaching, after completing all of the anchor books, we need to circle back to the topic itself, to consider the books together. The questions help students synthesize their thinking across texts and wrap up the study in a thoughtful way.

Learning Pathway

How to Study a Topic

Share these prompts with students.

- *When you study a topic, you have a particular purpose in mind, which means you need to narrow your topic: How might you narrow this topic?*
- *When you study a topic, you need to research it and find sources that will give you great information: What sources could give you great information about this topic?*
- *When you study a topic, you think about the most important big ideas and the facts or details that show these big ideas: How will you keep track of the important facts and details you learn about this topic?*
- *When you study a topic, you use key words that are important to understanding the topic: What key words do you need to understand to talk about this topic in a smart way?*
- *When you study a topic and want to write about it, you need to decide which genre would be the best for sharing your information so that it is clear and interesting: What genre would you choose to write about this topic? Why?*
- *When you study a topic and want to research it, where else can you look beyond books: Could you find information in a video or audio clip? Would photographs help you? Could you interview an expert? Are there reliable websites on this topic?*

Unit Preview Questions and Discussion Points

for Studying a Topic: The Moon

- *Introduce the term topic and what it means to study a topic. Reference the questions for How to Study a Topic. Customize these points and questions according to the developmental level of your students. Chart the questions you will try to address through the unit.*

- *Introduce this topic and ask why it might be important to study this topic?*

- *Introduce the inquiry question: How do you prefer to see the Moon: As an astronomer, a Native American, an astronaut, or a storyteller? (Students may have some initial responses to this question—which is fine. But don't get too far into this until they've acquired textual evidence.)*

- *Introduce the Moon books selected for close reading. Show the cover and perhaps an illustration inside to pique students' interest. Do not explain the full story.*

Questions for End-of-unit Discussion About a Topic (The Moon) Integrating All Texts

- After reading the four anchor texts in this unit and the article by Bob Crelin, do you now feel you can answer the inquiry question: *How do YOU prefer to see the Moon . . .?* State your preference with two good reasons.
- Which questions for How to Study a Topic can you answer after reading these books?
- How do you see the Moon differently now than before studying these books?
- Which of these texts was easiest to understand and the most interesting? What did the author do to make it so interesting and easy to understand?
- After reading all of these texts, do you have any unanswered questions about the Moon? What questions?
- How else could the author of each text have presented the information to make it more interesting or easier to understand?
- Before beginning this study, you gave some reasons why people should study the Moon. Based on the books we've read, would you add anything to that list? Explain.

The Focus Standard

Many standards are included within the close reading follow-up lessons of this unit. However, the unit is designed around CCRA R6: "Assess how point of view or purpose shapes the content and style of a text" (<http://www.corestandards.org/ELA-Literacy/CCRA/R>, Craft and Structure section, para. 3) That means that a lesson related to author's purpose or point of view is included for every book. For this unit, you will always find this focus embedded in the work for Day 2 of the lesson sequence.

The Anchor Texts

The first text listed below is a short autobiographical piece by the author Bob Crelin. It's intended to be read by the students themselves and discussed during a unit kickoff lesson (discussion questions are provided on page 130). The remaining four texts are picture books, one of which will be read closely and studied during each week of the unit.

"Reflections on the Moon and Astronomy," an article by Bob Crelin (provided on page 130)

This brief article is by the author of *Faces of the Moon*, and students can read it independently. It describes one person's fascination with the Moon from the point of view of astronomy. Follow-up questions are included to get students thinking about their own Moon fascination.

Faces of the Moon by Bob Crelin

This book was selected for its clear, kid-friendly explanation of phases of the Moon. It's a rhyming text with interesting text features, such as tabs, to easily reference each Moon phase. The end of the book provides rhyming couplets, *Moon Mems*, to help students remember the meaning of each phase. Complexities of this book include the quantity of information included and the technical language. The Lexile is 950.

Thirteen Moons on Turtle's Back by Joseph Bruchac

This is a gorgeous book in part because of the beautiful language through which each Moon legend is told but also for the amazing illustration of each Indian Moon by Thomas Locker. This will be a challenging text for students because many of them will lack the cultural background inherent in Native American belief systems. The Lexile is 960.

Moonshot: The Flight of Apollo 11 by Brian Floca

There are many books available to students on the topic of Moon exploration, in particular the flight of Apollo 11. In the end, I chose this one because I thought the level of sophistication for intermediate grade students was just right: plenty of facts and useful vocabulary to build understanding of this Moon mission but as well lots of small details to add interest. The strong sense of voice makes you feel like you're actually on this journey with Aldrin, Armstrong, and Collins. The Lexile is 990.

The Man in the Moon (Guardians of Childhood) by William Joyce

There are numerous legends and even nursery rhymes that feature stories of the Moon. But this unit is for students beyond the early primary grades, and we want a text with sufficient complexity. I think I found the perfect match in this tale by William Joyce. His illustrations alone qualify as art worthy of extended study, so intricate are his images. But the story itself is fascinating, based on the idea that there are “guardians of childhood” among them: the Sandman, the Tooth Fairy, and the Man in the Moon. Students will need to attend closely to catch all the plot twists and turns. The Lexile is 830.

