

LANGUAGE ARTS

Objectives

- Students will ask and answer questions about key details in the text.
- Students will ask and answer questions to determine the meaning of words and phrases in the text.
- Students will distinguish between information provided by pictures and information provided by text.

Resources

- Look at the Moon cards (Teacher's Edition)
- Vocabulary Assessment Master (page 11)

Summary

The moon changes shape. The different shapes of the moon have names. The shape of the moon changes in a predictable pattern over time.

BUILD VOCABULARY AND CONCEPTS

- moon
- shape
- phases
- pattern

Introduce the vocabulary words to students by displaying them in the classroom on a word wall or on a board.

Discuss each word. For moon, ask students to tell what they know about the moon. They are likely to say that it is in the sky at night. Ask: **What does the moon look like?** Many will say it sometimes looks like a circle. Then say that a circle is a shape. Ask: **Do you know of any other shapes?** Elicit from students other shapes, such as square, triangle, diamond, and so on.

The words *phases* and *pattern* represent difficult concepts for young readers. You might want to present the word *phases* in the context of the moon, since students will be reading about moon phases. Ask: **Does the moon always look the same?** Some students may have noticed that the moon appears to change shape over time. Explain that these changes of the moon over time are called phases. Tell students they will be learning more about moon phases as they read, and they should be sure to ask questions as they learn about the phases of the moon. For the word *pattern*, tell students that the phases of the moon repeat over and over again in a regular pattern over the course of a month. Ask: **Can you think of anything else that repeats over and over again?** Guide students to understand other patterns, such as day and night.

READ AND DISCUSS

Moon Shapes

Read the article to students as they follow along. You may want to read the entire article, or you may want to read each two-page spread and spend time discussing the concepts before moving on to the next two-page spread.

Before reading, ask students to listen and look for the vocabulary words. Let students know you will be asking them what the article is about and will want them to retell the details.

Pages 10–11 Ask students to point out the vocabulary words “moon” and “shape” in both the title of the article and in the text. Ask: **What does the title tell us to do?** (*look at the moon*) **Where does the text say we will find the moon?** (*the sky*) **What does the text say about the moon?** (*that we can sometimes see the moon in the sky*) **What question does the text ask?** (*What shape is it?*) Ask: **What is the shape of the moon in the picture?** (*a circle*) Some students will want to mention other shapes of the moon, based on observations or previous discussions. Let them know they will learn the names of some of the different moon shapes.

Pages 12–13 Ask students to point out the vocabulary words “moon,” “phases,” and “shapes.” Point out the labels. Let students know that these words are called labels and they tell the names of the moon shapes shown in the pictures. Point out that these words also appear in bold in the text. Ask: **What does the text say about the moon?** (*It has different phases and shapes*) **What does a full moon look like? What is its shape?** (*a circle*) Ask: **What does a gibbous moon look like?** (*It looks almost like a circle.*)

Pages 14–15 Ask students to point out the vocabulary word “moon.” Ask students to point out where the labels are on these pages. Read the labels aloud to students and point to where those words also appear in bold in the text. Ask: **What does a half moon look like?** (*a half circle*) **Why do you think it is called a half moon?** (*because you can see half of a full moon*) Ask: **What does a crescent moon look like?** (*a small part of a circle*) **What does the shape of a crescent moon look like?** (*a banana*)

Pages 16–17 Ask students to point out the vocabulary words “moon,” “shape(s)”, and pattern.” Say: **Look at all the different shapes of the moon shown at the bottom of the photo. Do you notice anything about the different shapes?** Students may notice many different things about the shapes. Accept reasonable responses and expand on what they say with information about the moon. Ask: **What does the text say about the moon shapes?** (*The shapes change in the order shown in the pictures.*) **What does the text say about a pattern?** (*It is something that happens again and again.*) Ask students to look for other information on page 16. Reread that text. Encourage students to look at the sky tonight to see if they can spot the moon and its shape. You might want them to come prepared tomorrow to draw or write in their science notebook what they observed about the moon..

WRITE AND ASSESS

You can assess students’ understanding of the vocabulary words with the Vocabulary Assessment Master for this article. You may also want to assess students’ understanding of the article by having them write about what they learned. Ask students to write or draw their answers to the following questions:

- **What did you learn about the moon?**
- **Draw some different moon shapes.**

ASSESS VOCABULARY: Look at the Moon

Circle the correct word.

Then write the word on the line.

1. The _____ is in the sky.

shape moon

2. The moon changes _____ .

shape phase

3. The moon has different _____ and shapes.

pattern phases

4. A _____ is something that happens again and again.

pattern shape