



# Level 3 Book b

## Going to the Moon





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Level	3
Word Count	75
Text Type	Narrative
High Frequency Word/s Introduced	come


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

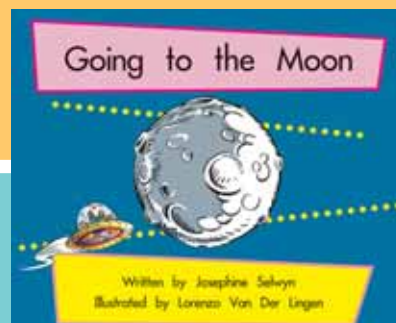
AFTER READING


## Cover & Title Page

 Read the title to the children and ask them what they know about going to the moon. How do astronauts get to the moon? How do the spaceships get off the ground? How do the astronauts get back to the ground?



 Discuss who else is going to go to the moon.



 Ask the children to point to the illustrator's picture of the moon.

Tell the children that this story is about Jack and Bob going to the moon. They take some animals and insects with them. But only one animal gets there.

Ask the children to say what letters *Jack* and *Bob* begin with. Have them locate *Jack* and *Bob* on the page.



Ask the children to respond to the text. Have them retell the story so that you can assess their comprehension.

Reinforce the good reading strategies that you saw as you observed the children reading the book. Ask the children if their reading always made sense. What did they do if they thought something was wrong?

Ask the children to look at the picture and say which insect Bob is saying can come to the moon with them.



Ask the children to locate *come* on this page. Ask them how they can tell the difference between *come* and *can*.

Tell the children that another insect wants to go to the moon. Ask them to look at the picture and suggest who it is. Ask them to say which astronaut is in this picture. Will he say yes or no?



Discuss the relationship between spiders and flies. Do the children know that spiders catch and eat flies? Did they think that something like this might happen before they got to the last page of the book?

Ask the children to locate *come* on this page. Ask them how they can tell the difference between *come* and *can*.

Ask the children to look at the picture to find out which animal is now asking if it can come to the moon.



Ask the children to use what they already know from reading the previous page to discuss the relationship between birds and spiders. Did they know that birds ate spiders?

Ask the children to locate *come* on this page. Ask them how they can tell the difference between *come* and *can*.

BEFORE READING 10/11

Ask the children to discuss this picture. Which animal wants to go to the moon now? Are they nearly ready to go?



Ask the children to continue to use what they know from reading the previous pages. What is the relationship between cats and birds? Ask the children why Jack and Bob let the insects and animals go to the moon. Did Jack and Bob know what would happen?

Ask the children to locate *come* on this page. Ask them how they can tell the difference between *come*, *can* and *cat*.

AFTER READING

BEFORE READING 12/13

Invite the children to say what is happening on this page. Read *whoosh* to them.



Discuss this page more fully. Do the children know that the Earth is round? Can they name the other planet in the picture? Do they know the names of any other planets in our solar system?

AFTER READING

At the Fair

Going to the Moon

Funny Fish

Where Is My Bear?

Animal Babies

Where Is Patch?

Carla Crocodile Goes Shoe Shopping

Trucks and Other Big Machines

Discuss this picture with the children. Where are Jack and Bob? Where are the animals and insects?



Discuss why Jack and Bob now have space suits on. Why do they need these and space helmets on the moon? Talk with the children about the Earth's surface. Do they know the word *crater*?

Discuss this picture with the children. Do they know what happened to the rest of the animals and insects?

Ask the children to return to the beginning of the book. Remind them that they need to look closely at the words as well as checking with the pictures as they read. Remind them that there are a lot of little words in this book that they know.

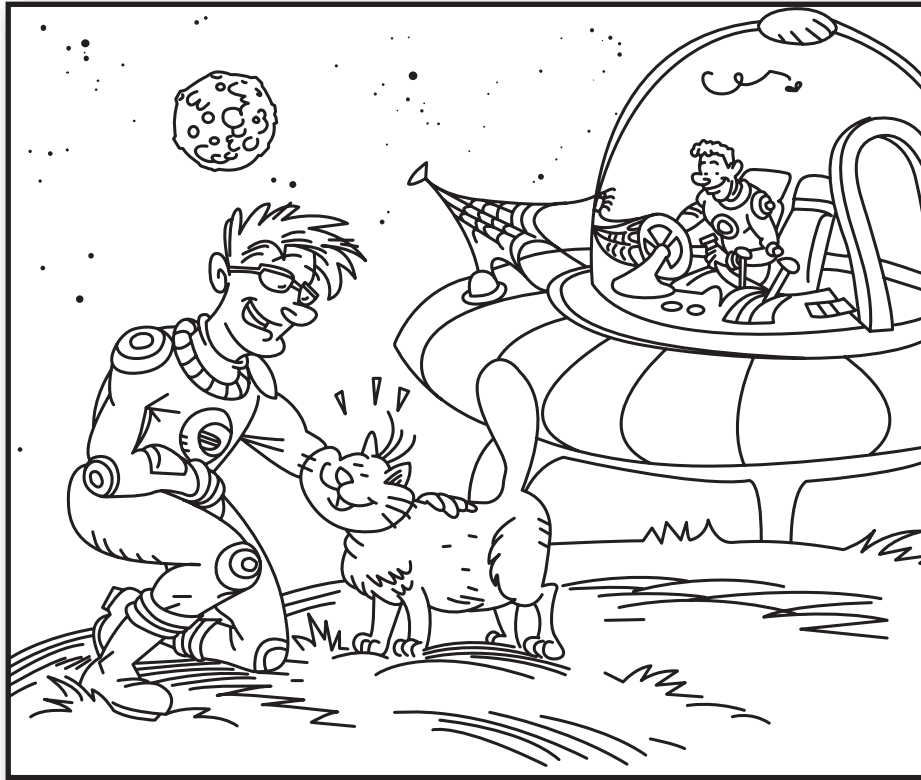


Discuss with the children what they have learnt about the relationship between flies, spiders, birds and cats. Have them suggest why this information is useful.

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Name \_\_\_\_\_

Write the missing words.



“Can I \_ \_ \_ \_ to the moon?”

\_ \_ \_ \_ Cat.

“Yes,” \_ \_ \_ \_ Jack.

“You can \_ \_ \_ \_ to the moon.”

**3 b Going to the Moon**      **Name** \_\_\_\_\_

Read the sentences. Draw the picture.

“Can I come to the moon?”  
said Bird.

“Yes,” said Bob.

“You can come to the moon.”

