



THE USBORNE BOOK OF THE MOON

RESOURCE PACK FOR TEACHERS AND LIBRARIANS



The Usborne Book of the

MOON



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THE AIM

Calling all moon gazers...
Are you ready to read, dream and wonder?

This Resource Pack is based on *The Usborne Book of the Moon* – the beautiful new illustrated book all about the story of our moon.

Each lesson included uses extracts from the book, giving you beautiful text and illustrations to share with children (from KS1 through to KS2, at the teacher's discretion), and to ignite their sense of wonder.

The activities have a literacy focus; they are aimed at developing creative writing skills via STEM subjects – also coinciding with our exclusive Usborne schools competition, which invites children to submit poems inspired by the Moon for the chance to win £200 worth of Usborne books! (see page 35).

These notes include prompts for thinking creatively and appreciating the beauty of our moon, with suggestions for classroom activities to celebrate the 50th anniversary of the Moon landing from July 20th–21st 2019. Activities include drawing moon scenes, creating a moon glossary, and writing poetry inspired by the Moon. All with a little sprinkle of moon dust of course...

For more ideas and suggestions for moon-themed classroom activities, you can find our Moon Book Map on page 34.

USBORNE QUICKLINKS

At the Usborne Quicklinks website we have provided links to some of the best online resources for children about the Moon. The recommended websites have been carefully chosen by Usborne editors to enhance the information in Usborne books with video clips, photos, games and activities. Each site has been reviewed to make sure it is safe, suitable, informative and engaging for children.

Here are some of the things you can do on the recommended websites for *The Book of the Moon*:

- Follow the Apollo 11 Moon landing from lift off to splash down
- Watch Neil Armstrong walk on the Moon and see an astronaut's footprint on the surface of the Moon
- See the Moon's surface up close and examine the craters
- Watch video clips with more facts, and listen to stories and myths about the Moon
- Download puzzles and activities and find out how to make a rocky Moon picture

To visit the websites go to usborne.com/apollo50quicklinks and enter the keywords "book of the moon".
We hope you find them useful in your teaching or library.

ABOUT THE BOOK

Welcome to the story of our moon – a story of moon dust and moon rabbits, cheese and astronauts, deep thoughts and bold plans. *Read, dream and wonder.*

For thousands of years, the Moon has been the one thing in the night sky that everyone anywhere on our planet recognises. Trace the story of the Moon around the world and through history, from ancient legends about its creation, to its first sighting through a telescope, right up until the Apollo 11 mission and the first moon landing in 1969.

OBJECTIVES AND OUTCOMES

LESSON 1: DESCRIBING THE MOON

Objectives:

- To be able to use adjectives and similes to describe the Moon
- To write sentences describing the Moon, using images from the book

Outcomes: A list of adjectives describing the Moon; three effective similes describing the Moon; a completed 'Moon Description' planning sheet; sentences describing the Moon.

LESSON 2: THE SHAPE OF THE MOON

Objectives:

- To identify different moon shapes in the sky and understand the reasons for these different shapes.
- To understand how structure, shape and presentation creates meaning in creative writing and poetry.

Outcomes: A table of different moon shapes; a creative collage to represent one moon shape; a draft for a shape of a poem about the Moon.

LESSON 3: LANDING ON THE MOON

Objectives:

- To identify the five senses and use them to describe objects and settings.
- To understand more about the Apollo 11 moon landing and why it was important.

Outcomes: A description of a moon landing using the five senses; a drawing of a moon landing; a completed 'Apollo 11: Astronaut Space Log'.

INTRODUCTORY TASK: MOONGAZING

LEAD-IN QUESTIONS:

- What is the Moon? Where can we see it?
- What does it mean to have a sense of 'wonder'?
- What gives you a sense of wonder in the world?

TASK 1:

Look at the sentence starters below:

1. One thing I love about the Moon is.....
2. One way the Moon gives me a sense of wonder is.....

As a class, you are going to take turns completing these sentences, discussing why you think they are important.

Before you begin, cut out the 'Full Moon' template on the next page. Then, sit in a big circle with all your classmates. Turn the lights out in the classroom as though you are sitting beneath the night sky.

