

Focus Question:

What is it like on the moon?

Text Type: Nonfiction/Informational

While gazing up at the night sky, the Moon may seem very far away, yet it is the closest thing to us in space. *On the Moon* provides students with a detailed look at the uninhabitable surface of the moon, from craters to zero gravity. The book can also be used to teach students to ask and answer questions and to identify the author's purpose.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Determine the author's purpose
- ☐ Describe information provided by photographs
- ☐ Discriminate short vowel /i/ sound
- ☐ Identify short vowel *i*
- ☐ Recognize names of places as proper nouns
- ☐ Identify and use antonyms

Materials

- ☐ Book: *On the Moon* (copy for each student)
- ☐ Author's purpose, proper nouns: names of places, antonyms worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) word appears in the lesson but not the book

- **High-frequency words:** *jump, live, look*
- **Words to Know**
Story critical: *craters (n.), gravity (n.), footprints (n.), Moon (n.), protect (v.), suit (n.)*
- **Academic vocabulary:** *author (n.)*, purpose (n.)**

Guiding the Reading

Before Reading

Build Background

- Ask students to share their experiences of gazing at the night sky. Have them share what they have seen including stars, shooting stars, the Moon, planets, and so on. Record this information on the board. Ask students if they can name the closest object in space to the Earth. Write *The Moon* on the board and read it aloud to students. Have students share what they know about the Moon.

Introduce the Book

- Give students their copy of *On the Moon*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that engaged readers consider what they know and don't know about a topic before beginning to read. Create a KWLS chart on the board. Invite students to share their knowledge about the Moon and record the information in the *K* column. Ask students what they would want to know and record this information in the *W* column. Point out that the *L* column is to record what they have learned and the *S* column is for information they still want to learn about that was not included in the story.

Introduce the Comprehension Skill:

Author's purpose

- Write the following words on the board: *inform, entertain, persuade*. Ask students if they are familiar with any of these words. Invite students to share what they know about the meanings of the words. Explain to students that *inform* means to give the reader information on a topic, *entertain* means to amuse the reader, and *persuade* means to convince the reader to think a certain way.

Guiding the Reading (cont.)

- Discuss with students that authors have a purpose for writing their book. The purpose for writing the book may be to inform, entertain, or persuade. Point out that an author may write for more than one purpose. Explain to students that they should pause often as they read to consider the author's purpose.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about the Moon. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is the effect of big rocks hitting the Moon's surface?* (level 1) page 6
- *What causes people to be able to jump high on the Moon?* (level 1) page 7
- *Why must people wear special suits on the Moon?* (level 2) pages 7, 8, and 10
- *Why can people not live on the moon?* (level 2) pages 7, 8, 9, and 10
- *How are the Moon and Earth similar? How are they different?* (level 3) multiple pages

Text Features: Photographs

Have students work in small groups to review the photographs on page 6. Ask students: *Why would the author choose to include photographs of the Moon rather than drawings? How do these photographs help you understand what the Moon looks like? How do these photographs give more detail than what is written in the book?* Have students review other photographs in the book and discuss in small groups why the author chose each photograph.

Skill Review

- Review the questions listed on the KWLS chart with students. Ask volunteers to share information from the text that answered their questions and record this information in the *L* column. Invite students to share new questions and record this information in the *W* column. Remind students that not all questions will be answered in the book and this information should be listed in the *S* column.
- Model identifying the author's purpose.
Think-aloud: *I know that when an author writes a story, he or she is writing with a purpose. An author's purpose may be to inform, to entertain, or to persuade. As I read this story, I paused often to consider the details of the story and think about the author's purpose. This story teaches about what it is like on the Moon and is full of facts, or information. On the basis of this information, I know that the author's purpose is to inform.*
- Have students work in small groups to consider and discuss whether the author had more than one purpose when writing this story. Invite students to use evidence in the text to support their findings. Have groups share their responses with the class.
- Model how to complete the **author's purpose worksheet**. Have students discuss the details they noted with a partner.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Author's purpose

Review the author's purpose worksheet that students completed. Invite volunteers to share their findings with the class.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students' responses should include the following: *The Moon is covered with craters and has no air and less gravity than Earth. The Moon has almost no water and has a very hot side and a very cold side.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness: Short vowel /i/ sound

- Say the word *pick* aloud to students, emphasizing the short vowel /i/ sound. Have students say the word aloud and then say the /i/ sound. Have students practice saying the /i/ sound to a partner. Repeat the process with the following words: *hit, mitt, sip, pin, kit, rip*.
- Read pages 3 and 4 aloud to students. Have them raise their hand when they hear a word that contains the short vowel /i/ sound (*it, is, thing, different*).
- **Check for understanding:** Say the following words one at a time and have students give a thumbs-up signal if the word contains the short vowel /i/ sound: *stick, ripe, tick, might, sick, bit, night, still, while, wit, tip*.

Phonics: Short vowel i

- Write the words *hit* and *fin* on the board and say them aloud with students. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short vowel /i/ sound in each word.
- Write the following words that contain the short vowel *i* on the board, leaving out the vowel: *sit, rim, kit, pit, hip, dim, flip*. Say each word, one at a time, and have volunteers come to the board and add the short vowel *i*.
- **Check for understanding:** Invite students to work with a partner to reread pages 5 through 8. Have students circle all words with the short vowel *i*. Review students' findings as a class.
- **Independent practice:** Read pages 9 through 12 aloud to students and have them work independently to identify and circle all of the words containing the short vowel *i*. Review students' responses as a class.

Grammar and Mechanics:

Proper nouns: Names of places

- Review or explain that a noun names a *person, place, or thing*. Write the following sentence on the board: *We know that this planet has fresh water*. Underline the word *planet* and point out that this word is an example of a common noun because it names a thing.
- Write the following sentence on the board: *We know that Earth has fresh water*. Ask students why *Earth* is capitalized. Explain that this is an example of a proper noun, which names a specific place and therefore is capitalized. In this case, it is the name of a planet.
- **Check for understanding:** Have students work with a partner to locate and circle all of the proper nouns that name places in the text. Have students share their findings with the class.

- **Independent practice:** Introduce, explain, and have students complete the [proper-nouns-names-of-places worksheet](#). If time allows, discuss their answers aloud after students finish.

Word Work: Antonyms

- Write the word *small* on the board. Ask students to suggest a word that means the opposite of *small* (*big, huge*). Review or explain that a word that means the opposite of another word is called an *antonym*. Repeat this process with the following words: *in, up, slow, wrong*.
- **Check for understanding:** Read aloud the first sentence on page 10 and have students point to the word *hot*. Then read the second sentence aloud and have students identify a word in the sentence that means the opposite of *hot*.
- **Independent practice:** Introduce, explain, and have students complete the [antonyms worksheet](#). If time allows, discuss their answers aloud after students finish.

Connections

- See the back of the book for cross-curricular extension ideas.