

A Common Core State Anchor  
Standards, TESOL, & Next  
Generations Science  
Standards- Aligned  
Discussion/Activity Guide

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# Taking Turns

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*English & Spanish  
versions*

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Written by Marianne Blackstone Tabner

Illustrated by Gail M. Nelson

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*Taking Turns is a whimsical story with a universal theme. Moon's desire for attention and refusal to take turns with Sun, changes their friendship and the entire planet. Facts about how the moon and earth impact the seasons, daylight and the tides are included.*

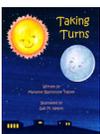
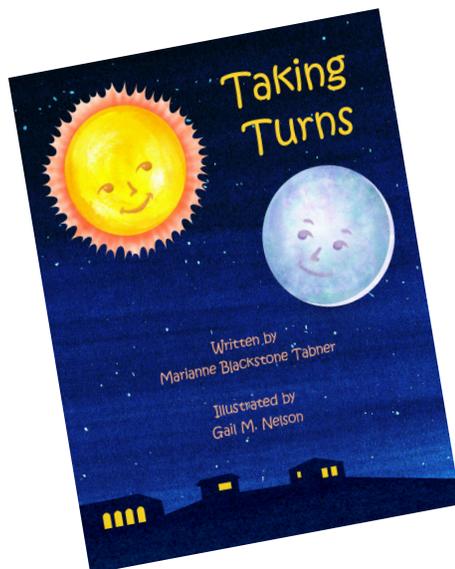
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Guide created by  
Debbie Gonzales, MFA



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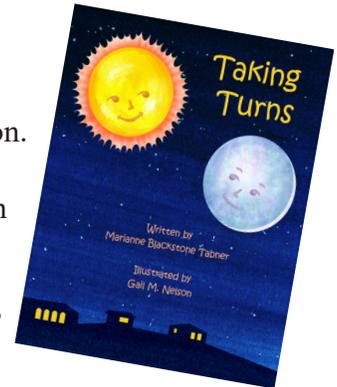
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## Pre-Reading Discussion

### Consider the front cover of the book:

- Describe the images featured on the cover.
- Identify the buildings featured in the lower portion of the illustration. Predict who might live in them.
- Is there a connection between the people in the buildings and the sun and moon? Explain your answer.
- The title of the book is *Taking Turns*. What do you know about the notion of taking turns? Is the act of taking turns important? How so?
- Predict what this story is going to be about.




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### Meet the author – Marianne Blackstone Tabner:

- Marianne has long since been a strong *advocate* for children’s literacy. An *advocate* a person who publicly supports a cause. List the activities an advocate for literacy might do. Why do you think Marianne cares so much about helping children to become good readers?
- Marianne was once a special education teacher. Teachers such as this go the extra mile to assist children in all of their learning experiences. Make a connection between being a special education teacher and serving as an advocate for children’s literacy. List the similarities and differences between the two.
- Consider how Marianne’s passion for teaching and reading inspired her to write *Taking Turns*. Identify ways that her background prepared her to publish a picture book about relationships.
- Marianne is the founder of Mimi’s Story Hour, during which she shares her love of reading with children as well as providing a resource for parents and teachers. To learn more about Marianne and Mimi’s Story Hour, access her website at [marianneblackstonetabner.com](http://marianneblackstonetabner.com).



### Meet the illustrator – Gail M. Nelson:

- Gail loves to create “eco art,” which is art that is centered around environmental issues such as global warming, recycling, and pollution. Consider ways that art can help benefit environmental causes.
- Because Gail believes that everything in our world is connected, she values living a “sustainable” lifestyle. This means that she lives her life intentionally aware of conserving natural resources. Determine how her passion for sustainability might influence the art that she creates.
- *Taking Turns* is a story about the relationship between the sun and the moon. Being that Gail values environmental issues and sustainability, explore reasons why she is the perfect to be the illustrator for this charming book.