Pass the 'Full Moon' around the circle; when you have it, it is your turn to moongaze, meaning it is your turn to speak your thoughts about the Moon!

Remember to listen carefully to what everyone has to say.

FULL MOON TEMPLATE

CUT HERE!



TASK 2:

Think about some of the ideas that have been discussed. What are your classmates' favourite things about the Moon? Have they changed your mind about the Moon?

Fill in one of the moongazer badges below – make sure you wear it as you complete the lessons in this Resource Pack. Don't forget to look at the Moon every night, and to let your imagination reach for the stars...

Why I love the Moon:

.....

.....

.....

I promise to moongaze every night and to
let my imagination reach for the stars!

My Moon drawing:

For younger ages: rather than writing, use this badge template to draw a picture that reminds you of the Moon!

I promise to look at the Moon
every night!

Why I love the Moon:

.....

.....

.....

I promise to moongaze every night and to
let my imagination reach for the stars!

Why I love the Moon:

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I promise to moongaze every night and to
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LESSON ONE: DESCRIBING THE MOON

This task is designed to help students explore ideas and write in a free and unrestricted way.

It's time to get creative! First of all, take off your shoes (not socks too, ugh!) – so that you feel free and comfortable. Remember, this is a private writing task and no one is ever going to read your work. Now, it's time to get started. Begin with the words: '*The Moon is.....*' until a thought comes into your head. As soon as it does, write it down! Continue to write, without stopping, until three minutes have passed. Don't worry, if you get writer's block you can go back to writing '*The Moon is.....*' until a new thought comes. Relax, and enjoy!

The Moon is...

.....

.....

.....

.....

.....

.....

.....

.....

.....

FEEDBACK QUESTIONS:

- How did you find this experience?
- Was anyone surprised by the thoughts that came to them as they were writing?
- Would anyone like to share his or her work?

TASK 1:

In groups, discuss the cover of *The Usborne Book of the Moon*. What is significant about the Moon? How would you describe it? Come up with words that best describe the image of the Moon. Use the word bank of adjectives on the next page to help you.



WORD BANK

For younger ages: begin with the words written in red.
For older ages: use a dictionary to look up any words that you don't know!



CLOUDY DREAMY

BRILLIANT COLD LIGHT

FULL OVERWHELMING ASTRAL BIG

WONDERFUL SPOOKY DARK SHINY

BLOTCHY STARRY SCARY

PALE ROCKY DUSTY

WHITE ROUND BLACK

MIND-BLOWING SOFT SPLENDID

CLEAR GENTLE

BRIGHT SMALL ISOLATED

SILVERY BEAUTIFUL LUMINESCENT



It's a clear night.
The Sun has set and the Moon has risen.
Tonight, it's beautiful, big and round,
lighting up the sky and shimmering in the sea.

TASK 2:

Look at the first spread (pages 2-3) from the book. The Moon is described in the following way:

Tonight, it's beautiful, big and round,
lighting up the sky and shimmering in the sea.

In pairs, can you find any words that you took from the Word Bank in Task 2? Can you see any words that were not in the Word Bank?

How does this description help you to really see the Moon in your imagination?

Read out the sentence in pairs and try to show the different words or images using your hands to create actions. For example, to show that the Moon is 'big' you might make a big, wide circle with your arms when you say this word.

Ask your teacher to take a video of you reading aloud with actions to show what the words mean. Share it with us on Twitter at @Usborne!

Extension task on page 31.

But, here the Moon looks like a
sideways smile in the sky.

Why has it changed
shape and how?

There are LOTS of things to wonder
about our mysterious Moon...

Where is it?
Can I visit it?

How old is it?
How big is it?
Can I touch it?

What makes it shine?

Does the Moon have a face?

Does anything grow there?

Is it alive?

I've heard it's made of cheese.
Is it?

Yum,
yum.

Can I shoot an arrow
or throw a ball and
make the Moon
fall out
of the sky?

Helloooo,
anyone
home?

Does
anyone
live there?

TASK 3:

Now we're going to try to use similes to describe the Moon. Look at the next spread from the book (pages 4-5).

