Moon Rooster/ David and Phillis Gershator

Suggested Time to Spend: 5 Days (Recommendation: one-two sessions per day, at least 20 minutes per session)

Common Core grade-level ELA/Literacy Standards: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.10; W.1.2, W.1.8; SL.1.2, SL.1.4, SL.1.5; L.1.1, L.1.4

Lesson Objective:

Students will listen to a story read aloud and use literacy skills (reading, writing, discussion and listening) determine a main idea of the story and to begin to wonder about the phases of the moon.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Focusing Question:

Why does the Moon Rooster think his crowing brings up the moon? One key takeaway is that he thinks this because the moon gets bigger when he crows and gets smaller or doesn’t appear at all when he stops.

Synopsis:

Moon Rooster notices that the sky is dark and realizes there is no one to help it come up. He then takes on the task of cockadoodledooing each night to raise the moon, much to the irritation of the humans around him who cannot sleep because of his noise. Moon Rooster observes that the moon takes on different shapes on different nights. It seems to get larger when he crows and gradually disappear when he is unable to fulfill his duties.

1. Go to the last page of the lesson and review “What Makes this Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions, vocabulary words, and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *Moon Rooster* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/2541/moon-rooster-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

|  |  |
| --- | --- |
| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:**  *Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. Make sure that the students can enjoy the illustrations.*  Sing the song at the end several times until students develop some fluency. Encourage them to have fun and sound and look like a rooster with the “cockadoodledo”. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. The song will also provide some context for roosters and their sounds.  Add movements for parts of the song or let children come up with them. For example, putting arms up for “up comes the moon” and flapping arms for “Flap your wings and cock-a-doo-dle-doo.” |
| **SECOND READING Part 1 Pages 1-18:**  *Today we are going to take special notice of the silver writing word labels next to the illustrations. They will help us understand more about the story. Today we are also paying special attention to the ROOSTER.*  Reread page 1  QUESTIONS:  What was this rooster’s problem?  Let’s try to figure out the word label used to describe this picture. If we chunk the word, we will be able to pronounce it.  An insomniac is someone who cannot sleep.  Why did the illustrator label this rooster “insomniac?”  Reread page 3  QUESTIONS:  What do the illustrations show?  Now let’s read the labels to these dreams.  Labels in text help you, the reader, figure out what the author is trying to tell you.  What is each rooster dreaming about?  How is what is over Moon Rooster’s head different than the others?  Why do you think it is different?  What does the rooster have to do to bring up the moon?  Look at the labels on page 3 and 4. What information is the author trying to tell us?  Reread page 5  The phrase “lo and behold” is a *humorous,* or funny, phrase that you might say when you tell someone about something surprising that happened.  What is the rooster surprised about?  Look at the labels on page 5 and 6. What information is the author trying to tell us? | “couldn’t sleep” In-som-ni-ac. Because he couldn’t sleep and an insomniac is someone who cannot sleep.  Roosters dreaming.  The first one cars, second one being in love, third one no dreams, and fourth one a trophy.  (Reread the labels.)  Moon Rooster has only one word, “Dreams?” with a question mark over his head- because he is an insomniac, he doesn’t have dreams.  Make the sound “cockadoodledoo.”  Ed, Ned, Moon Rooster and Fred- these are names  Zzzzzzzzz- they are sleeping    He is surprised that his crowing made the moon appear.  A peaceful sky, Look! The moon!- describing the sky  Cockadoodledoo cockadoodledoo- the sound Moon Rooster is making |
| What does “crowed” mean?  How do we know? | It is another way of saying the sound a rooster makes.  We know because on page 9 it says, “Moon Rooster crowed early/late/all night long” and below there is silver writing coming from Moon Rooster’s mouth saying, “Cockadoodledoo.” |
| Reread page 7  What does the rooster think he can “doodle do?”  What do the hens say to the rooster? What do they compare the moon to? Why do you think they use these words to describe the moon? | Bring up the moon.  “What you can do!” “What a voice! What a moon! It looks like a freshly laid egg!”  Because they are hens and hens lay eggs. |
| Reread page 8  How did Moon Rooster feel about himself after using his voice to bring up the moon? What does the author tell us about his look that helps us know?  Please stand up. Listen as I re-read those words. Show me with your body what the Moon Rooster looks like when he is proud of what he can do. | Moon Rooster was proud of himself. The author describes Moon Rooster with his “chest puffed out and his crown stuck up so bold and red, he was truly king of the hill.”  Students should stand with a proud posture, up straight with their chest pushed forward. They might put their hands on their hips and shoulders back. |