## Post-Reading Discussion

*Sun and Moon have been together for a lifetime.*

- Determine how, when Sun and Moon treat each other with consideration and courtesy, every living thing near them benefits, too.
- Sun and Moon share their time in the sky. Define the word *share*.
- Make a connection between the act of sharing and of taking turns. Are they similar in any way? Explain your answer.

*Moon refused to share the sky.  
It stayed dark ALL day and night.*

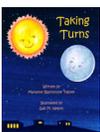
- Why do you think Moon refused to share the sky? What motivated Moon to do so?
- Examine how Moon's attitude caused problems for the animals and the village.
- Consider Sun's reaction to Moon's refusal to share the sky. Describe the effect of Sun's sadness.
- Discuss how one bad attitude effects everyone. Have you ever experienced a time when someone's actions made you so sad that you cried? If so, when did it happen? Describe the situation.

*"You are equally special.  
Sometimes we need Moon and sometimes we need Sun.  
How can you work this out?"*

- The word *fairness* means consideration, courtesy, and truth. Discuss how the act of taking turns is fair to all involved.
- To be *considerate* means to be thoughtful of others. Discuss how the act of taking turns demonstrates thoughtfulness and courtesy.
- Is it true that both Sun and Moon are equally special? Are they both equally important to the village below and the sky above? Explain your answer.

*Sun said, "We ARE both special Moon.  
Can we take turns like we always have?"*

- In the end, Sun and Moon accepted one another by acknowledging that they equally important to the animals, the village, and to each other. Tell how their willingness to take turns demonstrates fairness, consideration, and deep feeling of friendship.



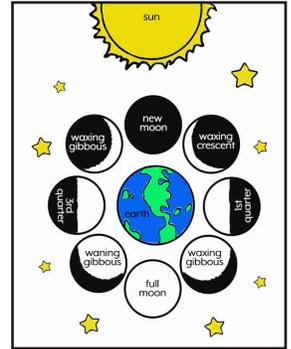
## Moon & Sun – Taking Turns

*Moon illuminates night's darkness.  
Sun creates day's light.*

**Objective:** Make observations of the sun and moon orbit rotations to describe predictable patterns.

**Materials:**

- *Taking Turns*, the book
- Phases of the Moon template (Guide, pg. 6)
- Markers
- Paper & pencil

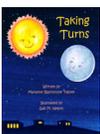
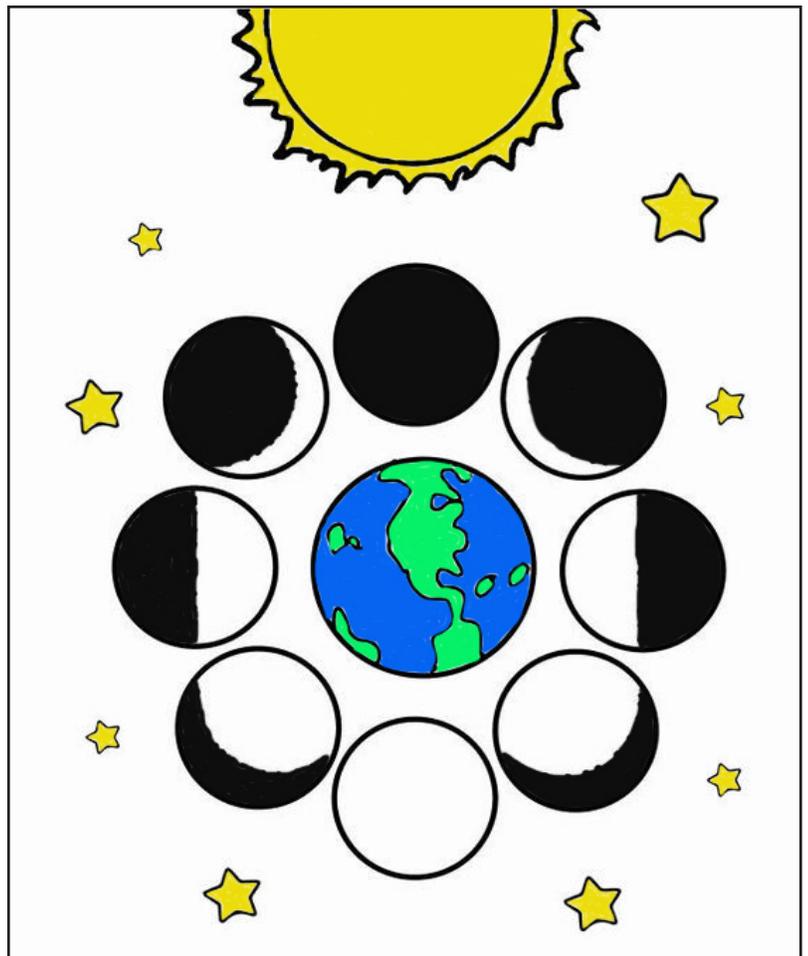


