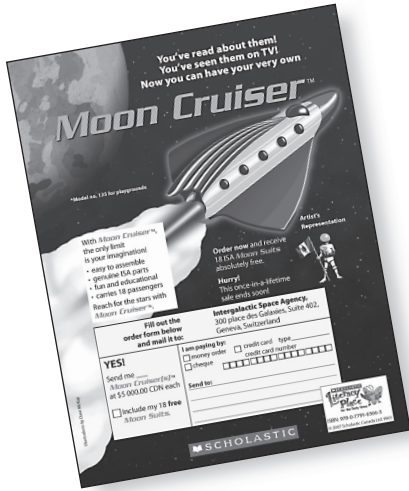


# Moon Cruiser



**Text Type:** Fiction: Persuasive — Letters/Advertisement

**Guided Reading Level:** R

**Summary:** The Moon Cruiser advertising flyer is aimed at young children, persuading them to purchase their very own Moon Cruiser. Correspondence between a classroom of children and the company follow, each posing persuasive arguments for their issues with the advertised product.

## Text Features

- ▶ headings

## Visual Literacy

- ▶ letterheads

## Text Supports

- ▶ illustrations support the text

## Possible Text Challenges

- ▶ flyer layout
- ▶ order form
- ▶ letter format
- ▶ bulleted list

## First Session (page 1)

### Reading Strategies

#### Comprehension

- ▶ analyzing
- ▶ evaluating

#### Working with Words

- ▶ using multiple strategies, such as root words, suffixes, context cues, and reference materials (dictionary, thesaurus) to solve unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ analyze illustrations and text to find new information
- ▶ evaluate effectiveness of advertisement
- ▶ solve unfamiliar words using root words, suffixes, syllabication, and context and illustrative cues

### Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ think-pair-sharing

**Teaching Tip:** Prior to beginning this lesson, collect popular print advertisements whose target audience is children. Examples may include toys, video games, and sports equipment. Create a bulletin board display of these advertisements under the heading, “Advertising Is Everywhere.” Providing numerous examples will help students identify the truthfulness of advertising messages.



## BEFORE READING

### Making connections: text to self

#### **Activating and Building Prior Knowledge**

Read aloud the title of the bulletin board display, “Advertising Is Everywhere.” Have students discuss in pairs where they have seen or heard advertisements. Invite students to share their responses, such as T.V., radio, billboards, magazines, and newspapers.

**ESL Note:** Some students may be unfamiliar with the concept of space travel and space ships. Discussion, picture books, and video clips may be required to enhance comprehension.

### Analyzing

Ask students to name their favourite advertisements and explain what they like about them. Initiate a think-pair-share activity and have students discuss what drew their attention to the advertisements in the bulletin board display. Create a list of their suggestions, including: lots of colour; catchy music; feature famous people; everyone’s having fun; different kinds of print; pictures and action words.

### Analyzing/text features

#### **Overcoming Text Challenges**

Hand out copies of *Moon Cruiser* and direct students’ attention to the advertisement on page 1. Tell students that unlike a page in a book, advertisements do not always have to be read from top-to-bottom and left-to-right. Ask, *How might you read this advertisement?*

### Word solving and building

Point out the word *imagination*. Ask, *How would you read this word? What strategies would you use?* Use students’ suggestions to read the word and determine its meaning using root words, suffixes, context cues, and reference texts, such as a dictionary or thesaurus. Continue with any other words students may have difficulties with, such as *assemble*.

**ESL Note:** Introduce challenging vocabulary (*cruiser, assemble, genuine, passengers, intergalactic*). The meaning of the words should be discussed before the lesson to ensure understanding.

### Evaluating

#### **Setting a Purpose**

Say, *As you read the advertisement, I want you to think whether or not this advertisement is effective. Does it draw your attention?*



## DURING READING

Ask students to read the text on the first page independently, thinking about the purpose for their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension questions. Offer prompts, such as, *Is the advertisement attractive? Why do you think so?*

If students finish before others have completed the reading, ask them to explain to a partner their reasons for thinking that this advertisement is or is not effective.



