



# Eighth Moon

Text Type		<b>Lower</b> 1500–1800 words RA 8.8–9.2	<b>Middle</b> 1900–2400 words RA 9.3–9.7	<b>Upper</b> 2500–3000 words RA 9.8–10.2
<b>Fact</b>	<b>Procedure</b>	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	<b>Recount</b> (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	<b>Information Report</b> (Description)	Mythical Creatures	The World of Caves	Top Towers
	<b>Information Report</b> (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	<b>Interview</b>	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	<b>Biography</b>	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	<b>Explanation</b>	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	<b>Procedural Recount</b>	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
<b>Fiction</b>	<b>Realistic Fiction</b> (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	<b>Realistic Fiction</b> (In School)	On the Case	The Real-Life School Project	Ms McMahon
	<b>Historical Fiction</b>	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	<b>Fantasy</b>	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	<b>Science Fiction</b>	A New Source of Power	The Intergalactic Race	Eighth Moon
	<b>Humour</b>	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	<b>Mystery</b>	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	<b>Folktales</b>	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



## EIGHTH MOON

**Upper level fiction**

**Text type: Science Fiction**

**Reading age 9.8**

**Word count 2,500**

### **Before Reading:**

Activate prior knowledge by asking students if they have read science fiction books or seen science fiction movies such as Jimmy Neutron.

*What sorts of things happen in these stories?*

Invite discussion about characters, plots, themes, and settings. Guide the discussion so students understand that science fiction is a blend of scientific fact with future technologies.

*What sorts of technologies do you know of?*

*Do you have any technology in your home?*

Brainstorm. *Are science fiction stories based on real or made-up events?* Direct students to think about the books and films discussed and to consider the term *science fiction*.

*What do these words suggest? Would it be*

*difficult to write science fiction based on only factual events?* Lead students to acknowledge that, since science fiction is futuristic, authors cannot know for certain how technologies and lifestyles will evolve.

## **COVER**

### **Before Reading**

Read the title. Examine the illustration on the cover. *What does the illustration suggest to you? Does the title tell you anything?*

*Read the blurb. What do you think Eighth Moon is? Which words in the blurb are associated with the title?* Guide students to locate the words *history* and *heroes of the past*.

*Does this give us information that might help us predict what the book is about?* Remind students to use information from the cover illustration. Guide the discussion so students infer that it involves a war or battle that occurred long ago, has a holiday dedicated to it, and we call those who are involved *heroes*.

*Can you think of anything you know of like this?* Support students to make the link to ANZAC Day and Remembrance Day.

## **CHAPTER 1**

### **During Reading**

*What does the illustration on page 5 suggest?* Discuss the way these beings look. Discuss their human-like behaviour. Guide students to

infer that humans live with other beings who look different but share similar traits.

*As you read Chapter 1 you will be given some information about the importance of Eighth Moon as a holiday, but exactly what it is will not be revealed. As you read, jot down any thoughts you may have. Think about whether Eighth Moon is something very important within the galaxies in this story.*

*Take note of what you learn about life in the time this story is set. Think about ways life is the same as now and ways that it is different.*

## After Reading

*What do you know about Eighth Moon?*

Guide students to infer that it must be very important if it has a holiday dedicated to it. *How do people and beings of the time of this story understand what Eighth Moon is? Why?*

*What are your understandings of living in this time? Describe the ways life is similar to and different from life now.* Encourage students to find examples in the text to support their understandings.

*What does Dad have planned for the holiday? What does Stevie have planned? What do you know about Stevie? Is she interested in the trip Dad has planned? Why not? Can you understand her disappointment? Explain how you might feel in a similar situation.*

## CHAPTER 2

### During Reading

*What can you predict about Chapter 2 from the illustration on page 9? Students should predict that they leave for Morton.*

*You will meet another character during this chapter. Jot down characteristics of Stevie, Dad, and the new character. The relationship between Stevie and the new character is important. Stevie seems much more willing*

*to chat to the new person than to Dad, even though she is still disappointed and a bit grumpy. Why is this?*

*What does the new character tell Stevie at the end of the chapter that gives us a clue about what Eighth Moon is?*

### After Reading

*Who is the new character in the story? What is Jimmy's relationship with Stevie? Even though Stevie and Jimmy don't see each other regularly, Stevie has a fondness for Jimmy. Why does she like Jimmy? Find words in the story that tell you this. Why do you think she feels differently about chatting to Jimmy than to Dad? What does she say that tells us this?*

*How does Jimmy feel about Eighth Moon? How do you know? Prompt students to find words and sentences in the story that substantiate their responses.*

*What clue about Eighth Moon are we given at the end of the chapter? What extra information does it give you? What predictions can you make about what Eighth Moon might be?*

