To the Moon!

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***"Education is all a matter of building bridges." ~ Ralph Ellison***

This unit is designed to supplement the Night Owl section of the 9 Applied Design, Skills and Technology (ADST) Lessons found at https://digmore.prn.bc.ca/helpful-resources/adst/. *ADST support exists for SD60 teachers, including materials, tools and training. Please contact your administrator if you'd like to access this support.*

LESSON TITLE	LITERACY/ NUMERACY TASKS	BRIEF OVERVIEW OF LESSON
To The Moon! Supports "Night Owl" Project Grade 5	Literacy Task: Compare and Contrast Fiction, Traditional Tale and Non-Fiction Teachings *Curricular Competency:* Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts	After completing the Night Owl project, students will explore traditional tales about the moon from various cultures.

TARGET AUDIENCE: Grade 5 students (oral storytelling; traditional ways of knowing).

PREP WORK:
- Either retrieve these Moon books from your school library or load & preview the following YouTubes:
    - The Moon Seems to Change – Franklyn M. Branley
    - Thirteen Moons on a Turtle's Back – Joseph Brochac
    - Moonstick – Eve Bunting
    - Ramadan Moon – Na'ima B. Robert
    - Legend of the Mid-Autumn (Moon Festival) & How Chinese Celebrate it (YouTube only) – China Highlights
    - The Moon – Martha Rustad
- Print the worksheets below story-writing templates @ 1 per person
    - Connecting to the Moon
    - Moon Stories Comparison (1 for whole class or 1 per person)
    - My Northern Moon
    - Using 6 Senses to Visualize the Moon
    - Moon Poem/Song
- Adaptation: If you would rather not write about all 12-13 moons, the Seasonal Moon worksheet allows for a "less is more" approach. You could assign groups different seasons and have them combine their
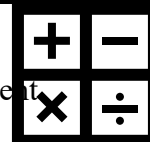
efforts so that the whole class shared the descriptions for the 12-13 moons, instead of each student describing 12-13 moons.

MATERIALS LIST:

QUESTION:

GRADE # CURRICULUM:
- **Big Idea:**
- **Curricular Competency:**
- **Content:**

VOCABULARY:

INTRODUCE THE LESSON:
1. Prompt: "Long ago, stories were only communicated through oral story-telling. Today we are going to view/listen to and **compare** different stories about the moon. Each Moon Story is inspired by a different culture. Then we will do our own moon writing. You might write a poem, story or song. Finally, you will perform your story for the class. You might sing a song, recite a poem, read a story (live) or do your presentation via YouTube."
2. Handout: **Connecting to the Moon.**
   a. Prompt: "As we watch/listen to each story, write a brief summary, share a connection to self/world/text, write a question you still have and sketch a book-inspired drawing.
3. View: At least 2 of these YouTubes/Books
   a. [The Moon Seems to Change – Franklyn M. Branley](#) (Non-Fiction)
   b. [Thirteen Moons on a Turtle's Back – Joseph Brochac](#) (Indigenous Tale)
   c. [Moonstick – Eve Bunting](#) (Indigenous Tale)
   d. [Ramadan Moon – Na'ima B. Robert](#) (Non-Fiction)
   e. [Legend of the Mid-Autumn (Moon Festival) & How Chinese Celebrate it (YouTube only) – China Highlights](#) (Chinese Folklore)
   f. [The Moon – Martha Rustad](#) (Non-Fiction)
4. Project (or handout): Moon Stories Comparison. Lead a class discussion after Reading both a fiction and non-fiction story
   o Project the class VENN diagram (Moon Stories Comparison).
   o Model writing how to write SAME and DIFFERENT (use "<u>but</u>" replacement words). For example, "***Thirteen Moons on a Turtles Back*** *names each full moon of the month, <u>however</u>,* ***The Moon Seems to Change*** *names the weekly phases of the moon."*
   o Students write similarities and differences either on the projection or their individual copies.
   o Work through a few different topics, each time "gradually releasing" the students to work more independently

TEACH THE LESSON:
For more detailed lessons on how to teach writing, see Adrienne Gear's "Writing Power" books.
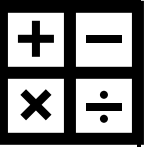1. In the Chinese Moon Festival Folktale, Legend of the Mid-Autumn Festival there's a classic "Climbing Story" structure. Let's see if we can identify the
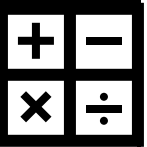
a. **Main Character** – (can be imaginary, animal or real person)
b. **Setting** – needs to connect to the character
c. **Details about the Character** – personality, appearance, strengths and struggles. What does the character want or desire?
d. **Problem** – problem the character is experiencing, or community problem. What or whom is preventing character for getting what they want or desire?
e. **Solution** – how does it get resolved?
f. **Ending** – look to the future, moral or lesson

