

Lesson 9: Focused Read-aloud and Retelling, Session 2: *Papa, Please Get the Moon for Me*



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.1.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.1.1e:** Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- **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 *Papa, Please Get the Moon for Me*. (RL.1.1, RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.1, SL.1.2, L.1.6)
- I can describe the central message of *Papa, Please Get the Moon for Me*. (RL.1.2, W.1.8, SL.1.1)

Ongoing Assessment

- During the Opening, use the Language Checklist to track students' progress towards L.1.1e as students participate in the song activity.
- During Work Time A, B, and C, track students' progress towards the reading standards in this lesson using the Reading Literature Checklist.
- 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 *Papa, Please Get the Moon for Me* response sheet. At the end of the lesson, collect students' writing samples to check progress toward RL.1.1, RL.1.2, RL.1.3, and W.1.8.

Agenda

1. Opening

A. Song and Movement: “Sun, Moon, and Stars” Song (10 minutes)

2. Work Time

A. Focused Read-aloud, Session 2: *Papa, Please Get the Moon for Me* (15 minutes)

B. Role-Play: Beginning, Middle, and End (10 minutes)

C. Independent Writing: *Papa, Please Get the Moon for Me* Response Sheet, Part III (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 *Papa, Please Get the Moon for Me*. Students use the text and illustrations to ask and answer questions about the characters, setting, and events in the story. Continue to reinforce the value of revisiting rich and complex texts many times to think about the important ideas and enjoy the beautiful language.
- Nurturing an inquiry-rich classroom environment begins with asking and answering questions and cultivating curiosity. This lesson invites students to re-engage with the Unit 1 guiding question in order to uncover the author’s purpose for writing *Papa, Please Get the Moon for Me*.
- In Work Time B, students reflect upon the habit of respect and how to treat others. Revisit the Working to Become Ethical People anchor chart to guide students in thinking and discussing how respect is important to uphold throughout the Role-Play protocol.

How this lesson builds on previous work:

- Students complete the Story Elements board for *Papa, Please Get the Moon for Me* by adding key details from the beginning, middle, and end of the story.
- Students continue to use the Role-Play protocol, focusing on retelling the important events from the beginning, middle, and end of the story. Students will role-play with the same partner established in Lesson 8.
- Students continue their writing from Lesson 8, completing Part III of the response sheet to retell the important events of the beginning, middle, and end of the story using pictures and words.
- Continue to use Goal 1 and 2 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Some students may need more support with their oral language during the role-play. Look for opportunities to support students’ oral language as they practice role-playing by providing sentence stems or mimed actions.

- Support students in their transfer of oral rehearsal into writing before and during Work Time C by referring back to the Story Elements board.
- Students write independently for the *Papa, Please Get the Moon for Me* response sheet, Part III. Have a plan in place for students who may need more support to complete this writing task. Consider using sentence stems, personal Word Walls, sight word lists, appropriate writing tools (pencil grips, slant boards), and other differentiated tools to aid independent writing.

Down the road:

- Throughout this unit, students repeatedly return to texts to ask and answer questions about the characters, setting, events, and central message of the story. In Lessons 14–15, students will complete the Unit 1 Assessment by completing all parts of the response sheet for the text *Kitten’s First Full Moon*.

In advance:

- Prepare:
 - Sun, Moon, and Stars Word Wall card for the words *full moon*, *half-moon*, and *sliver*. Write or type the word on a card and create or find a visual to accompany each word.
 - Story Elements board icons for beginning, middle, and end.
 - Part III of the *Papa, Please Get the Moon for Me* response sheet on clipboards for Work Time C.
- Review the Role-Play protocol. (Refer to the Classroom Protocols document for the full version of this protocol.)
- Post: Learning targets, “Sun, Moon, and Stars” Version 2 song, and applicable anchor charts (see materials list).

Technology & Multimedia

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

- Record the whole group singing the “Sun, Moon, and Stars” Version 2 song and post it on a teacher webpage or on a portfolio app such as Seesaw (<http://web.seesaw.me>) for students to listen to at home with families. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Create the Story Elements board in an online format—for example, a Google Doc—to display and for families to access at home to reinforce these skills.
- Video record students as they role-play 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.

