

Faces of the Moon

Four Kinds of Page

TIME

PRIMARY SKILL

OBJECTIVE

STUDENT EVIDENCE

ESSENTIAL QUESTION

30 minutes full · 15 minutes short Identify page types and explain the job each one does Classify recurring page types by their visible features and explain how each type helps the reader.

A table naming page types, their parts, and the job each type performs.

How does the layout tell you what kind of information a page is giving you?

Before teaching

Read or play the complete book before the timed lesson. Keep the book available so claims and evidence can be checked against the text.

Materials:	the book, Student Evidence page, pencil.
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Lesson sequence

TIME	TEACHING MOVE
4 min	Notice layout changes Flip through the text and identify recurring kinds of page.
8 min	Name visible parts For each kind, note features such as heading, caption, diagram, verse, or glossary-like information when present.
8 min	Explain the job Move beyond labels: say what each page type helps the reader do.
6 min	Compare two types Explain how different layouts prepare the reader for different information.
4 min	Classify a fresh page Use the established categories to identify another page and justify the choice.

ELA SKILL LESSON · TEACHER SUPPORT

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Access routes

SOLO	Use the book independently to complete the evidence page. Require page-based support for the central claim.
SUPPORTED	Pause at the key evidence moments. Rephrase the task orally, then have students point to or record the evidence before explaining it.
LISTENING	Use narration and illustrations. Let students respond orally or by selecting from teacher-read options, then ask them to justify the choice from the book.

EXTEND

Ask students to test the skill on a second moment or explain why a tempting alternative answer is weaker.

Teacher guidance

Keep the lesson on identify page types and explain the job each one does. The source unit places this move inside Understanding Text Structure; this standalone version should still require evidence from the named book rather than general knowledge or memory.

Assessment

- A label alone is incomplete; students explain the job of each page type.
- Recurring visual and textual features should support the classification.
- The source unit identifies four recurring page types in this book.

Short route · 15 minutes 3 min - name/model the skill. 8 min - gather the minimum evidence required on the student page. 4 min - explain the answer and verify it against the book.

Watch for

Calling something 'a diagram' or 'a fact page' without explaining what that format helps the reader understand.

Source note

Extracted from the TumbleTA unit Understanding Text Structure, using its stated day focus, product, checkpoints, and/or strong-answer criteria. No regional standard is attached to this base skill lesson.

STUDENT EVIDENCE · GRADE 3

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Name _____ Date _____ Name each recurring page type, list its important parts, and explain its job.

PAGE TYPE**PARTS YOU NOTICE****JOB FOR THE READER****TYPE 1****TYPE 2****TYPE 3****TYPE 4****EXIT CHECK**

Layout carries meaning because _____ .

TEACHER KEY · GRADE 3

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Strong response

A table naming page types, their parts, and the job each type performs.

Expected evidence

- A label alone is incomplete; students explain the job of each page type.
- Recurring visual and textual features should support the classification.

- The source unit identifies four recurring page types in this book.

Watch for

Calling something 'a diagram' or 'a fact page' without explaining what that format helps the reader understand.

Independent success

The student completes the required evidence product and can explain how the evidence supports the skill claim without relying only on recall or a teacher-supplied answer.

Unit source

Understanding Text Structure · Faces of the Moon by Bob Crelin