| Look at the labels on page 9 and 10. What do you notice? What information is the author trying to tell us? | Cockadoodledoo is repeated a number of times, in bigger and bigger print. the author is telling us that rooster is determined to bring up the moon by crowing early, late, and all night long. |
| Appreciation means an expression of gratitude or thanks. Rooster says that the people showed they were thankful for what moon rooster was doing.  How did the people show they were thankful?  What “gifts” did they throw?  Now let’s read the words in silver near the arms of the people on page 11 and 12 throwing “gifts”.  How do you know that these silver words tell us what the people are saying?  How does the author show us that these words are being yelled?  Moon Rooster says that the people were giving him gifts to show their appreciation. What evidence do you see that this is not what they intended to do? Why do you think they threw things? | They threw gifts his way.  Shoes, pots and pans, clocks, rubber balls, a bat.  “Keep quiet!” “We can’t sleep!” “Shush!”  They are in quotation marks. ( Note: Briefly introduce quotation and exclamation marks in context if these are new to students.) The sentences end in exclamation marks.  The author says the people showed their appreciation by throwing gifts, but the illustrator has drawn things that are not usually given as gifts and the words written in silver show that the people were yelling at Rooster and telling him to be quiet. So, the people were really just throwing things to try to get the rooster to be quiet. |
| Page 13  The moon rooster refers to himself as a “self-respecting rooster.” Who does “self” refer to?  Do you know what “respect” means?  Reread page 13  As I read, listen for ways that showed that the rooster was self-respecting or showed honor to himself.  Let’s see if you understand what “self-respecting” means. I am going to give you some examples of things that you might do. - Tell me whether you think each thing is “self-respecting” by saying “That is self-respecting” or “That is not self-respecting.” | The rooster.  To give honor. Willingness to show appreciation or give consideration.  Didn’t peck at rubber balls, didn’t eat leather or metal.   * You keep your room neat and tidy. * You take care of your school supplies. * You use your scissors to cut a hole in your shirt. * You eat fruits and vegetables. * You eat too much candy, pop, and cookies. |
| Page 14  On page 14, Moon Rooster is labeled grateful, which means thankful. Page 14 also tells us that Moon Rooster is a “well-bred fowl” which is another way of saying he is a bird (fowl) that was brought up to have good manners and be well-behaved.  Listen carefully as I reread the words on this page. What did the “well-bred fowl” do because he was grateful? Why did he do this? | He “thank[ed] the folks for their gifts, silly or not”. Moon Rooster is ”well bred” and uses his manners. Someone who uses good manners will thank someone for a gift even if they didn’t like it. |
| Activity:  Pair students or split the room into two groups.  The book tells us that Moon Rooster was grateful, and appreciated the gifts he received, even though they were silly. Now let’s think about how the people felt about Moon Rooster.  What would it look and sound like if the people appreciated Moon Rooster’s crowing? Let’s act this out. One of you will be Moon Rooster, one will be the people on the hill, and then we will switch. Use “thankful, grateful, appreciate” in your acting (write these for students to refer to) and use hand and body motions to show these words.  Now, turn and talk to your partner. How are the scenes we acted out different from what people actually did? Look at the illustrations and labels on page 17 and 18. What were the people trying to do?  Do people really appreciate what Moon Rooster is doing? What do they want him to do? | Listen for students to use the words, thankful, grateful, and appreciate correctly. “Thank you Moon Rooster for bringing up the moon!” “We really appreciate how hard you work to crow!” “I am so grateful for the moon each night!”  Look for motions such as bowing, hand-shakes, pats on back, etc to show appreciation. Some students might even act out giving good gifts such as a handful of corn kernels.  Make sure to switch pairs or groups so everyone has a chance to use the words. Use this as a check for understanding at the end of the day’s lesson.  The people chased Moon Rooster with kitchen utensils saying “Rooster Soup, Yum!” and “Get that rooster!” They want to catch him to make him into chicken soup.  They do not. They want him to stop crowing to bring up the moon so they can “get a good night’s sleep.” |
