Moon Journal

Course/ Grade Level: 3

Standard(s) Addressed:
3 ES4.b Students know the way in which the Moon’s appearance changes during the four-week lunar cycle.
3 Language Arts 2.2 Descriptive Writing
Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

Lesson Objective:
Students will be able to correctly identify and sequence the phases of the moon.
Students will be able to tell the story of the moon’s path around the Earth every 27 days.

Materials Used:
Students’ moon journals which students make from a half sheet of black construction paper with 30 half sheets of paper for journal entries.

Classroom Management:
Students will be expected to record in their journal a minimum of 3 times a week. Teacher will check weekly to make sure students are journaling. Parents will receive a letter explaining expectations and sign that they will accompany student outside in the evening to observe the night sky.

ENGAGE: Connect to Prior Knowledge and Experience, Create Emotionally Safe Learning Environment, Preview New Vocabulary

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<th>Teacher’s Role</th>
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<td>1. Teacher explains to the students they will be observing the moon for the next few weeks. Teacher instructs students to write what they think they will see when they look at the sky at night. Teacher should check the lunar calendar to select the optimal month for this activity. You want to make sure for their first experience of observing the moon is in</td>
<td>1. Imagine sitting outside in your neighborhood. You are looking at the sky. 2. <strong>Think, Pair, Share</strong> with your partner what you see, hear, smell…. Draw a picture of what you will see. Make a list of what you hear. Tell your partner what you observe.</td>
<td>1. Students imagine they are sitting outside in their neighborhood at night looking at the night sky. 2. Students <strong>Think, Pair, Share</strong> with your partner what they see, hear and smell. They draw a picture of what they see and make a list of what they hear. Students share their picture with their partner.</td>
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the evening. Later on the question may come up why we see the moon during the day?

Teacher randomly calls on students to share their pictures.

EXPLORING: Hands-On Learning, Contextualize Language, Use of Scaffolding (Graphic Organizers, Thinking Maps, Cooperative Learning), Use of Multiple Intelligences, Check for Understanding

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<td>1. Teacher tells students that they will be keeping a moon journal for one lunar cycle.</td>
<td>1. What does the word “lunar” mean? Is there a word like “lunar” that you know?</td>
<td>1. Students responses may vary: luna, the moon</td>
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<td>2. The children keep a moon journal for one lunar cycle. This journal should be approached as a multi-disciplinary inquiry. The exploration should include a simple sketch of the moon each night in the right hand corner or students may want to draw a more detailed picture of the night sky. The students should be practicing observation and writing detailed sensory descriptions. These discussions can lead to further inquiry, a writing opportunity (sensory descriptive, poetry, etc) or an art experience.</td>
<td>2. Report to a partner- Each student reports his/her own observation of the moon and the night sky to a peer. The students then listen to their partner’s observation. Both will report what partner shared. Would anyone like to share their journal with the class? (select different students each day to share)</td>
<td>2. Students will Report to a partner and will practice sharing their observations with a partner then be given an opportunity to share their thoughts, observations and experiences with the class as a whole. Students will practice oral communication skills by sharing their journals and observations in small group with a partner as well as in large group with the class.</td>
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EXPLAINING: Listening, Speaking, Reading, and Writing to Communicate Conceptual Understanding

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<td>1. Teacher helps students make meaning in small group and reviews information in a large group.</td>
<td>1. Question someone from another group next to you about what he/she observed about the appearance of the moon this month.</td>
<td>4. Students engage in Three-Way Interview to ask and answer questions about the phases of the moon.</td>
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What are some shapes of the moon that you observed? Share with your partner. Listen to what this partner tells you about what he/she observed. You are going to report to the class what your partner told you (Three Way Interview).

**EVALUATE:** Thinking Maps, Summarize Lesson and Review Vocabulary, Variety of Assessment Tools, Games to Show Understanding

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<td>1. It is important to check journals at least once or twice a week. You can check 5 every day. Students tend to show tremendous growth after they read your first response to their journal entries. In class each day select a child to draw the moon phase from the previous night on the class calendar. Precut paper and place it on a different child’s desk each morning. Have students begin to make predictions.</td>
<td>1. What shape did you observe when you looked at the moon last night? What shape do you think that you will see when you observe the moon next? Think, Pair, Share.</td>
<td>1. Student moon journals will exhibit the understanding and accurate use of lunar terms as well as descriptive writing samples and expressions of observations through drawings. Students Think, Pair, Share before they answer the teacher’s questions. Responses will vary: We will continue to see more and more of the moon. or We will continue to see less and less of the moon.</td>
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**EXTEND:** Group Projects, Plays, Murals, Songs, Connections to Real World, Connections to Other Curricular Areas

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<td>1. Teacher tells students that they will express their observations about the moon in a poem (cinquain or Haiku). See Teacher information page Teacher charts responses and provides a word wall for the students to use in their poem. Introduce Moon Chant</td>
<td>1. What words can you use to describe the moon’s phases?</td>
<td>1. Students discuss with a partner before they offer descriptive words to the teacher. Students write a poem (cinquain or Haiku) about the lunar cycle. Students practice Moon Chant and may illustrate it.</td>
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Student Journal Example

Date: 9/18/12

Tonight I asked my mom to come outside with me to observe the moon. We put our sweaters on because there was a chill in the air. When we walked out the front door we heard our neighbor’s dog, Bubby barking at us. He was just saying hello. My mom said “It’s ok Buddy, it’s only us.” We stood still for a moment listening to all the sounds around us. We heard the cars driving down the street, the kids playing tag and the dog barking. As I looked up into the night sky I saw the moon over the houses. It looked like a banana except it was bright white not yellow. It is called a crescent moon. There were a few stars in the sky along with a plane. I wondered where it was going and who was on the plane. I wondered if there was a boy like me. I hope it is going somewhere fun. When we went into the house I could smell my mom’s delicious brownies, “yummy”, time for dessert.

