



### About the Book

Text Type: Fiction/Fairy Tale Page Count: 22 Word Count: 1,680

#### Book Summary

In this clever spoof of traditional fairy tales, all the water in the world comes from an enormous bowl on the moon. The woman who tips over the bowl to provide water for people on Earth sometimes forgets to do her job. With washday approaching, everyone is quickly becoming annoyed with her. A brave woodchopper named Tom is sent to the moon to remedy the situation. Readers will enjoy predicting how he solves the problem and discovering the true identity of the person who controls the water.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions

#### Objectives

- Use the reading strategy of making, revising, and confirming predictions to understand fictional text
- Understand story elements of fairy tales
- Identify the conjunction *and* used to combine sentences
- Recognize and understand similes

#### Materials

Green text indicates resources available on the website

- Book—*The Moon Bowl* (copy for each student)
- Chalkboard or dry erase board
- Slates and markers or scrap paper and pencils
- [Story elements, conjunction \*and\*, similes worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- Content words:

Story critical: **gleaming** (adj.), **humble** (adj.), **mind** (v.), **perched** (v.), **rickety** (adj.), **timely** (adj.)

Enrichment: **balderdash** (n.), **jostled** (v.), **simpleton** (n.), **skinny** (adj.), **stammered** (v.)

### Before Reading

#### Build Background

- Have students think of a fairy tale they have read. Prompt as needed with familiar titles such as *Cinderella* or *Snow White and the Seven Dwarfs*. Ask students to explain some of the elements they usually find in fairy tales. Have them tell how fairy tales usually end. Ask students if the way most fairy tales are written makes the ending predictable or unpredictable.

## Preview the Book

### Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Direct students to the table of contents. Remind them that the table of contents provides an overview of what the book is about. Each chapter title provides an idea of what they will read about in the book.

### Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Tell students that a fun way to read that will help them understand a story is to use the information they read to make guesses about what will happen in the book.
- Model using the covers and the table of contents to make predictions.  
*Think-aloud: On the front cover I see something big with the Earth below it. On the back cover I see two small people standing beside a big bowl filled with a liquid. Since the title of the book is The Moon Bowl, I think that must be the bowl on the back cover. I predict that this story is about a liquid moon rather than a solid moon. In the table of contents, I see chapter titles that make me think this is going to be a funny fairy tale. I'll have to read the book to find out.*
- Encourage students to make predictions about what they think they will read about in the book.
- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name).
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes or other word endings. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Direct students to the first paragraph on page 5. Have them find the word *timely* in the first sentence. Tell students that they can look at the letters the word begins and ends with to figure out how to say the word. Tell them they can work out the meaning by looking for a word they know within the unfamiliar word. Ask students to tell the word they know (*time*). Tell students that they can use context clues from the previous paragraph, as well as in the sentences that follow, to figure out the meaning of the unfamiliar word. Read the sentence on page 5, substituting the words *on time* for *timely fashion*. Ask students if *on time* makes sense in the sentence. Remind them that if the meaning they come up with doesn't make sense in the sentence, they can look up the word in a dictionary or thesaurus.
- Review any other vocabulary words that may be challenging, such as *gleaming* and *rickety*.
- Talk about the figurative language used by the author, such as the simile used in the second sentence on page 7 (*His axe flies like the wind itself...*). Explain that the author uses these kinds of phrases to make the story more descriptive and interesting.


### Set the Purpose

- Tell students as they read the book to make predictions about what will happen based on the clues in the story. Remind them to revise or confirm their predictions as they learn more information about the characters and events.

## During Reading

### Student Reading

- **Guide the reading:** Have students read pages 3 through 11. Have them continue to make predictions as they read. If they come across information that contradicts an earlier prediction, they should revise their prediction. If they finish reading before everyone else, they should go back and reread.
- Model confirming and revising predictions.  
*Think-aloud: I thought this was going to be a funny fairy tale, and so far that prediction is correct. I also predicted that the moon in the story was liquid, but that didn't turn out to be true. I learned that the water on the moon is in a bowl. In other words, the water is ON the moon, but it isn't part of the moon. Now that I've read through page 11, I predict that the old man will lead Tom to the woman who controls the water. I'll have to keep reading to confirm or revise this prediction.*
- Have students read the remainder of the book. Remind them as they read to pause and think about a prediction they've made that is confirmed by something they read in the story. Tell them to revise their predictions if they encounter information that makes them think differently than when they began reading.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Discuss how making predictions about what will happen in the story keeps them actively involved in the reading process and helps them remember what they've read.

