

Theme: Nonfiction (Space)

LINK TO COMMON CORE SPEAKING AND LISTENING STANDARD 2 (Grades K-2):

Ask and answer questions about key details in a text read aloud or information presented orally.

OBJECTIVE:

Children will use text and illustrations to answer who, what, when, where, why, and how questions about a book.

MATERIALS NEEDED:

 The Magic School Bus Takes a Moonwalk

VITAL VOCABULARY:

- Hayride
- Cloud
- Gravity
- Astronaut
- Crater
- Harvest

THE MAGIC SCHOOL BUS TAKES A MOONWALK

By Joanna Cole

Before Reading



- 1. Have children look at the front and back covers of the book and read aloud the title. Say:
 - The title of this book is The Magic School Bus Takes a Moonwalk. How might a magic school bus be different from a regular school bus? (It might go to special places and do special things.) Use the title of the book and the pictures on the front and back covers to predict what this book will be about. (Children travel to the moon on a magic school bus.)
 - Ask: Could children actually go on a school trip to the moon? (no) Is this
 a true story or an imaginary story? (imaginary) What clues did you use to
 decide? (the word magic; the pictures, including the lizard in a space suit)

Note: This book does not contain page numbers. You may want to number the pages yourself (starting with #1 on the title page) to make it easier to follow the instructions below.

- 2. Point to the illustration opposite the title page. Explain that Ms. Frizzle is the children's teacher and that Liz is a lizard and the class pet. Then have children look at the title page. Ask:
 - What do you see below the title? (drawings and names of children) What do you notice about the children? (They're different sizes, shapes, and skin colors.)

During Reading



- 1. Read pages 2–5. Have children follow along as you read aloud. Tell them to look at the pictures. Point to speech bubbles beside the characters. Ask:
 - What are these? (speech bubbles) What do they tell us? (what characters are saying) Where is the text of the story? (in the yellow boxes at the top) **Say:**Look at the part of the page that looks like notebook paper. What is this? (an assignment that one of the children did)
 - Why is Ms. Frizzle taking the children to the farm? (to look at the moon and go on a hayride)
- 2. Read pages 6–9. Tell students to look at all the parts of the pages to figure out answers to your questions. Say:
 - Look at the picture on page 6. Do you think Phoebe's father is enjoying the trip? Explain. (No. He looks unhappy. He thinks they're in the wrong place.)
 - Why do the children get back in the bus? (They can't see the moon because of the clouds.)

During Reading (continued)

- What hint does the author give that the children are going to go into space? (Ms. Frizzle says, "This trip hasn't gotten off the ground yet.")
- Look at pages 8–9. Where is the school bus? (It has turned into a rocket ship.)
- What do we learn about the moon from Keesha's paper? (The moon doesn't make its own light.)

3. Read pages 10-13: Ask:

- Why do the children need air tanks? (There isn't much air on the moon. Air tanks help them breathe.)
- Look at the pictures of Mr. Cox. Think about what he says and does. How does he feel now? (He is excited about being on the moon.)
- Why are the children jumping high on the moon? (There is less gravity. That makes the children lighter.)

4. Read pages 14-17. Ask:

- Who put a flag on the moon? (astronauts)
- What does "One small step for man, one giant leap for mankind" mean? (Neil Armstrong took a step on the moon. His small step showed how far people had come to be able to send a rocket to the moon.)

5. Read aloud pages 18-23. Ask:

- When does the rocket ship turn into something new? (after Mr. Cox disappears) What does it turn into? Explain why. (It turns into a moon buggy so the class can search for Mr. Cox.)
- Phoebe is worried her Dad is on the dark side. What
 does that mean? How do you know? (Carlos' paper
 tells us one side of the moon always faces away from
 Earth. Ms. Frizzle says that it is night on that side.)
- Look at pages 20–21. Find a picture clue that shows where Mr. Cox is and who first sees him. (A speech bubble pointing into the crater shows that someone below is singing. Arnold is looking into a crater.)
- How does the class get Mr. Cox out of the crater?
 (The children throw him a rope and pull him out.)

6. Read pages 24–29. Say: Look at the pictures and listen to the text. Ask:

 What happens to the rocket ship when it reaches land? (It turns into a hay wagon and takes the class for a hayride. Then it turns back into a bus and takes them back to school.)

- Why is a harvest moon helpful to farmers? Read Phoebe's paper titled "Shining On" for a hint. (It rises earlier in the evening in the fall and shines longer. The light helps farmers see so they can harvest their fields.)
- How did Mr. Cox change from the beginning of the story? Point to illustrations that help you. (At the beginning, Phoebe said her dad doesn't like fun. Mr. Cox looked worried at the farm and in the rocket ship. After he got to the moon, he was smiling and singing and didn't want to leave. He learned to have fun.)

7. Read aloud the moon facts on page 30. Ask:

Are the ideas on this page true or made-up? (true)
 Why did the author put them in the book? (to teach
 facts about the moon) Where else in the book are
 there moon facts? (in the children's papers)

After Reading



CONNECT TO MOVEMENT: Walk on the Moon

Assign small groups, and have children review illustrations to recall what can be seen on the moon. Ask them to think about walking over bumps and into craters and how they can walk to show they are lighter on the moon. Tell children that as they practice their imaginary moonwalks, they should pretend to see interesting things that an astronaut might see on the moon. When they do their moonwalks for the class, they should point to and explain what they pretend to see to the other children. Provide time for each group to act out an imaginary moonwalk.

wrap up



Discuss what children enjoyed and learned from reading the story. Invite them to share the part of the story they found most fun or interesting. **Ask:**

- What things did the class do on the moon that you would enjoy doing? (Answers will vary.)
- The book was imaginary, but told some facts about the moon. What is something you learned about the moon? (Possible answer: One side always faces Earth. On the other side, it is always night.)