

RI.1.1 & RI.1.1– Ask and answer questions about key details in a text.  
 RL.1.3 Describe characters, settings, and major events in a story, using key details.  
 RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  
 RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  
 RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  
 RI.1.7 Use the illustrations and details in a text to describe its key ideas.  
 RI.1.10. With prompting and support read informational texts appropriately complex for grade 1.  
 FS.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
 FS.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
 W 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  
 SL 1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.  
 CL.1.1 – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking  
 CL.1.2.a. Capitalize dates and names of people. b. Use end punctuation of sentences.  
 GLE0107.6.1 Compare and describe features of the day and night sky.  
 GLE0107.6.2 Realize that the sun can only be seen during the day, while the moon can be seen at night and sometimes during the day.  
 GLE0107.Inq.3 Explain the data from an investigation.  
 New standards as of fall 2017 : 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:** retelling a story; fact vs. fiction; author’s purpose  
**Phonics:** kn /n/, wr /r/  
**Grammar/Writing:** Writing a letter; adjectives for what kind  
**Unit Focus:** the moon & its patterns (phases)  
**Culminating Task:** What does Bear not understand about the moon? Write a letter to Bear that explains what he needs to know to clear up his misunderstanding. Be sure to include at least one fact from the texts we have studied.

Text Set: *Goodnight Moon* by Margaret Wise Brown; *Mooncake* by Frank Asch; *The Moon Book* by Gail Gibbons;  
 (Reading Street resources as needed: *The Lady in the Moon* by Lily Wong Filmore Leveled books: *The Moon Festival*; *Harvest Holidays*; *The Moon Lady and Her Festival*)

	Read Aloud	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas
M O N D A Y	1 <sup>st</sup> read of Mooncake. Focus the first read aloud of this text on identifying and describing how Bear feels about the moon.	<ul style="list-style-type: none"> <li>Rocket ship</li> <li>Junkyard</li> <li>Prepared</li> <li>Takeoff</li> <li>countdown</li> </ul>	<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, Mooncake, real or imaginary, and how did you know? Write complete sentences to give your answer and your reasons.</p>	<p>Working with adjectives: Close your eyes and then list adjectives that describe the night sky – moon, stars (examples: bright, dark, sparkly, shining, cloudy, etc.</p>

TUESDAY	<p>1<sup>st</sup> read of <i>Goodnight Moon</i> – Each classroom has 10 copies so that students can partner share while participating in a choral reading of this text. Model fluency during the read.</p> <p><i>Goodnight Moon</i> serves as a model for thinking about misunderstandings we (or characters) have about the moon.</p>	<ul style="list-style-type: none"> <li>Mush</li> </ul> <p><b>**Rhyming words are predominant in this text which gives a great opportunity to revisit the skill of identifying rhyming patterns.</b></p>	<p>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>.</p> <p>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>.</p>	<p>Bear wanted to _____ but _____ so _____ then _____.</p> <p>Complete the sentence to retell the story of <i>Goodnight Moon</i>.</p> <p>(example: Bear wanted to eat the moon but it was too far away so he built a space ship then he made a mooncake and told Bird that the moon tasted delicious.</p> <p>(modeling sequencing and retelling of a story)</p>	<p>During centers or at the teacher table, use <i>Goodnight Moon</i> as a partner read/choral reread to practice fluency.</p>
WEDNESDAY	<p>1<sup>st</sup> read of <i>The Moon Book</i> – teacher read aloud.</p> <p><i>The Moon Book</i> provides students with information about the characteristics of the moon.</p> <p><b>**Skip the pages about Solar Eclipse, Lunar Eclipse, low tide and high tide. These can be read on another day as time allows.</b></p> <p>They will compare these ideas with <i>Mooncake</i> and discuss the difference between what is real or imaginary.</p>	<ul style="list-style-type: none"> <li>Sunrise</li> <li>Sunset</li> <li>Star</li> <li>Astronomers</li> <li>Orbit</li> <li>Satellite</li> <li>Rotation</li> <li>Binoculars</li> <li>telescope</li> </ul> <p><b>Video about the Moon and the moon phases:</b>  <a href="https://www.youtube.com/watch?v=t6MCtB752AE">https://www.youtube.com/watch?v=t6MCtB752AE</a></p>	<p>As a whole group, add details to the 3 column chart begun on Tuesday – adding to the Moon Facts column based on information from today's reading of <i>The Moon Book</i>.</p> <p>The moon's phases repeat over and over again. This is called a cycle or a pattern. A pattern is something that repeats again and again.</p> <p>What else have we seen in our texts that follow a pattern? (seasons)</p>	<p>What real information have you learned about the moon? Write in complete sentences and illustrate if there is time. (students can refer to the 3 column chart as they create their sentences)</p>	<p>Word study connected to text:</p> <p>Big-bigger-biggest  Bright-brighter-brightest – brightly</p> <p>Manned-unmanned (prefixes)</p>
THURSDAY	<p>Re-read <i>Mooncake</i></p> <p>Read aloud <i>The Lady in the Moon</i> (This story is in the Reading Street student books. Have students choral read as you read the story – modeling for fluency)</p>	<ul style="list-style-type: none"> <li><b>Delightful</b></li> <li><b>Festive</b></li> <li><b>symbol</b></li> </ul>	<p>What was real in the texts, and what was imaginary? Give evidence for your answers. (students should note that The Lady in the Moon is a real festival, but based on an imaginary lady in the moon)</p> <p>Is there a connection between the two texts, and if so what are the connections? (mooncakes)</p> <p>Why was each book written? (author's purpose – <i>Mooncake</i> gives some information in an</p>	<p>What are some ways that the moon has become an imaginary object in stories?</p> <p>(students should write sentences and illustrate ways such as the cow jumping over the moon, the Bear eating the moon, the moon being made of cheese, a lady in the moon, etc.)</p>	

			entertaining and fictional way while Lady in the Moon is information about a real holiday in another culture)		
F R I D A Y	Reread <i>Mooncake</i> and reread the 3 column chart from this week's unit of study  As time allows, rewatch the video about the moon and the moon phases	** Be sure to have the 3 column chart clearly available to students as they write their culminating task today about the moon.	What did Bear understand about the moon?  What do we know about the moon?	Write a letter to Bear to clear up his misunderstanding about the moon. What would you want him to know about the moon?	**Fun project: Using oreo cookies have students replicate two to three phases of the moon.