



# Martian Goo

By Lynn Salem and Josie Stewart

8 pages/65 words

Available in Spanish



## Synopsis

Two boys discover a Martian chef who has traveled through the universe to the city and landed on their garage.

## Before the First Page

Have each child fold a sheet of paper into four boxes. Draw pictures in the boxes as follows: If you were a Martian leaving Mars, draw in Box 1 another planet you would see in the universe. As you travel closer to earth, draw in Box 2 what the earth looks like to you. In Box 3 draw what you would see as you get closer to a city. The spaceship is close to your home. Draw where it would land in Box 4.

## Set-Up for Success

This book may need a detailed introduction. Reinforce the language of the book during the pre-reading activities. Use the students' pictures to develop the sequence of events.

*Independent Reading* – Students may need an introduction to or support with **universe**, page 2; **earth**, pages 2 and 3.

*Guided Reading* – Review the suggestions for *Independent Reading*. Include support for **yard**, page 4; **Martian stew**, page 8.

## Learning about Print

- 1-1 correspondence.
- Punctuation marks – period, exclamation point, ellipsis (...).

## Key Words and Phrases

In the                      There is a                      on

## Learning about Words

*The vocabulary in this book provides opportunities to introduce, practice or enrich the following:*

- Finding little words in larger words. Use magnetic letters to change **the** to **there**.
- Similarity of **in** and **on**.
- Soft **c** – **city**, **spaceship**.
- Hard and soft **g** – **garage**.

## Assessment Opportunities

*The following problem-solving behaviors can be observed and recorded:*

- Retelling the story using story language.
- Using beginning letters and sounds to predict text.
- Using pictures as a source of information.
- Reading high frequency words fluently – **on**, **in**, **there**, **is**, **a**, **the**.
- Using repeated phrases to read fluently.
- Rereading to make sense of the text.

## After the Last Page

- Write a recipe for Martian stew.
- Write a response to “If I had to feed a Martian....”
- Make dioramas showing the locations named in the story – universe, city, yard, garage, spaceship, kitchen.
- \* Create a story map sequencing and illustrating the story.

- Write a story about visiting outer space.
- Describe a Martian.

## Throughout the Day

### Math

- Find the distances from the earth to various planets. Illustrate on a bulletin board. Conduct measuring activities. Use the terms greater than and less than to compare the distance between the planets.

### Problem-Solving

- \* Organize a set of balls of various sizes to represent the planets. Record on paper. Re-organize the balls by size.
- List ways to get to outer space without spaceships.

### Social Studies

- Create a map and write directions for an alien to get from home to school.

### Science

- Study the solar system. Record some facts about each planet.

### Cooking

- “Design” and make other Martian snacks, i.e., a spaceship using a cookie for a base, a gumdrop for the body of the spaceship and pretzels for antennae.

## The Home Connection

- Help Mom or Dad in the kitchen.
- Write a grocery list of ingredients for a favorite food.
- Star gaze on a clear night.
- Use tables, blankets, etc. to create a spaceship. Have a special reading time inside.



### \* Show What You Know – a document to keep

Activities marked with an asterisk (\*) are appropriate for assessment.

### Read on...

- Behrens, June. *I Can Be an Astronaut*.
- Blocksma, Mary and Dewey. *Easy-to-Make Spaceships That Really Fly*.
- Carle, Eric. *Papa, Please Get the Moon for Me*.
- Cole, Joanna. *The Magic Schoolbus Lost in the Solar System*.
- Keats, Ezra Jack. *Regards to the Man in the Moon*.
- Marshall, Edward. *Space Case*.
- Shecter, Ben. *The Big Stew*.
- Simon, Seymour. *Mars*.
- Willis, Jeanne. *Earthlets: As Explained by Xargle*.
- Young, Ruth. *A Trip to Mars*.