

IN BRIEF

Mission to the Moon in Storytime Issue 65 is a new fiction tale marking the 50th anniversary of humans first landing on the Moon on July 20th 1969. This is a special pack full with facts and activities to help our readers explore the Moon too!



LITERACY LESSON IDEAS

- Use our **Storytime Glossary Sheet** to ensure you know the meanings to any challenging words in *The Mission to the Moon* and other stories from Storytime Issue 65.
- See our **Class Discussion Sheet** to get a conversation started about the story of the Moon Landing and its anniversary.
- Complete our **True or False Quiz** to test how well everyone knows the facts.
- Put the sentences in the correct order using our **Story Sequencing Sheet**.
- Get your pupils interested in space exploration with our **Moon Landing Facts**.
- Explore the story *Mission to the Moon* in more detail using our **Reading Comprehension Extract**.
- Can you break the story down what happens in the story using our **Story Structure Sheet?**
- Cut out our **Storytime Storyteller Cards** to create a new adventure for Connor and Commander Morgan. Where will they go next?
- Make use of our **Storytime Lunar Journal** to write an account of your Moon landing adventure. Be specific about the details and what you like most about being in space.

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STEM LESSON IDEAS

- Explore 'weightlessness' and buoyancy with a simple egg experiment. To understand what it is like to be weightless, just as astronauts needed to do when they went to the moon, follow the steps in our **Zero-G Experiment Sheet** and then use the results to explain how density makes the egg float.
- Increase Moon knowledge using our **Phases of the Moon Discussion Sheet**.
- Help the children investigate powdery surfaces and experiment with compacting surfaces using a variety of objects to produce impressions of the moon sand. Show this video clip – https://youtu.be/jBfxAQRb3_M or pictures of the steps on the moon to start the lesson. You will need shallow box or 'tidy tray', flour, sand, rock salt, pebbles and objects for pressing into the lunar surface, e.g. Lego blocks. Prepare a 'lunar surface' in a tray or shallow box. Half-fill the tray with sand and cover with a layer of rock salt. Coat the surface with a thin layer of flour. Explain that the children are going to press different objects and shapes into the pretend lunar surface, observing and describing the imprint produced each time. They can try pressing more gently or with greater force. They might investigate changing the surface coating by adding fine sand, sugar or salt.

3

ART LESSON IDEAS

- Complete the illustration of the moon phases design on our **Storytime Moon Phases Diagram**.
- Craft moon craters using some watercolor paint, white cardstock or construction paper, a paintbrush and white glue. Cut the cardstock or construction paper into a circle as large as the paper will allow. Have the child draw craters within the circle with pencil. Use the glue to "draw" over the lines. When the glue is dry, use watercolor paint to paint the moon. Using blues, greens, and purples will imitate the idea of the blue moon. Show pictures of craters of the moon so the child develops a feel for how many there are. You can also explore the moon at earth.google.com/moon.
- Make the ultimate astronaut badge to stick on your spacesuit. Which colours and icons do you want to use? Look for some inspiration in your country's flag, football team and favourite animals. Make your mark and use our **Printable Badge Sheet** to get started.
- How would you travel? Create your dream spaceship on our **Storytime Picture Frame**.

STORYTIME GLOSSARY

1 OF 2

Check that you know the meanings of all the words in Storytime Issue 65.

The Sleepy Giant (Page 6)

- ▷ **Regret** – feeling of sadness about something you have done
- ▷ **Voraciously** – hungrily
- ▷ **Exceedingly** – extremely
- ▷ **Fare** – food
- ▷ **Amiss** – improper, wrong
- ▷ **Slumber** – sleep

The Fox and The White Rabbit (Page 8)