Can you find the three questions:

1. How old is it?
2. How big is it?
3. Can I touch it?

Use these sentences to write three sentences describing the Moon, comparing it to three things that it reminds you of.

Use the sentence starters below, and look at the example for inspiration! Remember to use your imaginations; you can be as creative as you like!

1. The Moon is as old as.....
2. The Moon is as big as.....
3. The Moon feels as.....as.....

Example: The Moon is as old as the entire universe!

TASK 4:

Use all of your ideas from this lesson to complete the sheet on the next page, imagining that you are looking up at the Moon like the two characters on the front cover of the book, and describing what you see.

Can you write your own sentences to describe it? Use the images that you have seen from the book so far to help you. Share your sentences with us on Twitter at @Usborne!

What colours can I see?

What does it look like?
What can I compare it to?



THE MOON

What are my favourite
adjectives to describe it?

What might it feel like if I
could touch it?

LESSON TWO: THE SHAPE OF THE MOON

LEAD-IN QUESTIONS:

- What different shapes can the Moon have?
- Why does the Moon take all these different shapes in the sky?

TASK 1:

As a class read the following extract from *The Usborne Book of Moon* (pages 8-9).

Extension task on page 32.

On Earth, every night, the Moon looks a little different.
Some nights it looks **HUGE**...

...and some nights it looks
as though the Moon
ISN'T THERE AT ALL.

There are different
names for each size
or **SHAPE** of the Moon.

Sometimes you can see
the Moon in daytime.

NEW MOON

I can't see the Moon.
IS IT DEAD?
HAS SOMEONE STOLEN IT?

It's still there, but the side lit up
by the Sun is facing away from us.
As the Moon travels around
the Earth, we see more or
less of its lit side.
So, that's why it seems
to change shape.

CRESCENT

QUARTER

GIBBOUS

FULL MOON

It seems to grow bigger
and bigger
and bigger
until it's a...

The night after the full moon,
the Moon looks a little smaller, with
just a tiny sliver missing. And then the
next night it's a little smaller still.
Until you can't see it at all – then it
starts to grow all over again.

Use the table below to record the five different shapes of the Moon.

Moon Shape	Drawing of Moon Shape	More Information About Moon Shape

Which is your favourite moon shape? Why? Share your ideas with the class.

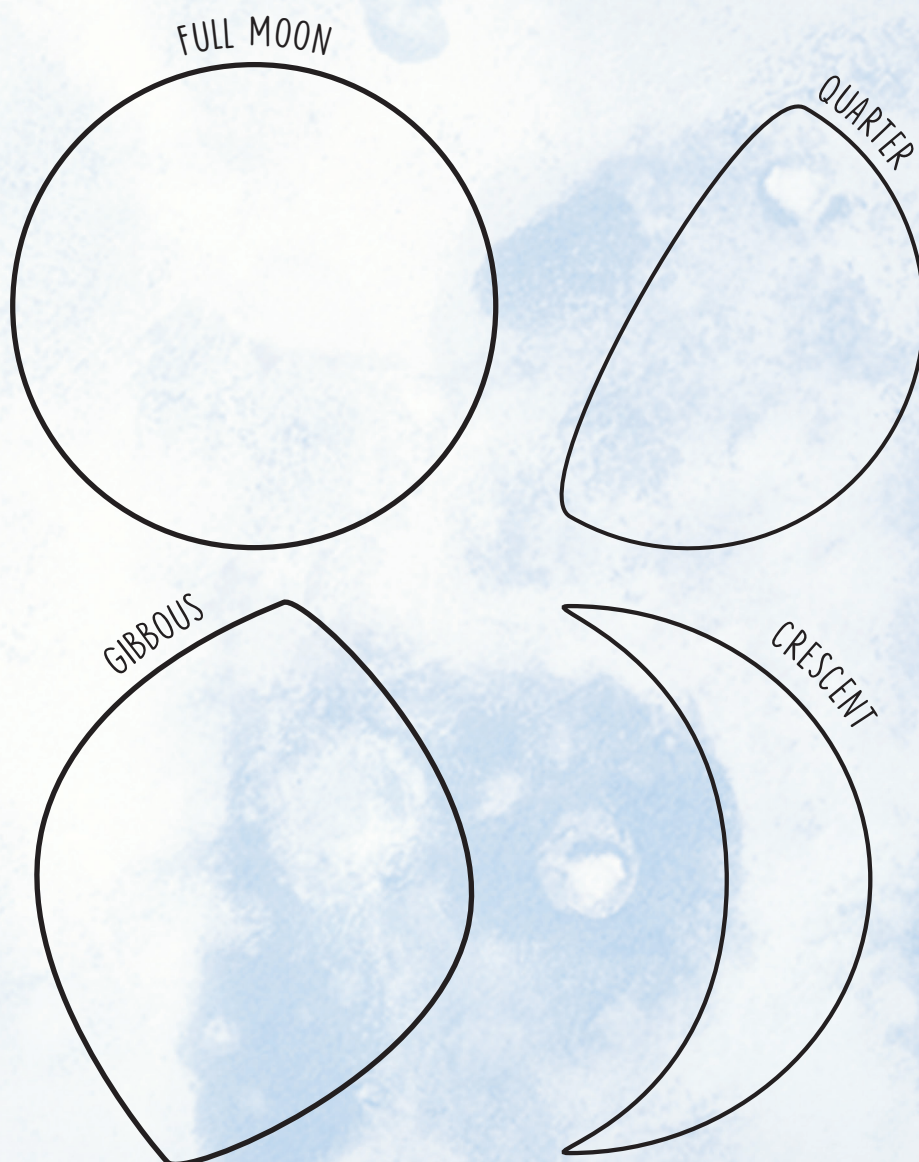
For younger ages: compare the different shapes you can see in the book to everyday objects.

