

Lesson 13: Focused Read-aloud and Retelling, Session 2: *Why the Sun and the Moon Live in the Sky*



CCS Standards

- **RL.1.1:** Ask and answer questions about key details in a text.
- **RL.1.2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL.1.3:** Describe characters, settings, and major events in a story, using key details.
- **RL.1.7:** Use illustrations and details in a story to describe its characters, setting, or events.
- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **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.
- **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **L.1.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).



Daily Learning Targets

- I can retell major events from *Why the Sun and the Moon Live in the Sky*. (RL.1.1, RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.2, L.1.6)
- I can describe the central message of *Why the Sun and the Moon Live in the Sky*. (RL.1.2, W.1.8, SL.1.1)

Ongoing Assessment

- During Work Time B, circulate and listen for students to use words and phrases acquired through the read-aloud during the Role-Play protocol. Note how students are interacting with one another using the Speaking and Listening Checklist (see Assessment Overview and Resources).
- During Work Time C, circulate and observe students individually writing their *Why the Sun and the Moon Live in the Sky* response sheet. At the end of the lesson, collect students' writing samples to check progress toward W.1.8.

Agenda

1. Opening

- A. Song and Movement and Language: “Sun, Moon, and Stars” Song and Moon Movement Routine (5 minutes)

2. Work Time

- A. Focused Read-aloud, Session 2: *Why the Sun and the Moon Live in the Sky* (15 minutes)
- B. Role-Play: Beginning, Middle, and End (15 minutes)
- C. Independent Writing: *Why the Sun and the Moon Live in the Sky* Response Sheet, Parts III and IV (20 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This is the second of two lessons in which students engage in a focused read-aloud of *Why the Sun and the Moon Live in the Sky*. Students use the text and illustrations to ask and answer questions about the characters, setting, and events in the story. Similar to Lesson 12, they add icons to the Story Elements board. They then complete Parts III and IV on their response sheet, dealing with the text’s central lesson/message.
- This is the final lesson where students practice independently writing in response to text before the unit assessment. Encourage students to be confident and independent as they work toward mastery of RL.1.2, RL.1.3, RL.1.7, and W.1.8.
- Students participate in the Role-Play protocol in the same groups as in the previous lesson.
- In the Closing, students re-engage with the Unit 1 guiding question by briefly reviewing the anchor chart and then self-assessing their ability to meet the learning targets.

How this lesson builds on previous work:

- Students complete Parts I and II of the response sheet in Lesson 12. In this lesson, they complete Parts III and IV.
- Students complete the Story Elements board for *Why the Sun and the Moon Live in the Sky* by adding key details from the beginning, middle, and end of the story.
- Students continue to use the Role-Play protocol (from Lesson 4) in groups of three and with puppets (from Lesson 12) to retell the major events of the story.
- Continue to use Goal 1 and 2 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- This lesson continues to build on the concept of central lesson/message as a story element. Students are asked to write and draw about the central message of *Why the Sun and the Moon Live in the Sky* during Work Time C. Have a plan in place for students who may need more time and practice understanding and writing about the central lesson.

- The continued use of puppets in Work Time B may be exciting for students. Be sure to uphold the ground rules and parameters established in Lesson 12 for how students should use these role-playing tools.
- The continued use of puppets in Work Time B may be exciting for students. Be sure to uphold the ground rules and parameters established in Lesson 12 for how students should use these role-playing tools.

Down the road:

- This is the final lesson in which students will practice completing all parts of the response sheet before completing it with the text *Kitten's First Full Moon* for the Unit 1 Assessment.

In advance:

- Prepare:
 - Story Elements board icons for the beginning, middle, and end.
 - Parts III and IV of the *Why the Sun and the Moon Live in the Sky* response sheet on clipboards for Work Time C.
- Review the Role-Play and Sit, Kneel, Stand protocols. (Refer to the Classroom Protocols document for the full version of this protocol.)
- Post: Learning targets, “Sun, Moon, and Stars” Version 2 song, Moon Movement chart, and applicable anchor charts (see materials list).

Technology & Multimedia

Consider using an interactive white board or document camera to display lesson materials.

