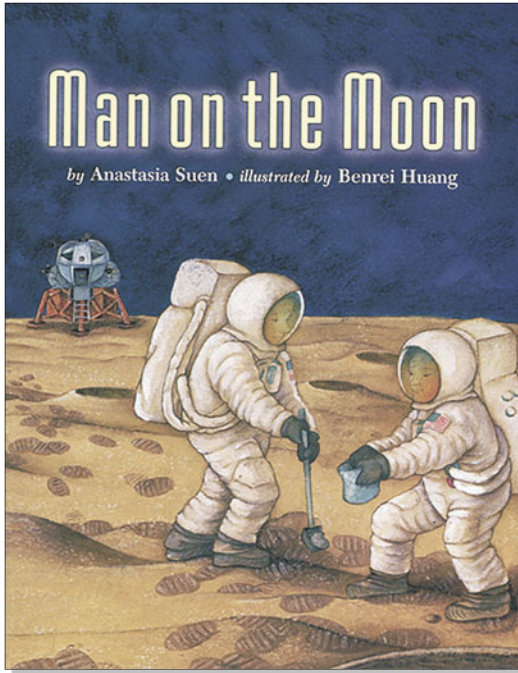


# Man on the Moon



**Leveling Systems**

Avenues: ●● More Fluent Readers

DRA: NF28

Fountas and Pinnell: K

Lexile: 230

This nonfiction story describes the historic 1969 moon landing by the astronauts of *Apollo 11*. Compound words, italics, and ellipses may challenge some students, but the book’s simple, chronological narrative makes the story easy to follow.

32 pages, 317 words

**In This Guided Reading Lesson:**

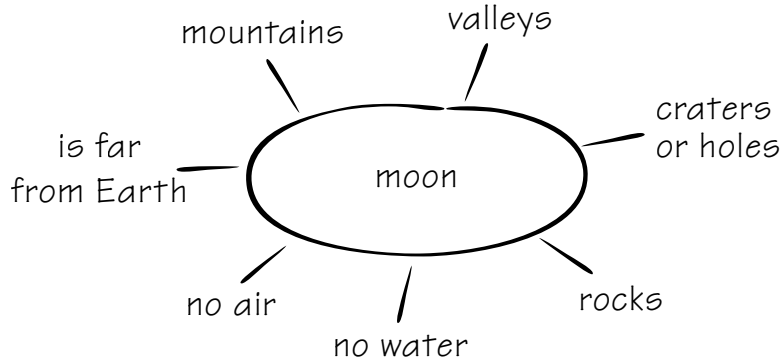
**Skill Lessons:**

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p><b>Space:</b>                      astronaut                      capsule                      control room                      crater                      rocket                      space                      spacecraft</p>	<p><b>Spotlight STRATEGY</b>                      Ask Questions;                      Reread</p>	<p><b>Wish You Were Here!:</b>                      Space Postcards</p> <p><b>Sequence Chain:</b>                      Story Retelling</p>	<p>Relate Goal and Outcome <a href="#">(PDF)</a></p> <p>Summarize <a href="#">(PDF)</a></p>

## Man on the Moon

### Build Background

**Space Travelers** Explain to students that both the Earth and the moon have mountains, valleys, craters, and sand, but the moon has no water and no air to breathe. Record the information in a web.



#### Materials

- drawing paper
- art supplies

Have students draw an imaginary spacecraft they would use to travel from Earth to the moon. Ask them to describe their completed drawing and explain why they think it is suited for the moon. Students can make statements such as *My spacecraft has big tires for going over hills.*

### Build Vocabulary

**Space Sentences** Use visuals in *Man on the Moon* to preview the Key Vocabulary. For example, turn to page 13 and point to the craters and define them: **Craters are holes on the moon.** Continue for the remaining Key Vocabulary. Then have partners write the words on index cards. Students can put the cards in a pile face down, and then take turns turning over two cards at a time and creating a sentence using both words. For example: *The rocket flew into space.*

#### Key Vocabulary

astronaut  
capsule  
control room  
crater  
rocket  
space  
spacecraft

# 1 Preview the Book

**Cover** This nonfiction book tells about the men who went to the moon. Why do you think people want to go there? Does the cover give you a clue?

**Pages 3–9** The moon is far from Earth. How do we get there? Turn the page. These **astronauts** put on special suits. Astronauts fly the **spacecraft**—the ship that goes into **space**. Space is the place beyond the sky. Look at pages 6 and 7. A **rocket** shoots the spacecraft into the sky. In space, rockets fall off the **capsule**, the part where the astronauts and controls are.

**Pages 10–15** Let's read pages 13–15. The astronauts look for a place to land. They need to find a place that doesn't have a deep **crater**, or large hole.