For example, can you match each different moon shape to the following things?

A ball, a half circle, a banana, and a curved piece of string!

TASK 2:

Choose your favourite Moon shape (apart from 'new moon', as it's barely visible!) – and use the templates provided below to create a collage showing all the things that the Moon makes you think about! Remember to get creative and to use photographs, materials from the classroom, coloured paper, magazine and newspaper cuttings and illustrations to create your moon collage – and share them with us on Twitter at @Usborne!



FULL MOON



GIBBOUS



QUARTER



CRESCENT

TASK 3:

Sometimes, creative writing, including poems, can be written in the shape of the thing that they are trying to describe.

Using your moon collage as inspiration, think of the shape of the lines that you would like to use if you were to write a poem about the Moon. Make sure that you can explain to the class why you've chosen your particular shape or structure. What might your poem be about?

For older ages: Consider the following features when you come to create a shape for your poem: stanza divisions, punctuation, line length, and line run-on (enjambment). Think about how you might use these features for effect.

Keep hold of your poem shape, you will need it when you come to creating your final poem about the Moon, to enter into the exclusive Usborne schools competition! (see page 35).

Extension task on page 33.

YOUR POEM HERE! →

LESSON THREE: LANDING ON THE MOON

STARTER TASK:

Children will need to bring one object to class in order to complete this activity.

Think about the object that you have brought with you today – but try not to show it to any of your classmates!

Answer the following questions about your object:

- What does your object look like? (Think about colour, shape and texture).
- What does your object feel like to touch?
- What would your object smell like?
- What would your object sound like if it was touched or moved?
- What would your object taste like if it were something you could eat?

