

About the Book

Text Type: Fiction/Fantasy Page Count: 16 Word Count: 651

Book Summary

Luna wants a new dress for the galaxy ball, but her mother says it's too hard to fit her changing figure—sometimes she is a New Moon, sometimes a Full Moon, and she's also different shapes in between. Luna knows she will be teased by the beautiful Sun and planets, but her mother tells her she is very important. Read to find out what happens in this engaging adaptation of Aesop's fable "The Moon and Her Mother."

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualizing to understand text
- Identify characters
- Identify the sounds of variant vowel /oo/
- Identify and use adjectives
- Arrange words in alphabetical order

Materials

Green text indicates resources available on the website.

- Book—*Luna Has Nothing to Wear* (copy for each student)
- Chalkboard or dry erase board
- Visualize, variant vowel /oo/, adjectives, alphabetical order 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: **dimmed** (v.), **elastic** (adj.), **figure** (n.), **fitting** (v.), **orbited** (v.), **swelling** (adj.)

Enrichment: *dazzling* (adj.), *galaxy* (n.), *tuxedo* (n.)

Before Reading

Build Background

- Ask students to share what they know about our solar system. Show students a poster or diagram of our solar system and have them name Earth, the other planets, the Sun, and any other objects in space they are familiar with.
- Ask students what they know about the Earth's moon. Tell students that long ago, before scientists studied space, people used to make up stories about the Sun, the Moon, and the stars. Read the prologue on page 3 aloud to students and explain that Aesop was an ancient writer who wrote many stories about animals and the world.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while reading. Visualizing is based on what a person already knows about a topic and what they read.
- Explain to students that the author has made characters out of real objects in space, and the pages of this book have wonderful illustrations of these characters. As they read the book, students can draw pictures of what they visualized.
Think-aloud: Whenever I read a book, I always pause after a page or two to create a picture in my mind of what I've read. This helps me to organize and understand the ideas and the plot in the book. Often, but not always, there are illustrations to help "show" what is happening. Creating "mind movies" or drawing my own pictures will help me when I read books when a book has very vivid illustrations or does not have any illustrations.
- Introduce and explain the **visualize worksheet**. Have students close their books, and then read page 4 aloud to them. Invite them to draw what they visualized from page 4 in the first box on their worksheet. Have them share their drawings and then open their book to page 4 and see how the illustrator visualized the text on page 4.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Story elements: identify characters**

- Explain to students that stories contain certain elements, or parts. Write the following on the board: *characters, setting, problem, solution*. Tell students that characters are people or other living things that have an important role in the story. Usually the main, or most important, character faces a problem in the story that has to be solved.
- Have students look at the cover and read the title aloud. Ask them to make predictions about who the main character might be and what the problem is.
Think-aloud: To better understand what is happening in a book, I look for the elements of the story. Knowing who the main character is will help me understand and enjoy the story as I read about the character and what happens to him or her.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, on page 6 you might say: *The text says, Luna looked down at her clothes: baggy pants with an elastic waist and a puffy shirt. Both were made to stretch and stretch and never rip. What clues does the paragraph provide to help you understand the meaning of elastic?* (The word *elastic* is used to describe the waist on Luna's pants. Help students to infer that *elastic* must mean something that can stretch.)
- Remind students to look at the letters with which a word begins or ends, or break the word into chunks, to figure out a difficult word. For example, point to the word *orbited* on page 8 and say: *When I look at the parts of this word, I can break it into pieces to pronounce it: or-bit-ed. Then I can reread the sentence and listen to see if it sounds right, like a word I've heard before.* Repeat this process with other multisyllabic or unfamiliar words from the text.

Set the Purpose

- Have students read to find out why Luna wants a new dress. Remind them visualize as they read.

During Reading

Student Reading



Guide the reading: Have students read from page 5 to the end of page 6. Encourage students who finish early to go back and reread. Ask them to put an asterisk or a star next to information where they visualized.

- Model visualizing.

Think-aloud: *When I read these two pages, I pictured in my mind how sad and upset Luna must look when she looks down at her baggy clothes. I visualized the Sun in a sparkly dress and Saturn with an outfit that has rings on it.*

- Allow students a few minutes to draw what they visualized in the second box on their worksheet. Have them share and explain their drawing.
- Ask students what characters they drew on their visualize worksheet. Explain and confirm with them that Luna is the *main* character because most of the story has been about her. We know what her problem is (she is afraid the others will make fun of her at the galaxy ball because she doesn't have a new dress).
- Ask students if they included any other characters in their drawing (Luna's mother). Explain that Luna's mother is a *minor* character because she doesn't have a big part in the story and we don't know her that well.
- **Check for understanding:** Have students read to the end of page 10. Have them visualize and draw in the third box of their worksheet. Point out that they can use their drawings to identify the characters, the problem of the story, and how the problem gets solved.
- Have students read the remainder of the book. Remind them to visualize as they read and to think about the main character of Luna and any minor characters they met as they read.



