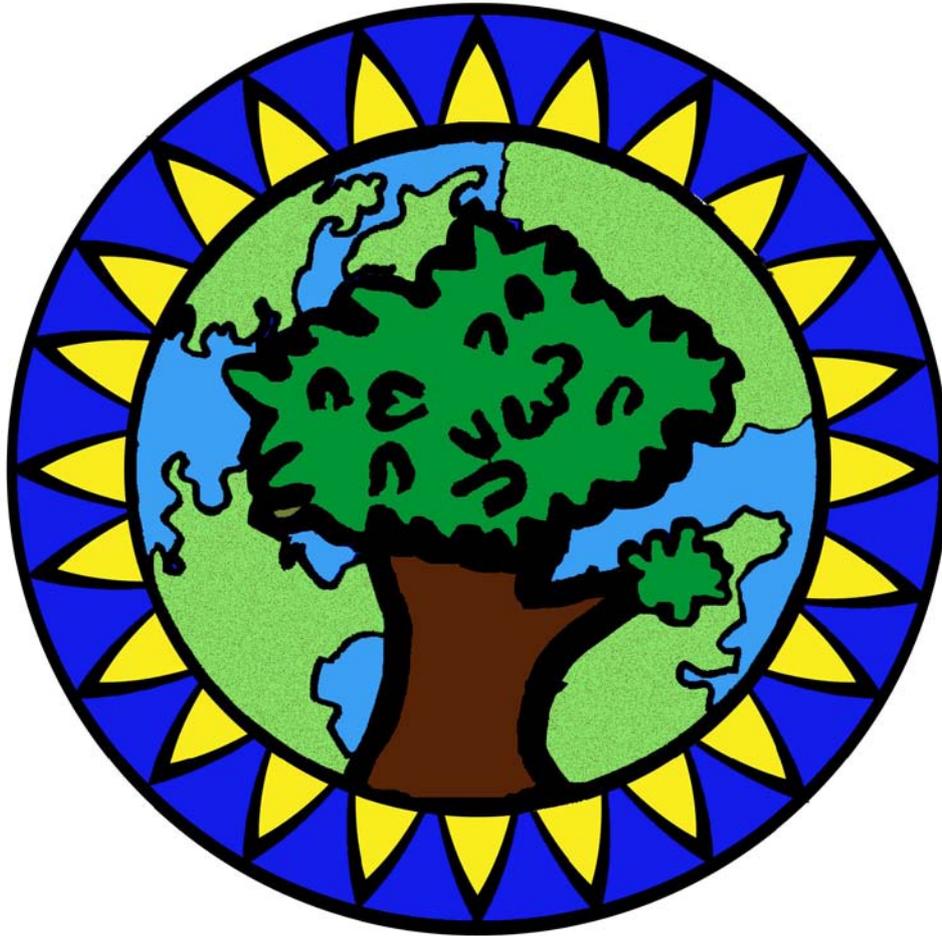


Branch Out World



Picture Book Explorers
Series 1 – The British Isles

I Took The Moon For A Walk

The **Picture Book Explorers** series is written primarily for use by Home Educating families but it will be useful for any parent who wishes to support their child's learning whether they attend school or not. The intended age range is approximately 5 to 9 years but can easily be adapted for older or younger siblings accordingly. This helps to keep Home Education a truly family experience.

This PDF file refers to a single male child throughout. I use this convention because it is just a shorter and easier way to write this material. It by no means is meant to imply that this material is aimed at boys only, or at one child families. It's not. It's equally as relevant to girls as to boys and can be used in family groups of siblings of mixed ages and abilities with differing interests.

copyright © **Branch Out World**

The purchaser has permission to print enough copies for personal use only. If used in schools, a teacher may print a copy for use in their own classroom. Permission is not granted for school-wide use. Please contact branchoutworld@hotmail.co.uk if you wish to make a bulk purchase. This material is not to be shared digitally. Thank you.
All rights reserved. Not for resale.

This material is not endorsed either by the author or the publisher of the picture book being explored. This unit is put together in the hope that other families will enjoy the learning journey that the picture book inspires.