| **SECOND READING Part 2 Pages 19-25:**  *Explain that today you will continue to explore the book and pay special attention to the MOON.*  First, let’s review parts of our story from yesterday in a fun way.  Activity: Locate and act out the quotations on the right to guide students in retelling and reviewing key parts of the story.   1. Add each quotation to a chart as you introduce it. Ask students to help you note who the writing is next to and on what page it appears. 2. Have students act like each person/animal as you point to the quotations on the chart. Refer to the illustrations in the book as reminders for students. You might draw pictures of people and a rooster next to the quotations as well.   These marks “\_\_\_\_” around a word or sentence are called quotation marks. What do quotation marks tell us? | Page 11: “Keep Quiet!” –people on the hillside  Page 12: “We can’t sleep!” “Shush!” –people on the hillside  Page 13: “No one ever threw me a gift” –Ed  Page 15: “Come take my hand” –party people  Page 17: “Rooster Soup, yum!” “Get that rooster!” –party people  Page 18: “Yikes” – Moon Rooster  They tell us when someone is talking or what they are thinking. |
| Reread Pages 19 – 25, stopping to discuss the questions on the pages indicated.  Page 19  What is the rooster whispering? Use what you know about quotation marks to find it in the text.  Turn and talk to a partner about these questions:  What happened to the moon on this page?  Why does Rooster think this happened?  *(Teacher Note: This is an opportunity for students to begin to explore the cause and effect relationship from the Rooster’s perspective. Avoid discussing this relationship in depth at this point. Students will analyze this more carefully , using evidence gathered from the text, later on.)* | “Cockadoodledoo. Goodnight, sun. Goodnight, people.”  It got smaller and smaller and then disappeared. |
| Page 21  “Admit” means to confess to be true.  How has the rooster changed since the beginning of the story? | At first he was proud and loud, boasting about what he could do. Now he is frightened, afraid and whispering. He admits he needs help. |
| Page 23  Read the labels together. Why does it say, “moon rooster is brave?” | His friends helped him and the moon rise again. He had a job to do. |
| Page 25  What does the illustrator show moon rooster doing in his dream?  What about those dark and quiet nights each month? According to this book, why can we not always see the moon?  What about the sleepy people on the hill? | Playing the guitar.  The moon rooster and his friends do such a good job, they deserve a rest – and so does the moon.  Some still want chicken soup, some got earplugs. They know someone has to bring up the moon. |
| **THIRD READING for evidence to answer the focusing question.**  *Let’s pause for a bit to think about what we have read so far. We have re-read, paying special attention to the Rooster and we have re-read paying special attention to the moon. Today, we will think about the Rooster and the moon together. Let’s go back and make a chart showing what the Rooster does and how the moon looks at different points in the story. Then we can look more carefully at what happens to the moon when Rooster crows.* | With the student’s help, create a chart like the following: |
| I’m going to leaf through each page of the book from the beginning. Help me find the places in the book where the Moon Rooster crows. When you notice a part of the story where Rooster is crowing, open and close your thumb and index finger together like Rooster’s beak when he is crowing. Then we will reread that page and write down what Rooster said and did. We will also draw a picture of how the moon looked after Rooster crowed on our chart.  Lead students through the process of collecting evidence from the text to create a chart like the one on the right.  Acknowledge any patterns the students observe, but do not discuss these patterns yet. | |  |  |  | | --- | --- | --- | | Page(s) | What Moon Rooster Did | How the moon looked | | 5-6 | “cocka doodledoo” “cocka doodledoo” |  | | 7 | Crowed louder “cockadoodledo” |  | | 12 | Crowed early, late, all night long. Proudly and loudly.  Cockadoodledo- louder each time (4 times) |  | | 15-16 | Lo and behold and cockadoodledo |  | | 20-22 | Whispered “Cockadoodledo” croaked, couldn’t crow |  | | 24 | 7 times “cockadoodledo” |  | |
| ACTING OUT THE PASSAGES – Make simple stick puppets showing the shapes of the moon that appear on the chart and the Rooster Make multiple copies of each, so that every student has a puppet.  You will use the puppets to help students notice the shape of the moon as the rooster attempts to get the moon to rise.  1. Have half the students act out the rooster character, holding a rooster stick puppet. Have the other half of the students hold one of the moon shapes that appear on the chart (several students may have the same shape).  2. Examine and act out each row of the chart, posing questions like the following:   * How does the sky look at first? * What does the rooster do? * What shape is the moon after the Rooster crows? | * Briefly discuss how the sky looks before the Rooster crows. * Students with the rooster picture hold it up and pretend to crow (loudly or softly). * Students with the appropriate moon shape hold it up in response to the Rooster’s crowing. |
| Ask students if they notice any patterns on the chart.  Have them turn and talk to a partner about the focusing question: Why does the Moon Rooster think his crowing brings up the moon?  Call on selected students to share responses with the full group; help students to practice pointing out supporting evidence on the chart when explaining their thinking to the class. | The moon gets bigger when Rooster crows and gets smaller or doesn’t appear at all when he stops. So, Rooster thinks his crowing controls the moon. |

