



Running words: 373

Book Summary

This book describes how people have gazed at the moon for hundreds of years. It features the three American astronauts who travelled to the moon in 1969 and discusses how long the trip took and what they did while away from Earth. It also features diagrams of the spacecraft and module *Apollo 11* and *Eagle*.

Themes

Space, Exploration, Journeys, Transportation, Science and technology

Features of the Book

- The information contained in illustrations
- Content words for discussion: *astronaut, command, crater, module*
- Phonics and phonemic awareness: -ee (long /e/ sound)

Strategies

Going to the Moon introduces and reinforces the following strategies:

- questioning
- monitoring and clarifying

Materials

- copies of the Sentence Strips reproducible for this book, cut and ready for use
- copies of the BM, pencils

Going to the Moon

by Bronwen Wall

Introducing the Text

Begin by asking the students when they last looked up at the moon.

- *What do you know about the moon?*

Reading the Text

Ensure each student has a copy of the text. Ensure that the content words (astronaut, command, crater, module) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the photographs and text to determine the strategies of questioning and monitoring and clarifying as you work through the book.

Cover

Together, read the book's title and the name of the author. Point out the photograph.

- *Who is on the cover?* (an American astronaut)
- *Where is the astronaut?* (on the moon)
- *How can you tell?* (the moon's surface has craters on it)

Talk about how when you read a book you often have questions before, during and after reading. Have the students think of questions they would ask before they read the book, such as *What do you know about the moon? What do you think you will learn about this topic?*

Title Page

Read the title aloud. Discuss the photograph.

Before you start reading the book, remind the students to stop if they come across a word or an idea that they need to clarify. Explain that they can look for clues in the pictures or text, look ahead or re-read to help them make sense of something that they don't understand.

Page 2

- *What are the boys pointing at?* (the stars and the moon)

Read the text together. Confirm that the boys are looking at things in the night sky (the stars and the moon). Point out the moon. Ask, *Why does the moon have dark patches on it? Let's read on to find out.*

Page 3

Read the body copy text with the students. Discuss the illustration of Galileo at the bottom of the page.

- *How can you tell this was from long ago?* (the people's clothes)

Read the caption to the students. Model how to monitor and clarify. Stop after you read the word *Galileo*. Say, *This word might be unfamiliar. I think I'll look ahead and read on to help me.* Continue to read the caption. Talk about how you used context clues (the caption tells me that Galileo is standing in the picture) to help you clarify the word Galileo. Explain how you now know that Galileo was one of the first people to use a telescope to look closely at the moon.

Page 4

Read the text together. Encourage the students to ask themselves what the most important information on the page is (Neil Armstrong became a pilot when he was 20, he flew rocket planes). Have the students think about questions that they would like to know the answers to. Write the students' questions on the board or on chart paper.

Page 5

Point out the photo and read the labels to the students. Ask, *Why are these three astronauts famous? Does anyone know?* (They were the first people to go to the moon.) Together, read the text. Explain that as we read things, questions often pop into our heads. Model to the students that you thought of these questions when you read the text: *How long did it*

Going to the Moon

take them to travel to the moon? What was the spacecraft like?

Page 6

Point out the illustration. Show the students how the purple and green lines help us see the two different parts of *Apollo 11*: the command module and *Eagle*. Talk about the word “module”. Look up the word in the dictionary and share the definition with the students (a separate, independent section that can be linked to other parts to make something larger, such as a space module). Read the labels to the students, then read the caption, which clarifies one of your questions. Together, read the body copy text. Confirm that the first sentence clarifies your first question.

Page 7

Read the sidebar with the students. Point out the words meteors and asteroids. Ask, *Do you understand what these words mean? What can you do to help you understand these words?* (look them up in a dictionary). Encourage the students to find their definitions in the dictionary.

Pages 8 to 9

- Look at the diagram. It shows two astronauts. Where might the third one be?

Read the text with the students and confirm that two astronauts landed on the moon and one stayed on Apollo 11. Explain that a diagram is a drawing or plan that explains something. Discuss the different features of the Eagle diagram. Ask the students if they know which astronaut was the first to walk on the moon.

- Read page 9 with the students to confirm the answer.

Pages 10 to 11

- When I look at the photograph on page 10, I wonder how long the astronauts stayed on the moon and what they did.

Read the text on page 10 together to confirm the answers. Now have the students look at the photograph on page 11 and explain what is different about it compared to the one on page 2 (On page 11, it shows a view of Earth taken from the moon, whereas the one on page 2, it shows the moon from Earth.) Read the text on page 11 with the students.

Page 12

- Look at the footprint on the moon. Do you think it is still there after more than 50 years? (yes)

Read the text together to understand why the footprint is still there (there is no wind on the moon). Discuss how when you read a non-fiction book there are often many questions that you have. Encourage the students to find out more about these astronauts and their trip to the moon.

Revisiting the Text

- Skim the book again for all the facts about Neil Armstrong. Then create a fact file about him like the one on page 7. Add a heading and bullet point each of the facts. Research the Internet for one fact about Neil Armstrong that is not in the book.
- Write the word *see* on the board or on chart paper. Explain that *ee* is a vowel digraph. A digraph is a pair of letters that makes one single sound. A vowel is any of the following letters: *a, e, i, o, u*. Ask the students to find other words that contain the vowel digraph *ee* in the book that has the long /e/ sound (e.g. *three*). Then brainstorm a list of other *ee* vowel digraphs with the long /e/ sound (*bee, tree, week, cheek, weed, meet, feet, leek, queen, teeth, sheep*).

Following Up

- When the three astronauts landed on the moon in 1969, it was BIG news. Reporters from all around the world reported on

the big event. Write a short TV news report based on some of the facts in the book. Remember that reports can be more informal than a non-fiction book. Give the students an example to help them understand the task: *Good morning/evening and welcome. We are bringing you the most exciting news of the century. Neil Armstrong has just become the first human to walk on the moon... and so on.*

- Give the students copies of the BM for this title. They can write some questions.