Supporting English Language Learners

Supports guided in part by CA ELD Standards: 1.I.A.1, 1.I.B.5, 1.I.B.6, and 1.I.C.10

Important points in the lesson itself:

- The basic design of this lesson supports ELLs by providing opportunities to deepen comprehension and expand oral language by acting out events of the text *Papa, Please Get the Moon for Me*. Students will also have the opportunity to demonstrate understanding by writing in a structured organizer.
- ELLs may find it challenge to comprehend the question “Why do think the author wrote the book?” because it may seem abstract. Consider making this question more concrete by researching the author of *Papa, Please Get the Moon for Me*, Eric Carle, and displaying a picture of him throughout the read-aloud. Discuss his inspirations for writing. Refer to his photograph each time the class thinks about his motivation for writing about the moon.

Levels of support

For lighter support:

- During Work Time C, invite a student to model completing the first section of the graphic organizer for the class.

For heavier support:

- In preparation for Opening A, create index cards with the word *will* written in a different color than the ink used to write the “Sun Moon and Stars” Version 2 song. Students can use them for visual and tactile reference during Opening A. See Meeting Students’ Needs column for details.
- During Work Time C, Model doing quick sketches within the graphic organizer as placeholders for information. Say: “You can sketch first so that you don’t forget the information you want to add. Then you may go back later and write.”
- During Work Time C, consider providing students with three copies or illustrations of events from *Papa, Please Get the Moon for Me*, each representing the beginning, middle, and end of the story. Students can refer to these as they complete their response sheets.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students share ideas about the central message of *Papa, Please Get the Moon for Me*. Some students may need additional support with understanding and remembering these ideas. Offer alternatives to auditory information by writing students’ ideas on chart paper and referring to them in future lessons.
- **Multiple Means of Action & Expression (MMAE):** In this lesson, individual students are asked to share ideas about why the author wrote *Papa, Please Get the Moon for Me* with a partner. Some students may need additional support with connecting the author’s purpose to the study of sun, moon, and stars. As students share out, provide options for expression and communication by using prompts and sentence frames.
- **Multiple Means of Engagement (MME):** As students engage in the Role-Play protocol with a partner, foster community by discussing strategies with students for how to ask for help from their peers during the protocol.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- full moon, half-moon (L)
- future tense, sliver (T)

Review:

- present tense, past tense (T)
- proper noun, common noun, moon, shining, night, event, beginning, middle, end (L)

Materials

- ✓ “Sun, Moon, and Stars” Version 2 song (from Lesson 5; one to display)
- ✓ Language Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Sun, Moon, and Stars Word Wall (begun in Lesson 1; added to during Opening)
- ✓ Sun, Moon, and Stars Word Wall cards (new; teacher-created; three)
- ✓ Story Elements Board: *Papa, Please Get the Moon for Me* (begun in Lesson 8; added to during Work Time A)
- ✓ Reading Literature Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ *Papa, Please Get the Moon for Me* (one to display; for teacher read-aloud)
- ✓ Story Elements Board Icons: *Papa, Please Get the Moon for Me* (from Lesson 8; three; added to Story Elements board during Work Time A)
- ✓ 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)
- ✓ *Papa, Please Get the Moon for Me* response sheet (from Lesson 8; one per student)
- ✓ Pencils (one per student)
- ✓ Unit 1 Guiding Question anchor chart (begun in Lesson 2; added to during the Closing; see supporting materials)

Opening

A. Song and Movement: “Sun, Moon, and Stars” Version 2 Song (10 minutes)

- Direct students to sit in a circle in the whole group meeting area.
- Display the “Sun, Moon, and Stars” Version 2 song.