- ▷ **Whiskers** – hairs growing on the upper lip
- ▷ **Umpteenth time** – one more time, after it has already been done many times
- ▷ **Frowned** – scrunched up his face in an unhappy or angry expression
- ▷ **Destination** – place someone is going to
- ▷ **Upsetting** – making angry or unhappy
- ▷ **Twitching** – making a small, sudden movements
- ▷ **Crafty** – clever and cunning
- ▷ **Sprung a leak** – started to leak
- ▷ **Hesitated** – paused as if not certain
- ▷ **Trembled** – shook slightly
- ▷ **Cunning** – shrewd or sly
- ▷ **Timidly** – shyly and nervously
- ▷ **Muttering** – speaking under their breath
- ▷ **Pondering** – thinking slowly and carefully
- ▷ **Jerked** – moved suddenly
- ▷ **Uncorked** – opened by pulling out a cork
- ▷ **Riverbank** – the land on either side of a river
- ▷ **Bolted** – ran away suddenly
- ▷ **Outfoxed** – tricked by someone cleverer than them

The Twelve Months (Page 12)

- ▷ **Bullied** – pushed around or made fun of
- ▷ **bleak** – cold and miserable
- ▷ **Slammed it shut** – closed it violently
- ▷ **Trudged** – walked slowly, as if tired
- ▷ **Plucked up her courage** – forced herself to bravely do something scary
- ▷ **Blazed** – burned
- ▷ **Forest clearing** – open area within a forest
- ▷ **Spiteful** – malicious
- ▷ **Grasping** – greedy
- ▷ **Wolfed them down** – ate them greedily
- ▷ **Scrambled up** – put things in the wrong order
- ▷ **Scowled** – made an angry face
- ▷ **Snowdrift** – pile of snow made by the wind

The Fairy Borrowing (Page 18)

- ▷ **Aroma** – smell or fragrance
- ▷ **Wafted** – moved gently through the air
- ▷ **Wee** – little, very small
- ▷ **Muttered** – spoke quietly, in low tone
- ▷ **Boulder** – a very large rock

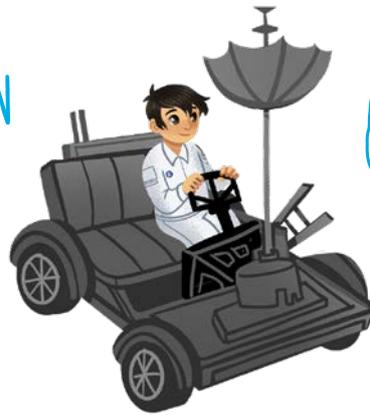
The Wise Parrot (Page 21)

- ▷ **Sneaked out** – left quietly and unnoticed
- ▷ **Perched** – sat something like a bird would
- ▷ **Boasting** – talking proudly
- ▷ **Gather around** – To meet around a person
- ▷ **Squawked** – made a loud birdlike noise
- ▷ **Bobbed** – moved up and down
- ▷ **Craftsmanship** – skill at making things

continue on page 2

STORYTIME GLOSSARY

2 OF 2



storytime™
TEACHING RESOURCES

Mission to the Moon (Page 24)

- ▷ **Lunar lander** – a space vehicle that is designed to land on the Moon
- ▷ **Space module** – part of a spacecraft or space station that can join to another
- ▷ **Mined** – dug
- ▷ **Tracking device** – electronic device which allows to monitor the location of a person
- ▷ **Baffled** – confused, perplexed
- ▷ **Aced** – did exceptionally well
- ▷ **Prank** – practical joke
- ▷ **Space probe** – a rocket-propelled guided missile that can escape the earth's atmosphere
- ▷ **Dumbfounded** – amazed, surprised
- ▷ **Whizzed** – moved along very quickly
- ▷ **Rumbled** – made a low, deep sound
- ▷ **Docked** – joined another space vehicles
- ▷ **Crevice** – a tight space on a mountain or other geological formation

The Happy Prince (Page 34)

