Title/Author: If You Decide to Go to the Moon by Faith McNulty

Suggested Time to Spend: 5 Days (Recommendation: two sessions per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.1.1, R.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.10; W.1.2, W.1.8; SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6; L.1.1, L.1.2, L.1.4

North Carolina: 1.L.1 Ecosystems

Lesson Objective:

Students will listen to a narrative story and use literacy skills (reading, writing, speaking and listening) to understand the difference between the moon and the Earth.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

* How is the moon different from Earth? One key takeaway is that the moon is a bare, lifeless planet and the Earth is filled with beauty and many different life forms.

What is the author trying to teach us? One key takeaway is that the author is trying to teach us to take care of our planet, Earth, because it is a special place that is full of life.

Synopsis

A little boy describes his journey to the moon and what he needs to survive the trip. He gives an accurate account of the effects of the environment on him: the heat of the moon and the effects of gravity and orange juice and playing cards. The boy reflects on the difference between the moon and the Earth. Once he returns home, the boy never looks at the moon in quite the same way and will cherish life on Earth.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *If You Decide to Go to the Moon* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/3060/if-you-decide-to-go-to-the-moon-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

|  |  |
| --- | --- |
| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| FIRST READING:  Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| SECOND READING:  Page 1 begins with “If you decide to go to the moon…  Read page 2- What is the author going to tell us in this narrative?  What is an “astronaut”?  Read page 2- What are some things that you will need when going to the moon?  Read page 4- What is a “hatch”? What words on page 4 can you use to help you with the meaning of the word “hatch”?  Read page 4- Why did the author write the words on this page this way?  Read page 8-9- How can you use the pictures and text to describe what space looks like?  Read page 10- What words/phrases describe how it feels in space?  Read pg. 17- What do you see on the moon?  Read p. 18- Why would a person be disappointed when they first see the moon after landing?  Model a “Think Aloud” A porthole is a circular window on a rocket ship or boat. A hatch is the door used to get in and out of the rocket.  Read p. 19 -“How can you use the words and illustration to help you understand what the word “gravity” means? Let’s look back in the text to find other examples of the word “gravity”.  Ask a few students to act out what it would be like to walk on the moon.  Model a “Think Aloud” to explain the vocabulary. A boulder is a large rock.  Read pgs. 19-20 - What did the author say you should NOT do on the moon? Why?  Read p. 21- What does it sound like on the moon?   * Read p.22- Point to the rocks and show the “jagged” rocks. Jagged means having rough, sharp points protruding. * What do you think “ruined” means? * Read page 23 * What do you notice about the illustration in the boy’s thought bubble on p. 23? * Read page 24 and look at page 25- How did the author describe the moon on page 24? How does the picture on page 25 help this idea? * Model a “Think Aloud” explaining **symbolism.** What is the symbolism of the flag on page 27? | * Students respond with how to get there, what to do after you land, how to get home and what you will need * An astronaut is someone who rides in a rocket ship to go into outer space. If children do not know this is an opportunity to refer to the space suit and refer to pictures of him on the room. * Students will respond with space suit, air tanks, books, games, and food * Students will respond with something you walk through and they close in order to take off in a rocket ship * Students will respond with counting down to the big event of blast off! * Students will respond with space is dark, empty, floating shining stars, etc. * Students will respond with weightless, amazingly light, float like a feather * Students respond with craters, boulders, etc… Teacher records responses on appropriate section in 5 Senses chart located at the end of the lesson plan. * Students respond with nothing is out there just empty darkness * Teacher points out porthole and hatch in the illustration * Gravity is what keep us standing on the ground rather than floating away. Reread pg. 10 & 11-point out that the boy is having trouble drinking his orange juice and playing cards because there is not gravity. * Students respond with do not take off your suit. You will sizzle or freeze without your suit due to the blistering heat or instant cold when in a shadow. Teacher records responses on appropriate section in graphic organizer. * Students respond with nothing-there is no sound on the moon. Teacher records responses on appropriate section in graphic organizer. * Ruined means destroyed or damaged. Show a pre-selected image of a ruined castle.   (Aizkraukle Castle-image from Wikipedia)   * The boy is longing for something that he can relate to or something that resembles life on Earth. The cows are standing on land and there is gravity. * “hills stretch on and on” * “blackness in space” * “moon is lifeless and still” * The picture on page 25 shows how the “hills stretch on and on” * Symbolism is giving special meaning to objects, things or events. It displays a great significant of space travel that is important for students to understand. In the story, it is both literally and symbolically the turning point. |
| THIRD READING:   * Read p. 28- Model a “Think Aloud” **homesick-** a feeling of missing things while being away from home * Read p. 29 * Read foldout p. 1- 4  What do you see on Earth?  What do you hear on Earth?  What do you feel on Earth? What do you smell on Earth?  What do you taste on Earth? * Why do you think the author made these pages this way? Why are these pages folded? * Turn and talk to a partner about what they notice about the chart. * Reread the last page- What lesson do you think the author is trying to teach us in this narrative? | * The boy is reminded of home when sees the spaceship and is ready to return to Earth. * Teacher records on graphic organizer: humans, animals, water, grass, living things people talking, music, wind the ground, rain flowers,  food, drinks * It is to reveal or rediscover what is inside the Earth after a journey in space. * The chart is blank under Moon for smell and taste because we cannot smell anything or eat anything due to the mask we wear and there is nothing on the moon. * Cherish the earth we live on. |
| FOURTH AND BEYOND:  Reread the book, review the chart and record any additional responses. Introduce the culminating task and allow students to begin if time permits. |  |

