Unit 2 /Week 2

Title: The Girl Who Married the Moon[[1]](#footnote-1)

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.6.1, RL.6.2; W.6.2, W.6.4, W.6.7, W.6.9; SL.6.1, SL.6.4, SL.6.5; L.6.1, L.6.2

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

### Big Ideas and Key Understandings

* Patience and understanding are virtues.
* Being patient is not always easy but the rewards are great.
* Rather than becoming angry when someone doesn’t follow directions, we should try and figure out the reason they did not follow directions. Was it due to lack of understanding, lack of ability, or simple refusal?

Synopsis

Two female cousins spend their life doing everything together. One night they realize they are both in love with the Moon and wish to marry him. The Moon marries the cousin who is proven to be the most patient. Eventually, boredom sets in and the wife explores avenues and the storeroom. Although she went against her husband’s instructions, she proved to him that she could handle the work he thought would be too hard for her. Instead of being angry, as the wife had anticipated, the husband is understanding and works to resolve the issues.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| Reread pages \_\_\_-\_\_\_. What evidence does the author provide that proves the Alutiq people had a strong connection to nature?  How does the author emphasize the point that the sisters did not lack in men interested in marrying them? | The cousins were placed in the sea as babies.  The Alutiq gathered wild berries and roots to eat.  They kayaked on the ocean to gather food.  They weaved hats and baskets from roots.  The sisters were hard working, beautiful and the author explicitly says “Both of them were strong and good-looking, and they were so well liked that almost any young man would have agreed to marry them.” |
| To help us understand the Alutiq culture more, what additional information is provided in the story about the Alutiq people on Kodiak Island? | The Alutiq people lived in sod houses and weaved baskets. They were raised to be strong and brave. The Alutiq females were given chin tattoos to show they had become women and were of the age to choose a husband. |
| An inference is a statement created by combining story clues and the reader’s own knowledge to figure out what the author does not state directly. Using evidence from the text, make an inference about why the cousins’ parents were worried about their daughters’ desire to marry the moon. | They were afraid he would take them far away and they would not get to see them. |
| Based on the author’s description of a night in the life of Moon on page 176, why does the author use patience as the deciding factor in the Moon’s choosing of his wife? | The Moon knows he will sometimes be gone all night and his wife must stay home and be happy when he is not with her. She must also follow his directions and not look in his storeroom. |
| Reread pages \_\_\_-\_\_\_. What does the author tell us about the cousin who did not marry the moon? What do you think will happen to her? | She is impatient, good-looking, strong, and well-liked. (For the final part, students should be encouraged to give their opinions but be able to support it with facts from the story.) |
| Use examples from the text to prove the statement, “It pays to be patient.” | The cousin who proved to be the most patient won the opportunity to marry the moon. Moon’s wife had the piece of moon stuck to her face as a result of impatience. She then proved she could help him and Moon agreed. |
| Reread pages \_\_\_-\_\_\_ and identify why the Moon’s wife is unhappy. Quote the evidence that shows her unhappiness. | When her husband left for work, she wandered about the land on the other side of the sky. After looking in the storeroom and trying on a piece of moon which stuck to her face, she explained by telling Moon that she was bored. |
| Reread page \_\_\_ and make an inference about whom or what these one-eyed people are. Give evidence from the page that supports your inference. | They are stars.  They have only one bright eye.  It is night, a time when stars are shining.  The moon is a person in this story, so stars could be also. |
| Reread pages \_\_\_-\_\_\_. In the text, the Moon could be considered understanding. Cite and provide evidence that shows this characteristic. | He laughs instead of fussing when he finds his wife with the piece of moon stuck to her face.  He uses careful hands to remove the piece of moon.  He asks about what else she did that day and explains about the people she saw lying face down on the trails.  He offers her to work with him instead of punishing her for disobeying. |
| What evidence in the texts shows that the Moon is devoted to his wife’s happiness? | He realizes she needs work to make her happy, so he shares with her the work of carrying the Moon. |

Vocabulary

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| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Page - sod  Page - storehouse | Page - village |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page - mainland  Page - patient  Page - trails | Page - sparkling |

Culminating Task

* Re-Read, Think, Discuss, Write:
* *Consider the different situations where the proverb “Patience is a virtue” shows up in the story. Describe these events and analyze how it is apparent that patience is at play within each of them.*

Events:

* The moon chooses his wife based on patience.
* The moon does not become angry when his wife disobeys him and looks in his storeroom.
* The moon allows his wife to work with him, realizing she needs to work to be happy.

Additional Task

* *Provide students with another selection that was written to explain events/beliefs of a particular culture. Compare and contrast “The Girl Who Married the Moon” with the second story.*
* *Provide students with a list of other cultures. Have them choose one to research on the Internet. Then, have them create a presentation that makes use of visuals to convey their findings. Finally, have them turn in their notes, as well as a list of sources.*

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“The Girl Who Married the Moon”**

1. Reread pages \_\_\_-\_\_\_. What evidence does the author provide that proves the Alutiq people had a strong connection to nature?
2. How does the author emphasize the point that the sisters did not lack in men interested in marrying them?
3. To help us understand the Alutiq culture more, what additional information is provided in the story about the Alutiq people on Kodiak Island?
4. An inference is a statement created by combining story clues and the reader’s own knowledge to figure out what the author does not state directly. Using evidence from the text, make an inference about why the cousins’ parents were worried about their daughters’ desire to marry the moon.
5. Based on the author’s description of a night in the life of Moon on page \_\_\_, why does the author use patience as the deciding factor in the Moon’s choosing of his wife?
6. Reread pages \_\_\_-\_\_\_. What does the author tell us about the cousin who did not marry the moon? What do you think will happen to her?
7. Use examples from the text to prove the statement, “It pays to be patient.”
8. Reread pages \_\_\_-\_\_\_ and identify why the Moon’s wife is unhappy. Quote the evidence that shows her unhappiness.
9. Reread page \_\_\_ and make an inference about whom or what these one-eyed people are. Give evidence from the page that supports your inference.
10. Reread pages \_\_\_-\_\_\_ In the text, the Moon could be considered understanding. Cite and provide evidence that shows this characteristic.
11. What evidence in the texts shows that the Moon is devoted to his wife’s happiness?

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.

1. *This story is a “duplicate.” (It is found in other basals, as well.) This particular revision was completed by a teacher who uses a different basal, so the page numbers have been removed. This may require you to make some adjustments/add page numbers to some of the questions.* [↑](#footnote-ref-1)