Other Texts Useful for Studying the Moon

If you’d like to use additional texts to extend this unit, or texts other than the ones for which lessons have been provided, consider the books below which also cover the full range of “Moon perspectives”:

- *Long Night Moon* by Cynthia Rylant (the Moon from a Native American perspective)
- *Moonstick: The Seasons of the Sioux* by Eve Bunting (the Moon from a Native American perspective)
- *The Moon Book* by Gail Gibbons (the Moon from an astronomer’s point of view)
- *Why the Sun and the Moon Live in the Sky* by Elphinstone Dayrell (An African folktale about the Moon)
- *One Giant Leap* by Robert Burleigh (the Moon from an astronaut’s point of view)

The Unit's Two Assessments

Featured Reading Standard R6: Author's purpose or point of view

Featured Writing Format: Informative/Explanatory writing

See the Unit Curriculum Map for Close Reading for where these assessments might fit into your study of the Moon. Also, for more information about the rationale behind these two assessments and how they differ, as well as guidance for using the provided rubrics, refer to Step 9 on page 43 and Step 10 on page 50. Also, for evaluating students' performance, see page 45 for the Rubric for Content-Based Assessment (Task 1) and Standards-Based Assessment (Task 2).

Task 1: Content Assessment

You have studied a topic (the Moon) where different authors each had a different purpose in writing about this topic.

- One author's purpose was to help you understand the Moon from an *astronomer's* point of view
- One author's purpose was to help you understand the Moon from a *Native American's* point of view
- One author's purpose was to help you understand the Moon from an *astronaut's* point of view
- One author's purpose was to help you understand the Moon from a *storyteller's* point of view

On a separate piece of paper, answer these questions with a short informative paragraph about each bullet point:

- How do *you* see the Moon most clearly—as an astronomer, a Native American, an astronaut, or a storyteller? Why?
- What three or four key words are important in order to talk about the Moon from this point of view? Why is each word important?
- Explain two interesting facts about the Moon from this point of view using examples from the book we read or videos we watched.
- If you were writing about the Moon from this point of view, what genre would you choose? Why? Name at least two features of this genre you would be sure to include.



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Task 2: Learning Pathway and Standard Assessment

Read the two selections below on the topic of tigers.

- *The Ungrateful Tiger: A Korean Folktale*: <http://www.planetozkids.com/oban/ungrate.htm>
- *Tiger Tale: What Dangers Do Big Cats Face?*: <https://www.readworks.org/passages/tiger-tale>

On a separate piece of paper, answer these questions with a short informative paragraph about each bullet point:

- What was the author's purpose in the *Ungrateful Tiger*? Write a brief summary of this text.
- What was the author's purpose in *Tiger Tale*? Write a brief summary of this text.
- How do you prefer learning about tigers—through stories or information? Explain.
- Explain the genre of the tiger text that you like best. Explain *three features* of this genre with examples from the text.



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Unit Curriculum Map for Close Reading

How Do You Prefer to See the Moon: As an Astronomer, a Native American, an Astronaut, or a Storyteller?

TEXT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				Unit Preview	Kickoff Lesson
				See Unit Preview Questions and Discussion Points	Read and discuss "Reflections on the Moon and Astronomy" by Bob Crelin. Discussion questions are provided at the end of the article
<i>Faces of the Moon</i> by Bob Crelin	Objective: Close Reading: R1	Objective: SL1; R6 Close Reading Follow-Up	Objective: R3 Story Element: Sequence of Phases	Objective: R7; R2 Nontraditional: Using Illustrations; Theme/Main Ideas	Objective: R9; R8 Text-to-Text Connections; Critiquing Text
	Read closely to answer text-dependent questions	Discussion addressing author's purpose, research, development of main idea, genre, key words	How does one Moon phase lead to the next?	Illustrate and paraphrase a Moon memo rhyme from the back of the book	Watch video clip to compare information; critique text for ease of understanding
<i>Thirteen Moons on Turtle's Back</i> by Joseph Bruchac	Objective: Close Reading: R1	Objective: SL1; R6 Close Reading Follow-Up	Objective: R4; R2 Word Choice: Summary With Key Words; Theme	Objective: R7 Nontraditional: Using illustrations	Objective: W1 Opinion Writing
	Read closely to answer text-dependent questions	Discussion addressing author's purpose, research, development of main idea, genre, key words	Summarize a legend including central idea and key words	Create a Moon symbol and provide a caption	Which legend in this book is the most magical? Provide evidence

TEXT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<i>Moonshot: The Flight of Apollo 11</i> by Brian Floca	Objective: Close Reading: R1	Objective: SL1; R6 Close Reading Follow-Up	Objective: R3 Story Elements: Sequence of events	Objective: R7 Nontraditional: Using a Video Clip	Objective: W2 Informative Writing
	Read closely to answer text-dependent questions	Discussion addressing author's purpose, research, development of main idea, genre, key words	Include key events in a sequential summary	Identify additional information about the Moon landing from a video clip	Write a summary of the Apollo 11 Flight
<i>The Man in the Moon (The Guardians of Childhood)</i> by William Joyce	Objective: Close Reading	Objective: SL1; R6 Close Reading Follow-Up	Objective: R4 Word Choice	Objective: R9 Text-to-Text connections	Objective: W3 Narrative Writing
	Read closely to answer text dependent questions	Discussion addressing author's purpose, research, development of main idea, genre, key words	Identify words chosen by the author that represent a "play on words" about the Moon	Compare this story to the poem <i>The Moon</i> by Robert Louis Stevenson	Write your own fairy tale about how something came to be
	Culminating Discussion	Content Assessment	Standards-Based Assessment		
	Respond orally to text-to-text connections for studying this topic. (See Questions for End-of-Unit Discussion Integrating All Texts)	Students complete the content-assessment task (below) integrating all texts in this study	Students complete the standards-based assessment task (below) using cold reads		