- ▷ **Town councillor** – a member of the local government of a town
- ▷ **Weeping** – crying
- ▷ **Misery** – unhappiness, suffering
- ▷ **Pricked** – pierced
- ▷ **Seamstress** – a person that sews clothing
- ▷ **Nile** – the world's longest river in Egypt
- ▷ **Miller** – someone who works in a mill
- ▷ **Pecked** – picked with its beak

- ▷ **Tossing** – lightly throwing
- ▷ **Fanned** – spread out like a fan
- ▷ **Faint** – to pass out
- ▷ **Flutter** – the movement of birds wings
- ▷ **Swooped** – move rapidly through the air.
- ▷ **Icicles** – a hanging piece of ice
- ▷ **Eaves** – part of a roof that meets the wall
- ▷ **Murmur** – to speak in a low voice.
- ▷ **Leaden** – made of lead (type of metal)
- ▷ **Shabby** – worn out
- ▷ **Beggar** – poor person that asks for money
- ▷ **Foolish** – silly, unwise

The Queen of Everything (Page 38)

- ▷ **Goblet** – drinking glass
- ▷ **Hastily** – in a hurried manner
- ▷ **Gulp** – to swallow quickly
- ▷ **Sneakily** – in a furtive or sly way
- ▷ **Quaffed** –swallowed quickly
- ▷ **Kept her wits** – Stayed calm and rational
- ▷ **Heroism** – great acts of bravery
- ▷ **Guzzled** – drank very quickly
- ▷ **Thinking straight** – To think calmly
- ▷ **Slumped** –slouched down
- ▷ **Summoned** – ordered (someone) to be present
- ▷ **Snarling**– making an aggressive growl
- ▷ **Surged forward** – moved forward
- ▷ **Capsized**– overturn (boat)
- ▷ **Howled** – cried out loudly
- ▷ **Cunning** – clever

CLASS DISCUSSION SHEET

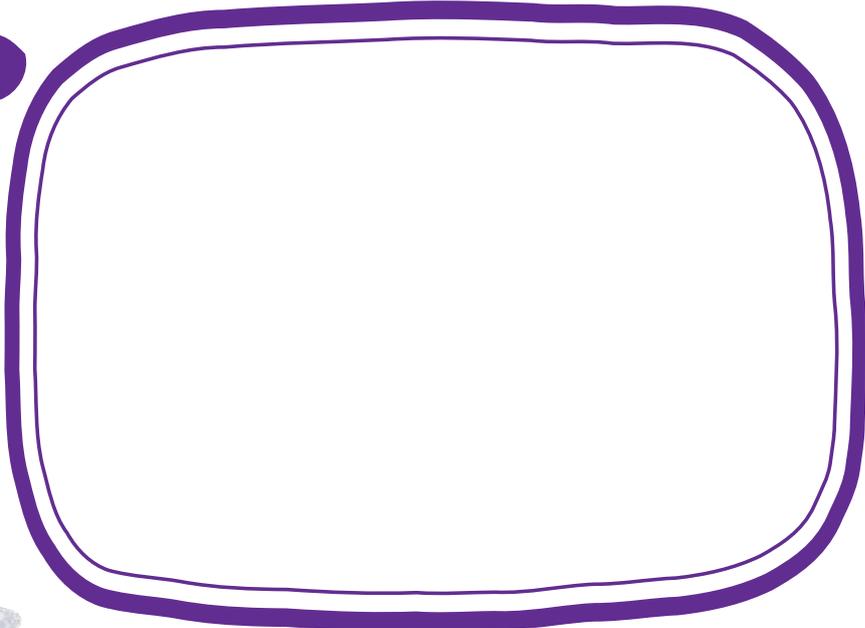
TEXT QUESTIONS

Discuss the story with your class with the help of these questions.

1. Why did Connor think Commander Morgan came over?
2. Which qualities Connor have that made him a good astronaut for the mission?
3. Why do you think Connor needed to do so many tests and exercises before his trip?
4. How long do you think the journey to the moon took?
5. What do you think Connor enjoyed the most about being in space? And what he enjoyed the least?