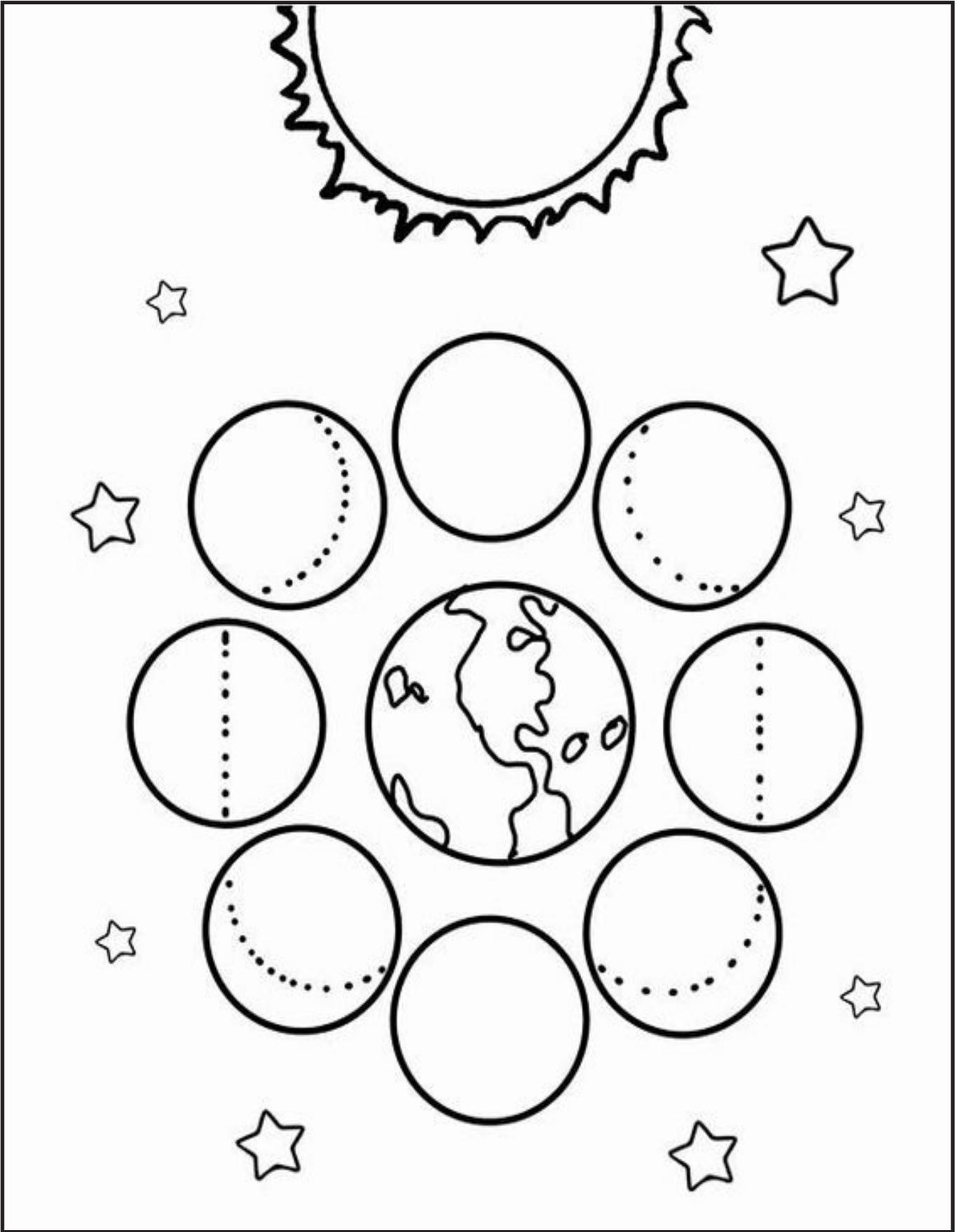
**Procedure:**

- Explain that, similar to the events that take place in *Taking Turns*, the sun and the moon actually do take turns in lighting up the sky. Heres how:

*We always see the same side of the moon because the moon revolves around the earth. And, because the earth revolves around the sun, the moon looks a little bit different each night. This happens because the sun lights up half of the Earth and half of the moon at all times. As the moon orbits around the Earth, sometimes we see parts of the moon that are lit by the sun. Other times, we see the parts of the moon that are shadowed by the Earth.*

- Using the graphic on the right as a guide, instruct students to color the Phases of the Moon template.
- Afterwards, instruct students to write a narrative or informative piece exploring the notion of phenomenon of the moon and the sun taking turns lighting up the sky.
- Encourage students to share their work with the class.





## Vocabulary Matching

*Village was so happy to see Sun again.*

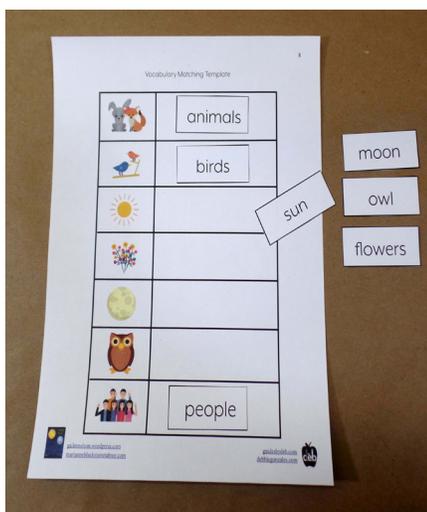