**Pages 16–17** Good readers ask questions and reread to understand. *Point to page 17.* Why does the spacecraft break into two parts? Let's reread page 15 to find out. One part flies to the moon; the other part goes around it.

**Pages 18–25** A **control room** is where workers on Earth talk to the astronauts. Pages 22 and 23 show the *Eagle* as it lands. On page 24, Armstrong says: "one giant leap for mankind." What does he mean? (mankind has made progress)

**Pages 26–27** The book says that *Eagle* links up with *Columbia*. I'm not sure what this means. Let's reread pages 16–17. One astronaut stays on *Columbia*; two astronauts take the *Eagle* to the moon. They put the two parts together before going back to Earth.

**Pages 28–31** The astronauts land in the ocean. Let's read page 30. How do you think the astronauts feel now?

**Page 32** Authors can share stories about their life in an author's note. This author tells how she felt watching the moon landing on TV in 1969.



**Ask Questions;  
Reread**



## 2 Read the Book

**Independent Reading** Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Ask Questions and Reread** Students may not fully comprehend the difficult concepts the first time through (pages 15, 18, 21, 23–24, 26). Remind these students to ask questions and reread to find the answers.

## 3 Respond to the Book

**Wish You Were Here!** Students can imagine they are astronauts and write postcards from the moon. Encourage them to tell about their experiences using words from the story. Have students illustrate and write messages on index cards. Display a sample:

Dear Anita,
The moon is amazing!
Yesterday, we played tag in a crater. Tomorrow we lift off.
See you soon!
Paul

Have students deliver the postcards to a partner.

**Sequence Chain** Plot the main events of the story on a Sequence Chain. Then have partners illustrate one event and write a caption. Students can arrange the pictures in order and retell the main story events using sequence words such as *first*, *next*, and *last*.

### Materials

- index cards, 1 per student
- art supplies

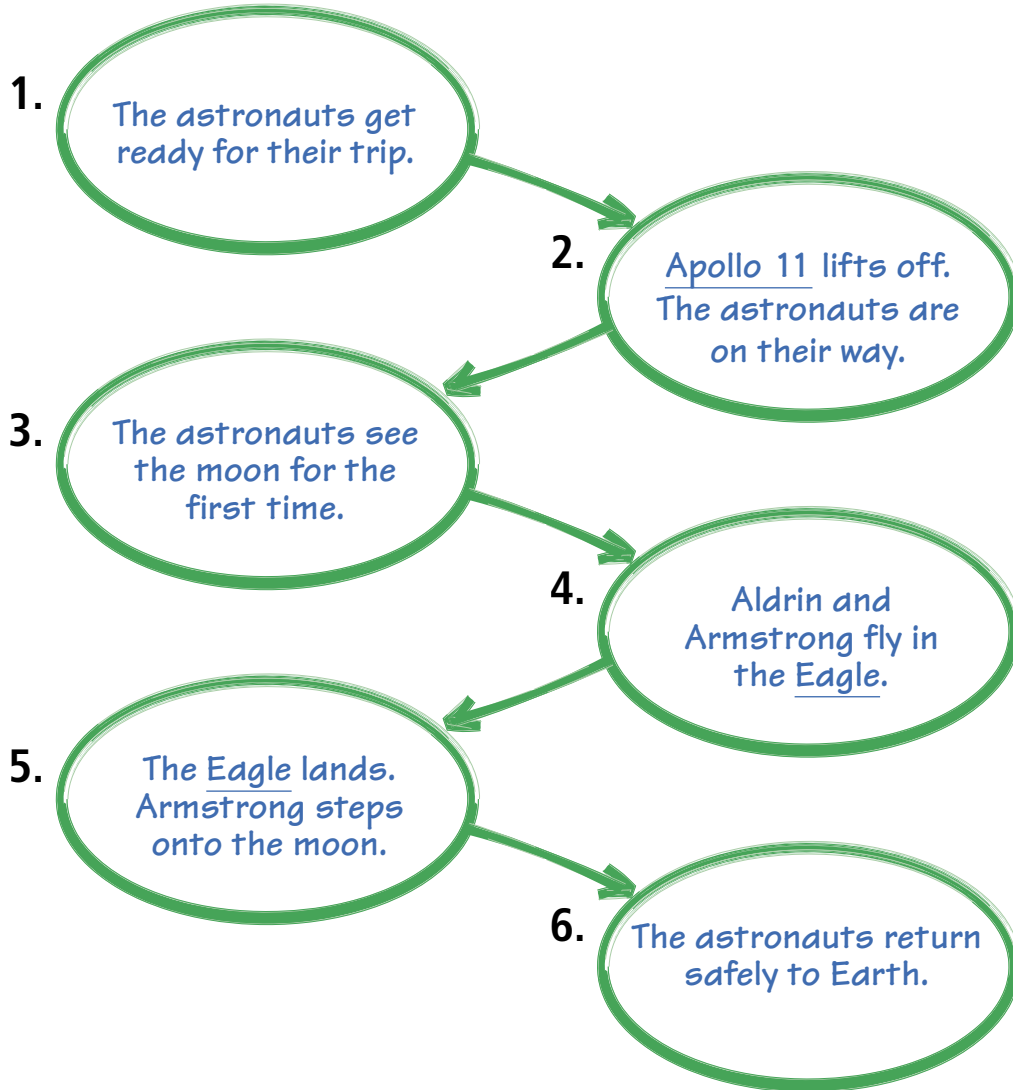
### Materials

- drawing paper
- art supplies
- Sequence Chain from *Picture It! Big Book*, page 13

