

## World Language – STEM MODULE COVERSHEET

### La luna parece cambiar/las fases de la luna

<b>Target Language:</b> Spanish	<b>Grade Level:</b> 1
<b>Proficiency Level:</b> Junior Novice Low – Junior Novice Mid	
<b>Context and Storyline:</b> <p>The teacher begins this module by reading Eric Carle’s book, <i>Papá, por favor, consígueme la luna</i>. *As the children access this piece of literature and learn key words and expressions in the book, they become motivated to explore the changing phases of the moon and the moon’s relationship to the sun and the earth.</p> <p>The teacher will guide children to understand the phases of the moon and help them figure out why the moon seems to look different to us at different times. The lessons will guide students through various hands-on experiments and activities, including a light bulb/ ball experiment, and a cookie project. In the process, especially through their own observations of the moon, children will obtain facts about the phases of the moon, learn how to make observations, and discern patterns of natural objects in the sky. At the end, besides making their own science journal about their learning experiences, students will go back to <i>Papá, por favor, consígueme la luna</i> and identify different phases of the moon during the story. They will also reflect upon their own learning experience throughout this module.</p> <p><b>*<i>Papá, por favor, consígueme la luna</i> is used with permission from Eric Carle Studios.</b></p>	
<b>Enduring Understanding:</b> Students will understand that because objects may appear to be different than they really are, and that they need to investigate before drawing conclusions.	
<b>Essential Questions:</b> What does the moon look like? Why does the moon look different at different times?	
<b>Module Duration and Lessons:</b> Five 30-minute lessons Depending on the length and frequency of classes per week, the five lessons in this module could be taught during a period of three to five weeks. On the average, each lesson may be taught over the course of one week, with 30-minute classes, three to five times per week. Lesson 1 – <i>Papá, por favor, consígueme la luna</i> . (Engagement stage or introduction) Lesson 2 – <i>Así se ve la luna a diferentes horas</i> . (Exploration stage for main events) Lesson 3 – <i>Si la luna fuera de galletas</i> (Explanation stage for main events and practice) Lesson 4 – <i>Podemos ver la luna en el cielo</i> . (Elaboration stage for summary and review) Lesson 5 – <i>Mi libro de la luna</i> (Evaluation stage for assessing student learning outcomes)	

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Standards Targeted	
<b>5C – World Language Standards</b>	<b>5E – STEM Standards</b>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Students engage in exchanges about familiar and personal topics in the present, past and future in the target language (1.3 B)</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Students identify and describe practices and perspectives of the cultures studied (2.1A)</li> <li>Describe and participate in school-based cultural activities such as games, songs, and holiday celebrations, which are representative of the cultures studied (2.1Ab)</li> </ul> <p><b>Connections</b> (sample below)</p> <ul style="list-style-type: none"> <li>Students access new information and reinforce existing knowledge of other content areas through the target language (3.1A)</li> </ul>	<p><b>NGSS</b></p> <p><b>1.PC Patterns and Cycles</b></p> <p>Students who demonstrate understanding can:</p> <ol style="list-style-type: none"> <li>Investigate and compare how some natural events occur quickly and other natural events occur slowly.</li> <li>Record and share observations about how some events have cycles; whereas, other events have a clear beginning and end.</li> <li>Obtain information and share observations to determine simple patterns of natural objects in the sky.</li> <li>Obtain information and communicate that there are tools that allow people to see more objects in the sky and in greater detail.</li> </ol> <p><b>Math Common Core</b></p> <ul style="list-style-type: none"> <li>G.3 Partition circles and rectangles into two or four equal shares, describe the shares using the worlds halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</li> </ul>

Knowledge: Students will know...	Skills: Students can...
<p>Vocabulary (both linguistic and content areas)</p> <ul style="list-style-type: none"> <li><i>el cielo</i></li> <li><i>el sol</i></li> <li><i>la tierra</i></li> <li><i>la luna</i></li> <li><i>la luz del sol</i></li> <li><i>iluminado</i></li> <li><i>cambia</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe four phases of the moon.</li> <li>Express why the moon seems to change shape.</li> <li>Sequence the cyclic pattern of the four moon phases.</li> <li>Make simple statements in the target language.</li> </ul>

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<ul style="list-style-type: none"> <li>• <i>diferente</i></li> <li>• <i>más grande</i></li> <li>• <i>más pequeña</i></li> <li>• <i>brillante</i></li> <li>• <i>oscura</i></li> <li>• <i>derecho</i></li> <li>• <i>izquierda</i></li>   <li>• <i>las fases de la luna:</i> <ul style="list-style-type: none"> <li>• <i>luna nueva</i></li> <li>• <i>cuarto creciente</i></li> <li>• <i>luna llena</i></li> <li>• <i>cuarto menguante</i></li> </ul> </li>   <li>• shapes :           <ul style="list-style-type: none"> <li>• <i>un círculo</i></li> <li>• <i>un semicírculo</i></li> </ul> </li>   <li>• Expressions and patterns           <ul style="list-style-type: none"> <li>• Sequence               <ul style="list-style-type: none"> <li>○ <i>primero</i></li> <li>○ <i>después</i></li> <li>○ <i>entonces</i></li> <li>○ <i>por último</i></li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer simple questions in the target language.</li> </ul>
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<b>Performance Assessment</b>
<b>Interpretive and Presentational Task</b>
<ul style="list-style-type: none"> <li>• Students re-create and read their own version of <i>Papá, por favor, consígueme la luna</i>.</li> <li>• Students walk around to view each others’ mini- books.</li> <li>• Each student will select another student’s mini-book to read illustrated pages to the class.</li> </ul>
<b>Interpretive Task</b>
<ul style="list-style-type: none"> <li>• Students will create their own <i>Diarios de la luna</i> that will be shared in a Gallery Walk.</li> </ul>
<b>Interpersonal Task</b>
Students will be paired and interview each other about their <i>Diarios de la luna</i> using the prompts provided.
<b>Presentational Task</b>
Working in pairs, students will present the findings from the interviews with their fellow “scientists.”
<b>Materials/Resources</b>
<b>Materials:</b> <ul style="list-style-type: none"> <li>○ Laptop/computer</li> <li>○ Document camera</li> </ul>

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- LCD projector
- USB microphone
- Speakers
- Pocket chart or magnets to hold photos for display
- Paper plates (shown in **Teacher Resource 3a**) (one for model and one per student)
- Chocolate cookies with white cream filling, preferably miniature-sized, (at least four per student) or regular chocolate cookies with a can of vanilla frosting
- Optional, if necessary: gluten-free cookies
- Craft sticks (one per student)
- Lamp, with shade removed and picture of sun taped to it
- Tape
- Ball (for moon model), with face drawn or taped on one half  
(OR a softball or orange with one side marked to indicate one fixed side of the moon)
- Permanent marker or pen, for drawing face on ball
- Paper clips or small plastic zip bags for pre-cut moon phase pictures (**Teacher Resource 2e**)
- Glue sticks
- Several consecutive months' calendars with moon phases included (1 set for each group of 4 students)
- Colored pencils or crayons (yellow, black, gray)
- Paper
- Self-adhesive labels (4 per student)
- A large blank calendar for recording the moon's phases
- Folders (one per student) to retain **Worksheets/Resource Sheets 1a, 2d, 3b, 3c, 4a, and 4b** for assembly into *Mi diario de la luna* at the end of the module
- Materials of your choice for assembly of *Mi diario de la luna* such as hole punches, yarn, brads, etc.

#### Resources:

- *Papá, por favor, consígueme la luna* by Eric Carle (used with permission from Eric Carle Studios)
- Optional: *Moon Game*, by Frank Asch
- Internet access or cellphone application for moon phases calendar
- **Worksheet 1a** – *Mi calendario de la luna*
- **Teacher Resource 1b** - *Papá, por favor, consígueme la luna*(paraphrased)
- **Teacher Resource 2a** – *Fotos del sol, de la tierra, y de las fases de la luna*
- **Teacher Resource 2b**– *Canto: El sol es como una bola de fuego*
- **Teacher Resource 2c** – *Canto: ¡Vuelta y vuelta!*
- **Worksheet 2d** – *Canto: ¡Vuelta y vuelta!* (cloze version)
- **Teacher Resource 2e** – Flashcards to accompany **Worksheet 2d** (one set per student)
- **Teacher Resource 3a** – *Mi luna de galletas*
- **Teacher Resource 3b** – *Canto: La luna que vemos arriba en el cielo*
- **Worksheet 3c** – *Mi diario de la luna* (cover page)
- **Worksheet 4a** – *El sol es como una bola de fuego* (with new verse)
- **Worksheet 4b** – *Mi calendario de la luna*
- **Worksheet 5a** – *¿Puedo hacerlo?*
- **Worksheet 5b** – *¿Qué aprendí?*
- **Worksheet 5c** – *Entrevista: Mi diario de la luna*

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**Note:**

Record the story so that students can read the book independently and repeat after it, similar to “read aloud activities” for elementary students. We recommend that teachers establish a recording station in the classroom. When appropriate, find time during Lessons 2-4 so that students can review and practice reading along with the recording.

**Extension:**

In Lessons 3 and 4, find time for groups of students to record their own reading of the book to be shared with the class.

### STEM Background for Teachers

#### The Solar System

- Our solar system includes the sun, planets and their moons, comets, asteroids, and meteoroids. Beyond our solar system are stars and galaxies. Space stretches beyond our solar system for at least 100 sextillion kilometers (the numeral 1 followed by 23 zeros!)
- The sun is a star at the center of our solar system. It is made of fiery hydrogen gas. It produces heat and light. Its heat and light travel 150 million kilometers through space to Earth. Everything in our solar system revolves around the sun and everything is kept in orbit by the pull of the sun’s gravity. The sun rotates on its axis and completes one rotation in 25 days. One rotation of the earth around the sun takes 24 hours.

#### Earth’s Rotation

- The earth rotates on its axis every 24 hours. The earth’s axis is an imaginary line that passes through the center of the earth from the North Pole to the South Pole.
- One day equals one rotation of Earth. Half of the earth faces the sun; this half is daytime. The other half of the earth faces away from the sun; this half is nighttime.
- The earth rotates from west to east. This makes the sun, moon, and stars look like they are moving from east to west. The sun, moon, and stars rise in the east and set in the west.

#### Daylight

- In the Northern Hemisphere, the shortest amount of daylight is on the first day of winter (December 21). The longest amount of daylight is on the first day of summer (June 21). Places farthest from the equator have the longest amount of daylight. However, in the Southern Hemisphere, places farthest from the equator are in darkness the longest. On June 21, the area around the North Pole has 24 hours of daylight and the area around the South Pole has 24 hours of darkness. At the equator, daylight and darkness are about equal.
- The length of daylight changes during the year. From June 21 to December 21, the days grow shorter; and from December 21 to June 21, the days grow longer. This is caused by the Earth’s tilt on its axis and its revolution around the sun.

#### Moon Phases

- The shape of the moon looks different each night. These changes are called the moon’s phases. The moon is shaped like a golf ball; it never changes its shape. The moon does not have any light of its own. We see the part of the moon that reflects light from the sun to The earth, and this

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changes with the movement of the moon. The moon rotates on its axis and revolves around the earth. One rotation and one revolution take the same amount of time, about 28 days.