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REFLECTIONS ON THE MOON AND ASTRONOMY

by Bob Crelin

My parents recalled that “Moon” was the first word I spoke as a baby, and for as long as I can remember the Moon has been my touchstone to the “great beyond.” While growing up, my curiosity led me to explore all the sights, sounds, tastes, smells, and textures of the world around me. But there in the sky, out of my reach, hung this place of untold secrets.

During my childhood in the 1960s, the realm of outer space captivated our society’s imagination. Manned rockets were being built and launched farther and farther beyond Earth’s atmosphere. A new, futuristic age was dawning, and I read books and comics that vividly imagined what a visit to the Moon, Mars, or distant star systems would be like. I was ten years old when the entire world witnessed the first Moon landing in the summer of 1969. The experience was breathtaking and exhilarating—we were watching history unfold live on television! From then on, when I gazed upon the Moon, I knew we had actually been there, but it did not lessen my curiosity about our celestial neighbor. In particular, a school trip to a museum planetarium, where the experience of a fifteen-minute show inside the darkened theater felt like an entire night under the stars, changed my life.

Over the decades, the Moon and the stars have become deeply imprinted in my heart. Through the windows of my life, I have always noticed the Moon, her changing face peeking between branches, behind clouds, or simply suspended in the twilight, above the silhouettes of buildings and trees. I was easily mesmerized at the sight of the Moon—it seemed to transcend any other urgency of the moment. The Moon was a celestial beacon, marking the threshold to even greater mysteries beyond.

The purchase of my first telescope opened a whole new and intriguing chapter in my life, and I sought to understand as much as I could about our vast universe. As I learned more over the years, I began to share my knowledge of astronomy with others, and always made sure to include children. By remembering what was fun and easy to grasp about the Moon, stars, and planets, I was able to share the profound excitement of discovering worlds and places far, far beyond our little home planet. It seemed a natural next step for me to write books that invite the reader to notice the stars, or the Moon. My goal was simply to engage the reader’s curiosity by connecting what they see in the sky with things they already know—making simple sense of something so grand.

Source: © Bob Crelin/BobCrelin.com

Think About

Use the questions below as discussion points for this article and as a way of initiating the Moon unit.

- How does Bob Crelin seem to feel about the Moon, and what words in the article show this feeling?
- In this article, Bob Crelin explains his purpose in writing a book about the Moon. What is his purpose? How will this information help you as you read his book, *Faces of the Moon*?
- How does Bob Crelin try to convince you that studying the Moon is “something so grand?” Are you convinced? Why or why not?
- What details in this article seem especially important? Why?
- Why do you think this article was selected to introduce this unit?



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Close Reading Lessons for *Faces of the Moon*

Initial Close Reading Lesson

Text: *Faces of the Moon*

Author: Bob Crelin

Purpose: R1: Close reading for deep understanding of the text

Before Reading

Clues Based on Title, Author

- Important words to notice: faces, Moon

Clues Based on Cover Illustration

- Notice cut-out full circle; not sure what design represents

Clues Based on Page Layout (Columns, Stanzas, Bolded Words, etc.)

- Notice the tabs and cut-outs inside the book and how they support meaning

Vocabulary That May Need Pre-Teaching for ELLs or Low Language Students

- Moon, faces of the Moon, month, orbit, sunbeams, quarter, full Moon, dusk, dawn

During Reading

Questions Students Should Ask Themselves for Each Chunk of Text

- What is the author telling me?
- Any hard or important words?
- What does the author want me to understand?
- How does the author play with language to add to meaning?

Follow-Up Text-Dependent Questions for the Teacher to Ask About Each Chunk of Text

Pages 1–2

- What words on this page would a scientist need to know? (dusk, dawn, midday, orbit)
- What other words do we need to know? (transforms, shrinks, steady, reveal)

Pages 3–4

- What is another term for *changing face*? (lunar phase)
- What does the author mean by “changing face”? (lunar phase)

- Explain in your own words what the author means in the first stanza “Each changing face. . .” (The Moon has different “looks” depending on its phase.)
- Why are we able to see the Moon? (reflection)
- What words does the author use to help us understand this? ([the Sun] “paints her shadowed face with light . . .”)