FINAL DAY WITH THE BOOK - Culminating Task

* In a short written response (2-3 sentences), students will answer the focusing question: “Why does the moon rooster think his crowing brings up the moon? Use evidence from the story to explain your answer.” Students may use both words and pictures to explain what moon rooster thinks happens to the moon when he crows. In addition to prompting students to express a main idea of the story, this culminating task can also lay the groundwork for a scientific study of the moon. Exploring this focusing question introduces students to the idea that the moon appears to change shape in the sky and can be used to generate questions about how and why, scientifically, the moon appears to change over time.
  + Possible answer (could be accompanied by drawings): When Rooster crows loud, the moon gets bigger. When he stops crowing, the moon goes away. When he starts to crow again, the moon comes back.

Vocabulary

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| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 1- insomniac - a person who can’t sleep  Page 5 - crowed – cry of a rooster  Page 7 - hen - female domestic fowl  Page 8 - clucked - the sound of a hen brooding  Page 14 - fowl - barnyard hen or rooster  Page 14 - well-bred - properly trained or educated  Page 17 - chicken - domestic fowl  Page 19 - croaked - low pitched sound often associated with the noise a frog makes  Page 24 - sliver – a small, slender piece  Page 24 - stiffened - to suddenly become rigid or tense  Page 24 - puffed – inhaling air | Page 5 - peaceful – calm, free of commotion  Page 5 - lo and behold – look, expression of excitement  Page 5 - rose/rise - to go up from a lower position  Page 5 - proud – having high opinion of oneself  Page 6 - bold – showy or flashy  Page 6 - king of the hill – undisputed leader  Page 9 - appreciation/appreciated – grateful; thankful  Page 10 - self-respecting – feeling self-dignity  Page 17 - pesty – annoying  Page 22 - admitted – concede  Page 23 - brave – not afraid  Page 24 - courageous – brave  Page 25 – deserve – be worthy of |

