

Unit 1 Moon Cake

Unit Objectives

By the end of this unit, students should:

1. Know how to spell and pronounce the five new keywords.
2. Be able to use these words in short sentences.
3. Know something new and interesting about space travel.
4. Have improved communication and collaboration skills.
5. Have created their very own astronaut.

Unit Guide:

Before Reading

- Ask your students who the first person was to set foot on the moon.
(Answer: American astronaut Neil Armstrong)
Indicate your arm and make a gesture of strength (like flexing your bicep muscles), to help the students guess the name.
- Do they know when Neil Armstrong landed on the moon?
(Answer: 24 July, 1969)
Give clues to help them figure out the date (by using your students' birthdays, for example: "It's two days after Sarah's birthday" or by saying: It's almost 50 years ago etc.)
- Now ask them what food they think Neil ate when he was on the moon.
- Now write the five keywords on the board.
Ask for volunteers who know how to draw a picture of any of the five words.
While they take turns drawing on the board, the other students can guess which of the five words they are sketching.
- Once students have guessed correctly what word each of the volunteers tried to draw, have them turn to Unit 1 Page 8 in their books.
- Who and what do they see in the picture?
Students can be prompted by the teacher giving the first letter of objects appearing in the picture, e.g.:
What two things in the picture begin with the letter "e"? (Answer: egg, earth)

Think Freely

- Students can now be asked if they know what moon cake is.
 - ◆ Do they know when we eat moon cake?
 - ◆ Do they think Neil Armstrong ate moon cake on the moon? Why or why not?
 - ◆ Or did he eat a different type of cake? (Have they heard of chocolate cake, strawberry cake, ice cream cake or cheese cake?)

- And finally, why do we call it mooncake? (indicate the “**Think Freely**” box)

Extra Activity (optional): Another “Round” of Food

- Can the students name any other foods that are round, like the moon? Pair the students off and ask them to come up with as many round foods as possible in three minutes.
- Have each pair share their results.
- Reward pairs with answers that no other pairs have thought of.

Key Words

First, have the students look at the picture for each word and guess and say what it is. Then, pronounce each word slow and clearly for them to repeat and practice.

During Reading

- Start off by asking students what two things could be meant by the title of the reading.
(Answer: 1. the traditional Chinese snack eaten during the Moon Festival
2. ordinary cake made or eaten on the moon)
- Remind the students to look out for the five keywords.
Ask students to place emphasis on these words by saying them a little louder than the others, or with a gesture (such as raising their left hand or touching their nose etc.) when they read them.
- Also tell them that the letter “s” will appear six times in the reading, and that they should try to pronounce it every time. (This can also be accompanied with the use of an additional, different gesture as was the case with the keywords above.)
- Everyone can now read the passage together.
- Correct students’ pronunciation as you go. Watch and listen to see that students emphasize the five keywords in the manner agreed upon, AND that they pronounce the letter ‘s’ clearly each time (likes, likes, cakes, wants, eggs, chickens)
- Now have students close their books, and then play the recording for them to try and follow.

Extra Activity (optional): Read Like an Alien

- Who can, from memory, recite any of the sentences from the passage in an alien voice? (Two aliens are depicted in the drawing on pages 8 & 9)
- Is there any student who wants to try reading the whole passage in an alien voice?

After Reading

- Ask students the following questions in order to gauge their level of understanding of the reading:
 - ◆ Who is the Neil in the story?
 - ◆ What two things does Neil like to do?

- ◆ What does he want to make?
- ◆ What does he need to make it?
- ◆ Why can't Neil find this on the moon?
- ◆ Can chickens fly at all?
- ◆ If yes, how high *can* they fly?
- Optional Question to get students into "**Fun Fact** mode:"
 - ◆ What's the longest recorded flight of a chicken? (*Answer: 13 seconds, around 300 feet or 100m, about the length of a football/soccer field*)

Fun Fact!

- Move on to the **Fun Fact** section and ask the students what they see in the picture.
Where was the picture taken?
What country's flag is pictured? Is it the right way round?
Optional Question:
 - ◆ How many stars are on this flag? (*Answer: 50*)
 - ◆ Why are there 50 stars? (*Answer: one for each of the fifty states*)
- Now read the **Fun Fact** together.
- Ask students what their height would be if they were five centimeters taller.
- Does anyone know why we grow taller in space? (*Answer: a lack of gravity leads to stretching of the spine*)
- Something to share: This sounds cool but it gives many astronauts back pains. Plus, they shrink back to their original height when they return to earth. Bummer! ☹

Comprehension Zone

- Teachers who feel that students have shown an adequate understanding of the reading passage can now refer learners to the **Comprehension Zone** on p.10 and have them complete this exercise individually.
- Should students require more guidance, the exercises can be completed together as a class, or in groups or pairs. Alternatively, teachers can make their way around the room assisting those who need a hand.
- Teachers can either give the answers for the **Comprehension Zone** at this stage, or have students continue to complete the next two sections: **Word Link** and **Sentence Focus**.

Sentence Focus

Extra Activity (optional): Reading Bricks

- Print out all the words in this reading in very large font.
- Cut them out in brick shapes, individually or in pairs, according to the number of students in your class. When words appear more than once, as is the case with the word 'likes', cut them out together with their preceding words (e.g. Neil likes and He likes) or along with the punctuation marks that follow them (e.g. moon. and moon!)

- Hand them out randomly (i.e. not in the correct order).
- Students can now, one by one, bring the cards to the front or stick them on the board in the correct sequence, in order to complete the word order for the entire story.

21st Century Kids (communication and collaboration):

- Once students have completed all the written exercises, they can be divided into pairs.
- Ask each pair to work together to locate all of the required objects concealed within the picture.
- Provided there is time for doing so, pairs of learners who have succeeded in finding all the listed items, can also ask one another to find other objects in the picture. (For example “eight stars,” “three eyes,” “two spaceships,” etc.)

Project: My Space!

For this project, students will make their very own “space” themed poster.

- Start off by showing students pictures of rockets, astronauts, spaceships, and planets, etc. for some inspiration. Students can also be shown pictures of some creative posters made by others.
- Now ask students to find other favorite space-related pictures on the internet. Drawing inspiration from these, they can make their very own poster of a person on the moon, or somewhere else in space.
- Encourage students to use whatever materials they like to make the poster, including kitchen towel rolls, paper plates, old CDs, foil, buttons, and soda cans and bottles, etc.
- Ideally, students should make use of materials rather than simply draw or paint the poster, or at least use a combination of the two methods.
- Finally, tell students to stick a photo of themselves onto the person in the poster.
- Give students a few days or a weekend to complete their posters, after which they can share their creations with the class.

Steps for Students

1. Find **pictures** of people in space, or space posters, that you really like. These will give you ideas for making your own “My Space” poster.
2. Now find some **things** (like foil, cans and paper plates) to make your own poster. You can use whatever you like to make a **poster of a person in space**. If you like, you can add stars, planets, spaceships, and aliens, etc.
3. When your poster is finished, cut out a **photo of yourself**. Paste your own face onto the person in the poster.
4. Now you're ready to **show** the class your poster. **Tell** them what's in the poster and about all the things you used to make it.