2. **START by Deconstructing** other climbing stories – to help students recognize the structure and sequence (For example, use **Goldilocks** to show Somebody – Wanted – But – So – Then. You could also do a story map to show Setting →Characters → Beginning → Middle → End.
   a. Examples below:
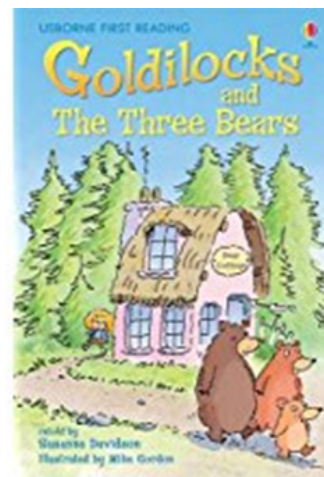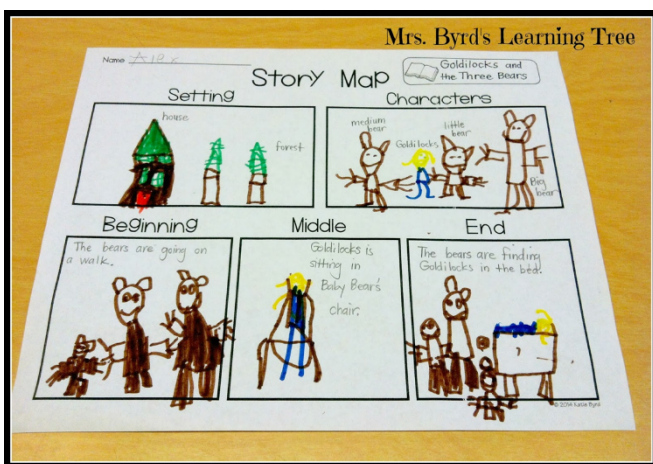
Try using this frame to teach students about problems – story problems almost always are based on the main character wanting something, but someone or something is preventing them from doing so.

Somebody

Who is the main character?

Wanted

What does the character want or what is the character's goal?

But

What is the problem in the story or what is keeping the character from his/her goal?
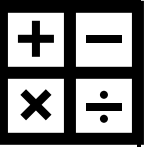
So

What is the solution to the problem or how does the character reach his/her goal?

Then...

How does the story end?

Adapted from Adrienne Gear's *Writing Power*

The Three Bears wanted to eat their porridge but it was too hot, so they went for a walk. But when they came home, they discovered Goldilocks had broken into and entered their home, eaten their porridge, wrecked some furniture and slept in their beds. So they woke her up. Then Goldilocks sees three bears staring down at her, fears for her life (rightfully so) and runs away. The bears had to clean up her mess, make more porridge and buy better locks for the house.

PLANNING YOUR MOON STORY

Adapted from Adrienne Gear's *Writing Power*

Develop your character
- Choose Northern animal: bear, beaver, frog, eagle, raven, wolf, moose…
- Animal can transform into a human if you want
- Character development: appearance, personality, special skills, "strengths and stretches"
- Students fill out Character sheet

Decide on your community problem
- Brainstorm possible problems that a Northern community might have: midnight sun, polar nights, no water, no food, fire, blizzard… (connected to nature)
- Students choose a community problem that they think "fits" with their character

Complete the Climbing Story Plan
- using the template "Moon Climbing Story" (Adapted from Adrienne Gear's *Writing Power*)

Oral story telling
- Students use their story planner to "tell" their story to THREE different people. Each time they tell it, they need to try improve on the story, make it clearer.

Writing:
Page 1 – Introduction
Include: opening phrase, setting, character and two interesting details.
Model Opening Phrases:
   Once upon a time…
Once there was a _____ who lived _____
In the frozen North, there lived a…
*Long ago, in a small village, there lived a ….*

Page 2 – Get to Know Your Character
- Describe character's appearance, personality – include 2 similes
- Introduce special feature or skill
- Explain what the character wants (to be accepted, to have a friend, etc.)

