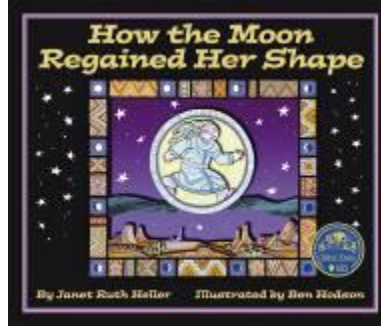


Teaching Activities

for



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Teaching Activities are intended for use at home, in the classroom, and during story-times.

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Questions to ask children before reading the book

- What do you think the book is about by looking at the cover? (or one or two of the inside illustrations) *Sometimes it is easy to tell from the cover, other times it is not.*
- What does the cover illustration show?
- Does the title tell you what the book is about?
- Is there a subtitle to give more information?

What do children already know?

- Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.
- The children should write down their “concepts” (or adults for them if the children are not yet writing) on the provided chart found on the next page.
- Use the questions to get children thinking about what they already know. Feel free to add more questions or thoughts according to the child(ren) involved.

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What do children already know—activity chart

Ask children to write down what they think they know before reading the book. If the information is verified while reading the book, check “yes.” If the information is wrong, mark “no” and cross it off. Write the correct information in another section, below. Make a note of how you verify the information.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
Why do you think the moon changes shapes?			Text Illustration Info in FCM Other
What is it called when there is no moon visible in the sky?			Text Illustration Info in FCM Other
Is the moon in the same spot in the sky everyday?			Text Illustration Info in FCM Other
If not, why not?			Text Illustration Info in FCM Other
What are some reasons that people and animals need the moon?			Text Illustration Info in FCM Other
Is a blue moon really blue? What is it?			Text Illustration Info in FCM Other

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Use this chart for any other thoughts the children might have.

What do I think I know?	Yes	No	Verified
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other

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After reading the book – writing prompts & thinking it through

- Did the cover “tell” you what the book was about?
- If not, how does the illustration on the front relate to the story?
- Draw your own cover
- Write a song
- Can you think of another title for the book?
- Did the illustrator include anything in the pictures that were not in the story or are there things hidden in the art? *Note the “flip book” moon phases in the corners...*
- Do you think everything in the story could be true?
- *Do you think the sun and the moon can think or feel things like humans?*
- *Do animals really talk to each other or have human traits?*
- Could the story have been told without the moon having feelings? How?
- Write a different ending to the story

Comprehension Questions

- What did the moon do that made the sun so angry?
- Why did the sun think he was more important to the people and animals on earth than the moon?
- How did the moon feel after the sun yelled at her?
- Who was the first “person” to try to help her?
- Who did he send the moon to for help?
- Who do you think Round Arms is?
- Why did Painted Deer miss the moon?
- Why did the rabbits miss the moon?
- What were the women doing and why?
- How did all the new “friends” help the moon feel better?
- What would happen if the moon didn’t find “friends” on earth? Would it/could it change the story?
- How does this story try to explain why the moon changes phases?

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What do children already know activity conclusion

- Do the children have any more questions about the moon phases? If so, write them down on the chart.
- Identify whether the information was verified and how.
- If the concept is correct, make a note of how the information was confirmed (illustration, in text, in fun fact notes)
- If the concept was not correct, what IS the correct information – with above confirmation notes as above.
- If the concept was neither confirmed nor denied, look the information up in a reliable source and note where it was confirmed.
- Wrap it all up by adding notes with new information that they learned either through the reading or the research while looking up something else.

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Language Arts

Developing a vocabulary “word wall”

If using the book as a way to introduce a topic or subject, this is also a great way to introduce subject-related vocabulary words. If you don't have the time (or the inclination) to develop the word wall by playing the Vocabulary Game (below), we have provided a vocabulary list for you.

Vocabulary words for the “word wall” may be written on index cards, on a poster board, or on a chalk board. If writing on poster board or chalk board, you might want to sort into noun, verbs, etc. right away to save a step later. Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

Vocabulary game

This activity is designed to get children thinking of vocabulary words which will then be used as the beginning vocabulary list for a science lesson.

Select an illustration and give children a specific length of time (five minutes?) to write down all the words the children can think of about the particular subject. *If you do not have classroom sets of the book, it is helpful to project an illustration on a white board. Check Web site(www.ArbordalePublishing.com) for book “previews” that may be used for this purpose.*

Their word list should include anything and everything that comes to mind, including nouns, verbs and adjectives. At the end of the time period, have each child take turns reading a word from his/her list. If anyone else has the word, they do nothing. If however, they are the only one with the word, they should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled “wins.” And you have a start to your science vocabulary list. *Note if children use an incorrect word, this is a good time to explain the proper word or the proper usage.*

Putting it all together

The following activities may be done all together or over a period of several days.