- Video record students as they sing the complete Moon Movement routine to watch with students to evaluate strengths and areas for improvement. Post it on a teacher webpage or on a portfolio app such as Seesaw (<http://web.seesaw.me>) for students to watch at home with families. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Video record students role-playing to review with students in later lessons as a reminder of what happened. Most devices (cellphones, tablets, laptop computers) come equipped with free video recording apps or software.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 1.I.A.1, 1.I.A.3, 1.I.B.6, 1.I.C.10, and 1.I.C.12

Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing opportunities to deepen comprehension and practice oral language by acting out key events from the text, *Why the Sun and the Moon Live in the Sky*. This will help prepare them with the remainder of the lesson and the unit assessment.
- ELLs may find it challenging to recall, identify, and sequence major events in a story. In preparation for the Unit 1 Assessment, consider spending additional

time practicing this skill. See “Levels of support” below and Meeting Students’ Needs column for details.

Levels of support

For lighter support:

- During Work Time B, challenge students to use language from the unit’s Language Dives and vocabulary from the text as they act out events from *Why the Sun and the Moon Live in the Sky*. (Example: “I overflowed the top of the roof. I was forced to go up into the sky.”)

For heavier support:

- During Work Time B, empower students to ask their partners for help if they are not sure what to say. Encourage them to say, “Line,” if they feel stuck. Their partners can then suggest something for them to say.
- Before Work Time C, practice sequencing events by creating cards with illustrations of major events in familiar stories from Module 1. Invite students, in partners or as a whole class, to sequence each event. Prompt students to describe the sequence using the words *first*, *next*, and *finally*.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students continue to use puppets during the Role-Play protocol. Some students will need additional support in remembering how to care for the puppets and use them purposefully. Provide alternatives to auditory information by inviting students to demonstrate what it looks like and sounds like to care for the puppets.
- **Multiple Means of Action & Expression (MMAE):** During independent writing, some students may get restless or tired. Provide options for physical action by inviting students to join you in a quick movement break after they complete each section of writing.
- **Multiple Means of Engagement (MME):** Students have had multiple opportunities to learn and practice the “Sun, Moon, and Stars” song and Moon Movement routine. Some students may benefit from opportunities to be seen as a peer model. Foster community by inviting a few students to help you demonstrate the motions for the song and movement routine.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- character, setting, moon, sun (L)
- sky, earth (T)

Materials

- “Sun, Moon, and Stars” Version 2 song (from Lesson 5; one to display)
- Moon Movement chart (from Lesson 10; one to display)
- Story Elements board (begun in Lesson 12; added to during Work Time A)
- Reading Literature Checklist (for teacher reference; see Assessment Overview and Resources)
- Why the Sun and the Moon Live in the Sky* (one to display; for teacher read-aloud)
- Story Elements Board Icons: *Why the Sun and the Moon Live in the Sky* (from Lesson 12; three; added during Work Time A)
- Story Elements Board: *Why the Sun and the Moon Live in the Sky* (from Lesson 12; answers, for teacher reference)
- Why the Sun and the Moon Live in the Sky* puppets (from Lesson 12; one per student)
- Working to Become Ethical People anchor chart (begun in Lesson 4)
- Role-Play Protocol anchor chart (begun Lesson 4)
- Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- Why the Sun and the Moon Live in the Sky* response sheet (from Lesson 12; one per student)
- Pencils (one per student)
- Sit, Kneel, Stand Protocol anchor chart (begun in Module 1)

Opening

A. Song and Movement and Language: “Sun, Moon, and Stars” Song and Moon Movement Routine (5 minutes)

- Display the “**Sun, Moon, and Stars**” **Version 2 song** and **Moon Movement chart**.
- Invite students to sing and move along to the “Sun, Moon, and Stars” song with you.
- Refocus the group and guide the class through the Moon Movement routine using the Moon Movement chart.
- Invite students to take a bow at the end and give them specific, positive feedback on their perseverance to practice and learn both the “Sun, Moon, and Stars” song and Moon Movement routine.

Meeting Students’ Needs

- When reviewing the “Sun, Moon, and Stars” song and Moon Movement routine, foster community by inviting a few student volunteers to model the motions to each for the class. (MME)
- For ELLs: To reinforce language, consider verbalizing the movements on the Moon Movement chart as students move through the stretches. To provide lighter support, invite students to verbalize the movements.

