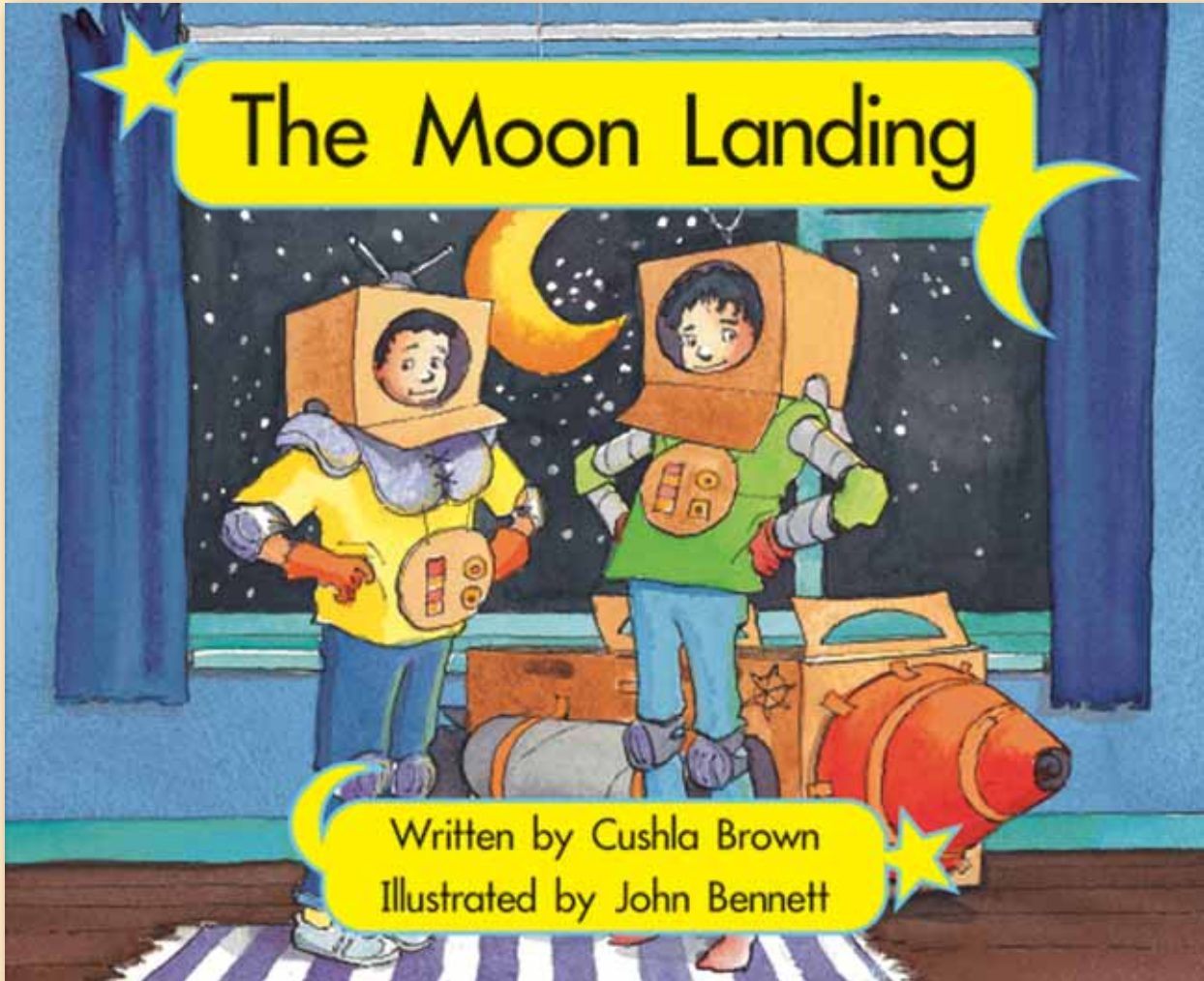




Level 10 Book h




The Moon Landing


Written by Cushla Brown
Illustrated by John Bennett


Level	10
Word Count	189
Text Type	Literary recount
High Frequency Word/s Introduced	their


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 discussion 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



Discuss with the children what it would be like to go to the moon. Ask them how they can get to the moon today. Discuss the power of imagination.



Have the children look closely at the pictures on the cover and title page. Ask them how these children could get to the moon. What moon things can they see in the picture?

AFTER READING

Ask the children what they need to get to the moon. How could they get one? What are the children in this picture doing?

Explain compound words to the children. Ask them to scan the text for a compound word. What two words have been put together to make this word?



"Let's go to the moon,"
Kayla said to Ben one day.

"Yes," said Ben.
"Let's go to the moon now."

"I will make the spaceship,"
said Kayla.

So she made a big spaceship.

Ask the children the names of the characters on this page. Where do they decide to go? What does Kayla make?

Why has the illustrator put night and not day in the picture, when Kayla and Ben are making the rocket?

Ask the children what they need once they are in space. What will they wear? What do Ben and Kayla seem to be doing now?

Have the children scan the text on this page for a compound word. Ask them what two words make up the compound word they find.



"I will make the space helmets,"
said Ben.

So he made two space helmets.