- Continue to add words to the vocabulary list as children think of them.
- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what it is on the back of the card. When the cards are turned over, all you will see is “noun,” etc. *(These can then be used to create silly sentences, below)*
- Now sort the vocabulary words into more specific categories. For example, nouns can be divided into plants, animals, rocks, minerals, etc. They can be divided into living/non-living, or into habitat-related words.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper.
- Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story.
- Edit and re-write paragraphs into one informative paper or a story.

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How the Moon Regained Her Shape

Suggested vocabulary list

<u>nouns</u>	<u>verb</u>	<u>adjectives</u>
MOON	CHANGE	FULL
EARTH	PULL	NEW
LUNAR	ROTATE	BLUE
GRAVITY	REVOLVE	BRIGHT
MOON	WAXES	HAPPY
MOON	WANES	SLIVER
CRESCENT	ILLUMINATE	SMALLER
QUARTER	DANCE	BIGGER
GIBBOUS	TWIRL	ROUND
SOLAR	GROW	INVISIBLE
PHASES	BLUSH	CRESCENT
SUN	STAMMER	WANING
SUN	TORMENT	WAXING
COMET	WALK	FIRST
SKYPATH	VISIT	THIRD
MOONBEAMS	TRUDGE	SETTING
	HUG	
	SPEAK	
	DRAW	
	SMILE	
	FEED	
	LAUGH	

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How the Moon Regained Her Shape

Silly sentence structure activity

This is a fun activity that develops both an understanding of sentence structure and the science subject. Use words from the “word wall” to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the information in the book.

The first day of the lunar month is the _____ when the
moon is not visible.
adjective & noun

The moon appears to “grow,” or it _____ each day
from new moon to full moon.
verb

A _____ moon is between new and half (less than half
full), and may be waxing or waning.
adjective

A _____ moon is between half and full (more than half)
and may be waxing or waning.
adjective

The _____ rises when the sun sets and sets when the
sun rises.
adjective & noun

The _____ rises and sets roughly 50 minutes later
each day.
noun

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How the Moon Regained Her Shape

Sequence sentence strips

Preparation: Cut into sentence strips, laminate if desired, and place in a "center." Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

----- ✂ -----

Once the moon was round and full.

----- ✂ -----

But one day she danced across the face of the sun and the sun yelled at her.

----- ✂ -----

The moon's feelings were hurt and she began to shrink until she was a sliver of her former self.

----- ✂ -----

The moon visited Round Arms on earth.

----- ✂ -----

----- ✂ -----

Round Arms showed her how the people and animals loved and missed her.

----- ✂ -----

The moon felt better and regained her self confidence.

----- ✂ -----

The moon danced and sang all the way back to her skypath.

----- ✂ -----

Now if someone hurts her feelings and she dwindles, she always remembers her friends and regains her strength and fullness.

----- ✂ -----

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How the Moon Regained Her Shape

Word search

Find the hidden words. Even non-reading children can try to match letters to letters to find the words! Easy – words go up to down or left to right.

For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	C	O	L	D	W	A	N	E	G	O
2	R	E	V	O	L	V	E	H	I	M
3	E	G	R	A	V	I	T	Y	B	L
4	S	O	P	H	A	S	E	S	B	U
5	C	A	F	U	L	L	M	O	O	N
6	E	W	A	X	I	N	G	L	U	A
7	N	E	W	M	O	O	N	A	S	R
8	T	Q	U	A	R	T	E	R	O	O
9	O	S	L	I	V	E	R	A	N	U
10	S	E	T	T	I	N	G	S	U	N

___, ___ FULL MOON
 ___, ___ NEW MOON
 ___, ___ PHASES
 ___, ___ WANE
 ___, ___ SLIVER

___, ___ CRESCENT
 ___, ___ LUNAR
 ___, ___ SOLAR
 ___, ___ WAXING
 ___, ___ SETTING

___, ___ GIBBOUS
 ___, ___ REVOLVE
 ___, ___ QUARTER
 ___, ___ GRAVITY
 ___, ___ SUN

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How the Moon Regained Her Shape

Write about it!

Folk tales are cultural stories that are passed down by word of mouth through the generations. Folk tales are often used to try to explain naturally occurring events. In this case, this story “explains” why the moon changes phases on a monthly basis.

- Make up your own story (write and illustrate) about:
- Why the moon changes shape on a monthly basis.
- Why the sun rises in the east and sets in the west.
- Why clouds move through the sky.
- Why the rivers flow into the sea.
- Why it thunders.
- Why leaves turn different colors and then fall off the trees in autumn.
- Why seasons change from spring to summer to fall to winter.
- Why hurricanes or tornados happen.
- Why it hails sometimes.
- Why tides rise and fall daily.
- Why birds sing in the morning.
- Why frogs croak.
- Why box turtles pull their heads into their shells.
- Why flamingos stand on one leg.
- Why zebras have black & white stripes.

