

## Reasoning

In this book, a boy named Max notices the moon following him home. The story prompts curiosity and logical thinking about why things look a certain way in the sky above.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

#### THINK



#### Children will:

- ◆ Use background knowledge and experiences to draw conclusions

#### Teachers will:

- ◆ Prompt children’s explanations

### TEACHING TIP

Children will often encounter things they don’t understand or can’t explain, and these moments are opportunities to promote children’s reasoning skills. Help children create a hypothesis to answer a question based on their prior experiences and see what conclusions can be drawn after some experimentation. Children’s conclusions don’t have to be completely correct for them to still be practicing good reasoning skills. Prompting children to explain their thinking can give you better insight into supporting logical conclusions.

### 1. INTRODUCE

- ◆ “Have you noticed that you can see the moon even when you’re not in the same spot? Today we’ll read a book called *Max and the Tag Along Moon*, and think about why the moon moves along with Max.”

### 2. READ THE BOOK

- ◆ Pause occasionally to prompt children’s explanations about what Max is noticing.
- ◆ Narrate your own reasoning, drawing upon relevant background knowledge.

### Prompt Children’s Explanations

**Read:** “And the moon seemed to tag along.”

**Prompt:** “Why can Max still see the moon? Is it really following him home?”

**Narrate:** “I’m thinking about the sun. Even when you move around, the sun is so far away and so big that you can always see it during the day! I think the moon must also be really big and far away.”

**Read:** “Max gazed as the moon kept up.”

**Prompt:** “Can Max still see those cows he passed by? When the car passes this fountain, do you think that will follow Max?”

**Narrate:** “The other things the car is driving by are really close, so Max won’t be able to see them all the time like the moon.”

**Read:** “I guess that ‘ol moon couldn’t shine for me all the way home.”

**Prompt:** “Where did the moon go? Why can’t Max see it anymore?”

**Narrate:** “Clouds moved over where Max was standing, so it seemed like the moon disappeared. But I remember that the moon is so far away that it’s still there even when he can’t see it.”

### 3. REVIEW

- ◆ “Even though the moon wasn’t really following Max, he could always see it. It can take a lot of thinking to figure out why some things work the way that they do.”

### 4. KEEP IT GOING

- ◆ To help children think more logically about the idea in this book, try experimenting with what children can see from different distances. For example, you may put a stick on the ground, and compare how often they can see it in comparison to a distant building. Discuss other big questions children are interested in by referring to children’s background knowledge, and then see what sort of experiments children may want to conduct to test out their ideas.