

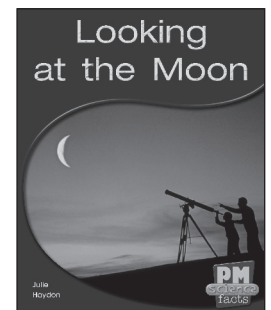
Looking at the Moon

PM Level 14/15

Green

Text Type Report

Running Words 228



Preparing for Guided Reading

Prior Knowledge

- Use an illustration to explain the relative positions of the sun, the moon and Earth. Compare the landscapes and weather on the moon and on Earth.

Orientation to the Text

- In this book, the reader learns about the moon, including its orbit, climate and landscape.

Key Language Structures

- Irregular past tenses: *flew, had*.
- Longer, more complex sentences: *People and animals and plants need water and air to live*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

been, could, deep, far, flew, need, people, same, sometimes

Content Words

moon, sky, daytime, Earth, weather, mountains, craters, round, spaceships, spacesuits, telescope

Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor.
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ...? How did you know that word was ...?*

Focusing on the Book – Guided Reading

- Ask students to read the title and look at the photo on the cover. Ask them what device is being used to look at the moon.
- Have students talk about their experiences of looking at the moon. Ask them if they think the moon is easier to see during night-time or daytime.

- Talk about the way the moon goes around Earth, which is why we can't see it all the time. Explain that humans can't live on the moon, due to the lack of water and air.
- Discuss how it can be very hot or very cold on the moon – too hot or cold for plants or animals to survive.
- Ask students to look at the picture on p. 8 and compare it to similar landscapes on Earth. Then, ask them to look at p. 9 and ask what they think caused the craters on the moon. Explain that they were caused by rocks from space crashing into the moon.
- Direct students to look at the spacecraft on p. 12. Ask them if they would like to go to the moon one day. Ask, *What kinds of vehicles do you think you would need to travel to the moon?*
- Discuss how Earth looks blue from the moon. Ask students why they think this is. Ask, *What is it that we mostly see when we look at pictures of Earth from a distance?*
- Discuss the 'ee' vowel sound. Have students find words in the book with this sound.

Comprehension

- Why do you think we can see the moon in the daytime? (*Inferential*)
- Why is it safe to look at the moon but not the sun? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: choosing words to complete sentences; drawing a tick or cross to indicate whether a sentence is true or false; expanding compound words, then writing them into sentences from the book.
- Have students discuss their experiences of watching the moon at night. Ask them to draw all the moon shapes they have seen.
- Have students write a short story about a trip to the moon. Ask them to include details of the spaceship they fly in, and how it lands when it reaches the moon.

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Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell events in the text and include details that elaborate on the main ideas.
- _____

Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.
- _____

Guided Reading Notes

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