- The shape of the part of the moon that reflects light depends on two things - the moon's position in its orbit around Earth and the position of the sun. The same phase of the moon repeats about every  $27 \frac{3}{4}$  to  $29 \frac{1}{2}$  days. In some phases, you can see the moon during part of the day.
- Phases:
  - First quarter – 7 days before a full moon, the moon looks like a half circle
  - Full moon – moon look like a full circle
  - Last quarter – 7 days after a full moon and the moon looks like a half circle

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Lesson 1 – *Papá, por favor, consígueme la luna.*

Lesson 1 of 5: <i>Papá, por favor, consígueme la luna.</i>		Duration: 30 Minutes
<i>Objectives</i>	<p><b>I Can:</b></p> <p><b>Oral language:</b></p> <ul style="list-style-type: none"> <li>Identify parts of the house: <i>la casa, la ventana, la puerta, la escalera.</i></li> <li>Demonstrate actions: <i>jugar con, desear, tocar, tomar, cargar, estirar, mirar, ver, se ve (más pequeña que), puede.</i></li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Recognize the words <i>la ventana, la puerta, la escalera, la luna.</i></li> <li>Read aloud with teacher.</li> </ul> <p><b>STEM and Other Subject Areas:</b></p> <p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> <li>Investigate and compare how some natural events occur quickly and other natural events occur slowly.</li> <li>Record and share observations about how some events have cycles; whereas, other events have a clear beginning and end.</li> </ul>	
<i>Vocabulary and Expressions</i>	<p><b>Previous Learned:</b></p> <ul style="list-style-type: none"> <li>Family members: <i>el padre, la madre, la hija, el hijo, el gato, el perro</i></li> <li>Directional words: <i>arriba, abajo</i></li> <li>Nature: <i>las estrellas, la luna, el cielo</i></li> </ul> <p><b>Content obligatory language:</b></p> <ul style="list-style-type: none"> <li><i>la casa</i></li> <li><i>la escalera</i></li> <li><i>estirar</i></li> <li><i>tomar</i></li> <li><i>jugar con</i></li> <li><i>desear</i></li> <li><i>tocar</i></li> <li><i>cargar</i></li> </ul> <p><b>Content compatible language:</b></p> <ul style="list-style-type: none"> <li><i>grande</i></li> <li><i>más grande</i></li> <li><i>pequeño</i></li> <li><i>más pequeño</i></li> <li><i>desaparece</i></li> <li><i>bailar</i></li> <li><i>la montaña</i></li> <li><i>primero</i></li> <li><i>entonces,</i></li> <li><i>finalmente</i></li> <li><i>cuando</i></li> <li><i>llevar cuenta</i></li> <li><i>creció</i></li> </ul>	
<i>Materials/ Resources</i>	<ul style="list-style-type: none"> <li>laptop</li> <li>video camera</li> <li>LCD projector</li> <li>speakers</li> </ul>	

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Lesson 1 of 5: <i>Papá, por favor, consígueme la luna.</i>	Duration: 30 Minutes
	<ul style="list-style-type: none"> <li><i>Papá, por favor, consígueme la luna.</i></li> <li>Internet access or cellphone application for moon phases calendar</li> <li><b>Worksheet 1a</b> – <i>Mi calendario de la luna</i></li> <li><b>Teacher Resource 1b-</b> <i>Papá, por favor, consígueme la luna.</i> (paraphrased)</li> <li>Individual whiteboards and markers OR paper and crayons/colored pencils</li> <li>Large blank calendar for recording moon phases</li> </ul>
<i>Lesson Storyline and Core Text</i>	<p>This module begins with a reading of Eric Carle’s book, <i>Papá, por favor, consígueme la luna.</i></p> <p>This piece of literature will serve as motivation to explore the changing phases of the moon and the moon’s relationship to the sun and the earth.</p> <p style="padding-left: 40px;"><i>Yo encontré un libro que quisiera compartir con ustedes. Papá, por favor, consígueme la luna. Papá puso una escalera muy larga en la montaña. Y subió arriba, arriba y más arriba. Papá tomó la luna. El dijo: «Mi hija quisiera jugar contigo.» La luna se puso más pequeña, y más pequeña. Papá la tomó. Papá le dijo a Mónica, «Aquí tienes la luna para ti.» Mónica brincó y bailó con la luna. La luna se estaba poniendo más pequeña, y más pequeña, y más pequeña; hasta que desapareció. Entonces, una noche, Mónica vio la luna otra vez. Vamos a llevar cuenta de la luna cada noche en este calendario por un mes. Juntos, vamos a figurar cómo se ve la luna todos los días.</i></p> <p><b>*Papá, por favor, consígueme la luna used with permission from Eric Carle Studios.</b></p>

Key Elements	Lesson 1 – <i>Papá, por favor, consígueme la luna</i>
<p><i>Engagement</i></p> <ul style="list-style-type: none"> <li><i>Object, event or question used to engage students.</i></li> <li><i>Connections facilitated between what students know and can do</i></li> </ul>	<p><b>NOTE: Throughout the lessons in this module, use choral repetition and/or visuals for the new vocabulary as you present it in context.</b></p> <p><b>¿Qué quisiera Mónica?</b></p> <p>T: <i>Buenos días, clase. Yo tengo un libro que quisiera compartir con ustedes.</i></p> <p>T: (Show the book cover to the students. Read the title and ask them to predict what the book is about.)</p> <p><i>¿Qué vemos? Vamos a ver...</i> (pointing) <i>Pienso que es...</i> (Wait for student</p>



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	<p>response. If they do not provide the word, then ask, <i>¿Es la luna o el sol?</i> Students respond. T: (Turn to the first page.) <i>Y esto es una pequeña...</i> (Wait and prompt, if necessary.) <i>¿Es una chica o un chico?</i> (Point to the house.) <i>Esta niña vive en una...</i> Students respond. <i>Sí, vive en una casa. Nuestra historia es de la luna, y una niña que vive en una casa.</i> <i>Ella también tiene una mascota. ¿Qué es? ¿Es un perro o un gato? ¿Quién en la clase tiene un perro? ¿Quién tiene un gato?</i> <i>Yo me pregunto cómo se llama la chica. ¿Hay otras personas en la historia? Vamos a averiguar.</i> Students respond.</p> <p><b>Note:</b> This activity does not need to be extensive. The purpose is to practice important new vocabulary while activating students’ prior knowledge and building their interest. Read the story, pausing to ask appropriate questions.</p> <p>T: <i>Ahora vamos a escuchar la historia otra vez.</i> (Read the story with animation while pointing to the illustrations.)</p> <p>Ask simple comprehension questions:</p> <ul style="list-style-type: none"> <li>• <i>¿Quiénes son las personas de la historia?</i></li> <li>• <i>¿Cómo se llama la chica?</i></li> <li>• <i>¿Qué mascota tiene la chica?</i></li> <li>• <i>¿Qué quiere Mónica?</i></li> </ul> <p><b>Closing Routine:</b></p> <ul style="list-style-type: none"> <li>• Say thank you and exchange good-byes.</li> <li>• Add additional questions/expressions daily, based on the new vocabulary or concepts introduced that day. Lead the students to say good-bye to Monica, <i>papá, gato, and la luna.</i></li> </ul>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> <li>• <i>Objects and phenomena are explored.</i></li> <li>• <i>Hands-on activities, with guidance.</i></li> </ul>	<p><b>¿Qué hace Papá?</b></p> <p><b>NOTE: For this segment, you will only use up to and including the page that reads, <i>Y fue subiendo, subiendo.</i></b></p> <p><b>Opening Routine:</b></p> <ul style="list-style-type: none"> <li>• Greet students using choral repetition or a song.</li> <li>• Use visuals to review vocabulary from the previous segment such as: <i>la casa, la escalera, la mascota, el gato, and la montaña.</i> Then go back to the first page and engage students in answering comprehension questions page by page. Point to the illustrations while asking</li> </ul>

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	<p>questions.)</p> <ul style="list-style-type: none"> <li>○ <i>¿Qué quiere hacer Mónica con la luna?</i></li> <li>○ <i>¿Qué le pidió Mónica a su padre?</i></li> <li>○ <i>Papá buscó una escalera muy, muy larga. ¿Quién puede apuntar la escalera?</i></li> <li>○ <i>¿Adónde llevó papá la escalera?</i></li> <li>○ <i>¿Quién puede apuntar adónde él fue?</i></li> </ul> <p>As you read this segment of the book, lead students in pantomiming the actions in the story.</p> <ul style="list-style-type: none"> <li>• Read the text again, pausing at the key words. Instruct students to chorally repeat the word as they watch you model an action for each word/expression.</li> <li>• Next, lead students in reciting key lines of the story as they perform the action along with you. For example:             <ul style="list-style-type: none"> <li>○ (gesture for the moon, such as hands in a circle over the head) <i>¡Cómo me gustaría jugar con la luna!</i></li> <li>○ (stretching arm toward the ceiling) <i>Pero, por más que se estiraba, no podía tocarla.</i></li> <li>○ (hands clasped together) <i>Papá, por favor, consígueme la luna.</i></li> </ul> </li> </ul> <p>T: <i>¿Alguna vez has mirado en la luna como hizo Mónica? ¿Cómo se veía la luna? Vamos a dibujar una luna.</i></p> <ul style="list-style-type: none"> <li>• Distribute whiteboard/markers or paper/crayons.</li> <li>• Using individual whiteboards or paper, instruct students to draw pictures of the moon and have them hold them up for everyone to see.</li> </ul> <p>T: <i>¡Miren qué interesante! Los dibujos se ven diferentes, ¿no? ¿Es la misma luna? Quizás podemos tratar de llevar cuenta de la luna.</i></p> <p><b>(Worksheet 1a)</b> Distribute <i>Mi calendario de la luna</i>.</p> <ul style="list-style-type: none"> <li>• Display on the document camera or smartboard. Review the instructions in English to ensure that students understand the assignment.</li> <li>• T: <i>Clase, vamos a llevar cuenta de la luna en este calendario. Miren la luna esta noche si es posible. Dibujen una ilustración en su calendario. Les voy a enseñar cómo.</i></li> <li>• Model by drawing a shape of the moon on the calendar.</li> <li>• Model a few more examples so that students understand how to complete the assignment.</li> <li>• Emphasize the importance of drawing the moon as many nights as possible for the next month.</li> </ul> <p><b>NOTE: Once complete, this worksheet will be included in <i>Mi diario de la</i></b></p>