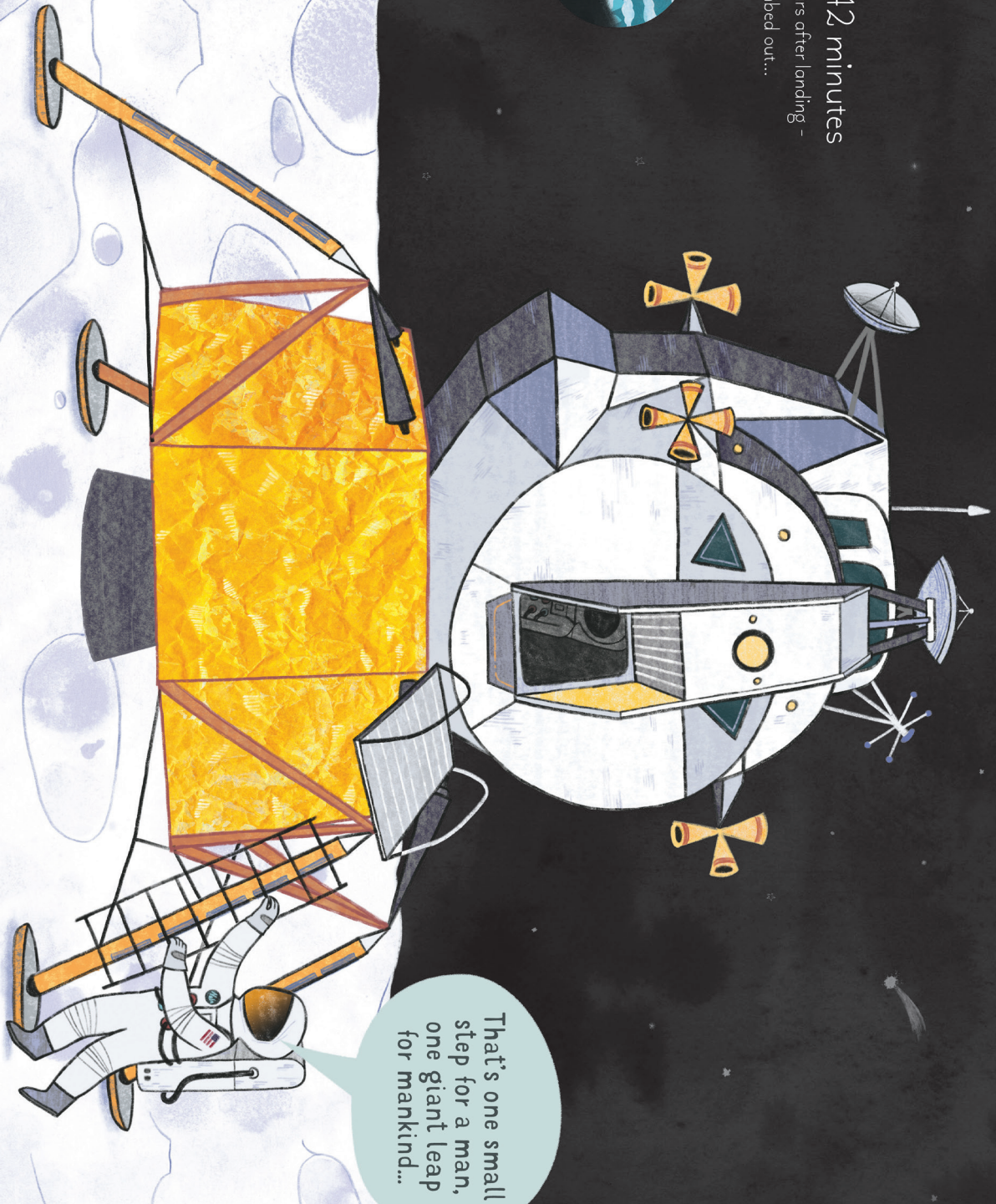
You've just used sensory description! Hoorah! Can you identify the five senses from the five questions above?

Now, read out your sentences as one paragraph. Can the rest of the class guess what your object is?

For younger ages: simply describe your object to the class. Use sentence starters like, 'it feels like....' and 'it smells like...'.

For older ages: try to use as many effective adjectives and similes as you can!

100 hours and 42 minutes
after launch - and four hours after landing -
Neil Armstrong climbed out...



That's one small
step for a man,
one giant leap
for mankind...

TASK 1:

You're going to be using sensory description today to describe life on the Moon but first, let's find out a little bit more about what it's like way up there in space! Let's travel with the Apollo 11 crew of astronauts...

Look at the extract from *The Usborne Book of the Moon* and answer the comprehension questions below.

On July 16th, 1969, at 09.32, the Americans launched Apollo 11. Inside were three astronauts, Edwin "Buzz" Aldrin, Neil Armstrong and Michael "Mike" Collins, hoping to get to the Moon...

Buzz and Neil spent just TWO HOURS outside on the Moon's surface. Still, they managed to get a lot done, before heading home...