## CHAPTER 3

### During Reading

*As you read Chapter 3, you will learn more about Eighth Moon. Jot down notes about what Jimmy tells Stevie, to remind you of important details. Be ready to discuss.*

*You will learn details of an evil group of people. Record their names, some details about where they came from, and what effect they had on the rest of the universe.*

*Stevie begins to make a picture in her mind of what happened. Describe it. Jimmy gives us an idea about what the trio will see when they get to Morton. What does he tell Stevie?*

## After Reading

*What information do you have about Eighth Moon? Students should infer that it was a war or battle that occurred 1,000 years ago.*

*Who was involved in the battle? Students should indicate the Zeb. Prompt them for additional information about the Zeb. What type of fighters were they? Where did they come from? What assisted them to kill so many others? Revisit page 13 to check if needed.*

*How long a measure of time do you think a nanomonth could be? Why?*

*Who was involved in fighting the Zeb? Why weren't they successful in defeating the Zeb? Where did the survivors go? What does the name Dead Crater suggest? Revisit page 15 to check if needed.*

*How does Stevie feel about the information she is getting? Where will she go on Morton that she may find interesting? Revisit page 16 if needed.*

## CHAPTER 4

### During Reading

*You will be introduced to an important character in Chapter 4. Write down the name of and jot down anything interesting about this character.*

*You will also find out the name of another planet. How does Stevie react to the knowledge of this planet? Why? What does this suggest about the strength of the army and firepower of the Zeb? What subject would Stevie need to take at school to have learned about this?*

*Stevie will visit a place that will help explain and demonstrate what Jimmy has told her. What is this place called? Be ready to discuss what you find out about these things.*

*How does Jimmy let the others know that he is about to continue his recount?*

## After Reading

*What does Jimmy do to his voice that lets Stevie know that he is about to recount some more of the story? How does she feel about the new information? Does it fit with what she already knows? Are there elements of the story that have her unsure of what she is hearing?*

*What can you infer about the Zeb army from what you have read? Students should respond that the Zeb has a large army and the best technology in the universe. What might this suggest about them? Guide students to make inferences, such as that they have advanced technology, clever scientists, and more money to spend to develop weapons. What will Stevie see on Morton that will help her understand what she has heard?*

*Who is the new character? Explain what you know about him.*

## CHAPTER 5

### During Reading

*As you read Chapter 5, jot down some notes about Commander James Leron. Find words in the story that build your understanding of him. Take note of the important role of Leron. How he was able to motivate the survivors to continue fighting? What kind of bold and brave plan did he hatch?*

*During this chapter, Stevie makes two important links between what Jimmy says and things she knows. Find the links that Stevie makes and jot them down. Think about whether these links will help her build better understandings of Eighth Moon and how significant it is. Be ready to share your thoughts.*

### After Reading

*What have you learned about Commander Leron? Describe what sort of person you think he might have been. What type of leader do you*

think he was? Explain. How did he motivate the survivors to keep fighting and not give up? Prompt students to the book to find words and sentences that substantiate their understandings.

What links did Stevie make from what she was learning to things she already knows? Guide students to understand that there is a link to the words of the universal anthem and also to Red Rock Mountain. What does she learn about Red Rock Mountain? Why do you think they have a universal anthem and not a national anthem?

## CHAPTER 6

### During Reading

You will fill in the gaps about Eighth Moon as you read Chapter 6. Jot down what you learn about the battle. As you are reading, be thinking about which way the battle could have gone. Remember that the Zebs were a powerful army and there were very few fighters left to battle them. Take note of how these people felt and whether they thought they could defeat the Zebs.

What do you learn about Eighth Moon? Be ready to explain what the eighth moon refers to and how it impacted on what happened. Write some of the author's words to describe what occurred.

How does Stevie feel about what she learns? Has she changed her mind about not wanting to go to Morton?

### After Reading

What happened in the battle against the Zebs? Direct students to page 27 of the text to locate words and phrases used by the author to describe what happened. Do you think the Zebs were prepared for the eighth moon? Why? Are you surprised about that,

given their advanced technology?

Explain exactly what the eighth moon is and what occurred to change the physical environment. Prompt student to page 26 to clarify if needed.

What did the author mean with the words (the Zebs) shrivelled up like dried prunes? What does it mean that it cast a mantle of calm and peace on the survivors? How was Commander Leron regarded after the battle? Which words from the book tell you?

How is Stevie feeling about the visit to Morton? What does mesmerized mean?

## CHAPTER 7

### During Reading

Read Chapter 7. As you read, take note of all the interesting things Stevie sees and does on Morton. Be ready to share what you observe.

