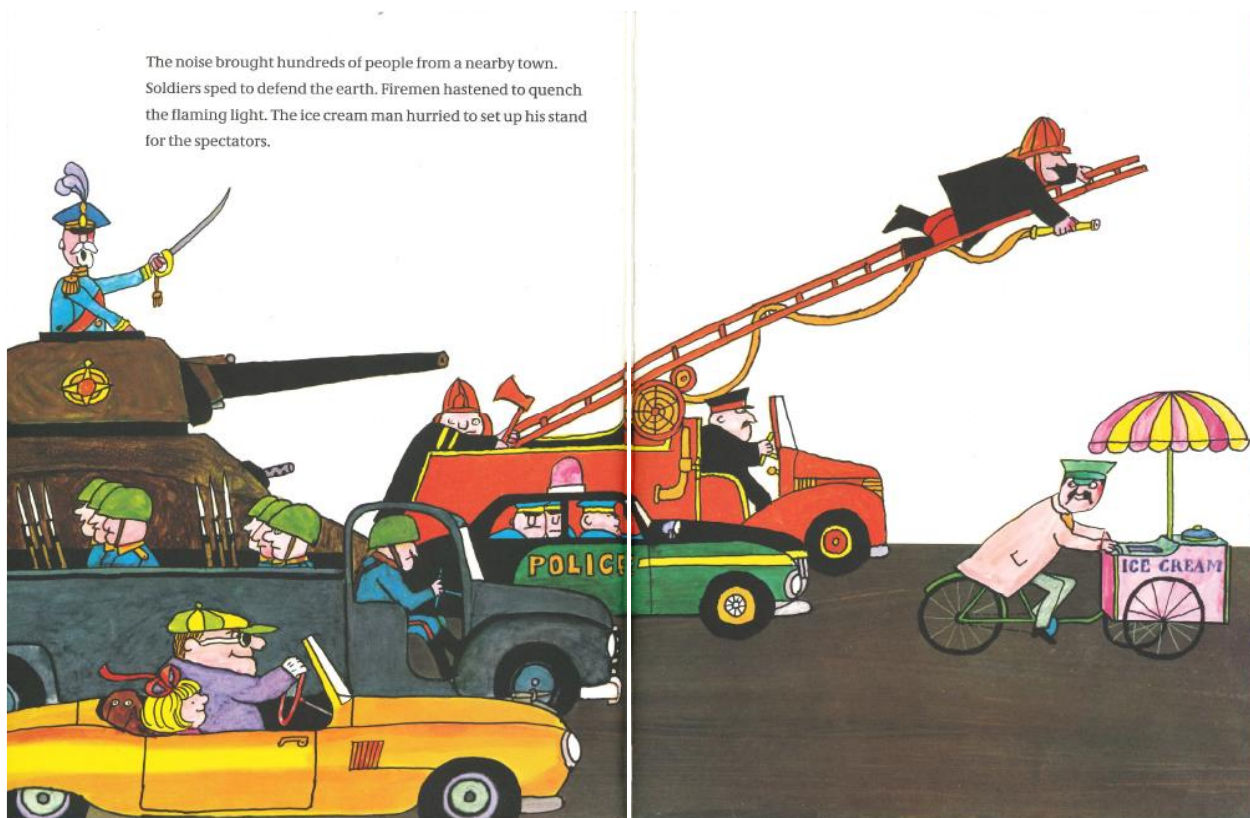


Take 5: Ideas for Independent/Home Learning

Moon Man by Tomi Ungerer (Phaidon)

1. Explore it

Read the text from the story below and look carefully at the illustration:



What do you think is happening here? Where and when do you think this is?

Think about the words in the text. What do you think the noise was? What do you think you know about what has happened? Think about the power of the phrase ***Soldiers sped to defend the earth***. What does this tell you about the seriousness of the incident? What could you think of that would cause this level of response?

What do you think the people who are rushing to the scene expect to find? Do you think they all expect to find the same thing and feel the same about what lies in wait? How would you describe their feelings and expectations? What do you think this story might be about?

Think about how this illustration makes you feel and what you like or dislike about it. Does it remind you of anything you know in stories or real life? How? What stands out for you in the scene? How do you respond to the colours the illustrator has chosen, the body language and facial expressions of the figures? What do you think it might be like to be one of them? What might they be thinking as they race to the scene?

2. Illustrate it

The army, police, fire brigade, ice cream man and spectators are all rushing across the page: what do you think they will find when they get to the scene, perhaps over the page? What might have produced the **'noise'** and the **'flaming light'**? What event might draw the army, fire brigade and police to react in this way?

When you have a clear picture in your mind, draw what you see in your imagination. Take a pen or pencil and a bit of scrap paper. You can use the back of an old envelope or cereal packet; whatever is to hand.

Think about the bold colours the illustrator used in the spread. If you have coloured pencils, felt tips or crayons to hand, you could also think about how to use colours to bring your scene to life in the same way.

Look back at the text and think about any words and phrases that have helped you make your picture, which might come from the passage or from your own imagination.

3. Talk about it

- What clues do you have to what has happened? What might cause a noise that attracts **'hundreds of people'**, and a **'flaming light'**?
- What do the verbs **sped**, **hastened** and **hurried** make you think or feel about this event?
- How do you think the different people in the picture — the tank commander, the police chief, the fireman on the ladder, the little girl, the dog — feel as they race to the scene? How do you know?
- Why do you think the father is rushing his daughter and dog to the scene? Do you think it would be safer and more helpful for them to stay out of the way and wait to watch the news to see what has happened?

4. Imagine it

The people in the illustration, as well as **'hundreds of people from a nearby town'** have rushed to the scene. Imagine that you are one of them — you could be in the army, fire brigade or police; you could be the ice cream man; or the father or daughter in the convertible; or anyone else from the town — and think about how you would feel as you rushed to the scene. Would you be anxious, excited, terrified, or something else? You could add thought or speech bubbles to the illustrations to share your thinking or write a piece in role as one of the characters, describing your thoughts, feelings and actions.

5. Create it

Think about a big news story that has happened in your life. It might be personal news, perhaps you won a prize or achieved something significant. It could be a news story about something that has happened at school, such as a charity event or sports competition. You might even choose to pick a significant event from wider world news.

How will you report the story so that your audience can sense the action and emotions? You could choose to do this as a recount, a newspaper or magazine report or in words and illustrations as you've seen here. Think about how to create an atmosphere for your reader, like Tomi Ungerer has here. How will you use your words to make them feel the emotions of the event as if they were there?

When you have finished your writing, share this with someone else at home. How do they feel as they read it? It is the way you wanted them to feel? If not, ask them what you might be able to do to help them feel that way.