

The Moon Festival

PM Level 22

Gold

Text Type Recount (Imaginative)

Running Words 704



Preparing for Guided Reading

Prior knowledge

- Have students share experiences of cultural festivals they have experienced or learned about previously. Ask students to share their thoughts about what they think the Moon Festival might celebrate.

Orientation to the text

- In this book, the reader learns about the Chinese Moon Festival, including some of the activities, foods and decorations that are important parts of the festival.

Building the Balanced Reader

Vocabulary

Key vocabulary

excited, adventure, celebrate, colourful, concert, pretended, hungry, decorated, delicious

Content words

festival, explained, celebrated, harvest, lanterns, characters, goddess, noodles, dumplings, competition, gigantic, magnificent, fireworks, brilliant

Decoding

- Encourage automatic recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by applying prior knowledge, attending to details in photos and illustrations, and attending to print details.

Focusing on the book – guided reading

- Read the title together and discuss the front cover illustration. Ask students what role they think the lion puppet might play in the festival.
- After reading p. 2, ask students if they have ever attended a Moon Festival event or a Chinese New Year celebration. Have them share any experiences or observations of these festivals.
- Have students discuss the play scene on pp. 6–7 and note its importance for the Moon Festival. Ask students what they think the white blobs on the stage represent.

- Ask students what skills would be needed by the students on p. 9, as they pretend to fight, without hurting each other.
- Have students share their experiences of eating dumplings or noodles. Ask which they prefer and why.
- Talk about the different colours and designs on the moon cakes. Explain to students that the cakes can contain all sorts of sweet fillings. Ask students to guess whether the egg inside the moon cake might have a special meaning, and if so what it might be.
- After reading p. 17, discuss why lanterns are a good symbol for the Moon Festival (e.g. to celebrate the brightness of the moon). Have students compare the lanterns in the illustrations with the lanterns in the photo on pp. 4–5.
- Talk about some of the skills that would be involved in performing the lion dance, particularly with two people inside each lion needing to coordinate their movements perfectly.
- Have students share their thoughts about why a fireworks display is such a good way to close the festival. Invite them to discuss other events at which fireworks are commonly used.
- Revise the irregular past-tense forms of *swing* and *spin*: *swung* and *spun*.

Comprehension

- Why was the school display at the festival exciting to watch? (*Literal*)
- Why were people at the festival friendly and cheerful? (*Inferential*)
- Why is the lion dance an important part of the Moon Festival? (*Applied Knowledge*)

Follow-up activities

- Have students draw a circle that represents a lantern, and use the story of the Moon Goddess to draw an illustration that could be used to decorate a real lantern.
- Have students write in a similar recount style to the book to capture an experience they have had of another festival, celebration or party.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to decode the text.
- We are learning to integrate prior knowledge, reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to assist me in decoding the text.
- I can use prior knowledge, and various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up