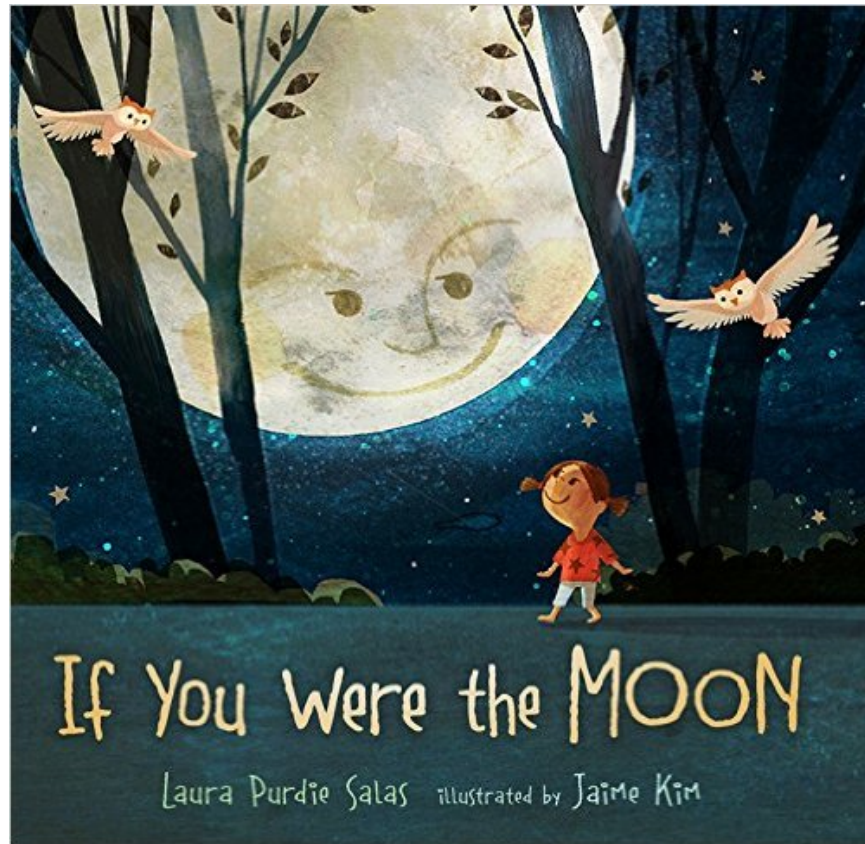


# If You Were the Moon

## Educator's Guide



### About the Book

If you were the moon, what would you do? You'd spin like a twilight ballerina and play dodgeball with space rocks! Find out more in this lyrical list poem accompanied by luminous, lively illustrations. (Millbrook Press 2017)



## About the Author

LAURA PURDIE SALAS is a Minnesota poet and writer. She has written more than 120 books, including *Water Can Be...* and *BookSpeak! Poems About Books*. She especially loves combining poetry and science in her writing. Her books have been honored with Bank Street Best Book; NCTE Notable Children's Book; Minnesota Book Award; and more. Laura's dad worked for NASA, and she spent her childhood watching the moon from Florida. She loves that the moon is just as beautiful, steady, and mysterious when viewed from anywhere around the world. She is a writing coach and a frequent presenter in schools and at conferences. Learn more at [laurasalas.com](http://laurasalas.com).



## About the Illustrator

JAIME (Jimyung) KIM was born and raised in Korea before moving to the USA when she was 18. Although she was a timid child who was afraid of just about everything, she discovered a sense of serenity in drawing. As a grown-up, Jaime finally stopped being afraid of everything, but kept on drawing and painting. She works with gouache and acrylics to create nostalgic and dreamlike illustrations, inspired by childhood memories of her family, as well as movies, art, and the outside world. Her favorite things are the sun, the moon, the sky and stars – which is why they always creep into her artwork. Learn more at [jaimekim.com](http://jaimekim.com).

## About the Creator of this Guide



RANDI SONENSHINE holds a BA in English Education and a M.Ed. in Reading Education. She has taught middle and high school English and college reading. She is currently a middle school instructional literacy coach, curriculum consultant, and children's author. Her debut picture book, *The Nest That Wren Built*, will be published by Henry Holt Books for Young Readers. Randi lives with her husband and two sons in Northwest Georgia. Learn more at [randisonenshine.com](http://randisonenshine.com).

## About this Guide

This guide is intended for use with grades k-2, but it can be easily adjusted for different grade levels. Literacy and math lessons are aligned to the Common Core State Standards. Science activities are aligned to the Next Generation Science Standards. Social studies activities are aligned to the National Council for the Social Studies C-3 Framework.