Fun Extension Activities for this book and other useful Resources

* Letter Writing: This would be a great activity to circle back to after students have more scientific knowledge about the moon. Write a letter to Moon Rooster describing how the moon REALLY gets bigger and smaller. Encourage him to find another job.
* Animated video explaining the phases of the moon for children, interactive portions finding the phases of the moon and giving factoids about the moon (has Canadian references to distances, kilometers and Canadian spellings) includes an Indian legend.
  + <http://www.wonderville.ca/asset/phases-of-the-moon>
  + After watching this video, invite students to share illustrations of the phases of the moon with a short definition (from the ‘’about the science” tab on the website). Students study their illustration then have the students try to line up in order of the phases.
* History Channel – 3:16 minute video on the Phases of the Moon (very introductory information)
  + <https://www.youtube.com/watch?feature=player_embedded&v=nXseTWTZlks>
  + This video could be used in conjunction with vocabulary introduction. Show the video, then use vocabulary words to complete a vocabulary graphic organizer. (include: Term, definition in your own words, picture, and use it in a sentence. ) Note: Some of the content is above level for younger students but could be used as a supplemental source. The description of the moon phases and related terminology is excellent. *Note: This is particularly supportive of English Language Learners.*
* Phases of the Moon by Mr. Parr – 3:42 minute video (parody of a Ceelo Green song introducing students to the various phases of the moon).
  + <https://www.youtube.com/watch?feature=player_embedded&v=HkvlrWpsnuQ>
  + Fun song to learn a little at a time to help learn the phases of the moon.
* Art lessons: Each lesson below requires different media and is of a different difficulty level.  Pick the one most appropriate for your group of children.  The video of Starry Night can be used for all the lessons.  There is even an iPad application of Starry Night.
  + Wonderful vimeo of the VanGogh work (4:15 minutes long to inspire your classroom artists)
    - <http://www.deepspacesparkle.com/2013/08/13/starry-night-multi-media-art-lesson/>
  + Nice lesson plan. Teacher uses this for 1st grade students.
    - <http://www.thesmartteacher.com/exchange/resource/729/Van_Gogh_Starry_Night>
  + VanGogh lesson using glue to create an outline for the pastels
    - <http://www.thecraftyclassroom.com/CraftArtistVanGogh.html>
  + Sophia painting VanGogh’s moon
    - <https://www.youtube.com/watch?v=Sw7XYhrhRqg>
    - <http://harringtonharmonies.com/2013/02/paint-like-van-gogh.html>

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

590 L

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

The Moon Rooster determines the moon will not rise each night without his help. “It’s too dark. All the roosters bring up the sun, but no one brings up the moon.”

Narrative with labels, thought bubbles, and illustrations that are key for understanding. There are multiple ways the author and illustrator give more information in the same color writing.

“Insomniac” next to Moon Rooster, “We can’t sleep!”

Old fashioned phrases: “Lo and behold” “Well-bred fowl”

Irony: “they showed their appreciation. They threw gifts his way!”

Some students may need to know that roosters wake people at sunrise. It may be helpful to know the difference between a chicken, hen and rooster but is not essential to have prior to reading the book. The text provides a narrative and a moon phase chart to begin studying the moon phases.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

* The students will struggle with the irony the author uses. Support using compare and contrast activities to determine what “showing appreciation” really means. Also, meaning is found through the multiple ways the author and illustrator add to the text through labels, illustrations, and quotations. Provide supports through charting and drama to determine meanings.

How will this text help my students build knowledge about the world?

* This text will help pique student interest in the moon and provide some background on the general pattern of the appearance of the moon. Students may begin to wonder why the moon really seems to wax and wane and can begin to notice the phases of the moon.

1. **Grade level**

What grade does this book best belong in?

Grade 1

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