She also learns another exciting fact that will change how she feels about Eighth Moon forever. Record this discovery. After you find out what she learns, think about how her knowledge of this might change how she feels each year on this Eighth Moon holiday.

Sadly not everyone knows the history of Eighth Moon. Why does Dad think that it is long forgotten for many people? Why do you think Stevie thinks everyone should know this history?

Think about a link from this story to special days you know about.

### After Reading

What does Stevie see and do on Morton? Revisit pages 28 and 29 to check the text if needed.

How do you think visiting real places makes the information feel more realistic and easier to understand?

*What exciting information does Stevie learn about herself, her dad, and Jimmy? How do you think she feels about this?*

*Can you think of any special days that link to this story? Prompt students to ANZAC Day and Remembrance Day. Discuss what is remembered on each and how ceremonies are conducted around the world on these days. Who participates in these ceremonies? What do you think will happen when there are no original soldiers left to march? What feelings do you think people who visit Gallipoli on ANZAC Day have after their experience?*

## 🚩 CODE BREAKER

*A hyperbole is a way of saying something that exaggerates the truth. It can be said or written to emphasise something or make something sound more impressive. For example, you might have heard someone say, If I've told you once, I've told you a thousand times. The person hasn't really said it a thousand times. It is an exaggeration that means a lot. A hyperbole looks like a simile or a metaphor, but the difference is that a hyperbole is an exaggeration. Turn to page 12. Find the hyperbole on this page. Guide students to identify the Eighth Moon being described as the most historic and meaningful event in the history of the universe. Explain that this means that the event is very significant and important.*

*Turn to page 13. Find the hyperbole. Guide students to locate *over 500 zillion beings were killed*. What is Jimmy trying to help Stevie understand? Students must understand Jimmy is pointing out that lots of deaths occurred.*

## 📌 MEANING MAKER

*In this story the author has made up some names to fit the futuristic theme. For example, on page 5 we read about the sky mall and*

*neutron ball. We are able to make sense of the new words by looking at the words around them. Read the last sentence on page 5 and be ready to discuss what these two examples mean.*

*Find these examples in the book. Read the sentences they are contained in and then write down what they mean:*

- skyboarding (page 6)
- sky traffic (page 6)
- transporter button (page 10)
- beamed (page 10)

## 🔍 TEXT USER

*Often in stories, the author creates a problem at the start and the main character ends up solving the problem at the end. This story is a bit different. This story's main character is Stevie, and Stevie is the one with the problem at the start of the story. However, she is not the one who solves her problem.*

*Discuss this way this text varies from many others. What is Stevie's problem at the start of this book? Who is the character that offers the solution to Stevie's problem? How does Jimmy solve the problem? When does Jimmy begin to solve the problem?*

*Guide students to notice that Stevie's attitude changes in Chapter 3 when she becomes interested in Jimmy's account of Eighth Moon. How is this different to many stories? Students should indicate that often the problem is solved towards the end. What does she discover at the end of this story that adds extra excitement?*

## 🎯 TEXT CRITIC

*This is an interesting science fiction story. The story is narrated by Stevie, but the*

*historical account of Eighth Moon is retold by Jimmy. That means that Stevie is getting Jimmy's version of events. This may include exaggeration in parts, and if he is retelling from memory, even some inaccurate details. In addition, Stevie needs to remember that she is getting Jimmy's opinion, which may be different to that of others. Eighth Moon is a fictional story, so we know that it is entirely made up to entertain us. However, if a book presents the historical account as factual, we need to view it differently.*

*When you read historical accounts in books, see them on television, or find them on the Internet, you need to remember that sometimes you are getting the facts as they are recorded. But at other times, you may be getting somebody's opinion.*

## USING MULTIPLE INTELLIGENCES

Choose one of the following tasks:

**Construct:** a statue or memorial to remember those that went to war. (B, S)

**Design:** a plaque to go on your statue or memorial. (V)

**Write:** your thoughts on war. (I, V)

Or

**Design:** an eco-friendly space pod to transport people across space. (S, N)

**Explain:** how your pod is environmentally friendly. Consider eco-friendly fuels, using recyclable materials to build your pod, and minimizing pollution. (N, V)

**Build:** your craft. (B, S)

**List:** the futuristic features of your craft. (V)

## MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

# Eighth Moon

Name \_\_\_\_\_

This story starts with Stevie, the main character, who tells us about the Eighth Moon holiday and her plans for it, and how she suddenly finds herself with a problem. Show how new information about Eighth Moon in each of the seven chapters slowly causes her to feel differently about this problem.