\*All links mentioned in the guide also appear in Laura's Pinterest board for the book, at <https://www.pinterest.com/salaslp/if-you-were-the-moon-for-educators/>

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# Reading Literature and Reading for Information

## Guided Reading Activity

### Standards

#### CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

#### CCSS.ELA-LITERACY.RI.1.7

Use the illustrations and details in a text to describe its key ideas.  
Take a "picture walk" through the text.

#### CCSS.ELA-LITERACY.RL.1.5

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

#### CCSS.ELA-LITERACY.RI.1.5

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

#### CCSS.ELA-LITERACY.RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### Before Reading:

Previewing a text and making predictions are two strategies that promote comprehension. This "Picture Walk" guides students in both of these.

1. Point out and discuss the difference between the author and illustrator. Show students the flap and read about the author and illustrator.
2. Direct students' attention to the cover illustration and title. Ask: *Based on the title and cover illustration, what do you think the book will be about? Do you think the book will tell a story or give information?* Have students explain their thinking.



3. Turn to the first full spread. Ask: *Looking at the picture, what do you think is happening?* Have students explain their thinking, using evidence from the book.
4. Turn to the next full spread. Ask students: *What do you notice about the way the text (words) is displayed on the page?* If necessary, point out that there are two different fonts, each with its own style, size, and color. Ask: *Why do you think there are two different fonts?* Read both sets of words, pointing at each as you read. Have students make inferences about the type of text in each font (one is part of the narrative/literary text, while the other is informational text). If necessary, explain the difference between the two, having students recall examples from other books/texts they have read.
5. Continue quickly with a preview of the illustrations. Stop occasionally to have students make inferences about the story based on the illustrations. For example, on the “Tease the Earth” spread, ask: *Why do you think there are four moons on this page? What is the expression on the earth’s face? What might the earth be thinking?* Another example: On the “Be a bright alarm clock...” spread, Ask, *Why do you think there is an owl on this page? What does an owl have to do with the moon?* Be sure to have students use the visual evidence and their own background knowledge to support their inferences. Encourage creative responses and be sure to model the process for struggling students by thinking aloud.
6. Point out the glossary on the last page. Ask student why a glossary might be needed with this book. Pre-teach the glossary words, clarifying understanding.

### **During Reading:**

- Tell students that they will be “testing” their Picture Walk predictions as you read the book aloud. Explain that this is one way good readers monitor comprehension or check for understanding.
- Read the book aloud, modeling fluency, and stopping only to ask clarifying questions, if needed. For example, on the “Hover near your mother” spread, ask, *What do you think hover means?* Explain.

### **After Reading**

Check Comprehension with the following questions:

1. Does this book tell a story or give information? Have students recall the difference between each of the two types of text in the story. Explain that the text is framed in a story of the moon talking to the child. The nonfiction call-outs are informational, because they give facts about the moon.

2. How is the earth the moon's mother?
3. What keeps the earth in balance?
4. How is the moon like a ballerina? Why do you think the author chose this comparison, and not another, like a spinning top?
5. How do meteorites affect the moon's surface?
6. What is a phase? How does the moon go through phases? What other things go through different phases? (butterflies, frogs, children, etc.)
7. Does the moon make its own light? How does it glow, then?
8. What causes the ocean tides?
9. Describe how the moon helps different animals. What about people?
10. How do you think life on earth would be different if there were no moon?

### Focus on the Illustrator's Craft

1. What words would you use to describe the illustrations in the book?
2. What kind of colors did the illustrator, Jaime Kim, choose? Does this color palette complement Laura Purdie Salas' text? Why or why not? If you were the illustrator, would you have done something differently?
3. What is your favorite illustration and why?
4. If you could interview the Jaime Kim, what would you ask her?

### Focus on the Author's Craft

1. How did Laura Purdie Salas both tell a story and give information? Why might she have chosen to write the book this way?
2. What other ways might she have written the book? How would that change the reader's experience?
3. What words does she use to make the moon seem like a person? Why do you think she did that?

4. How do you think Laura Purdie Salas learned so much about the moon?
5. If you could interview Laura Purdie Salas, what would you ask her?

## Compare/Contrast Activity

### Standards

CCSS.ELA-LITERACY.RI.1.9

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Read aloud another book or text about the moon such as *The Moon Book* by Gail Gibbons, *Faces of the Moon* by Bob Crelin, or *Moon Rooster* by David Gershator Use the following questions to support students in a comparison of the different texts:

- Did the comparison book tell a story or give information? How do you know?
- What similarities were there between *If You Were the Moon* and the comparison book?
- How do pictures in the comparison book help the reader understand the ideas presented by the author?
- Why do you think the author chose to present the information the way that he/she did?



