**Rabbit in the Moon**

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| Level | K (Fountas & Pinnell) or equivalent |
| Subject Area | English Language Arts |
| Concepts | Interpretation, truth, and subjectivity |
| Reading Focus | Students will learn to use the comprehension strategies of Visualizing and Making Connections, as they read, think, talk and write in response to the text. |
| Text Type | Informational |
| Academic Vocabulary | belief, colour, custom, food, generation, legend, medicine, moon, myth, scientist, shapes, sky, United States |

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| **Topic Talk** | * Ask: “Have you ever seen any shapes while looking up at the clouds or the surface of the moon?” * Have students think, pair, share about stories they might have heard about the moon. * Show students the cover of the book, and read the title and back cover blurb aloud. * Have students predict what they think the book is going to be about. |
| **Contents** | * Open to the contents page and read the titles of the chapters aloud. * Explain that reading the chapter titles can help you to become more familiar with the text and make some connections before you begin. * Model how to connect to your own experiences: “I can make a text-to-self connection with the chapters about folklore, because I know about some folklore.” * Introduce students to “Nat the Ant” at the bottom of the page and read the speech bubble aloud. |
| **Opening Chapters** | * Read the chapter 1 title and pages 2 and 3 aloud. (Pause at the ant question). * Ask students to make a text-to-self connection about what they have read. Remind them that it is connecting the text, to what they have experienced. Have some students share their connections with the group. * Read the ant question aloud. Have students think, pair, share about myths they know. * Read the chapter 2 title only. * Explain that there are two myths in this chapter. Encourage students to visualize the myths while they read and picture them in their mind. * Point out that the illustrations give you clues that can help you to visualize better and understand the myths more clearly. * Read the myth on pages 4 and 5. * Ask students to think, pair, share about how visualizing helped them to understand the myth better. * Point out that this myth has talking animals as characters in the story. Ask: “What other stories have animals that can talk as well?” Explain that they are making a text-to-text connection by thinking of other stories that are similar. * Read page 6 together and have students think, pair, share about the ant question. Have some students share their answers with the group. * Read pages 7 and 8 together. * Ask students to think, pair, share about what they visualized as they were reading the myth. * Ask: “How was this myth similar to other myths? How were they different?” Have some students share their comparisons. * Read the ant question on page 9 and have students discuss their thoughts with a partner. * Read pages 10 and 11 together. * Ask: “What connections can you make to the text?” Have students think, pair, share about the connections they can make. * Ask: “What type of connections did you think of? Were they text-to-self? Or text-to-text?” * Set a purpose for reading from chapter 3 to the end of the book: Suggest using Visible Thinking routine ‘Connect-extend-challenge’ for this task   + Try to picture what you are reading as you go to practice visualizing.   + Try to make connections as you read to your own experience or to other texts you know.   + Pause at the ant questions to answer them, and read the Ant Tunnel carefully. |

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| As students read on independently, you can check in with them to discuss the ant questions, or personalize learning by using the *Mini-Lessons* and *Fluency, Language and Text Features* to scaffold parts of the book that might be unfamiliar or challenging.  Bring students together again for reflection using the “After Reading” prompts. |

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| **After Reading** | 1. Ask students to think, pair, share about why people might make up stories about what they see on the moon. 2. Discuss with students how visualizing while reading myths or fiction is very helpful to be able to understand what the author is imagining. 3. Ask: “How did making connections to other texts, and your own life, help to understand what you were reading better?” | |
| **Writing Prompts** | *Fiction* | Write your own myth about how the rabbit came to be on the moon. |
| *Informational* | Write an article about what Pareidolia is (chapter 6 might be helpful!). Search for some photos of unusually-shaped clouds to go with your article. |
| *Letter Writing* | Write a letter to NASA, and tell them what you think they should name their next space ship that goes to the moon, and why? |
| *Opinion* | Which myth about the rabbit in the moon is your favourite? Write an opinion piece explaining why this is the best story – what makes it better than the others? |
| *Research* | Find out more about trickster animals. Choose your favourite, take notes, and write a summary about the animal and the stories people tell about it. |