## AFTER READING

### Analyzing

When students have finished their reading, discuss whether or not this advertisement is effective. Talk about the different ways the advertisement grabs the readers' attention, including: persuasive phrases like, "Now you can have your very own Moon Cruiser"; illustrations showing a cruiser blasting through space; use of colour to make the cruise look exciting; bullets listing features of the cruiser; and the promise of free merchandise, like 18 ISA Moon Suits.

### Print concepts

Point out other features and terminology in the advertisement. For example, say, *The bullets on the left-hand side say that it has genuine ISA parts. Hmmm . . . ISA parts sound important.* Discuss other visual and textual features, including what the letters "TM" mean after *Moon Cruiser*, the meaning of an artist's representation, and the purpose of an order form.

### Inferring

Discuss with students whether or not they think this Moon Cruiser is a toy. Create a two-column chart with the headings "Toy" and "Real" and record students' findings under the correct headings. Ask, *Do you think a toy could cost five thousand dollars? Why or why not?*

### Word solving and building

Ask students to share any words they found challenging and the strategies they used to figure out these words. Point out positive reading strategies you observed during the session. For example, say, *I noticed Maria having difficulty with the word passengers, so she broke it into smaller parts. She recognized the word pass and the ending "-ers."* She looked at the illustration for cues and reread the bulleted list to confirm that the word passengers made sense.

## Optional Approach

You may wish to have students read the rest of the text independently. Set a purpose for reading and choose a date to come back together to discuss and work with the text using the Optional After Reading session (see page 7). You may choose to do some diagnostic work with students or hold a book discussion halfway through to check their comprehension of the text.

### Setting a Purpose

### Analyzing

Have students read page 2 and look for four complaints the class had about the Moon Cruiser.

## Second Session (page 2)

### Reading Strategies

#### Comprehension

- ▶ analyzing
- ▶ inferring

#### Working with Words

- ▶ using multiple strategies, such as root words, suffixes, and context and illustrative cues to solve unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ analyze illustrations and text to find new information
- ▶ make inferences
- ▶ solve unfamiliar words using root words, prefixes, and context and illustrative cues

### Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner



## BEFORE READING

### Making connections: text to self

#### Activating and Building Prior Knowledge

Direct students' attention to the bulletin board display created in the last session. Ask, *Have you ever bought or sent for something and then found out it wasn't what the advertisement led you to believe?* Invite students to share personal stories. Ask, *What can you do or what have you done when a product isn't what the advertisement led you to believe?* Begin a chart listing ways students have dealt with misleading advertising. Examples may include returning the item, keeping the item and being careful next time, and letting a family member take care of it. Then say, *A grade three class from Saskatchewan ordered the Moon Cruiser but, unfortunately, what they received was not what they expected. Today we'll be learning a lot more about the persuasive power of advertising and how to deal with companies when their advertisements mislead us.*

### Visual literacy

#### Overcoming Text Challenges

Have students turn to the first letter on page 2. Say, *Ms. Daniel's class dealt with their disappointment by writing a special kind of letter to the Intergalactic Space Agency. Skim over this letter, looking for ways it is different from the friendly letters we've written.* Establish that when writing business letters, the company's address is written in the upper-left corner. Read aloud the company's address, explaining what each line means. Talk about the generic greeting, then direct students to skim over the second and third letters to establish together who they are being written to. Again, read aloud the addresses and the format of the letters.

Ask students to read the first paragraph on page 2 and note the language used by students. Ask, *Is this the same language you'd use with a friend or your family? How is it different?* Establish that this is an example of a formal letter, since it uses phrases such as “. . . one of your products” and “we responded to. . .”. Suggest that students use this letter as a model when writing a formal letter.

## Word solving and building

With students' assistance, solve such words as *mistakes*, *products*, *electrical*, and *celebrate*. Encourage students to use multiple strategies, such as using a root word, prefixes, and context cues when solving unfamiliar words.

## Analyzing

### **Setting a Purpose**

Provide students with four sticky notes or small pieces of paper. Ask students to read the first letter and jot the four complaints on the sticky notes.



## DURING READING

Tell students to read page 2 independently, thinking about the purpose for their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *Why do you think the assembly instructions needed to be included? How would these have been helpful?*

For students who finish reading before others, have them discuss with a partner the four complaints they found.



