**Lesson 2 Teacher’s Guide**

**The Apollo Moon Rocks**

by Luna Fracchia

Fountas-Pinnell Level R

**Informational Text**

**Selection Summary**

Since ancient times, people have been curious about the moon. Scientists have studied the moon and astronauts have traveled to the moon to collect moon rocks and dirt. Next, scientists hope to send people to live on the moon.

**Characteristics of the Text**

<table>
<thead>
<tr>
<th>Genre</th>
<th>Informational text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Information presented in ten short sections</td>
</tr>
<tr>
<td>Content</td>
<td>Moon exploration</td>
</tr>
<tr>
<td></td>
<td>Similarities and differences between Earth and the moon</td>
</tr>
<tr>
<td></td>
<td>For centuries, people have been curious about the moon</td>
</tr>
<tr>
<td></td>
<td>Space exploration opens new doors to understanding the universe</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Description but no figurative use of language</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Some dependent clauses</td>
</tr>
<tr>
<td></td>
<td>Some three-syllable words: operator, astronauts, communicated</td>
</tr>
<tr>
<td></td>
<td>Photographs and other graphic features (diagrams, timeline)</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Technical vocabulary: orbits, astronauts, command module</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Table of contents</td>
</tr>
<tr>
<td></td>
<td>Twelve pages of text</td>
</tr>
<tr>
<td></td>
<td>Bulleted text for moon facts</td>
</tr>
<tr>
<td></td>
<td>Callouts in different color type indicate key points</td>
</tr>
<tr>
<td></td>
<td>Captions and labels for illustrations</td>
</tr>
</tbody>
</table>

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The Apollo Moon Rocks by Luna Fracchia

Build Background
Help students use their knowledge about the moon to visualize the selection. Build interest by asking a question such as the following: *What about the moon interests you the most?* Read the title and author and talk about the cover photograph. Explain that this informational text provides facts about the moon and space travel to the moon.

Introduce the Text
Guide students through the text, noting important ideas and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

**Page 3:** Tell students that this selection describes what people have learned about the moon. *Suggested language:* *Turn to page 3. The chapter heading tells us that the moon was once a mystery to people on Earth. What do you think early peoples wondered about the moon?*

**Pages 4–5:** Explain that people studied the moon. *Suggested language:* *Look at the bulleted list on page 4. The list includes facts that people learned about the moon. One thing they learned was why the moon seems to change. Look at the diagram on page 5. What about the moon seems to change?*

**Pages 6–7:** Explain that in 1969, astronauts traveled by spaceship to the moon. *Two of them landed on the moon. The third, Michael Collins, was the operator of the control module, the part that remained in space. What do you think were the responsibilities of the operator?*

*Now turn back to the beginning to read more about what people have learned by studying the moon.*

**Target Vocabulary**
- **acute** – extremely sharp or keen
- **adjusted** – changed and improved, p. 7
- **axis** – a real or an imaginary straight line that goes through the center of a spinning object, p. 4
- **delicate** – fragile
- **flawed** – has mistakes
- **function** – to work or operate, p. 14
- **operator** – someone whose job is to use or control a machine or vehicle, p. 6
- **simulate** – to imitate something in a way that is very close to the real thing, p. 7
- **tethered** – tied to something else to keep it in a limited area
- **version** – a form of something that varies from other forms of the same thing
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.
Remind students to use the Question Strategy \(\text{TARGET STRATEGY}\) and to ask questions as they read.

Discuss and Revisit the Text
Personal Response
Invite students to share their personal responses to the text.
Suggested language: If you had the opportunity, would you want to travel to the moon? Why or why not?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• By studying photographs, scientists learned how the moon moved in the sky.</td>
<td>• Wondering about something can inspire people to learn more about it.</td>
<td>• The chapter headings indicate the content.</td>
</tr>
<tr>
<td>• By studying samples of moon rock dirt, scientists learned about the surface of the moon, how old the moon is, and the type of rock the moon is made of.</td>
<td>• The more people have learned about the moon, the more they want to know.</td>
<td>• Captions for photographs, callouts, and bullets stand out as they appear in a different color font.</td>
</tr>
<tr>
<td>• Scientists have also been able to compare and contrast the moon and Earth.</td>
<td>• Science and technology have aided and supported moon research.</td>
<td>• The timeline and diagrams organize and portray information clearly.</td>
</tr>
</tbody>
</table>