They took photos and set up a camera to film everything, so everyone on Earth could watch, too.

Mission Control talked to them while they set up experiments and collected samples of MOONDUST and ROCK. The astronauts found...

...rocks that show some of the Moon is OLDER than Earth!

...holes and craters as BIG AS CITIES made from flying space rocks, called meteors.

...NO wind or rain or even AIR so Buzz and Neil's footprints are still on the Moon.

1. How many astronauts went to the Moon on Apollo 11? What were their names?
2. How much time did Buzz and Neil spend on the Moon's surface?
3. What did they collect samples of? Why do you think they did this?
4. List two things the astronauts found out from their visit.

TASK 2:

The first thing Neil Armstrong said when he landed on the Moon was this:

That's one small step for a man, one giant leap for mankind.

What did he mean by this? What would you say if you'd just landed on the Moon?

TASK 3:

Nobody has landed on the Moon since 1972. Close your eyes and imagine you're the next person to land on the Moon.

As you take your first steps on the Moon's surface, write down your ideas and thoughts under the following headings:

I can see...

I can hear...

I can smell...

I can touch...

I can taste...

I feel...

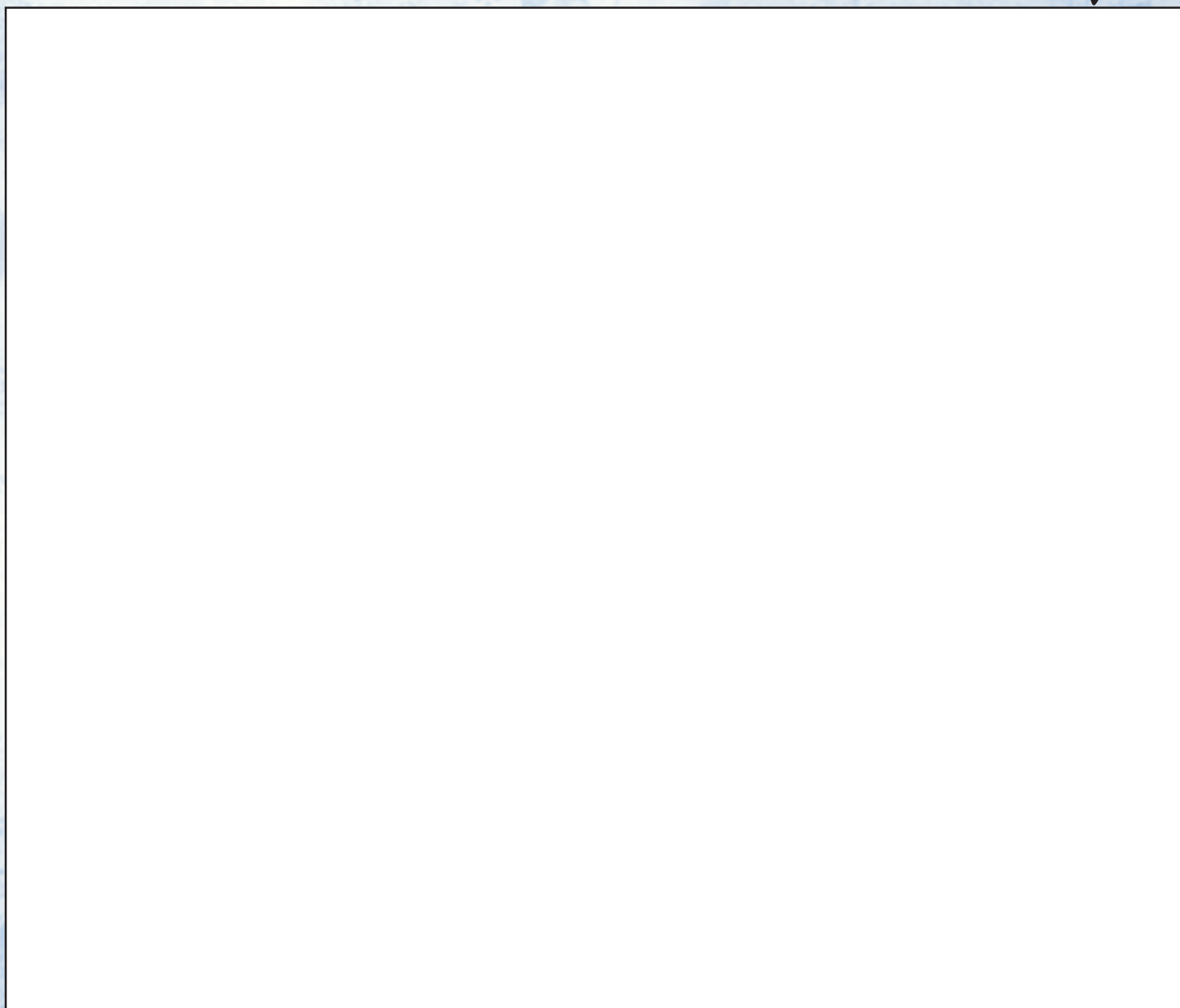
EXTENSION TASKS

Use the Usborne book, *100 Things to Know About Space* to learn more about space travel and gravity.
See the Usborne Moon Book Map on page 34.

EXTENSION TASK 1: LESSON 1 TASK 2

