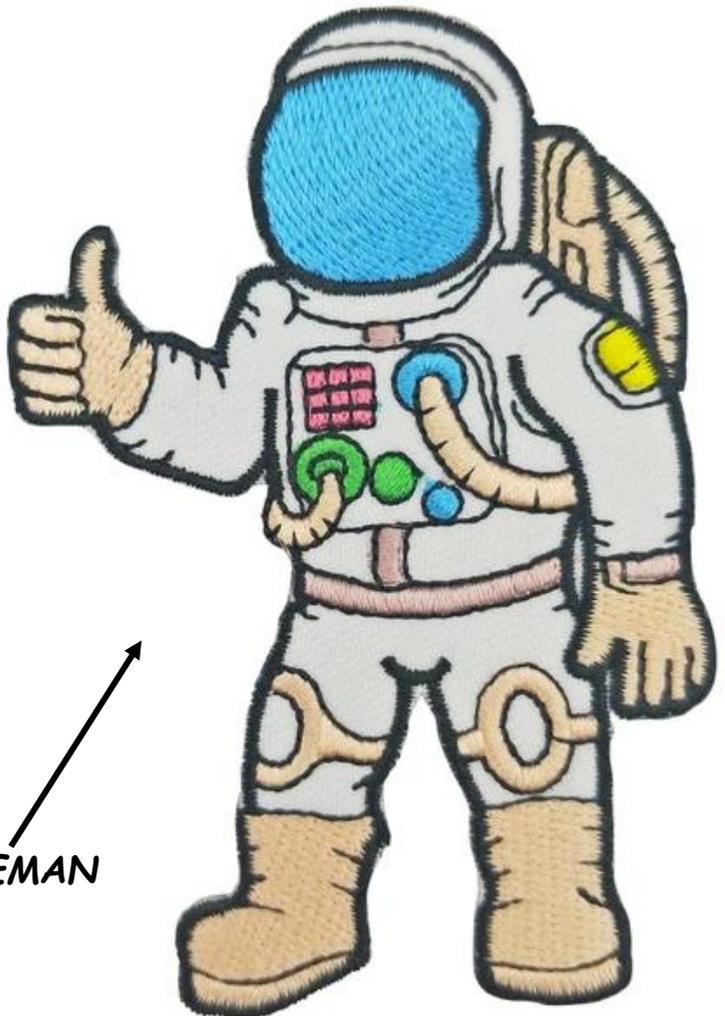
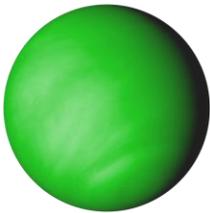
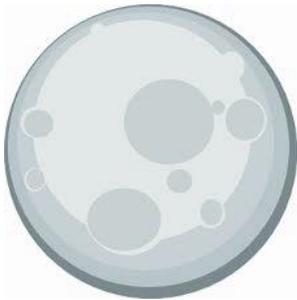


SPACE MANUAL



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SPACEMAN

Space Tortoise

**Written by Ross Montgomery
Illustrated By David Litchfield
2018**

*A year two planning guide based on
Space Tortoise*

By Lauren Green

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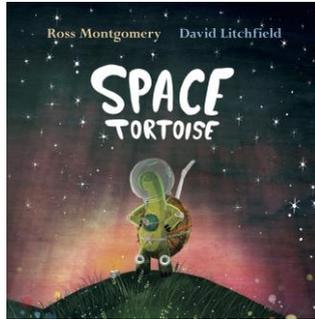
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Features of the text

Covered in this section:

- The storyline of Space Tortoise by Ross Montgomery
- Structure and organisation of the Book
- Genre, Themes and Setting of the Book
- Narration of the Book
- Layout of the Book
- Illustrations in the Book
- Characterisation in the Book
- World to text links to the Book
- Vocabulary, Grammar and Punctuation in the Book
- Challenging vocabulary to Consider in the Book
- Questions and Pages to Explore Further in the Book
- Close up Readings of Pages

Storyline:



This tale tells the story of an isolated tortoise that inhabits a local park bin. Often the tortoise would scour the park long and high in search for other animals to be his friends. One night, when tortoise was gazing up at the night sky, he concluded that the 'blinking candles' in the sky must be where all the other animals are. So he hatched a plan on how he could join them. Across the park, he saw a clocktower shaped rocket so he journeyed through the desert like sandpit and the ocean like pond. He created a hot air balloon out of things he found in a bin and floated his way up to the top of the tower. At the top, he met a mouse who not only showed him the blinking candles in the night sky were stars but all the other animals lived in little houses each lit by a candle behind the clock tower in the woods.

Structure/ Organisation:

The book has a **chronological sequence** story structure where the author has organised the plot of the story in the order of which the events occurred. For example, the tortoise is introduced, he has a thought and makes a plan, goes on a journey, accomplishes his goals.

The **pictures and words work together with an enhancing nature** where the pictures tell you more about the story than the written words do. The pictures contain answers to a lot of the metaphors used in the text. For example, the tortoise journey across the 'desert' and the 'ocean' when in reality a few pages back we saw images of a sandpit and pond in the far distance of the park. Similarly, there are aspects of the pictures in the book which foreshadow and storyline enhancing the readers' experiences of predicting. For example, the space book in the tortoise's homes signifying his plan later on in the story as well as the blossom lights from the trees behind the clock tower, signifying the other animal's homes.

Genre, Themes and Setting:

This picture book is a **fiction anthropomorphic adventure** which highlighting themes of **loneliness** and isolation, seeking **friendship** and a community to belong too, ideas about **space, journeys, animals, preserving** and not giving up, following your dreams and goals, **innovation** and thinking outside the box to achieve something, **recycling** and making use of what you have.

The setting of this book is unclear, however, I believe it to be set either in the **late 20th or 21st century** due to the items in the bin, such as an old washing tablet container, a TV manual and space manual book bring it into the more modern era. Similarly, the location of the park in this book is difficult to pinpoint, but I would suggest this **story is set in a westernised, MEDC country** due to the items in the bin. As well as this, the structure of the city in the distance and the clock tower prove signs of a well-developed country. Areas such as California, Arizona, Nevada and Utah are said to have wild desert tortoises.

Narration:

Ross Montgomery wrote this book in a **third-person narrative with aspects of first-person dialogue in the past tense**. A third person narrative with direct speech provides a perspective of the tortoise's situation of isolation so that the reader can empathize. As well as the direct speech showcases the tortoises feelings thoughts and interactions to gain more information to better predict the storyline. He uses lots of **figurative language** such as metaphors and similes throughout the book to enhance imagination.

Layout:

There is **no consecutively repeated layout**; the text is **partly integrated** so that it overlays some of David Litchfield's illustrations, but other pages the text is kept completely separated. Ross uses **double page spreads** on most of the pages, **bleeding the pictures** to all four corners of the page which gives the reader the idea that there is life occurring past the restriction of the page so that reader feels more like a participant than a spectator of the tortoises story (Doonan, 1993).

Illustrations:

David Litchfield's illustrations in this book are a **combination of sketches, watercolour washes** and the use of **textured illustrations** to bring some of aspects of the book to life. There is **lack of framing** for his book really plunging you into the tortoise's experience. He plays with the use of colours throughout the book. At the beginning of the book the park is illustrated in **very dark, dull and cold colours**, represents night but also the feeling of isolation and reclusiveness of the abandoned park. However, looking at this in **contrasting with the more warm colours on the page**, coming from the tortoise's bin, this suggests that the bin provides a sense of warmth and security for the tortoise whereas the park provides a sense of insecurity and uneasiness for the tortoise. Towards the end of the book we see David use more and more warm-toned colours when the tortoise finds other animals and the whole park is displayed in light colours, providing the tortoise with a sense of belonging to a community.

At the beginning of the book the **sketch lines are all at the same, slightly angled in one direction** representing the difficult emotions the tortoise is experiencing. As the book progresses there is any increase in cross-hatching lines signifying nervous energy. However towards the end of it come very **calming and settling as the cross-hatching lines are replaced by smooth sketch lines**.

The **main character**, at the beginning of the book, is **positioned high up but small**, this represents that the character is happy but out of control of his situation of isolation. The **reader is at eye level to the tortoise** with distance in the foreground suggesting that the reader is invited along on the tortoise's journey. However, there are several pages where the **illustrator makes a diminishing return of the tortoise** by repeatedly drawing him two or three times on one page, and of a larger scale, showing that the tortoise is doing something about his situation and growing in control. Throughout the book the main character of the **tortoise is mainly positioned on the left page traveling to the right page** which suggests he is set and secure on his adventure to find friends. But at the very end of the book the **tortoise and the mouse are centre page** showing that he has gained control of his isolated situation.

Characterisation:

Images:

The positioning of the protagonist is looking out over the top of the bin, overlooking the whole park suggests he is looking for bigger and better things. The dark-toned pictures, but the contrast of the light of the bin suggests that the tortoise perceives the world to be very scary beyond his bin which is something children can relate to. The drawing of abandoned playground with overgrown plants is significant to the idea of how isolated the tortoise feels.



Words:

*“Once, in an old rusty bin
in an old rusty playground
in an old empty park,
there lived a little tortoise”*

The **structural repetition** demonstrates the the similarity of the events in the story. This suggests that his days in the park are very mundane, he repeats his same old days and nothing new happens. The use of the word little to describe the tortoise suggests his nativeness.

The tortoise is **never given a name** throughout the whole story, this provides an elements of mystery surrounding how the tortoise ended up there, leaving it to the children’s imaginations to perceive and interpret the backstory in their own way.

World To Text:

Although it is not essential the readers would benefit, and appreciate the story more, if they have experience of:

- **visiting their local park** and having an understanding of what can be found at that location.
- **observation of the night sky**, witnessing aspects such as stars and the moon.
- **A variety of animal's habitats** including what conditions they need to survive.
- A simple understanding of the **concept of rockets and a spaceman**

Vocabulary, Grammar and Punctuation:

- **Metaphors:** This book is filled to the brim with metaphors to show the tortoise's ignorance and nativiness, this is something children can relate too and emphasize too. They can also enhance children's imagination of the story by making comparisons in alternative ways. For example, "*look at those candles glowing up there*", "*Soon the tortoise came to a desert. It stretched far into the horizon*", "*The tortoise came to a great wide ocean. The wind had whipped the waves into a furious storm.*"
- **Similes:** For example, "*Silent as a whisper*", "*The ballon glowed like a tiny star*", "*the candles looked just like stars.*" This really helps the children construct a mental image of the scene in their heads.
- **Adjectives:** *old, rusty, little, empty, cosy, warm, dry, long, glowing, broken, crumbling, great, wide, whipped, furious, beautiful.*
- **Contraction:** *that's, couldn't, isn't, I'm, aren't, don't*
- **Preposition:** This book incorporates many prepositions throughout the story which could be focused on in a lesson starter where children have to replace the prepositional phrase. For example, "*On top of the slide*", "*under the swing*", "*top of the sky*", "*out of his bin*", "*right in front of the moon*", "*across the park*", "*farthest shore*", "*right in front of him*", "*towered above*", "*on the ledge*", "*behind the clocktower*", "*through the clouds*".
- **Rhetorical questions:** The book contains a lot of rhetorical questions throughout such as "*what more could a tortoise need?*", "*How could a little tortoise get to the top of the sky?*", "*Where will I find a rocket?*", "*Beautiful, aren't they?*" At the end of most pages, the author uses conjunction such as 'but' followed by a rhetorical question, this can provoke children to stop, think and predict when they are reading.
- **Sentence structure:** Chronological language supports the structure of the story, for example, every other page begins with a statement such as

“One night”, “The next day”, “Soon”, “At last”. This helps children follow the order of the storyline. The book uses simple, compound and complex sentence structures. For example, Simple: “The tortoise couldn’t believe his eyes.” Compound: “The little tortoise picked up his candle and set off across the park.” Complex: “Behind the clock tower, on the other side of the park, there were hundreds of little animal houses, each one lit by a candle”

- **Punctuation:** Speech marks, Ellipses, question marks, commas, dashes exclamation marks.

Challenging Vocabulary:

Words that the children could struggle with whilst reading the book (ensure that these definitions appropriate for children to understanding:

- **Rusty-reddish-** or yellowish-brown flaking coating on metal materials when they are left wet over time.
- **Rocket-** a cylindrical projectile that can be launched to a great height or distance
- **Desert-** a waterless, desolate area of land with little or no vegetation, typically one covered with sand.
- **Horizon-** the line at which the earth’s surface and the sky appear to meet.
- **Dunes-** a mound or ridge of sand or other loose sediment formed by the wind.
- **Statues-** a carved or cast figure of a person or animal, especially one that is life-size or larger.
- **Sail-** a piece of material extended on a mast to catch the wind and propel a boat
- **Cockpit-** a compartment for the pilot, and sometimes also the crew, in an aircraft or spacecraft.
- **Boosters-** a device for increasing electrical voltage or signal strength.
- **Fuel Tank -**a container holding the fuel supply in an aircraft
- **Clock Tower-** a tower, typically forming part of a church or civic building, with a large clock at the top.

Questions:

- How did the tortoise end up living in the bin in a park?

- Why is the park abandoned?
- Where is the book set?
- What was the author's inspiration for this book?
- Why did the author chose a tortoise as the main character of the book?
- Is there any significance of the clocktower being set to 3am?
- Why does the main character never get a name?

Pages to Explore Further in the Book:

Pages 10-11:

- The children can explore what the spaceman is wearing and why and compare it to how the tortoise is dress and why.
- The children can explore the parts of a space rocket and the purpose of that part. Suggest where the tortoise might find one.

Pages 16-17:

- Look more closely at how the tortoise is steering the boat? What do you notice? How had the wind created waves? How did they affect the boat?

Pages 20-21:

- What has the the tortoise created? What materials has he used and why? How is the balloon floating?

Close up Reading of Pages 10-11:



The next day, the tortoise found an old book in his bin.
It was filled with pictures of space rockets.

Position, Size and Diminishing Returns-

- On the left-hand side of the page the **tortoise is presented rather large** suggesting that the tortoise feels like he has the ability to gain control of the situation of loneliness. However he is **presented near the margin** of the page which means he is not yet in control.
- In contrast to this, on the right hand side of the page the tortoise is again presented largely, but this time **he is illustrated in the centre of the page** representing that his idea has helped him gain better control of the situation. The tortoise being presented on the right hand side of the page suggests the tortoise is going on an adventure.

Perspective & Viewpoint

- On the left hand side of the page the perspective of the **tortoise seems to be in a very closed space** but then on the right hand side of the page the tortoise is in a very open space. This suggests that **the tortoise goes from being very closed-minded to very open-minded** with the discovery of the space manual book sharing his imagination on how to get to space.

- The **reader is at the viewpoint of looking down on the tortoise** on the left hand side of the page demonstrating that the tortoise is currently vulnerable, but then **on the right hand side of the page the reader is at eye level with the tortoise** suggesting with the discovery of his plan it has made him feel more secure in at this stage in the book and that we are going to on his journey with him.
- On the left hand side of the page **we cannot see fully see the tortoises face** which allows for the reader to predict the type of emotions that the tortoise may be feeling when looking at the space manual, putting their emotions in the place of the tortoises.
- However, on the right hand page we see the tortoises emotions change to happy which demonstrate he has found his solution.

Framing-

- The left hand side of the page is **partially framed** allowing the reader a glimpse into his life living in the bin.
- The right hand page has **no frame** demonstrating the tortoise is going on an adventure and the reader is fully immersed in this experience.

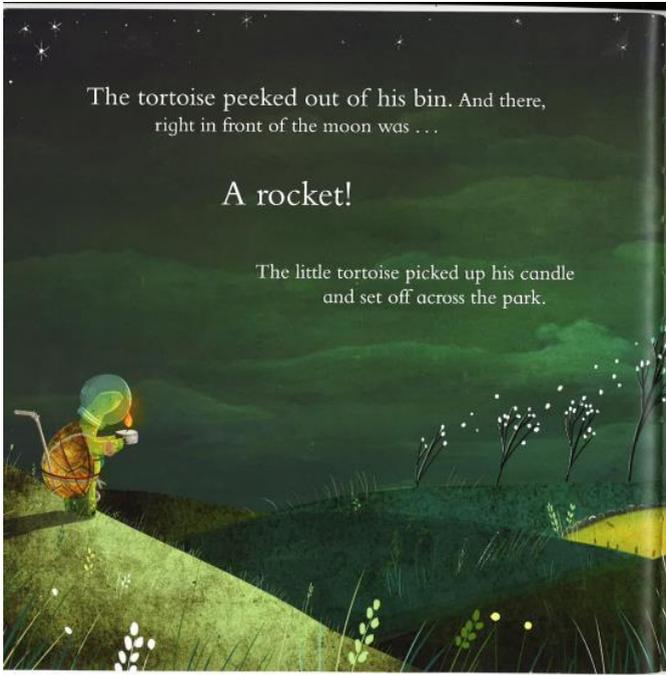
Line and Shape-

- There is no clear picture code layout of lines shape on these pages. It is very cluttered possible representing the tortoise's life

Colour-

- On the left hand page the **space manual is illustrated using very light colours but is surrounded by the very dark colours of the bin**. This shows that the tortoise is dissatisfied with his home environments but the light from the open book shows hope.
- On the right hand page, **the character by a completely white space** means that the tortoise is charged with emotions on loneliness.

Close Readings of Pages 12-13:



Position, Size and Diminishing Returns-

- The **tortoise is positioned on the left hand page rather close to the outside page margin**, this suggests that he has little control over his situation but he is secure and safe in a place of the bin he is familiar with.
- Tortoise is **facing the right hand page** suggesting he is looking to break out of his comfort zone and take some risks start on a quest, moving from left to right across the gutter.
- The **moon and the clocktower is very big** on the right hand page suggesting strength and significances as well as a risk.
- He is presented very **small and low down** on the page meaning he doesn't have much power and is weak at the stage in the story.

Perspective & Viewpoint-

- The left hand side of the page is **very open and blank with no horizon** suggesting the tortoise feels trapped in his own space but the space suggests he is open minded about the idea of going on an adventure.

- However, there is **indication of distance and a horizon on the right hand side of the page** suggesting that there is adventure on its way if the reader continues.
- The **readers viewpoint is in-line with the tortoise** which suggests the reader is invited on the adventure with them.

Framing-

- There is **no framing** on this double page spread facilitating the reader to be fully immersed into the world of the space tortoise rather than being a spectator.

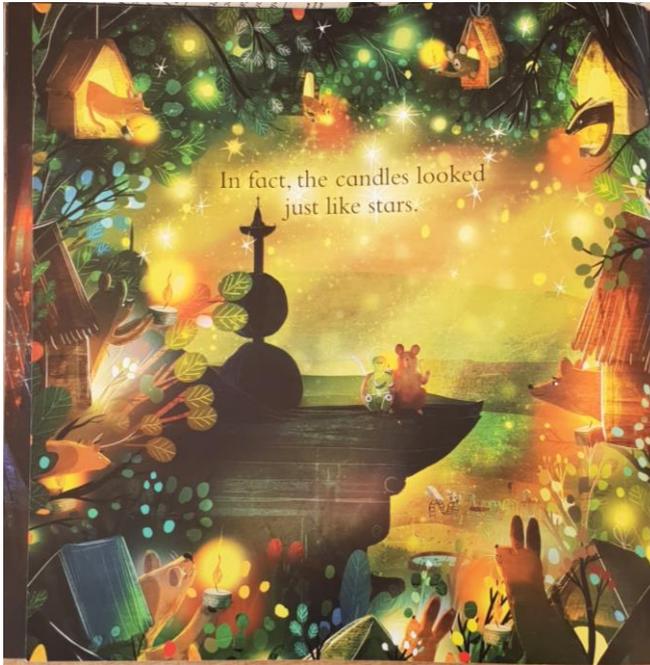
Line and Shape-

- The **lines on the left hand side of the page are abundant but thin and smooth and all at a slant in the direction to the clocktower**. This suggests things are orderly and calm where the character is, but they also suggest an element of ability to move and go on his adventure to find friends.
- However, **on the right hand side of the page, there are trees with much thicker lines with elements of cross hatching** suggesting mix emotions and tortoise is nervous about the unknown but yet the lines are still smooth and at an odd angle which tells the reader that there is nothing to worry about.

