

Man on the Moon (a day in the life of Bob) by Simon Bartram

This humorous book introduces the young reader to Bob's routine existence, which contrasts absurdly with his exotic day job as janitor and tour guide on the moon. The parallel story is shared early on. While Bob emphatically reassures us that there is no such thing as aliens, careful scrutiny reveals these little creatures peeking out from nearly every illustration.

Young readers are part of this gradually unfolding conspiracy about which Bob is oblivious.

Overall aims of this teaching sequence

- To explore, interpret and respond to a picture book
- To explore characters and draw inferences to aid our understanding of them
- To broaden understanding and use of appropriate vocabulary
- To write for different purpose about fictional personal experiences
- To sequence events to write a short narrative based on a known model

This teaching sequence is designed for a Year 1 or Year 2 class.

Overview of this teaching sequence

This teaching sequence is approximately 3 weeks long if spread out over 15 sessions. The book supports teachers to teach about setting, character and plot development. The narrative structure is carefully crafted and the characters and settings are well drawn, offering young readers a good stimulus for their own descriptive and story writing and writing simple non-fiction text types.

National Curriculum objectives covered by this sequence

Reading: (Word reading / Comprehension)

- Increase familiarity with a range of books at a level beyond that which they can read independently;
 - Discuss the significance of the title and events;
 - Explain understanding of what is read;
 - Discuss the sequence of events in books;
 - Answer and ask questions;
 - Predict what might happen on the basis of what has been read;
 - Draw inferences on the basis of what is being said and done;
- Express views about reading.

Writing: (Transcription / Composition)

- Draft and write by composing and rehearsing sentences orally;
- Sequence sentences to form short narratives;
- Write for different purposes including about fictional personal experiences and fictional narratives;
- Reread writing to check it makes sense and make simple revisions;
- Read writing aloud with appropriate intonation to make the meaning clear.

Speaking and Listening:

- Participate in discussion about what is read, taking turns and listening to what others say;
- Listen and respond appropriately to adults and peers;

- Ask relevant questions;
- Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.

Cross Curricular Links:

This text might be linked to the wider theme of Earth and space. Develop the classroom environment (reading and writing areas) linked to a space theme. Make available a range of related story, information, joke books and appropriate websites; set up a moon souvenir shop and recreate the role-play area as Bob's office on the moon. Within the writing area, provide prompts and writing materials to encourage independent and imaginative responses, for example: drawing materials to make sketches of what Bob can see on the moon; pads to make lists of equipment needed by Bob; timetables of Bob's day; moon facts; coloured card to create signs for visitors. This area could include digital sound recorders for children to record observations and respond to parts of the story etc.. Create small world play opportunities in the classroom: moon landscapes with toy aliens, space ships and astronauts to encourage oral story making and retelling.

Science

KS1 programmes of study links: Year 1: Everyday materials and Light and Year 2: Uses of everyday materials.

Computing

Children can be encouraged to produce written outcomes using ICT (see teaching sessions for more detail).

KS1 subject content: use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Art and design

KS1 subject content: generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology; select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

PE:

- Music and movement activities around spacewalking will help the children understand the weightlessness of Space.

Teaching Approaches

- Reading aloud and rereading
- Class reading journal
- Book talk
- Special questions
- Drawing and annotating
- Drama and role-play
- Visualising
- Writing in role

Writing Outcomes

- Labelled drawings
- Captions for labelled drawings
- Simple recount (postcard)
- Simple instructions (rules/ signs for moon tourists)
- Character fact file (or Top Trump card)
- Writing in role (thought or speech bubbles)

- Shared writing
- Story mapping

- Simple narrative (sequel written from another perspective: A Day in the Life of...)