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Key Elements	Lesson 1 – <i>Papá, por favor, consígueme la luna</i>
	<p><b>luna that students will assemble at the end of this module.</b></p> <p><b>Closing Routine:</b></p> <ul style="list-style-type: none"> <li>• Lead students in modeling the gestures as you repeat key lines from the story:               <ul style="list-style-type: none"> <li>○ <i>Cómo me gustaría jugar con la luna.</i></li> <li>○ <i>Pero por más que se estiraba, no podía tocarla.</i></li> <li>○ <i>Papá, por favor, consígueme la luna.</i></li> </ul> </li> </ul> <p>Include <i>Mónica</i>, <i>Papá</i>, and <i>la luna</i> in your good-bye routine.</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> <li>• <i>Students explain their understanding of concepts and processes.</i></li> <li>• <i>New concepts and skills are introduced as conceptual clarity and cohesion are sought.</i></li> </ul>	<p><b>¿Qué viste anoche?</b></p> <p><b>Opening Routine:</b> Lead class in greetings, the calendar and the weather.</p> <p>T: <i>¿Quién pudo ver la luna anoche? Si tú viste la luna, por favor, muéstrales tu calendario de la luna a tus compañeros que están cerca de tí.</i></p> <p><b>(Worksheet 1a)</b> Students show each other what they drew the night before.</p> <p>Circulate around the classroom, making comments such as: <i>Hmmm, muy bonita, (o muy bien), la luna se veía grande (o pequeña, gorda, delgada, medio circular) anoche. (student name), ¿y la tuya?</i></p> <p>Display an Internet image of the moon from the previous night.</p> <p>T: <i>Yo no pude ver la luna anoche, pero encontré esta foto en la red. ¿Se ve como sus dibujos?</i> Students respond. T: <i>Vamos también a poner la luna en el calendario de la clase.</i></p> <p>Invite a student to draw the phase in the appropriate space on the large class calendar.</p> <p>T: <i>Ahora vamos a continuar con nuestra historia. Vamos a leer juntos hasta donde paramos ayer.</i></p> <p>Lead students in reading the story up to <b><i>Y fue subiendo, subiendo.</i></b> Read the next page to the students, using gestures and/or additional visuals to convey meaning.</p> <p>Ask the following comprehension questions.</p> <ul style="list-style-type: none"> <li>• <i>¿Qué quiere Mónica?</i></li> <li>• <i>¿Qué hace el papá de Mónica?</i></li> <li>• <i>¿Qué le dice el papá de Mónica a la luna?</i></li> <li>• <i>¿Qué dice la luna?</i></li> <li>• <i>¿Qué pasó...la luna se hace más pequeña o más grande?</i></li> <li>• <i>¿Tomó el papá la luna y se la llevó a casa?</i></li> </ul>

World Language – STEM MODULE COVERSHEET

La luna parece cambiar/las fases de la luna

Key Elements	Lesson 1 – <i>Papá, por favor, consígueme la luna</i>
	<p>Additionally, lead students to imitate the following paraphrased passages from the story. Model gestures for each line and instruct students to use the gestures as they chorally repeat.</p> <ul style="list-style-type: none"> <li>• <i>Mi hija Mónica quisiera jugar contigo. (en voz del papá)</i></li> <li>• <i>pero eres muy grande.</i></li> <li>• <i>Cada noche yo me pongo más pequeña,(en voz de la luna)</i></li> <li>• <i>Cuando sea del tamaño perfecto me puedes llevar contigo.</i></li> <li>• <i>Y la luna empezó a ponerse más pequeña.</i></li> </ul> <p><b>Closing Routine:</b> Before saying goodbye, remind students about their moon calendar assignment. <i>No se olviden de dibujar cómo se ve la luna esta noche en sus calendarios.</i></p>
<p><i>Elaboration Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</i></p>	<p><b>¿Dónde está la luna?</b></p> <p><b>Opening Routine:</b></p> <ul style="list-style-type: none"> <li>• After greetings, calendar, and weather routines, review the moon calendar.</li> <li>• Display the Internet image of the moon from the previous night and invite a student to draw the moon on the large calendar.</li> </ul> <p>Lead students in reading the passage up to <b><i>Luego bajó y bajó por la escalera.</i></b></p> <p>T: <i>Ahora vamos a continuar con nuestra historia. Vamos a leer juntos lo que ya leímos ayer.</i></p> <ul style="list-style-type: none"> <li>• Read the remaining pages of the story using gestures and visuals to assist in comprehension.</li> <li>• Encourage students to use the gestures as you chorally repeat key words such as <i>saltó, bailó, abrazó, lanzó al aire, más pequeña, and crecía y crecía.</i></li> </ul> <p><b>Closing Routine:</b> Before saying goodbye, remind students about their moon calendar assignment. <i>No se olviden de dibujar cómo se ve la luna esta noche en sus calendarios.</i></p>

## World Language – STEM MODULE COVERSHEET

### La luna parece cambiar/las fases de la luna

Key Elements	Lesson 1 – <i>Papá, por favor, consígueme la luna</i>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>• <i>Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</i></li> </ul>	<p><b>NOTE:</b> Before beginning this segment, prepare the sentence strips for a small group activity.</p> <ul style="list-style-type: none"> <li>• <b>Option 1:</b> Teacher Resource 1b contains key passages that are paraphrased from the story. Cut these strips and arrange them in chronological sets depending on the number of small groups in your class. For example, if there are three small groups of students, group 1 will be given the first four sentences, group 2 will be given the second four sentences, etc.</li> <li>• <b>Option 2:</b> Create your own sentence strips using the exact sentences in the story. Arrange the sentence strips into chronological sets (as they occur in the story) depending on the number of small groups in your class. Distribute the sentence strips proportionately to the small groups.</li> </ul> <p><b>Option 1: For students who are not yet independent readers:</b>  T: <i>Vamos a actuar la historia.</i></p> <ul style="list-style-type: none"> <li>• Divide the class into small groups.</li> <li>• Distribute the sentence strips according to Option 1.</li> <li>• Allow time for the groups to place their strips in chronological order.</li> <li>• Read the story line by line, and instruct the class to repeat with you. Also, instruct each group to pantomime their lines in the story as they hold up the corresponding sentence strips.</li> </ul> <p><b>Option 2: For students who are already independent readers:</b>  T: <i>Vamos a leer la historia conjuntos.</i></p> <ul style="list-style-type: none"> <li>• Divide the class into small groups.</li> <li>• Distribute sentence strips according to Option 2 equally for the number of small groups that you have created.</li> <li>• Allow time for the small groups to read their sentence strips together and to arrange the strips in chronological order.</li> <li>• Then, direct the groups will read their section to the class beginning with the first line of the story.</li> <li>• Direct the class to pantomime the actions as they listen to their classmates.</li> </ul> <p>Provide assistance to any group that needs help.</p> <p><b>Closing Routine:</b>  Before saying goodbye, remind students about their moon calendar assignment. <i>No se olviden de dibujar cómo se ve la luna esta noche en sus calendarios.</i></p>

**World Language – STEM MODULE COVERSHEET**  
**La luna parece cambiar/las fases de la luna**

<b>Teacher Reflection: Lesson 1 – <i>Papá, por favor, consígueme la luna.</i></b>	
<i>What worked well?</i>	
<i>What did not work well?</i>	
<i>What would I do differently?</i>	
<i>Other comments or notes</i>	

World Language – STEM MODULE COVERSHEET

La luna parece cambiar/las fases de la luna

Lesson 2 – Así se ve la luna a diferentes horas

Lesson 2 of 5 – Así se ve la luna a diferentes horas		Duration: 30 Minutes
Objectives	<p><b>I Can:</b></p> <p><b>Oral language:</b></p> <ul style="list-style-type: none"> <li>Identify the phases of the moon: <i>la luna nueva, el cuarto creciente, la luna llena, el cuarto menguante.</i></li> <li>Identify and describe the moon, sun, and earth: <i>la luna, el sol, la tierra, la luz del sol, alumbrado, el lado brillante, el lado oscuro.</i></li> <li>Recognize <i>da la vuelta, la forma, cambia, diferente.</i></li> <li>Repeat words I have learned in the form of a chant.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Identify the written words for the phases of the moon: <i>a luna nueva, el cuarto creciente, la luna llena, el cuarto menguante.</i></li> </ul> <p><b>STEM and Other Subject Areas:</b></p> <ul style="list-style-type: none"> <li>Name and identify the <i>la luna, el sol y la tierra.</i></li> <li>Tell the different moon phases that I can see lighted by the sun on a moon model.</li> <li>Tell that the earth and the moon both turn.</li> <li>Identify the bright side and a dark side of a moon model.</li> <li>Partition circles and rectangles into two or four equal segments.</li> <li>Describe the segments using the words <i>halves, fourths, and quarters,</i> in various ways.</li> </ul>	
Vocabulary and Expressions	<p><b>Content obligatory language:</b></p> <ul style="list-style-type: none"> <li><i>la luna</i></li> <li><i>la tierra</i></li> <li><i>el sol</i></li> <li><i>las fases de la luna</i></li> <li><i>luna nueva</i></li> <li><i>cuarto creciente</i></li> <li><i>luna llena</i></li> <li><i>cuarto menguante</i></li> <li><i>iluminado</i></li> <li><i>la luz del sol</i></li> <li><i>el lado brillante</i></li> <li><i>el lado oscuro</i></li> <li><i>da una vuelta/gira</i></li> <li><i>la forma</i></li> <li><i>cambia</i></li> <li><i>diferente</i></li> </ul> <p><b>Content compatible language:</b></p> <ul style="list-style-type: none"> <li><i>de verdad</i></li> <li><i>el fuego</i></li> <li><i>se ve como</i></li> <li><i>la cabeza</i></li> <li><i>el experimento</i></li> <li><i>un voluntario</i></li> <li><i>el círculo</i></li> <li><i>el semicírculo</i></li> <li><i>cuántos saben</i></li> <li><i>cambios</i></li> <li><i>repasar</i></li> <li><i>cuál grupo</i></li> </ul>	

## World Language – STEM MODULE COVERSHEET

### La luna parece cambiar/las fases de la luna

Lesson 2 of 5 – Así se ve la luna a diferentes horas		Duration: 30 Minutes
<i>Materials/Resources</i>	<ul style="list-style-type: none"> <li>• Computer, LCD projector, USB microphones and speakers</li> <li>• Lamp, with shade removed and picture of sun taped to it</li> <li>• Tape</li> <li>• Ball (for moon model), with face drawn on one half</li> <li>• OR – a softball, with one side marked to indicate one fixed side of the moon (suggest taping on a face)</li> <li>• Permanent marker or pen, for drawing face on ball</li> <li>• Several consecutive months’ calendars with moon phases included (1 set for each group of 4 students)</li> <li>• Internet access or cellphone application for moon phases calendar</li> <li>• <b>Teacher Resource 2a</b> – <i>Fotos del sol, de la tierra, y de las fases de la luna</i> (enlarged versions)</li> <li>• <b>Teacher Resource 2b</b>– <i>Canto: El Sol es como una bola de fuego.</i></li> <li>• <b>Teacher Resource 2c</b> – <i>Canto: ¡Vuelta y vuelta!</i></li> <li>• <b>Worksheet 2d</b> – <i>Canto: ¡Vuelta y vuelta!</i> - for cloze versión (used with <b>Teacher Resource 2e</b>)</li> <li>• <b>Teacher Resource 2e</b> – Flashcards to accompany <b>Worksheet 2d</b> (one set per student)</li> <li>• Paper clips or small plastic baggies for pre-cut flashcards (<b>Teacher Resource 2e</b>)</li> <li>• Craft sticks (one per student)</li> <li>• Glue sticks (one per student)</li> </ul>	
<i>Lesson Storyline and Core Text</i>	<p>In this lesson, students will not only learn the four basic moon phases but also why the moon’s appearance changes.</p> <p>Students will discuss the relationship between the moon, earth, and sun through an experiment. Students will understand that objects may be different from how they appear to the naked eye. Students will understand the need to investigate before a conclusion can be drawn.</p> <p><i>Core Text:</i></p> <p style="padding-left: 40px;"><i>El sol es como una bola de fuego.</i></p> <p style="padding-left: 40px;"><i>Nos da calor y luz.</i></p> <p style="padding-left: 40px;"><i>Cuando vemos el sol,</i></p> <p style="padding-left: 40px;"><i>El cielo es brillante. Es de día.</i></p> <p style="padding-left: 40px;"><i>Cuando no podemos ver el sol,</i></p> <p style="padding-left: 40px;"><i>El cielo está oscuro. Es de noche.</i></p> <p style="padding-left: 40px;"><i>Podemos ver la luna</i></p> <p style="padding-left: 40px;"><i>En la noche.</i></p> <p style="padding-left: 40px;"><i>Esta lámpara es el sol.</i></p> <p style="padding-left: 40px;"><i>Esta pelota es la luna.</i></p> <p style="padding-left: 40px;"><i>Damos la vuelta, y la pelota da la vuelta con nosotros.</i></p> <p style="padding-left: 40px;"><i>Vuelta y vuelta, cuatro fases de la luna.</i></p> <p style="padding-left: 40px;"><i>Luna nueva, cuarto creciente, luna llena, cuarto menguante.</i></p>	



