

A place in space: the Moon



Teacher's Preparation

Prepare as for p.172. Print out and display the Story Green Words (see online file 'NF7.5 A place in space: the Moon', starting with tab a): *Moon, plane, shape, dark, huge, speed, tanks, north, south, poles, brave, date, fact, Earth*, American, Armstrong, Aldrin, Apollo 11, reflected, diameter, module, December, lunar*, humans*, astronaut*, craters, objects, hitting, orbits, shines, tides, formed, landed, patches.*

Note that Challenge Words are marked with an asterisk.

Display the Red Word cards: *any, do, does, other, there, they, was, water, were, what, who, to, of, ball.* Bring in one of your favourite information books. If possible, one from your childhood, or alternatively one that you particularly like now.

DAY 1

<p>Day 1 timetable See guidance below for activities in bold. See pp.172–175 for other Day 1 activities.</p>	a. Daily Speed Sounds Lesson	g. Book Introduction
	b. Speed Sounds from the Storybook	h. First Read – Children
	c. Story Green Words	i. Read Aloud – Teacher
	d. Speedy Green Words (online file NF7.5b)	j. Red Rhythms – Spelling Red Words
	e. Red Word Cards	k. Handwriting
	f. Partner Practice	



Book Introduction

When it's not too cloudy, and if the curtains are open, you might be able to see the Moon from your bedroom window as you're drifting off to sleep. It's a very long way from the Earth, but you can see the light shining off it at night.

Have you ever thought about what the Moon might be like? If you look at it through a telescope you'll see lots of light and dark patches. These are steep hills and deep craters caused by meteors from outer space crashing into the Moon.

Did you know that astronauts have travelled to the Moon? It is the only place in space where humans have landed. They have to carry air with them, stored in tanks on their backs, because there is no oxygen on the Moon.

No oxygen means there isn't any life on the Moon, so you would never spot a bird flying about or a squirrel nibbling some nuts! However, there is water, which has been found at the north and south poles, the coldest areas.

In this book, you will find out many more facts about the Moon.

TTYP: Would you like to go to the Moon? Why or why not?

Red Rhythms – Spelling Red Words See *Get Writing! Grey*, p.59.

DAY 2

<p>Day 2 timetable See guidance below for activities in bold. See pp.175–176 for other Day 2 activities.</p>	a. Daily Speed Sounds Lesson	f. Second Read – Children
	b. Speedy Green Words (online file NF7.5b)	g. Fred Fingers – Spelling Green Words
	c. Red Word Cards	h. Red Rhythms
	d. Partner Practice	i. Hold a Sentence – 1 and 2
	e. Jump-in	j. Handwriting

Fred Fingers – Spelling Green Words See *Get Writing! Book*, p.59.



Hold a Sentence – 1 and 2

1 Craters were formed by space objects hitting the Moon at high speed.

2 There is no air on the Moon but there is water.

See *Get Writing!* Book, p.58.

DAY 3

Day 3 timetable See guidance below for activities in bold . See pp.177–178 for other Day 3 activities.	a. Daily Speed Sounds Lesson	e. Questions to Talk About
	b. Partner Practice	f. Questions to Read and Answer
	c. Think About the Information	g. Build a Sentence
	d. Third Read – Children	h. Handwriting



Think About the Information

p.9 **TOL** about the shape and appearance of the Moon.

p.13 **TOL** about other Moon facts, e.g. how far it is from Earth, the presence of ice.

pp.10–11 **TOL** about how the Moon moves in relation to the Earth.
TOL about how a ‘fact’ is information that can be proved.
MTYT: *The Moon’s diameter is about 3475 km.*

p.14 **TOL** about how many times astronauts have been to the Moon.

p.15 **TOL** about the first men to land on the Moon.
TTYP: What is the ground like on the Moon? *Dusty/Rocky/Grey-looking.*

p.12 **TOL** about the subheading (both on this page and other pages). Draw out that these subheadings help to group information together and help readers find answers that they are looking for.



Build a Sentence

Tell children that tomorrow they will start writing a fact file about the Moon. Explain that today you are going to help them build a simple sentence about the men who landed on the Moon.

1. Display the pictures of the men on the Moon (online files NF7.5d). Use **MTYT** to say: *Astronauts landed on the Moon.*
2. **TTYP:** Who were they? *Neil Armstrong and Buzz Aldrin.* Which country did they come from? *America.* Model how to build up the basic sentence with additional information, e.g. *Two American astronauts, Neil Armstrong and Buzz Aldrin, landed on the Moon.*
3. **TTYP:** When did they land? *July 1969.* Add the information to the sentence, e.g. *Two American astronauts, Neil Armstrong and Buzz Aldrin, landed on the Moon in July 1969.*
4. **TTYP:** How did they get there? *The lunar module of Apollo 11.* Add another full sentence to the original one, e.g. *Two American astronauts, Neil Armstrong and Buzz Aldrin, landed on the Moon in July 1969. They landed in the lunar module of Apollo 11.*
5. Ask children to repeat their own sentences to their partner, then write them on p.58 of their *Get Writing!* Book.