The Sun, Moon, and Stars

- Remind students that the song is written in *present tense*, but that yesterday they changed the words to the *past tense*.
- Tell students that today they will sing it in *future tense*, so they will sing the song as if it will happen tomorrow.
- Turn and Talk:
“Use the future tense to say something you will see in the classroom tomorrow.” Model as needed. (Responses will vary, but may include: “I will see the art teacher. I will see my best friends. Etc.”)
- Circulate and listen in as students share with one another. Use the **Language Checklist** to track progress towards L.1.1e.
- Invite students to sing the song in the past tense with you.
“The sun will shine over us all, I will see it sparkle like a ball...etc.”
- Provide specific, positive feedback on their ability to change the song to the future tense.

Meeting Students' Needs

- Provide differentiated mentors by seating students who are less comfortable singing next to students who may be more comfortable. (MMAE)
- For ELLs: For tactile and visual support using the future tense, invite students to affix the *will* index cards in the appropriate spots on the “Sun Moon and Stars” Version 2 song. See Supporting ELLs for details about the preparation of these cards.

Work Time

A. Focused Read-aloud, Session 2: *Papa, Please Get the Moon for Me* (15 minutes)

- Direct students' attention to the posted learning targets and read them aloud:
“I can retell major events from Papa, Please Get the Moon for Me.”
“I can describe the central message of Papa, Please Get the Moon for Me.”
- Tell students that during the focused read-aloud today they will read to meet these targets.
- Remind students that the characters in *Papa, Please Get the Moon for Me* are Monica, Papa, and the moon.
- Say each character name again and invite students to make a “p” with their hands if the noun is proper, and a “c” with their hand if the noun is common.
- Point out the phrase *central message* in the second learning target and explain that the central message of a story is the big idea or lesson it teaches the characters and readers.
- Give an example of the central message from a familiar story. (Example: “The central message from *The Most Magnificent Thing* is that if you work hard as an effective learner you can accomplish magnificent things.”)
- Tell students that as they listen to *Papa, Please Get the Moon for Me* today, they should pay close attention to what the central message might be.
- Direct their attention to the **Story Elements Board: Papa, Please Get the Moon for Me** and point to the boxes labeled Beginning, Middle, and End. Read the labels aloud.

- Invite students to turn and talk to an elbow partner:
“What will we track with the Story Elements board today? (major events from the beginning, middle, and end of the story)”
- Cold call two or three students to share their thoughts.
- With excitement, share with students that yesterday they read the story *Papa, Please Get the Moon for Me*, and today they will use the Story Elements board again to dig back in and retell major events from the beginning, middle, and end of the story. As students engage with the text, use the **Reading Literature Checklist** to track their progress.
- Invite students to Think-Pair-Share with an elbow partner:
“What is an event in a story?” (anything that happens; an event is usually special or important)
- Display *Papa, Please Get the Moon for Me*.
- Remind students that the shape of the moon can be described in different ways.
- Show them the **Sun, Moon, and Stars Word Wall cards** for *full moon* and *half-moon* follow the same routine established in the Lesson 1: Provide its definition, use it in a sentence with an accompanying gesture, and place the Word Wall card and picture for it on the Sun, Moon, and Stars Word Wall.
- Read aloud pages 1–4 slowly, fluently, with expression, and without interruption.
- Pause after reading page 4 and ask students to turn and talk with an elbow partner:
“What happened in the beginning of the story?” (Monica wants to play with the moon, so she asks her Papa to get it for her.)
- Encourage students to use the sentence frame: “In the beginning, _____.”
- Cold call on one to two students to share out.
- Place the **Story Elements Board Icon: Papa, Please Get the Moon for Me** for the beginning on the Story Elements board.
- Draw students’ attention back to the text and read aloud pages 5–18 slowly, fluently, with expression, and without interruption.
- Flip back through pages 5–18 and ask students to turn and talk with an elbow partner:
- “Looking at the illustrations for evidence, describe what happened in the middle of the story.” (Papa climbed a very tall ladder and waited for the moon to be small enough to carry down and give to Monica).
- If productive, cue students to listen carefully:
“Who can repeat what your classmate said?” (Responses will vary.)
- Encourage students to use the sentence frame: “In the middle, _____.”
- Cold call on one or two students to share out.
- Place the Story Elements board icon for the middle on the Story Elements board.
- Draw students’ attention back to the text and read aloud page 19 and pause at the word *sliver*.
- Show students the Sun, Moon, and Stars Word Wall card for *sliver* and follow the same routine established in the Lesson 1: Provide its definition, use it in a sentence with an accompanying gesture, and place the Word Wall card and picture for it on the Sun, Moon, and Stars Word Wall.
- Draw students’ attention back to the text and read aloud from page 19 to the end of the text.

