

The Moon Over Star

A RIF GUIDE FOR EDUCATORS

Themes: Exploration, Space, Careers, Inspiration

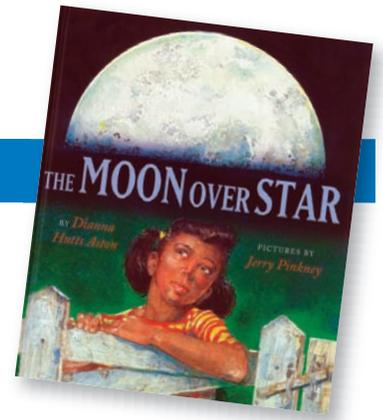
Grade Level: K to 3rd grade

Book Brief: A young girl watches the 1969 moon landing with her family and is inspired to become an astronaut herself.

Author:
Dianna Hutts Aston

Illustrator:
Jerry Pinkney

Content Connections:
Science, Social Studies, Math



TIME TO READ!

BEFORE WE READ, LET'S LOOK AT...

The Cover: Have students make predictions about the text based on the cover illustrations and title. What is that thing below the moon on the back cover? Ask students what they know about *satellites* and their daily use.

The Pictures: For younger students, take a brief picture walk. What do the pictures of the astronauts tell us about life inside the space shuttle? How about on the moon? What do the pictures of Mae and her family tell us about their life? Do they live in the city or the country? Do they have a lot of money?

Prior Knowledge: What do your students know about the moon and the first moon landing? The whole world was watching in 1969—ask if your students can think of anything happening today that's so important the whole world cares about it or watches it on TV.

Vocabulary: astronaut, ignition, decade, mankind

Purpose for Reading: Students can synthesize by setting the following purpose: "As we read today, I want you to think about why the moon landing meant so much to Mae."

WHILE WE READ



MONITORING COMPREHENSION

- ◆ Why are people worried for the astronauts? Is going to the moon dangerous?
- ◆ What's a "launch controller"?

- ◆ Why does Mae's grandfather think sending astronauts to the moon is a waste of money? Does he change his mind by the end of the story?
- ◆ Why do you think Mae wants to be an astronaut even if it's a dangerous job?
- ◆ What would Mae's grandfather think about her becoming an astronaut?

LET'S THINK ABOUT

Our Purpose: Revisit the purpose: "Why did the moon landing mean so much to Mae?" Encourage your students to think about evidence in the text that can help support their inferences. What is the significance of the title?

Extending Our Thinking: Ask students to think about what they want to be when they grow up. What *inspires* them—a family member, a friend, a movie or TV show? Do they know anyone in real life who has the job they want? What do your students need to do in order to get their dream jobs? What kind of education or training do they need?

NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.