Work Time

A. Focused Read-aloud, Session 2: *Why the Sun and the Moon Live in the Sky* (15 minutes)

- Direct students' attention to the posted learning targets and read them aloud:
 - “*I can retell major events from Why the Sun and the Moon Live in the Sky.*”
 - “*I can describe the central message of Why the Sun and the Moon Live in the Sky.*”
- Explain to students that today they will revisit the text, *Why the Sun and the Moon Live in the Sky*, to look more closely at the major events and the central message of the story.
- Direct students' attention to the **Story Elements board** and remind them you will ask for volunteers to help keep track of important parts of the story. As students engage with the text, use the **Reading Literature Checklist** to track their progress.
- Display *Why the Sun and the Moon Live in the Sky* and remind students to use the signal, as in previous lessons, to show when they see or hear an important event from the beginning, middle, and end of the story.
- Draw students' attention back to the text and read aloud pages 1–13 slowly, fluently, with expression, and without interruption, paying attention to when students show the signal for an important event.
- Ask:
 - “*What did you hear that helped you understand the important events from the beginning of the story?*” (*Sun wants Water to visit his and Moon's house, but Water says the house is too small for all of his people. Sun and Moon decide to build a larger house.*)
 - “*What did you see in the illustrations that helped you understand the beginning of the story?*” (*Sun had a small house and was talking with Water. Sun and Moon started building a bigger house.*)
- Invite a volunteer to place the **Story Elements Board Icon: Why the Sun and the Moon Live in the Sky** for *beginning* on the Story Elements board. Refer to **Story Elements Board: Sun and Moon (answers, for teacher reference)** as necessary.
- Draw students' attention back to the text and read aloud pages 14–22 fluently and without interruption, paying attention to when students show the signal for an important event.
- Pause at page 23 and flip back through the previous illustrations. Ask:
 - “*What did you see and hear that helped you understand the middle of the story?*” (*Water came to Sun and Moon's house and brought all of his people and animals. Water filled up the house until there was no more room.*)
- Invite a student volunteer to place the Story Elements board icon for middle on the board.
- Draw students' attention back to the text and read the remainder of it, paying attention to when students show the signal for an important event.
- Ask:
 - “*What did you see and hear that helped you understand the end of the story?*” (*Water overflowed the house. Sun and Moon were forced onto the roof and then up into the sky.*)
- Invite a student volunteer to place the Story Elements board icon for end on the board.
- Invite students to turn and talk with an elbow partner:
 - “*Why do the sun and the moon live in the sky, according to the author, Elphinstone*

Dayrell?” (They were forced into the sky because water overflowed their home.)

- As students discuss, circulate and listen in. Take note of the ideas they are sharing and identify a few students to share out with the whole group.
- Cold call a few students to share out their ideas.
- Invite students to turn and talk with an elbow partner:

“What was the central message we learned from Why the Sun and the Moon Live in the Sky?” (We learned that people create stories to try to explain things in nature.)

- As students discuss, circulate and listen in. Take note of the ideas they are sharing and target a few students to share out with the whole group.
- Cold call a few students to share out.
- If productive, cue students to expand the conversation by giving an example and to listen carefully and seek to understand:

“Can you give an example?” (Responses will vary.)

“Who can tell us what your classmate said in your own words?” (Responses will vary.)

- Give students specific, positive feedback for collaborating to make sense of the central message in *Why the Sun and the Moon Live in the Sky*. (Example: “Jaime and Tyrese were unsure of the message, but they talked through their ideas together and asked for help when they needed it.”)

Meeting Students' Needs

- When circulating and listening in during the turn and talk, scaffold partner conversations as needed. Some students may benefit from explicit prompting or a sentence frame. (Example: “The central message of *Sun and Moon* is _____.”) (MMAE)
- As students share out ideas about the story's central message, offer alternatives to auditory information by writing students' ideas on chart paper or a white board. Save their ideas to refer to in future lessons. (MMR)
- For ELLs: Practice sequencing events by prompting students to discuss some of the important events that take place each day at school. (Example: “First, we have morning message. Next, we eat lunch. Last, we line up to go home.”)
- For ELLs: Mini Language Dive. Continue the discussion from Lesson 12 of the meaning of the chunks from a key sentence from *Why the Sun and the Moon Live in the Sky*: “the water very soon overflowed / the top of the roof, / and the sun and moon were forced / to go up into the sky.”
 - Briefly review the meaning of each chunk.
 - Read the chunks together, in sequence. Ask:

“Now what do you think is the meaning of this part of the sentence?” (The sun and moon had to move into the sky because the water filled the compound.)