Page 3-4 – Introduce Community Problem
Important things to include in your problem:
1) Details describing BEFORE and DURING the problem – set the scene!
2) What the characters are thinking, doing and saying
3) Dialogue
4) Transitions
- STRETCH it out! - 2 pages
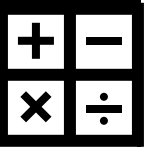
Transitions:

- ◉ Moves story along from one event to the next
- ◉ "Fast forward" button
- ◉ Make an anchor chart
- ◉ Try NOT to use "Suddenly" or
  "All of a sudden" until you are introducing the problem

Page 5-6 – Solution

- Your character saves the day! How? Describe his/her plan of action
- Describe how he/she solves the problem

Page 7 – Ending/Moral/look to the future

- What happened? How did the community respond to the character's actions? Describe their reaction.
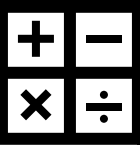- Endings:
  From then on….
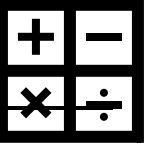 *Ever since that day…*
  After that day….
  Every year after that…

TRANSITIONS

- One day,
- The next day,
- Later on,
- Later that day,
- Meanwhile,
- After that,
- When summer came,
- In the morning,

Adapted from Adrienne Gear's *Writing Power*

The Fierce, Friendly Bear

By Adrienne Gear

Opening: (opening phrase, introduce character, setting and include 2 details and 2 triple scoop words)

Once there was a gigantic bear who lived in the cool forest beside the Coast Salish Sea. In the forest, there was a village of friendly people

Character Development: (character appearance with simile, personality, special behavior or skills)

The bear was strong and brave. His thick black fur shone in the sunlight. He had sharp teeth and claws. When he growled, the pine trees shook and the waves crashed. He was a fierce bear on the inside but had a soft, kind heart on the inside.

Introducing the Problem: (slowly, stretch it out! Transitions and dialogue. What are the characters doing, saying, thinking?)

In the springtime, the villagers prepare food for the winter. They hunt and fish for many weeks. *Then,* they dry the food on large food racks.

One day, the villagers noticed the food was missing from the racks.

"Who is stealing our food?" the Chief asked.

"*It must be the bear,"* the villagers said.

The next day, more food was missing.

"*That bear must be stopped!"* everyone cried.

Bear felt sad. He had a ferocious growl but he was not a thief. The next day, more food was missing.

"*That bear!"* the villagers cried.

Solution: (action - how does character saves the day? Include transition words and action)

Later that day, Bear made a plan. He climbed up a tree near the food rack and waited. *After a few hours*, he fell asleep. Suddenly, he heard a noise that woke him up! He looked down and saw a wolf lurking around the food racks. Bear opened his mouth and let out a tremendous ROAR! The ground shook! The trees trembled! Wolf howled with fear and ran away into the woods.

Ending: (wrap it up, hope for/look to the future, lesson/moral)

When the villagers heard the growl and howl, they came running to the food rack. They saw the wolf running into the woods and the bear in the tree.

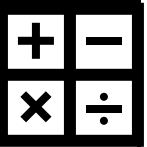"My people," said the Chief, "We were wrong! The bear has saved our food! The villagers made a special totem pole to honour the bear. Every year after that, they celebrated Bear Day and invited Bear to their feast.

The End
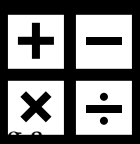
END THE LESSON:

- After students have created their stories and shared them orally and/or in writing, consider hosting a parent-teacher night where students put on a show for a larger Northern audience – their families! It might put an original spin on parent-teacher night or Winter Festival open houses!

STUDENT – TEACHER CONFERENCE ASSESSMENT
Moon Climbing Story Assessment Rubric

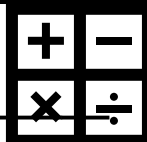| NAME:	Approach	Developing	Proficient	Extending
• **Character development –** clear description of appearance, personality, and character's "wants"				
• **Beginning –** introduces character and setting clearly with interesting details				
• **Plot development** – engaging story, flows, makes sense, clear transitions				
• **Problem-solution -** interesting and reasonable				
• **Ending –** clear ending, makes sense, includes a moral or lesson or "hope for the future"				
• **Writing Techniques** – evidence of transitions, similes, triple scoop words, voice, dialogue, etc.				
• **Northern Connections –** effective reference to Northern community, customs, and/or life style				
• **Conventions** – appropriate spelling, punctuation, grammar				
• **BONUS** – creative presentation, illustrations, etc.				

Teacher Comment:

_____

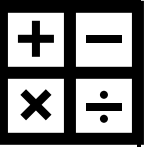# Next Steps (A goal for next time) _____

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Character development – clear description of appearance, personality, and character's "wants"				
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BONUS – creative presentation, illustrations, etc.				

