

A Common Core State Standards/Next Gen Science
Standards-Aligned
Discussion/Activity Guide for Grades 1-3

The Moon's First Friends: How the Moon Met the Astronauts from Apollo 11

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Written by Susanna Leonard Hill

Illustrated by Elisa Paganelli

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From high up in the sky, the Moon has spent her whole life watching Earth and hoping for someone to visit. Dinosaurs roam, pyramids are built, and boats are made, but still no one comes.

Will friends ever come visit her?

Commemorate the extraordinary Apollo 11 spaceflight mission with this heartwarming story of the Moon who just wants a friend.

Guide created by
Debbie Gonzales, MFA



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Educational Standards Alignment

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Pre-Reading Discussion

Examine the illustration on the cover:

- Identify the objects depicted in the illustration.
- Discuss the action taking place in the illustration. What's happening in this picture?
- Describe the setting. Where is the action taking place?
- How does the illustration make you feel? Explain your answer.
- The title of the book is **THE MOON'S FIRST FRIENDS: HOW THE MOON MET THE ASTRONAUTS FROM APOLLO 11**. Tell all you know about the moon.
- Explain all you know about space, stars, and planets.
- Predict what the object in the upper left of the illustration is about to do.
- How does the moon feel about the object? How do you know?
- What does it mean to have a friend?
- Predict what this story is going to be about.



Meet the Author – Susanna Leonard Hill:

- Susanna has enjoyed writing books and stories for her entire life. In fact, she says that she began writing the moment she learned how to hold a pencil. She wrote her first book in 2nd Grade called *The Girl and The Witch*. How about you? Do you enjoy writing stories? If so, what kind?
- Susanna once was a teacher. She worked with students who have trouble learning how to read. Do you think that being a teacher has helped Susanna to become an author? Explain your answer.
- Find out more about Susanna's many books and picture book writing courses she teaches by accessing her website at susannahill.com.



Meet the Illustrator – Elisa Paganelli:

- An illustrator works to interpret an author's words through the use of color, shape, and detail. Illustrations tell stories. Interpret the story Elisa illustrated on the cover of the book. Identify the details that communicate the message.
- Elisa was born in Italy. Explore how the stories expressed in illustration can be understood, no matter what language a person speaks – Italian or English.
- Access Elisa's website at elisapagnelli.com to learn more about her art and her fascinating life.



Post-Reading Discussion

**The Moon was queen of the night sky.
She was so bright that everything she touched glowed with silver light.
But after many, many years had passed, she was lonely.
“If only someone would visit me,” she said.**

- Discuss the connection between the Moon and the Earth. What does the Moon do for the Earth? Why does it matter?
- What does it mean to feel lonely?
- Predict why the Moon feels this way.
- Observe the illustration. Identify clues in the illustration that reveal how the Moon feels.
- What would it take to make the Moon feel happy? How do you know?

Under the Moon’s watchful eye, the surface of the Earth changed. The Moon saw glorious new creatures come and go...

...But they all stayed earthbound and rarely looked up to her in the night sky.

- The word *watchful* means careful, observant, and caring. Explain why the Moon looks over the Earth in this way.
- Turn to the Author’s Notes in the back of the book. Notice the time line at the bottom of the page. Note where it begins at the Hadean Era, 4.6 billion years ago, when the Earth first began to form. Follow the time line all the way to the Cenozoic Era, when the animals featured in this illustration first evolved. The time line represents the years and years the Moon has been watching over the Earth all alone in the sky. Knowing this, make a connection between how much the Moon cares for the Earth, and yet remains very lonely high in space.

Then, on a windy day in North Carolina, the first airplane flew above a beach.

“You’re doing great!” encouraged the Moon. “You just need to fly a little higher.”

- Identify the different types of transportation depicted in this spread.
- Ships, such as the one in the illustration, were first developed in the 16th century. The hot air balloon was invented in 1783. The bicycle was the rage in 1860. The car was invented in 1893. And, the airplane’s first take-off was in 1903. Explore how the development of these different forms of transportation show the length of time the Moon had to wait to feel a little bit encouraged that she might have a visitor some day.
- The word *hopeful* means cheerful, promising, and optimistic. Observe the Moon’s expression in this illustration. Do you think the Moon appears to be hopeful in this scene? How so?