PICTURE QUESTION

What is Connor thinking from space ?



NAME _____

CLASS _____

MOON LANDING FACTS

1

The moon is 238,855 miles away from Earth. Even at super-high speed, it takes more than three days to get there.

2

In space, away from Earth, there is no gravity holding astronauts down, so they float around. Sometimes called zero-g.

3

Apollo 11 launched from the Kennedy Space Center and the lunar module was called Eagle.

4

The first two astronauts to walk on the moon were Neil Armstrong and Buzz Aldrin on 16 July 1969. Neil was the first one to step on the moon.

5

When Neil Armstrong landed the lunar module, there was only thirty seconds of fuel left.

6

Neil famous words were on the sound recordings were 'One small step for man, one giant leap for mankind'.

7

Gravity on the moon is only one-sixth as strong as gravity on Earth. If you jumped on the moon, you'd go six times higher.

8

Katherine Johnson was the mathematician that carried out the calculations that made the mission to the moon possible, and got the astronauts home again.

9

Did you know that the Moon has "moonquakes"? They're like earthquakes but a million times weaker, and they're on the Moon!

10

It is estimated that 600 million people around the world watched the moon landing on TV!

STORY SEQUENCING SHEET

Number the sentences from 1 to 11 to put them in the right order.

He saw the Earth suspended in the sky, looking like a brilliant blue and green marble and waved to his dad.

In the next few weeks, Connor had zero gravity and space walking training. He learnt to operate robotic arm and drive a lunar buggy.

Connor's dad was surprised at first, but Connor's dream was to be an astronaut so he agreed to let him go.

He heard a loud bang as the parts of the module detached. They were in space and he was weightless!

Connor came home from the Space Centre wearing a special badge with NASA on it!

Connor's dad came to wish him luck on the day of the launch. Connor was wearing his space suit, ready to leave.

Commander Morgan knocked on the door, looking for Connor. They had planted a tracking device on his badge.

Commander Morgan was impressed by Connor's results at the Space Centre and wanted to invite him on the next moon mission.

The shuttle launched into the sky and Connor felt anxious. Commander Morgan told him it was normal to get nervous before a mission.

When they docked on the moon, Connor came out holding the missing part of the space probe.

READING COMPREHENSION SHEET

Complete the tasks below the extract.

He couldn't believe how loud it was in the shuttle and how bumpy! He heard loud bangs as parts of the module detached, and then they accelerated so fast he felt like he had an elephant sitting on his lap, crushing him. "I wish I'd stayed at home!" he thought.

Suddenly, the engines stopped and they were in space. Connor's arms floated upwards. He was weightless!

1. Find and circle **two adjectives** that describe the journey conditions.
 2. Underline **a metaphor** in the paragraph above. Also write a different metaphor that could be used to describe the same feeling or situation.
-
3. Circle **three movement verbs** in the extract above. Which of those verbs suggests the fastest movement?

DESCRIBE IT!

Can you describe their journey to the moon in more detail? How long, comfortable, noisy or tiring

Answers 1. Loud and bumpy. 2. "like he had an elephant sitting on his lap." 3. Accelerated, stopped and floated.

NAME _____ CLASS _____

STORY STRUCTURE SHEET

Where is the story set?

Who are the main characters?

What is the main problem?

What is the solution?

How does the story end?



What does a Rocket Scientist do? **Write 3 things that you think Commander Morgan does in her job.**

NAME _____

CLASS _____

TRUE OR FALSE QUIZ

How well do you know our Mission to the Moon adventure? Answer to find out!

