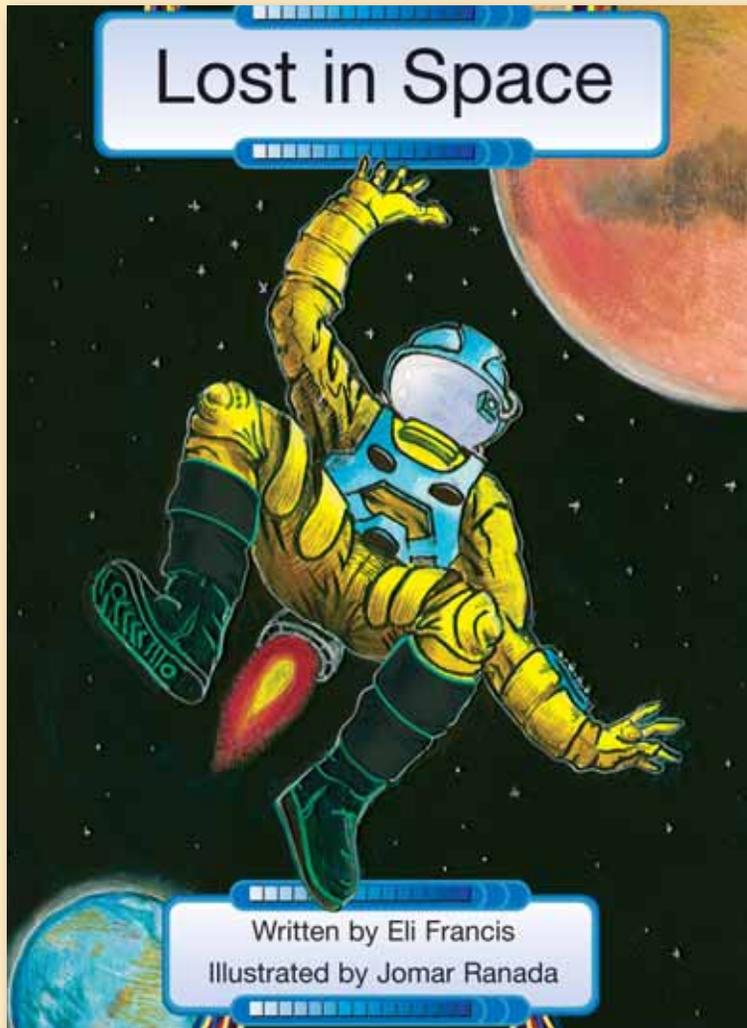




Level 30

Book c



Level	30
Word Count	959
Text Type	Narrative (Science Fiction)
High-Frequency Word/s Introduced	



Lost in English

Sadako and the
Thousand Cranes

Lost in Space

The History of
Bread

Cole, the Outback
Giant

Disaster around the
Indian Ocean

Window to the Past

Food Chains
and Webs

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Have the students read the title and the names of the author and illustrator on the front cover. Ask the students – *What does the cover illustration tell you about this story? We have read many space stories before. What will this one involve?* Record the students' responses on the board.

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

Pages 2–3 *Why were these astronauts in space? Can you predict what might happen that changed the world?*

Pages 4–5 *Name three special features of the astronauts' suits. What are MMUs?*

Pages 6–7 *What happened when Ben fired up his rockets?*

Pages 8–9 *What did Jenny and the other astronauts think had happened to Ben?*

Pages 10–11 *What happens to Ben? What is a warpscope?*

Pages 12–13 *Why was the Lab Leader so excited? What did he intend to do to Ben?*

Pages 14–15 *What is a translator? Why was Ben shaking?*

Pages 16–19 *What did the translator want from Ben? Why didn't Ben run away?*

Pages 20–21 *On which planet has Ben landed? What does reconnaissance mean?*

Pages 22–24 *What did Ben realise as he spoke to the Martian?*

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AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book. As they read, have the students note words that are unfamiliar or difficult.

Discuss with the students whether their predictions about the story were similar to what really happened in the story.

CODE BREAKER



Developing Specific Skills

Dictionary activity – find the meanings of these words – *satellite, astronaut*

See the BLM.

Discuss the style of writing of this story. It is written as an account of an actual event. Discuss the strategies the author uses to give this effect, for example, use of technical language.

TEXT USER



Ask the students – *Have people from Earth landed on Mars? Have them find out about the latest space travel that people have undertaken.*

Encourage the students to participate in a class discussion – *Tragic events do occur in space. Why do people continue to explore space? Do you agree with spending billions of dollars on space exploration? What are the reasons for and against space exploration?* Research the topic and hold a class debate.

MEANING MAKER



Ask the students – *Why had the tragedy become a triumph? What sort of information do you think Ben and the Martian exchanged? Which parts of this story do you find believable, and which parts are unrealistic?*

TEXT CRITIC



Reread the ending of this story (pages 22–24). Ask the students – *What do you think about this ending? Do you think Ben does return home? The author has left the ending uncertain. Do you think this is a satisfactory way to conclude a story?* List the positive and negative effects that this ending has on the reader.

See the BLM.

30c Lost in Space

Name _____

Use a dictionary to find the meanings of these words from the story *Lost in Space*, then write them in sentences –

satellite _____

astronaut _____

manoeuvring _____

reconnaissance _____

specimen _____

universe _____

30c Lost in Space

Name _____

Read again the ending of the story (pages 22–24). Do you think Ben does return home? The author has left the ending uncertain.

Write the next chapter in this story. Include some of the words from your dictionary activity.

Consider the following points –

If Ben does return home –

How will he get there?

What will he say to his commanders?

Will they believe him?

Will relations with the Martians continue to be peaceful?

If Ben does not return home –

How long does he stay with the Martians?

Can he survive in the alien environment?

Does he communicate with Earth?

Will his commanders try to get Ben back to Earth?

Do relations between the Martians and Earth continue to be peaceful?

Illustrate your story and share it with the class.

30c Lost in Space

Name _____

Choose one of the following drawing activities –

1. Design a *warpscope*. One of the Martians in the story said, “He looks like those Earth beings we watch through the warpscope.”

2. Design your own Martian. The illustrator has given one idea of a Martian in the story *Lost in Space*. Create your own.

