

**Title:** Moonshot

**Author/Illustrator:** Brian Floca

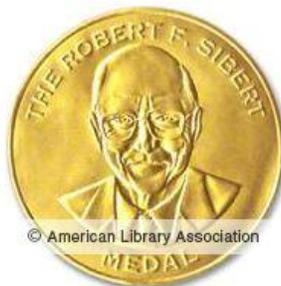
**Age Range:** 8-10

**Topic/Themes:** Space Exploration, Astronauts, Science

**See video of this book read aloud here:** [Moonshot](#)

## I. INTRODUCTION

- Introduce book and have students infer what it will be about and whether it is likely fiction or nonfiction, and why. Point out the two award seals on the cover: one reflects an **honorary** recognition noted below and the other is another award for its illustrations from the *New York Times*.



The Robert F. Sibert Informational Book Medal is awarded annually to the author(s) and illustrator(s) of the most distinguished informational book published in the United States in English during the preceding year. The award is named in honor of Robert F. Sibert, the long-time President of Bound to Stay Bound Books, Inc. of Jacksonville, Illinois. ALSC administers the award.

## II. INTEGRATIVE STRATEGIES

- **Post Reading:**
  - Read the book cover quote from Michael Collins. Ask students why Moonshot might make Michael Collins feel that way (so realistic, descriptive, factual illustrations). Tell students that both he and Buzz Aldrin are still living, but Neil Armstrong died in 2012.
  - Discuss sequential diagrams inside the front cover informally.
  - Pp. 1: Reread text; ask students about the significance of the illustration (round) even though it shows Earth and why Brian Floca might have chosen to do that.
  - P. 3: Reread; ask students what other sense Brian Floca is introducing (sound: *click*) and why he chose to do that (to help make the reader part of the action).
  - Pp. 5-6: Discuss the perspective of the illustration and what it is helping the reader to understand (how **big** it is by having the reader looking **up**). P. 6: Discuss the facts in the first paragraph (thirty stories tall; weighs six million pounds); significance of phrase: “too big to believe, but built to fly”. Have students define **massive** in that paragraph using context clues. Point out the use of sound again in the second to the last sentence.
  - P. 7: Reread the first paragraph and ask students what seems unusual (checking the beats of the astronauts’ hearts along with all the mechanical checks) and why that would be necessary.

- P. 10: Refer to the ZERO and its illustration. Ask students how they would be feeling at this moment and why.
- P. 13: Point out the use of sound again with ROAR. Ask students to infer why it is illustrated the way it is (large bold print, resonating lighter print) and what is communicated to the reader.
- Pp. 15-16: Reread first paragraph and ask students to determine a simile comparison (**bodies** as heavy as **clay**). Have students compare illustration of capsule on p. 15 to illustration on p. 16 in order to understand how it was enclosed. Help students understand that all the other pieces fall back to Earth since their jobs in helping to launch the craft are over.
- P. 17: Point out that the second paragraph is the same wording as that on p. 1.
- Pp. 19-21: Have students share their thoughts on the lack of gravity and floating objects; dried food and rehydration with water guns; sleeping.
- P. 22: Reread the sentence, “This is not why anyone wants to be an astronaut” and ask students to predict the reasons astronauts choose to endure such discomforts, and why.
- P. 31: Reread the first paragraph and compare it against the opening paragraph again on p.1. Ask students to infer why this portion now refers to *life* on the moon and what that means (the astronauts are now the life on the moon).
- P. 37: Reread first paragraph and ask students what kind of work the astronauts might have done on the moon? Reread the last paragraph and have students discuss the work with the added information.
- Ask students if they would like to be astronauts. Why or why not?
- Ask students to decide the author’s message to the reader.