# Foundational Reading

## A Moon full of Vowels!

### Standards

CSS.ELA-LITERACY.RF.K.3.B

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

1. Write the word MOON on the board or chart paper. Have students sound out each of the three distinct sounds separately: /m/ /oo/ /n/
2. Explain that the double o (oo) is one way to represent the long U vowel sound. Show other ways, such as the u + silent e pattern, as in **tube**, and the ui pattern, as in **suit**.
3. Make a chart with headings for the oo family words:  
**oot oom oon ool ood**
4. Have students brainstorm as many words as they can for each family.

Challenge One: Instead of a whole-class activity, have groups compete. Give each group a handout with the chart headings. Do five rounds, one for each word family, for two minutes each. Award the winning group for each round. For an extra challenge, two-syllable words count as two words. Examples: baboon, balloon, bathroom

Challenge Two: Nonsense Round - Have groups make up nonsense words for each round: Examples: floop, stoom, bood, joot, groon, etc.



# Language

## Moonwalking through the Past, Present, and Future

### Standards

#### CCSS.ELA-LITERACY.L.1.1.E

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).

1. Review the definition and examples of verbs. Have a list of verbs in the book, or for more of a challenge, go through the book and have students identify the verbs, listing these along the way.
2. Review past, present, and future tenses and how these are usually formed. Give examples.
3. List the three forms on a chart with headings, Yesterday, I... Today, I..., Tomorrow, I will...
4. Divide your class into three sections and assign each group a tense, either present, past or future.
5. For each verb from the book, call on each section to form a sentence using its tense and the headings on the chart. For example, group A has past tense. Group B has present, and Group C has future. The teacher points to and says the word HOVER, then calls on Group A. Group A says in unison, "Yesterday, I hovered." Repeat steps with groups B and C, going through all the verbs on the list.
6. Verb Sort: As an alternate or extension activity, have all three forms of the verbs in the book written on sets of index cards, or print out pages 24-25 on cardstock and cut into individual cards. Give small groups sets of cards and have them sort into present, past, and future verbs.

#### CCSS.ELA-LITERACY.L.2.1.D (For more advanced students)

Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*). For more advanced students: Review past tense and how regular past tense verbs are formed with the inflected -ed ending. Give examples. Give examples of some irregular verbs. Have students give the past tense of the verbs in the book and put them under headings of regular and irregular.



# Writing

## Things to Do Poem

### Standards

CCSS.ELA-LITERACY.W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

1. Tell students that *If You Were the Moon* began as a kind of list poem, called a Things to Do poem. The author, Laura Purdie Salas, first saw this type of poem in *Falling Down the Page*, a poetry anthology edited by poet Georgia Heard. (It would be great to have this book as a reference and for examples of list poems.)
2. Share these Things to Do Poems that appeared on Laura Purdie Salas' blog.

### Things to Do If You Are Dandelion Fluff

Re-e-e-a-c-c-c-h toward sky  
Wave in breeze  
High-five trees  
Hold hands with soil and

Don't

Let

Go

—Laura Purdie Salas, all rights reserved



### Things to Do If You Are Lichen

Wear mustard-colored ruffles  
Hide summer in your shadows  
Dream of being a bouquet

—Laura Purdie Salas, all rights reserved

3. Ask students what they notice about the poems: *How long are the poems? What kind of words begin each line? Are those verbs usually associated with non-human objects?* Explain that giving human qualities to non-human things is a creative technique that poets and writers use called **personification**. Point out the word *person* as a way to remember this.
4. Explain that you are going to guide the class in writing a Things to Do Poem. Have the group brainstorm objects that would make good subjects. You can also have pictures of objects prepared ahead of time, and have students vote on the one they like best.
5. Use a chart, document camera, Smart Board, etc., to record the class's answers to the questions below. Explain that this is prewriting brainstorming. The purpose is to generate lots of ideas for writing. Some of these ideas you will use in the poem, but some of them you won't. Encourage students to think outside the box.
  - What do we know about the object?
  - Where do we usually see it?
  - What does it do?
  - With who or what does it interact?
  - What does it sound like?
  - What does it look like?
  - What does it feel like?
  - What does it taste like?
6. Using the brainstorming notes, jot down a list of verbs that would work with your object. Elicit those that would personify the object. (Wear, skip, bite, hide, etc.)
7. Choose a verb to begin your first line, and call on volunteers to finish the line.
8. Continue with several more lines, prompting students as needed. For example, ask: *Where would a \_\_\_\_\_ hide? Where would a \_\_\_\_\_ sneak?* Emphasize that there are no wrong answers. This is about expressing ideas in a creative way.
9. Once you get several lines written, have students help decide what order works best. Which line would make the best opening? Closing? If there is not a line that gives a sense of closure, guide students in writing one. Read aloud the poem to see if it flows. Rework the order and add or take out lines if needed.
10. Once the poem is finished, do a choral or echo read of the poem.
11. If time, have students work individually or with a partner to create their own Things to Do Poem.