Have students make a small 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

- Ask students to explain or show how the strategy of visualizing helped them understand and remember the story.

Think-aloud: *When I read page 14, I thought about how the Moon is in the sky. I imagined what Luna looked like, with a pale light starting to glow from her, the way the Moon looks in the sky. Visualizing that scene in the book will really help me to remember this story*

- **Independent practice:** Have students complete their visualize worksheet, choosing what they would like to draw in the last box. After they have finished, ask them to explain their drawings using the text to support what they drew.

Reflect on the Comprehension Skill

- **Discussion:** Review and discuss with students who the main character was and how they know. Discuss the minor characters in the story and what role they played in the problem and the solution.

Lesson Plan *(continued)*


Luna Has Nothing to Wear

- **Enduring understanding:** In this book, you read about the Moon and how embarrassed she was of her changing size and her clothes. But her mother told her never to forget how important she was. In the end, Luna was proud of herself. Now that you know this, why is it important to appreciate people for who they are on the inside, and not how they look on the outside?

Build Skills

Phonics: Variant vowel /oo/


- Write the word *moon* on the board and say it aloud with students.
- Have students say the /oo/ sound in *moon* aloud. Run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the long /oo/ sound in the word.
- Write the word *good* on the board and say it aloud with students. Have students say the /oo/ sound in *good* aloud as you run your finger under the letters. Ask students to identify the sound. Ask if it is the same sound as in *moon* (no, *good* makes the short /oo/ sound). Have students practice the two sounds aloud, listening for the difference.

 **Check for understanding:** Have students turn to page 5 in the book. Ask them to find the words on the page that contain the variant vowel oo (*room*, *cool*). Ask students to identify which word makes the long /oo/ sound as in *moon* (*room*) and which word makes the short /oo/ sound as in *good* (*book*).

- **Independent practice:** Introduce, explain, and have students complete the **variant vowel /oo/ worksheet**. Discuss their answers aloud after students finish.

Grammar and Mechanics: Adjectives

- Choose an object in the room or at random and make a list of ways to describe it. (For example: The table is *long*, *wooden*, *flat*, and so on.)
- Write the following sentence on the board: *Luna wore baggy pants*. Point out the noun *pants* in the sentence and underline it. Ask students to identify a word that describes the pants (*baggy*).
- Review or explain that *adjectives* are words that describe nouns or pronouns. An adjective can help the noun tell *which one*, *how many*, or *what kind*.
- Write the following sentences on the board: *Saturn has cool rings*. *The Sun wore a fiery dress*. *She was becoming a full moon*.
- Have individual students come to the board and circle the adjective in each sentence. Then have them underline the noun that each adjective describes.

 **Check for understanding:** Have students identify and circle all the adjectives on page 11. Have them underline the noun that each adjective describes. Discuss the results as a group. Ask volunteers to identify whether each adjective describes which one, how many, or what kind.

- **Independent practice:** Introduce, explain, and have students complete the **adjectives worksheet**. If time allows, discuss student responses once everyone has finished working independently.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letter of two words is the same, they must compare the next two letters instead.
- Write the words *figure* and *tuxedo* on the board. Have a volunteer explain which word would appear first in alphabetical order (*figure*) and why (because *f* comes before *t* in the alphabet).
- Write the words *dazzling* and *dimmed* on the board. Point out that the words begin with the same letter (*d*). Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*dazzling*, because the second letter, *a*, in *dazzling* comes before the second letter, *i*, in *dimmed*).
- **Check for understanding:** Write the words *galaxy* and *elastic* on the board. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper.

- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). Discuss their answers aloud after they are finished.

Build Fluency

Independent Reading

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

Home Connection

- Give students their book to take home to share with parents, caregivers, siblings, or friends. Have them share their visualization sketches with someone at home.

Extend the Reading

Fantasy Writing and Art Connection

Review the characteristics of the genre of fantasy with students. Provide them with copies of Aesop's fables and explain why these stories are fantasies. Provide students with a simple Story Elements graphic organizer and ask them to plan a fantasy story with a planet as the main character. Ask them to plan carefully what problem their character will have and how they will solve it. Have them use their graphic organizer to write and publish their story to share with others.

Visit WritingA-Z.com for a lesson and leveled materials on fantasy writing.

Science Connection

Provide print and Internet resources on the Moon and allow individuals or pairs of students to research it further. Have them gather such information as: its size, its distance from Earth, astronauts' missions there, surprising facts, and so on. Have students report their findings in a presentation format of their choice, making sure to include illustrations of the Moon.

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:

- consistently visualize to understand text and represent visualizations on a worksheet
- accurately identify characters in the text during discussion
- correctly understand and categorize the two sounds of variant vowel /oo/ during discussion and on a worksheet
- correctly identify and use adjectives during discussion and on a worksheet
- understand the process of arranging words in alphabetical order during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)