DAY
4

Day 4 timetable

See guidance below for activities in **bold**. See pp.178–180 for other Day 4 activities.

a. Daily Speed Sounds Lesson

b. Spell Check

c. Grammar

d. Vocabulary

e. Proofread – Spelling

f. Proofread – Grammar

g. Write a Fact File about the Moon

h. Handwriting



Grammar

1. Tell (or remind) children that a **noun phrase** is a group of words that has a noun as its main word, with other words telling us more about that noun.
2. On the board write *Brave astronauts visited the Moon*. Use **MTYT** to say the sentence. Point out the underlined noun phrase. Ask children to **TTYP** to say which word is the noun (*astronauts*). Explain that the other word, *brave*, is an adjective that tells us more about the astronauts (i.e. that they are brave people because it is a dangerous trip).
3. Ask children to complete the Grammar activity on p.59 of their *Get Writing!* Book.
4. Ask children to **TTYP** to check they have underlined and circled the same words and if not, to discuss which answers are correct and why.
5. Tell children the correct responses and explain any difficult points. (They should have identified these noun phrases: *dark **patches***; *huge **craters***; *The first **humans***.) Note that determiners, such as *the*, also form part of the noun phrase.



Vocabulary

1. Explain that non-fiction texts often use special vocabulary (technical terms) to explain the topic.
2. On the board write the word *diameter*. **TTYP**: What does this mean? *The distance across a circle or circular shape*. **MTYT**: *The Moon's **diameter** is about 3475 km*.
3. Ask children to turn to the Vocabulary activity on p.59 of their *Get Writing!* Book. Talk through the meaning of the words *craters*, *orbits*, *tides*, *reflected*, *Apollo*. (Note that *Apollo* was the name given to a series of space missions organised by the American space agency, NASA.)
4. Ask children to complete the activity in their *Get Writing!* Book. (They should have written: *orbits*, *tides*, *Apollo*, *craters*, *reflected*.)



Write a Fact File about the Moon

Note that this activity should be started on Day 4 and completed on Day 5.

1. **TOL** about one of your favourite information books that you had at home as a child. (If possible, bring it in, or something similar.) It might be about animals, or vehicles, or great buildings. Explain why you liked it, e.g. because of all the pictures and the amazing facts that you learnt. Recall having some fact file cards which gave key information about your favourite animals/cars/buildings. (Compare with 'Top Trumps' cards if the children are familiar with them.) **TTYP**: What do you like reading about in information books or fact files?
2. Use online file NF7.5 (tab g onwards) for this activity. Explain to children that they are going to write a fact file about the Moon, using what they have learnt from the non-fiction book they've just read. Tell them that first you will talk about the information, then guide them to write it down in their own fact files. Ask children to open their *Get Writing!* Book at p.61.

3. Remind children how the information in the book was divided into sections under different headings. **TTYP**: What headings shall we include in the fact file? Draw out ideas such as *What shape and size is the Moon? Where is the Moon? What's on the Moon? Who has been to the Moon?*

Now ask detailed questions under each heading to draw out specific facts, using the prompts provided. Ask children to **TTYP** to answer the questions. If necessary, use **MTYT** to model how to create full sentences with their ideas.

TTYP: Is the Moon a circle, sphere or crescent? *Sphere/Like a ball/Looks like a circle in the sky/Looks like a crescent if there is a shadow over part of it.*

TTYP: What is the diameter of the Moon? *3475 km in diameter.*

Talk through the other questions and possible responses.

4. Go back to the first question and use the online file (tab g) to model how to build the children's responses into a full sentence. **TOL** as you write and keep re-reading to make sure that your writing makes sense.
5. Hide your writing. Ask children to practise their own sentences with a partner until they can remember them. Select a few partners to say their sentences to the group. Then children can write their own sentences in their exercise book. Draw their attention to the question prompts on p.61 of their *Get Writing!* Book (where they can make notes) and the Useful words on p.60.
6. Repeat Steps 4 and 5 (demonstrate how you write, then ask children to write) for the remaining sections. Encourage children to use their own ideas as they complete their fact file. Allow time to discuss what pictures or diagrams they would like to include.

**DAY
5**

Day 5 timetable	a. Daily Speed Sounds Lesson	d. Partner Proofread
See Day 4 for guidance on the activity in bold . See p.180 for other Day 5 activities.	b. Spell Test	e. Words to Keep
	c. Write a Fact File about the Moon (continued)	f. Linked Text

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Write a Fact File about the Moon (continued)

On Day 5, children continue the writing activity that they began on Day 4.