Using your notes from Task 2, draw the place that you can see in your imagination and according to the extracts from *The Usborne Book of the Moon*. Annotate your drawing with the different senses that you used above.

your drawing here!



EXTENSION TASK: LESSON 2 TASK 1

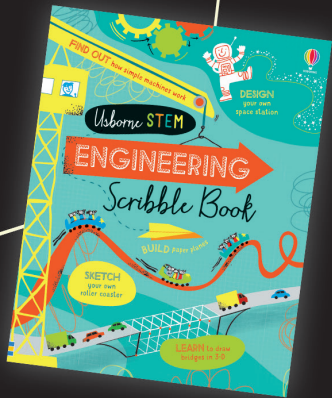
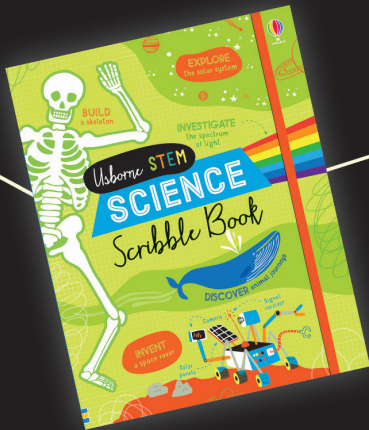
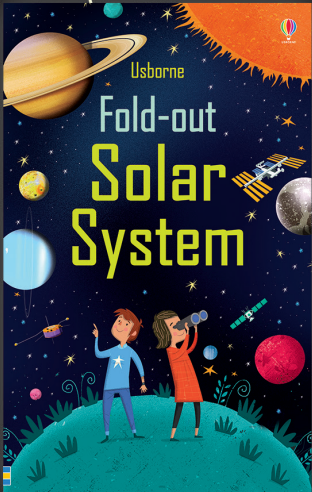
ADDITIONAL LEAD-IN QUESTION:

- Is the Moon a source of light?

TASK 1

Use the Usborne book, *What is the Moon?* to consider how each moon shape relates to the different phases of the Moon as it orbits Earth. See the Usborne Moon Book Map on page 34! Write any notes in the third column of your table on page 19.

USBORNE MOON BOOK MAP



THE USBORNE SCHOOLS COMPETITION

POEMS ABOUT THE MOON

OPEN TO AGES 5–11

To celebrate the 50th anniversary of the Moon landing, we are inviting budding poets, astronomers and Moongazers aged 5–11 across the nation to write a poem inspired by the Moon or the Moon landing.

We are looking for poems in any form and written by either an individual student or class. The winner will receive £200 worth of Usborne books!

Enter via post: Moon Competition, Usborne Publishing, 83–85 Saffron Hill, London, EC1N 8RT

Enter via email at competitions@usborne.co.uk using the subject line “Moon Schools Competition”

Terms and Conditions apply: Competition closes 20th July 2019. UK only.
Full terms and conditions can be found at: usborne.com/misc/terms-conditions/