Colour-

- There are a lot of **dark colours** presented on this page, this suggests uncertainty of the character about the unknown, however, **the trees clocktower and buildings are all presented in the same colours**. This demonstrates the connection they all have with each other about the idea of this is where friends are found, the tortoise may be unsure but the use of **light colours such as the big white moon, the white blossom, the white clock tower face and the light city buildings** suggest those places hold an element of freedom but also security.
- The **lights colours seem to lead to the right hand side of the page**, leading the tortoise on the adventure.
- On the left hand page the **grass in which the tortoise is standing on, in comparison to the rest of the grass in the park, is very realistic and light**. This represents familiarity and safety in the tortoise's home grounds.

Close reading of page 32



Position, Size and Diminishing Returns-

- The main characters are **positioned centre of the page** shows the tortoise has gain control of his situation.
- **All the animals are illustrated the same size** representing that they are all equal in the community.

Perspective & Viewpoint-

- The illustrator has drawn an **indication of distance of the playground** where the tortoise used to live, this represents the journey that the tortoise has been on, but also the new adventure he is about to begin with his new found friends.
- The characters are also in a **open-space** showing that he is open minded about his new friends and starting a new chapter of his life.
- The **reader is positioned slightly looking up** at the characters in the book which indicates security of the tortoise in his new community of friends.

Framing-

- There is **no formal framing** on the page still giving the reader and immersive experience. However, the **other animals in the forest create a circular like frame** around the two main characters which means the tortoise is feeling secure and content as he has found new friends.

Line and Shape-

- The lines have been drawn very **thick but smoothy** suggesting that the space is very welcoming in which the tortoise feels settled and comfortable.
- The **cross hatching mentioned on other pages has disappeared** suggesting that the tortoise is now calm.

Colour-

- The **bright colours of the flames and the playground drawn in light colours** on this page represent the tortoise's discovery of friends as it connects to him holding a flame throughout the book and all the other animals are holding flames suggesting they are just like him. The light also represents the tortoise's sense of security.

Teaching Opportunities

Covered in this section:

- Cross Curricular Opportunities
- Drama Opportunities
- Literacy Opportunities Including Reading, Writing and Grammar
- Grammar in Context

Cross Curricular Links:

National Curriculum Objective	Lesson Ideas
Maths Objectives	Maths Lesson Plan Ideas
<p>Measurement:</p> <p><i>-“choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g);capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, and measuring vessels”</i></p>	<p>A sequence of lessons can be planned around the idea of choosing the correct unit of measurement of many different things on Space Tortoise journey. For example:</p> <ul style="list-style-type: none"> -What measurement and equipment would be use if we wanted to find out how far the Space Tortoise travelled on his adventure to find his friends? -What measurement and equipment would we use if we wanted to see how far the tortoise would have to travel to reach outer space? -What measurement and equipment would we use if we wanted to find out how much the sand weighs in each bucket in the sand pit (desert) that the tortoise found on his adventure? -What measurement and equipment would we use to find out how much water can fit in the pond? -What measurements and equipment would we use if we wanted to find out the size of each patch on material on the tortoises hot air balloon? <p>The children can start out with a matching game where they would be posed with the question above and they have to match it up with the correct unit of measurement and the correct use of equipment.</p> <p>Then this activity can be turn into a practical experience in which the children can manipulate physical objects such as buckets of sand, cups of water and a tub, ripped up piece of materials etc. and record estimates before they measure using correct equipment.</p>

<p>Measurement:</p> <p><i>-“compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times”</i></p>	<p>A sequence of lessons can also be planned around the element of time using the clocktower in the book as a context.</p> <p>A scenario can be created in which the time on the clocktower changes every time the Space tortoise completes the next chapter of his adventure. Comparing how long it took the tortoise to do one thing over another. This can then be reversed so that the teacher calls out a time, the children can move the hands on their mini individual clocks and draw them out in their books.</p>
<p>Science Objectives</p>	<p>Science lesson Plan Ideas</p>
<p>Living things and their habitats:</p> <p><i>-“identify and name a variety of plants and animals in their habitats, including microhabitats”</i></p> <p><i>-“identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other”</i></p> <p>Animals:</p> <p><i>-“find out about and describe the basic needs of animals, for survival (water, food and air)”</i></p>	<p>Using the question on page 5 the teacher can begin to explore what sort of a habitat a tortoise needs, what does he need to survive, is the bin suitable enough?</p> <p>This idea can then be extended to the other animals at the end of the book. What sorts of animals are found in the desert or the ocean? Children can sort and compare animals into their correct habitats and explain why it is best suited for them and their needs.</p> <p>They can visit their local park just like in the book and observe which animals live in micro-habitat (a very small habitat, for example for woodlice under stones, logs or leaf litter) at the park and what do they need to survive.</p>
<p>Plants:</p>	<p>The pupils can work scientifically: by carrying out an</p>

<p><i>- “find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.”</i></p>	<p>investigation, observing and recording</p> <p>-Where is the best place for Space tortoise to grow his own food? This links back to the previous science lesson idea about what animals need to survive.</p> <p>Children can plant cress seeds in various locations taken from the book. For example:</p> <ul style="list-style-type: none">-The bin with no light and no water and no soil-In the desert, with no soil and no water, but with light-In the forest with light, water and soil-In the gloomy park with soil and water, but no light-Near the ocean with water, light and no soil. <p>The children can observe the growth of the cress and compare them to show that plants need light and water to stay healthy.</p>
<p><i>Use of everyday materials:</i></p> <p><i>-“Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.”</i></p>	<p>Using the resource of Space Tortoise’s bin the children can pick out and items of rubbish which can be discussed about what material it is. Get the children to name some other objects which are made out of the same material.</p> <p>Then, using pages from the book, go through and ask the children what some of the objects displayed in the book are made out of, are they made out of more than one material? Could they be made out of a different material? Can one material make two different objects? What are the properties of these object/materials?In particular, look at an object in the book to study for material suitability. For example, the tortoise’s boat is made of wood, what would happen if it was made of fabric? What would happen if it was made out of metal?</p> <p>Pupils can work scientifically by comparing the uses of everyday materials in and around the school with materials found in other in the story. observing closely, identifying and classifying the uses of different materials, and recording their observations.</p>

Art Objectives	Art lesson Plan ideas
<p><i>-“ use sculpturing to develop and share their ideas, experiences and imagination about the work of a range of artists making links to their own work.”</i></p> <p><i>-“use a range of materials creatively to design and make products”</i></p>	<p>Children can make paper mache hot air balloons just like the Space Tortoise did about of rubbish he found in a bin. Kurt Schwitters who was a collage artist who collected his materials from the streets of Berlin could be studied. This could inspire art work in the classroom by using bits of paper from around the school in order to create paper mache hot air balloons. (Teacher could also print out newspaper articles about going into outer space which could be cut up as an extra element.) To make these unique children can create their own design on the balloons as their own response to the space tortoise book. Here's a link to learn a bit more about Kurt Schwitters: https://www.tate.org.uk/art/artists/kurt-schwitters-1912</p> 
Computing Objectives	Computing Lesson plan ideas
<p><i>“understand how algorithms are implemented as programs on digital devices; & that programs execute by following precise & unambiguous instructions”</i></p> <p><i>-“use technology purposefully to create, organise & manipulate digital content.”</i></p>	<p>Carrying on from the science lesson ideas, children can create space tortoise and the mouse and the mouse's habit/house in scratch, they can then use the algorithm to make their animals come alive and show what they think happened when he tortoise went for tea at the mouses house. Here's a Guide on how to use Scratch Junior on the Ipad: https://www.youtube.com/watch?v=36icYDr_DPc</p> 

Design and Technology objectives	<u>Design and Technology Lesson Plan Ideas</u>
<p><i>-“Design purposeful, functional, appealing products for other users based on design criteria.”</i></p> <p><i>-“They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].“</i></p>	<p>“After hearing about the Space Tortoise living in the local park, the council want to redesign the park to get loads of children to come visit the lonely space tortoise. Can you design a new playground for the council?” Get the children to redesign a new park with particular criteria.</p> 
<p><i>-“Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics”</i></p>	<p>Using the Space tortoise recycling bin which should be full of different rubbish that the tortoise could reuse (see receptive context ideas). Put some materials on each table, (ensure to link back to the lesson about materials, in groups ask them to discuss what materials they have on their table, their properties and what they could be used for.) Get the children to junk model a new mode of transport that the space tortoise could use to get to space or get to the clocktower. The children can then showcase their models to the class describe what they have created, how it would work, and the materials they used and why.</p> 
Geography Objective	<u>Geography Lesson Plan Ideas</u>

-“Place knowledge understand geographical similarities and differences through studying the human geography of a small area of the United Kingdom”

Talk about the significance of the Big Ben landmark in London, comparing it to the clock tower in Space Tortoise. Begin to look at the difference and similarities of your local area and the inner city of London.

use aerial photographs and plan perspectives to recognise big ben and basic human features surrounding it. The children can create a simple map; and use and construct basic symbols in a key



A Trip to see Big Ben could be arranged.

Helpful Websites:

<https://www.parliament.uk/bigben>

https://en.wikipedia.org/wiki/Big_Ben

History Objectives

History Lesson Plan Ideas

“Events beyond living memory that are significant nationally or globally”

“The lives of significant individuals in the past who have contributed to national and international achievements.[for example, Neil Armstrong”



The children can learn all about the history of Neil Armstrong, the first man to land on the moon. Finding out why he is important, Children can produce a timeline to display the events of his life, research information for themselves and then come back as a class to find out what they have learn. How did he get

	<p>the moon?</p> <p>Video of the moon landing: https://www.youtube.com/watch?v=gayth1yvG0g</p> <p>Find out more information about Neil Armstrong Here: https://en.wikipedia.org/wiki/Neil_Armstrong</p> <p>Newspaper clippings:</p> 
<p>Music Objectives</p>	<p><u>Music Lesson Plan Ideas</u></p>
<p><i>“Experiment with, create, select and combine sounds using the inter-related dimensions of music.”</i></p>	<p>Children can pick instruments to represent the different aspects of the space tortoise story, they can then sit in a circle and retell the story page by page but adding in the appropriate music of each stage eventually creating a backing track.</p>
<p>PE Objectives</p>	<p><u>PE Lesson plan Ideas</u></p>
<p><i>-“Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities”</i></p>	<p>The teacher can set up a circuit of activities which symbolise different aspects of the space tortoises adventure. For Example:</p> <ul style="list-style-type: none"> -Throwing a beanbag into the park bin -Running in the long grass -Balancing on one foot whilst looking up at the stars -lunging through the sandy desert. - skipping through the pond/ocean -Jumping up to the hot air balloon.

Drama Opportunities:

Spoken Language Requirements

- listen and respond appropriately to their peers
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play, improvisations

- **A mime for the backstory for Space Tortoise-**

In groups get the children to come up with a backstory for how the tortoise ended up living in the bin. Then they should create a mime of the imaginary scene in the book. The mime should be in complete silence so that children can really work on their gestures and facial expression to convey the story they have come up with. After, have a group discussion about that happened in the mime.

- **Conscience alley -**

Get the children to create two separate lines face one another and have one child in role as the space tortoise or other characters to walk/crawl in between the lines. Using some of the ideas generated in the first activity, the children can use their imagined scene and come up with phrases in which the tortoise, or other character could be feeling in a response to their mime stories. This can help children to better understand how the tortoise might be feeling as well as possible answering some unresolved questions they might have about the book. This will also aid the writing process later.

- **What more could a little tortoise need?**

Get the children to sit in a circle and place the tortoise bin in the middle, give each child a piece of paper and ask them to draw something extra that the tortoise could possibly need (as a response to the question on page 5.). This should be something different from friends which is explored in the story line. Ask them one by one to describe what they have drawn and why and then place it inside the tortoise's home. Then get the children one by one to walk out to the bin pick something out and react in a way that the tortoise would if he found that extra thing.

The tortoise's bin was cosy, warm and dry all year round, even in winter.



What more could a little tortoise need?

- **Visualisation-**

Get the children to all sit on the carpet and close their eyes, ask the children questions about what they think the mouse's house looked like. Is it small, is it big? What shaped door did it have, did it even have a door? What colours are the walls, is there anything hanging on the walls? Children should slowly begin to build their mental image of the mouse's house to aid them in future drama and writing activities.

- **Role Play-**

Children should adopt the role of either the tortoise or the mouse and improvising from when the mouse invites the tortoise for tea, include what events happened in the mouse's house and what conversations occurred. This will help to build the characterisation of the mouse. This should aid the children in the writing process.

Literacy Opportunities:

Reading Progression for Year 2

1. Making inferences on the basis of what is being said and done and predicting what might happen on the basis of what has been read so far.
2. Discussing the sequence of events in books and how items of information are related.