Directions for Writing a Cinquain or Haiku

Cinquain
Teacher Lesson

Background for Teacher
The cinquain is a highly structured form of poetry. It requires a fluent and flexible writer. The format commands attention to word choice, word meaning, syllabication, and parts of speech, while at the same time expressing a meaningful message. To the unskilled writer, the focus often becomes following the rigor of the format rules rather than writing to create meaning or to achieve a musical sense in the poetry.

True Cinquain

<table>
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<tr>
<th>Line</th>
<th>1 word title (noun)</th>
<th>2 syllables</th>
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<tbody>
<tr>
<td>Line 2</td>
<td>2 descriptive words (adjectives)</td>
<td>4 syllables</td>
</tr>
<tr>
<td>Line 3</td>
<td>3 words that express action</td>
<td>6 syllables</td>
</tr>
<tr>
<td>Line 4</td>
<td>4 words that express feeling</td>
<td>8 syllables</td>
</tr>
<tr>
<td>Line 5</td>
<td>1 word (synonyms or reference to title in line 1)</td>
<td>2 syllables</td>
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Example:
Moon
Extremely bright
Predicting every phase
Peaceful, restful, calming being
Lunar

Modified Cinquain

Line 1:  1 word title (noun)
Line 2:  2 descriptive words (adjectives)
Line 3:  3 words that express action
Line 4:  4 words that express feeling
Line 5:  1 word (synonyms or reference to title in line 1)

Due to the structured nature of the cinquain form, teachers often choose to introduce a modified version of the cinquain. Using the modified cinquain with less-experienced students and offering more experienced students the option to use either form, frees students to choose words for expression rather than for mechanics.

Haiku: A haiku is a short poem, only three lines long. The form originated in Japan but is a popular poetic format in almost every language today. The format is 5/7/5 i.e. first line - five syllables, second line - seven syllables, third line – five syllables. It is written in the present tense and deals with life, especially nature, as the writer finds it at that moment.

Line 1:  5 syllables
Line 2:  7 syllables
Line 3:  5 syllables
The Moon Chant
By Carmen Smith

The moon is here.
The moon is there.
The moon is shining everywhere.

The new moon hides out of sight.
The waxing crescent gives off more light.
The 1st quarter moon is pretty bright.
But the full moon lights up the darkest night.

The moon is here.
The moon is there.
The moon is shining everywhere.

The 3rd quarter moon hides half its face.
The waning crescent is a “banana in space.”
Soon the new moon will reappear.
The phases start over. To that we cheer.
**Student Talk Strategies**  
Adapted from *Avenues*, Hampton Brown, 2007.

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<th><strong>Report to a partner</strong></th>
<th><strong>Three-way Interview</strong></th>
<th><strong>Think, Pair, Share</strong></th>
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| • Each student reports his/her own answer to a peer.  
• The students listen to their partner’s response. (“Turn to a partner on your left.” “Now turn to a partner on your right” etc.) | • Students form pairs.  
• Student A interviews student B about a topic.  
• Partners reverse roles.  
• Student A shares with the class information from student B; then student B shares information from student A. | • Students think about a topic suggested by the teacher.  
• Pairs discuss the topic.  
• Students individually share information from their discussion with the class. |
| • This allows students to talk to different students in the class and gives each student an opportunity to share and listen to various answers and language structures.  
• Talking one-on-one with a variety of partners gives risk free fluency practice.  
• Students practice speaking and listening. | • Interviewing supports language development in question formation.  
• Students participate in speaking and active listening.  
• This ensures participation by all students. | • The opportunity for self-talk during the individual think time allows for the student to formulate thoughts before speaking.  
• Think time allows students to think about the concepts and the language before producing.  
• Discussion with a partner reduces performance anxiety and enhances understanding. |

**Teacher Background Information**

The moon does not make its own light. It reflects the light of the sun.

The moon changes appearance during the four week lunar cycle. The apparent shape of the moon depends upon the changing relative position of the Earth, the sun, and the moon. As the moon completes one revolution around the Earth (each 27 days), the growing and shrinking lighted area makes the moon appear to change in shape.

The lunar cycle begins with the **new moon**. A new moon occurs when the moon is not visible from Earth because the moon and sun are on the same side of the Earth. The next phase is a **waxing crescent**, followed by the **first quarter moon**, the **waxing gibbous**, the **full moon**, the **last quarter moon** and the **waning crescent**. Have students Think, Pair, Share, what they think the words waxing and waning mean. Allow time for discussion and then allow them to look up the words in the dictionary.