

# Moon Phaser



Learn how the moon changes and how it may have inspired creative writers by creating your own Moon Journal!

## Essential Question

Why is it important to understand figurative language?

## Overview

Students will learn to understand the eight different phases of the moon and why the moon appears to change as it revolves around the planet. The lesson will last for a minimum of one month and will teach students the names and timing of the moon's various phases. In addition, students will learn to understand figurative language and why it is important to the English language. This will also help to broaden the students' vocabulary and help them to think creatively in terms of writing.

## Discussion Questions

1. Why does the moon change?
2. What do you like about figurative language (or what do you like about poems)?
3. What do you think of when you see a full moon? New moon? Crescent moon?

## Key Words

Simile

Figurative language

Poem

Creative writing for kids

Ode to the moon

## Materials

- Empty journal or composition book
- Pens or pencils
- Construction or crafting paper
- Moon Phase Gadget app
- Adobe Voice

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## Vocab

- Simile
- Alliteration
- Metaphor
- Personification
- Point of View
- Rhyme Scheme
- Poem
- Allegory
- Hyperbole
- Mood
- Understatement
- Stanza
- Haiku
- Ode
- Oxymoron
- Monologue
- Kenning
- Paradox
- Antonym
- Synonym
- Adage
- Proverb
- Idiom
- Waxing Crescent
- Waning Crescent
- First Quarter
- Third Quarter
- Waxing Gibbous
- Waning Gibbous
- Full Moon
- New Moon

## Step-by-step

1. Prior to the start of class, look up what phases the moon will be going through during the first week of the assignment. This step will be repeated for each week of this assignment.
2.
  - a. Introduce the concept of figurative language by giving examples. Start with something easy, such as hyperbole. Help the students come up with their own examples of a hyperbole.
  - b. Introduce two more literary terms: hyperbole and oxymoron, and repeat the above step.
3. Ask the students if they can tell you what different phases of the moon there are. Use that as a lead in to talk about the moon's eight primary phases (First Quarter, Waning Crescent, New Moon, Waxing Crescent, Third Quarter, Waxing Gibbous, Full Moon, and Waning Gibbous).
4. Pick one of the following literary devices:
  - Simile for below-level students
  - Hyperbole for on-level students
  - Oxymoron for above-level students
5. Give examples of each to the students, then do one with the class, then have the students do one of their own.

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## Step-by-step continued

6. a. Assign literary terms to be used (according to students' learning level) for the first two phases of the moon that week. The students will use their assigned literary terms to write about those two phases of the moon.  
b. Students will choose between their two pieces and they will record one using Adobe Voice to help create a digital journal that they can animate. This is in addition to their physical journal.
7. Repeat Step One, and on Monday introduce new figurative language: Metaphor, Poem, and Kenning.
8. Repeat Step Five with these new terms.
9. Assign the following literary devices:
  - Metaphor for below-level students
  - Poem for on-level students
  - Kenning for above-level students
10. Have the students repeat steps 6a & 6b.
11. Repeat Step One, and on Monday introduce new figurative language: Personification, Allegory, and Haiku.
12. Repeat Step Five with these new terms.
13. Assign the following literary devices:
  - Personification for below-level students
  - Allegory for on-level student
  - Haiku for above-level students
14. Have the students repeat steps 6a & 6b.
15. Repeat Step One, and on Monday introduce new figurative language: Point of View (or POV), Alliteration, and Monologue.
16. Repeat Step Five with these new terms.
17. Assign the following literary devices:
  - Point of View for below-level students
  - Alliteration for on-level students
  - Monologue for above-level students
18. Have the students repeat steps 6a & 6b.
19. The moon should have gone through all eight phases by now. Have the students turn in their physical and digital journals.

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## Assessments

Physical and digital journals made by the students.

## Conclusion

Students should have a full understanding of basic figurative language and why we use it. They should also have a clear understanding of the moon's phases and why it looks different so many times per month.

## Additional Resources

Moon Phase Gadget app

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## Georgia Performance Standards

### Science

**S4E2.** Students will model the position and motion of the earth in the solar system and will explain the role of relative position and motion in determining sequence of the phases of the moon.

- Explain the day/night cycle of the earth using a model.
- Explain the sequence of the phases of the moon.
- Demonstrate the revolution of the earth around the sun and the earth's tilt to explain the seasonal changes.
- Demonstrate the relative size and order from the sun of the planets in the solar system.

### English/Language Arts

**ELAGSE2RL1:** ELAGSE4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

## National Core Standards

### SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CCSS.ELA-LITERACY.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.4.3.A** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally