



Running words: 384

Book Summary

This book describes what the galaxy the Milky Way is like and the best way to observe it. It also features the amazing Hubble Space Telescope and how it's helped us know so much more about the Milky Way.

Themes

Space, Scientific investigation, Discovery

Features of the Book

- The information contained in photographs, sidebars, Contents page and glossary
- Content words for discussion: *Earth, galaxies, Milky Way, space, stars, telescope*
- Proper nouns: *Milky Way*

Strategies

The Milky Way introduces and reinforces the following strategies:

- visualising
- summarising
- finding main ideas

Materials

- copies of the BM, pencils

The Milky Way

by Paul Mason

Introducing the Text

Begin by asking the students if they ever look up at the sky at night. Have them talk about their personal experiences of viewing the moon, stars, other planets and even the Milky Way.

Reading the Text

Ensure each student has a copy of the text. Make sure that the content words (*Earth, galaxies, Milky Way, space, stars, telescope*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the photographs, sidebars and text to determine the strategies of visualising, summarising and finding main ideas as you work through the book.

Cover

Together, read the book's title and the name of the author. Point to the photograph and explain that this is the Milky Way, which is the galaxy that includes Earth and our solar system. Together, turn to the back cover and point out the photograph of the person staring up at the Milky Way. Read aloud the preview question on the back cover: *Can you see the Milky Way at night? Say: Let's read on to find out more about the Milky Way.*

Title Page

Explain to the students that a Contents page often appears at the start of a non-fiction book. It lists each section of the book and tells you which page the section starts on. Say: *By looking at the headings listed in the Contents page, we can get a good idea about what a book is going to be about.* Together, read the headings.

Page 2

Look at the photograph of the starry sky and the stars that are clustered together. Read the heading and body

copy text with the students. Then read the caption with students. Ask:

- *Why do you think you see the Milky Way best from a dark place?*

Discuss the students' responses and explain that there are too many lights in towns and cities to see the Milky Way. Explain to them that you need a dark, clear sky that has no clouds, no light pollution or the moon shining to see the Milky Way well.

Page 3

Read the first two sentences with the students. Explain that planets are also part of a galaxy. Then read the remaining body copy with the students. Ask the students if they know what a star is (a ball of burning gas in space). Read the caption together to confirm the students' responses.

Page 4

Ensure you don't turn to page 4 until you have explained to the students that you're going to get them to practise visualising. Tell them that visualising is when you create pictures in your mind about what is going on in the text. Ask the students to close their eyes while you read the body copy text and caption to them. Then reveal the illustration to see if it like what they visualised.

Page 5

With the students, look at the photograph of the person looking up at the night sky and read the body copy text. Then read the caption together. Explain to them that it's hard to comprehend something taking 100,000 years to travel from one side to the other. Have the students look at the black and white illustration. Ask:

- *What do you notice about this?* (It's from long ago because the people are wearing unusual clothes.)
- *Why do you think they are all gathered around?* (They want to view the night sky and the Milky Way with the telescope.)

The Milky Way

Together, read the caption to confirm the students' responses. If the students aren't familiar with the word astronomer, then have them turn to page 12 to read its definition.

Page 6

Point to the picture and read the label. Explain to the students that we can see how vast the Milky Way is because of the tiny area that our solar system, which includes the sun and its planets, takes up. Together, read the heading and body copy text.

Page 7

Read the body copy text with the students. Once again, explain how so many facts about space are hard for us to comprehend because they are nothing like what we experience on Earth in our daily life. Have the students look at the two orange stars in the sidebar and ask if anyone has heard of the star Pollux. Read the sidebar information together.

Page 8

Read the heading with the students and have them guess what the page is going to be about (other galaxies in the universe). Allow the students time to check the definition of the word universe in the glossary on page 12 (everything in space, including Earth). Explain that the universe is Earth, the planets, the stars and all things that exist in space. Together, read the body copy text and caption. Explain to the students that the main idea of a page is usually in the first sentence. Ask:

- *What is the main idea of this page?* (There are billions of galaxies in the universe).
- *The other details on the page usually support the main idea.* *What are the supporting details?* (Galaxies are different shapes and sizes. They can be spiral, ball-shaped or have no shape.)

Page 9

Point out the inset photograph, which is a close-up of a small part

of the main photograph that is enclosed in a white circle. Read the heading and sidebar text together. Encourage the students to share any personal experiences they may have had viewing other galaxies with or without a telescope. Maybe they have visited a planetarium. Together, read the caption and talk about how 2.5 million years is just such an enormous amount of time for us to comprehend when very few people live past 100 years old.

Page 10

Point to the photograph of the Hubble Telescope and ask the students if they have seen a photograph of this before. Read the heading to the students and explain that the Hubble Telescope allows us to observe space. Tell the students that you're going to ask them the main idea and supporting details for this page. Together, read the body copy text, sidebar and caption. Ask:

- *What is the main idea of this page?* (Scientists use powerful telescopes to observe space.)
- *What are the supporting details of this page?* (The Hubble has taken and sent thousands of images back to Earth. Its pictures are clearer than taking them from Earth because there is no pollution or clouds in space. The Hubble Telescope orbits Earth 15 times a day.)

Page 11

Read the body copy text with the students and talk about how the text is a good conclusion to the book. Read the caption together and look at the image, which would not have been possible without the technology of the Hubble Space Telescope.

Page 12

Look at the glossary. Quiz the students by reading the definitions and having them say which word you are referring to in the glossary.

Revisiting the Text

- Revisit pages 2 to 5 and skim the information. Create a sidebar and heading, and bullet point the main facts.
- Ask the students what they noticed about the words *Milky Way* on page 2 (They are capitalised.) Explain that is because Milky Way is a proper noun, which is the name of a particular person, place or thing. Tell the students that proper nouns start with a capital letter. Have the students find the proper nouns in the book (*Galileo Galilei, Pollux, Sun, Hubble Space Telescope, Andromeda Galaxy, Earth*).

Following Up

- A heading often sums up the information presented on a page or a chapter. Look at the headings in The Milky Way. Write a new set of headings (including the sidebar headings) that sum up the information that is being presented.
- Give the students copies of the BM for this title.