

Strand: Earth/Space Science

Theme: Space

Purpose for Reading: To develop understandings of the moon.

Comprehension Strategies: Determining importance, making inferences, predicting.

Vocabulary

Dictionary Words: crater, full moon, spacesuit, surface, telescope

Vocabulary Words: air, astronaut, holes, oxygen tank, picture, stars

High-Frequency Words: all, be, big, could, did, down, from, get, have, his, if, make, new, no, not, of, one, some, take, that, them, there, very, was, what, when, with, your

Before Reading

- Ask students what they know about the moon.

What is it made of? Where is it? What colour is it?

What other things are out in space?

- Read the title and look at the cover photo. *What do you notice about the moon? What do you notice about the space around the moon? What type of book do you think this is?* Have students predict what they might learn from this book. Record students' responses.

- Read the title page and look at the photo. *What colour is the moon? What do you think it would feel like? Does it look hard or soft? What do you think made those holes? Does anyone know what those holes are called?*

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask

students to describe each photo. *What do you think this photo shows? Where would you wear a spacesuit? What is the man doing with the telescope?*

Take a Photo Walk

- Pages 4–5: Invite students to look at the picture. Read the caption and discuss what a telescope is. Discuss who Galileo was. *What do you think Galileo is looking at? When do you think Galileo lived?*
- Pages 6–7: Have students describe the photo on page 7. Read the caption and discuss what the surface of the moon looks like. Have students point to the craters and discuss what a crater is. *What does the surface of the moon look like?*
- Pages 8–9: Invite students to look at the diagram on page 9. Read the title. Explain the meaning of *temperature*. *How can we find out what temperature it is in the classroom today? Read the temperatures on the moon. How hot do you think 100°C is? Water boils at 100°C. Would you be able to visit the moon during the day? What would happen? Water freezes at 0°C. How cold do you think -170°C would be? Could you visit the moon at night? Why not?*
- Pages 10–11: Invite students to look at page 11 and discuss the information on this page. Read the heading. *Where do we usually find the heading on a page? You can tell where the heading is because it is bigger than the other words on this page.*
- Pages 12–13: Ask students what this person is called. *What is this astronaut doing? What is the astronaut wearing? Why? What do you think it would be like to walk on the moon?*

- Pages 14–15: Ask students to look at the astronaut and describe the spacesuit. *Do you know the name of the first person to walk on the moon? (Neil Armstrong)* Read the caption. *Why does the astronaut need to carry air to breathe on the moon? Where is the air?*

Read the Book

- Ask students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Invite students to return to the book and talk about what they have learned. Record students' responses.
- Revisit the list of predictions students made before reading. Mark the correct predictions.
- Support students to extract important information from the book. Revisit page 3 and ask students to find the three important facts on this page. Record these in note form.
- Repeat for page 6.
- Support students to extract information from images. Turn to page 9. *We can tell which side of the moon is about night without reading the words. What tells us which side is about day and which is about night? Do you think these colours have been chosen specially? Why?* Turn to page 11. *Where is the heading for this picture? What are the things you need to read on*

this picture? How do you know where to begin reading? How do you know which way to go? What happens on day 15 of the cycle?

Vocabulary and Word Recognition

- Have students turn to page 3 and find the word *when*. Ask students to find the tricky letter. Write the word on the board and ask students to think of questions that begin with this word. Invite students to come out to write the word *when* at the start of the questions. Have students write the word five times on a piece of paper, saying it as they write it.
- Have students find the two words with *oo* on page 4. Write the words *moon* and *tool* on the board. Discuss the sound of the *oo* in these words. Ask students to think of other words with *oo* where it makes this sound. Record responses on the board.

Oral Language

- Have students work in pairs. Have students use the book, taking turns to ask each other questions about the moon. *Where does the moon get its light?*

Writing

- Have students write five facts about the moon.

Creative Extension Activities

- Have students make a papier-mâché moon. Ask them to create craters on its surface.
- Have students draw or paint something fun to do on the moon.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Answer the questions. Use the book to help you.

Where does the sun get its light?

What does a telescope do?

What is the surface of the moon like?

What are the four phases of the moon?

What can you see when you look up in the sky?

Write as many things as you can.

Name: _____

Look at page 15 of the book.

Draw yourself landing on the moon with a friend.

Draw speech bubbles. Write what you say to each other.