Pages 5–6

- “For as she orbits Earth in space . . .”: Who is *she*? (the Moon)
- What happens to the Moon from night to night and day to day? (spins around the Earth)
- What words would a scientist need on this page? (wax, wane) What does each mean? (get bigger, get smaller)

Pages 7–8

- What is the first phase of the Moon called? (new Moon)
- Explain in your own words why you can’t see the Moon when it’s in its first phase? (Moon is between Sun and Earth with sunlit side turned away)
- How does the tab on this page help you to understand what a new Moon is? (no Moon on the tab)

Pages 9–10

- What does the author mean: “The Moon’s less shy”? (we can see it more easily)
- What type of figurative language is this? (personification)
- Find another example of personification on this page. (“Her smile lights the twilight sky.”)
- What word would a scientist need on this page? (crescent)
- What is a *crescent* Moon? (a curving sliver of a Moon between a new moon and a quarter)
- What clues on this page help you understand what a *crescent Moon* is? (cut-out and tab)

Pages 11–12

- What is this phase of the Moon called? (quarter Moon)
- How many days does it take for the Moon to reach its *quarter* phase?
- Why do you think this is called the *quarter* phase?

Pages 13–14

- After the first quarter Moon, what does the Moon look like? (almost round)
- When can you see this Moon? (from midday to late at night)

Pages 15–18

- What is the Moon’s most famous phase? (full Moon)
- At what point during the month do you get a full Moon? (fourteen days/halfway through the month)
- How do the Earth, Moon, and Sun “line up” during a full Moon? (Sun—Earth—Moon)
- When does the full Moon rise and set? (rises at sunset, sets at dawn)

Pages 17–18

- When does the waning Moon rise? (mid-evening)
- And when does it set? (after sunrise)
- *Embark* is another word for _____? (rise)

Pages 19–20

- Now it's the last quarter. When does this Moon rise and set? (rises around midnight, sets around noon)

Pages 21–22

- When can you see the "waning crescent Moon"? (hours before sunrise to mid-afternoon)

Pages 23–24

- Now the Moon is "dark" again. What is the order of the Earth, Sun, and Moon? (Sun—Moon—Earth)

Pages 25–26

- Why doesn't the Moon always look the same to us? (The Earth and the Moon are both spinning)

After Reading (Complete These Tasks on Day 2 of the Lesson Sequence)**Important Words to Talk About the Text**

- Name words from this book that a scientist would need in order to talk about the Moon. (There are many choices. Select words based on students' level of understanding about the Moon.)

Retell/Summarize (if Appropriate)

- Use these labels to explain how the Moon looks different at different points in the month: new Moon, waxing crescent Moon, full Moon, waning crescent Moon

Theme, Lesson, or Message (if Appropriate)

- Provide a *brief summary* that explains what happens to the Moon throughout the month

Collaborative Oral Task (May Add Written Task if Appropriate)

- With a partner or small group, draw a diagram of one phase of the Moon that includes the Earth, Sun, and Moon and be ready to explain your drawing using "moon words" that a scientist would use

Follow-Up Lessons: Digging Deeper Through Rereading

Follow-up lessons can be taught in a different order.

Day	Focus Standard	Content for Whole-Class Lessons and Guided Student Practice
2	Close reading follow-up discussion addressing Author's purpose or point of view SL1; R6	Complete the After Reading tasks. Discuss as a whole group or in small groups: <ul style="list-style-type: none"> • What was the author's purpose in writing this book? (How did this author want you to see the Moon?) • What did this author need to research to write this book? • What is the genre, and what did the author need to know about it to write this book? • What are the big ideas we should know from this book? How did the author show these big ideas? • What are the important words we should know from this book?
3	Story element: Sequence R3	Reread the text focusing especially on the phases of the Moon and how one phase leads to another. Ask students to complete the <i>Collaborative Oral Task</i> (page 133) at the end of this lesson.
4	Nontraditional: Illustrations that enhance meaning R7	Choose one of the Moon Memo Rhymes at the end of this book. Illustrate it to demonstrate its meaning. Then, paraphrase the rhyme explaining it in your own words.
5	Text-to-text connections; Critiquing text R9; R8	Watch this YouTube video about the Moon: https://www.youtube.com/watch?v=gHIMReTpJXw . What additional information does it give you? (explains about eclipses). Was this video clip easier or more difficult to understand than the book? Explain.

Close Reading Lessons for *Thirteen Moons on Turtle's Back*

Initial Close Reading Lesson

Text: *Thirteen Moons on Turtle's Back: A Native American Year of Moons*

Author: Joseph Bruchac (and editor Jonathan London)

Purpose: R1: Close reading for deep understanding of the text

Before Reading

Clues Based on Cover Illustration

- Notice the full Moon in the background; notice the larger-than-life turtle in the foreground

Clues Based on Title, Author

- Notice the important words: thirteen Moons, turtle's back, Native American

Probable Text Type (Literary or Informational); Possible Genre

- Probably literary; can't be sure yet about the genre

Vocabulary That May Need Pre-Teaching for ELLs or Low Language Students

- Native American, Moon, legend

During Reading

Questions Students Should Ask Themselves for Each Chunk of Text

- What is the author telling me?
- Any hard or important words?
- What does the author want me to understand?
- How does the author play with language to add to meaning?

