

Moon Man by Tomi Ungerer

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Moon Man crash lands on Earth and is imprisoned by the authorities who fear his strangeness. His unique qualities (i.e. the ability to wax and wane) enable him to escape and he leads a fugitive existence until he meets Doktor van der Dunkel who builds a rocket so he can return home to his 'shimmering seat in space'. Moon Man, as portrayed in Tomi Ungerer's illustrations, is a very sympathetic character and this picture book could lead to fruitful discussions about prejudice and people's fear of the unknown.

Overall aims of this Teaching Sequence:

- To engage children with a story with which they will empathise
- To explore themes and issues, and develop and sustain ideas through discussion
- To develop creative responses to the text through drama, storytelling and artwork
- To write in role in order to explore and develop empathy for characters
- To write with confidence for real purposes and audiences

This teaching sequence is designed for a Year 3 or Year 4 class.

Overview of this teaching sequence	
<p>This teaching sequence is approximately 4 weeks long if spread out over 21 sessions. The teaching sequence will allow pupils to reflect on themes addressed in the book, such as fear of the unknown, prejudice and in contrast; tolerance and the acceptance of difference.</p>	
National Curriculum objectives covered by this sequence	
<p>Reading: (Word reading / Comprehension)</p> <p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes 	<p>Writing: (Transcription / Composition)</p> <p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>Pupils should be taught to draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary

- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books and retelling some of these orally
- identifying themes and conventions in a wide range of books.

and an increasing range of sentence structures

- organising paragraphs around a theme in narratives, and in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Pupils should be taught to evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Speaking and Listening:

Pupils will: Participate actively in collaborative conversations; use spoken language to develop understanding through imagining and exploring ideas; speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role play, improvisations and debates; select and use appropriate registers for effective communication.

Cross Curricular Links:

History:

- The children could study the first lunar landings and other key events in space exploration.

Science:

- The children could study the planets and the Solar System, the phases of the moon; why the moon appears to change shape, the constellations and the life cycle of stars.
- Supporting resources can be found on the following websites:
 - http://www.bbc.co.uk/schools/scienceclips/ages/9_10/earth_sun_moon.shtml
 - http://www.bbc.co.uk/bitesize/ks2/science/physical_processes/earth_sun_moon/read/1/
 - <http://www.bbc.co.uk/education/clips/zqbvr82>
 - <http://www.bbc.co.uk/education/clips/z3jd7ty>
 - <http://www.bbc.co.uk/education/clips/zf4g9j6>
 - <http://www.bbc.co.uk/education/topics/zkbbkqt>

- <http://www.bbc.co.uk/programmes/p00zxy0t>
- <http://www.bbc.co.uk/programmes/p02m8yj3> [All accessed 24.07.15]

DT:

- The children could design and make a rocket which they can ‘launch’ to the moon, or an identified distance!

Art:

- The children can study art inspired by the moon, the solar system and space. For example, the children could look at the work of Alan Bean, one of the astronauts who has walked on the moon and since his return has become an artist. His website contains many examples of his work: <http://www.alanbean.com/> [Accessed 24.07.15]

Music:

- The children could study Holst’s The Planets, considering how the music reflects the different planets.

Teaching Approaches

- Response to illustration
- Visualisation
- Hot seating
- Role play
- Role on the Wall
- Conscience Alley

Writing Outcomes

- Poetry
- Diary entry
- News Reports
- Explanation writing
- Myth writing
- Persuasive writing
- Letter writing

Links to other texts and resources:

Refugee booklist: <https://www.clpe.org.uk/page/52> [Accessed 24.07.15]
 Animation of the book: https://www.youtube.com/watch?v=R4_urwioa48 [Accessed 24.07.15]
 Official author website: <http://www.tomiungerer.com/> [Accessed 17.08.15]

Links to other resources on the Power of Reading Website

- For descriptions of the teaching approaches please see the POR website: <http://por.clpe.org.uk/teaching-approaches>

Teaching Sessions:

Session 1: Response to Illustration, activating prior knowledge

In order for the sequence to work effectively you may need to ‘keep back’ the text from the children. The story will need to unfold slowly and it is best for the children not to know the ending until you are at the culmination of the teaching sessions. After this however, it would be beneficial if there is a group set of books available so that the children can access the text and illustrations independently and in small groups to continue their exploration of the story.

- Put the children into mixed ability groups. Give the children enlarged copies of the cover image from the under the dust jacket of the hardback edition (see resources)
- Give children time to work in their group to annotate the illustration with anything they can in response to what they see. This could be words and phrases about the image itself, prior knowledge around the image or questions they have about the image.
- Now show the children the following video: <https://www.youtube.com/watch?v=NjrBS6ywThQ> and give them a chance to add new annotations to the illustration in a different colour to show what thoughts and language the video has provoked.
- Next read aloud from a selection of quality non-fiction. Professor Astro Cat's Frontiers of Space, by Dominic Walliman and Ben Newman (Flying Eye Books) has a spread on the moon which is an excellent example of quality non-fiction information and language. Again, give the children the chance to discuss what they have heard and add new annotations to the illustration in a different colour to show what thoughts and language the text has provoked.
- Give the children the chance to feedback on what they already know about the moon from what they have collected and ask them what questions they have about it. You could record these on a large knowledge organiser that can be referred to and added to as the sequence progresses, e.g:

What we already know about the moon:	Questions we have about the moon:	What we have learnt about the moon:

- You could encourage the children to find out more things to add to the last column as part of self-initiated research providing access to quality information books and suitable websites where they can read and find information as part of independent or home learning.

You may want to give the children their own journals to record their work through this sequence. You could also create a class journal to share responses as a class. It is also valuable to create a working wall that can be added to as the sequence continues.

Session 2: Free Verse Poetry

- Share the poem *New Moon* by Kate Wakeling with the children <https://www.clpe.org.uk/poetryline/poems/new-moon> Read the poem aloud yourself, then watch the poet herself perform the poem, accessible at the bottom of the webpage.
- Give time for the children to share their initial responses to the text. *What do you think the poem is about? How does the poem make you feel? What makes you feel like this?*
- Provide mixed groups with a copy of the poem and give the children time to look at the words on the page and how they are arranged. using coloured pencils or fineliners, give the children the opportunity to text mark and annotate the poem, picking out words, phrases, sections or techniques that they like. You can then use this as an opportunity to introduce them to some of the poetic devices used, through what Michael Rosen refers to as ‘The Secret Strings’ in his book *What is Poetry?* (Walker):
 - Alliteration – words beginning with the same letter
 - Assonance – words using the same vowel sound
 - Rhythm
 - Repetition
 - Imagery
 - Opposites
- Give time for the children to look back at all the language they collected in the previous session and use this to draft their own poems to describe the moon in the image from the front cover. Some children may be confident enough to draft a poem of their own straight away, some may need to take a more collaborative approach. This could be through creating a list poem, where each child contributes a line and then the group work to arrange these into a poem, editing and structuring as they go before coming up with a finished piece, some may want to compose and draft in pairs or small groups, collaborating on ideas, and editing collectively. Some children may want to have a go independently.
- Model writing a poem yourself as part of this process, talking through the choices that you are making as a writer to bring the experience alive for the reader. What language can you use to make your writing poetic? How will you arrange your poem on the page? Where will you make line breaks? Why? What title will you give your poem?
- Allow time and space for children to draft their own poems, then allow them to read aloud to a response partner if they have worked independently or within their chosen grouping to lift the words off the page, hearing how they sound when performed.
- Give time for response partners to ask the writers questions, discuss parts they aren’t sure are working or make suggestions to improve the writing.
- Allow time for the children to publish their poems, either handwritten or using ICT. Think together about how the poem could be presented on the page to enhance the meaning and the reader’s understanding. Will you include an illustration or use the illustration from the dust jacket to go along with the poem?
- Collect the finished poems and display in the classroom or a shared area or present in a display book anthology where other readers can enjoy the published writing.

Session 3: Response to Illustration

- Put the children into mixed ability groups. Give the children enlarged copies of the image from first page, but do not include text or the title of the book. Ask the children to talk in their group about their response to the image.
- Look closely at the illustration of the main character, the Moon Man.
- What words or phrases can the children think of to describe him? You could use key questions to prompt thinking, e.g.
 - Who is this? What do you think you know about them?
 - What do they look like?
 - How do they feel? Why do you think this?
 - Where do they live?
- Ask the children to write their comments and responses around the picture and discuss the different responses the children give. Ask questions to draw out further responses e.g.
 - Is there anything you liked about the image? Is there anything you disliked? Does anything puzzle you? Are there any patterns that you notice?
- Display the children's work on the class working wall and return to their ideas as you read the book.
- Compare their opinions at the start of the book and then again at the end, noting the differences in their opinions and exploring if or why their opinions have changed.
- At the end of the session read the children the first page, ask the children to respond to the text considering what the writing adds to their understanding or interpretation of the image.
- Reveal the title of the book to the children and ask them to make predictions of what they think the book will be about.

