

# Space Adventures To the Moon!

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**Reading Level: Grade 2**

**Genre/Subject: Science**

## Materials

- Book for each student
- Paper
- Pencils
- Visualization handout (p. 3 of this guide)

## Reading Standards

- **CCSS.ELA-Literacy.RI.2.4:** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **CCSS.ELA-Literacy.RI.2.7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

## Targeted Reading Strategy:

Visualizing.

**Academic Vocabulary:** android, crater, Earth, gravity, meteor, oxygen, space suit

**High Frequency Words:** around, before, cold, does, first, its, made, off, those, use, very, would, your

## Before Reading

### Build Background Knowledge

- Introduce the book *To the Moon!* by showing students the cover and reading the title.
- Draw a moon on the board or piece of paper. Ask students what they think of when they see the moon. Ask students additional questions to activate their prior knowledge, such as:
  - What does it feel like outside when you see the moon?
  - Can you see the moon every night?
  - Does thinking about the moon bring back any special memories?
- After building background knowledge, take a book walk and have students make predictions as they read the chapter headings and look at the pictures.
- During the book walk, point out any new vocabulary words and model ways to decode the words. Review informational text features and why they are important to use as good readers. Remind students of different reading strategies such as context clues to use as they encounter unfamiliar words.

### Skill Introduction

- Explain to students that good readers visualize, or create pictures in their mind, about what they are reading. Go on to explain that visualizing is based on what you read and your prior knowledge. Visualizing helps readers understand what they are reading. Explain that a lot of time we visualize things that we have never seen or cannot physically touch.
  - One way to visualize is to draw a picture.

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**Think-aloud:** *As I read, I often pause after reading a few pages to picture in my mind the information I have read. This helps to organize information and understand the ideas and topics I am reading. The book begins with a boy at a space museum looking at a poster of Neil Armstrong. I stopped to imagine what it would be like on the moon. What would the ground look and feel like? Although the text did not say anything about the texture of the ground, I can create my own image in my mind and on paper to help me visualize what the author is saying to deepen my understanding.*

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- Introduce the Visualization handout. This can be completed during or after reading.
  - Ask students to identify the page number in the box and draw an image they visualized while reading.

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## During Reading

### Check for Understanding

- Guide students as they read. Have them read to page 9 and stop. Encourage them to reread if they finish before other students.
  - Model the targeted skill: visualizing

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**Think-aloud:** *This book has many great pictures to help me visualize the text. I use the pictures and words to create more detailed pictures in my mind. After reading page 8 and looking at the picture, I imagined what a real moon rock would look like. I have never seen one, so I created what I thought a moon rock would like. I drew a picture of what I created in my mind.*

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- Answer any questions students have about visualization. Ask for a few responses of what the text made them visualize to check for their understanding.
- Depending on time allotted for guided reading instruction, the book can be broken down into chapters and used over a few days or a week, if needed.
- Guide students as they continue reading the book.
  - Remind students to use a sticky note or write down any words they do not understand as they read.

## After Reading

### Response to Text

- Ask students to point out any words they had trouble with while reading.
  - Review reading and decoding strategies when necessary.

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**Think aloud:** *As I continued to read on page 10, I visualized how the moon can be really hot and really cold. I wonder how the space suit protects people from both temperatures. I have not seen a space suit before, but I can easily create this picture in my mind. This will help me remember how the temperature changes so drastically on the moon.*

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- Discuss students' visualizations and ask if they feel creating pictures in their mind helps them be a better reader.

### Word Work

- Academic Vocabulary Four Square
  - Have each student select a vocabulary word to complete a four square. Students can draw the four square on a piece of paper.

### Extension Activity

- Have students draw their visualizations and indicate which page number they are visualizing.

Name: \_\_\_\_\_

## Visualization

Select a page from the book *To the Moon!*, write the page number, and draw what you pictured in your mind after reading the text on that page.

Page: _____	Page: _____
Page: _____	Page: _____