Space: The Moon and Meteors

GLAD (Guided Language Acquisition Device) Lesson Overview

**Grade:** Kindergarten

**Goal:**

The goal of this lesson was to teach my students the vocabulary that we use when we talk about the moon, and to help my students understand more about the moon and meteors.

**Learning Objective:**

Students will be able to name the different phases of the moon.

Students will know there are different phases of the moon cycle.

**National Science Standards:**

EALR 4 (ES1). Content Standard: K-1 ES1C

The Moon can be seen sometimes during the day and sometimes during the night. The Moon appears to have different shapes on different days.

**Materials:**

* Projector
* Youtube Clip: http://www.youtube.com/watch?v=S\_jdfyp8pL0
* Laptop
* Color coordinated pictures
  + Moon Phases
  + Craters
  + Sea of Tranquility
* Traced outline of the Moon and a Meteor

**Group:** Whole group activity.

**Day 1**

**Steps:**

1. Introduce outline.
2. Talk about the moon, ask them to tell me what they know about the moon.
3. Trace the moon same color as the moon picture.
4. Trace the crater same color as the crater picture.
5. Discuss what a crater is.
6. Trace the sea of tranquility in the same color as the sea of tranquility picture.
7. Discuss the “seas” on the moon.
8. Bring out the picture of the moon phases.
9. Ask them if the moon changes.
   1. Does the moon always look the same?
   2. What different ways does the moon look?
   3. Have you ever seen the moon in the day?
   4. Does the moon change everyday?
   5. Etc.
10. Talk about each phase of the moon and show a picture.
11. Ask students what their favorite phase is. Turn and talk with a partner.
12. Introduce art activity.
13. Show them the sentence strip and the how to cut it.
14. Draw a moon phase with chalk.
15. Have students help glue the parts of the sentence back onto their paper.

**Day 2**

**Steps:**

1. Ask what we learned about yesterday.
2. Have student come up and attach the real pictures to the drawn counterparts.
   1. Bring up what the students learned previously before choosing the student.
   2. While student is looking for the right spot, give them clues.
3. Have students put phases of the moon in order.
4. Talk about the different phases again.
5. Reinforce how the moon slowly changes. It doesn’t look different every night.

**Day 3**

**Steps:**

1. Have sticky notes with the different names (Moon, Gibbous, Crater, etc) on them.
2. Choose a student to attach the sticky note in the correct area.
   1. Bring up what the students learned previously before choosing the student.
   2. While student is looking for the right spot, give them clues.
   3. Be sure to read the sticky note aloud with them for that extra literacy gain.
3. Put the phases of the moon in order.
4. Ask them about the different phases.
5. Ask about how quickly the moon changes.