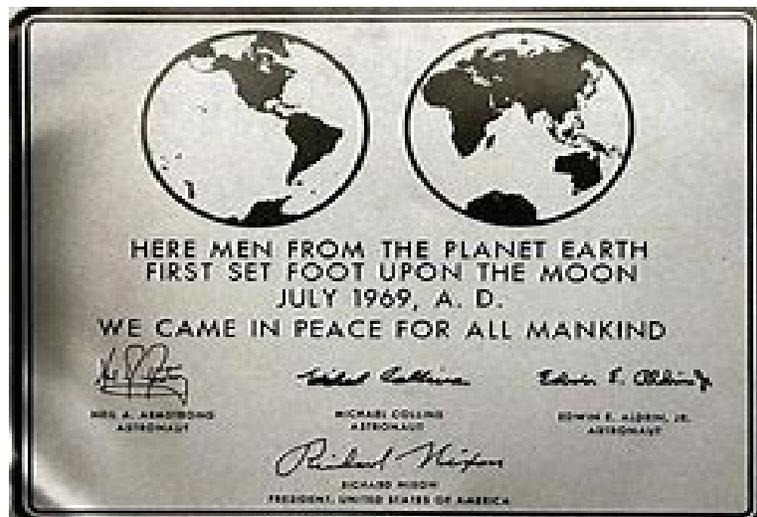


The rocket fell away in stages, but the two spaceships hurtled toward the Moon.

“They’re coming!” the Moon cried. “They’re actually coming!”

Turn to the Author’s Note in the back of the book to find the pages that describe the three “stages” of a rocket launch. Use the text and the illustration as reference while discussing the concepts below:

- The word *anticipation* means hope, patience, promise, and joy. Consider how the Moon was filled with anticipation as the rocket Saturn V hurtled toward her in space.
 - ~ Describe the *hope* the Moon must’ve felt when she saw the whole rocket coming her way during the first stage of the launch.
 - ~ Imagine the *patience* she must’ve been practicing as the rocket sailed her way during the second stage of the rocket launch.
 - ~ A *promise* is the assurance that something will happen. Describe the feeling that something good was about to take place when the Moon watched the third stage of the rocket launch take place, and all that is coming her way is the Instrument Unit and the Command/Service Module. Identify the “something good” she was anticipating.
 - ~ Lastly, tell why the Moon was filled with *joy* when the Lunar Module landed on her surface.
- Discuss the exchanging of gifts that took place between the astronauts and the Moon – she sharing soil and rocks, and them leaving a flag and a special plaque for her to cherish forever.
- Judging from the Moon’s reaction to the astronauts landing on her surface, do you think that moment was worth the long, long wait she endured? Explain your answer.



Historical Time Line Sequencing

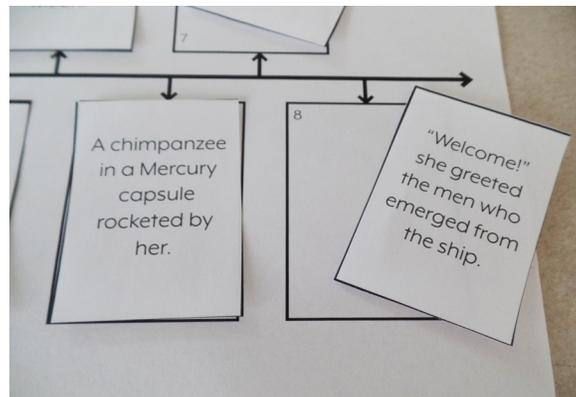
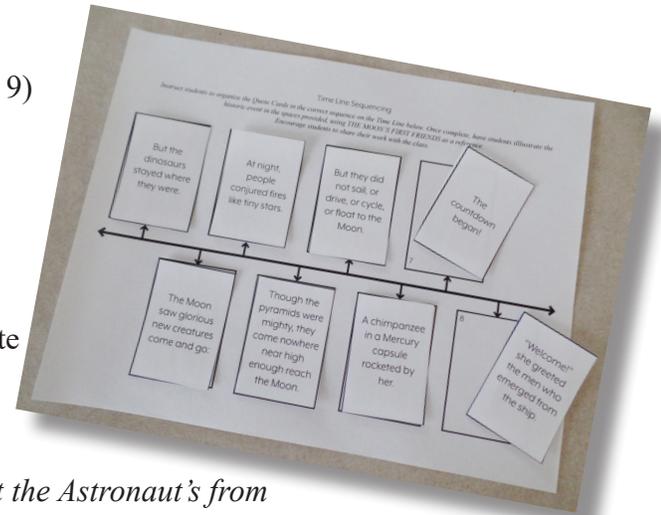
Objective: To read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Materials:

- *The Moon's First Friends: How the Moon Met the Astronauts from Apollo 11*
- Quote Cards (Guide, pg. 7)
- Time Line Sequencing Template (Guide, pg. 8)
- Time Line Sequencing Answers Template (Guide, pg. 9)
- Cardstock
- Scissors
- Markers

Procedure:

- Print Quote Cards and Time Line Sequencing Template on cardstock.
- Use scissors to trim around the borders of the Quote Cards.
- Reread *The Moon's First Friends: How the Moon Met the Astronaut's from Apollo 11*. Discover where the phrases featured on the Quote Cards are located in the book. Closely observe the illustrations depicted on the pages. Discuss how the text and the illustrations serve to reveal the historical sequencing of the story.
- Using the Time Line Sequencing template as a guide, arrange the Quote Cards in the sequence they appear in the story line.
- Instruct students to illustrate the scene represented on each specific Quote Card. Have students be certain to follow the correct plotline sequencing.
- Encourage students to share their work with the class.



Quote Cards

At night,
people
conjured fires
like tiny stars.

But they did
not sail, or
drive, or cycle,
or float to the
Moon.

The Moon
saw glorious
new creatures
come and go:

A chimpanzee
in a Mercury
capsule
rocketed by
her.

But the
dinosaurs
stayed where
they were.

“Welcome!”
she greeted
the men who
emerged from
the ship.