Session 4: Visualisation

- Look again at first image of Moon Man. Ask the children to re-call what they thought and discussed yesterday in response to this image. Enlarge the image and have copies readily available for the children to look at.
- Alongside this, show the children a range of images of the actual moon in the night sky, encourage the children to notice the shapes, lines, textures and colours they can see. You can find examples on the NASA website:
<http://www.nasa.gov/multimedia/imagegallery/index.html> [Accessed 17.08.15]
- Consider if they think they can see a man in the moon and ask if the children have heard of this expression before. Why do they think people say this? You could spend some time researching this phenomenon with the children.
- Give the children appropriate and available art materials, and then ask the children to sketch, paint or draw the moon in the night sky.
- You could read the first page again while the children draw their pictures.
- After they have completed their drawings the children could annotate the pictures with key vocabulary or phrases which support their understanding or interpretation.
- Give the children time to share their work with one another and then display the children's work on the working wall.

Session 5: Role on the Wall

- Using an image of Moon Man, or drawing around one of the children, create a 'role on the wall'.
- Read aloud the next page of the book to the children and show the children the images that accompany this.
- Ask the children to write on post-it notes words or phrases they would use to describe Moon Man's feelings, which can be stuck on the inside of the outline and what the children know about his outward appearance to be stuck on the outside.
- Use the illustration to focus the children on inferring information from the picture.
- You could target questions to draw out further information about the character and his life. E.g. why do we think the character feels like this? What is his life like? Who are his friends? What does he like to do?
- Return to the ideas the children generated. If the children have used a limited range of words you could use thesauri to look up synonyms for words such as 'sad'.
- Add the new words to the template using a different coloured post-it and encourage the children to use these new words in their writing or discussions this week.
- You could also ask the children to write thought and speech bubbles to add to the role on the wall, based on what they think Moon Man might say or think.

Continue to return to the role on the wall as you read the story, so that you can track the emotional journey Moon Man takes as the story progresses.

Session 6: Hot Seating

- Read aloud the next two pages but stop at the point Moon Man crash lands in the woods.
- Ask the children to consider why Moon Man caught the fiery tail of the comet and what it felt like to fly towards the Earth.
- Ask the children to talk in pairs or small groups about the text and images, considering Moon Man's motivation for leaping at the shooting star.
- Ask one of the children, or you could model this if doing this for the first time, to hot-seat in role as Moon Man.
- Give the other children time to discuss questions they might ask him beforehand. Also ask the children to consider his hopes and expectations for his visit to Earth.
- The children playing the part of Moon Man will also need time to prepare their story and inhabit the character. Simple props can be useful to support this process, such as a white jacket.
- You could record these sessions so that the children can refer to them again prior to writing.
- You could also take photographs of the children in role and ask the class to annotate the pictures following the hot seating. These can be recorded in the class journal or on the working wall.

Session 7: Writing in Role

- Re-read aloud the same two pages and again stop at the point Moon Man crash lands in the woods.
- Draw together the work completed in the previous sessions based on the hot seating and visualisation to create a piece of writing in role as Moon Man.
- For example, the children could complete a diary entry.
- This may need to be modelled or exemplified in shared writing first.

Session 8: Role Play

- Read aloud the next page in which the people from a nearby town rush to the crash site.
- Ask the children to work in small, mixed ability groups to re-create the scene of the people rushing to the crash site as depicted in the image.
- Ask children to form groups to make a tableau or freeze frame of the scene. These scenes can be photographed and annotated at the end of the session, or at the start of the next session.
- Following this complete thought tracking. Invite different members of the class in role to voice their thoughts or feelings aloud using just a few words. This can be done by tapping each person on the shoulder or holding a cardboard 'thought-bubble' above their head.
- After this, reflect on what the class have heard and compare and contrast the different characters thoughts and feelings.
- The children could also spend some time using instruments to create a soundscape to accompany the scene.