# Math

## Sharing the Moon

### Standards

CCSS.MATH.CONTENT.1.G.A.1

Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

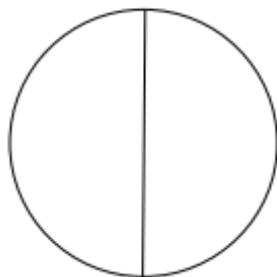
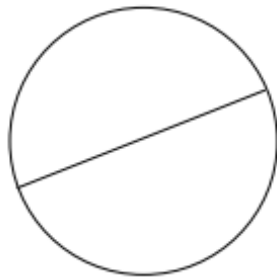
CCSS.MATH.CONTENT.1.G.A.3

Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

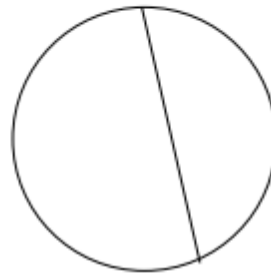
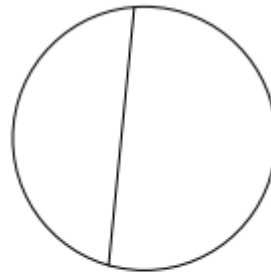
1. Show students the cover illustration of the book. Ask them to name the shape of the moon. Ask if there are any other circles in the picture. (Cat's nose and eyes, girl's pajamas, curtain pattern, etc.)
2. Turn to the first spread. Ask students if they can find a square in the picture. (The window)
3. Have students identify other shapes they see. (Triangle: telescope legs, cat's ears, girl's ponytail; oval: girl's mouth, telescope lens; rectangle: window, etc.)
4. Introduce the word PARTITION. Explain that *partition* means to split or separate something into different pieces, and that shapes can be partitioned into equal sized pieces or different sized pieces. Explain that circles, squares, and rectangles can be partitioned into equal sized pieces, and that today you are going to focus on the circle.
5. Have a chart prepared with the following: a whole circle, a circle partitioned into halves (show multiple ways- vertical, horizontal, diagonal), and a circle partitioned into quarters or fourths. Label each with the correct term and how it is formed (two equal parts = halves; four equal parts = fourths or quarters). Go over each one and show how each was partitioned. Demonstrate non-examples (those with unequal parts). See graphic below for ideas.

6. Have students practice partitioning circles using clay, a rolling pin, and a plastic knife, or use pre-cut construction paper whole circles and have students draw partitions and cut out the parts.
7. For a challenge, have a sheet with examples and non-examples. Have students color in the non-examples with red and the examples with green.

Examples



Non-Examples



## Science

### Edible Moon Phases

#### Standards:

NGSSESS1: Use observations of the sun, moon, and stars to describe patterns that can be predicted.

\*Note: This activity is not intended to explain or model why the moon goes through phases, but to familiarize students with the shapes and order of the phases.

## Materials

- Enough Oreos or similar sandwich cookies for each student to have five (This gives one extra in case of breakage.)
- Plastic knives or popsicle sticks for scraping off icing
- Paper plates
- Markers

1. Reread the spreads about moon phases in *If You Were the Moon*. Clarify the meaning of ORBIT in the glossary. Explain that this means the moon makes a circle around the earth about once every four weeks or month. Just as half the earth is lit by the sun at any given time, so is half of the moon. As our moon orbits earth, and as earth orbits the sun, the side of the moon we see is sometimes completely lit by sun (full moon), or not at all lit by sun (new moon), or something in between (all the other phases). The positions of earth and the moon in relation to the sun make the moon look different on different nights. These changes in appearance are called phases.
2. Show a diagram of the different moon phases, such as this one from stardude.org: <http://www.stardude.org/moon>, or photos of the moon phases, such as shown here from NASA: <https://svs.gsfc.nasa.gov/4404>.
3. You can also show a time lapse video of moon phases, such as this one: [https://www.youtube.com/watch?v=9ybKF\\_qEpu8](https://www.youtube.com/watch?v=9ybKF_qEpu8)
4. Tell students that you will focus on the four major moon phases: new, first quarter, full, third quarter. Point these out on the diagram. Explain that students will be creating models of the moon phases using Oreo™ cookies.
5. Distribute all materials. Display the graphic below from NASA's Space Place or a similar graphic. Instruct students to label the paper plate as follows, using the graphic as a guide.

