

Space Travel

Written by Sarah O'Neil

Level 15

Getting ready for reading

Ask: *What do you know about space and space travel?* List children's ideas on the board. Any ideas that are not agreed to by the whole group could be marked with an asterisk. Ask the children to share any questions they have about space travel. Note technical words that arise, for example: *astronaut, space shuttle, rockets, telescope, craters*. List these as well.

Talking through the book

Walk the children through the book looking at the photographs and discussing any technical terms that arise. For example, if a child says: *The space shuttle is taking off*, you might say: *Yes. Very strong rockets push the space shuttle into space.*

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions.

Why do astronauts need space suits?

How do they get into space?

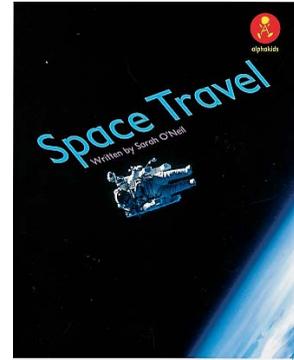
What is space like?

Why do astronauts go there?

What can be seen from space?

Being a code breaker

Children may like to explore analogies with the word 'air' – *fair, hair, lair, pair, stair*.



TEXT FEATURES

- **This is an information report that explores aspects of space travel and the work done in space by astronauts.**
- **The text is supported and extended by full-colour photographs.**
- **Some technical terminology is used.**
- **There is variety in text placement: sometimes the text is placed over a photograph and sometimes under a photograph. Readers have to search the whole page to read the information.**

Being a text user

Revisit the questions children had before reading the book.

Which questions have been answered by the book?

Which questions are still unanswered?

Children may also like to revisit the list of things they knew about space before reading *Space Travel*.

Which ideas did the book back up? Which were challenged?

Being a text critic

Discuss:

Where do you think the author found this information about space?

The author doesn't say anything about whether or not people should go into space. What do you think about this? Should people go to space? Why? Why not?

Literacy learning centres – follow-up activities

INTERACTIVE LITERACY CENTRE 1

Children can work in cooperative pairs to list all the things astronauts need in space. They can then rank these things from most important to least important. All members of the group must agree about the placement of items. The book ought to be referred to in order to support reasons for ranking items.

INTERACTIVE LITERACY CENTRE 2

Children could visit the NASA home page to find out what is happening with space travel at <http://www.nasa.gov/>

WRITING CENTRE

Children can write their own space travel book, for example: 'The Astronaut's Guide to Space'.

BOOK BROWSING CENTRE

Provide fictional and factual texts about space for children to read.

The Sea of Tranquility by M. Haddon (HarperCollins) tells the story of a child fascinated by the moon. He studies it and dreams about it and finds out all he can about the moon and space travel; *I Want To Be an Astronaut* by B. Barton (Scholastic) is a simple tale, with child-like illustrations, which children could read along with.

Keeping track

Children and teachers can consult together, reflecting on learning and giving and receiving feedback. For example:

Child: I didn't know that it was so cold in space. You would think that being closer to the sun would make it warmer.

Teacher: I can see that you have been thinking about the information in the book and other information that you know and drawing some conclusions about it – that's what good readers do.