BEFORE YOU START

Prepare a group journal to help you record group discussions and responses to the text as you work through the book.

Prepare outlines of the characters Reva and Bobby, ready to complete using the Role on the Wall technique.
Focus: Predicting, Questioning and Thinking Aloud

Before revealing the cover and title, show the children the illustration on page 3 without showing the text and then elicit their initial responses.

- What do you notice?
- Where might this be?
- What sort of story could take place somewhere like this? What might happen?

Share the cover and title of the book with the children.

- Do the image and title fit with what you thought might happen in the story?

Ask the children to predict what the story could be about. Ask them to justify their responses, drawing out any connections they make to other stories. Record the children’s responses in the journal. Once you have recorded their predictions you can return to these as you read the book, comparing the children’s initial thoughts to how the story actually unfolds.
Read until page 7, ‘Imagine being built to soar through space, but never leaving planet Earth!’ Discuss Bobby and Reva’s response to seeing the Jupiter Two rocket.

- How do Bobby and Reva feel?
- Why do you think they have mixed feelings about the rocket? (Comparing the rocket to a bird which never flies might help the children’s comprehension.)
- How would you feel if you saw a rocket?

Read to the end of Chapter One and return to the children’s predictions from the start of the session.

- Would you change your predictions about the story now you have heard the first chapter?
- What have you seen, heard or read that makes you think this?

Support the children in linking the events in the book to any experiences they have had.

- Does the class trip remind you of any school visits you have been on?
- Have you ever been to a science or space museum? Have you ever seen a rocket or a picture of a rocket?
- Are you interested in space? Or are there other topics you are interested in?
Focus: Questioning, Re-reading and Close Reading

Re-read Chapter One and then read Chapter Two. Begin to explore the children's responses to the start of the book with the help of the four basic questions. These questions can be used as a basis for discussion throughout the sessions.

- Tell me... was there anything you liked about this text?
- Was there anything that you particularly disliked... ?
- Was there anything that puzzled you?
- Were there any patterns... any connections that you noticed... ?

As children respond it can be useful to write down what they say under the headings ‘likes’, ‘dislikes’, ‘puzzles’ and ‘patterns’. Record the children’s responses in the journal and return to any queries as the sessions continue.

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Vocabulary

Draw the children’s attention to the impact of the language choices made by the author Jenny McLachlan on how they imagine the story.

- Could you imagine yourself inside the spaceship as it started to take off?
- What helped you to visualise yourself there?

Look back at the paragraphs on pages 14-17. Which words or phrases bring the text to life? It might be useful to have a copy of these pages to mark up, highlighting the words and phrases the children pick out. These might include some of the phrases and verbs depicting the sights, sounds and actions of the launch: rumble, roar, buttons flashed, zoomed and buttons pinged on and off.

Work with the children to prepare a performance reading of this section of the text. Encourage them to think carefully not only about the story but also the language the writer uses. Focus initially on the words and phrases already selected by the children. Discuss different strategies which could be used to emphasise and clarify the meaning of these words in performance.

- Which words or phrases should you speak together?
- Are there some sections where one or two voices might be more effective?
- Which words could be whispered, shouted, sung, echoed or repeated?
- Are there places you might add some movement, music or sound effects?

When the children are ready to perform the passage, you could ask other children to be an audience for them, or record it and then play it back for them to listen to.
Focus: Summarising, Clarifying, Empathising

Ask the children what they know so far about the characters of Bobby and Reva.

- How would you describe Bobby and Reva?
- How are they similar to each other?
- How are they different?

Introduce the outlines of Reva and Bobby to be added to using the Role on the Wall technique. Ask the children to come up with words or phrases to describe Bobby’s feelings and personality or his outward appearance and behaviour. For example, they might suggest that Bobby is ‘curious’ because he ‘runs his fingers over the control panel’.

Do the same using the Role on the Wall for Reva, in order to compare and contrast the two characters and also to explore their friendship.

Revisit the Role on the Wall outlines at key points in the story.

Read Chapter Three, stopping at different points to clarify the children’s understanding and allow for discussion around the four basic questions.

Return to the Roles on the Wall and add to them, reflecting on Reva and Bobby’s reactions to finding themselves in space.

Spend time discussing the children’s knowledge of space and their feelings about space travel.

- What do you know about space travel? What is it like for humans in space?
- Is going into space something you would like to do? Why / why not?
SESSION 4: CHAPTERS FOUR AND FIVE

Focus: Empathising, Questioning and Predicting

Read Chapter Four. Discuss the illustration of the rocket touching down onto the Moon’s surface.

- Why do you think the Jupiter Two has taken Bobby and Reva to the Moon?
- What do you think they will do? What makes you think that?
- What would you do if you were in their position?

Read on until the end of page 32. Ask the group to look carefully at the illustrations on pages 30-33. Refer back to the Roles on the Wall.

- What are Bobby and Reva likely to be thinking, feeling or saying in these illustrations?

Children may point out the small green aliens hiding in many of the Moon illustrations.

- How might the aliens be responding to the arrival of these children?
- Do you think this has happened to them before?

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Discuss the sentence: ‘While they played, the rocket watched over them’ (page 32).

- What do you think this means?
- Have you heard the phrase ‘watched over’ before? What does it imply about the rocket?
- Do you think the rocket can think for itself?
- If so, why has it brought the children into outer space?
- How do you think the story will end?