Follow-Up Text-Dependent Questions for the Teacher to Ask About Each Chunk of Text

Pages 1–2

- What information is the author giving us right away? (The grandfather is telling his grandson that there are thirteen Moons in each year; the thirteen scales on a turtle's back represent the thirteen Moons; this is an Abenaki, Native American, legend)

Pages 3–4: Moon of Popping Trees

- Why was this Moon called *Moon of Popping Trees*? (the trees made a cracking sound in the bitter cold)
- What does the author mean by the “Frost Giant”? Was this a real person? (not a real person; this meant that the weather was really, really cold)
- In your own words, what did coyote have to do with this legend? (when coyote was out, the weather wasn’t quite as cold, and children could go out)

Pages 5–6: Baby Bear Moon

- In your own words, tell this legend. (A mother bear once protected a human child throughout the winter. Now we do not disturb a mother bear for we know she protects her children)
- What do you think the author means: “small bears are like our children”? (they need protection and care)

Pages 7–8: Maple Sugar Moon

- Long ago, how did people get maple sugar, and why did this change? (Long ago, maple syrup dripped from trees all year long, but people got lazy and just slept under the maple trees.)
- Now how do people get maple syrup? (They have to boil down the sap, and this happens only once a year.)

Pages 9–10: Frog Moon

- How many winter Moons are there, and why is this Moon called *Frog Moon*? (There are five winter Moons; this one got its name because at the end of winter frogs sing.)
- What does the author mean by a “victory song”? (It is a victory because winter is over.)

Pages 11–12: Budding Moon

- Explain this legend in your own words. (One time Winter wouldn’t leave. The Sun came to visit Winter and breathed on him. This made Winter grow smaller, and it went back to the north. Flowers began to grow.)
- What happens during the budding Moon? (animals wake up)

Pages 13–14: Strawberry Moon

- In your own words, explain this legend. (A little boy was given strawberries for being helpful. He returned as a man and shared with his people what he had been taught. The Senecas remember this each year with songs of praise for the Moon’s gift.)
- What part of this legend couldn’t possibly be true? (The young boy went away for four days and returned a man.)
- What is special about Strawberry Moon? (its sweetness)

Pages 15–16: Moon When Acorns Appear

- In your own words, explain this legend. (After the world was created, Earth Elder created a tree. The acorns were the first food.)
- What words tell you the time of the year for this Moon? (“the sun shining bright”—summer)

Pages 17–18: Moon of Wild Rice

- Who was Thunder Eagle? (a thunder and lightning storm)
- What are the gifts that are being celebrated here? (water, corn, fire, and wild rice)
- What time of year does this seem to be, based on the picture? (late summer or early fall)

Pages 19–20: Moose-Calling Moon

- Now what season is it? What words provide evidence? (fall—“the season when leaves begin to turn color”)
- Why are the moose’s horns flat? (He threatened to harm people with them.)
- The author says the moose is “strong as the northeast wind.” Why does he use this comparison? (The northeast wind can be very strong—and the moose is strong.)

Pages 21–22: Moon of Falling Leaves

- In your own words, explain the legend of the falling leaves. (All trees were told to stay awake seven days and nights, but only the pine and spruce obeyed, so their leaves can always be green. But other trees must shed their leaves.)
- Explain the sentence: “This journey the leaves are taking is part of that great circle which holds us all close to the earth.” (The falling leaves are part of the circle of life.)

Pages 23–24: Moon When Deer Drop Their Horns

- Now what is the season? (winter)
- In your own words, what is the legend that explains why the deer drop their horns? (They fought and hurt each other at the start of winter trying to prove their strength, so now they must drop their horns at the beginning of this season.)
- How does the author create a beautiful image of these dropping horns? (“drop onto earth, white with peaceful snow.”)

Pages 25–26: Moon When Wolves Run Together

- Why do the wolves climb hills and sing together? (They are celebrating the stars honoring the footsteps of their forefather.)
- What is the message that the Wolf Trail teaches us? (“Our lives and songs are stronger when we are together.”)

Pages 27–28: Big Moon

- In what way is this legend about the circle of life, too? (The Changer came back to this beautiful lake when his time on life was done.)
- Why might this Moon have been named the Big Moon? (accept all reasonable responses)

After Reading (Complete These Tasks on Day 2 of the Lesson Sequence)

Important Words to Talk About the Text

- Thirteen, Moon, Native American, legend, season, turtle

Theme, Lesson, or Message (if Appropriate)

- Identify themes for individual legends rather than for the text as a whole

Summary or Gist Statement

- Summarize or provide a gist statement for these legends individually

Review of Text Type (Literary/Information) and Genre

- This is a descriptive narrative

Collaborative Oral Task

- Working in pairs or small groups, ask students to choose different Moons in this book and briefly summarize the legend behind it

Follow-Up Lessons: Digging Deeper Through Rereading

Follow-up lessons can be taught in a different order.

Day	Focus Standard	Content for Whole-Class Lessons and Guided Student Practice
2	Close reading follow-up discussion addressing Author's purpose or point of view SL1; R6	What was the author's purpose in writing this book? (How did this author want you to see the Moon?) What did this author need to research to write this book? What is the genre, and what did the author need to know about it to write this book? Look at one legend: What are the important words in this legend? What is the central idea? How did the author show this central idea and make it interesting with supporting details?
3	Word choice; Theme/Main ideas Summary including central idea and key words R4; R2	Ask students to work in small groups or pairs to choose a different Moon legend from this book (not the one modeled on the previous day), identify the key words, and use the key words in a summary that includes the central idea of the legend and supporting details.
4	Nontraditional: Create a Moon symbol R7	This site contains Moon signs for each month, though they are not exactly like the ones described in <i>Thirteen Moons on Turtle's Back</i> : http://www.whats-your-sign.com/native-american-moon-signs.html . Show these symbols to students and ask them to create their own Moon symbol for one of the book's thirteen Moons. Provide a caption that explains the meaning behind the graphic.
5	Opinion writing W1	In your opinion, which Moon legend in this book is the most magical? Explain using details from the story itself.

