

Faces of the Moon

Use Organization to Rebuild Sequence

TIME

PRIMARY SKILL

OBJECTIVE

STUDENT EVIDENCE

ESSENTIAL QUESTION

30 minutes full · 15 minutes short Use text organization to reconstruct a sequence Reconstruct the order of a sequence from the text's names and organization rather than relying only on memory.

The sequence arranged in order plus a list of the organizational clues used.

What clues in the way the text is organized can help you rebuild the sequence?

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	Name the goal Explain that this is a reading-and-organization task, not a memory test.
7 min	Collect sequence clues Find names, repeated layouts, ordering language, or other organizational signals.
9 min	Arrange the sequence Use the clues to put the phases in order.
6 min	Defend the order For several placements, name the textual or layout clue that helped.
4 min	Separate recall from evidence Identify any placement that came from memory and verify it against the book.

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 use text organization to reconstruct a sequence. 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

- Students use the book's names and organization to derive sequence.
- A correct order without named textual/organizational clues is not the whole task.
- The lesson should not become a test of remembered Moon facts.

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

Giving the sequence from prior knowledge without consulting the organization of the text.

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 _____ Put the sequence in order. For at least three placements, name the organizing clue that helped you.

POSITION**ITEM / CLUE**

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

EXIT CHECK

The organization helped me because _____.

TEACHER KEY · GRADE 3

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Strong response

The sequence arranged in order plus a list of the organizational clues used.

Expected evidence

- Students use the book's names and organization to derive sequence.
- A correct order without named textual/organizational clues is not the whole task.
- The lesson should not become a test of remembered Moon facts.

Watch for

Giving the sequence from prior knowledge without consulting the organization of the text.

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