- Invite students to turn and talk with an elbow partner:
“What happened at the end of the story?” (Monica played with the moon, but it got smaller and smaller until it disappeared. Then it reappeared in the sky.)
- Encourage students to use the sentence frame: “At the end, _____.”
- Cold call on one or two students to share out.
- Place the Story Elements board icon for the end on the Story Element board.
- With excitement, give students specific, positive feedback for listening to the story carefully and completing the entire Story Elements board for *Papa, Please Get the Moon for Me*.
- Invite students to Think-Pair-Share with an elbow partner:
“What was the central message of this story? What do you think the author, Eric Carle, was trying to show and tell us about the moon?” (that the moon changes shape and gets bigger and smaller as time goes by)
- 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 on two to three students to share out.
- Tell students that now that they have completed the Story Elements board to show the major beginning, middle, and end events of *Papa, Please Get the Moon for Me*, they will be role-playing those events with their role-play partners.

Meeting Students' Needs

- When preparing students for the focused read-aloud, provide options for physical action and sensory input by differentiating seating. Some students might benefit from sitting on a gym ball, a move-and-sit cushion, or a chair with a resistive elastic band wrapped around the legs. (MMAE)
- As students share out ideas about the central message of the story, 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: Mini Language Dive. Ask students about the meaning of the chunks from the guiding question: “I / can describe / the central message / from *Papa, Please Get the Moon for Me*.” Write and display student responses next to the chunks. Examples:
 - Ask:
 - ***“What does this sentence mean?” (Responses will vary.)***
 - Point to and read aloud the chunk: “I” and ask:
 - ***“Who is this sentence about?” (me; students)***
 - Point to and read aloud the chunk: “can describe” and ask:
 - ***“What will you be able to do?” (describe; tell about something.)***
 - Point to and read aloud the chunk: “the central message” and ask:
 - ***“What will you be telling about?” (the central message; the most important thing the author wants to tell us.)***
 - Point to and read aloud the chunk: “from *Papa, Please Get the Moon for Me*.” and ask:

“What book will you describe the message of?” (Papa, Please Get the Moon for Me.)

“Now what do you think this sentence means?” (We can tell about the most important thing the author wants us to know.)

“How will describing central events help you understand why authors write about the sun and moon?” (Responses will vary, but may include: It might help us understand why the writer of Papa, Please Get the Moon for Me wrote about the moon.)

Work Time

B. Role-Play: Beginning, Middle, and End (10 minutes)

- Direct students’ attention to the posted learning targets and reread the first one aloud:

“I can retell major events from Papa, Please Get the Moon for Me.”

- Share with students that as in the previous lessons, they will get a chance to show what they know about the major events in *Papa, Please Get the Moon for Me* by role-playing the beginning, middle, and end.
- Direct students’ attention to the **Working to Become Ethical People anchor chart** and focus them on the Respect row.
- Invite students to turn and talk with an elbow partner:

“How will you show respect toward others during our Role-Play protocol today?”

- Circulate and listen in as students share.
- Cold call on two to three students to share out.
- Move students into pre-determined pairs and tell them they are going to use the Role-Play protocol to act out the key details of *Papa, Please Get the Moon for Me*. Remind them that they have been using this protocol in the past few lessons, and review as necessary using the **Role-Play protocol anchor chart**. Refer to the Classroom Protocols document for the full version of the protocol.
- Invite students to begin the protocol for the following sections of text and track their progress with the **Speaking and Listening Checklist** for SL.1.1 and SL.1.2:
 - Pages 1–4
 - Pages 9–18
 - Pages 19–end
- Give students specific, positive feedback on their ability to role-play the key details of *Papa, Please Get the Moon for Me*. (Example: “Ava, you made your body smaller and smaller to show how the moon grew smaller and smaller in the middle of the story.”)

