Unit-“Let’s Go to the Moon”-First Grade

Based on a story from the first grade basal which will be integrated with first grade science standards (Things in the Sky)

\*\*Inquiry objectives are written in red.

Materials needed: Midnight on the Moon (book), science leveled readers, flip chart, access to websites United Streaming and Brain Pop, materials for culminating activity (Lunar Soil)

**Day 1/Day 2
Objective:**
TLW listen to “Let’s Go to the Moon” and summarize the main idea of the story.

**Activities:**
TLW read the introduction story “One Giant Leap” prior to reading “Let’s Go to the Moon” and will preview vocabulary words from the story in Words to Know.

TLW make predictions about the story prior to reading it and do a “picture walk” through the story.

Day 1-Complete KWL chart on background knowledge about the moon

\*\* TLW work with a partner and discuss what it would be like to walk on the moon prior to listening to the story.
1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations. (Inquiry-based literary standard)

Day 2-TLW participate in a moon crater activity in which he/she will demonstrate how craters are made on the moon.

\*\*Predict what would happen prior to activity-ask students the question: How can you make craters without using your hands.
1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.

**Evaluation:**
Students will complete comprehension questions on p. T15 with 80% accuracy.

Students will complete an exit slip in his/her science journal following the crater activity describing how craters are made on the moon.

5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read. (MC)

5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator. (MC)

6.1 Retell the central idea and key details to summarize a text heard, read, or viewed. (MC)

10.1 Ask and answer questions about known and unknown words. (LCS)

**Phonics skill for the week-Long vowel o**2.1 Distinguish long from short vowel sounds in spoken single-syllable words. (P)

**Day 3
Objective #1:**
TLW read a paragraph about the moon and find main ideas and details

**Activities:**TLW complete the activity on T30 in which he/she will locate the main ideas in the paragraph along with supporting details.

**Evaluation:**
TLW create a bubble map showing the main idea and details from the paragraph

**Objective #2:**
\*\*TLW research space and choose a topic to investigate and share with class (moon, planets, rockets, stars, space travel, galaxy, etc.).
3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.

**Activities:**
\*\*TLW research the first moon landing and write a paragraph about the event.
3.2 Select the most important information, revise ideas, and record and communicate findings.

\*\*TLW choose the form in which he/she would like to share his/her findings: written paragraph, Padlet, flip book, etc.
4.2 Determine appropriate tools to communicate findings.

TLW review the KWL chart from Day 1.

\*\*TLW read the paragraph about Mae Jemison about discuss with a partner how she felt when she went to the moon. Partners will also compare/contrast the paragraph with the story “Let’s Go to the Moon.”
2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, and the environment.

**Evaluation:**
Completion of the flow map and paragraph

 6.1 Retell the central idea and key details to summarize a text heard, read, or viewed. (MC)

7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed. (MC)

**Day 4**

**Objective #1:**
TLW compare/contrast words with long vowel o and long vowel u

**Objective #2:**
TLW find the patterns to make the words with long vowel sounds (example: cub, cube; hop, hope)

**Activity:** TLW complete a tree map with long o and long u words

**Evaluation:** Completion of the tree map with 80% accuracy

3.4 Use final –e and common vowel team conventions to read words with long vowel sounds (P)

5.3 Use conventional spelling for words with common spelling patterns (L)

**Day 5**

**Objective #1:**
TLW read to “Let’s Go to the Moon” and summarize the main idea of the story.

**Objective #2:**
TLW locate and define compound words within the story “Let’s Go to the Moon.”

**Activity:**TLW write a sentence with each compound word he/she locates within the story

**Evaluation:**
Completion of the sentences with compound words used correctly in each sentence

10.4 Identify the individual words used to form a compound word. (LCS)

**\*\*Day 5-Culminating Activity**

TLW design and create a vehicle that could be driven on the moon.

5.1 Recognize the value of individual and collective thinking.

5.3 Articulate the thinking process.