Table of Contents

Introduction-----	4
Before you start Series 1	
How to Record Your Child's Work	
Before You Start Exploring	
Daily sections	
Extra supplies you Might Need	
Day 1 - Exploring the Setting-----	8
Planting the Flag	
Map Work and Flag	
Make a Tourist Poster of Derbyshire	
Find Out About Derbyshire	
Hills	
When Did the Story Take Place?	
Day 2 - Exploring the Words-----	10
About the Author	
Narration	
Themes	
International Moon Faces	
Rhyme and Repetition	
Imagery	
Another Moon Poem	
Day 3 - Exploring the Pictures-----	14
About the Artist	
Observation	
Ageing Techniques	
Endless Landscape - Make a Toy	
Day 4 - Exploring Science-----	17
Moon Study Activities	
Nocturnal or Diurnal?	
British Wild Mammals	
How Dew Forms	
Day 5 - Exploring Maths, Crafts & More-----	20
Counting	
4x Table	
Make a Well-Dressing Collage	
Take Your Own Moon For a Walk	
Regional recipes	
Bibliography	
Appendix-----	27
Maps & Flags	
Activity Sheets	
Timeline	
Fact Sheets	

Branch Out World's 'Picture Book Explorers' are designed to encourage the love of learning in children by making use of one of the most treasured family activities - sharing a book. Reading aloud to children brings a closeness between parent and child that helps to enhance the learning experience, making children more receptive and eager to learn. Learning then becomes something to look forward to and enjoy - hopefully, making beautiful memories for the future.

The premise is a simple one. A particular picture book is read every day for five days and then followed up by activities chosen from a suggested selection. There are five different sections of activities, one for each day you read the book. Preferably, this will take place on five consecutive days, but, if this is not possible, your child will still remain familiar with the story and get to know it in more depth because you read the book every time you sit down to explore together. You may find you have to extend the time frame for some reason, perhaps because of family commitments, or perhaps because your child has shown a particular interest in one, or more, aspects of the exploration. If this is the case, you may want to take a break from the book for a day or two while you look at certain topics in more detail, or, alternatively, you can make a note of your child's interests so that when you have finished the five sections, you and your child can **Branch Out** into further explorations of your own.

For a young child, one activity in each section may be enough, or if you have more than one child, they may each want to complete a different activity. An older child may want to do all the suggested activities in a section. Follow your child's lead in this, don't try to force him to do everything in each section if he doesn't want to. Remember, the aim is to maintain a love of learning.

Don't worry if you don't do all the activities in your five days of reading the book, you can explore each book again and again, as long as you make sure you keep a copy of this file.

A word of warning - from personal experience, keep up the momentum as best as you can. Too long a break during an exploration can result in your child's loss of interest in that particular book. If this happens, it may be best to leave it for a few weeks then come back to it, starting by reviewing briefly any of the completed sections again.

Before you start Series 1

- Get a library ticket
- Buy/print a map of the British Isles
- Collect magazine/newspaper photos of places of interest in the UK (travel brochures are good for this)
- Decide how you want to preserve a record of your child's written/art work and buy the appropriate stationery (see below)
- Start collecting modelling & art materials, glue, paint etc

How to record your child's work

You may want to keep a record of your child's learning journey with **Picture Book Explorers**. This can be done in a number of different ways, depending on how you use the Series.

- If your explorations are mainly discussion-based, you can keep a diary/blog of the topics you've discussed and the activities you've done together
- If you are only going to use **Picture Book Explorers** as a one-off, or very occasionally, a lapbook may be a fun way for your child to keep a log of individual exploration journeys.
- Poster-making is another effective way of recording explorations. You can add to this as part of your daily activities, or assemble the poster at the end of the exploration.
- If you are going to work your way through a complete series, it may be worth keeping a logbook of your explorations in a scrapbook or
- on A4 paper kept in a ring-binder, either with 5 subject dividers (one for each day), or with dividers for each book you explore rather than for the daily sections. You will also need page protectors, hole re-enforcers and card-stock.
- An older child may like a spiral-bound notebook to use as a logbook, with five colour-coded subject sections, again, one for each day. (I've bought these in pound-shops and at Lidl).
- Take PLENTY of photos, these can be added to any of the above logbooks
- Be your child's scribe when necessary. If the activities call for written work, let your child dictate his answers to you, ensuring that you insert punctuation as necessary. For younger children, or those not yet writing independently, this can be put straight into his logbook. Your older child may want to copy it out again for himself, either by hand or using a computer before putting it in his logbook. If older children are doing their own writing, encourage them to write their answers out in rough first so that they can concentrate more on the content first, spelling and punctuation later. Again, they can also use a computer or handwrite their final copy.

Before you start exploring

- Read through the weeks suggested activities
- Decide which activities you want to do with your child and gather the necessary materials
- Collect together any go-along books/CDs/DVDs
- Gather together any toys/games/go-alongs which may be relevant to the story and put them in a container that is kept just for explorations.

The Daily Sections

Each exploration is divided into five sections, each section covering different subject areas.