1 Commander Morgan came over because Connor touched the control panels at the Space Centre.

TRUE FALSE

2 Commander Morgan had been to ten missions before.

TRUE FALSE

3 Dad got Connor some yogurt as a treat because that's what astronauts eat.

TRUE FALSE

4 Connor was the perfect size to reach the part of the space probe lodged in a moon crevice.

TRUE FALSE

5 Connor spent four weeks learning to space walk.

TRUE FALSE

6 Connor never felt anxious during his mission.

TRUE FALSE

7 They could see the Earth from space, like a giant blue and green marble.

TRUE FALSE

8 Connor felt heavier on space and couldn't move.

TRUE FALSE

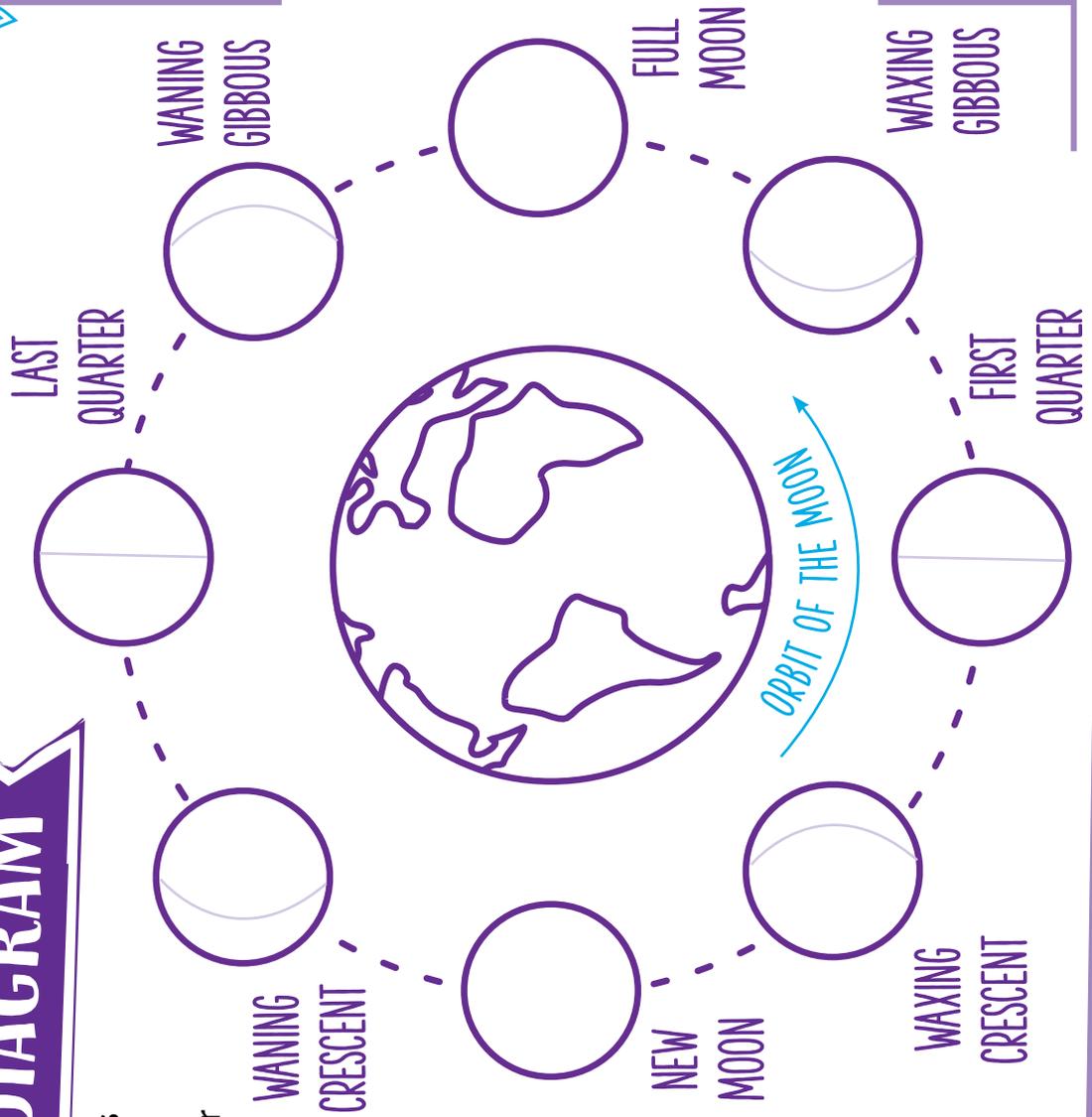
Answers: 1. False, 2. True, 3. False, 4. True, 5. True, 6. False, 7. True, 8. False.