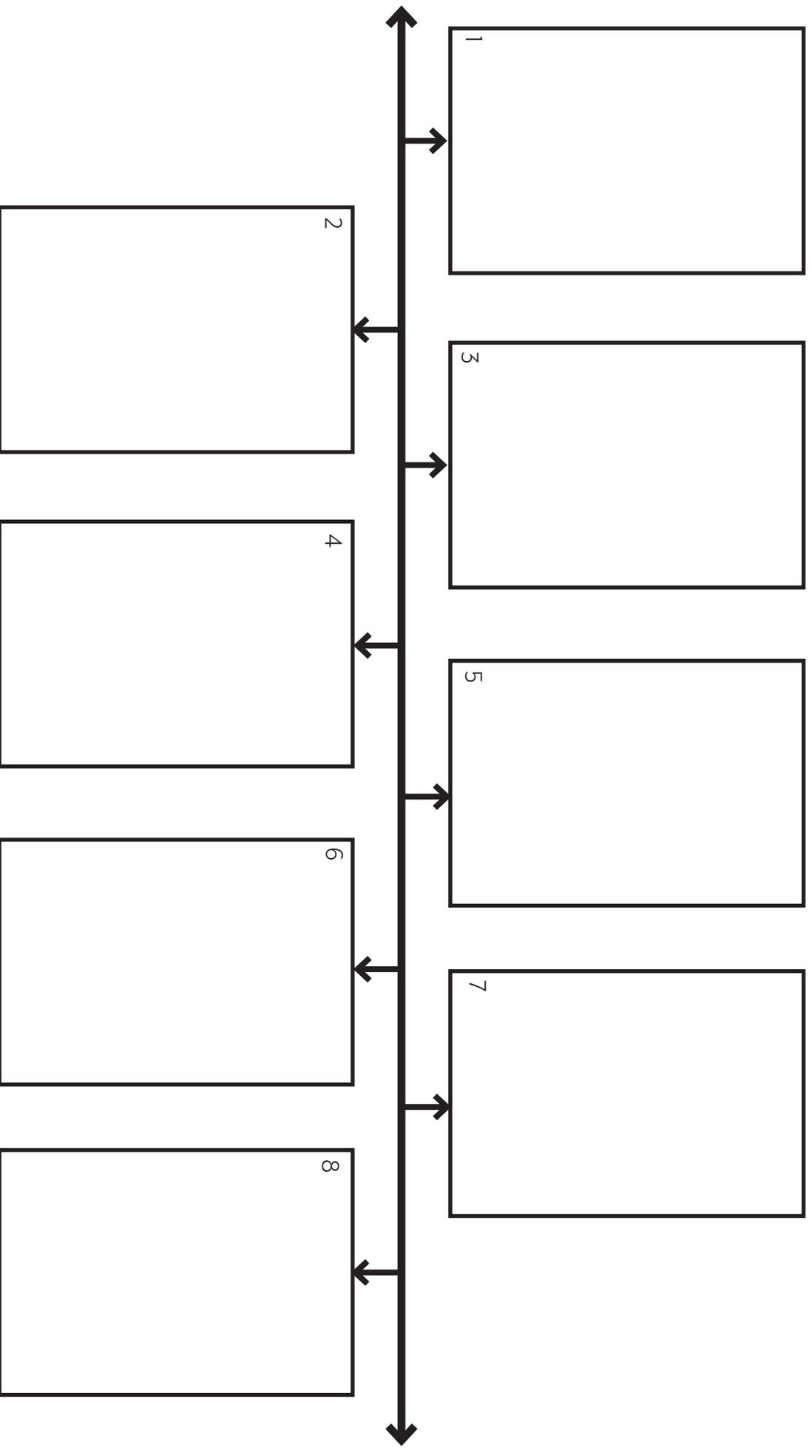
Though the
pyramids
were mighty,
they came no
where near
high enough
reach the

The
countdown
began!