1. During reading there are multiple rhetorical questions. These questions could form the basis of a working wall. For example on page 5 after the author describes the tortoise's life, he asked the audience "What more could a tortoise need?" This could one of the questions on the working wall in which children have a post note and right there idea of what else a tortoise could need. This not only encourages prediction but also can help creativity when it comes to planning for their own writing.

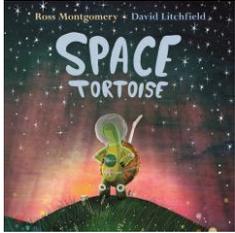
Other questions/sentences that could be used:

- How could a little tortoise get to the top of the sky? (p8)
- Where will I find a rocket? (p10)
- But he had an idea... (p17)
- What are you doing up here? (p25)
- "Wait!" Said the Mouse. (p30)

Pupils should learn about cause and effect in the narrative for example, what has prompted a character's behaviour in a story?

2. Laminated flashcards can be created which the teacher uses after reading the book with the children. The flash cards represents each different event that happened in the book. For example, space tortoise crossing the desert or finding friends. The children can then either work in group or individually. If children are significantly struggling with events they can make their own mini flipbook in which they are given the events in the story which they have to order and then stick together.

Comprehension Questions:

Page	Questions
Cover page	<p>Prediction: What do you think this book might be about? Where could this tortoise be standing?</p> <p>Questioning: How is the main character feeling? Why do you think that? What is the main character wear and why? Do you think he would survive in space? Who is the author and illustrator? Can we name any other books the have created?</p> <p>(Also see reading progression activities on previous page)</p> 
p2-3	<p>Clarifying: Does the park look like a nice place to go and play? Does it look like many people have visited recently? How do you know that?</p> <p>Empathising and entering the text world: How would you feel in you lived in a park bin? How did the tortoise end up living in the bin?</p>  <p>Once, in an old rusty bin, in an old rusty playground in an old empty park, there lived a little tortoise.</p>
p8-9	<p>Clarifying: What does the tortoise mean when he says the glowing candles in</p>

the sky?

Prediction:

Do you think the tortoise could make it up to the sky and why do you think that ?

Do you think the other animals could be in the sky? If not where do you think they could be?

Noting the text/picture structure:

Have we got any new objects in these pictures that we couldn't see before? What could these mean?



p12-13

Clarifying:

What is the rocket really?

Thinking Aloud:

What famous clock tower can you name?

Prediction:

What do you think the tortoise journey is going to be like? What in the picture could help you know that? How is he going to get to the top of the rocket?



p24-25

Summarising:

Get the children to stop and summarise the events so far.

What happened first, then, next? What were the most important

parts?

The main reason for the tortoise's adventure was?

Clarifying/noting the picture structure:

Why do you think the illustrator has drawn the characters on different sides of the clock tower?

Prediction:

What do we think the tortoise is going to find at the top of the clocktower?

What is going to happen next?

Who is the mouse?



p30-31

Clarifying and thinking aloud:

After reading discuss children's own opinion of it:

- Likes
- Dislikes
- Patterns
- Any they didn't understand

How did the book make them feel?

Do they relate to any part of the book?

Does this book remind them of another book they have read? If so why and how?

Do they have any questions about the book?

Writing for Progression

Writing Transcription for Year 2

1. learning to spell more words with contracted forms
2. learning the possessive apostrophe (singular) [for example, the girl's book]

1. Contracted forms hunt:

- Just like the tortoise went on an adventure to find his friends, the students need to go on an adventure to find the contracted forms of words to match them up with their non-contracted form. The sentences in the book containing contracted form will be written out twice for example "But this isn't a rocket" and "But this is not a rocket" the children will record the ones they find and match the up as they go. They can then create their own sentences with different words showing the sentence with and without contracted forms. Children will also have the chance to discover for themselves through playing around with them that it does not always read well and work in all contexts.

Examples of some contracted forms in the book:

- Page 11 - that's
 - Page 22- couldn't
 - Page 24- I'm and isn't
 - Page 26- aren't
 - Page 30- don't
2. On page 5, the author uses an possessive apostrophe when describing where the tortoise lives. "The tortoise's bin was cosy, warm and dry...". First, the children can sort made up statements about the tortoise into correct use of a possessive apostrophe and incorrect use of possessive apostrophe. The children then can create their own sentences about surround where else possessive apostrophes could fit in the book to illustrate what else the tortoise owns in the pictures. For example, 'The Tortoise's balloon was very bright and eye catching.'

Writing Composition for Year 2

1. Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about.

2. Writing narratives about experiences of others (real and fictional).
3. Writing for different purposes.

1. The use of story stones can get the children to be more creative in planning and composing their stories incorporating the story elements found in space tortoises. Children can pick out their own way. This interpretation can be a character, plot, setting or event.

For example, the fire story stone could be interpreted as a fire demon or a campfire in the woods, etc. Once all the stones



children can use the elements they have come up with to construct a story. They can write down or record their ideas and how they connect together. Children can then use this plan created by the story stones to write a fictional narrative based on the elements of Space Tortoise.

2. Write a prequel/sequel to the book:
 - Linking back to the drama activities, children can write a sequel narrative to the what happened inside the mouse's house.
 - Children could write a sequel in which space tortoise actually goes into space to investigate the lights in the sky, the children could plan and write about the tortoise's adventure getting to space and what he does there. This would be informed by the history lessons on Neil Armstrong's adventures and the other non-fiction related books available in the book corner (see receptive context chapter).
 - The children could write a prequel to the Space Tortoise, writing a backstory of how the tortoise ended up in the bin.
3. Persuasive letter writing:
 - Linking back to the design and technology lesson ideas to design a new playground for the tortoise, the children can write a cover letter to the council pursuing them to pick their design for the new park.

Grammar in Context: Question Marks

Lo- To be able to understand what a question mark is and when to use it in our writing.

NC- Use of capital letters, full stops, and question marks to demarcate sentences.

Starter:

Quickly recap the grammar points that you have already covered such as full stops. Then discuss with the children about question marks. What do question marks look like? When do we use them in our writing? Elicit any information that the children might already know. Explain to the children we use a question mark in our writing when we want to receive a reply from someone.

Get the children to sit in a circle on the carpet, place two bins in the middle of the circle one labelled full stops and the other labelled question marks. The tortoise needs help sorting his paper rubbish into paper with statement written on them and paper with questions written on them. So that children are verbally understanding the difference between questions and statements, the teacher should read out a sentence from the book which is written on a slip of screwed up paper. After the teacher has read it a few times to give the children an opportunity to think about it, ask one children to place it in the correct bin. See if the other children agree.