Problem for Stevie

New information that changes Stevie's feelings and helps her overcome her problem

Chapter 1: \_\_\_\_\_

Chapter 2: \_\_\_\_\_

Chapter 3: \_\_\_\_\_

Chapter 4: \_\_\_\_\_

Chapter 5: \_\_\_\_\_

Chapter 6: \_\_\_\_\_

Chapter 7: \_\_\_\_\_

Final exciting discovery for Stevie

Describe how Stevie's feelings at the end of the story differ from her feelings at the start.





# Eighth Moon

Name \_\_\_\_\_

Some describing words sit right before the word they describe.

For example: a young soldier.

Choose the describing word from the box below that fits with these words:

a \_\_\_\_\_ soldier

a \_\_\_\_\_ prince

a \_\_\_\_\_ journey

a \_\_\_\_\_ sky

a \_\_\_\_\_ holiday

a \_\_\_\_\_ battle

a \_\_\_\_\_ spaceship

a \_\_\_\_\_ place

a \_\_\_\_\_ gift

a \_\_\_\_\_ pool

a \_\_\_\_\_ princess

a \_\_\_\_\_ army

deep

special

handsome

desperate

brave

long

fun

blue

fast

strange

beautiful

powerful

Write synonyms (words that mean the same) for these words from the story:

survived \_\_\_\_\_

spaceship \_\_\_\_\_

battle \_\_\_\_\_

crazy \_\_\_\_\_

wonderful \_\_\_\_\_

eerie \_\_\_\_\_

journey \_\_\_\_\_

destroy \_\_\_\_\_

final \_\_\_\_\_

disappointed \_\_\_\_\_



# Eighth Moon

Name \_\_\_\_\_

Dad tells Stevie it is important to remember those who have lost their lives to war. He says that we owe them a debt of gratitude. In times of war, it is common to be enlisted or told that you have to go.

Write the names of people over 18 years old you know.

---

---

---

How would you feel if they were ordered to go to war? Why?

---

---

How do you think they would feel about it? Why?

---

---

How do you think people who have gone to war should be treated when they come back?

---

---

Think of ways that the community could support these people after they return home.

---

---

What do you think should happen for families who lose loved ones in wars? Should the rest of the community do anything special for them? Think of some ideas.

---

---

When are the special days that we remember those who fought in wars?

---

---



# Eighth Moon

Name \_\_\_\_\_

How would the blurb be different if Stevie had been excited about her trip to Morton? Use the blurb on the book as a guide to help you rewrite it. However, this time you need to write from the perspective that Stevie is excited about the trip and can't wait to get there.

Look at the pages in this book. The border of each page is illustrated with images that fit the science fiction theme. Around the outside of your blurb, design a border that tells other readers that this is a science fiction story.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



Permission is given to teachers to reproduce this page for classroom use.



# Eighth Moon

Name \_\_\_\_\_

Multiple Intelligences (bodily-kinaesthetic, interpersonal, naturalist)

Invent a game or activity that is played or enjoyed in the future. Sketch and label the things you need and write the instructions for play on the lines.

For example: Nuroplane is a game played on a long table. A player is at each end. A small puc is thrown back and forth by the players. The neuropuc hovers above the table, but travels with the speed of the player's throw, in the exact direction that the player aims. When players cannot catch the puc, they lose a point. If the puc goes out (passes off the side of the table), a red laser lights up on that side of the table and the player loses a point. Players each begin with ten points. The first one that goes down to zero loses.

You will need:

Name of the game or activity:

Instructions for play:

---

---

---

---



Permission is given to teachers to reproduce this page for classroom use.



# Eighth Moon

Name \_\_\_\_\_

There are many different themes for science fiction. In this story, the historical element enables you to relate things from today's world to the story.

Answer these questions about *Eighth Moon*:

1. When does this story take place?

\_\_\_\_\_

2. Does the time during which this event occurred play an important role? Why?

\_\_\_\_\_

\_\_\_\_\_

3. Can you relate to what happens in this book? Give reasons. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. How would this story be different without futuristic technology?

\_\_\_\_\_

\_\_\_\_\_

5. Did you enjoy reading some new futuristic words? Give reasons.

\_\_\_\_\_

\_\_\_\_\_

6. Would you like to have been going to Morton for the 1,000th anniversary celebration of Eighth Moon? Explain.

\_\_\_\_\_

\_\_\_\_\_

7. How do futuristic settings add interest to books and films?

\_\_\_\_\_

\_\_\_\_\_

8. Do you find the mix of science and technology interesting? Why?

\_\_\_\_\_



# Notes

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



Permission is given to teachers to reproduce this page for classroom use.



# Notes

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



Permission is given to teachers to reproduce this page for classroom use.



# Notes

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



Permission is given to teachers to reproduce this page for classroom use.

