

# A Rocket to the Moon

PM Level 4

Red

**Text Type** Narrative

**Running Words** 89



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with pets and how they can behave.
- Students should be able to use language and concepts such as 'imagine' and 'make-believe'.

### Orientation to the Text

- Mai's pen is missing. When she and Dad realise Buddy the dog has it, they work together to get it back from him.

### Key Language Structures

- Direct speech is used throughout the text to convey the storyline.
- Many simple consonant-vowel-consonant words are included to support students practising decoding skills – *pen, Dad, dog, can*.

## Building the Balanced Reader

### Concepts About Print

- Point out the different types of punctuation as you read and ask students to name them and describe what they are used for.

### Vocabulary

#### Key High-frequency Words

*are, can, for, going, looked, not, Oh, ran, you*

#### Content Words

*moon, naughty, rocket, said, shouted*

### Decoding

- Point out the words *Mai* and *my* on page 2. Discuss how they sound the same but have different spellings and meanings.
- Look at the word *naughty* on page 10. Support students to use the initial letter and the context to work out the word, then practise the sounds in the word.

### Fluency and Phrasing

- Encourage students to re-read sentences after they have decoded them, so they can concentrate on the expression. Model how to do this.

## Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students who they think the story will be about and what the main characters might be like.
- Look at page 2 with students. Read the word *rocket* together and ask students if they can find a smaller word at the start of it.
- Continue to page 5. Ask students to find the question mark on page 4 and discuss why it is there.
- Look at pages 8–9. Model how to read the bold word and have students practise using similar expression. Ask, *How do the words on page 8 match the picture on page 9?*
- Continue to page 11. Discuss what each of the main characters is doing. Ask, *What do you think is going to happen next?*
- Read to page 15. Ask students to find the exclamation marks and talk about how they change the way the sentences are read.
- Re-read the text together and practise using appropriate expression.

## Comprehension

- Who took the pen? (*Literal*)
- Why do you think Mai added Buddy to her drawing? (*Inferential*)

## Follow-up Activities

- Talk about the way Mai used her imagination in the story, and brainstorm with students places that they could go if they had a rocket. Write the sentence starter *I am going to . . .* on the board and ask students to draw where they would go. Support them to finish the sentence.
- Show students some pictures from the first moon landing and share some simple information about it with them. Together, list some words that could be used to describe the moon and ask students whether or not they would like to go there.
- Organise students into three groups and allocate one of the three characters from the book to each of the groups. Ask the groups to think about how their character looks, feels and acts throughout the story. Have each group member present one idea about the character to the other students.
- Invite students to share other experiences they have had with pets being naughty. Use one of their ideas to write a shared story about a naughty pet.

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## Learning Intentions

- We are learning to read with expression.
- We are learning to describe characters.

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## Success Criteria

- I can recognise speech marks and change the way I read talking in a text.
- I can describe what the main characters look like and how they act.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up