Links to other texts and resources

Baboon on the Moon - British Film Institute
 Beegu – Alexis Deacon
 Toys in Space - Mini Grey
 The Way Back Home – Oliver Jeffers
 Wonderful Life – Helen Ward
 Dr Xargle's Book of Earthlings - Jeanne Willis
 Wanda and the Alien – Sue Hendra

Weblinks:

Earth and Moon viewer

<http://www.fourmilab.ch/earthview/vplanet.html>

NASA for kids

<http://www.nasa.gov/audience/forkids/home/index.html>

Teaching Sessions

Session 1: Book talk, special questions

- Prepare a large class reading journal to capture the children’s responses and examples of their work throughout the teaching sequence.
- Display the image of Bob in his front room. Do not share the rest of the book at this point.
- Though discussion, paired and group work, consider four elements:
 - What does the picture remind you of?
 - What do we know about Bob? Would you like to meet Bob? Encourage children to give reasons.
 - What do you think Bob’s hobbies might be?
 - What would you like to know about Bob?
- As children share their initial thoughts, scribe responses around the image, labelling any clues children have found about Bob and his hobbies.
- Through modelling, demonstrate your thinking about Bob and what you would like to know about him. Model orally and in writing how to form a question to ask Bob. In pairs, ask children to think of and compose questions for the character. Share good questions. You may wish for the children to record their question. Make a record of questions on a prepared grid in the class journal. Using shared writing, compose a class letter to Bob and ‘post’ it along with children's questions.

Session 2: Reading aloud, book talk

- Prepare an envelope containing the book and a letter from Bob thanking the class for their interesting questions and saying that he has sent the book by way of an explanation.
- After briefly reviewing the class questions, read the book aloud. Ask the children to listen for information that helps answer their question. You may wish to read the story more than once. Return to parts of the text which might answer questions and talk about aspects that interest the children.
- Discuss with the children the ways in which the author shares a secret with them to which Bob is not privy and how this contributes to their enjoyment of the story.
- Through modelling, describe your favourite part of the story. Provide the children with an oral scaffold for example, *my favourite part of the story is... because...* and in pairs ask them to identify their favourite part. Encourage children to give the reasons for their choices. Invite some children to share their opinions with the class and talk about reasoning.
- Ask the children to sketch their favourite part of the story and provide a caption. These might be added to the class journal. Children could also use PhotoStory 3 or iMovie to record their favourite scenes and reasons.

Sessions 3-4: Role-play, visualising, writing in role, shared writing

- Display a range of images of the moon on the interactive whiteboard. Explore what children think it might be like to walk on the moon: what they might see, hear, how they might feel. Undertake a simple role-play. In a large space, or the outdoor area, create a scenario: play atmospheric music and consider the lighting. Everyone is a moon tourist, visiting the moon for the first time. Describe some of the sights, colours and weather conditions using children's ideas as appropriate. Move around the moon's surface, avoiding hazards and pointing out interesting details.
- Reread the story up to the part where the moon tourists arrive. Organise the children in pairs explaining that one child will be Bob, and the other a moon tourist. Ask all the children who are in role as Bob to take the tourists on a guided tour of the moon. This involves leading their partners, who have their eyes closed, by the finger tip, describing the setting as you have done and pointing out interesting, sounds, smells and obstacles as they proceed. Change roles after one minute. You may wish to take digital images of children working to annotate.
- Ask the children to freeze and tap individuals on the shoulder, inviting them to share their thoughts in role. Ask them how they feel and what they can see and hear. Capture good use of descriptive language or appropriate vocabulary in the class journal. Children could record their thoughts in role as a tourist as a digital recording as if they are phoning home or to a friend to tell them about their trip to the moon.
- Show examples of picture postcards or blogs from holiday destinations and explain to the class that they are going to send a picture postcard from the moon in role as a moon tourist.
- Give each child a blank postcard to illustrate and label.
- Through modelled and shared writing, write a short recount as a moon tourist to a family member or friend. Discuss what information the class might include on a postcard from the

moon. Demonstrate how to use some of the children's descriptive vocabulary.

- Through paired and independent writing each child composes a short recount in the form of a postcard, describing their experience as a moon tourist. Don't forget the moon stamps!

Session 5: Responding to text, drawing and annotating, labelling

- Create a version of Bob's souvenir stall in the classroom. Link the souvenirs for sale to the children's phonic work: include items for sale which are spelt with graphemes linked to children's current stage of phonic work. Encourage the children to say and spell words to label items on the stall.
- In pairs, ask children to think of what else Bob might sell. Some examples might be moon mints in the shape of a crescent moon, moon music CDs, space pens in the shape of a rocket, moon fact files and moon joke books.
- Collect the ideas into the class journal and invite the children to sketch, label and price objects they think would make popular additions to the range.
- Ask each child to choose one item to make for the stall. Organise the class into groups according to what they want to make. Provide a range of modelling materials.
- When the objects are ready, make sure that they are appropriately labelled and priced ready for the souvenir stall which you have already set up in the reading or role-play area.

Session 6: Re-enactment through play, shared writing

- Display a range of environmental print giving people instructions and information for example road signs, warning signs, etc.. Make links to the classroom and the range of oral instructions experienced by the children and adults on a daily basis. In the story we hear that astronauts often create extra work for Bob by dropping litter. Explain that the class can help him by composing instruction signs on the moon for tourists. Make links to the small world play that children have been engaging with and Bob's office in the writing area (you may have signs and simple instructions in these environments).
- Discuss what visitors to the moon should be aware of. What might the signs and information say? For example, they should remember to take their litter home and make sure that they stay out of the craters when the red flags are flying; they should always put on their walking boots and space helmets before leaving the space ship and remember to turn off all mobile phones as they interfere with the moon music.
- Record some of the children's ideas. Model how to choose words carefully to form clear and precise instructions.
- Provide children with a range of writing materials and ask them to create a sign for Bob to use on the moon.
- Encourage children to revisit writing to check that it makes sense, meaning is clear and it is grammatically correct.
- Once composed, information sentences could be displayed as part of small world play activities or within Bob's office.

Sessions 7-8: Responding to text, shared writing

- In order to keep his job, Bob has to find a way of attracting more tourists to the moon. Explain that you are going to help him do this by designing a poster: *A Day Trip to the Moon*.
- Display a range of advertising posters for the children to comment on. Talk about how language, image and design are used to persuade the reader. Through modelling describe your favourite poster: what makes it a good advert? Provide the children with an oral scaffold for example, *I think the best poster is... because...* and in pairs, ask them to identify their favourite persuasive poster. Encourage children to talk about why.
- Drawing on what the class already know from the book, their role-play experiences and from information books, ask groups to list features that might attract visitors. These might include attractions such as the creepy craters, the thrill of supersonic travel, watching shooting stars, the chance to make your own moon movies and try moon walking lessons, or the spectacle of observing Bob doing his somersaults.
- Through shared writing, gather the children's ideas and plan a simple class poster (involving words and other modes of communication) to persuade people to visit the moon.
- Ask the children to design their own posters to attract more tourists to the moon. These could be created using simple IT programmes or be paper based.
- Encourage children to evaluate the impact of their posters as they did with the real text examples.

Sessions 9 and 10: Reading aloud, drawing and annotating

- Reread the book, this time asking the class to spot all the aliens in the pictures.
- Model how to describe the aliens using the images and building on this with creative ideas.
- In pairs, ask the children to imagine that they one of the aliens watching Bob. Model for the children how to describe themselves as an alien. Provide prompts to support descriptions for example: name, age, what they look like, what they like doing, special powers, what they think of Bob and the moon tourists. In pairs children describe themselves and their partner listens carefully then repeats the description back. Collect good language use and display this.
- Invite children to draw their alien or make a sock/ paper bag puppet. They need to think about the alien's size, shape, colour and features. Expect the children to label their aliens with language to describe them. Support children to think of new ideas and vocabulary.
- Encourage the children's understanding of evaluation by giving each child a sticker/ Post It note with a smiley face on. Invite children to walk around the puppets and look closely at everybody's work. They then pick a favourite by leaving their Post It with that design. The puppet with the most smiley faces is the class winner and can be celebrated. Ask children to give reasons for their choice of puppet.
- Through shared writing approaches, create a fact file for your alien in the style of a 'Top Trumps' card. Encourage use of vocabulary gathered during the sessions.
- Use the puppets to encourage pairs of children to work in role to introduce themselves and describe themselves as their alien.

