

Why Does the Moon Look Different?



Level: E7 Word Count: 117

Little Books of Answers

E7 Why Does the Moon
Look Different?

Curriculum Connection	Space
Content Vocabulary	around, different, Earth, full, half, lights, moon, moves, part, quarter, smaller, still, sun
Visual Literacy Element	diagram
Critical Thinking	interpret a photo
Comprehension Strategy	recognizing factual text structures
High-Frequency Words	a, all, because, but, call, can, cannot, does, is, it, look, not, of, see, so that, the, there, this, too, up, you

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss the moon with the students. Ask who has seen the moon at night? Who has seen the moon when it isn't round? Does anyone know why the moon seems to change shape. Explain the moon orbits Earth and that Earth orbits the sun. Sometimes the sun only lights up part of the moon so that is the part that you can see. The moon itself doesn't change shape.

- Give each student a copy of the book *Why Does the Moon Look Different?* Have them read the title.
- Ask the students to set the purpose for reading by asking, *Why would you read this book? What do you think you will find out as you read this book?*
- Discuss the cover photo. Ask questions such as – *What can you see in this photo? What does it tell you about the moon?*
- Have the students turn to the title page. Ask the students what extra information this photo gives them about the moon.
- Discuss the cover and the title page. Point out to the students that the title of the book and the author’s name is on both of these pages. Explain to the students that some factual books have a table of contents on the title page. The table of contents tells them on which page they will find certain information.

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Have the students read the labels. Assist them where necessary.
- Tell the students that the Vital Vocabulary words are in the book and will help them with their understanding as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Invite the students to read the captions and labels as they discuss each photo. Ensure that you provide the vocabulary for those students who are not familiar with the English language or have limited conceptual knowledge. Have those students read the captions with you.
- To ensure and enrich understanding say things such as – *The moon is doesn’t give off light like stars do. You can see the moon because it is lit up by the sun. The different shapes that you can see each month are called phases. When you can see all of the moon it is called a full moon. A full moon is one phase.*
- Discuss the diagram on page 15. Explain that factual books often have diagrams to help explain the information.

Read the Book

- Ask the students to read the title on the cover, title page, and the vital vocabulary, again.
- Remind them to think about the purpose for reading the book as they read. Revisit the purpose before they start reading if necessary.
- Have the students read the book aloud independently. Remind them to check the words and the photos to make sure that what they are reading makes sense and looks right.
- Move around the group listening and helping individual students as necessary.
- Ask any students who finish reading the book ahead of the group, to revisit the book again and find the page they found the most interesting. Have them share this information with the group at the end of the lesson.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
Why does the moon look different?
Where does Earth move?
What is the moon called when the sun lights up half of it?
What is happening when you can only see a quarter of the moon?
- Check inferential comprehension by asking these questions:
Where is the moon when you can't see it?
What can you see really well when you can't see the moon?
Where is the sun when you can see all of the moon?
Do you think it would be dark on the side of the moon that the sun wasn't lighting up?
- Talk more with the students about factual text features. Return to the diagram on page 7. Explain how labels and captions are part of factual texts that help the reader get information.

Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell the students that their task is to say what shape the moon is and how much of it they can see.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students write about a full moon. Assist with spelling where necessary. Have the students illustrate their story.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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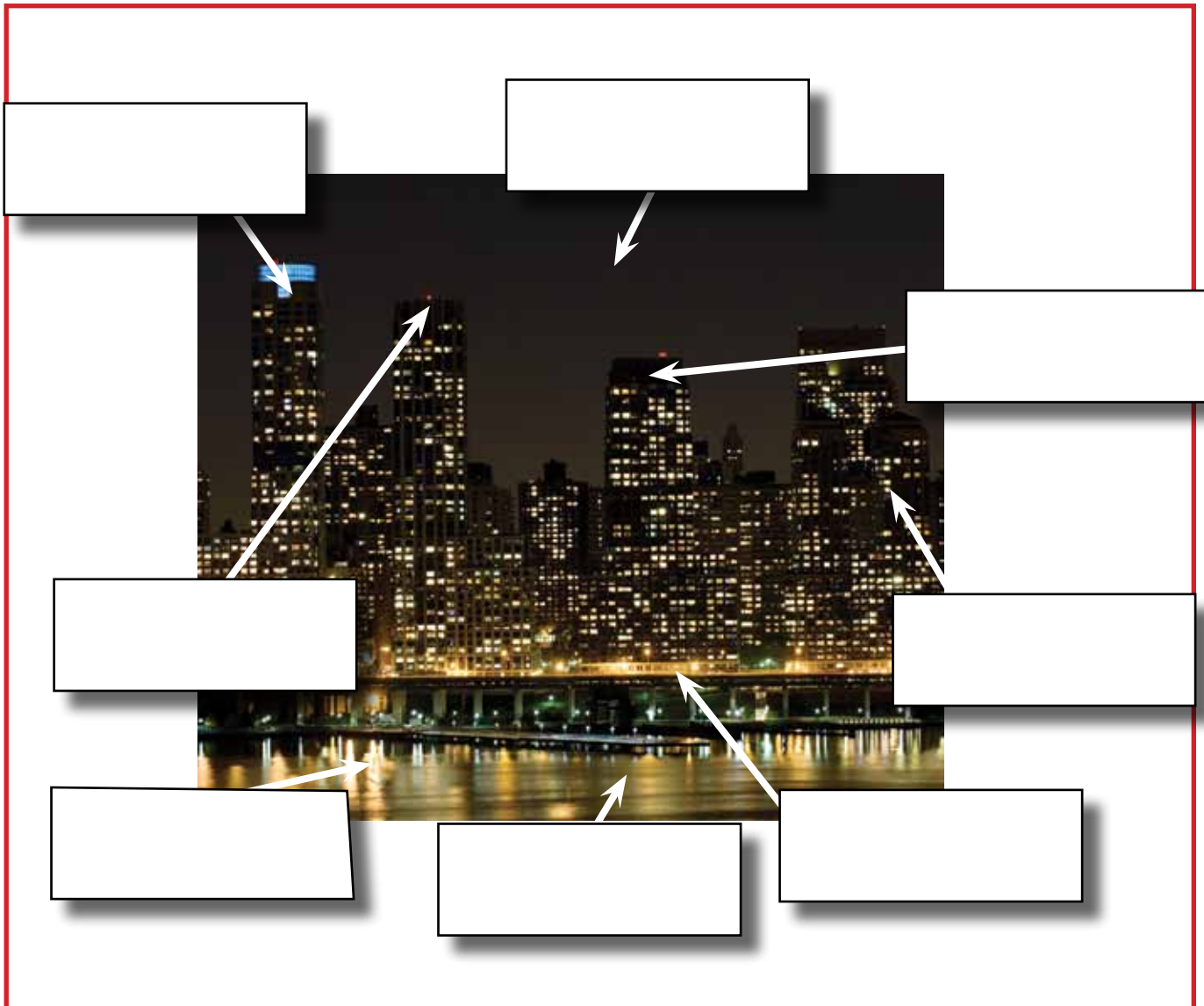
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Label the photo. Use these words.

sky building window light bridge
water reflection skyscraper



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Draw and write.

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I like the part about

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