- **Day 1 - *Exploring the Setting*** - when and where

This section focuses on history and geography topics relevant to the book.

- **Day 2 - *Exploring the Words***

This section looks at literary devices and sometimes grammar, as well as providing opportunities for creative writing.

- **Day 3 - *Exploring the Pictures***

This section looks at the illustrations in more detail and suggests ways for your child to create their own artwork.

- **Day 4 - *Exploring Science***

This section looks at scientific topics that come up in the book - from animal studies to hands-on experiments.

- **Day 5 - *Exploring Maths, Crafts and More***

Finally, in this section, your child will lightly touch on maths activities in a way that relates to the story, when applicable. Maths will also often come into the suggested craft activities and recipes intended to bring a fun ending to your exploration journey.

Day 4 -Exploring Science

Moon Study

Notebooking and Research

Use the notebooking page on [p. 45](#) of the Appendix to add information about the Moon to the Logbook.

Start with three things your child already knows about the Moon. Do some further research so that your child can add three new pieces of information. Finally, add three things your child would still like to know about the Moon. He can add his answers at any future date as he makes his discoveries.

There is a fact sheet on [p. 58](#) of the Appendix to get your child started.

Comprehension

Read the page in the book entitled 'The Mysterious Moon' and let your child answer the comprehension questions on the activity sheet on [p. 43](#) of the Appendix.

Investigate the moon phases

Materials needed:

torch

silver foil

wooden skewer or similar thin stick

Directions:

Scrunch the silver foil into a ball and stick it on the end of the skewer.

Turn on the torch and fix it at a position above your child's eye level. The torch must stay in the same place and in the same position throughout this activity.

Darken the room.

The torch represents the sun, your child's head is the Earth, the silver ball is the Moon.

Your child should face the torch, holding the moon so that the skewer is upright and at arm's length between the torch and his head.

Ask your child to describe the light he can see on the silver ball. (It should be in darkness.)

Your child needs to stay on the spot and turn anti-clockwise so that the silver ball replicates the Moon's orbit around the Earth. Encourage your child to carefully observe the way the silver ball reflects the light of the torch.

When the Moon is halfway around it's orbit, the silver ball should be fully illuminated to represent the Full Moon.

Nocturnal or Diurnal?

Read the page entitle 'The World at Night'. Use this as a starting point to investigate nocturnal animals.

Begin your investigation by looking at the illustrations and making a list of all the animals your child spots.

Print out the animal graphics on [p. 48](#) of the Appendix, or alternatively, you can

The Moon

Things I know about the Moon

Things I've learnt about the Moon

Things I'd like to know about the Moon

Fact Sheet 3 - The Moon

The distance between the Moon and the Earth is 384,000 km/239,000 miles, making it the closest celestial body to the Earth.

The Moon is moving away from the earth at the rate of about 2.5cm/1" per year.

The moon has an equatorial circumference of 10,917km/6784 miles.

The Moon is a satellite that orbits the Earth in a 29½ day cycle at an average speed of 3,680 kmh/2,287 mph.

The different shapes of the Moon that appear during this cycle are called its phases.

As the Moon travels around the earth, it always keeps the same side, or face, turned towards us.

The Earth's gravity keeps the Moon in its orbit and the Moon's gravity affects the Earth's oceans causing low and high tides.

Gravity on the Moon is much weaker than on Earth, so a person jumping on the Moon would be able to jump 6 times higher than on Earth.

To work out your weight on the Moon, divide you Earthly weight by 6.

The Moon has a very thin, weak atmosphere called an exosphere. It has no clouds.

The Moon has no water.

The Moon's surface is very dry and dusty. The dust is called regolith and is caused by the impact of meteors.

If you look at the Moon, the dark patches you can see are lowlands and the light patches are highlands.

It takes 4 days to get to the Moon in a rocket.

Luna 9 was the first unmanned spacecraft to land on the Moon in January 1966.

The first man to set foot on the Moon was Neil Armstrong on 20th July, 1969. He was accompanied by Buzz Aldrin and their space mission was called Apollo 11.

Thank you for purchasing this unit of **Branch Out World's
Picture Book Explorers Series 1.**

I hope you and your child have enjoyed your exploration and learnt a few things on the way.

I am always looking to improve my products to give customers what they want. Your feedback is most welcome. My aim is to help you facilitate your child's learning journey in a fun and positive way whilst creating happy memories together.

If you have any questions, or suggestions for future units please don't hesitate to contact me by email at branchoutworld@hotmail.co.uk

Join other Picture Book Explorers families on [Facebook](#) in the Picture Book Explorers group.

Visit the [BOWblog](#) for more ideas, activities and updates