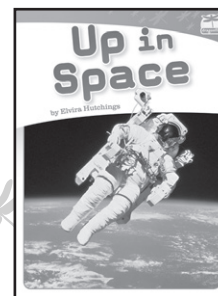


Up in Space

by Elvira Hutchings





Overview

This simple text looks at things that are up in space, such as the moon, a comet, stars, and astronauts. (Big idea: Scientists study Earth and space.)

Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text 
- summarising the main ideas. 

It supports the following **non-fiction strategy**:

- using photographs to get information.

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *moon, space, stars*
- Content words – *astronauts, comet*
- High-frequency words – *are, at, in, is, look, the, up*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (things that are up in space), which expands on the idea from pages 10 and 11 of the anchor book *Being a Scientist*
 - preview question on the back cover
- Photographs that support the text
- Word study:
 - initial consonant blends – “sp-”, “st-”
 - exclamation mark
- Repetitive sentence structure
- Mixture of familiar (*moon, stars*) and less familiar (*comet, astronauts*) objects in space
- Change in structure on final page, which refers to something in space that we cannot see by simply looking



Setting the scene

If you have already introduced the topic using the Whole-class Introduction and the anchor book (*Being a Scientist*), you can review the discussion and show the students pages 10 and 11 of the anchor book.

Talk about things that we might see when we look at the night sky.

- *What might you see if you look at the sky at night?*
- *What other things might be up in space?*
- *How do you think scientists know what is up in space?*

ELL support

ELL students often find it difficult to understand and remember instructions. Think of different ways to say the same instructions. Give some instructions to a student. Tell him or her to write them down using picture clues. They can then reread the instructions to the group. It may also be helpful to model the steps as you explain them.

Introducing the book

Front cover – Read the title, providing support for reading the anchor word “space”. Read aloud the name of the author. Discuss the photograph. *What is happening in this photo? What do you think it would be like to do this? What do you think you will learn in this book?*

Back cover – Read aloud the preview question. Help the students to make connections with the preview question and their own experiences.

Using the flap – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Being a Scientist*. Read aloud the anchor words on the other side. Tell the students that they can point out the words when they find them in the book. Ask them to leave the flap open as they read.

Title page – Read the title. *What three things has this book shown you about what is in space?*

The first reading

MC **Pages 2 and 3 – (Making connections)** Discuss the photograph on page 2. Point to the moon as you read aloud the text. Read page 3. Discuss the students’ experiences of seeing the moon at night. Draw out the difference between the way we see the moon and the way it appears in this photograph. Encourage the students to ask questions. Remind them that scientists look at things that are up in space. *How do you think scientists can see what is up in space?*

Pages 4 and 5 – *Have you ever seen something like this up in space? It’s a comet.* Explain that comets are big chunks of ice and dust that fly through space. Sometimes they have long tails. *What does this comet remind you of?* The students may compare the comet with fireworks or the jet stream from an airplane. Observe the students as they read, noticing their one-to-one word matching.

SUM **Pages 6 and 7 – (Summarising the main ideas)** *What are the people in the photograph doing?* Listen as the students read, watching for the change from “is” to “are”. **MC** **(Making connections)** *Turn to a partner and tell them about a time when you looked at the stars. Stars make shapes. What shapes have you seen?* (Big Dipper) Draw the shape on the board.

Page 8 – Talk about the photograph, prompting the students to use the word “astronauts”. Point to the word and have the students say it aloud with you. **SUM** **(Summarising the main ideas)** Discuss what the astronauts might be doing. Explain that astronauts are scientists who travel in spacecraft to find out more about space. **MC** **(Making connections)** *If you were an astronaut, what would you do?*

Listen as the students read the page independently, paying attention to their intonation at the end of the sentence. Discuss the exclamation mark. *Were you surprised to see astronauts? How does the author want you to read this page?* Practise reading the sentence together with expression.

SUM **(Summarising the main ideas)** **MC** **(Making connections)** Review what the students have learned and how they can make connections with things they already know or have seen. *What other things might you see up in space? What would the astronauts be able to see?*

Vocabulary activity

Focus word: space

1. Reread page 3. *The moon is up in space.*
2. Say the word “space” with me.
3. Explain that space means an area where there is plenty of room. In this book, space means the enormous amount of room in the sky.
4. Tell the students that “space” can also describe the room we have to do things. *There is just enough space in our classroom to do our work. You can hide in a small space behind a door. You can put books into the spaces in the bookshelves. You can use the space in the park to fly a kite.*
5. Ask the students to think about the spaces they use, then to share their ideas with a partner. Prompt them to use the word “space”. Listen to the discussions. Ask a few students to share their thinking.
6. *What is the word we have been learning that means “room”?* Ask the students to say the word again with you.

ELL activity

Language objective: Building connections to prior knowledge by creating a shared text.

- Reread the book with the students. *What else is up in space? What might the astronauts see?*
- Encourage multiple answers. Validate their responses and prompt them to think about other things the astronauts might see (spaceship, aliens, black hole, asteroids, planets, sun). Record the words on the board. Draw a picture next to any words that are unfamiliar.
- Reread the words as a group.
- Tell the students that they are going to write two sentences about what they see in space, using the sentence frames “Look at the ... The ... is up in space.” They can then illustrate their sentences.
- Give each student a large piece of paper. Model a sentence. *Look at the planet. The planet is up in space.*
- Have each student choose a word from the list on the board. Ask them to read aloud their two sentences before they write them.
- After they have written and illustrated their sentences, ask each student to read them aloud to the group.
- Combine their work into a book that can be read independently or as a shared text.

Ideas for revisiting the text

1. Review and check

Listen as the students reread the text, observing their one-to-one matching and how they manage the change in pattern on the last page.

2. Stop and learn

a. Decoding/word attack activities

Practising blends

- Write “space” and “stars” on the board.
- Ask the students to practise saying “sp” and “st”.
- Emphasise the difference in the blends and ask the students to look at each other as they say them. *What did “sp” look like? What did “st” look like?*
- Now watch each other say “space” and “stars”.
- Think of other words with “sp” and “st”
- Put the words on the word wall. Make picture cards to match.

BLM – Practising writing high-frequency words

The students can write the appropriate words in the spaces provided.

b. Comprehension activities

- Discuss how the photographs show the night sky. *What do we see if we look at the sky in the daytime?* Remind the students that they shouldn’t look directly at the sun. Explain that the sun is up in space too – it is a huge star. *We can’t see many things in space during the day because the sun is so bright.* Ask the students if they have seen the moon in the daytime. *The moon doesn’t always look the same in the night sky. What have you noticed?*

BLM – Matching pictures to the sentences

The students can cut out the pictures from the bottom of the page and paste them next to the appropriate sentences. (ELL students may need help with the words in the BLM.)

c. Writing Activity

- Have the students look at the night sky. The next day, they can draw and write what they saw.

3. Suggestions for further activities

- Using the words and punctuation cards for this book, reassemble the sentences with the students.
- Set up a classroom library of space books.
- Visit a planetarium or an outer-space display in a museum.