Right middle (3:00) – New Moon  
Top middle (12:00) – First Quarter  
Left middle (9:00) – Full Moon  
Bottom middle (6:00) – Third Quarter

\*To support struggling learners, print out the graphic and have students glue this onto the paper plate.



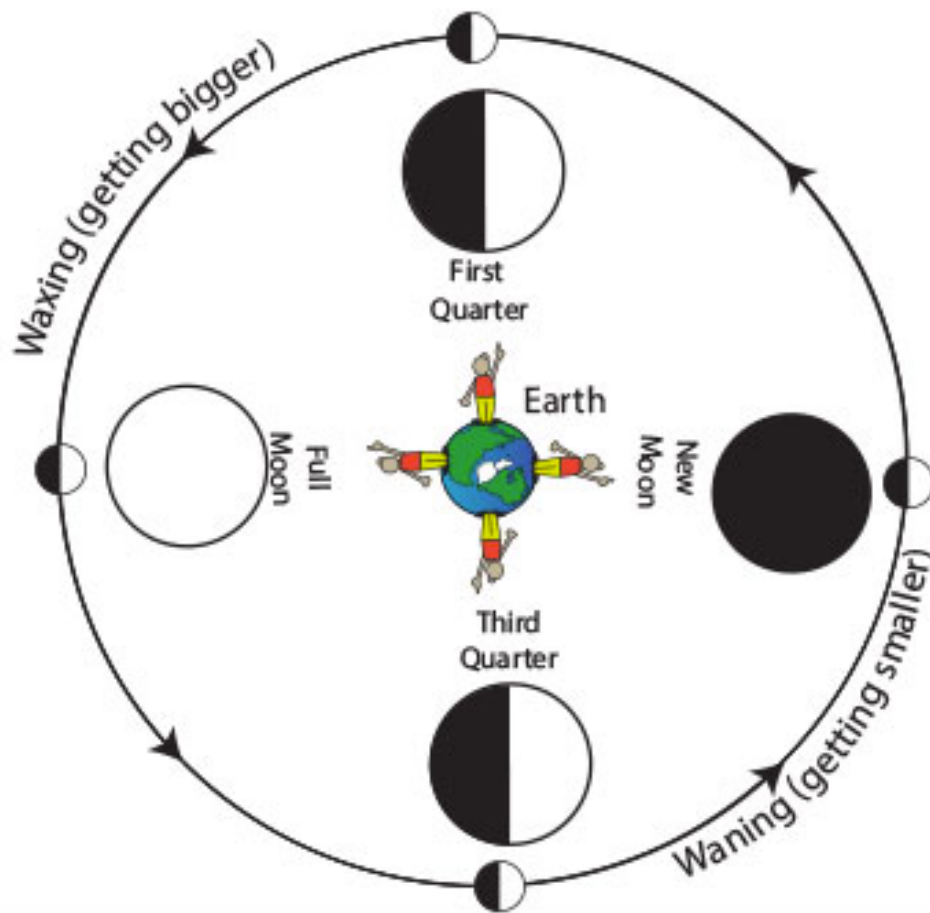


Image Source: <http://spaceplace.nasa.gov/oreo-moon/en/>

\*There is also a printable PDF version on this page.

6. Instruct students to twist off the top of one cookie and use the edge of the plastic knife or popsicle stick to create each of the moon phases. When they finish each one, they should put it in the proper position on the paper plate. After the activity, wrap these in foil to take home, or have fun eating the phases of the moon in class. Yummmm!
7. As an extension, have students observe the moon that night at home and draw a picture of what they see. Share their observations the next day.

# Social Studies

## Race to the Moon Timeline

### Standards

D2.His.1.K-2. Create a chronological sequence of multiple events.

### Materials:

- Construction paper
- Timeline events handout (see page 26)
- Glue sticks
- Markers



1. Ask students what they know about our space missions to the moon.
2. Tell students that in the 1950s and 1960s, the United States and Russia were in a “Space Race” to see who could get to the moon first. While Russia was the first to land an unmanned spacecraft on the moon, the U.S. was the first to successfully land a crew of astronauts there. Tell students that today they will be creating a timeline of the events leading up to that historical moment. Explain that a timeline is a visual display of events in the order they happened. Looking at a timeline can help us to understand and draw conclusions about the past.
3. Demonstrate time order in years by creating a timeline of events from your own life (birth, graduation, marriage, birth of children, etc.). For more advanced students, show how subtraction can be used to find out the amount of time between two events.
4. Distribute materials to students. Instruct them to draw a straight line horizontally across the paper and make six short vertical lines at fairly equal intervals across the horizontal line. Model this on the board, chart paper, or projector. For additional math practice, you can have students use a ruler to make the six marks an equal distance apart. Instruct students to cut out the six event boxes on the handout and put them in order on the timeline. Have them check with you for accuracy before gluing onto the timeline.