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**Science
Science journal**

Have children draw a picture to define the vocabulary word or concept

New Moon

Waxing Crescent

First Quarter (Waxing Half Moon)

Waxing Gibbous

Full Moon

Waning Gibbous

Last Quarter (Waning Half Moon)

Waning Crescent

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Lunar Calendar Project

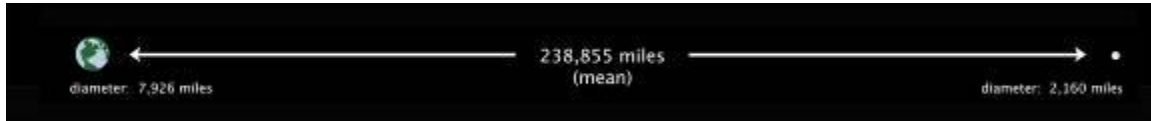
Watch and observe the shape of the moon and when you see it.
Note the time of day, where the moon is in the sky, and draw its shape.

Day 1 New Moon	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15
Day 16	Day 17	Day 18	Day 19	Day 20
Day 21	Day 22	Day 23	Day 24	Day 25
Day 26	Day 27	Day 28	Day 29	

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How the Moon Regained Her Shape

Math



If you round the diameter of the Earth to 8,000 miles and the moon to 2,000 miles, how many moons would fit across the diameter of the Earth?

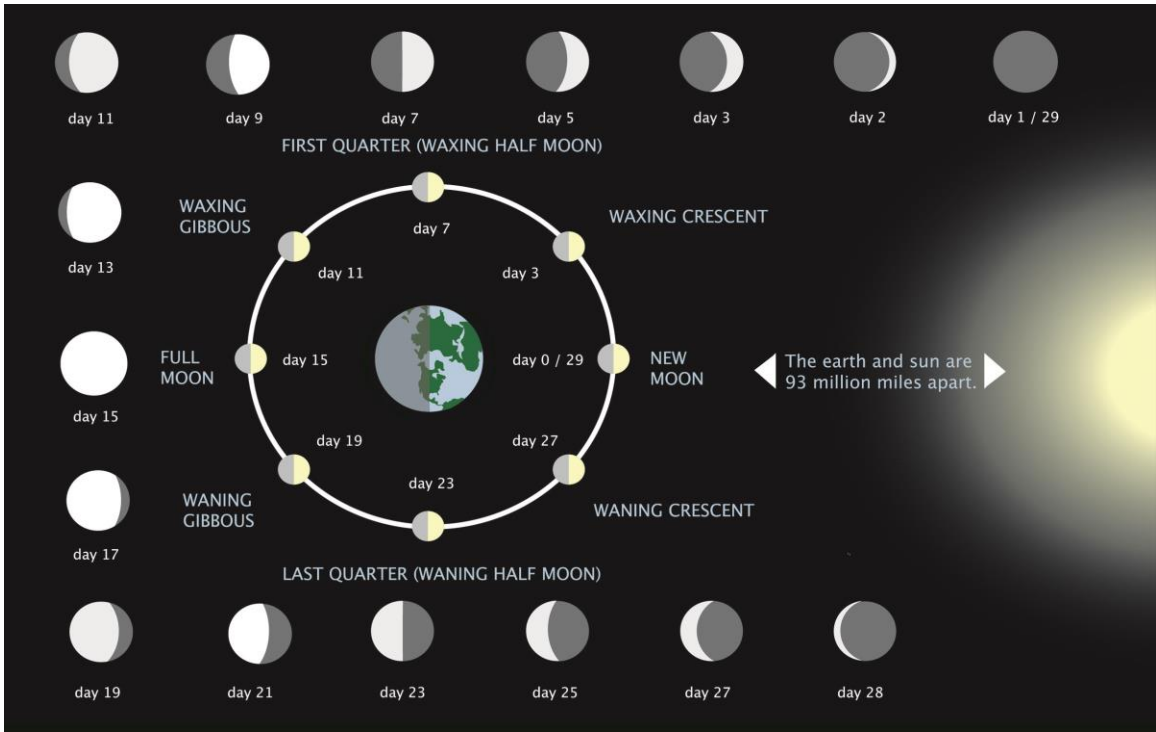
- In the following diagram, the Earth's diameter is represented by 4 inches.
- How many inches should the diagram of the moon be?

To understand how far it is from the Earth to the moon:

- Copy and cut out the diagrams of Earth and the moon, above.
- Place and tape down if necessary the "Earth."
- Using the above ratios, determine how far to put the moon:
 - The distance of the moon is approximately 30 times the diameter of the Earth.
 - How many inches is needed to represent the distance?
 - How many feet is that?
- Measure the distance
- Place and tape down if necessary the "moon."