Choices for Further Support
• **Fluency** Invite students to choral read and interpret the text with their voices. Remind them to read at a rate that is appropriate to the text, a rate that is not too fast or too slow.
• **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.
• **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Have students identify the base word and the suffixes in the word *weightlessness*. Discuss the meaning of the word parts and the meaning of the word. Have students identify the base words and prefixes and/or suffixes in order to explain the meanings of the following words: *endless, unanswered, unmanned, youngest,* and *constantly.*
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 2.7.

Responding
Have students complete the activities at the back of the book, using their Reader’s Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill
Text and Graphic Features Remind students that they can use the information provided in the graphic features to help them better understand what they read in the text. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

Think Aloud
The dates at each end of the timeline are 1950 and 2000. Each text box along the timeline is labeled with a date, and the dates go in order from left to right. Photographs illustrate the information in most of the text boxes. So, the purpose of this timeline is to show the key events of moon exploration from 1950 to 2000. Add this purpose to the chart.

Practice the Skill
Have students share examples of other selections they have read that have included graphic features to support the text.

Writing Prompt: Thinking About the Text
Have students write a response to the prompt on page 6. Remind them that when they think about the text, they reflect back on the text. They should notice and evaluate language, genre, literary devices, and how the text is organized.

Assessment Prompts
• This selection is mainly about
• How does the author organize the information in this selection?
• Which sentences on page 12 support the idea that Earth is different from the moon?
### Critical Thinking

**Read and answer the questions.**

1. **Think within the text**
   - Why does the moon look like it changes shape?

2. **Think within the text**
   - How are the Earth and moon the same?

3. **Think beyond the text**
   - Describe how you think the astronauts felt about their experience on the moon. Include what you think their feelings were about completing the many tasks and walking on the moon.

4. **Think about the text**
   - Explain how the headings and pictures help you to understand the story.

### Making Connections

Scientists plan to return to the moon in 2020 and have humans stay. Imagine you will be on that team, and write about what you think it would be like to live on the moon. Describe what you would see and hear. Discuss what you think would happen while you were there.

Write your answer in your Reader’s Notebook.
The Apollo Moon Rocks

Thinking About the Text

Think about the questions below. Then write your answer in one to two paragraphs.

Remember that when you think about the text, you reflect back on the text. You notice and evaluate language, genre, literary devices, and how the text is organized.

The author of this selection included graphic sources such as diagrams and a timeline, and used captions and labels to describe them. Why do you think the author decided to present some information this way? Choose one of the graphic features used in this selection and explain how it clarified information for you.
Critical Thinking

Read and answer the questions.

1. **Think within the text**  Why does the moon look like it changes shape?

2. **Think within the text**  How are the Earth and moon the same?

3. **Think beyond the text**  Describe how you think the astronauts felt about their experience on the moon. Include what you think their feelings were about completing the many tasks and walking on the moon.

4. **Think about the text**  Explain how the headings and pictures help you to understand the story.

**Making Connections**  Scientists plan to return to the moon in 2020 and have humans stay. Imagine you will be on that team, and write about what you think it would be like to live on the moon. Describe what you would see and hear. Discuss what you think would happen while you were there.

Write your answer in your Reader's Notebook.
The Apollo Moon Rocks • LEVEL R

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>For centuries, people dreamed about traveling to the moon. In 1969, this dream became a reality. The American space mission <em>Apollo 11</em> carried the first human beings to the moon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>After a four-day trip through space, astronauts Neil Armstrong and Edwin “Buzz” Aldrin, Jr., landed on the moon’s surface. A third astronaut, Michael Collins, remained in orbit. Collins was the operator of the command module. The command module would take the astronauts home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The landing module remained on the moon’s surface for 21 hours and 38 minutes. Outside the module, the astronauts quickly adjusted to walking on the moon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Comments:&lt;br&gt;Accuracy Rate (# words read correctly/99 × 100)&lt;br&gt;Total Self-Corrections</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✔</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>☞</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>☞</td>
<td>1</td>
</tr>
</tbody>
</table>

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