**World Language – STEM MODULE COVERSHEET**  
**La luna parece cambiar/las fases de la luna**

**Lesson 2 of 5 – Así se ve la luna a diferentes horas**

**Duration: 30 Minutes**

Key Elements	Lesson 2 Procedures – Así se ve la luna a diferentes horas
<p><i>Engagement</i></p> <ul style="list-style-type: none"> <li>● <i>Object, event or question used to engage students.</i></li> <li>● <i>Connections facilitated between what students know and can do</i></li> </ul>	<p><b>NOTE: Throughout the lessons in this module, use choral repetition and/or visuals for the new vocabulary as you present it in context.</b></p> <p><b>The facts about the sun, the moon and the earth</b></p> <p><b>Opening Routine:</b></p> <p>After greetings, the calendar, and a discussion about the previous night’s moon, review Eric Carle’s book, <i>Papá, por favor, consígueme la luna</i>.  T: <i>Vamos a leer Papá, por favor, consígueme la luna otra vez. ¿Quién quiere leer conmigo?</i>  Invite different students to read along.</p> <p>T: <i>¿Qué piensas? ¿Puede Mónica jugar con la luna de verdad? ¿Puede Papá buscar la luna para Mónica? ¿Por qué sí? ¿Por qué no?</i>  Students respond.</p> <p>T: <i>¿Se pone la luna realmente más pequeña? ¿Se pone más grande? Vamos a ver lo que significa eso.</i></p> <p>Display photographs from <b>Teacher Resource 2a</b>.  T: (Point to the moon.) <i>Clase, ¿Es esto el sol o la luna?</i> (Point to the photographs randomly and chorally repeat the vocabulary until students are able to identify <i>la luna</i>, <i>la tierra</i>, and <i>el sol</i> independently.)</p> <p>For the following presentation of new vocabulary, model gestures to convey meaning and direct students to perform gestures with you as you lead the class in choral repetition of the phrases. For example:</p> <ul style="list-style-type: none"> <li>● T: (Point to the sun.) <i>El sol es como una bola de fuego. Nos da calor y luz. Cuando vemos el sol, el cielo es brillante.</i> <ul style="list-style-type: none"> <li>● Fan yourself with your hand to indicate heat.</li> <li>● Put your hand over the eyebrows and blink your eyes as if the sun is too bright.</li> </ul> </li> <li>● T: (Demonstrate waking up and getting up.) <i>Cuando vemos el sol, el cielo es brillante. Es de día.</i></li> <li>● T: (Yawn and put your hands together as if going to sleep.) <i>Cuando no podemos ver el sol, el cielo está oscuro. Es de noche.</i></li> </ul> <p>T: (Show the moon.) <i>¿Cuándo vio Monica a la luna? ¿En el día o en la noche?</i>  Students respond.</p> <p>Use choral repetition and/or visuals to teach <i>El sol es como una bola de</i></p>

## World Language – STEM MODULE COVERSHEET

### La luna parece cambiar/las fases de la luna

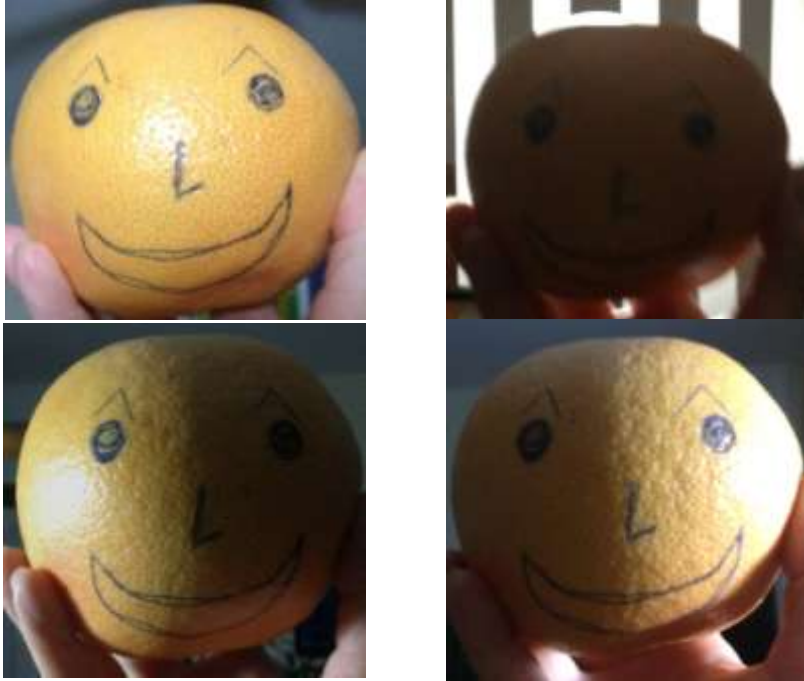
Lesson 2 of 5 – Así se ve la luna a diferentes horas	Duration: 30 Minutes
	<p><i>fuego. (Teacher Resource2b) one line at a time and with rhythm.</i></p> <p style="padding-left: 40px;"><i>El sol es como una bola de fuego</i>  <i>Nos da calor y luz.</i>  <i>Cuando vemos el sol,</i>  <i>El cielo es brillante. Es de día.</i>  <i>Cuando no podemos ver el sol,</i>  <i>El cielo está oscuro. Es de noche.</i>  <i>Podemos ver la luna.</i>  <i>En la noche.</i></p> <p><b>Closing Routine:</b> Before saying goodbye to each other, as well as to the sun, moon, and earth, remind students about <i>Mi calendario de la luna</i>.</p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> <li>• <i>Objects and phenomena are explored.</i></li> <li>• <i>Hands-on activities, with guidance.</i></li> </ul>	<p><b>Relationship among the sun, the moon, and the earth</b></p> <p><b>Opening Routine:</b> After reviewing the calendar and <i>Mi calendario de la luna</i>, remind students of the story, perhaps by asking:</p> <ul style="list-style-type: none"> <li>• <i>¿Qué pasó con la luna cuando Mónica jugó con ella?</i></li> <li>• <i>¿Se puso más pequeña o se puso más grande?</i></li> </ul> <p><i>¡La luna es muy interesante! A muchas personas les gusta mirar la luna noche tras noche. Llamamos esas partes que vemos las fases de la luna. Vamos a aprender acerca de las fases de la luna.</i></p> <p>Teach the vocabulary for the four phases of the moon. <b>(Teacher Resource 2a)</b></p> <ul style="list-style-type: none"> <li>• Chorally repeat each phase several times as you show the photographs.</li> <li>• Place the photographs on the board in the order that they appear.</li> <li>• Have students point to the photographs as you name them.</li> <li>• Invite a volunteer to name the phases as another student points to them.</li> </ul> <p><b>Bring out a lamp and a ball (or orange).</b></p> <p>T: <i>Vamos a hacer un experimento para ver cómo funcionan estas fases.</i>  T: (Hold up the lamp.) <i>Miren lo que tengo en mi mano. Es una lámpara.</i>  T: <i>Pero ahora, esta lámpara es el sol.</i> (Tape a picture of the sun on the lamp.) <i>Díganle «hola» al sol.</i>  Students respond.  T: <i>Esta bola es la luna.</i> (Tape a small picture of the moon on the ball.)  <i>Díganle «hola» a la luna.</i>  Students respond.  T: <i>Mi cabeza es la tierra.</i> (Tape a picture of the earth on your forehead.)  <i>Díganle «hola» a la tierra.</i>  Students respond.</p>

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La luna parece cambiar/las fases de la luna

Lesson 2 of 5 – Así se ve la luna a diferentes horas

Duration: 30 Minutes

Use the following illustration for demonstrating the experiment:



T: *Ahora, vamos a hacer un experimento con el sol, la luna y la tierra.*

T: (Dim or turn off the lights in the room. Try to make the room as dark as possible.)

T: (Turn on the “sun” lamp.) *¡Qué brillante! ¡La luz del sol es muy brillante!*

Students respond.

T: *Sí, el sol es brillante. Sin la luz del sol, es oscuro.* (Turn off lamp.)  
*Ahora, díganme, ¿es brillante o es oscuro?*

Students respond.

T: (Turn the lamp back on.) *Ahora, vemos el sol otra vez.*

T: (Point to the picture of the earth on your forehead.) *Vamos a hacer un experimento. ¿Qué soy yo? ¿Soy el sol o la tierra?*

Students respond.

T: *Necesito un voluntario.*

T: *Michael, tu cabeza es ahora la tierra.* (Put the picture of the earth on student’s forehead.)

T: *Michael, sujeta la bola también, esa es la luna. Extiende tus brazos hacia el sol (la lámpara) y un poco encima de tu cabeza. Recuerda que tu*

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Lesson 2 of 5 – Así se ve la luna a diferentes horas

Duration: 30 Minutes

*cabeza es la tierra y la bola es la luna.* (The student should hold the ball slightly above her/his head, so that the head does not cast a shadow on the ball.)

T: (Turn to the class.) *Oh, clase. Vamos a asegurarnos que Michael comprende. ¿Qué es la cabeza de Michael? ¿Qué hay en la mano de Michael?*

Students respond.

T: *Oh, se me olvidó que una fase siempre está hacia la tierra. Vamos a hacer una cara en el lado de la bola que estamos mirando.* (Draw a happy face on the ball.) *Recuerda, Michael, cuando le des vuelta, ¡asegúrate que la cara siempre esté hacia ti!*

T: (Motion Michael to turn and stop, about a quarter turn.) *¿Qué pasa con la luna?*

Call on a few students to stand behind Michael.

T: *Estudiantes, ¿Qué ves en la bola: una luna nueva, un cuarto creciente, un cuarto menguante o una luna llena?*

Students respond.

Continue the turn and identify the phases of the moon. Call on different students to be the volunteer and the identifiers.

For example:

T: *¡Ahora podemos ver la luna brillando! El sol hace brillar este lado. Parece un círculo, como una luna nueva. Clase, ¿pueden ver la luna llena también? ¿Es la luna llena oscura o brillante?*

Students respond.

T: *Ahora vamos a darle una vuelta.*

T: *¡Miren! ¿Qué veo? Ahora puedo ver solamente la parte de la luna que está brillante. La luz hace que la luna se vea como un semicírculo. ¿Alguien recuerda cómo llamamos esta fase de la luna?*

Students respond.

T: *Vamos a darle otra vuelta.*

T: *¿Puedo ver el sol que brilla en la luna ahora? ¿Es la luna nueva oscura o brillante?*

Students respond.