"Let's go and get our spacesuits on now,"
said Kayla.

So Kayla and Ben went
and put their spacesuits on.

Ask the children what Ben does on this page. What do he and Kayla do after he has made the helmets? Encourage the children to look carefully at the pictures on this page. Where did Ben and Kayla get their spacesuits? What have they made these from?



Ask the children what Ben and Kayla are doing on these pages. Are they ready to go to the moon? How can the children tell?



Have the children scan the text for the word *their*. Ask them what the first sound in the word is. How many letters does it take to spell that sound?



Ask the children what it is that Kayla and Ben take to the moon. What do they put on? What do they do after putting on their helmets?



Discuss whether the author or illustrator have indicated the type of food Ben and Kayla take to the moon. Was that a good idea?



Ask the children what happens when a spaceship is getting ready to take off. Do they count up or down? Have the children recite the countdown then ask them how Ben and Kayla blast off. What makes the spaceship move?



Write *their* on the board. Explain the place of the word in connection to the words *space helmets*. Build a list with the children on the board: their rocket, their _____, their _____.



Discuss with the children how the illustrator has made the room seem like space. Has the picture helped them imagine Ben and Kayla going into space?

BEFORE READING 10/11

Encourage the children to use their imagination. Now that the spaceship has just blasted off, where are Ben and Kayla?

Ask the children why the author wrote *faster and faster* instead of *faster*.



AFTER READING

Ask the children where Ben and Kayla are now. What are they on their way to? How did they get here?

Discuss with the children if the author and illustrator have made Kayla and Ben's spaceship to be speeding up, moving at the same speed, or slowing down. How do they know? Discuss with the children if the illustrator has made this clear to them.

BEFORE READING 12/13

Discuss with the children what you have to do when you get to the moon. Have them imagine what the surface of the moon is like and what problems might they come across?



Ask the children if Ben and Kayla have arrived yet. What does Kayla want to do? What is in the way?

Ask the children to scan the text for the word *there*. Ask them how it is similar to the word *their*. Discuss the difference with the children.

AFTER READING

What Time Is It?

Mrs Popinpop's Ghost

Dinosaur Dan

Bad Weather, Good Weather

Sonny Gets Lost

The Nosey Spider

Places Where People Live

The Moon Landing

Ask the children how well they think Kayla and Ben landed. Ask them who the man at the door might be. Why might he have come into the room?



Ask the children what happened to the moon landing. Was it a good landing? Why did Dad come into the room?

Discuss with the children if the illustrator did a good job to show them that the light is on now. How did the illustrator do this? Compare this picture with the one on page 13.

Ask the children what Dad might say when he sees what Ben and Kayla have done. Have the children look closely at Dad. How does he seem to be feeling?

Have the children read the book independently. Ask them what they will do if what they read does not make sense. Make suggestions where necessary.



Encourage the children to think carefully about what they have read. Ask them if Ben and Kayla really went to the moon. Was the spaceship real? Then what were they doing? How were Kayla and Ben getting to the moon?

10 h The Moon Landing **Name** _____

1. Use *their* and *there* correctly to complete the following sentences. Then colour the picture.

there

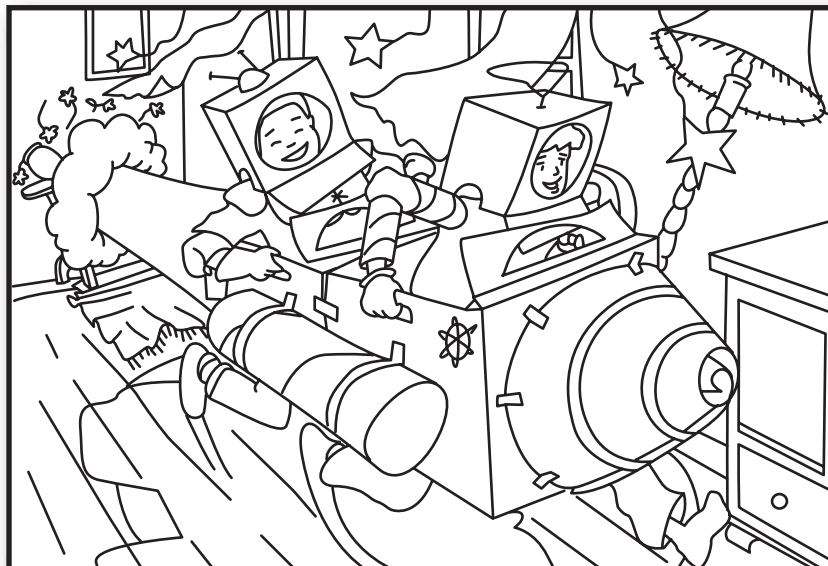
their

They went and put on _____ spacesuits.

So they put on _____ space helmets and got into _____ spaceship.

_____ is a big rock in the way!

The moon is over _____.



10 h The Moon Landing

Name _____

1. Cut out and sort the sentences into the order in which they happen in the story.

So they put on their space helmets and got into their spaceship.

Kayla and Ben crash-landed.

They are going to the moon.

“I will make the spaceship,” said Kayla.

So Kayla and Ben went and put their spacesuits on.

“I will make the space helmets,” said Ben.