Close Reading Lessons for *Moonshot: The Flight of Apollo 11*

Initial Close Reading Lesson

Text: *Moonshot: The Flight of Apollo 11*

Author: Brian Floca

Purpose: R1: Close reading for deep understanding of the text

Before Reading

Clues Based on Cover Illustration

- Notice the spaceship and the Moon and the patterns on the surface of the Moon; notice the dark sky and the stars, which look like tiny specks

Clues Based on Title, Author

- Notice the word *moon* in moonshot. Think about what a “moonshot” might be. Notice *Apollo 11*

Probable Text Type (Literary or Informational); Possible Genre

- This text probably gives us information

Vocabulary That May Need Pre-Teaching for ELLs or Low Language Students

- Moon, landing, astronaut, spaceship

Additional Supports

- Notice the double-page spread at the beginning of the book (before the title page). Spend a couple of minutes with students observing some of the diagrams on this page and talking about them—briefly

During Reading

Questions Students Should Ask Themselves for Each Chunk of Text

- What is the author telling me?
- Any hard or important words?
- What does the author want me to understand?
- How does the author play with language to add to meaning?

Follow-Up Text-Dependent Questions for the Teacher to Ask About Each Chunk of Text

Pages 1–2

- By using words like *cold*, *quiet*, *no air*, and *no life*, what kind of image of the Moon is the author trying to create? (silent, lonely, eerie)
- What one word contrasts with this image? (glowing)
- Why do you think the author adds this word? (it makes us think that maybe the Moon isn't so "boring" after all)

Pages 3–4

- How does the author get us interested in this Moon mission? (shows step-by-step how the astronauts got ready, like we're going on this adventure, too)

Pages 5–6

- What are they: *Columbia*, *Eagle*, *Saturn V* (*Columbia* and *Eagle* are two small spaceships on top of the rocket, *Saturn V*)
- What words does the author use to show the power of Saturn V? (*monster*, *thirty stories*, *six million pounds*, *tower of fuel and fire*, *too big to believe*, *mighty*)
- What senses does the author want us to use here when he describes the astronauts getting into the spaceship? (picturing them squeezing into their seats, *hearing* the clicks and the hums)

Pages 7–8

- Why does the author give us this information about the Launch Control and Mission Control Centers? (wants us to know how complex this mission was and all of the people supporting the astronauts)
- There was so much suspense when the astronauts went to the Moon. How does the author begin to create that suspense here? (*Go, Go, Go*)

Pages 9–10

- How does the author continue to raise suspense? (the countdown)
- What is the author showing in the illustrations on these pages? (how excited people were to be part of this experience, the power of the rocket, the anticipation of the astronauts)

Pages 11–12

- Why is the word **LIFTOFF** written in such large, upper case letters? (the importance of this moment)
- Do you get the sense that the rocket is going up quickly or slowly? Why? (slowly: *foot by foot*, *pound by pound*)

Pages 13–14

- Now what does the author want us to focus on? (the **ROAR** of the rocket)
- What sound words can you practically hear on this page? (*cracking* flame, *shakes* the air, *shakes* the Earth)

Pages 15–16

- What progress has been made at this point? (the rocket has shed some of its parts; the rocket flies faster; it is one hundred miles high; the rocket's last stage fires again, releasing *Columbia* and *Eagle*)
- Why does the author describe *Eagle* as "more bug than bird, a folded spider"? (its legs reach out like a spider's legs; it looks like a "bug")
- How does the author help us understand how heavy the men feel? (heavy as clay—talk about this)

Pages 17–18

- Now what progress has been made? (Columbia locks to Eagle; the last stage of Saturn is left behind)
- The author repeats some words here that we saw earlier in the book. Why do you think he does this? (wants us to remember how lonely and lifeless the Moon is)

Pages 19–20

- Why does everything float around in the spaceship? (lack of gravity)
- Look at the picture on this page. What would be strange about this? (accept all reasonable answers that reflect the evidence in the illustration)

Pages 21–22

- What are some of the inconveniences about being an astronaut? (crumbs float around, soup starts out as dust and has to have water added, don't have regular toilets, no fresh air, gets smelly)

Pages 23–24

- What do you notice in the words here? (the same words about the lifelessness of the Moon are repeated—but now they're getting closer to it)
- What do you notice in the illustration? (The Moon is not smooth; there are all kinds of craters on its surface)

Pages 25–26

- Explain in your own words what happens as Columbia and Eagle get to the Moon. (Collins stays in Columbia; Armstrong and Aldrin are in Eagle and go lower; they are running out of fuel)
- Why are so many people watching this? (these three men are making history)

Pages 27–28

- What is the problem that has occurred now? (The Eagle flew past its safe landing spot; the ship is running out of fuel; there is no level landing place)

