



Level 6
Book d

The Moon Car Race



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Level	6
Word Count	107
Text Type	Literary recount
High Frequency	going
Word/s Introduced	



MACMILLAN

The Surprise

Animals That Live
in the City

Escape From the
Zoo

The Moon Car Race

After School


Giraffe Goes
Skating


Make a
Fruit Salad


Lunch in the Park


We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussions that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.

 This symbol relates to comprehension (meaning maker)


 This symbol relates to decoding (code breaker)

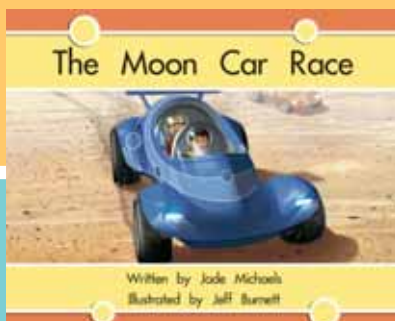
 This symbol relates to critical analysis (text critic or analyser)


 This symbol relates to use (text user)

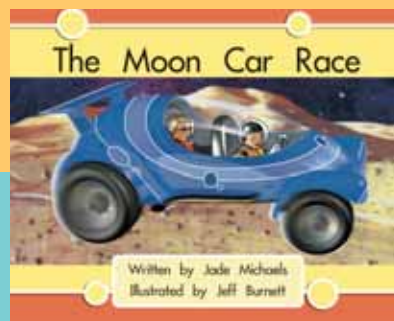
BEFORE READING


Cover & Title Page

 Ask the children to look at the cover of this book and suggest what the story might be about. Who is in the car? Where are they going? Read the title and ask them to confirm or revise their predictions.



 Invite the children to respond to the text. Could this be a true story? Would they like to go to the moon?



 Ask the children to share the strategies they used when they were reading. Write *Pete* and *race* on the board. Point out the silent *e* on the end of each word. You may also want to point out that when a word has a silent *e* the vowel sound is usually long.

AFTER READING

Invite the children to look at this picture and add to the predictions that they have already made. What extra information is there in this picture?

Ask the children to look at the boys' names on the second line. Ask them to look at the words and use what they know to help them work out their names. Can they use the endings as well as the beginning letter/sounds? Do they know the sound made by *sh*? Do they know about *silent e*?



Ask the children to look at this page and talk about the setting. Where is this part of the story set? Have them look at the background and the boys' clothing and say if the story is set in the past, now, or in the future.

Ask the children to find *going* on this page. Write *go* on the board and show how you add *ing* to make *going*.

Have the children discuss what Josh might be saying to Pete. Do the children think that Josh may want to go to the moon, too?



Point to the word *moon*. Make it on the board with magnetic letters. Ask the children to suggest any words they know that rhyme with *moon*. Make these words by changing the initial letter or letters.

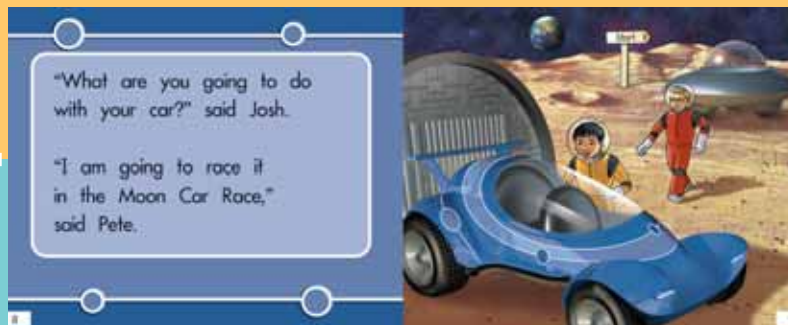
Ask the children to look closely at this picture and suggest what is happening. Where are Josh and Pete? Were the children correct in their previous predictions? Ask them to predict what might happen next.



Ask the children to think about this illustration in more depth. If they were in the spaceship, what might they see in space?

Point to the word *Pete's* on the last line. Tell the children the ' is an apostrophe that shows possession. In this case, it means the car belongs to Pete.

Discuss this picture with the children. Why is there a sign in the background? What does it say? What does the sign tell them about what the boys are going to do?



Talk to the children in more depth about the setting. Where is the story set now? How does this setting differ from the previous one?

Ask the children to locate *going* on this page.

BEFORE READING 10/11

Ask the children to look at this illustration. What is Pete doing? What is Josh doing? Whose car is it?

Point to the word /'ll. Tell the children this is a contraction. It is two words joined together to make a shorter word. In this case the words are / will. An apostrophe is put in to show letters left out.



AFTER READING

Ask the children to analyse Josh's character. What relationship does he have with Pete? What does he like doing? The children may have to refer back to page 4 for part of their answer.

Write *go* and *going* and *race* and *racing* on the board. Point out that *ing* has been added to both words. Show the children that the *e* on the end of *race* is dropped when *ing* is added.

BEFORE READING 12/13

Discuss this picture with the children. What is happening? What is going to happen next?

Ask the children to look at the sign. Ask them to look at the word and use reading strategies to help them work out what it says.



AFTER READING

Ask the children to think about the moon race. What special conditions may there be on the moon? How would you deal with these in the race? How would it be different from a race that would happen on Earth?

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Ask the children to look at this illustration and describe the race. Ask the children to add to their predictions about what is going to happen next. Will Pete and Josh win?



Ask the children to read this page again. Have them find the word *raced*. Ask them to compare *raced* with *race* and *racing*. What is the same? What is different? Invite the children to discuss why they think the author has used the word *raced* three times on this page.

Ask the children to look at this picture and describe it. What happened? How did the boys feel? How do the children know this?

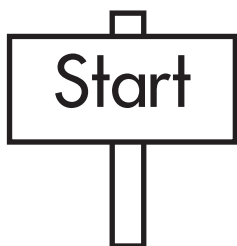
Have the children return to the beginning of the book and read the story independently. Remind them that their reading has to make sense and look right.



Ask the children to think about the setting again. What did they learn about the moon from this book? They may need to revisit the illustrations as they answer.

6 d The Moon Car Race **Name** _____

1. Draw a moon car race track.



6 d The Moon Car Race **Name** _____

1. Make some new words that end in **oon**.

m s sp h n

moon

2. Draw your own moon car racer.