Or

Get the children up on their feet, on the interactive whiteboard display either a statement or a question so children have a written reference during the activity. As well as this, so that children are verbally understanding the difference between questions and statements, the teacher should also read out the sentence displayed on the board. If the children think it is a statement then they should stand on one side of the room representing the lonely abandon park where there is no one to reply to the questions. If they think it is a question then they should stand on the other side of the room, in the woods that is full of animal friends who can reply to questions. The statements below have been taken from the book.

Main Activity:

Space Tortoise has written a letter to his friends on the other side of the park, however he has gotten a bit confused with his grammar, Can you help correct him so his other animal friends will understand his letter? He is missing two capital letters, two full stops, two comma, two question marks and one exclamation mark.

As a plenary, discuss the answers. What patterns do you notice about questions?

Resources:

Statements:

The tortoise's bin was cosy, warm and dry all year round

But he had an idea

On the ledge was a tiny mouse

It was filled with pictures of space rockets

Soon the tortoise came to a desert

Questions:

What more could a little tortoise need

How could a little tortoise get to the top of the sky

Where will I find a rocket

What are you doing up here

Why don't you stay for tea

Tortoise's letter:

Dear animal friends that live across the park,

*I wanted to say thank you for becoming my friends I
have been feeling really happy and less lonely. so happy*

*Would you like to come and visit my side of the park
sometime We could have lots of fun in the playground
playing on the swings climbing frame slide and roundabout
We could ever make a nice warm campfire. does everyone
like roasted marshmallows*

*Lots of love,
from
Space Tortoise*

x

Receptive Contexts **in the Classroom**

Covered in this section:

- Receptive Contexts: Before, During and After
- School Events
- Related Titles

Receptive Context:

Before:

In order to create a classroom environment that supports the text of Space Tortoise, children can be provided access to other texts that Ross Montgomery has written or other books illustrated by David Litchfield. This facilitates children coming familiar with the text type, language and illustrations. This will prepare them before they read Space Tortoise so that barriers to the text can be diminished.

The children would also benefit from other title related to Space Tortoise with similar storylines or similar topics. This will help the children recall previous experience and relating it to what they are reading. This will also help children bring their known knowledge to the text of the Space Tortoise.

To full immerse and hook the children, curiosity can be created in the classroom with the use of a small items dotted around the room. For example, A waste bin which mimics the scene of the tortoises home in the book could be placed in the corner of the room before children arrive at school. This would generate interest and provoke children to think about aspects of the book before they even read the book. Other examples include a large cardboard clocktower, fake tea candles dotted all over the classroom, access to sandpits and water play area outside

During:

As recycling and reusing is such a big element of the book, if not been done so already, introduce to children the idea of recycling. This can be made more fun by having two bins in the classroom. One bin that has a label that says things which the tortoise could reuse to made something else and another bin that says rubbish. This will not only encourage children to recycle but encourage them the be more inventive with how they view objects that could be reused. It might also be nice to go through some of the reasons children thought about for putting things in a certain bin as a whole class.





Use <https://gostargazing.co.uk/> to find the nearest observatory location. As a school trip idea, children can visit the observatory and stargaze just like the tortoise did in the book. This can be used as a writing stimulus for about the tortoise's adventure in space.

A working wall can also be put up in the classroom so that children can jot down any questions they may have about the book or any questions that they may want to ask the author. Other questions included: story predictions, what other ways could the tortoise get to space? Interesting key facts about space.

Invite all the children to a tea party at the mouse's house. Children could receive letters from the mouse so that when they come to write their own letter to the council they are familiar with the style of text and know what a letter is. Transform the classroom into the mouse's home and have a little tea party with drinks and biscuits where they have an opportunity to dress up and use their sense to explore. This will aid children in the drama activities and writing activities surrounding the character of mouse. The teacher could also be in role as the mouse for the tea party.

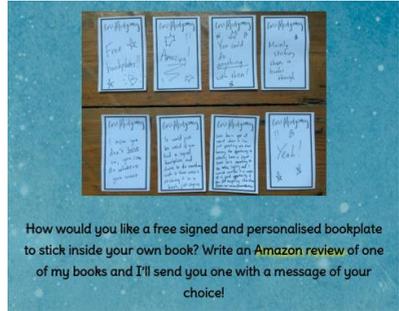
After:

To excite the children surrounding further learning about the text, on **Ross Montgomery's website** he offers a range of extra activities which

will inspire the children to explore more texts by the same author. The children can visit <http://rossmontgomery.co.uk/>, print out a worksheet, draw their favorite animal in space and email it to the author. From this they will win a free copy of *Space Tortoise* the book, so that they can have their very own copy at home and a free tortoise toy. This would be nice to do as an activity in class but could also be a nice little extra homework task.



On his website, Ross Montgomery also offers free personalised book plates to stick inside your own copy of Space Tortoise if you leave an Amazon Review on his book. This could be done as a whole class shared writing activity in which the children see the process of writing a review, they are able to contribute their thoughts and opinions as well as editing and redrafting it. Once the personalised bookplate is received it can be placed in front of the class copy of Space Tortoise as a momentum and something the class can reflect on.



As fire and candles are a huge aspect of this book I think it is important that children have a fire safety talk. They could also have a visit from the local firefighters.

Events:



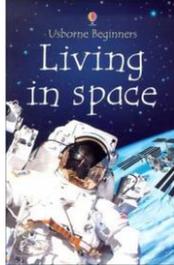
Ross Montgomery does author visits to schools all over the country. He has a KS1 workshop in which he talks about a variety of familiar books classics, reads a book aloud using a big projector so all children can access it, shows the children how to utilize their imagination and vocabulary to construct stories. He also has a workshop based around Space Tortoise where they think about other items that the tortoise could have made from discarded objects in the park, called junkyard

creations. This would also be a nice way to showcase and celebrate the children's curriculum work (see previous chapter) they have completed surround Space Tortoise. As well as this, it would provide the children with a chance to ask questions, that they had placed on the working wall, to the author himself. This could be a nice event for the parents to attend as well. This event will help encourage children to continue exploring this type of text.

Related Titles:

About the Book

Living in Space- Katie Daynes



“How do astronauts travel into space? Where do they live when they get there? What do they do all day? In this book you'll find the answers and lots more amazing facts about living in space. Living in space is part of an exciting new series of books for children who are beginning to read on their own. The easy-to-read text has been specially written with the help of a reading expert.”

https://www.goodreads.com/book/show/781453.Living_in_Space?ac=1&from_s_earch=true

The would be great to explore more about the idea if the space tortoise was actually to go to space. What conditions would he live in? What would he need? How would he get there? This is a non-fiction book as well so it would provide children with a wide variety of text types. This would also be great for more resistant readers to access in the book corner.