**Objective:** To interpret words and phrases as they are used in a text.

### Materials:

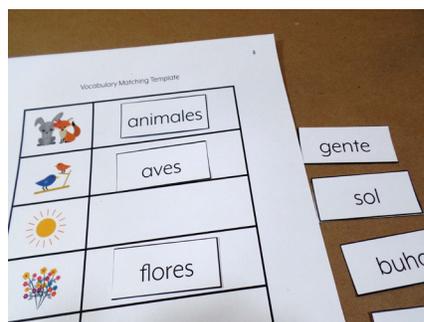
- *Taking Turns*, the book
- Vocabulary Matching Template (Guide, pg. 8)
- Vocabulary Cards (Guide, pg. 9)
- Vocabulary Matching Answers (Guide, pg. 10)
- Cardstock
- Scissors
- Paper
- Pencil
- Markers

### Procedure:

- Print a copy of the Vocabulary Matching templates and Vocabulary Cards on cardstock.
- Use scissors to trim around the borders of Vocabulary Cards.
- Instruct students to match the correct word label with the graphic featured on the template.
- Instruct students to use the Vocabulary Matching Answer guide to check their work.
- Encourage students to search through *Taking Turns*, the book, to find the words they've engaged with.
- Tell students write a list of the words on a separate piece of paper. Have them illustrate the words on their list.



Vocabulary Match - English

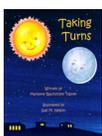


Vocabulary Match - Spanish



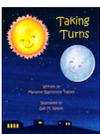
### Bonus Exercise!

Match the English & Spanish labels together. Record matches in writing.