Pages 29–30

- What details let you know this was a really close call? (only sixty seconds of fuel left)
- What words help you imagine how it felt to land the Eagle? (spray of dust, slow and slower, low and lower)
- How did the length of the phrases add to the suspense? (very short phrases with only one word in the last line: *landing!*)
- What words, now famous, did Armstrong say? ("The Eagle has landed.")
- How does the illustration on this page add to your understanding? (accept all reasonable responses)

Pages 31–32

- Now what is the "life" on the Moon? (Aldrin and Armstrong)
- Where will these astronauts find the "secrets" of the Moon? What secrets are they hoping to find? (secrets are in the rocks and dust; they want to know where the Moon came from, its age, and what it is made of)
- Now what word is used to describe the Moon? Why? (magnificent—it is totally different from any place on Earth)
- What does the author mean: "The sky is *pitch*"? (pitch black)
- Why is it so dark? (The Moon has no light; it just looks light to us when the sun is shining on it, and we see the reflection)

Pages 33–36

- Now how does the point of view change about the Earth and the Moon? (now the Earth is far away and looks lonely glowing in the sky—despite the fact that we know there is life on Earth)

Pages 37–40

- What details do we know about the trip home? (they brought back pictures, stones, stories, and secrets of the sky)
- What do these details show? (the trip had been a huge success)
- Why do you think the author includes the details about what they were returning to on Earth? (it's always good to come back home after a big trip)
- Why do you think the author includes the words "To warmth, to light" on the last page? (contrasts with the Moon: cold and dark)

After Reading (Complete These Tasks on Day 2 of the Lesson Sequence)**Important Words to Talk About the Text**

- Moon, Earth, Eagle, Columbia, Saturn, rocket, astronauts, Aldrin, Armstrong, Collins, landing

Theme, Lesson, or Message (if Appropriate)

- With careful planning, hard work, and skill, you can accomplish amazing things—even things that have never been accomplished before

Summary or Gist Statement

- This would be a good text for creating a sequential summary showing a central idea (journey to the Moon) and key details. Students should include the main steps in this journey but leave out the small details intended to add human interest

Review of Text Type (Literary/Information) and Genre

- This is a great example of literary nonfiction. Be sure to discuss the characteristics of this genre

Collaborative Oral Task

- Ask students to work in pairs or small groups to identify three to five small details that added interest to this story. How did each detail add interest? Groups can share their findings at the end of the session

Follow-Up Lessons: Digging Deeper Through Rereading

Follow-up lessons can be taught in a different order.

Day	Focus Standard	Content for Whole-Class Lessons and Guided Student Practice
2	Close reading follow-up discussion addressing Author's purpose or point of view SL1; R6	Complete the After Reading tasks. Discuss as a whole group or in small groups: <ul style="list-style-type: none"> • What was the author's purpose in writing this book? (How did this author want you to see the Moon?) • What did this author need to research to write this book? • What is the genre and what did the author need to know about it to write this book? • What are the big ideas we should know from this book? How did the author show these big ideas and make them interesting? Extend with <i>Collaborative Oral Task</i> (page 142). • What are the important words we should know from this book?
3	Theme/Main ideas Identifying the sequence of events R2	Reread portions of the text that show the sequence of events, distinguishing the main events from small details. Ask students to work in pairs or small groups to list 6–8 pieces of information they would include in a summary of this text.
4	Nontraditional: Video clip of the Moon landing R7	Access a video clip of the Moon landing, such as from www.youtube.com/watch?v=xLu0Ak9Blog (1.24 minutes). This includes the quote, "The Eagle has landed," as well as Armstrong's famous words, "That's one small step for man; one giant leap for mankind." Be sure to discuss the meaning and significance of this quote. Ask: What new details does this video provide for you that were not included in the book? How does this video add to your understanding of the Moon landing?
5	Informational writing Write an informational summary W2	Ask students to write a summary of the Apollo 11 flight showing how one step in this process was connected to the next. Be sure to include information from both the text and the video.

Close Reading Lessons for *The Man in the Moon*

Initial Close Reading Lesson

Text: *The Man in the Moon*

Author: William Joyce

Purpose: R1: Close reading for deep understanding of the text

Before Reading

Clues Based on Cover Illustration

- Notice a giant blue butterfly/moth; notice a man who looks a little like the Man in the Moon; he's holding some kind of spear

Clues Based on Title, Author

- Notice this is about *The Man in the Moon*; notice the subtitle: *The Guardians of Childhood*

Probable Text Type (Literary or Informational); Possible Genre

- Probably a story, possibly some kind of fantasy; look for story parts

Vocabulary That May Need Pre-Teaching for ELLs or Low Language Students

- Man in the Moon, night light, nightmares, shooting star, telescope, guard (guardian)

During Reading

Questions Students Should Ask Themselves for Each Chunk of Text

- What is the author telling me?
- Any hard or important words?
- What does the author want me to understand?
- How does the author play with language to add to meaning?