Dogs in Space: The Amazing True Story of Belka and Strelka - Victoria Southgate and Iris Deppe (Illustrator)



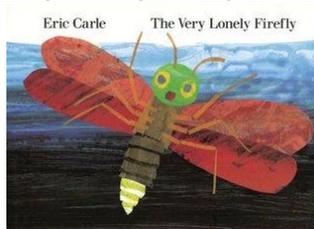
“Meet Belka and Strelka, the two dogs who changed the face of space history and became international celebrities in the process! In 1960, two stray dogs

were plucked from the streets of Moscow to be the guinea pigs of manned space flight. Dogs in Space tells the incredible true story of these heroic strays - named Belka and Strelka. Selected from a number of potential canine cosmonauts, Belka and Strelka are put through their paces on the ground, as they practice rocket simulations and wearing spacesuits, before being launched into outer space as the first ever living creatures to successfully orbit the Earth.

www.goodreads.com/book/show/43510548-dogs-in-space?from_search=true

I really enjoyed how this text blurred the lines of fiction and non-fiction. It follows themes of animals going to space. This would be great to use as alongside a history topic into these two dogs that visited space and the linking with science lessons learning more about space. It would also serve as a great writing stimulus for learning about aspects of space and space travel.

The Very Lonely Firefly- Eric Carle

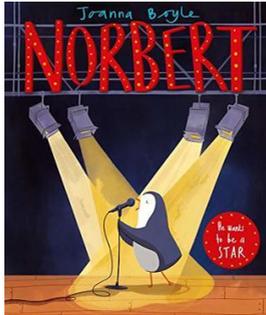


“When a very lonely firefly goes out into the night searching for other fireflies, it sees a lantern, a candle, and the eyes of a dog, cat, and owl all glowing in the darkness. It even sees a surprise celebration of light. But it is not until it discovers other fireflies that it finds exactly what it's looking for--a surprise sure to bring smiles to anyone who turn the final page!”

https://www.goodreads.com/book/show/47680.The_Very_Lonely_Firefly?from_search=true

This fiction related picture book follows themes of a lonely animal going on an adventure to find friends, as well as using aspects of lights and night time throughout the picture book, similar to Space Tortoise. This has some beautiful illustrations and would be great for art projects.

Norbert- Joanna Boyle



“Norbert the penguin lives in Antarctica. He dreams of being a big star and singing and dancing for millions of people! One day he leaves his home and makes the long journey to the big city. He works hard and before long he is the most famous penguin the world has ever known! But Norbert is lonely too. Can he go back to his family without giving up the thing he loves to do?”

https://www.goodreads.com/book/show/43614301-norbert?from_search=true

This book has a very similar storyline to Space Tortoise in the way that it follows the same themes of loneliness and friendship just in a reverse order. This story could be used to compare text features with the Space tortoise looking at similarities and differences in order to gain a greater depth of understanding of the text.

The Only Lonely Panda- Jonny Lambert



“Panda is lonely. One day, he sees another panda and wants to make friends, but he doesn't know how to do it. He watches the flamingos make friends by dancing together, so he tries dancing-but that doesn't work. Then he sees

lemurs bouncing and leaping together, so he tries bouncing and leaping-that doesn't work, either. Will he ever figure out a way to make a friend?"

https://www.goodreads.com/book/show/34551042-the-only-lonely-panda?from_search=true

This book would be great to read and then explore the end of Space Tortoise with drama activities of how Space Tortoise actually made friends with the other animals on the other side of the park.

About the Author **and Illustrator**

Covered in this section:

- About Ross Montgomery
- About David Litchfield
- Other Helpful Links

Ross Montgomery



Ross is an ex primary school teacher who has award winning books published by Faber & Faber. He has been nominated for awards such as Costa Children's book of the year, the Branford Boase Award, the CILIP Carnegie Award and the Weald Book Award. He has also been featured in the Sunday Times for the "Top 100 Modern Children's Classics" and the Guardian's Best New Children's Books of 2018.

He also has a Youtube Channel where he talks about some of his books and creates short little moving clips with a backing track. Watch the Space Tortoise here: <https://youtu.be/qY2e7lpSQjE>

Fun Facts About Ross

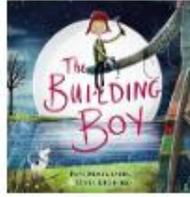
- He lives in London with his girlfriend and cat called Fun Bobby
- He once fainted in front of the Queen.
- He gets most of his ideas while falling asleep on public transport.
- He has weird thumbs.
- He has been writing stories since he was at primary school.
- His writing heroes are Terry Pratchett and Jacqueline Wilson.

Taken from:

<http://rossmontgomery.co.uk/about-me/>

Other texts by Ross:

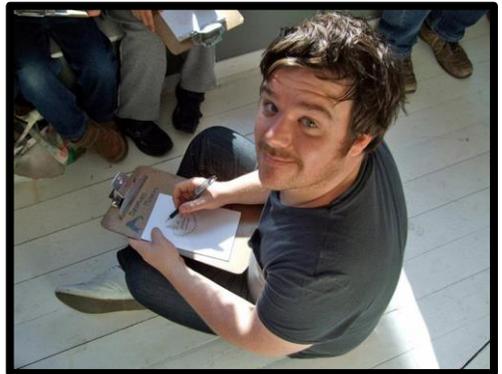
- Max and the Millions (2018)
- Christmas Dinner of Souls (2017)
- Perijee and Me (2016)
- The Building Boy (2016)
- The Tornado Chasers (2014)
- Alex, the dog and the unopenable door (2013)



https://www.goodreads.com/author/show/4689508.Ross_Montgomery

David Litchfield

David Litchfield is both an award winning illustrator and author publishing books with The Bright Agency. He has won awards including Waterstones Children's Book Prize: Best Illustrated Book 2016, Bangkok Book Award: Best Picture Book 2018, Bulgarian National Award Biserche Valshebnio: Best Children's Book 2018, and the Elephant Trunk Award :K1 & K2 Award 2016-2017.



He has illustrated a number of picture books for authors such as Ross Montgomery, Andy Stanton and Sally Lloyd-Jones as well as book covers for David Almond, Kate Dicamillo, Neil Patrick Harris and many more.

David Litchfield has a youtube channel in which he has made personalise videos for school classes and animated videos of his book. Watch The Bear and the Piano here: https://www.youtube.com/watch?v=aA_OpoyG2BQ and the process of creating it here: https://www.youtube.com/watch?v=OcTmWI_FBIM

David Litchfield's Website:

<https://www.davidlitchfieldillustration.com>

David's Books:

- The Bear and the Piano (2015)
- Grandad's Secret Giant (2017)



Books David has Illustrated:

- When I was a Child (2018)
- The Building Boy (2016)
- The marvelous Moon Map (2017)