“In the last lesson, I asked you to think about how these chunks help us understand the story. What are your ideas?” Tell students you will give them time to think and discuss with their partner. (These chunks help us understand that the overflowing water is the reason that the sun and moon live in the sky.)

“And how do these chunks help us understand the central message of the story?” Tell

students you will give them time to think and discuss with their partner. (They help explain things in nature.)

“Close your eyes and imagine water came into our classroom. It very soon overflowed our classroom floor. Where would you be forced to go?” To provide heavier support, post: “The water very soon overflowed our classroom floor, and I was forced to go ____.” (Look for students to say they would be forced onto the chairs or desks, or out to the playground.)

Work Time

B. Role-Play: Beginning, Middle, and End (15 minutes)

- Move students into the same triads from Lesson 12 and distribute the ***Why the Sun and the Moon Live in the Sky*** puppets.
- Use the routine established in the first half of the module to review the first learning target and the **Working to Become Ethical People anchor chart** with students and guide them through the Role-Play protocol for the following pages of *Why the Sun and the Moon Live in the Sky*. Review the **Role-Play Protocol anchor chart** as necessary (Refer to the Classroom Protocols document for the full version of this protocol) and track their progress with the **Speaking and Listening Checklist** for SL.1.1 and SL.1.2.
 - Pages 7–15
 - Pages 16–21
 - Pages 22–27
- Refocus whole group. Ask students to carry their puppets with respect and care and carefully put them away in the designated place.
- Provide specific feedback around students’ ability to show respect for their environment. (Example: “I saw Jin show respect today when he saw a friend waving the puppet in the air and reminded his friend to hold the puppet carefully.”)

Meeting Students’ Needs

- Before students work with the puppets, remind them of their ideas for how to care for the puppets. Provide alternatives to auditory information by inviting students to demonstrate what it looks like and sounds like to care for the puppets. (MMR)
- For ELLs: If students struggle to put words to their ideas, remind them of the word or concept they recalled and have them repeat it. Prompt them to repeat the word or sentence back after scribing it.

Work Time

C. Independent Writing: *Why the Sun and the Moon Live in the Sky* Response Sheet, Parts III and IV (20 minutes)

- Tell students that now they are going to write what they know about the major events and central message of *Why the Sun and the Moon Live in the Sky*, just as they did in Lessons 9 and 11.

- Distribute prepared clipboards with ***Why the Sun and the Moon Live in the Sky* response sheets** and **pencils** and follow the same routine established in Lessons 9 and 11 to complete Parts III and IV.
- Circulate to support students as they write. Encourage them to use classroom resources (Story Elements board, Word Walls, high-frequency word lists, and alphabet or letter sound combination charts).
- When 2 minutes remain, provide students with a time reminder and encourage them to finish up Part IV. Signal all students to stop working through the use of a designated sound.
- Collect students' response sheets.

Meeting Students' Needs

- After students complete each section, provide options for physical action by inviting students to engage in a quick stretch break. (MMAE)
- For ELLs: Invite students who need heavier support to identify key elements of the response sheet. Consider inviting students who need lighter support to provide words and phrases that the student who needs heavier support can repeat and write into the sheet. For example, if a student wrote or drew the sun and the moon up in the sky in Part 3, "End," another student might point to it and say, "In the end, the sun and the moon were forced up into the sky." Encourage the student who needs heavier support to repeat the sentence and then write each word as he or she repeats it again.

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Remind students that the best learning happens when learners check to see how well they are doing and what they can do to be even better. Remind them that this is called "assessing" and that today they will use the Sit, Kneel, Stand protocol to assess their own learning. Remind them that they used this protocol in Module 1 and review as necessary using the **Sit, Kneel, Stand Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of this protocol.)
- Guide students through the protocol using the learning targets.
- Lead the class in a debrief discussion on how the class has rated itself as time allows.
- If productive, cue students to listen carefully and seek to understand:

"Who can tell us what your classmate said in your own words?" (Responses will vary.)

Meeting Students' Needs

- For ELLs: Before introducing the Sit, Kneel, Stand protocol, ask students to rephrase the learning targets with an example of how they retold events and described the central message when reading *Why the Sun and the Moon Live in the Sky*.

This lesson has no new supporting materials.