NAME _____

CLASS _____

MOON PHASES DIAGRAM

Complete the moon phases as it orbits the Earth. Each of the phases is labeled, then colour the sun and Earth!



NAME _____

CLASS _____

PHASES OF THE MOON DISCUSSION SHEET

Use these questions and facts for a guideline to understand the Moon Phases!

The part of the moon we can see changes. We call these changes the phases of the moon

A. WHERE DOES THE LIGHT OF THE MOON COME FROM?

The phase of the moon is called the new moon. That's when it's not visible from Earth

It takes about 29 1/2 days to go through all its phases. We call this lunar cycle

B. WHAT CAUSES TIDES IN EARTH'S OCEANS?

The phases of the moon are caused by its orbit around the Earth

C. WHAT MAKES THE MOON AND SUN LOOK LIKE THEY ARE THE SAME SIZE?

Answers: A. The moon is lit by the sun. It is important to remember that the moon does not make its own light, it only reflects light from the sun; B. the moon is smaller than the sun but it is also 400 times closer. That makes it seem like it is the same size as the sun; C. The moon is smaller than the sun but it is also 400 times closer. That makes it seem like it is the same size as the sun.

FUN BITE!

You can reproduce the phases of the Moon with Oreo Cookies (or Ginger Creams!)

You will need:

- An Oreo cookie for each phase of the moon
- A Popsicle stick or other tool for scraping the frosting
- Your **Storytime Moon Phases Diagram Sheet**

How to do:

Separate Oreo cookies and try to keep the frosting intact. (Transfer from one side to other if needed)
Use the moon phase diagram sheet as reference.
Recreate each phase in cookies by scraping the frosting and will will have a plate full of moon cookies to snack on afterwards!

NAME _____

CLASS _____

STORYTELLER CARDS

Use these cards to help tell stories about Connor's adventures in space.



CONNOR



COMMANDER MORGAN



DAD

MUM



BEST FRIEND



ROCKET

MOON LANDING JOURNAL

Complete this journal about what happened on your moon trip:

The moon was _____
than I expected it to be.

The most exciting thing I saw on the moon was _____

My favourite part of the trip was _____

I travelled to the moon with _____

My moon mission was called _____

I brought some _____
_____ back from the moon for further research.

What I want to learn more about _____

NAME _____ CLASS _____

FUN GRAVITY EXPERIMENT

This project teaches us about gravity and magnetism.

You Will Need:

- a straight stick
- string
- metal paper clips
- powerful magnets
- metal ruler
- sticky tape
- books for stacking

Time: 30 minutes

DISCUSSING IT!

1. Why do you think the paperclips always end up pointing towards the ground?
2. If little magnets can make the paperclips overcome gravity, what does this tell us about magnetism and

Procedure:

1. Carefully tie one end of a piece of string to a stick, and tie the other end to one of the paper clips. Repeat this twice more with more paper clips and pieces of string, making sure the string is the same length on all of them.
2. The children can now pick up the dowel and observe that no matter what angle they hold the dowel at, the paperclips always point down.
3. For the next step, stick three magnets to the metal ruler, spaced the same distance apart that the pieces of string are spaced on the dowel.
4. place the dowel on a work surface and stack a pile of books on either end on the table below. each pile should be just 5mm taller than the length of the pieces of string and the paperclips.
5. Place the metal ruler on top of the piles of books above the dowels. Now gently lift each paperclip up so it is near a magnet. They should stay up, pulled towards the magnet and defying gravity. If they do not, make the piles of books slightly shorter.