### Teach the Comprehension Skill: **Story elements**

- **Discussion:** Ask students whether they were surprised to discover that there wasn't a "woman in the moon" or whether they predicted it. Give students the opportunity to share other predictions they either revised or confirmed by the end of the story.
- **Introduce and model:** Draw a web on the board with a center circle and six smaller circles. Write *Fairy Tales* in the center circle. Explain that most fairy tales have six parts. Label the smaller circles as you explain the following:

*Hero:* The hero may be male or female, and may be the main character. The hero is the person who solves the problem in the story.

*Love Story:* The love story usually involves royalty, such as a prince and a princess who fall in love the minute they see one another or a peasant who falls in love with a member of a royal family.

*Villain:* This is the "bad guy" who can be either a man or a woman.

*Task:* The hero usually must do something to defeat the villain and obtain the reward.

*Solution:* The solution is what the hero does to accomplish the task. It may be an act of strength, or it may involve magic or a magical character.

*Reward:* The reward, or prize, happens as a result of the hero completing the task. It might be winning the hand of the princess in marriage, or it might be something good that happens to a group of people.

## Lesson Plan *(continued)*

## The Moon Bowl

- **Check for understanding:** Briefly retell a familiar fairy tale, such as *Sleeping Beauty* or *Snow White and the Seven Dwarfs*. Review each of the fairy tale elements on the web as students use slates and markers or paper and pencil to make notes. Elicit student participation as appropriate. Monitor their understanding and provide additional examples if needed.
- **Independent practice:** Introduce, explain, and have students complete the [story elements worksheet](#). If time allows, discuss their responses.

### Build Skills

#### Grammar and Mechanics: **Conjunction and**

- Have students turn to page 6 and find the following sentence as you write it on the board: *Tom glimpsed Charlotte through the trees and fell in love with her as well.* Review or explain that the word *and* can be used to combine short sentences that have the same subject, as in this example. Break the sentence into two sentences: *Tom glimpsed Charlotte through the trees. Tom fell in love with her as well.* Ask a volunteer to come to the board to circle the subject of each sentence.
- Explain to students that the word *and* can also be used to combine two complete sentences that each have a subject. In this case, a comma precedes the word *and*. Have students turn to page 9 and find the third sentence as you write it on the board: *He carried a long glass stick, and he was using the stick to draw in the dust.* Ask a volunteer to come to the board to circle the subjects (*He, he*). Call attention to the comma that precedes the word *and*.
- **Check for understanding:** Explain that the word *and* can also be used to join two complete sentences that have different subjects. Have students turn to page 11 and find the following sentence as you write it on the board: *I'm dealing with the stars, boy, and the stars are very important.* Ask a volunteer to come to the board to circle the subjects (*I, stars*). Call attention to the comma that precedes the word *and*.
- **Independent practice:** Introduce, explain, and have students complete the [conjunction worksheet](#). If time allows, discuss their responses.

#### Word Work: **Similes**

- Direct students to page 7 in the book. Have them find the sentence that describes the woodchopper's axe (*His axe flies like the wind itself*). Explain that this is a figure of speech called a *simile*. Write the word on the board and explain that it is not to be confused with the word *smile*.
- Explain that a simile is used to compare two things in order to help the reader form a mental picture in his or her mind. Have students find the word *like* in the sentence. Tell them that a simile usually uses the word *like* or *as* to make the comparison. Ask students if they have heard the expression *He was as quiet as a mouse*. Ask them to tell what two things are being compared (*he, mouse*).
- **Check for understanding:** Write or say the following similes: *Bob is as hungry as a bear. Kate runs like the wind.* Have students tell what two things are being compared in each simile and the meaning of each simile.
- **Independent practice:** Introduce, explain, and have students complete the [similes worksheet](#). If time allows, discuss their responses.

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

## ***Extend the Reading***

### **Writing Connection**

Have students work in small groups to write a humorous fairy tale that explains the origin of another aspect of nature, such as sunlight, clouds, tornadoes, or earthquakes. Have them be sure to include the six elements of fairy tales. Have students share their stories with the group.

### **Science Connection**

Provide print and Internet resources for small groups of students to research the moon. Each group should choose a topic, such as tides, features of the moon, or moon research and exploration. Have groups present their findings as an informational report.

### **Skill Review**

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

## ***Assessment***

### **Monitor students to determine if they can:**

- make, revise, and confirm predictions while reading a fictional text
- identify the story elements of a fairy tale
- identify sentences in which the conjunction *and* joins two short sentences
- recognize, interpret, and write similes

### **Comprehension Checks**

- **Book Quiz**
- **Retelling Rubric**