



Text Talk
Follow the Moon Home
 Read 2 of 2, Pages 13-31

Big Ideas	People innovate and invent to solve problems. Humans and other animals communicate with light and sound.
Weekly Question	How do new ideas contribute to our community?
Content Objective	I can use details and key events from the story to identify and describe the story’s central message. (R.5.1.a)
Language Objective	I can use key words and phrases acquired through the year of 1st grade to discuss a text (L.6.1).
SEL Objective (BOSTON SEL Standards)	I can describe how the story inspires me to contribute to my community. (SR 4.1)
Vocabulary	<p>activist: someone who advocates and works for change</p> <p>conservation: protection of natural resources</p> <p>dehydrated: not having enough water</p> <p>enthusiast: a person who is extremely excited about or interested in a topic</p> <p>hatchling: a young animal just hatched from an egg</p> <p>patrol: the act of keeping watch over an area</p> <p>scute: a bony plate that serves a protection, as in a turtle’s shell</p>
Materials and Preparation	<ul style="list-style-type: none"> <i>Follow the Moon Home</i>, Philippe Cousteau and Deborah Hopkinson <p>On the whiteboard write: Why do you think the authors chose to tell this story? What is the story’s message?</p>

<p>Opening 1 minute</p>	<p>Reintroduce the text and set a purpose for reading. <i>Today we will reread Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles. We will begin at the moment when Viv identifies the problem for loggerhead sea turtles. What was the problem she identified?</i></p> <p>Harvest a few ideas. Affirm that the house lights along the beach confuse and endanger the sea turtle hatchlings.</p> <p><i>As we reread today we'll continue to discuss how Viv and her friends responded to this problem. Then, we'll think about these questions (read the questions on the whiteboard): Why do you think the authors chose to tell this story? What is the story's message?</i></p>
<p>Text and Discussion 14 minutes page 17</p>	<p>Begin reading at page 13, which begins "Mr. J had told us..."</p> <p><i>Look closely at this illustration. What does it show us about how "Lights out for Loggerheads" began?</i></p>
<p>page 20</p>	<p><i>What kinds of work did the classmates do in The Loggerhead Lab?</i></p>
<p>page 26</p>	<p>Turn and talk. <i>What are the different ways that Vivienne and her classmates communicate their message to the community?</i></p>
<p>page 31</p>	<p><i>We have read about other activists—people who work for change. Do you remember Anya and Tay? Marley Dias? Based on their actions in the story, how are Viv and her classmates activists?</i></p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Think, Pair, Share. <i>Why do you think the authors and illustrator, Philippe Cousteau, Deborah Hopkinson, and Meilo So, chose to tell this story? What is the story's message?</i></p> <p>Facilitate a final discussion. <i>How does this story inspire you to make a change in your community?</i></p>
<p>Closing 2 minutes</p>	<p>As time permits, read "Letter to Young Activists" at the end of the story (page 37).</p>
<p>Standards</p>	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme. L.6.1 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>

	SR 4.1 (Boston) Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.
Ongoing assessment	Listen to children’s responses during whole and small group conversations. Do children use key details and events to identify the central message? What central message do children identify and describe? How do children connect to the topic of community activism?

Notes