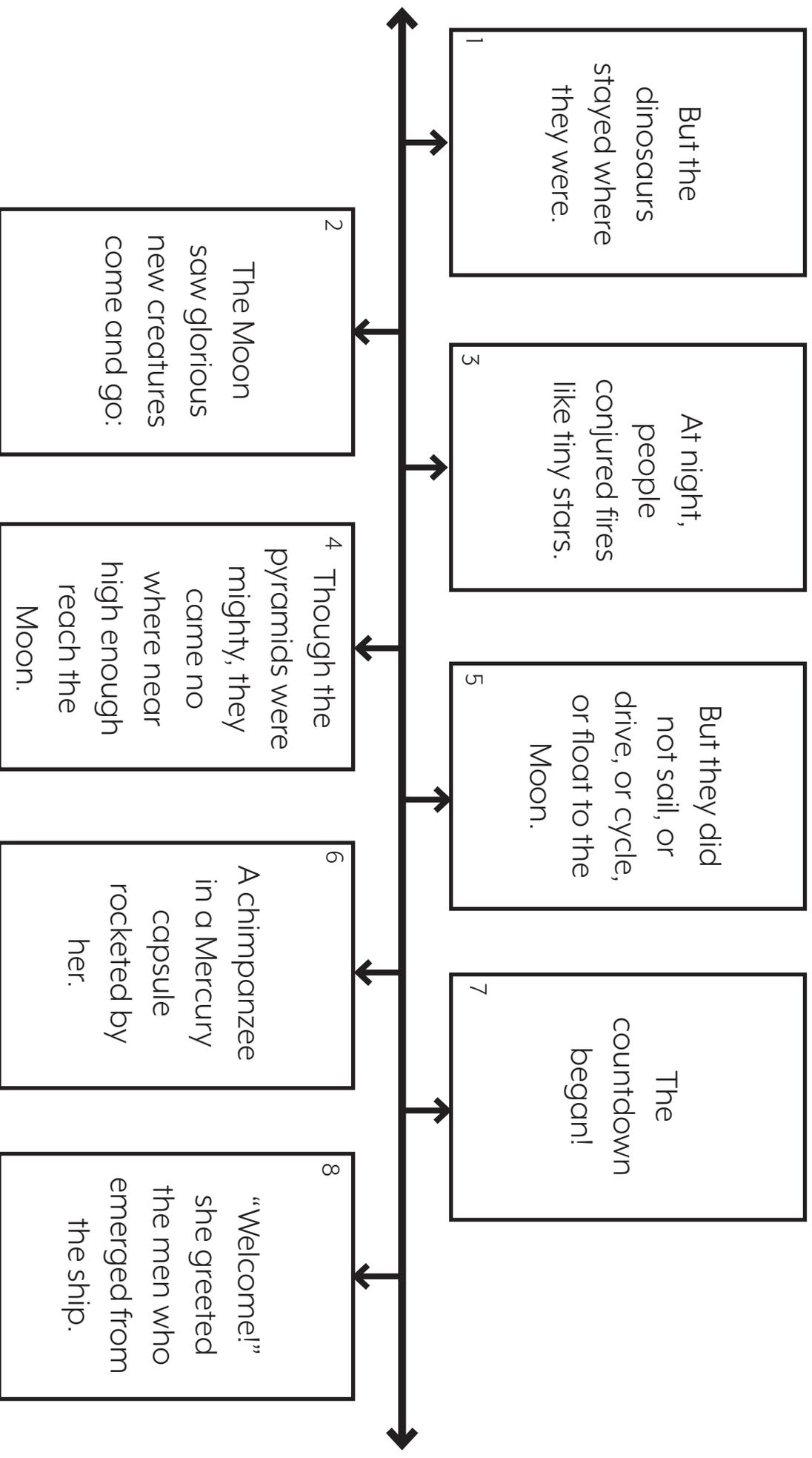
Time Line Sequencing

Instruct students to organize the Quote Cards in the correct sequence on the Time Line below. Once complete, have students illustrate the historic event in the spaces provided, using THE MOON'S FIRST FRIENDS as a reference. Encourage students to share their work with the class.



Time Line Sequencing Answers

Instruct students to organize the Quote Cards in the correct sequence on the Time Line below. Once complete, have students illustrate the historic event in the spaces provided, using THE MOON'S FIRST FRIENDS as a reference. Encourage students to share their work with the class.



Phases of the Moon

Objectives: To observe and predict the motion of the moon in the sky.

Materials:

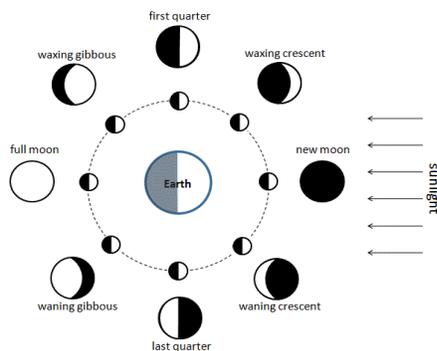
- The Phases of Moon template (Guide, pg. 11)
- A bag of Oreo cookies (Mega-Stuff is recommended)
- Pencil
- Paper

Procedure:

- Print the Phases of the Moon template.
- Discuss the phases of the moon with the students. Ask them to identify the similarities and differences between each of the phases.
- Instruct the students to copy the phases of the moon by molding one side of an Oreo cookie to match the dark portion of the moon phase graphic. (Nibbling broken pieces is encouraged.)



The Moon, The Earth, and the Sun



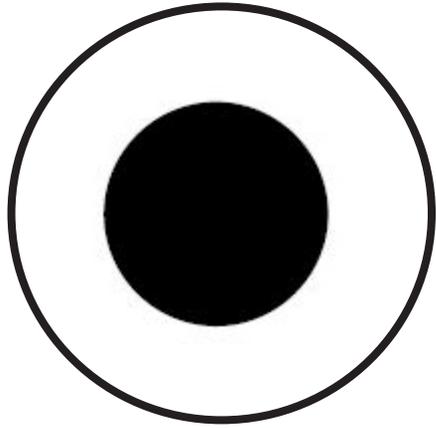
Click [HERE](#) to watch a YouTube video about the phases of the moon.