## AFTER READING

## Analyzing

After all students have finished their reading, ask students to refer to their sticky notes and share the four complaints they found. Record their complaints in a chart similar to the following:

| Letter 1   |
|--|
| Complaints:<br>—assembly instructions missing<br>—rocket booster missing<br>—electrical system missing<br>—free moon suits missing |

## Inferring

Initiate a discussion with students about whether or not they think this letter is authentic. Ask, *When I read this letter, I thought it sounded a little strange. Why do you think I felt this way?* Talk with students about some of the letter's absurdities, including raising money (\$5000.00) to buy a Moon Cruiser by holding bake sales and skip-a-thons.

## Word solving and building

Discuss with students the persuasive language used by the class to get across their ideas, for example, the compliments to the company: "easy to assemble," "just as you promised," and "we are happy with the parts."

## Third Session (pages 3-4)

### Reading Strategies

#### Comprehension

- ▶ analyzing
- ▶ evaluating

#### Working with Words

- ▶ use a variety of strategies, such as familiar words, prefixes, and syllabication to solve unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ analyze illustrations and text to find new information
- ▶ evaluate: give personal opinions
- ▶ solve unfamiliar words using a variety of strategies such as known words, prefixes, and syllabication

### Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ retelling



## BEFORE READING

Analyzing/retelling

### **Activating and Building Prior Knowledge**

Ask students to retell the main events, pointing out the problems the class had with the Moon Cruiser.

Word solving and building/  
language predictability/  
text features

Point out the heading on page 3. Ask students how they would read *intergalactic*. With students' assistance, read the word and determine its meaning using strategies, such as familiar words, prefixes, and syllabication. Students may wish to look in reference material, such as a dictionary, to confirm its meaning.

Analyzing

### **Setting a Purpose**

Provide students with sticky notes or small pieces of paper. Explain that there are two more letters students are going to read. Divide the class into two groups and assign each group a letter. Say, *Read both letters. When you read your assigned letter, write down how the letter explains your "side of the story."*



## DURING READING

Tell each student to read independently, thinking about the purpose that has been set.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *What does the Intergalactic Space Agency apologize for? Did the class receive their moon suits? How do you know?*

Encourage students who finish early to compare their findings with a partner.



## AFTER READING

### Analyzing

Ask students from each group to share how the point of view was put across in the letter they were assigned.

### Evaluating

Look at each letter in turn. Ask, *What surprised you about the explanation letter from the Space Agency?* (the fact that this Moon Cruiser is for playground play, not for space travel). Discuss other questions that may arise, such as, *How did the flyer mislead us into thinking this product was an actual space cruiser? What does “artist’s representation” mean?* Then look at the letter on page 4. *What surprised you in this letter?* (students actually did launch the Moon Cruiser, parents were involved, ingenuity of students, students were that gullible, etc.). Discuss with students what they have learned about advertising.

## Optional After Reading

### Analyzing/synthesizing

If students have completed the text independently, use the following After Reading discussion and activity suggestions to support comprehension, word solving, and good reading strategies.

Ask, *Is it reasonable for students to think they could visit the moon in the Moon Cruiser?* Explain your reasons.

### Evaluating

Ask, *Do you think the class was telling the Intergalactic Space Agency the truth about their launch into space?* Discuss the students’ reasons for their answers.

### Evaluating

Ask, *Do you think students’ suggestion for a new product name—Space Peeker—is a good one? Would it help the reader think this is a toy?* Remind students to be prepared to explain their opinions.

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

## Focused Follow-up

The following activity is optional. You may choose to do it, if it meets the needs of your students.

### **Product Advertisement**

### Synthesizing

Direct students to use the BLM to create an advertisement for their own product that includes both text and illustrations. When advertisements have been completed, have pairs of students examine each advertisement to determine whether it is misleading. Encourage students to explain their reasons.

# Product Advertisement

Name: \_\_\_\_\_

**Name of Product:**

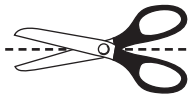
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**Order form**

**Send to:**



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