FINAL DAY WITH THE BOOK - Culminating Task

* How is the moon different from the Earth? Use the graphic organizer and your knowledge of the story to create a moon and Earth diagram. The diagram will include vocabulary words and the completed sentence frame provided (see below). Students will present their project to the class or small group.
* Give students a white non-waxed paper plate or construction paper and sentence frame worksheet and explain the directions for the culminating task below. Circulate as students work, encouraging them to tell you more about their drawing and writing and refer to the chart if they meet redirection. Have the students practice reading their writing so they are prepared to present in small groups or to the class.

Vocabulary

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| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students ) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| 4th Page – **hatch-** something you walk through and they close in order to take off in a rocket ship  8th Page – **collision-** moving objects striking each other  8th Page – **comet-** chunks of ice and pieces of stars that explode  11th Page – **bunk-** narrow bed  12th Page – **patches-** a dark covering over an object  13th Page – **spurted-** gush out in a sudden or forceful stream  18th Page – **porthole-** a circular window on a rocket ship or boat  19th Page – **swiftness-** moving in a quick speed  19th Page – **boulders-** large rocks  20th Page – **freeze-** to harden and become solid  21st Page – **pebble-** a small stone  22nd Page – **jagged-** having rough, sharp points protruding  23rd Page – **meadow-**  a piece of grassy land  26th Page – **binoculars-** an instrument used for viewing distant objects  26th Page – **plaque-** a sign to honor a person or event  28th Page – **retrace-** go back over  29th Page – **flicker-** a light that shines unsteadily | 2nd Page – **astronaut-** someone who rides in a rocket ship to go into outer space  19th Page – **gravity-** is what keep us standing on the ground rather than floating away  22nd Page – **ruined-** destroyed or damaged  28th Page – **homesick-** a feeling of missing things while being away from home |

Extension learning activities for this book and other useful resources

1. *Man on the Moon* by Anastasia Suen, Illustrated by Benrei Huang: use to reinforce vocabulary word “astronaut”, discuss first landing on the moon. *Note: This is particularly supportive of English Language Learners.*
2. A short video on YouTube comparing Earth and moon <https://www.youtube.com/watch?v=vGut7trMreg>
3. A short video on YouTube about the Earth and Moon**:** [All About the Moon: Astronomy and Space for Kids (FreeSchool)](https://curiosity.com/videos/the-planet-earth-astronomy-and-space-for-kids-freeschool-free-school/)
4. Introduce astronaut food and allow students to try it. Talk about why it might be different from the food we eat. Another option is to put baby food in a Ziploc baggie and have the students cut a hole in the bottom and eat it out of the baggie like an astronaut would.
5. NASA website exploration: [www.nasa.gov](http://www.nasa.gov)
6. BrainPop.com video: [The Moon](https://www.brainpop.com/science/space/moon/)**.** Follow up quizzes and activities are available.
7. Here are some books that would work well in describing comparing the earth. These may not be appropriate for using the whole book but definitely pages from them.
   1. *When You Look Up at the Moon* by Allan Fowler
   2. *I Love Our Earth* by Bill Martin Jr. and Michael Sampson
   3. *Earth* by Adele Richardson
   4. *The Moon and You* by E. C. Krupp

Note to Teacher

Below is an example of the graphic organizer. Use the Venn diagram to fill in with the class to show the differences between Earth and the moon. Once that is completed have the students use the sentence frames to write about a similarity and difference of the moon and Earth.



One thing that is the same about the earth and the moon is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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One thing that is different about the earth and the moon is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Use your senses to compare being on the moon and being on the earth.**

|  |  |  |
| --- | --- | --- |
|  | Moon | Earth |
| **What would you**  **see?** |  |  |
| **What would you**  **hear?** |  |  |
| **What could you**  **touch?** |  |  |
| **What could you**  **smell?** |  |  |
| **What could you**  **taste?** |  |  |

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

690

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

The big understanding of this non-fiction information is the difference of life on the moon and the Earth and also how to care for our Earth. Students are reading to learn about the moon and the Earth.

There are several pages where the text lay out signifies relevant details to the understanding of information.

This book includes nonfiction information within a fiction narrative.

This narrative has figurative language throughout- “melted stone spurted up through the crust and spread out on the surface like spilled milk,” “a heap of jagged rocks look like a ruined castle”. Significant vocabulary demands in this text. Some domain specific words that describe words related to space.

Some of background knowledge on space, gravity, solar system, sound, and moon helps with having prior to reading the book. The text helps you build knowledge about life on the moon and the Earth. Discussion and explanation about the first man on the moon.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

* Science content information will challenge students most. Teachers can pair with a related nonfiction text and utilize real photographs to clarify information. Videos and virtual field trips may help as well.

How will this text help my students build knowledge about the world?

* This will broaden students’ knowledge of space and what exists outside the Earth. It may help them relate to organizations such as NASA.

1. **Grade level**

What grade does this book best belong in? **1st**

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