30 x 4 inches = 120 inches or 10 feet

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Research and geography

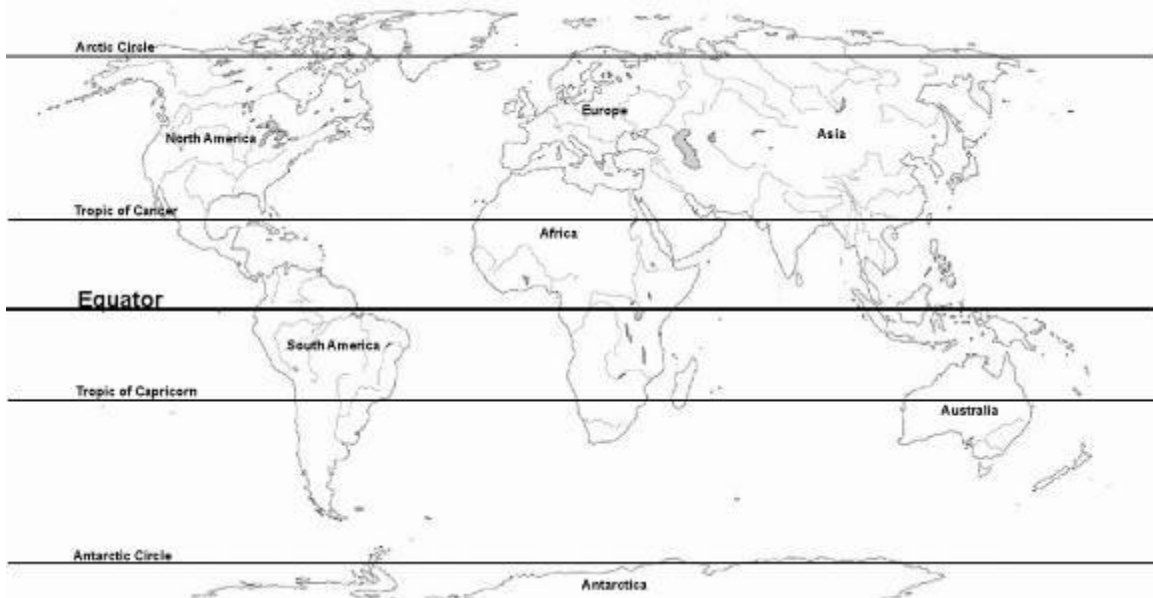
Where in the world is it day or night?

Go to DaylightMap.com to get an up-to-the-moment map showing current daylight versus nightlight across the world. <http://www.daylightmap.com>.

- If you want to see the daylight/nightlight over a political map instead of the physical map, click on “map” on the upper right.
- To see the location of the sun, click on options and select “show position of the sun.”
- Check location of daylight and the sun every hour for four hours.
- Using copies of the blank map below, mark where it is day and night and the location of the sun—make sure you mark the time to compare.
- Using your marked map or a print-out of the computer generated map, identify daylight versus nightlight on a globe. How does it compare to the flat map?

Color Daylight yellow

_____ Date _____ Time



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Character

When the author, Janet Ruth Heller, was a child, other children teased her because she was very skinny. She wrote this book to help children to see that they can turn to friends and adults for help.

In this story, the sun bullies the moon. A bully is someone who is mean or hurts other people either physically or verbally. Sometimes the bully acts this way to get something or to feel important. Usually bullies feel poorly about themselves and they act out their angry feelings on others.

Children who are being bullied often need the help and support of their friends, just as the moon does in this story. Here are some ideas to help you deal with a bully:

- Try to avoid the situation or place where you are being bullied, or try to avoid being alone.
- Don't show anger or fear; that is exactly what the bully wants. Keep a neutral expression or try to laugh or make a joke if you can.
- Ask the person to leave you alone and then walk away. Don't fight back.
- Talk about the problem with your best friends. Maybe they have some ideas for you. For example, a friend might tell you that the kid who annoys you also mistreats other people. Or your friend might tell you how he or she handles the bully.
- It is very important that you talk to your mother, father, teacher, principal, or the school's counselor about the problem, especially if someone in your class frequently hurts your feelings, threatens you, or physically attacks you. Nobody deserves to be treated badly by others. It is not tattling to talk to an adult about a bully.
- Consider taking a class in self-defense. There are many classes for young people in karate, judo, or other martial arts. Such training can give you self-confidence and teach you how to block blows and frustrate attackers.
- A group of kids may help you to stand up against bullies and to find a way to prevent bullies from hurting anyone else.
- Remember that one person's insults or punches do not make *you* a bad person. Think about your friends and family members who like and care about you. If you are being bullied by someone don't be afraid to tell others about it.

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