Answers will vary. Sample response:

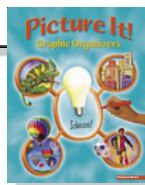
# Sequence Chain

Man on the Moon



Use only a black dry-erase marker.

13



Picture It! Big Book, page 13

# from Man on the Moon

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
3	Moon, do you remember your first visitors?		
4	It was 1969... Astronauts Collins, Aldrin, and Armstrong suited up. Each had flown in space, but no one had ever touched the moon. No one.		
5	Some said it couldn't be done. Astronauts Collins, Aldrin, and Armstrong were going to try.		
6	Into <i>Apollo 11</i> they climbed. The countdown began. 3-2-1 and...		
7	"Liftoff! Liftoff! <i>Apollo 11</i> has cleared the tower!" <i>Saturn 5</i> shot them into the sky.		
8	Around the Earth they flew as the rockets dropped off, then <i>whoosh!</i> straight for the moon...		
9	Hours and days passed. The people on Earth watched the astronauts on TV.		
		Total	Total

**Assess Fluency**

**Student reads with appropriate:**

- expression
- intonation
- attention to punctuation
- rate
- phrasing

**Assess Strategy Use**

**Self-Monitors:**

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

**Self-Corrects:**

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

**Calculate Accuracy Rate**

( 101 words - \_\_\_\_\_ ) ÷ 101 words = \_\_\_\_\_ %  
total errors

**Determine Instructional Needs**

<p><b>If Accuracy Rate Is</b> → <b>Then Have Student</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> below 90% read a lower-level text</li> <li><input type="checkbox"/> between 90–94% continue at this level</li> <li><input type="checkbox"/> 95–100% read a higher-level text</li> </ul>	<p><b>Student needs more coaching in</b></p> <p>_____</p> <p>_____</p>
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# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
The rocket is going very fast.	<p>The rocket is gro... going very fast.</p> <p><b>Hesitates or self-corrects after a miscue</b></p>	<ul style="list-style-type: none"><li>• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.</li></ul>
The shuttle orbits the Earth.	<p>The shuttle...?</p> <p><b>"Freezes" when faced with an unfamiliar or long word</b></p>	<ul style="list-style-type: none"><li>• Prompt student to find clues in pictures and/or surrounding context.</li><li>• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.</li><li>• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.</li><li>• Have student skip the word and read on.</li></ul>
No one has been to Mars.	<p>Nobody has been to Mars.</p> <p><b>Substitutes an incorrect word that makes sense</b></p>	<ul style="list-style-type: none"><li>• Ignore if the miscue does not affect comprehension.</li><li>• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.</li></ul>
There is no liquid water on the Moon.	<p>There is no little water on the Moon.</p> <p><b>Substitutes an incorrect word that does not make sense</b></p>	<ul style="list-style-type: none"><li>• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.</li><li>• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.</li></ul>

# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. <b>Skips important words</b>	<ul style="list-style-type: none"><li>• Repeat and ask: <b>Does it make sense?</b></li><li>• Read together; then have student start over.</li><li>• Have student track the print and sweep a finger to the next line.</li></ul>
There are mountains on the Moon.	There...are mountains...on...the... Moon <b>Reads slowly, word-by-word, without comprehension</b>	<ul style="list-style-type: none"><li>• Assign a book at an easier reading level, allowing student to build fluency and comprehension.</li><li>• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.</li><li>• Have student paraphrase small but meaningful chunks of text, relating it to own experience.</li></ul>
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind <b>Reads aloud with poor phrasing</b>	<ul style="list-style-type: none"><li>• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.</li><li>• Relate text to student's personal experience to help student read with appropriate expression.</li></ul>
The Moon is full tonight.	TheMoonisfulltonight <b>Reads quickly, without comprehension</b>	<ul style="list-style-type: none"><li>• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.</li></ul>
The Moon is Earth's only natural satellite.	? <b>Gets stuck; is unable to use any strategies</b>	<ul style="list-style-type: none"><li>• Ask questions to discover why student is stuck.</li><li>• Suggest strategies and supply words.</li></ul>