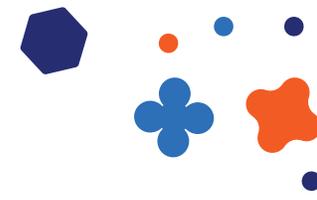
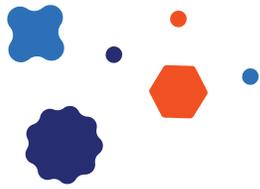


**TEACHER READING GUIDE**

***To the Moon and Back:  
My Apollo 11 Adventure***

By Buzz Aldrin with Marianne J. Dyson  
illustrated by Bruce Foster



**Essential Question:** Why would two authors have similar and different views of the same event? How can understanding both views help you to better understand the text?

**BOOK SNAPSHOT**

Selected from Florida's ELA B.E.S.T. Standards Sample Text List



- Text Type:** Nonfiction
- Genre:** Autobiographical
- Themes/Topics:** Determination, Teamwork, Space Science
- Lexile:** No published Lexile level

**SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS**

- Word Work** **ELA.3.F.1.3(c)**  
Decode multisyllabic words with open, closed, and final stable syllables (-tion).
- Vocabulary** **ELA.3.V.1.1**  
Use grade-level academic vocabulary. (Tier 2)
- Comprehension** **ELA.3.R.3.3**  
Compare and contrast how two authors present information on the same topic.

**BUILDING BACKGROUND**

- To the Moon and Back: My Apollo 11 Adventure* was paper engineered by Bruce Foster. Paper engineers are in charge of creating the pop-ups in pop-up books by combining math, engineering, and art skills.
- Preview by looking through *To the Moon and Back: My Apollo 11 Adventure*.
  - Ask students:
    - Which pop-up "popped" out to you? Why?
    - Which pop-up do you want to learn more about?
- Engage students with a STEAM activity by creating a pop-up card.



**STUDENT LEARNING TARGETS**

- Today I am:** comparing and contrasting how two authors present information on the same topic.
- So that I can:** understand the similarities and differences between their experiences.

# WORD WORK – DECODE MULTISYLLABIC WORDS USING SYLLABLE PATTERNS

**ELA.3.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.**

c. Decode multisyllabic words.

Students will decode multisyllabic words using **syllabication**. **Syllabication** is the division of words into **syllables**. A syllable is a part of a word with just one vowel sound. There are six common syllable patterns, but for the purpose of this lesson, the focus will be on the following:

A closed syllable:

- ends with one or more consonants
- has a **short-vowel** sound that is spelled with one vowel letter
  - Ex: *at, fun, stop, dump*

An open syllable:

- ends with a vowel
- has a **long-vowel** sound spelled with one vowel letter
  - Ex: *go, she, hi*

A final stable syllable:

- An **ending syllable** that has a consonant plus *-le* or a reliable unit like, *-sion, -ture, -tion*
  - Ex: *apple, picture, addition*

Below is an example to decode words with the provided syllable types:

**pres - en - ta - tion**

Write *presentation* (p. 6) on the board and say to students:

- “Today, we are going to practice segmenting and decoding syllables so we can read multisyllabic words.”
- “The word is *presentation*. How many syllables are there in *presentation*?”
- “There are four syllables—*pres - en - ta - tion*.” Write *pres - en - ta - tion* on the board with hyphens separating each syllable.
- Point to *pres*. This syllable ends with a consonant, *s*, which makes it a closed syllable. In a closed syllable, the vowel makes the short vowel sound /ĕ/, so this syllable is pronounced /prĕz/.
- Point to *en*. “This syllable ends with a consonant, *n*, which makes it a closed syllable. How do we pronounce this syllable?”
- Correct or confirm the students’ pronunciation. Model saying /ĕn/ correctly as needed.
- Point to *ta*. “This syllable ends with a vowel, *a*, so it is an open syllable. In an open syllable, the vowel makes the long vowel sound /ā/, so this syllable is pronounced /tā/.”
- Point to *-tion*. “This syllable is always pronounced /shən/. Repeat after me—/shən/.”
- “Now, blend the syllables together—*presentation*.” Run your finger under the word as you blend.

## Did You Know?

Identifying **syllable patterns** is an effective strategy for decoding multisyllabic words. There are six basic syllable patterns: closed, open, vowel team, r-controlled, vowel-consonant e, and final stable. Syllable Patterns encourage students to notice similar chunks of print when they are developing automatic word recognition skills.

Practice decoding words with open, closed, and final stable syllable patterns using words from the book:

<b>section</b> (p. 5)	<b>direction</b> (p. 10)
<b>navigation</b> (p. 9)	<b>desolation</b> (p. 10)
<b>station</b> (p. 9)	<b>celebration</b> (p. 13)
<b>indication</b> (p. 9)	

## TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

**ELA.3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

Examples of Tier 2 vocabulary words for this text are:



**mastering** (p. 3): If you **master** something, you learn to do it really well. Aldrin's plan for **mastering** spacewalking was to train in a swimming pool.