Follow-Up Text-Dependent Questions for the Teacher to Ask About Each Chunk of Text

Pages 1–2

- Based on the examples on this page, what do you think the author means by “guardians of childhood”? (someone who takes care of children)
- What is the question this story is going to answer for us? (How did the Moon get to be the guardian of childhood?)
- When the author says, “Many once upon a times ago,” what is he telling us about the kind of story this is going to be? (fairy tale)

- What do we expect to find in a fairy tale? (magic, good vs. evil, takes place in a land far away, a problem that doesn't get solved right away, a happy ending, a lesson)
- If this is a story, does it have a problem yet? (no)
- Reread the last sentence: What is the author *transitioning* to do here? (tells us about a time of hope and happiness)

Pages 3–8

- What is the author doing to get the story started? (tells us the characters, tells what made life so great)
- On p. 8 the author says, "As long as Nightlight watched over him, MiM was safe from nightmares." Where do you think the author is going next with this? (a problem: nightmares)

Pages 9–10

- What part of the story are we getting now?
- In your own words, explain what the problem was here. (accept reasonable paraphrasing)
- What is the *tone* on this page? (scary)
- What words does the author use to create this tone? (*waves of fear; plundering, extinguishing, scuttling*)

Pages 11–12

- Notice that the setting is changing here. Where is it now? (Earth)
- Why do you think the author is moving the setting to Earth? (The Man in the Moon belongs to our Earth Moon)
- Do you expect the problem to be solved in this attack? (no, there have to be more attempts)

Pages 13–14

- What is an oath? (a pledge or promise)
- Why do you think MiM's parents made Nightlight take this oath? (they might not survive)
- What magic is the author giving us here? (tear turned to a diamond dagger)
- Why do you think the author gave Nightlight this magic? (this will help to solve the problem)

Pages 15–22

- *Did* Nightlight use the magic of his diamond dagger? (yes)
- What was the outcome of the battle? (parents were gone—they had become new constellations of stars in the sky; Nightlight fell to Earth as a bright shooting star; MiM became the little Man in the Moon)

Pages 23–28

- Was MiM's new life a happy one? How do you know? (yes, saw his parents' constellation; dreamed of the Golden Age; played on the "moon playground"; ate Moon treats)
- Is the story over? Does the author have anything else to tell us? (story isn't over because we don't yet know how MiM became the Guardian of Childhood)

Pages 29–34

- What important clue did the author give us on page 29 when MiM looked through the telescope? (There were *children* on Earth)
- Why is this important? (getting us closer to MiM *guarding* children)

- Who did MiM really find who could help children? (Santa, Easter Bunny, Tooth Fairy, Mother Goose)
- Has MiM become a guardian yet? (no!)

Pages 35–40

- What was the one remaining problem for children? (nightmares)
- What does MiM want to do for the children? (bottom of p. 36: find them a friend like Nightlight)
- What do you think MiM's idea was as he kicked the rocks into sand? (accept reasonable answers)
- On p. 39 the last sentence says, "the Man in the Moon smiled and summoned the Lunar Moths"—but the author doesn't tell us the answer yet. Why not? (wants to keep the suspense going)

Pages 41–46

- In your own words, explain what MiM had done. (kicked the sand into a happy face that would smile brightly at the children—like a night light)
- Now is the problem solved? (yes—MiM was now a guardian of children)
- What is MiM's final action? (gets all his friends to take the oath)
- Why do you think the author includes this? (to remind readers that this is what we want most for all children)

After Reading (Complete These Tasks on Day 2 of the Lesson Sequence)

Important Words to Talk About the Text

- Man in the Moon, Nightlight, guardian, hopes and dreams, nightmare

Theme, Lesson, or Message (if Appropriate)

- All children should feel protected, safe, and loved and should have hopes and dreams

Summary or Gist Statement

- This is suitable for a problem/solution summary

Review of Text Type (Literary/Information) and Genre

- This is a fairy tale. Find elements of a fairy tale with examples from the story

Collaborative Oral Task

- With a partner or small group find the elements of a fairy tale in this story using examples from the text

Follow-Up Lessons: Digging Deeper Through Rereading

Follow-up lessons can be taught in a different order.

Day	Focus Standard	Content for Whole-Class Lessons and Guided Student Practice
2	Close reading follow-up discussion addressing Author's purpose or point of view SL1; R6	Complete the After Reading tasks. Discuss as a whole group or in small groups: <ul style="list-style-type: none"> • What was the author's purpose in writing this book? (How did this author want you to see the Moon?) • What did this author need to research to write this book? • What is the genre, and what did the author need to know about it to write this book? Extend with <i>Collaborative Oral Task</i> (page 146) • What are the big ideas we should know from this book? How did the author show these big ideas and make them interesting? • What are the important words we should know from this book?
3	Word choice R4	In this story, the author has used words very cleverly to go with the "Moon" topic. Some examples from page 4 are <i>Moonbot</i> , <i>Primer of Planets</i> , <i>Moonmice</i> , <i>Nightlight</i> , <i>Moon Clipper</i> . Find examples of other cleverly chosen words and names on other pages.
4	Text-to-text connection R9	Read the poem <i>The Moon</i> by Robert Louis Stevenson. You can find this at http://www.Instar.com/mall/literature/rls/Moon.htm or in many poetry books. Is the Moon described here as a <i>guardian</i> ? What is the evidence? Is there anything <i>different</i> about the way the Moon is described in this poem compared to the Moon in the story?
5	Narrative writing W3	Write your own fairy tale about how we got the tooth fairy, how we got Jack Frost, how we got the sandman, or anything else you would like to turn into a fairy tale about how something came to be. Remember to include magic, a setting far away, a problem, good and evil characters, and a happy ending. Try to make your story suspenseful by not solving the problem right away.