

Far Away Moon

by Jane Buxton

illustrated by Karen Oppatt



Book Summary

Far Away Moon looks at how we see the Moon from Earth.

Features of the Book

- Clear, informational statements.
- Capital letters for the proper names of the Sun, Earth, and Moon.
- The use of light and shadow in the illustrations that helps convey the information in the text.
- Italics used for emphasis.
- Compound words – “moonlight,” “daytime,” and “sometimes.”
- The use of storybook language – “Far, far away.”
- The high-frequency words – “away,” “can,” “see,” and “We.”

Purpose

Far Away Moon can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- encouraging rereading of the text to clarify understanding;
- discussing the cause and effect of specific events within the story;
- practicing using poetic language to write poems.

Introducing the text

Display a picture of the Moon and invite discussion.

- *What do you know about the Moon? Why do we sometimes talk about “the man in the Moon”?*
- *Do you know any stories or nursery rhymes about the Moon?*

Read the title and names of the author and illustrator.

Reading the text

- Encouraging rereading of the text to clarify understanding.

- Discussing the cause and effect of specific events within the story.

Pages 2 and 3 – The illustration shows the Sun is shining on Earth and on the Moon.

- *What time of day is it in the picture?*
- *How can you tell?*
- *Is the Moon like the Sun? How far away is the Moon?*

Pages 4 and 5 – Introduce the idea that the light we see on the Moon is coming from the Sun. The Moon is like a mirror, reflecting the Sun’s light back down to us.

- *Where does the Moon’s light come from?*
- *Is it really “moonlight”?*
- *Can we see any other light shining at night?*

Pages 6 and 7 – Find the Moon on this spread.

- *Have you seen the Moon in the daytime?*
- *Can you see the Moon every day?*

Read to confirm, noting the word “often.”

Pages 8 to 11 – Discuss the children’s experiences of seeing these shapes.

- *Have you heard the terms “full Moon” and “crescent Moon”?*

Page 12 – Explain to the children that in this illustration, the Moon is up close and Earth is far away, which makes the Moon *seem* much bigger than it is. In fact, Earth is about four times bigger than the Moon.

Children now read the book independently.

Revisiting the text

Ask the children to locate the italics in the text.


- *What is the writer trying to tell us by doing that?*

Find the words that are made up of two words.

- *What are the two separate words in each? Why do you think they are put together like this? Do you know other words like this?*

Following Up

- Practicing using poetic language to write poems.

 Encourage the children to write a poem about the Moon or another celestial body, incorporating literary language, such as “Far, far away” and “Long, long, ago.”

- Complete the blackline master opposite.