Like Earth, the moon is always half illuminated by the sun; the round globe of the moon has a day side and a night side. Moon phases depend on where the moon is with respect to the sun in space. The moon, Earth and sun are aligned with Earth in the middle.

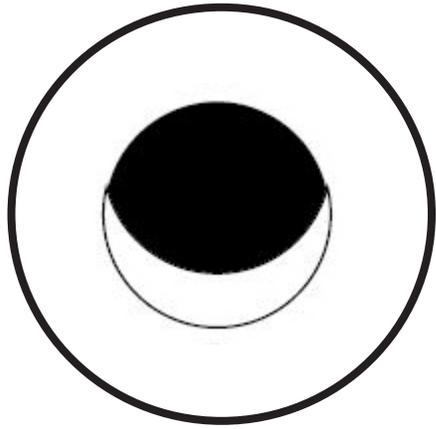
Write and illustrate an informative essay or a creative narrative about the changing phases of the moon.



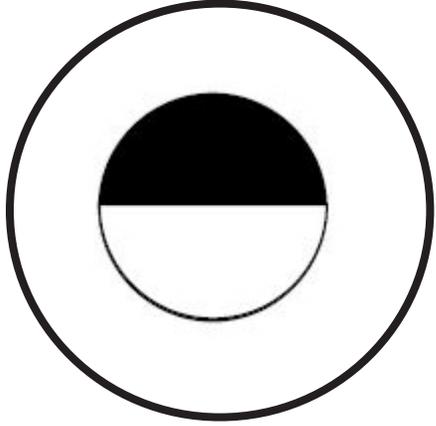
The Phases of the Moon Template



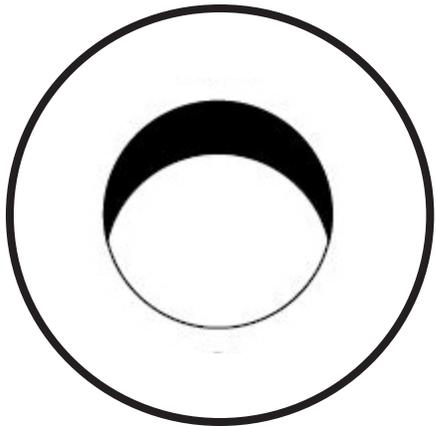
New Moon



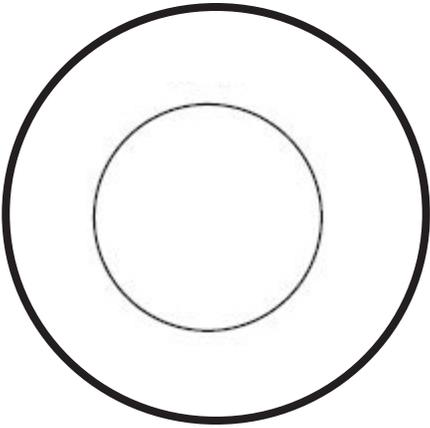
Waxing Crescent



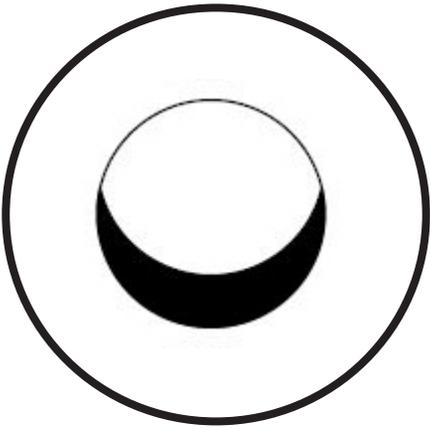
First Quarter



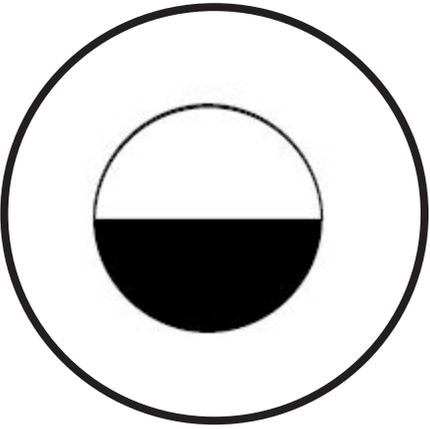
Waxing Gibbous



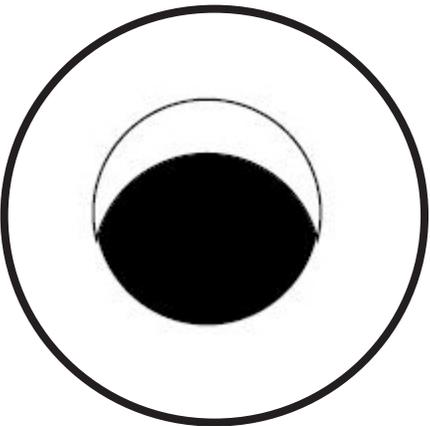
Full Moon



Waning Gibbous



Third Quarter



Waning Crescent



Puzzle Page Answers

Read though the Author's Notes in the back of the book to discover the answers to the Dropped Letter puzzle below.

The National Aeronautics and Space Administration:

SAAN

N	A	S	A
---	---	---	---

2 26 23

The reflected light from the sun is:

GOONOWLM

M	O	O	N	G	L	O	W
---	---	---	---	---	---	---	---

4 24 15 6 16

First man to set foot on the moon:

GONRMSATR

A	R	M	S	T	R	O	N	G
---	---	---	---	---	---	---	---	---

14 12 13 3 8 11 21 18

Protective gear to keep astronauts safe in space:

CESAPUSIT

S	P	A	C	E	S	U	I	T
---	---	---	---	---	---	---	---	---

10 5 7 27 22

Creatures that evolved during the Mesozoic Era:

UDROISASN

D	I	N	O	S	A	U	R	S
---	---	---	---	---	---	---	---	---

28 19 17 1 20 25

" . .

O	N	E
---	---	---

S	M	A	L	L
---	---	---	---	---

S	T	E	P
---	---	---	---

F	O	R
---	---	---

1 2 3 4 5 6 6 7 8 9 10 11 12

M	A	N
---	---	---

 ,

O	N	E
---	---	---

13 14 15 16 17 9

G	I	A	N	T
---	---	---	---	---

S	T	E	P
---	---	---	---

F	O	R
---	---	---

M	A	N	K	I	N	D
---	---	---	---	---	---	---

 . "

18 19 20 21 22 6 9 23 10 24 25 4 26 17 27 15 28

~Neil Armstrong



Educational Standards Alignment

Common Core State Standards:

		Discussion	Timeline	Phases of the Moon	Puzzle page
English Language Arts Standards » Reading: Literature					
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	•	•		•
CCSS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	•	•	•	
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	•	•		
CCSS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	•	•		•
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	•	•	•	
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	•	•	•	•
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	•	•		
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	•	•		
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	•	•	•	•
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	•	•		•
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	•			
CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	•	•	•	
English Language Arts Standards » Writing					
CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			•	
CCSS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.			•	
CCSS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.			•	
CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			•	
CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			•	
CCSS.ELA-Literacy.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			•	
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			•	
CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			•	



Common Core State Standards continued:

		Discussion	Timeline	Phases of the Moon	Puzzle page
English Language Arts Standards » Speaking & Listening					
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	•	•	•	•
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	•	•	•	•
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	•	•	•	•
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		•		
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	•	•	•	•
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	•	•	•	•
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	•	•	•	•
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		•		
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.	•	•	•	•
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	•	•	•	•
CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	•	•	•	
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	•	•	•	•
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	•	•	•	•
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	•	•	•	•
CCSS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		•		
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	•	•	•	•

Next Generation Science Standards:

1-ESS1-1 Earth's Place in the Universe					
	1-ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.		•	
ESS1.A: The Universe and its Stars					
		Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.		•	
		Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.		•	