Teacher Comment:

_____

Next Steps (A goal for next time) _____

Connecting to The Moon

Name: _____   **Date**: _____

Instructions: Read, view and/or listen to at least 1 fiction & 1 non-fiction moon story. Summarize each story, share a connection to self/world/text, write a question you have and sketch a book-inspired drawing while you listen.

Title: _____   **Author:** _____

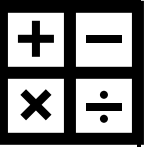| Summary	Connection	Question	Visualize

Title: _____   **Author:** _____

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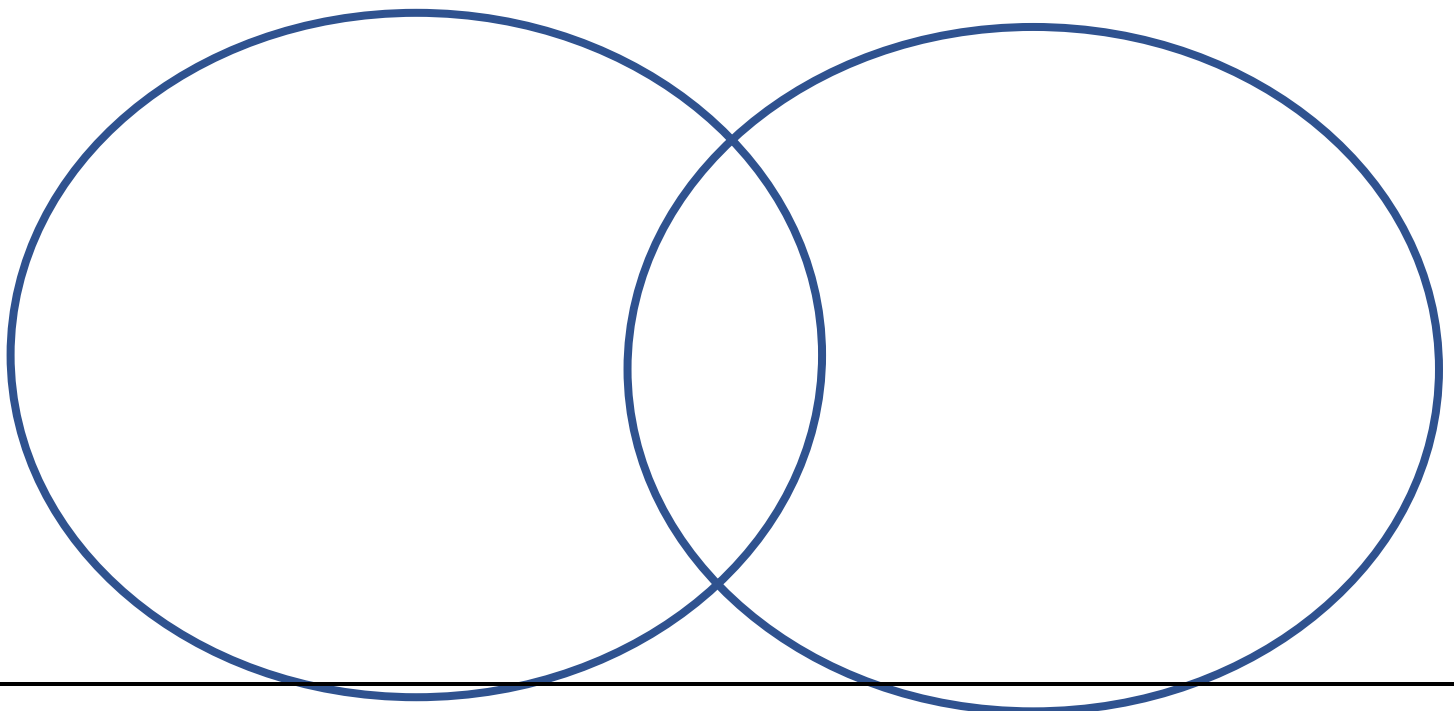| Summary	Connection	Question	Visualize

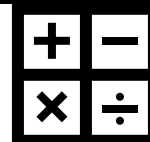NAME: _____ DATE: _____

MOON STORIES Comparison
_____ and _____

INSTRUCTIONS: Read, Watch and/or listen to 1 Fiction and 1 Non-Fiction Moon Story. What do you notice about each story? Record your thoughts below.

Same:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Different:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

MY NORTHERN MOON

NAME: _____ DATE:_____

INSTRUCTIONS: There are 12-13 Full Moons every year. Think back to the books Thirteen Moons on a Turtle's Back (by Joseph Brochac) and Moonstick (by Eve Bunting). The Indigenous Peoples of these stories name their moons for important cultural and seasonal events. What are important seasonal & cultural events in your Northern life? In pairs or on your own, generate 12-13 names for your monthly moons. You may sketch and/or write about your ideas below.