\* To incorporate movement, create human timelines instead. Before the activity, create 8.5” x 11” laminated versions of each timeline event on page 26 of this guide. Make one set for every six students. Give each group one set of the timeline events to

distribute among the group members. Using the dates as a guide, groups should arrange themselves in a line in order from first to last. When they are finished, have them raise a hand for you to check their order. If any events are out of place, tell the students which ones are wrong, but don't tell them where they go. Have them go back to the drawing board and try again.

For enrichment, show students a video clip of the Apollo 11 lunar landing such as the ones on NASA's website:

[https://www.nasa.gov/multimedia/hd/apollo11\\_hdpage.html](https://www.nasa.gov/multimedia/hd/apollo11_hdpage.html)

You can also take the students through an interactive experience of the moon landing from liftoff to landing: <http://wechoosethemoon.org/>

## The Chinese Moon Festival

### Standards

Social Studies

D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.

1. Explain that the moon has been visible to people since the beginning of time, and that many cultures have stories, beliefs, and traditions around it. Refer to the note on the "Weave a spell" spread about the Baule people of the Ivory Coast. Tell students that another culture that pays tribute to the moon is China. Point out China on a world map, or project one such as the one at <http://www.worldatlas.com/as/cn/where-is-china.html> and encourage students to share what they know or think they know about China.
2. Tell students that China has an annual festival that revolves entirely around the moon – the Moon Festival. It's also called the Mid-Autumn festival, because it takes place during that time, when there are the fewest clouds, and the moon is thought to be at its fullest and brightest. Share the following facts:
  - In China, the full moon symbolizes togetherness and is sometimes called the "reunion" moon; families gather and celebrate for this festival.
  - The festival has been around for more than 600 years, and it probably came about as a way to appreciate the beauty of the moon and celebrate a bountiful harvest.
  - There are several myths surrounding the Moon Festival; the most popular are The Jade Rabbit, and The Lady in the Moon.

3. Discuss the concept of traditions. Give examples from holidays students celebrate. Explain that besides families eating together, there are several other traditions associated with the festival.
  - Giving gifts
  - Gazing at the moon from the roof, a mountaintop or a lake
  - Making and playing with paper lanterns. It's also custom to write good wishes on the paper lantern.
  - Eating mooncakes. Each year, people in China try to break the record for the biggest mooncake. One mooncake made in 2013 was more than 8 feet in diameter, and weighed more than 5,000 pounds! Show pictures of this at [http://news.xinhuanet.com/english/2015-10/26/c\\_134750686.htm](http://news.xinhuanet.com/english/2015-10/26/c_134750686.htm)
4. Show other pictures of Moon Festival celebrations, like these from the BBC: <http://www.bbc.com/news/in-pictures-29106028>
5. For fun, hold a class Moon Festival: Make paper lanterns, eat mooncakes (or substitute MoonPies™), and read the story of The Lady on the Moon: <http://www.chinahighlights.com/festivals/mid-autumn-festival-for-kids.htm> Also, read either Amy Tan's picture book, *The Moon Lady*, or Grace Lin's *Thanking the Moon: Celebrating the Mid-Autumn Moon Festival*.

### **Art Project: How to Make Paper Lanterns**

(For visuals, Google "how to make a simple Chinese paper lantern" or check out <http://www.wikihow.com/Make-a-Paper-Lantern>.)

1. Fold a piece of construction paper in half, lengthwise.
2. Make a series of cuts along the fold line, to about an inch from the bottom.
3. Have students write good wishes on the outer strips of the lantern.
4. Open the paper and staple the short ends together.
5. Make a handle for the lantern by gluing or stapling a 6 inch by ½ inch string of paper to the top.
6. String the lanterns together and hang in the room.



### **Alternate Social Studies and Art Task**

Research the Baule people of the Ivory Coast, as mentioned in the note on the "Weave a spell" spread. Make a moon mask in the Baule tradition.

# STEM Connection

## How Far Away is the Moon?

### Standards

NGSS Science and Engineering Practice #2, K-2: Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s).

CCSS.MATH.PRACTICE.MP4 Model with mathematics.