Meeting Students’ Needs

- When giving directions for the Role-Play protocol, foster collaboration by guiding students in knowing when and how to ask a classmate for help. (Example: “When you are role-playing today, you might forget what happens in the middle of the story. That is okay! First, try your best to look at the pages and remember what happened in the story. If you are still stuck, your partner can help you. What could you say to your partner if you forget something about the story?”) (MME)

Work Time

C. Independent Writing: *Papa, Please Get the Moon for Me* Response Sheet, Part III (20 minutes)

- Display the *Papa, Please Get the Moon for Me* response sheet.
- Distribute prepared clipboards with response sheets and **pencils**.
- Focus students on Part III and read the prompt aloud, allowing adequate think time:
“Use words and pictures to show what happened in the story.”
- Direct students’ attention to the box labeled Beginning.
- Invite students to whisper a response into their hands:
“What happened in the beginning of Papa, Please Get the Moon for Me?”
- Tell students that they may begin writing their response in the Beginning box.
- Repeat this process with the remaining two boxes, Middle and End.
- 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). If students need additional support generating ideas, invite them to work in a small group with teacher support and refer to the Story Elements board from Work Time A.
- Signal all students to stop working through the use of a designated sound.
- Collect students’ response sheets.
- Provide specific, positive feedback about students’ ability to complete Part III of their response sheets. (Example: “Charlotte, I saw that you chose to draw your picture first and then write the words for each part of the story.”)

Meeting Students’ Needs

- When preparing students for independent writing, vary methods for fine motor responses by offering modified response sheets with a separate box for drawing and lines for writing. (MMAE)
- Before the transition to clean up, support self-regulation and independence during the transition by providing a clear routine for what to do with unfinished work and using a visual timer. (MME)
- For ELLs: Students may benefit from orally rehearsing their writing with peers. After prompting students to whisper each event into their hands, encourage them to tell a partner their thinking. Circulate to support this interaction.
- For ELLs: Before inviting students to complete each section of Part 3 of the *Papa, Please Get the Moon for Me* response sheet, model and think aloud strategies for remembering the sequence of events. (Example: “Hmm ... I’m not sure what happened in the middle, but where can I look? The Story Elements board!”)
- For ELLs: Complete the first section of the *Papa, Please Get the Moon for Me* response sheet with the class as a shared or interactive writing experience to prepare students to work on the remaining sections independently.

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Tell students they are now going to consider why the author may have written *Papa, Please Get the Moon for Me*.
- Direct students' attention to the **Unit 1 Guiding Question anchor chart** and complete the first column with the book title.
- Direct students' attention to the second column and ask:
“Was this story about the sun, the moon, or both?” (the moon)
- Model how to use the Sun, Moon, and Stars Word Wall to properly spell the word *moon*.
- Direct students' attention to the third column and invite students to turn and talk with an elbow partner:
“Why do you think the author wrote the book?” (Responses will vary, but may include: to imagine what it would be like to play with the moon and/or to describe how the moon seems to get bigger and smaller.)
- If productive, cue students to expand the conversation by saying more:
“Can you say more about that?” (Responses will vary.)
- Circulate and listen in as students share with their partners.
- Cold call on two to three students to share out their ideas.
- As students share out, capture their responses on the anchor chart.
- Reread the new information added to the anchor chart about *Papa, Please Get the Moon for Me*, reading from left to right across the chart.
- Invite students to sing and do the movements of the “Sun, Moon, and Stars” Version 2 song as the lesson comes to a close.

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: “I think the author wrote the book because ____.”) (MMAE)
- For ELLs: Review the learning targets introduced in Work Time A. Ask students to give specific examples of how they worked toward achieving them in this lesson. Invite students to rephrase the learning targets now that they have more experience recalling major events and describing the central message. (Example: I can describe how Eric Carle wanted to tell us that the moon is beautiful.)