T: *¡Excelente! No podemos ver la luna nueva si hay poca luz. La luna nueva es oscura.*

T: *Vamos a darle otra vuelta.*

T: *¡Yo puedo ver la luz del sol en la luna otra vez! Puedo ver un semicírculo de luz solar en la luna. ¿Alguien puede recordar lo que llamamos la fase de la luna?*

Students respond.

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**La luna parece cambiar/las fases de la luna**

Lesson 2 of 5 – Así se ve la luna a diferentes horas		Duration: 30 Minutes
	<p><i>T: ¿Es el cuarto creciente un círculo completo o un semicírculo?</i> Students respond.</p> <p><i>T: (Use visuals and gestures to review the four phases.) ¡Correcto! Así que vimos todas las fases de la luna. ¿Cuáles son ellas?</i> Students respond.</p> <p><b>Closing Routine:</b> Before saying goodbye, remind students about their moon calendar assignment. <i>No se olviden de dibujar cómo se ve la luna esta noche en sus calendarios.</i></p> <p><i>T: Ya sabemos las fases de la luna. Esta noche podemos observar la luna, y podemos figurar la fase en la que está.</i></p>	
<p><i>Explanation</i></p> <ul style="list-style-type: none"> <li>● <i>Students explain their understanding of concepts and processes.</i></li> <li>● <i>New concepts and skills are introduced as conceptual clarity and cohesion are sought.</i></li> </ul>	<p><b>Las fases de la luna – ¡Vuelta y vuelta!</b></p> <p><b>Opening routine:</b> After the greetings and calendar routine, discuss the moon phases calendar. Using an Internet photograph of the previous night, ask students to identify the moon phase.</p> <p><b>Note:</b> Although the moon phases cycle continuously, astronomers consider the new moon to mark the beginning of the moon cycle which lasts between 27 1/3 to 29 1/2 days.</p> <p>Display a calendar for one month that has the phases printed on it. <i>T: Ahora clase, ¿qué vemos aquí? Vemos cómo las fases de la luna cambian. ¿Cuál es la fecha de la luna nueva?</i> Students respond.</p> <p><i>T: Vamos a contar los días hasta la próxima luna nueva.</i> Instruct students to count aloud as you point to each day following the new moon date. <i>T: Bien, en este mes de las fases de la luna hay ___ días.</i></p> <p>Divide class into groups of four.</p> <ul style="list-style-type: none"> <li>● Give each group two consecutive months' calendars. (These can be obtained from a purchased calendar that has the phases printed on the days, or from one of several websites.)</li> <li>● Instruct the groups to count the days between the new moons on their calendars.</li> <li>● Allow one minute, then ask groups for their results.</li> <li>● Students will see that each moon phase is slightly different, but it's between 27-29 days.</li> </ul> <p><i>T: Bueno, clase. Ahora sabemos cuando la luna da la vuelta alrededor de la tierra una vez toma 28 o 29 días. Y la luna cambia de cara cada 7 o 8</i></p>	

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### La luna parece cambiar/las fases de la luna

Lesson 2 of 5 – Así se ve la luna a diferentes horas

Duration: 30 Minutes

días.

Repeat this process starting with the first quarter phase.

- Display a calendar and instruct the groups to count the days from one first quarter to the next.
- Have students first predict how many days there will be from one first quarter moon to the next, and then count the days.
- Then find the number of days between each of the phases.
- Once this is done, place a blank calendar for each group on the white board or wall.
- Invite each group to paste pictures of the phases of the moon (from **Teacher Resource 2e**) on the appropriate days, starting with the new moon.

T: (**Teacher Resource 2c**) *Ahora vamos a aprender el canto de las fases de la luna para que las recordemos.*

Repeat the chant while making a turning motion with your hand. Direct students to chorally repeat and perform the motion with you.

*Vuelta y vuelta. ¿Qué puedes ver?*



*Veo la luna cuarto creciente mirándome a mí.*

*Vuelta y vuelta. ¿Qué puedes ver?*



*Veo la luna llena mirándome a mí.*

*Vuelta y vuelta. ¿Qué puedes ver?*



*Veo la luna cuarto menguante mirándome a*

*Vuelta y vuelta. ¿Qué puedes ver?*



*La luna nueva es una fase que no puedo ver.*

*¡Porque su lado brillante se esconde de mí!*

When students are comfortable with the chant, randomly point at a moon phase on the calendar poster, and invite a volunteer student to do the chant for that phase of the moon.

#### **Closing Routine:**

Before saying goodbye, remind students about their moon calendar assignment. *No se olviden de dibujar cómo se ve la luna esta noche en sus calendarios.*

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La luna parece cambiar/las fases de la luna

Lesson 2 of 5 – Así se ve la luna a diferentes horas	Duration: 30 Minutes
<p><i>Elaboration</i></p> <ul style="list-style-type: none"><li>• <i>Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</i></li></ul>	<p><b>Las fases de la luna - ¡Vuelta y vuelta!</b></p> <p><b>Opening Routine:</b></p> <p>Review the calendar and moon phases calendar.</p> <p>Show the lamp and the ball from Exploration segment.</p> <p>T: <i>Ahora vamos a repasar lo que aprendimos. Usamos una lámpara/una bola/nosotros mismos. ¿Qué representa la lámpara? ¿Qué representa la bola? ¿Qué representa el estudiante?</i></p> <p>Students respond.</p> <p>T: <i>¿Alguien recuerda qué causó que la luz de la luna se viera diferente?</i></p> <p>T: (Make a turning gesture with your hand to remind students of <i>dar una vuelta</i>.) <i>¿Qué hicimos?</i></p> <p>Students respond.</p> <p>T: <i>¡Muy bien! ¡Dimos una vuelta! ¡La tierra dio una vuelta!</i></p> <p>Students respond.</p> <p>T: <i>¡Perfecto! Nosotros dimos una vuelta y la bola dio una vuelta con nosotros. Significa que la luna da una vuelta con la tierra.</i></p> <p>Pick up the ball, and quickly demonstrate how the earth turns, and also how the moon turns around the earth.</p> <p>T: <i>¿Pero vimos diferentes lados de la luna? ¿O vimos el mismo lado de la luna?</i> Show the ball with the face as a reminder.</p> <p>Students respond.</p> <p>T: <i>Claro, siempre vemos la misma cara/lado de la luna. Cuando la tierra y la luna dan una vuelta, el sol brilla en diferentes partes de la tierra y la luna. Pero sólo podemos ver la misma cara de la luna, así que cuando este lado de la luna es brillante, vemos una luna brillante. Y cuando este lado de la luna es oscuro, vemos una luna oscura. Es por eso que la luna parece que tiene muchas fases.</i></p> <p>T: <i>¿Puede alguien decirme cuáles son las fases de la luna?</i></p> <p>Students respond.</p> <p><b>Note:</b> The earth <i>rotates</i> on its axis, and <i>revolves</i> around the sun. The moon also <i>rotates</i> on its axis and <i>revolves</i> around the earth. (The moon’s rotations are in sync with the earth’s rotations, which is why we only see one side of the moon.) For the purpose of this demonstration with young children, it is best to keep the explanation simple.</p> <p>T: <i>Vamos a hacer el canto de las fases de la luna juntos.</i></p> <ul style="list-style-type: none"><li>• Repeat the chant with the class, using the motions.</li><li>• Divide the class into groups of four.</li><li>• Distribute one section of the chant to each group. Encourage students to create gestures for their moon phase.</li><li>• After a few minutes of practice time, call on groups to perform their portion of the chant for the class.</li></ul>

**World Language – STEM MODULE COVERSHEET**

**La luna parece cambiar/las fases de la luna**

<b>Lesson 2 of 5 – Así se ve la luna a diferentes horas</b>		<b>Duration: 30 Minutes</b>
	<p><b>Literacy Activity:</b></p> <ul style="list-style-type: none"> <li>• Distribute <b>Worksheet 2d</b>, the pre-cut sets of the moon phases pictures from <b>Teacher Resource 2e</b>), and glue sticks.</li> <li>• Instruct students to paste the moon phase pictures in their correct places on the worksheet.</li> <li>• Pair students and direct them to peer-edit their worksheets with a partner.</li> <li>• Collect the worksheets and retain in students’ folders.</li> </ul>	
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>• <i>Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</i></li> </ul>	<p>Assessment: Invite students to choose one of the following and to share with the class:</p> <ul style="list-style-type: none"> <li>• Identify the phases of the moon by pointing to pictures of each as they name them.</li> <li>• Tell the relationship among the sun, the moon, and the earth.</li> <li>• Perform one of the chants they learned. (or a portion of the chant)                             <ul style="list-style-type: none"> <li>○ <i>El sol es como una bola de fuego.</i></li> <li>○ <i>¡Vuelta y vuelta!</i></li> </ul> </li> </ul> <p><b>NOTE: In the following lesson, students will be given chocolate cream-filled cookies (or plain chocolate cookies and white frosting.) It is advisable to send home a note at the end of today’s lesson asking parents if their children are gluten-intolerant.</b></p>	

<b>Teacher Reflections on Lesson 2 – Así se ve la luna a diferentes horas.</b>	
<i>What worked well?</i>	
<i>What did not work well?</i>	
<i>What would I do differently?</i>	
<i>Other comments or notes</i>	

**Lesson 3 –Si la luna fuera de galleta**



## World Language – STEM MODULE COVERSHEET

### La luna parece cambiar/las fases de la luna

Lesson 3 of 5 – Si la luna fuera de galleta		Duration: 30 Minutes
<i>Objectives</i>	<p><b>I can:</b></p> <p>Oral language:</p> <ul style="list-style-type: none"> <li>Identify <i>la galleta, la luna, aparece, cambia</i>.</li> </ul> <p>Literacy:</p> <ul style="list-style-type: none"> <li>Label the phases of the moon on the calendar and find the cycle patterns of the moon phases on the calendar.</li> </ul> <p>STEM and Other Subject Areas:</p> <ul style="list-style-type: none"> <li>Observe the moon calendar and name and label the phases of the moon.</li> <li>Communicate that there are tools that allow people to see more objects in the sky, and in greater detail.</li> </ul>	
<i>Vocabulary and Expressions</i>	<ul style="list-style-type: none"> <li><i>el calendario</i></li> <li><i>la semana</i></li> <li><i>el mes</i></li> <li><i>la luna</i></li> <li><i>la fase</i></li> <li><i>el ciclo</i></li> <li><i>aparece</i></li> <li><i>cambia</i></li> <li><i>el plato</i></li> <li><i>la galleta</i></li> </ul>	
<i>Materials/ Resources</i>	<ul style="list-style-type: none"> <li>Moon Phases calendars</li> <li>Colored pencils or crayons</li> <li>Paper</li> <li>Paper plates (one for model and for each student)</li> <li>Craft sticks (one per student)</li> <li>Mini cream-filled sandwich cookies, at least four per student (or, plain cookies and white frosting)</li> <li>Internet access</li> <li>Photographs of the phases of the moon</li> <li>Self-adhesive labels (four per student) for writing moon phases</li> <li>Video recorder</li> <li><b>Teacher Resource 2a</b> – <i>Fotos del sol, de la tierra, y las fases de la luna</i></li> <li><b>Worksheet 3a</b> – <i>Mi luna de galletas</i></li> <li><b>Worksheet 3b</b> – Canto: La LUNA que vemos arriba en el CIELO</li> <li><b>Worksheet 3c</b> – <i>Mi diario de la luna</i></li> </ul>	
<i>Lesson Storyline and Core Text</i>	<p>In this lesson, the teacher begins with a hands-on demonstration and guides a review of the relationship among the moon, the earth, and the sun through a cookie activity. Students learned about relationship among the moon, the earth, and the sun in earlier lessons. Students also learned a chant to help them to remember this relationship.</p>	



