



EDUCATOR GUIDE

MARGOT and the MOON LANDING by A.C. fitzpatrick illustrated by Erika Medina

GENRE: picture book, children's fiction

THEMES: self-awareness, self-regulation, self-esteem, self-discovery, self-reliance, imagination, communication, effective listening, problem-solving, emotions and feelings

STORY ELEMENTS: plot and character development, story arc, problem-solving, character growth, young female main character, self versus environment conflict

SUITABLE FOR: Grades PreK–2

GUIDED READING LEVEL: Fountas and Pinnell M

LEXILE: Lexile AD610L

COMMON CORE STANDARDS: RF.2.3,3d,3f,4,4a,4c
SL.2.1,1b,1b,1c,2,3,
L.2.3,4,4a,4b,4c,4d,
RL.2.1,2,3,4,5,6,7,1
W.2.1,2,3,7,8

SUMMARY:

Margot's favorite subject is space and space travel—astronauts, the stars, and especially the moon landing. While her friends prefer to play and her teacher wants her to focus and pay attention in class, Margot prefers to think about space.

When Margot wakes up one morning, she discovers that when she tries to speak, the only words she can say are from Neil Armstrong's speech about his mission to the moon. But no one seems to notice that anything is wrong. Margot's frustration at not being heard builds until she explodes and writes her feelings all over the wall of her bedroom. Her mother realizes that Margot has something to say and finds an inventive way for Margot to express herself.



Please remember that the suggested questions and activities within this educator guide are meant to serve as a starting point. Educators are encouraged to select items from each part of the guided inquiry process that work best for their style of teaching and will help them meet their goals when covering the topics in this book. Activities and prompts should be tweaked and/or reformatted to best fit your students, context, and community to ensure equity and inclusion.

BEFORE STARTING THE BOOK

These activities build the context, introduce the topic of the book, and establish prior knowledge and interest.

1. Before reading *Margot and the Moon Landing*, ask your students what they know about space and space explorers. What do they know about astronauts having landed on the moon?
2. Give students an opportunity to “read the cover” and predict what the book will be about. Some children may notice that the girl on the front cover is floating in space and reading a book, surrounded by other books. Others may notice the word “moon” in the title.

Ask students what does the scene on the cover tells them about the story they’re about to read. What clues on the cover make them think so?

3. Students may encounter some unfamiliar vocabulary in this story.

Preview the following words that may be new:

unimpressed	module
mankind	hemispheres
Tranquility Base	transformed
transmissions	pièce de resistance
plaque	



WHILE READING THE BOOK

These activities check on comprehension, stimulate interest, involve readers in reflection as they read, and encourage consideration of other readers' reactions.

1. Margot was interested in only one thing—space travel. What is the one thing you're interested in? What do you do to learn more about the one thing that interests you?
2. Why do you think Margot had a difficult time focusing on her teacher's lesson? How could the teacher have helped Margot bring her attention to the lesson? When have you had trouble focusing on a lesson in class?
3. Margot took out her frustration when no one listened to her by writing out her feelings on her bedroom wall. What are some other ways Margot could have used to help her cope with her frustrations?
4. Did anything surprise you about Margot's mother's reaction to Margot writing on her bedroom wall? Do you think her mother's reaction was positive or negative? Why?

AFTER READING THE BOOK

These activities inspire continued reflection and response to the text, bring conclusion to the experience of reading this particular text, and stimulate further extensions.

1. Margot realized that writing out her feelings could help her with her frustration when no one was listening to her. Describe ways you could express your feelings when things are not going your way. Now draw a picture of how that might look.

Encourage students to create a book that lists various strategies they can use to calm down when they're feeling frustrated, such as taking a deep breath, going for a walk, or counting down from ten.

2. How would you describe Margot's character? What kind of girl is she? How did her imagination and focus help her throughout the story? How were they a problem?
3. Why do you think the author had Margot speak only in Neil Armstrong's words? Why didn't her mother, her teacher, and her friends react when these strange words came out of her mouth?
4. What would you do to help a classmate who was having trouble communicating?

EXTENSION ACTIVITIES

These activities are only a start. They are designed to support the goal of helping students explore the story and their own creativity.

1. RESEARCH THE FIRST MOON LANDING

Find some pictures from NASA that show Neil Armstrong's landing on the moon in 1969. What were Neil Armstrong's first words when he stepped off the shuttle? ("One small step for man, one giant leap for mankind.") What did you notice about the surface of the moon? About Neil's space suit?

2. SPACE BOOKS AND *MARGOT AND THE MOON LANDING*

Have you read any other picture books that were about space? (A book that might appeal to students is Chris Hadfield's *The Darkest Dark*.) How were the other books about space the same and how were they different from *Margot and the Moon Landing*?