# Vocabulary Matching Template



## Vocabulary Matching Labels

*English*

people

animals

owl

birds

sun

moon

flowers

*Spanish*

gente

animales

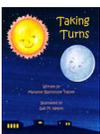
buhu

aves

luna

sol

flores



## Vocabulary Matching Answers

*English*

	animals
	birds
	sun
	flowers
	moon
	owl
	people

*Spanish*

	animales
	aves
	sol
	flores
	luna
	buho
	gente



## The Action Cube Game

*Village children laughed and played with the animals.  
Flowers danced and bloomed.*

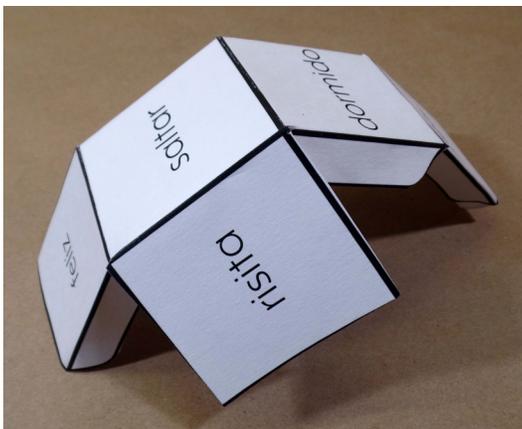
**Objective:** To interpret words and phrases as they are used in a text.

### Materials:

- *Taking Turns*, the book
- Action Cube Template - English (Guide, pg. 12)
- Action Cube Template - Spanish (Guide, pg. 13)
- Cardstock
- Scissors
- Tape

### Procedure:

- Print copies of the Action Cube templates on cardstock.
- Use scissors to trim around the borders of the cube shape.
- Construct cube by folding along lines and tabs. Use tape to secure sides and corners.
- Use either the English or Spanish cubes to play a game with the class by taking turns in rolling the cubes and dramatizing the action described on the top.
- Encourage students to search through *Taking Turns*, the book, to find the word they're dramatizing.