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**La luna parece cambiar/las fases de la luna**

	<p><i>Core Text:</i></p> <p><i>Vamos a hacer otra actividad de la luna. Vamos a hacer «Mi luna de galletas» Primero, necesito su ayuda. ¿Cuál fase piensas poner aquí? La LUNA que vemos arriba en el CIELO. Parece cambiar de forma. ¿Por qué? A veces está LLENA como una bola grande y redonda, Y más tarde, ¡parece que no está allí! Vemos una LUNA LLENA. Empieza a ser pequeña.</i></p> <p><i>Después de un rato es sólo media bola. Después no la ves, parece que se fue. Pero luego otra media LUNA la acompaña. Entonces es muy redonda y grande. BRILLANDO ILUMINADA sobre ti y sobre mí. Luna nueva, Cuarto creciente, Luna llena, Cuarto menguante y después.... Este es el ciclo de las fases de la luna.</i></p>
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Key Elements	Lesson 3 Procedures – <i>Si la luna fuera de galletas</i>
<p><i>Engagement.</i></p> <ul style="list-style-type: none"> <li>• <i>Connections facilitated between what students know and can do</i></li> </ul>	<p><b>Mi luna de galletas</b></p> <p><b>NOTE: Throughout the lessons in this module, use choral repetition and/or visuals for the new vocabulary as you present it in context.</b></p> <p><b>Note:</b> Before class begins, prepare the model of the <i>luna de galleta</i> with a paper plate using <b>Teacher Resource 3a</b>. There are two options for the cookies:</p> <ul style="list-style-type: none"> <li>• plain chocolate cookies, a can of plain vanilla cake frosting, craft sticks and glue sticks</li> <li>• mini cream-filled chocolate cookies, craft sticks, and glue sticks</li> </ul> <p><b>Opening Routine:</b> Ask students to identify the current phase of the moon, from their observations and/or from an Internet photograph. Hold up a tray of the cream-filled cookies. T: <i>¿Les gustaría hacer una luna de galletas?</i></p> <p>Display the prepared plate on the document camera. Place the picture of the earth in the center of the plate, as shown. Review the phases of the moon. T: <i>Este es mi plato de la luna. ¿Cuáles son las fases?</i> T: <i>Empecemos con la luna nueva.</i> Invite a student to find the picture of the</p>

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**La luna parece cambiar/las fases de la luna**

Key Elements	Lesson 3 Procedures – <i>Si la luna fuera de galletas</i>
	<p>new moon and paste it where directed.</p> <p>T: Point to the first quarter. <i>¿Cuál fase debemos poner aquí?</i> Invite another student to find the picture of this phase of the moon and paste it on the plate. Ask the student or the class to name the phase. Repeat the process until all phases are completed.</p>  <p>Show students a plain chocolate cookie. <i>¿A cuál fase parece esta galleta?</i> Students respond.</p> <p>T: ¡Sí! <i>¡Es la luna nueva! ¿Puedo hacer que una galleta parezca las diferentes fases de la luna? ¡Vamos a ver!</i></p> <p>Place the plain cookie at the 12:00 position on the paper plate. Spread vanilla frosting on the right half of another cookie to re-create the first quarter moon phase and place it at the 9:00 position on the plate. (Or, if you are using cream-filled cookies, remove the filling from the left side of the cookie.)</p> <p>T: <i>¿Cómo se llama esta fase?</i></p> <p>Repeat this process with the full moon and last quarter moon, asking students to identify each phase as you place it on the plate.</p>  <p>Distribute <b>Worksheets 3c</b>.</p> <p>T: <i>Vas a hacer tu propio plato de luna de galletas mañana. Necesitas recordar las fases de la luna para hacerlo.</i></p>

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**La luna parece cambiar/las fases de la luna**

Key Elements	Lesson 3 Procedures – <i>Si la luna fuera de galletas</i>
	<p><b>Closing Routine:</b> Perform the moon phase chant. <b>(Teacher Resource 2c)</b></p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> <li>• <i>Objects and phenomena are explored.</i></li> <li>• <i>Hands-on activities, with guidance.</i></li> </ul>	<p><b>Mi luna de galletas</b></p> <p><b>NOTE: Check the notes from parents that were sent home in the previous lesson regarding gluten intolerance. If any students cannot eat the cookies, either provide pictures of the cookies, or find a gluten-free alternative.</b></p> <p><b>NOTE:</b> Before class begins, assemble the following items for each student:</p> <ul style="list-style-type: none"> <li>• one photograph of the earth</li> <li>• one paper plate</li> <li>• one craft stick</li> <li>• one glue stick</li> <li>• 4 self-adhesive labels with one moon phase printed on each. These can be pre-printed using Labels in Microsoft Word. (Have a few additional sets available for error correction.)</li> <li>• at least four chocolate cookies (either mini cream-filled or plain chocolate with a can of white frosting, divided into small bowls or cups)</li> </ul> <p><b>Opening Routine:</b></p> <ul style="list-style-type: none"> <li>• Review the calendar and the previous night’s moon phase.</li> <li>• <i>¿Recuerdas que vamos a hacer hoy?</i></li> </ul> <p>Students respond.</p> <p>T: <i>¿Recuerdas cómo hacerlo?</i> (Display <i>la luna de galletas</i> that was made yesterday. As students name each phase, write each on the board. (Or, place sentence strips on the board already labeled with the phases.)</p> <p>Distribute the materials listed above to each student.</p> <p>T: <i>¿Puedes hacer una luna de galletas?</i></p> <ul style="list-style-type: none"> <li>• Circulate and provide assistance as needed.</li> <li>• Tell students that they must finish the task in 5 minutes. Set a timer.</li> <li>• Once students are finished, show them how to label the phases. Direct their attention to the vocabulary on the board.</li> <li>• Provide students with more cookies if they need them.</li> <li>• Once students are finished, pair students and instruct them to peer-edit their plates. If there are errors, students may ask for more labels and paste the new one on top of the one with errors.</li> <li>• Distribute additional cookies for students to enjoy while they work with their partners.</li> <li>• <b>OPTIONAL:</b> Take digital photographs of each student holding their <i>luna de galletas</i>. This photograph can be included in their <i>Diarios de la luna</i></li> </ul>

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### La luna parece cambiar/las fases de la luna

Key Elements	Lesson 3 Procedures – <i>Si la luna fuera de galletas</i>
	<p style="text-align: center;">at the end of the module.</p> <p><b>Note: Provide an alternative snack for students who are gluten-intolerant.</b></p> <p><b>Closing Routine:</b> Ask several volunteers to show their <i>luna de galleta</i> as they identify the phases of the moon.</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> <li>● <i>Students explain their understanding of concepts and processes.</i></li> <li>● <i>New concepts and skills are introduced as conceptual clarity and cohesion are sought.</i></li> </ul>	<p><b>Mi libro de la luna</b></p> <p><b>Opening Routine:</b></p> <p>T: <i>¿Disfrutaste haciendo la luna de galleta ayer? ¿Por qué?</i> (Review vocabulary such as <i>Me gusta porque es...divertido, delicioso, etc.</i>)</p> <p><i>¿Cuáles son las fases de la luna?</i></p> <p>Using choral repetition of the moon chant, review the phases, starting with <i>la luna nueva</i>. As each phase is mentioned, display its corresponding sentence strip (or write it on the board.)</p> <p>Distribute <b>Worksheet 3c</b> to each student and display on the document camera.</p> <p>T: <i>¿Pueden ayudarme dibujar la luna?</i></p> <ul style="list-style-type: none"> <li>● Model the new moon phase, so that students draw them in the correct order.</li> <li>● Direct students to leave space for the names of each phase.</li> <li>● Circulate as they draw their pictures.</li> <li>● Ask students to practice writing the phases on a separate sheet of paper</li> <li>● Circulate and assist as needed to ensure accuracy.</li> <li>● After all students' writing has been checked, direct them to label the phases on their <i>Diario de la luna</i> worksheet.</li> <li>● Collect the worksheet.</li> </ul> <p><b>NOTE: Retain these worksheets in students' folders. They will be used as the cover of the <i>Diario de la luna</i> that students will assemble at the end of this module.</b></p> <p><b>NOTE:</b> For students with transference difficulty, give them their own individual copy of the vocabulary to use at their desks.</p> <p>Display the <i>diarios de la luna</i> and direct students to do a Gallery Walk.</p> <p>Optional: Students can be given stickers to attach to their favorite <i>diarios</i>.</p> <p><b>Closing Routine:</b></p> <ul style="list-style-type: none"> <li>● Ask students to chorally repeat the phases of the moon as you silently perform the gestures for each phase.</li> <li>● Chorally repeat the moon chant with gestures. Pause for the phases of the moon to assess if students can repeat the vocabulary without assistance.</li> </ul>

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### La luna parece cambiar/las fases de la luna