Session 9: News reports

- Ask the children to reflect on the work completed yesterday and ask them to imagine that some of the characters that travelled to the crash site were news reporters.
- Establish what a news report is and what reporters do. It could be useful to spend some time watching news reports designed for children so that the children have a sense of the tone and style of reporting. Resources are available at the Newsround website:
<http://www.bbc.co.uk/newsround/30151714> [Accessed 17.08.15]
- Following this Explain to the children that in the next sessions they are going to spend time working as journalists preparing and writing a special edition of a news report on the crash landing.
- The class could then be split into groups with clear responsibilities to prepare different aspects including:
 - Interviews with witnesses claiming to have seen the crash
 - An interview with a soldier or fireman
 - An interview with the ice cream seller
- Divide the class into news reporters and key witnesses.

- Give the children time to prepare in their different roles. The journalists will need time to prepare the questions that they will need to ask to establish the key facts about the incident. The key witnesses will need time to prepare their statements and consider their perspectives. Try to ensure that the children take on a range of characters that will allow for a range of quotes and opinions.
- During the session give the children time to go around interviewing the key witnesses in role as journalists. If possible set the witnesses up in different places around the school so that the children can really inhabit the different roles they have taken on.
- Come back together and share the children's notes and feedback the different quotes and stories that they have gathered. Those that have been working as key witnesses could have copy of another child's work or they could work with one of the 'journalists' to take their own notes after the session.

Sessions 10-11: News reports

- In the next session the children will need time to create their news reports, the children will need to write scripts as opposed to newspaper reports. Ask the children to try to emulate the style of the news reports you have watched previously. This may need modelling in a modelled or shared writing session first.
- Allow the children time to draft their news stories considering the difference in writing that is meant to be read aloud and that which isn't.
- You may also want to spend time considering presenting skills, projection and tone of voice.
- In the next session give the children time to re-draft their reports. Those not working with adult support could work with a response partner who supports the editing process by giving them time to read their work aloud.
- In the next session give the children time to make their news reports using a recording device, you may want to set up a 'studio' somewhere in the school where the children can record. You may want to encourage the children to dress up too.
- Giving the children a real purpose for this activity would also make this more meaningful for them. For example, the children could play their reports in an assembly or to another class. Once the children have published their reports they could also go onto the school website or class pages for parents to enjoy.

Session 12: Respond to Illustration

- Look at the image of the men with camera, pitchfork and dog and the contrasting image of Moon Man trapped in the hole.
- Ask the children to respond to these images, first through discussion in pairs or small groups and then ask the children to write their thoughts and responses around the images.
- Read aloud the next two pages and ask the children to discuss their response to the text.
- Consider the word invader – how does this compare to their understanding of Moon Man? Does he look like an invader in the image?
- Add to the role on the wall created earlier in the teaching sequence, Moon Man's feelings and emotions and any other information the children have learned about him.

- Ask children to predict what will happen next in the story.

Session 13: Hot Seating and Writing in Role

- Read the next page and reveal what happens to Moon Man and ask the children to spend time looking at the illustration of him in prison. Encourage the children to discuss their response to this.
- Ask the children to Hot seat again in role as Moon Man but this time reflecting how he feels now he is in prison. Again give the children time to prepare questions and to inhabit his character.
- Ask the children to write a short diary entry to describe what has happened to him since he arrived on Earth.
- Compare this writing in role to the earlier piece the children completed, comparing his expectations and hopes to the reality of what has happened.

You may want to link this session to a supporting PSHE session in which you consider how people treat new people or outsiders.

This may also be an opportunity to link to a wider topic on migration, immigration and refugees. For example exploring the Media's portrayal of immigrants and refugees compared to the reality of people's experiences.

- Supporting resources can be found on the BBC website:
<http://www.bbc.co.uk/programmes/p00vdxp0> [Accessed 17.08.15]
- There are also books to accompany this series published by Wayland books:
<https://www.hachettechildrens.co.uk/books/detail.page?isbn=9780750278911> [Accessed 16.09.15]

Session 14: Debate and Discussion

- Re-read the story from the beginning, stopping again at the point in which Moon Man is in jail.
- Discuss the different opinions about the Moon Man expressed in the story and the government's panic about the 'invader'.
- Re-read the page in which it is revealed Moon Man's fate will be decided by a special court who will conduct a criminal investigation.
- Create a courtroom in the classroom or the hall where the children can act out this trial.
- Split the class into two groups and ask them to work in pairs to create arguments for or against keeping Moon Man in jail.
- Assign the different children different roles from the book such as the generals, statesmen and scientists, include other characters that are not in the text to give a balanced view and ensure the children have time to prepare for the role play.
- Once the children have prepared allow the children to depict Moon Man's trial through role play.