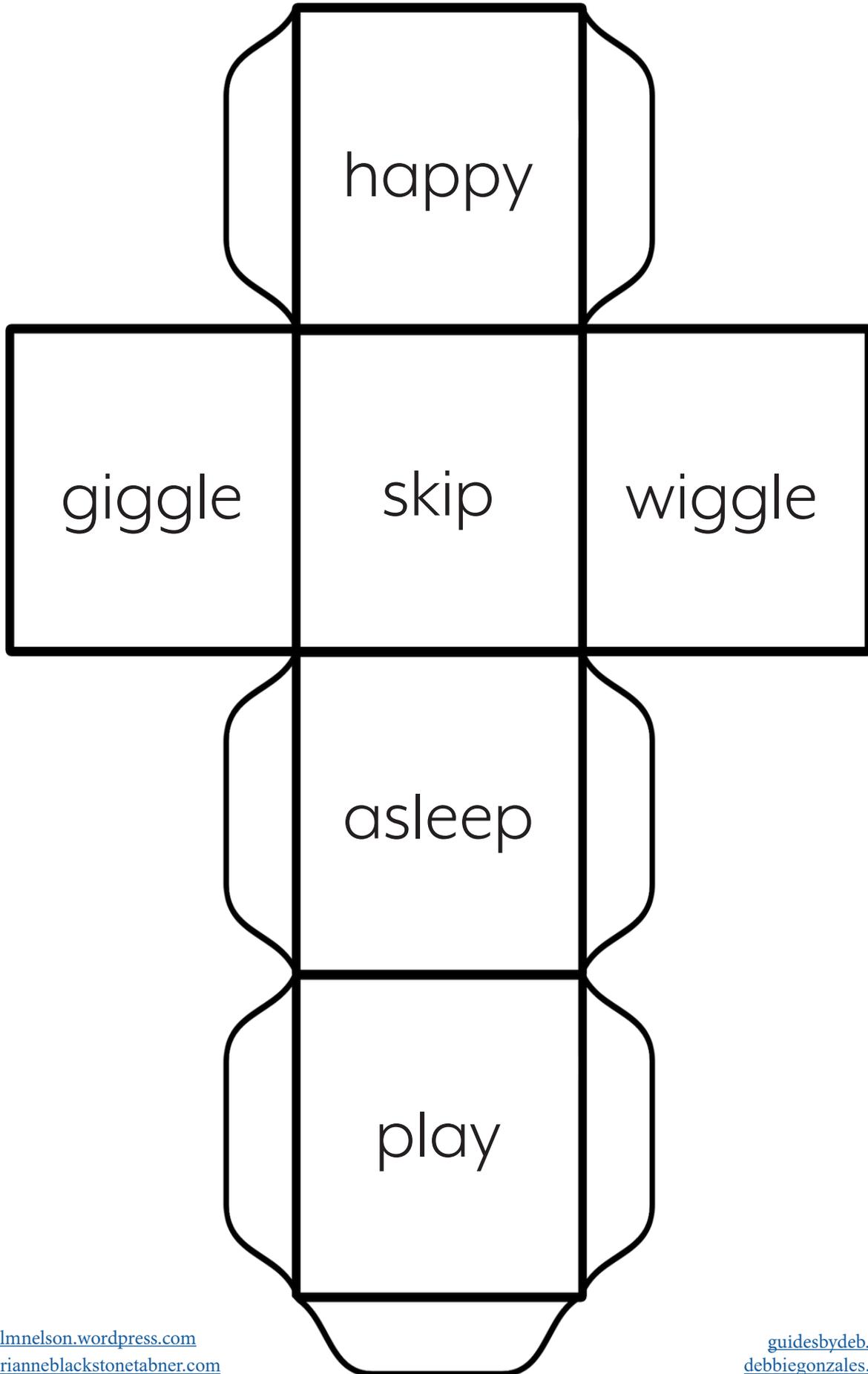


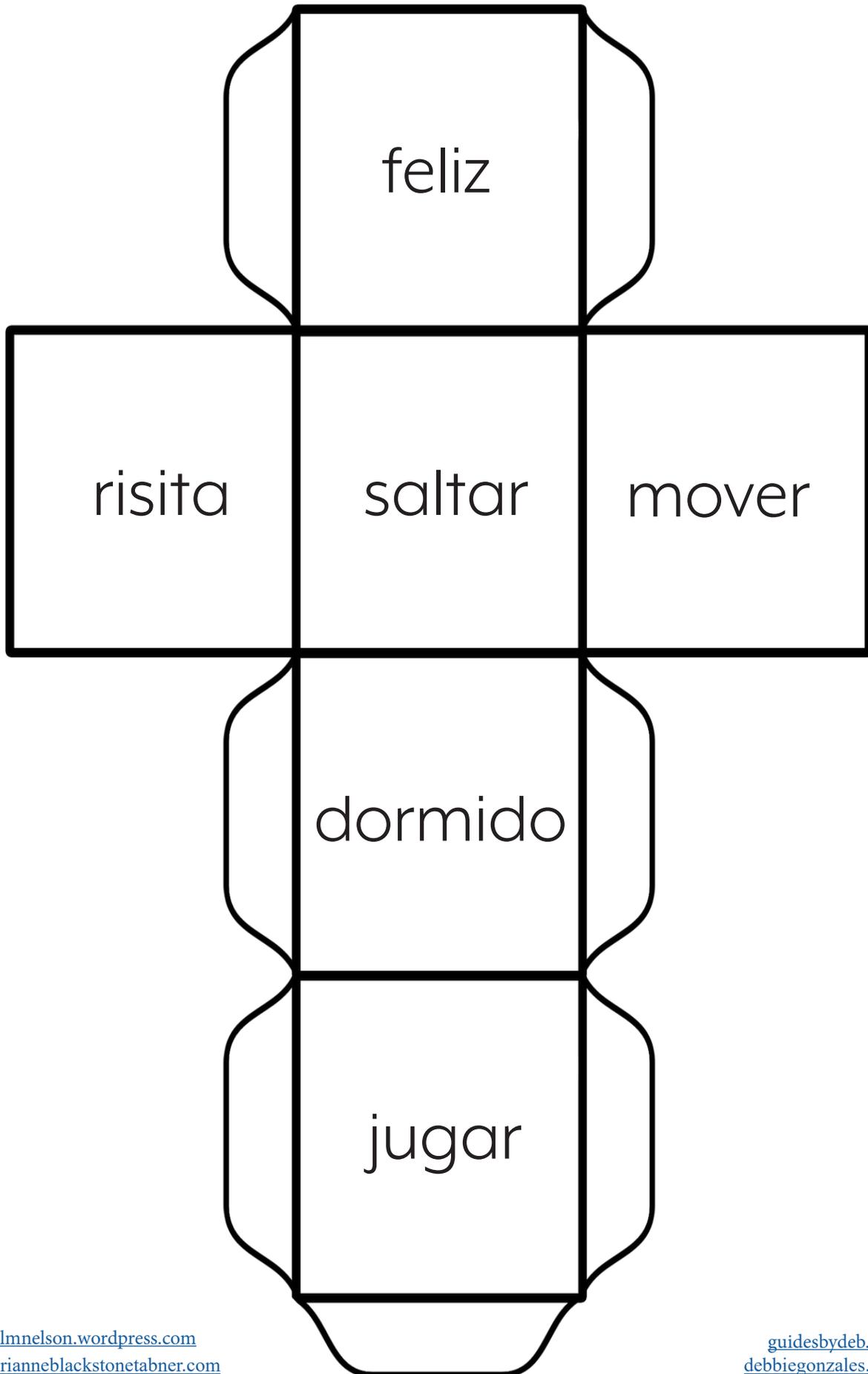
Folding the cube



Action Cubes - English & Spanish





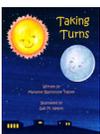


## Common Core State Standards Alignments

		Discussion	Phases of the Moon	Vocabulary Match	Action cube
<b>English Language Arts Standards » Anchor Standards for Reading</b>					
CCSS.ELA-LITERACY.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	•	•	•	•
CCSS.ELA-LITERACY.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	•	•	•	•
CCSS.ELA-LITERACY.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	•	•	•	•
CCSS.ELA-LITERACY.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		•	•	•
CCSS.ELA-LITERACY.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	•	•	•	•
<b>English Language Arts Standards » Anchor Standards for Speaking &amp; Listening</b>					
CCSS.ELA-LITERACY.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	•	•	•	•
CCSS.ELA-LITERACY.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	•	•	•	•
CCSS.ELA-LITERACY.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	•	•	•	•
CCSS.ELA-LITERACY.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	•	•	•	•

## Next Generation Science Standards Alignment

<b>1-ESS1-1 Earth's Place in the Universe</b>					
	Use observations of the sun, moon, and stars to describe patterns that can be predicted.		•		
	<b>Analyzing and Interpreting Data</b>				
	Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.		•		
	Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.		•		
	<b>ESS1.A: The Universe and its Stars</b>				
	Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.		•		
	<b>Patterns</b>				
	Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.		•		



TESOL (Teaching English to Speakers of Other Languages)  
Standards Alignment

		Discussion	Phases of the Moon	Vocabulary Match	Action cube
<b>Standard 1.b. Language Acquisition and Development.</b>					
	1.b.3. Recognize the importance of ELLs' L1s and language varieties and build on these skills as a foundation for learning English.			•	•
	1.b.5. Understand and apply knowledge of the role of individual learner variables in the process of learning English.			•	•
<b>Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction</b>					
	3.b.1. Organize learning around standards-based subject matter and language learning objectives.			•	•
	3.b.2. Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.			•	•
	3.b.3. Provide activities and materials that integrate listening, speaking, reading, and writing.			•	•
	3.b.4. Develop students' listening skills for a variety of academic and social purposes.			•	•
	3.b.5. Develop students' speaking skills for a variety of academic and social purposes.			•	•