Key Elements	Lesson 3 Procedures – <i>Si la luna fuera de galletas</i>				
	<ul style="list-style-type: none"> <li>Remind students to observe the moon and record it on their calendar.</li> </ul>				
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> <li>Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</li> </ul>	<p><b>La luna que vemos arriba en el cielo</b></p> <p><b>Opening Routine:</b></p> <ul style="list-style-type: none"> <li>Review the day and date.</li> <li>Display one of the students' <i>Diarios de la luna</i> and chorally repeat the phases.</li> </ul> <p><i>T: Tengo un poema acerca de la luna. Se llama «La luna que vemos arriba en el cielo.» Vamos a aprenderla. (Worksheet 3b)</i></p> <p>Perform the poem using the suggested gestures.</p> <p style="text-align: right;"><b>gesture</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%; vertical-align: top;"> <p><b>La LUNA que vemos arriba en el CIELO</b></p> <p><b>Parece cambiar de forma, ¿Sabes por qué?</b></p> <p><b>A veces está LLENA como una bola grande y redonda,</b></p> <p><b>¡Y más tarde parece que no está allí!</b></p> <p><b>¿Cómo es posible? La LUNA y la TIERRA giran.</b></p> <p><b>Algunas partes de la LUNA no se ven. Hay LUZ del SOL en las partes de la luna que no podemos ver.</b></p> <p><b>Esas partes de la LUNA están escondidas de ti y de mí.</b></p> </td> <td style="width: 40%; vertical-align: top;"> <p>Place one finger on one eye and one finger pointing up.</p> <p>Form different shapes with your arms over your head. Shrug why?</p> <p>Form a circle with your arms over your head.</p> <p>Cross your arms on your chest.</p> <p>Hold up your index fingers of each hand and move them around in separate circles.</p> <p>Cover your eyes with your hands. Point to the sun with one finger and cover your eyes with your other hand.</p> <p>Cover your eyes. Point to others, then to yourself.</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p><b>La LUNA que vemos arriba en el CIELO</b></p> <p><b>Parece cambiar de forma, ¿Sabes por qué?</b></p> <p><b>A veces está LLENA como una bola grande y redonda,</b></p> <p><b>¡Y más tarde parece que no está allí!</b></p> <p><b>Vemos una LUNA LLENA.</b></p> <p><b>Después de un rato es sólo media bola.</b></p> <p><b>Después no la ves, parece que se fue. Pero luego otra media LUNA la acompaña.</b></p> <p><b>Entonces es muy redonda y grande</b></p> <p><b>BRILLANDO ILUMINADA sobre tú y yo.</b></p> <p><b>Luna nueva,</b></p> <p><b>Cuarto creciente,</b></p> </td> <td style="vertical-align: top;"> <p>Place two fingers on eyes and one finger pointing up.</p> <p>Form different shapes with your arms over your head. Shrug why?</p> <p>Form a circle with your arms over your head.</p> <p>Cross your arms on your chest.</p> <p>Form a circle with your arms over your head. Move one elbow forward.</p> <p>Pause the moving elbow in front of your face.</p> <p>Cover your eyes. Wave goodbye. Make a half ball with other elbow.</p> <p>Form a circle with your arms over your head.</p> <p>Point to others, then to yourself.</p> <p>Cross your arms on your chest.</p> <p>Form your arm and elbow into a half moon.</p> </td> </tr> </table>	<p><b>La LUNA que vemos arriba en el CIELO</b></p> <p><b>Parece cambiar de forma, ¿Sabes por qué?</b></p> <p><b>A veces está LLENA como una bola grande y redonda,</b></p> <p><b>¡Y más tarde parece que no está allí!</b></p> <p><b>¿Cómo es posible? La LUNA y la TIERRA giran.</b></p> <p><b>Algunas partes de la LUNA no se ven. Hay LUZ del SOL en las partes de la luna que no podemos ver.</b></p> <p><b>Esas partes de la LUNA están escondidas de ti y de mí.</b></p>	<p>Place one finger on one eye and one finger pointing up.</p> <p>Form different shapes with your arms over your head. 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Pero luego otra media LUNA la acompaña.</b></p> <p><b>Entonces es muy redonda y grande</b></p> <p><b>BRILLANDO ILUMINADA sobre tú y yo.</b></p> <p><b>Luna nueva,</b></p> <p><b>Cuarto creciente,</b></p>	<p>Place two fingers on eyes and one finger pointing up.</p> <p>Form different shapes with your arms over your head. Shrug why?</p> <p>Form a circle with your arms over your head.</p> <p>Cross your arms on your chest.</p> <p>Form a circle with your arms over your head. Move one elbow forward.</p> <p>Pause the moving elbow in front of your face.</p> <p>Cover your eyes. Wave goodbye. Make a half ball with other elbow.</p> <p>Form a circle with your arms over your head.</p> <p>Point to others, then to yourself.</p> <p>Cross your arms on your chest.</p> <p>Form your arm and elbow into a half moon.</p>
<p><b>La LUNA que vemos arriba en el CIELO</b></p> <p><b>Parece cambiar de forma, ¿Sabes por qué?</b></p> <p><b>A veces está LLENA como una bola grande y redonda,</b></p> <p><b>¡Y más tarde parece que no está allí!</b></p> <p><b>¿Cómo es posible? La LUNA y la TIERRA giran.</b></p> <p><b>Algunas partes de la LUNA no se ven. Hay LUZ del SOL en las partes de la luna que no podemos ver.</b></p> <p><b>Esas partes de la LUNA están escondidas de ti y de mí.</b></p>	<p>Place one finger on one eye and one finger pointing up.</p> <p>Form different shapes with your arms over your head. Shrug why?</p> <p>Form a circle with your arms over your head.</p> <p>Cross your arms on your chest.</p> <p>Hold up your index fingers of each hand and move them around in separate circles.</p> <p>Cover your eyes with your hands. Point to the sun with one finger and cover your eyes with your other hand.</p> <p>Cover your eyes. Point to others, then to yourself.</p>				
<p><b>La LUNA que vemos arriba en el CIELO</b></p> <p><b>Parece cambiar de forma, ¿Sabes por qué?</b></p> <p><b>A veces está LLENA como una bola grande y redonda,</b></p> <p><b>¡Y más tarde parece que no está allí!</b></p> <p><b>Vemos una LUNA LLENA.</b></p> <p><b>Después de un rato es sólo media bola.</b></p> <p><b>Después no la ves, parece que se fue. Pero luego otra media LUNA la acompaña.</b></p> <p><b>Entonces es muy redonda y grande</b></p> <p><b>BRILLANDO ILUMINADA sobre tú y yo.</b></p> <p><b>Luna nueva,</b></p> <p><b>Cuarto creciente,</b></p>	<p>Place two fingers on eyes and one finger pointing up.</p> <p>Form different shapes with your arms over your head. Shrug why?</p> <p>Form a circle with your arms over your head.</p> <p>Cross your arms on your chest.</p> <p>Form a circle with your arms over your head. Move one elbow forward.</p> <p>Pause the moving elbow in front of your face.</p> <p>Cover your eyes. Wave goodbye. Make a half ball with other elbow.</p> <p>Form a circle with your arms over your head.</p> <p>Point to others, then to yourself.</p> <p>Cross your arms on your chest.</p> <p>Form your arm and elbow into a half moon.</p>				

**World Language – STEM MODULE COVERSHEET**

**La luna parece cambiar/las fases de la luna**

Key Elements	Lesson 3 Procedures – <i>Si la luna fuera de galletas</i>
	<p><b>Luna llena,</b> Form a circle with your arms over your head.</p> <p><b>Cuarto menguante y después...</b> Form your arm and other elbow into a half moon.</p> <p><b>¡Este es el ciclo de las fases de la luna!</b> Move hands in a circular motion in front of your body.</p> <p>Divide the class into several groups. Cut up the verses so that each group is given only two or three stanzas. For example, for Verse 1:</p> <p>Group A: <i>La LUNA que vemos arriba en el CIELO Parece cambiar de forma, ¿Sabes por qué?</i></p> <p>Group B: <i>A veces está LLENA como una bola grande y redonda Y más tarde parece que no está allí.</i></p> <p>Once students have practiced and are comfortable with the verses, you may switch groups or lines so that each student will have the opportunity to recite other lines of the chant.</p> <p><b>Closing Routine:</b></p> <ul style="list-style-type: none"> <li>• Invite several groups to perform their portion of the chant for the class.</li> <li>• Remind students to practice the chant as homework in addition to observing the moon if they can.</li> </ul>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>• <i>Activities permit evaluation of student development and lesson effectiveness.</i></li> </ul>	<p><b>La luna que vemos arriba en el cielo</b></p> <p>Allow students time to practice the chant with gestures in small groups.</p> <p>Video-record the groups performing the chant.</p>

Teacher Reflections on Lesson 3 – <i>Si la luna fuera de galletas</i>	
<i>What worked well?</i>	
<i>What did not work well?</i>	

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**La luna parece cambiar/las fases de la luna**

<i>What would I do differently?</i>	
<i>Other comments or notes</i>	



## World Language – STEM MODULE COVERSHEET

### La luna parece cambiar/las fases de la luna

#### Lesson 4 – La luna que vemos en el cielo

Lesson 4 of 5 – La luna que vemos arriba en el cielo		Duration: 30 Minutes
<i>Objectives</i>	<p><b>I Can:</b> Oral language:</p> <ul style="list-style-type: none"> <li>• Ask yes/no questions about the moon phases in the target language.</li> <li>• Answer yes/no questions in complete sentences about the moon phases in the target language.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Recognize the words: <i>las fases de la luna, el sol, la tierra, luna llena, cuarto creciente, cuarto menguante, luna llena, luna nueva, círculo, semicírculo, y calendario.</i></li> <li>• <b>STEM and Other Subject Areas:</b></li> <li>• Partition circles and rectangles into two or four equal shares, describe the shares using the words <i>media</i>, <i>cuarto</i>, and use the phrases <i>media de</i>, and <i>cuarto</i>.</li> <li>• Record and share observations about how some events have cycles; whereas, other events have a clear beginning and end.</li> <li>• Obtain information and share observations to determine simple patterns of natural objects in the sky.</li> </ul>	
<i>Vocabulary and Expressions</i>	<p><b>Content obligatory language:</b></p> <ul style="list-style-type: none"> <li>• ¿Cuántos...?</li> <li>• ¿Puedes escribir/identificar?</li> <li>• ¿Qué...?</li> <li>• ¿Puedes decir...?</li> <li>• ¿Puedes enseñar...?</li> </ul> <p><b>Content compatible language:</b> ¿Qué va primero/después...?</p>	
<i>Materials/ Resources</i>	<ul style="list-style-type: none"> <li>• A calendar</li> <li>• Strings or tape to hang photo on back</li> <li>• Sentence strips for students (<b>Worksheet 4c</b>) and large strips to be read, sorted and put in order on the board or in the circle.</li> <li>• Computer</li> <li>• USB microphones and speakers</li> <li>• LCD projector</li> <li>• Speakers</li> <li>• Moon calendar with captions</li> <li>• Materials for mini-books</li> <li>• Materials for assembly of the <i>Diario de la luna</i></li> <li>• <b>Teacher Resource 2a</b> – Prepare several sets of pictures of <i>el sol, la luna, la tierra, la luna nueva, el cuarto creciente, la luna llena</i></li> <li>• <b>Worksheet 4a</b> – <i>Canto: El sol es como una bola de fuego.</i></li> <li>• <b>Worksheet 4b</b> – <i>Mi calendario de la luna</i></li> </ul>	

**World Language – STEM MODULE COVERSHEET**

**La luna parece cambiar/las fases de la luna**

<p><i>Lesson Storyline and Core Text</i></p>	<p>In this lesson, the teacher will help students summarize what they have learned from the moon module. Teacher guides students through the chants, experiments, nightly moon observations, and mini bookmaking. At the end, each student will have a completed <i>Diario de la luna</i> to keep.</p>
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<p><b>Key Elements</b></p>	<p><b>Lesson 4 Procedures – <i>La luna que vemos arriba en el cielo</i></b></p>
<p><i>Engagement</i></p> <ul style="list-style-type: none"> <li>• <i>Object, event or question used to engage students.</i></li> <li>• <i>Connections facilitated between what students know and can do</i></li> </ul>	<p><b>What can I tell others about the sun, the moon, and the earth?</b></p> <p><b>Opening Routine:</b> Review the calendar and moon calendars.</p> <p><b>(Worksheet 4a)</b> Enlarge and copy the following visuals so that each student will receive one visual. Distribute randomly to the students. While you chorally repeat the chant «<i>El Sol es como una bola de fuego</i>» with the class, the student(s) with the visual named will stand, and perform the motion as described.</p> <div data-bbox="537 873 1409 997" style="text-align: center;"> </div> <p style="text-align: center;"> <i>El sol es como una bola de fuego.          Nos da calor y luz.          Cuando vemos el sol,          El cielo es brillante. Es de día.          Cuando no vemos el sol,          El cielo está oscuro. Es de noche.          Podemos ver la luna.          En la noche.</i> </p> <p style="text-align: center;"> <b>Verso nuevo:</b>  <i>La tierra gira alrededor del sol,          La luna gira con la tierra,          Vemos las fases de la luna          Luna nueva, cuarto creciente          Luna llena y cuarto menguante.</i> </p> <p>Tell students that they will perform this chant in the next lesson.</p>
	<p>Whole class activity:</p> <ul style="list-style-type: none"> <li>• Collect the pictures and attach one picture to each student’s back, without showing the picture or telling them what picture they represent.</li> <li>• Brainstorm what question they might ask to find their identity. For example,</li> </ul>