- After this the children could write persuasive letters using the arguments that they have heard in the courtroom, either persuading the judge to set him free or persuading them to keep him locked up.

Here you may want to link to another PSHE session in which the children explore fairness and the concept of a trial by jury of your peers.

You may also want to consider the Magna Carta as this year (2015) marks the 800th anniversary of the document. Supporting resources can be found on the following websites:

- <http://www.bl.uk/magna-carta/articles/magna-carta-an-introduction> [Accessed 17.08.15]
- <http://www.bl.uk/magna-carta/teaching-resources?agerange=ages-7-to-11> [Accessed 17.08.15]

Session 15: Myth writing

- Read aloud the next page in which it is revealed that Moon Man has faded. Ask the children why they think this has happened?
- Ask the children why they think the Moon changes shape. Make a quick list of their ideas and discuss these – do the other children agree?
- Explain that you will look at the scientific explanation in the next session but today you are going to look at myths and stories people told each other before science was able to explain why the moon changed shape in the night sky.
- Share some of the ideas that ancient and native peoples once held about the Moon. For example:
 - Some Native Americans believed that the changing shape of the Moon was caused by a hungry rat. They imagined that the rat was chewing away at the Moon until it was all gone. Then the Moon would grow again and the cycle would repeat.
 - Another Native American myth says that the Sun and the Moon are a chieftain and wife. The stars are their children. The Sun loves to catch and eat his children, which is why they go into hiding during the day. Every month, the Moon slowly turns her face to one side, to mourn the children that the Sun has succeeded in catching.
 - The Inuit people of Alaska and Greenland believed that the Moon God (Anningan) was continually chasing after his sister, the Sun Goddess. The changing Moon is explained as Anningan chasing her until he is starving (the Moon grows thinner and thinner) and then disappears entirely while he goes hunting for food. He then comes back to chase her again.
 - The Mayan people have several stories about the Moon. In one, they believe that the Moon is a goddess called Ixchel who was also known as the ‘grandmother of the Moon’. They believed that the changing Moon represented the ageing process. The goddess would die (new Moon) and then be reborn again to continue the cycle.
- Discuss why particular myths came about.
- Ask the children to work in pairs to mind map ideas for a new myth about the moon phases.
- Feedback as a class and discuss the best ideas – why are these so effective? Do they explain why the moon changes shape?

- Complete shared writing a class example of the task using a child's idea.
- Ask the children to create an illustrated cartoon featuring their own myth, which can be shared with other children.

Session 16: Non-Fiction writing

- Re-read the section where Moon Man is able to escape and read up until he reaches his full size again and is able to wander about smelling the flowers.
- Discuss the language in the text which refers to the phases of the moon, or moon cycle. Explain that the children are going to be learning about the phases of the Moon and the real cause for the changing shape of the Moon (the Moon's position in relation to the Sun and the Earth).
- Explain the different moon phases, showing images on an IWB to support. Ensure children understand the science behind the shadow over the moon and thus the apparent change of shape.
- If possible, watch animations of the orbiting of the moon and moon phases.
- To support this, you may want to get the children to act out/model the phases of the moon to solidify understanding - using a torch (the sun), ball/themselves (the earth) and a smaller light coloured ball (the moon).
- Following this, the children could work in small groups or pairs to create a 'moon cycle' as a diagram to help other children understand the different phases of the moon – including images and the key vocabulary such as the name of each phase. (You may need to model the possible process or if the children are able they could make explanation booklets rather than a diagram.)

Session 17: Role play

- Read aloud the next page where Moon Man attends the garden party – which is a fancy dress party. Therefore, he fits in and isn't considered as 'different' or 'other'.
- With the children, re-create the scene in which the Moon Man attends the fancy dress party. If possible, arrange for this to take place in an outdoor area, with live music if possible.
- Encourage the children to dress up, including a child or several children dressing up as the Moon Man.
- After the children have had the experience of the garden party, ask them to record their experiences in a diary entry, the children can write in role as Moon Man or as one of the other guests.
- Compare and contrast the different character's experiences and compare Moon Man's feelings now to the feelings he had in prison.
- Re-visit the role in the wall and ask the children to add to the information that they have already gathered.
- Take pictures of the children at the party for them to refer to and display these on the class working wall or in the class reading journal.