1. Gather the following materials: basketball (representing the earth), tennis ball (representing the moon), 25-foot tape measure (or for more advanced students, string and a yardstick)
2. Explain the concept of using models to represent objects. Ask students: *Based on If You Were the Moon, which do you think is larger, the moon or the earth? Which ball should represent each object?* Tell students that if the earth was the size of the basketball, the moon would be approximately the size of the tennis ball. These are called *scale models*, because their sizes compare the same as the actual objects.
3. Ask: *Based on pictures that you have seen, do you think the earth and moon are close together or far apart?* Explain that although the two seem close to each other in pictures, they are actually approximately 240,000 miles apart. To make this more concrete, explain that the United States is about 3,000 miles from coast to coast, so the distance between the earth and the moon is about 80,000 times greater. Tell students that you are going to scale the distance between the moon and earth using feet and inches. (You can also share that the distance between the earth and the sun is 400 times the distance between the earth and the moon!)
4. Depending on students' skill level, discuss feet and inches as units of measurement. Measure a few students with the tape measure to illustrate the concepts.
5. Have one student place the basketball on one side of the classroom and hold it there. Have a few students take turns showing where they think the tennis ball should go to represent the distance between the earth and the moon. Mark their guesses on the floor with masking tape or some classroom object.
6. Have a student hold the end of the tape measure at the basketball, and have one or two other students measure out 23 feet, 7 inches from the basketball.



Have another student place the tennis ball at the 23 feet, 7 inches mark. Compare this distance to the students' guesses and discuss their observations. Take a picture to capture the scale model.

\* Activity adapted from: <http://spaceplace.nasa.gov/moon-distance/en/>

## Fine Arts

### Moon Gallery

#### Standards

CCSS.ELA-LITERACY.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

National Arts Standards Anchor Standard #2. Organize and develop artistic ideas/work.

National Arts Standards Anchor Standard #6 Convey meaning through the presentation of artistic work.

1. Prepare an exhibit or stations with several examples of paintings (see examples below), photographs, poems, books, songs (modern and classical), and other kinds of art related to the moon. See the resource list below for examples.
2. Refer to the non-fiction note on the “Weave a spell” spread.  
  
“The moon inspires artists all over the world. French composer Claude Debussy wrote “Clair de Lune” for piano. American poet Emily Dickinson wrote “The Moon Is Distant from the Sea—.” The Baule people of the Ivory Coast craft wooden moon masks for festivals.”
3. Ask and discuss: Why do you think so many artists, writers, and musicians are inspired by the moon? Ask students what moon books, paintings, dances, songs, etc. they may have read, heard, seen, etc.
4. Tell students they will do a gallery walk or visit stations with many artistic creations relating to the moon. Explain that after this activity, they will plan and construct their own artistic creation related to the moon, so they should record any observations, thoughts, and questions about the gallery items that may help them in their own creative process. (Clipboards and sticky notes can be useful for this part.)
5. Conduct gallery walk/stations activity.

6. Guide students in planning their own creative products. Plan and arrange for time and materials needed to complete the projects. When students have completed their projects, host a gallery exhibit for parents, administrators, and/or other classes displaying students' creations. Depending on your level of learners, you may want to scale down the projects. One idea is to have each student create a poem and an accompanying piece of artwork, or even just a piece of artwork. Try collaborating with your art and music teachers to make this an integrated project.

### Examples of Moon Paintings

*Cornfield by Moonlight* by Samuel Palmer:

<http://artpaintingartist.org/cornfield-moonlight-samuel-palmer/>

*The Starry Night* by Vincent Van Gogh:

[https://en.wikipedia.org/wiki/The\\_Starry\\_Night#/media/File:Van\\_Gogh\\_-\\_Starry\\_Night\\_-\\_Google\\_Art\\_Project.jpg](https://en.wikipedia.org/wiki/The_Starry_Night#/media/File:Van_Gogh_-_Starry_Night_-_Google_Art_Project.jpg)

*Full Moon, Strong Dream, Dream City, Moon Light, or Moonshine* by Paul Klee:

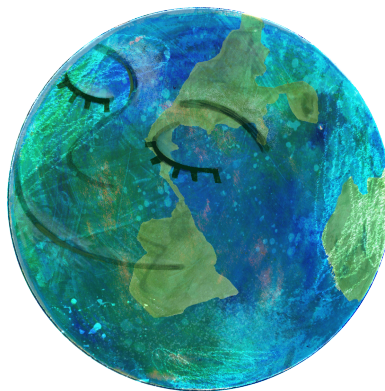
<https://theartstack.com/artist/paul-klee/moonshine-1919>

*White Plum in the Moonlight* by Itō Jakuchū:

<https://owlcation.com/humanities/moon-paintings>

*The Sleeping Gypsy* by Henri Rousseau, *Moon Light* by Edvard Munch, and lots of others here:

[http://www.huffingtonpost.com/2014/06/13/moon-artworks\\_n\\_5490098.html](http://www.huffingtonpost.com/2014/06/13/moon-artworks_n_5490098.html)



# Movement and Play

## Mother/Father Earth Says

This game is played like Simon Says. Instead of commanding random movements, the designated *Mother* or *Father Earth* should use the verbs and motions (or variations) from the book as commands for the *moons*, or players. This not only provides movement and exercise for students, but helps to review verbs, reinforce concepts from the book, and develop listening skills.