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### La luna parece cambiar/las fases de la luna

Key Elements	Lesson 4 Procedures – <i>La luna que vemos arriba en el cielo</i>
	<p>¿Soy _____? Write this question on the board.</p> <ul style="list-style-type: none"> <li>• Instruct students to circulate and to ask the question to various students until they guess their own identity.</li> <li>• After all students know their identity, instruct them to form groups so that each word is represented with no duplicates.</li> <li>• When all the groups are formed, have each group member identify themselves for the class using the sentence, <i>¡Soy_____!</i></li> </ul>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> <li>• <i>Objects and phenomena are explored.</i></li> <li>• <i>Hands-on activities, with guidance.</i></li> </ul>	<p><b>Mi diario de la luna</b></p> <p><b>NOTE: For those students who do not have their moon calendars, print a copy of the current moon calendar in Spanish using an Internet search.</b></p> <p><b>Opening Routine:</b> After the calendar and moon chant, ask students to take out their completed moon calendars. (<b>Worksheet 1a</b>) Display one completed calendar as you lead students to answer the following questions:</p> <ul style="list-style-type: none"> <li>• <i>¿Cuántas lunas tienes en tu calendario?</i></li> <li>• <i>¿Cuántas lunas nuevas tenemos?</i></li> <li>• <i>¿Cuántos cuartos crecientes tenemos?</i></li> <li>• <i>¿Cuántas lunas llenas tenemos?</i></li> <li>• <i>¿Cuántos cuartos menguantes tenemos?</i></li> <li>• <i>¿Puedes tú predecir, cuál será la próxima fase?</i></li> </ul> <p>Distribute <b>Worksheet 4b</b> and assist students when needed.</p> <p><b>NOTE: Once complete, this worksheet will be included in a <i>Diario de la luna</i> that students will assemble at the end of this module.</b></p> <p><b>Closing Routine:</b> As you name one of the vocabulary words from this segment, direct students to chorally repeat the the action. Then reverse the directions, with you performing the action while students chorally identify it. (Use visuals for additional support, if needed.)</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> <li>• <i>Students explain their understanding of concepts and processes.</i></li> </ul>	<p><b>Mi libro de Papá, por favor, consígueme la luna</b></p> <p><b>NOTE: For this segment, select a type of mini-book for students to create. Assemble the materials necessary.</b></p> <p>Task A: Lead students to read the book again. Invite different students to co-read with you. Ask students to identify each phase of the moon in the story.</p> <p>Task B: <b>from Teacher Resource 1b</b> Bring out the large sentence strips for retelling the story, and give each</p>

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### La luna parece cambiar/las fases de la luna

Key Elements	Lesson 4 Procedures – <i>La luna que vemos arriba en el cielo</i>
	<p>student an envelope with the same sentence strips cut up. They will use these strips to create their own <i>Papá</i> book. The sentences are:</p> <p style="padding-left: 40px;"><i>Papá, por favor, consígueme la luna.</i>  <i>Papá puso una escalera muy larga en la montaña.</i>  <i>Y subió arriba, arriba y más arriba.</i>  <i>Papá tomó la luna.</i>  <i>Él dijo: «Mi hija quisiera jugar contigo.»</i>  <i>La luna se puso más pequeña, y más pequeña.</i>  <i>Papá la tomó.</i>  <i>Papá le dijo a Mónica, «Aquí tienes la luna para ti.»</i>  <i>Mónica brincó y bailó con la luna.</i>  <i>La luna se estaba poniendo más pequeña, y más pequeña, y más pequeña; hasta que desapareció.</i>  <i>Entonces, una noche, Mónica vio la luna otra vez.</i></p> <p>Sequencing Activity:</p> <ul style="list-style-type: none"> <li>• Put the sentence strips in random order on the board (or in the center of the circle).</li> <li>• Ask the students to take out their sentence strips and spread them out so they can look at them. Each student should also have a pencil.</li> <li>• Read each sentence strip aloud, pointing to it on the board, but NOT in the correct order.</li> <li>• Direct students find the same strip in front of them and point to it.</li> <li>• Continue until all the strips have been read.</li> <li>• T: <i>Ahora, ¿Qué pasa primero en nuestra historia?</i> Have students agree or disagree and finally settle on the correct segment—with teacher help, if necessary.</li> <li>• After the correct segment is identified, have students put the number 1 on the back of the strip.</li> <li>• T: <i>Y ahora, ¿Qué va después?</i> Continue with each segment, always numbering on the back of the segment, so students will be confident as they arrange their books.</li> <li>• After reading, tell students that they will make their own Papa book.</li> <li>• Assembling the book:             <ul style="list-style-type: none"> <li>○ Distribute materials for the mini-books.</li> <li>○ Instruct students to paste the sentences in the correct order in their mini-books, one on a page.</li> <li>○ Then instruct students to choose at least four of their favorite parts of the story and draw a picture on those pages.</li> </ul> </li> <li>• Collect the books and materials for completion in the next segment of this lesson.</li> </ul>

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### La luna parece cambiar/las fases de la luna

Key Elements	Lesson 4 Procedures – <i>La luna que vemos arriba en el cielo</i>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> <li>• <i>Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</i></li> </ul>	<p><b>Completion of Mi diario de la luna.</b></p> <p>Distribute students’ <i>Mi libro de Papá</i> and materials. Circulate and assist students when needed. Allow time for peer-editing.</p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>• <i>Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</i></li> </ul>	<p><b>Mi libro de Papá, por favor, consígueme la luna</b></p> <p>Lead students to reflect what they have done so far in this module:</p> <ul style="list-style-type: none"> <li>• <i>Papá, por favor, consígueme la luna.</i></li> <li>• <i>Mi calendario de la luna</i></li> <li>• <i>Experimento con la lámpara</i></li> <li>• <i>Mi luna de galleta</i></li> <li>• <i>Tres cantos:</i> <ul style="list-style-type: none"> <li>○ <i>El sol es como una bola de fuego.</i></li> <li>○ <i>¡Vuelta y vuelta!</i></li> <li>○ <i>La luna que todos podemos ver en el cielo</i></li> </ul> </li> </ul> <p>T: <i>Vamos a hacer un Diario de la luna.</i></p> <ul style="list-style-type: none"> <li>• Distribute the following Worksheets/Resource Sheets to each student. They will be assembled in the following order: <ul style="list-style-type: none"> <li>• <b>Worksheet 3c</b> – <i>Mi diario de la luna</i></li> <li>• <b>Worksheet 1a</b> – <i>Mi calendario de la luna</i></li> <li>• <b>Worksheet 4b</b> – <i>Mi calendario de la luna</i></li> <li>• <b>Teacher Resource 2d</b> – <i>Canto: ¡Vuelta y vuelta!</i></li> <li>• <b>Teacher Resource 3b</b> – <i>Canto: La luna que vemos arriba en el cielo</i></li> <li>• <b>Worksheet 4a</b> - <i>Canto: El sol es como una bola de fuego</i></li> </ul> </li> <li>• Distribute materials of your choice for assembling the journals, such as yarn and holepunches, metal brads, etc.</li> <li>• Instruct students to use <b>Worksheet 3c</b> as the cover for their journal.</li> <li>• Model how to assemble the pages in the above order.</li> </ul> <p>If time permits, invite students to share their <i>diarios</i> with a partner.</p>

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**La luna parece cambiar/las fases de la luna**

<b>Teacher Reflections on Lesson 4 – La luna que vemos arriba en el cielo</b>	
<i>What worked well?</i>	
<i>What did not work well?</i>	
<i>What would I do differently?</i>	
<i>Other comments or notes</i>	

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**La luna parece cambiar/las fases de la luna**

**Lesson 5 – Mi diario de la luna**

Lesson 5 of 5: Performance Assessments	
<i>Objectives</i>	<p><b>I Can:</b></p> <p><b>Oral Language:</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions to name and tell about the moon phases, the earth, and the sun.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Read labels on pictures of moon phases (while matching them to drawings of moon shapes.)</li> </ul> <p><b>STEM And Other Subject Areas:</b></p> <ul style="list-style-type: none"> <li>Record and share observations about how some events have cycles: whereas, other events have a clear beginning and end.</li> <li>Obtain information and share observations to determine simple patterns of natural objects in the sky.</li> </ul>
<i>Materials/Resources</i>	<ul style="list-style-type: none"> <li>○ Moon phases photos, displayed in random order</li> <li>○ Pencils, one per student</li> <li>○ Glue sticks, one per student</li> <li>○ <b>Worksheet 5a – ¿Puedo hacerlo?</b></li> <li>○ <b>Worksheet 5b – ¿Qué aprendí?</b></li> <li>○ <b>Worksheet 5c - Entrevista: Mi diario de la luna</b></li> <li>○ Other Worksheets and Teacher Resources listed below for review</li> </ul>
<i>Review</i>	<ul style="list-style-type: none"> <li>• Display the students' <i>Papá</i> mini-books for a gallery walk.</li> <li>• Review the topics from this module using the visuals and any of the following materials:             <ul style="list-style-type: none"> <li>○ <i>Papá, por favor, consígueme la luna.</i> (<b>Worksheets 1b</b>)</li> <li>○ <i>Calendario de las fases de la luna</i> (<b>Worksheet 1a</b>)</li> <li>○ <i>Mi libro Papá</i> (<b>Worksheet 3c</b>)</li> <li>○ <i>Canto: El Sol es como una bola de fuego</i> (<b>Worksheet 2b</b>)</li> <li>○ <i>Canto: ¡Vuelta, vuelta!</i> (<b>Worksheet 2d</b>)</li> <li>○ <i>Canto: "La luna que todos vemos en el cielo"</i> (<b>Worksheet 3b</b>)</li> <li>○ <i>Mi luna de galletas</i></li> </ul> </li> <li>• Guide students in completion of the following performance assessments.</li> </ul>

Performance Assessments
Interpretive and Presentational Task
<p><b>Mi libro Papá</b></p> <ul style="list-style-type: none"> <li>• Using a Gallery Walk strategy, instruct students to walk around to view each others' <i>Papá</i> books.</li> </ul>

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<ul style="list-style-type: none"> <li>Each student will select another student’s book to show and read the illustrated pages to the class.</li> </ul>
<b>Interpretive Task</b>
<p><b>Mi diario de la luna</b></p> <ul style="list-style-type: none"> <li>Using a Gallery Walk strategy, instruct students to walk around and review the <i>diarios</i>.</li> <li>After the allotted time, pair students for the Interpersonal Task.</li> </ul>
<b>Interpersonal Task</b>
<p>Partners will take turns interviewing each other about their <i>diarios</i>, using the prompts from <b>Worksheet 5c</b>. Model the interview several times with volunteer students.</p> <ul style="list-style-type: none"> <li><i>¿Cuál es tu parte favorita de tu diario?</i></li> <li><i>¿Cuál es tu fase favorita de la luna?</i></li> <li><i>¿Qué le vas a enseñar a tu familia?</i></li> <li><i>En tu calendario, ¿cuántas veces viste la luna?</i></li> </ul>
<p>Rubrics for assessment: Distribute and display <b>Worksheet 5b</b>. Review the instructions. Model one example. Assist students as needed.</p>

<b>Teacher Reflections on Lesson 5 – Assessment Task</b>	
<i>What worked well?</i>	
<i>What did not work well?</i>	
<i>What would I do differently?</i>	
<i>Other comments or notes</i>	