Session 18: Poetry

- Since escaping prison, Moon Man has discovered some of the positive aspects of life on Earth. Specifically, he takes real joy in nature.
- Ask the children to explore what he has seen on earth such as the flowers, birds and insects and compare this with the barren landscape on the moon.
- Show the children images or videos of different flowers, birds and insets that can be found on earth and ask them to imagine seeing these things for the first time, or if they are seeing them for the first time, ask them to record their responses to these images.
- Give the children time to work together to record their thoughts and ideas.
- Once they have done this, ask them to consider again how Moon Man felt and what he experienced at the garden party.
- Following this, ask the children to compose free verse poems which reflect the Moon Man's feelings – either about his experience of nature or the fancy dress party.
- If the children are unfamiliar with the conventions of free verse poetry you may want to have an additional session to explore this. Supporting resources can be found at the CLPE Poetryline website: <http://www.poetryline.org.uk/poetic-forms/free-verse-1144> [Accessed 16.09.15]

Session 19: Conscience Alley

- Read aloud the next part of the book until Moon Man discovers the ancient castle, also allowing the children time to look closely at the illustrations.
- Then, read the next part of the text, pausing at the point at which Moon Man agrees to return to the moon in the Doktor's spaceship.
- Ask the children why they think Moon Man has realised he cannot live peacefully on this planet.
- After this, ask the children to take part in Conscience Alley.
- Ask the Children to discuss in groups whether they think Moon Man should stay on Earth or return to the Moon.
- The children can then work with each other to prepare arguments for and against. One side of the alley can argue that he should go whereas the other side argues that he should stay.
- Choose some children to take turns to listen to the arguments by walking down the ally in role Moon Man.
- Following this have a whole class discussion. Listen first to the children who were in role – which side persuaded them? The teacher or another adult, such as a teaching assistant could scribe and record the children's responses in the class journal.

Session 20: Persuasive writing

- Following the Conscience Alley, the children can write to Moon Man to either persuade him to stay or to go.
- The children can write a letter to Moon Man, advising him of what to do next, based on the evidence that they have heard during the previous session.
- When all the children have finished their writing, ask them to screw up their note into a 'snowball' and throw them across the room.

- The receiver of the note then write in role as Moon Man explaining his decision, in reply to the children's note.
- These can then be placed on the class working wall, in the children's literacy books or in the class reading journal.

Session 21: Tell Me and Letter Writing

- Read the final part of the book and use some of Aidan Chambers 'special questions' to explore the children's responses to the book e.g.
 - Think of yourself as a spectator. With whose eyes did you see the story? Did you only see what one character in the story saw, or did you see things sometimes as one character saw them, and sometimes as another and so on?
 - When you were reading the story, did you feel it was happening now? Or did you feel it was happening in the past and being remembered? Can you tell me anything in the writing that made you feel like that?
 - Which character interested you the most?
 - Is that character the most important in the story/ or is it really about someone else?
 - Which character(s) didn't you like?
 - Did any of the characters remind you of people you know?
 - Or remind you of characters in other books?
- Look at the last page of the book again, and consider why Moon Man decides not to return to earth again and what he learned about Earth and humanity on his trip.
- Ask the children to discuss the impression the people made on Moon Man and what would the children might do differently if they met Moon Man.
- As a final activity the children can write a letter to the Doktor, in role as Moon Man reflecting on his trip and experiences.

Use and Application of Vocabulary, Grammar and Punctuation from the National Curriculum year 3 and 4 programme of study:

There are opportunities to teach grammar, punctuation and spelling through this text, a specific idea has been listed below as a starting point for your teaching of VGAP.

Throughout the course of this sequence the children will be exploring new technical vocabulary associated with their studies of space and the Solar System. This can provide a starting point to exploring the morphology and etymology of certain words. Leading on from this, new and interesting vocabulary from the text can also be explored further.

For example, the children can find the origins of words such a comet – this comes from the Greek 'the long haired one', or star – this is a word with Germanic origin, or space – which originates from the Latin spatium.

Following this you can discuss with the children why so many English words have different influences and consider our history as an island.

As this session would explore the history of language the following links may be useful for teacher subject knowledge and to explore with the children:

- <http://www.bl.uk/learning/langlit/changlang/across/language/timeline.html> [Accessed on 28.04.15]
- http://www.bbc.co.uk/history/interactive/timelines/language_timeline/index_embed.shtml [Accessed on

28.04.15]

You may want to supply word origin dictionaries such as the *Oxford School Dictionary of Word Origins* for the children to use.

After the children have explored the source of different individual words, the children could then create word family trees to show how words derive from one another. See accompanying resources.