1. September_____

2. October_____

3. November_____

4. December_____

5. January_____

6. February_____

7. March_____

8. April_____

9. May_____

10.   June_____

11.   July_____

12.   August_____

13.   Blue Moon (optional)_____
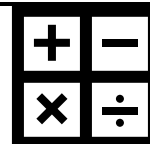
Using Six Senses to Visualize the Moon

NAME: _____   DATE: _____

Instructions: Think about your 12-13 Northern Moons. Add depth and details to each of your moons by adding more sensory information. *For example, my August Northern Moon is a* **Wild Cranberry Moon**. *The whispering boreal forests smell like feet but the ruby-red berries burst explosions of tart-sweetness. The end of summer draws achingly near.*

What I can see…

_____
_____
_____
_____

What I can hear…

_____
_____
_____
_____

What I can smell…

_____
_____
_____
_____

The Nose

What I can taste…

_____
_____
_____
_____

What I can feel (touch)…

The Palm

_____
_____
_____
_____

What I can feel (inside)…

_____
_____
_____
_____

MOON CLIMBING STORY

NAME: _____ **DATE:** _____

INSTRUCTIONS: Use this template to help you plan your Moon Climbing Story. Sketch in the big box. Note pertinent details below.
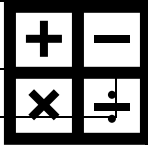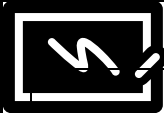
Who is in the story?	Where is the setting?	What's the problem?	How is it resolved?	End (Moral of the story)

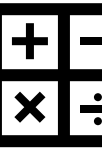
MOON CLIMBING STORY

NAME: _____ **DATE:** _____
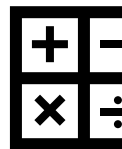
INSTRUCTIONS: Use this template to help you plan your Moon Climbing Story. Sketch in the big box. Note pertinent details below.

|				
Who is in the story?	Where is the setting?	What's the problem?	How is it resolved?	End (Moral of the story)

ENRICHMENT: MOON POEM/SONG

INSTRUCTIONS: Listen to "Fly me to the Moon" performed by Frank Sinatra or Angelina Jordan. Instead of writing a story about the moon, use this page to help you plan an original poem or a song. Alternatively, you can perform an existing song, as Angelina Jordan did.
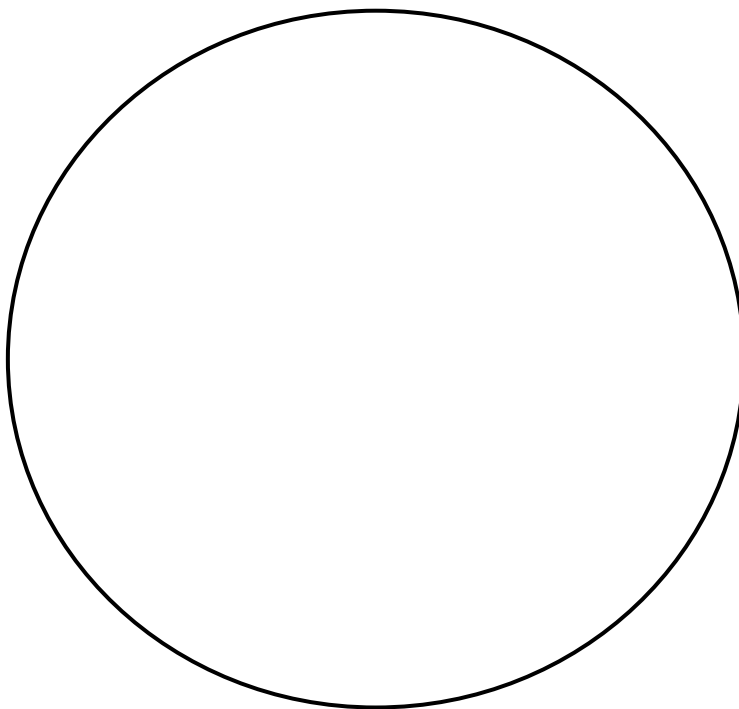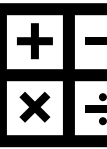
Adaptation: Seasonal Moon

GROUP NAMES: _____

In each box, list your connections to the season. Include things such as: weather, activities, changes in nature, food, celebrations, colors.

Choose ONE season you would like to focus on for your moon. _____

Fall Moons are…	**Winter Moons are …**
Spring moons are…	**Summer moons are…**