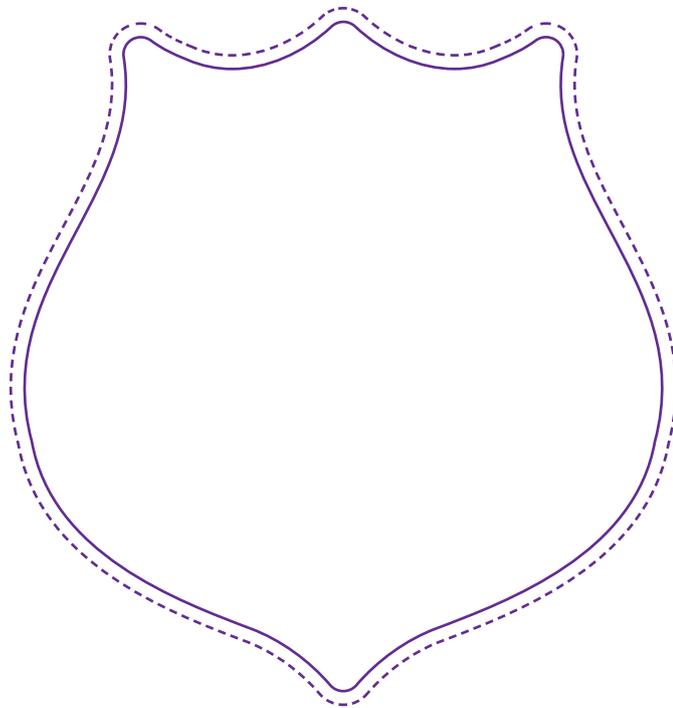
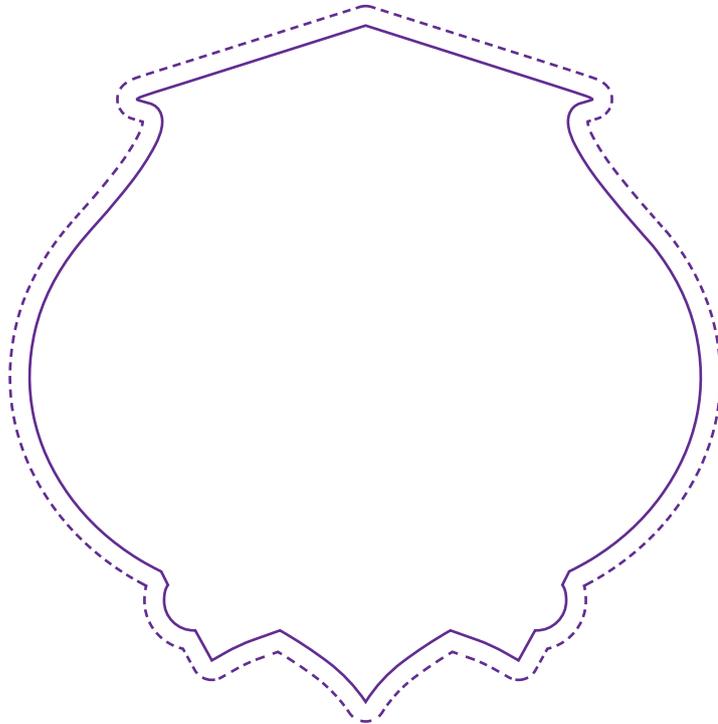
WHICH MAGNETS WILL YOU NEED?

For this experiment, you will need ceramic magnets of 18mm or greater diameter - regular magnets will not do!

IMPORTANT: Magnets can be hazardous if ingested - children should be closely supervised do not Allow the children to handle the magnets themselves and they should be closely supervised while participating in this experiment.



BADGE DRAWING SHEET



NAME _____ CLASS _____

PICTURE FRAME

My spaceship is called _____

NAME _____

CLASS _____