Session 11: Drama and role-play, shared writing

- Tell the children that they are going to create a TV talk show interview to find out more about characters and what they think. Refer back to previous learning in the sequence when the children composed questions to ask Bob, and Bob wrote back to the class. Support children in composing questions for characters: an alien or a tourist by modelling your thoughts and orally rehearsing your questions before writing them for the class to see. Invite the children to select an audience for their question then orally rehearse with a partner before writing on mini-whiteboards.
- Initially, work in role as one of the characters. Invite children to ask questions and answer in role. As children's confidence grows, develop the activity with children working in role as an alien or tourist. The TV audience ask questions while you facilitate as the talk show host. Make a note of interesting and thoughtful responses for use later in writing.
- Model creating thought or speech bubbles in role as the characters.
- Expect the children to orally rehearse their sentences before writing and support as appropriate.
- Pin thought and speech bubbles onto images from the book to demonstrate understanding of character at key points in the narrative.
- Hot seating questions and responses or thought and speech bubbles could be recorded using digital cameras and recorders and made into an electronic book using programs such as PhotoStory 3, iPad's Graphic Novel or iPad's Book Creator.

Session 12: Story mapping, retelling and sequencing events

- Reread the story. Invite children to join in with parts of the story.
- Ask children to recall events and discuss aspects of interest and importance. Explain that the main events are the main things that happen and they must be told in the right order for the story to make sense.
- Present the children with time connectives to support retelling of the narrative for example, *every morning, next, after lunch, afterwards, by four-thirty, at the end of the working day, at home, finally*. Hold up the phrase '*every morning*' and ask the children to consider what happened first in the story. Collect feedback and if necessary remodel their answers so that they are in sentences. Continue with paired talk in this way to retell the story using an appropriate number of time connectives.
- Model the thinking process by mapping the events of the story through quickly drawing it.
- As a class, retell the story together using the time phrases and story map.
- Give the children time to retell the story in their pairs. Support children as necessary.
- Use the children's thought and speech bubbles from session 11 and add these to the story map. Talk to the children about what they know about the characters in the story.

Sessions 13-15: Shared and independent writing, composing a narrative sequel

- Explain to the class that they are going to write a sequel to *Man on the Moon (a day in the life*

of Bob). It could be for example *Aliens on the Moon? (a day in the life of...)*.

- On a linear plan or time line ask children to identify the main events in the alien's day. Model this for the class. This will be the story map (and would be helpful if it is in the same format as your shared story map of the original narrative). Invite the children to draw the events of the day to create a shared writing account of a new story.
- Use your story map to orally tell your story. Demonstrate how you use story language and ideas taken from activities throughout the teaching sequence to compose the narrative.
- Supported through modelled, shared and guided writing the children write their narrative using their story maps.
- At regular intervals, encourage children to reread sections of their text to check it makes sense and make simple revisions. Support them in doing this and ask children to work in pairs to read their finished draft to a partner. They can then revise and edit these drafts, before going on to write and illustrate a final version in individual home-made books.

Use and Application of Phonics and Spelling:

The following words could be used to exemplify learning at phonic phases:

Phase 2: Bob, man, on, in, him, as, is, up, eggs, rocket, pad, picnic, nuts, puff, mugs, big

Phase 3: moon, this, six, toffees, ship, job, rubbish, meets, Mars, Saturn, long, nightlight, looks, checks,

Phase 4: start, sweet, stars, best, lunch, job, jumps, handstands, left, land, stilts, stand, stops

Phase 5: /ee/ alternatives: sweets, eat, thirty, meets, clean, leaves, reads, tea, toffees, very, grubby, happy, moonbeams,

keep, tidy, cheese, peanut, he, be

/igh/ alternatives: nightlight, tired, flying, while, time, five, inside, rises, buy, arrives, nine, otherwise, high

/oo/ alternatives: moon, true, you, two, to, do, souvenir, suit, newspaper

Split digraphs: rises, nine, arrives, otherwise, time, jokes, quite, inside, while

High Frequency Words: the of, live, know, better, every, two, some, thing, friends, fly, make, people, something, away,

tea, way, everyone

Spelling: 'ed' endings: seemed, supposed, wanted, needed, hoped, guided

'ing' endings: leaving, flying, jetting, going,

'+s' plurals: eggs, nuts, jokes, packets, cans, aliens, toffees, stars,

'+es' plurals: sandwiches

'ly' endings: patiently, soundly