### Sample Commands:

Hover near your mother.  
Balance on one leg.  
Spin on your axis.  
Orbit (circle) Mother Earth.  
Dodge meteorites.  
Hide in the shadows.  
Play Peekaboo with Mother Earth.  
Catch and throw imaginary light.  
Play tug-of-war with the ocean.  
Weave an imaginary spell.



## Dodging Meteorites

Gather various sizes of lightweight balls, such as Nerf or beach balls. These are the meteorites. This can be played like traditional dodge ball, with two teams, or one person can be designated the Big Meteorite. The Big Meteorite tries to hit the moons (other players) to get them out. The last moon in the game becomes the next Big Meteorite.

## Sun, Sun, Moon!

This game is played like Duck, Duck, Goose! Have students sit in a circle. Choose one student to be Earth. Earth goes around the outside of the circle lightly tapping or pointing to each child and saying “sun,” before choosing one to be the moon. The moon must chase Earth around the circle. If the moon catches Earth, he or she may return to the circle, but if not, he or she becomes the next Earth.

## Books for Further Reading

### Nonfiction

- Esbaum, Jill. *Nighttime*
- Morgan, Emily. *Next Time You See the Moon*
- Pendergast, George. *The Phases of the Moon*
- Purdie Salas, Laura. *A Rock Can Be*
- Shepherd, Jodie. *To the Moon!*

### Fiction

- Henkes, Kevin. *Kitten's First Full Moon*
- Lin, Grace. *Thanking the Moon*
- MacLachlan, Patricia. *The Moon's Almost Here*
- Marino, Gianna. *Night Animals*
- Yolen, Jane. *Owl Moon*

### Poetry

- Bruchac, Joseph. *Thirteen Moons on Turtle's Back: A Native American Year of Moons*
- Louis Stevenson, Robert. *The Moon*
- Magliaro, Elaine. *Things to Do*
- Rylant, Cynthia. *Long Night Moon*
- Singer, Marilyn. *A Full Moon Is Rising*



## **Moonwalking Through the Past, Present, and Future**

### **Regular Verbs**

<b>Past Tense</b>	<b>Present Tense</b>	<b>Future Tense</b>
<b>HOVERED</b>	<b>HOVER</b>	<b>WILL HOVER</b>
<b>HELPED</b>	<b>HELP</b>	<b>WILL HELP</b>
<b>PLAYED</b>	<b>PLAY</b>	<b>WILL PLAY</b>
<b>TEASED</b>	<b>TEASE</b>	<b>WILL TEASE</b>
<b>CHALLENGED</b>	<b>CHALLENGE</b>	<b>WILL CHALLENGE</b>
<b>WAITED</b>	<b>WAIT</b>	<b>WILL WAIT</b>
<b>WHISPERED</b>	<b>WHISPER</b>	<b>WILL WHISPER</b>



## Irregular Verbs

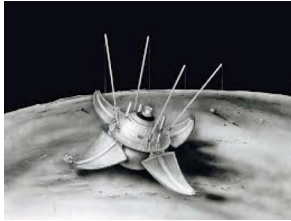
Past Tense	Present Tense	Future Tense
<b>SPUN</b>	<b>SPIN</b>	<b>WILL SPIN</b>
<b>HID</b>	<b>HIDE</b>	<b>WILL HIDE</b>
<b>CAUGHT</b>	<b>CATCH</b>	<b>WILL CATCH</b>
<b>LIT</b>	<b>LIGHT</b>	<b>WILL LIGHT</b>
<b>WOVE</b>	<b>WEAVE</b>	<b>WILL WEAVE</b>
<b>SANG</b>	<b>SING</b>	<b>WILL SING</b>

\* The verb **BE** has been omitted due to all its variations in form.

## Race to the Moon Timeline Events

**1966**

The Russian spacecraft Luna 9 made the first soft landing on the moon.



**1969**

American astronauts Neil Armstrong and Buzz Aldrin were the first to walk on the moon during the Apollo 11 mission.



**1610**

Italian astronomer Galileo saw the moon through a telescope.



**1959**

An unmanned spacecraft from Russia, named Luna 2 crash landed on the moon.



**1961**

President John F. Kennedy announced his plan to put a man on the moon.



**1975**

U.S. astronauts join Russian cosmonauts in the space station Soyuz beginning a partnership for the two countries.