**stark** (p. 9): **Stark** describes a place that is empty. There was nothing but rocks and shadows; the moon was as **stark** as Aldrin had imagined it.



**thrill** (p. 6): If something gives you a **thrill**, it gives you excitement and happiness. It was a relief and **thrill** that the Apollo 9 mission worked!



**stowed** (p. 11): If you **stow** something, you pack it carefully. Aldrin **stowed** the moon rocks into two aluminum boxes.

### Vocabulary Extension Activity

- Reinforce students' understanding of the vocabulary by creating a gallery walk.
- Ask students to work in groups to create sentences using each vocabulary word. Students will write their sentences on chart paper to hang around the room. They will then travel around the room in groups to observe how each group used the words in a sentence.

## READ FOR MEANING – COMPARE AND CONTRAST

**ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme.**

**ELA.3.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.**



### Before:

The purpose of today's read aloud is to **compare and contrast** how two authors present information on the same event. To **compare and contrast**, students will note what is similar and different about Aldrin's experiences and the family's experiences. Buzz Aldrin included excerpts from the perspective of his daughter, Jan Aldrin, to represent the family's experiences.

- Say, "The Apollo 11 mission was the first time humans traveled to the moon. We will look at two different views: the view held by Buzz Aldrin, one of the astronauts on the mission, and the view held by his family members'."
- Ask, "Would you rather travel to the moon yourself or watch it on television?"

## READ FOR MEANING – COMPARE AND CONTRAST



### **During:**

As you read *To the Moon and Back: My Apollo 11 Adventure*, display and use the comparative graphic organizer to compare and contrast Aldrin’s experiences and his family’s experiences during the space race. Use the Gradual Release of Responsibility Framework to guide students in identifying both authors’ actions and feelings for each event.

Event	Aldrin’s Experience	Aldrin’s Family’s Experience
Gemini 12 Launch (Model)	Aldrin practiced spacewalking by floating in a swimming pool. He also worked on his rendezvous skills.	Aldrin’s family listened to the progress of the mission through a “squawk box.”
	Aldrin was <b>excited</b> for his first trip to space. He was also <b>proud</b> of his flawless spacewalk on Gemini 12.	Aldrin’s family was <b>supportive</b> of their father’s role in the space race.
Apollo 11 Launch (Guided Practice)	(actions)	(actions)
	(feelings)	(feelings)
Apollo 11 Moonwalk (Guided Practice)	(actions)	(actions)
	(feelings)	(feelings)
Return to Earth (Independent)	(actions)	(actions)
	(feelings)	(feelings)

## READ FOR MEANING – COMPARE AND CONTRAST

Suggested questions to guide your discussion for each event include:

- How did Aldrin prepare for ...?
- What did Aldrin do during ...?
- How did Aldrin feel about ...?
- What was Aldrin’s family doing during ...?
- How did Aldrin’s family feel about ...?

Additional questions to further your discussion:

- How do you think Aldrin felt when he heard the previous Gemini programs’ outcomes? (p. 3)
- If you had a “squawk box” in your home, what topics would you like reported on it? (p. 3)
- What would you place in a pouch to be left on the moon? (p. 10)
- How would you have felt if you were stranded on the moon? (p. 10)



### After:

- Review the comparative graphic organizer with students. Discuss the similarities and differences between Aldrin’s actions and feelings and his family’s.
- Ask students to construct a one-paragraph response to the following question: Would you have wanted to be an astronaut or an astronaut’s family member during the Apollo 11 mission? Explain your choice.
  - Guide students to use the comparative graphic organizer to help form their responses.
  - The paragraph will include:
    - A topic sentence stating their opinion
    - Two to three reasons explaining their choice
    - Text evidence to support each reason
    - Elaboration or explanation on how their text evidence supports each of their reasons
    - A conclusion sentence reviewing their opinion

### Paired Text Suggestion

**Paired texts** are intentionally grouped around a common topic or theme and motivate students to make connections across texts, build critical thinking skills, and deepen their understanding of a text. Reading paired text allows students to build background knowledge, expand their vocabulary, and scaffold comprehension of a complex text.

The B.E.S.T. text *To the Moon and Back: My Apollo 11 Adventure* pairs well with the New Worlds Reading book *Who Would Win?: Walrus vs. Elephant Seal* by Jerry Pallotta to support the ELA B.E.S.T. benchmark **ELA.3.R.2.1**.

*To the Moon and Back: My Apollo 11 Adventure* and *Who Would Win?: Walrus vs. Elephant Seal* have unique text features that can be used to explain how text features contribute to the overall meaning of the text.