Read the rest of Chapter Five.

- Are there any further clues that Jupiter Two might be thinking for itself?
Focus: Summarising, Questioning and Empathising

Recap and summarise the events of the story so far. Explore the possible reaction of Bobby and Reva’s teacher, Miss Butler.

- Will Miss Butler want to know where Bobby and Reva have been?
- Will they be in trouble for pressing buttons?
- Whose fault is it that they went into space?
- What do you think Reva and Bobby might say to Miss Butler?

You could choose to role play a short conversation between Reva, Bobby and Miss Butler, with volunteers from the class.
Read the final chapter. Discuss the children’s responses to the whole story with the help of the **four basic questions**.

Then discuss the children’s responses to the ending of the book.

- If it’s ‘impossible to go to the Moon and back in half an hour’, then what might have happened?
- Do you think that Bobby and Reva imagined their whole adventure?
- Are you convinced by the grey dust, or do you still think that it was all imagined?
- Did Miss Butler know that Bobby and Reva had gone?
- Did you like the ending?

Through modelling, ask the children to describe their favourite part of the story. Provide the children with an oral scaffold, for example: the most memorable part of the story was... because...; my top moment in the story was... because... and ask them to discuss their favourite part of the story in pairs. Encourage the children to give reasons for their choices and invite some children to share these.

- Would you like to travel into space? Why / why not?
- What would you do in space? Where would you go?
These are areas you could further develop depending on your professional judgement of the children’s learning needs and their interests.

**Developing wider reading experiences**

The children could read more widely from appropriate non-fiction texts about space, the solar system, rockets and gravity.

- Investigate non-fiction texts and information about space travel. These websites are useful resources:
  - *The Moon* – BBC Bitesize: www.bbc.co.uk/bitesize/clips/zy89wmn
  - *Learn* – European Space Agency: www.esa.int/kids/en/learn
Supporting reading fluency

• While reading with the group, model skills and strategies such as predicting, sampling, confirming, self-monitoring, self-correcting, ‘thinking aloud’, interpreting things which are only implied, and the full range of cueing systems (semantic, syntactic and graphophonic).

• Occasionally, you could hide some words with a post-it note, asking the children to refer to the illustration for ideas. You could give another clue by revealing the first syllable or letter.

• You could make a pairs game to develop visual memory and book language, creating cards using laminated images from the book. Make pairs of cards, one card for an illustrated location or character and one for matching words from the story. Spread these out face down. Children take turns to turn over two cards. If they match, they can keep them. If not, they have to turn them back over again. The game proceeds until all the pairs have been found.

• You could create a simple jigsaw by writing questions with corresponding answers directly underneath on one side of a piece of paper, then printing an illustration on the reverse and cutting the sheet of paper up to separate the questions and answers. The children lay out the questions and answers in order. They can check their layout by turning them over to see if they have created the illustration correctly.

• You can explore different ways of representing the /uː/ (long vowel ‘oo’) sound, such as in zoom, moon, Jupiter, two, you, through, zoomed, roof, moving, doing and soon. You could also explore words that share the same grapheme but make a different sound, such as no, go and do or zoom, Moon and door.

Vocabulary building

• Children could make word collections which describe a particular character and their feelings or a place, event or situation, or they could collect space-related words.

• The text could also be used to investigate the structure, impact and placement of prefixes and suffixes. For example, children could investigate any patterns in adding –ing to verbs, such as twisting, turning, bouncing and bobbing. They could also look at regular and irregular past tense verbs, such as cried, flashed, beeped, pinged, pressed, saw, shot and found.
Opportunities to revisit the text independently

- With the children, make a set of magnetic or stick story props to use in a retelling of the story and to support children in their own independent retellings. If possible, provide extra copies of the book to support this.

- If the children have a good memory of the text through repeated readings, they can be given copies of the story to read to partners. This helps children to see themselves as readers.

- Allow the children to re-enact the story through play. Revisiting stories through a range of play-based experiences helps children to step into the world of the book and to explore it more completely.

- Create freeze frames of key events or scenes in the book. When presenting the freeze frame, one of the group could act as a commentator to talk through what is happening, or individual characters could speak their thoughts out loud.

- Use hot-seating to explore the main character further. One member of the group role-plays a character and is interviewed by the other children. This activity involves children closely examining a character's motivation and responses.

- Make a story map as a way of retelling the story. This breaks the story down into episodes and sequences its events. This kind of graphic representation helps children to hold on to the shape of the story more confidently.

- Encourage the children to take the book home to read alongside a parent or carer and suggest that they use the ‘Tips for grown-ups’ pages to support their discussions.

Experiences linked to the text

The children could make their own rockets or scaled models of the solar system:

- Make a Rocket with Justin – CBeebies: www.bbc.co.uk/cbeebies/makes/something-special-make-a-rocket-with-justin

- CBeebies Stargazing - Learning About The Solar System – CBeebies: www.youtube.com/watch?v=iamV5KBb9jQ

- How to Make a Model Solar System – Hobbycraft: https://blog.hobbycraft.co.uk/how-to-make-a-model-solar-system

These resources were created by Bloomsbury and The Centre for Literacy in Primary Education (CLPE). For more teaching resources, visit:

www.bloomsburyguidedreading.com

www.clpe.org.uk