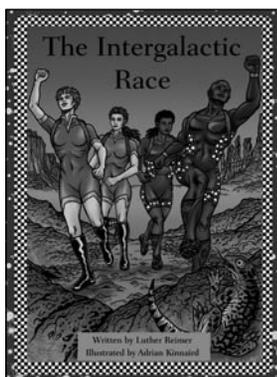


The Intergalactic Race

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

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 students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



THE INTERGALACTIC RACE

Middle level fiction

Text type: Science Fiction

Reading age 9.3

Word count 2,398

Before Reading

Activate prior knowledge by asking students if they have read any science fiction books or seen any science fiction films or shows.

What sorts of things happen in these stories?

Invite discussion about characters, plots, themes, and settings. Guide the discussion so that students understand that science fiction is a blend of scientific fact with technologies that are not developed yet.

Ask students to think of the technologies they know. Brainstorm technology at home and at school. *What other technologies do you know?*

Are science fiction stories based on real or made up events? Direct students to think about the books and films discussed and to consider

the term *science fiction*. *What does this suggest? What would make it difficult to write science fiction based on factual events?* Lead students to acknowledge that, because science fiction is set in the future, authors cannot know for certain how technologies and settings will evolve.

COVER

Before Reading

Read the title and examine the illustration on the cover.

What do you think this story might be about? Think about the title. This may give you a clue as to what the illustration is about.

What do you think the word intergalactic might mean? Explain that it refers to more than one galaxy. What is an intergalactic race?

Read the blurb and think about your predictions. What do you think about the story now that you have some extra information?

What type of modern technology would you expect to be banned from the race? What does the word gruelling mean? What could make this a gruelling race? Support students to infer that this is a race on foot over difficult terrain.

What is meant by strength and wits? Discuss.

CHAPTER 1

During Reading

What does the sentence on page 4 suggest? What does the rocky surface at the bottom of the illustration suggest?

Read Chapter 1 and be ready to share what you learn about the Intergalactic Race. Jot down some notes about where and when the race is held, what the rules are and what makes it so gruelling.

As you read you will learn about why there is no technology used in this race. Be ready to share your thoughts on the rationale for this. Instead of a prize, the winners will receive something else. Be ready to share some ideas about what this may be.

After Reading

What is the Intergalactic Race? Where is it held? How does it work? Probe students to give detail about where the event is held and to identify the purpose of the race. Why does the Intergalactic Council fear that people may become too reliant on technology? How could an over-reliance on technology have a negative effect on people? Invite inferences.

What do the winners receive? What is kudos? Explain that is acclaim or glory. Do you think the competitors would be disappointed at not receiving a trophy or prize? Revisit the last paragraph of page 5 of the text to check. Clarify that competitors wanted to show that they hadn't lost their ability to think or act.

Discuss the similarities and differences in our societies.

Clarify the words, *self-reliant* and *inaugural*.

CHAPTER 2

During Reading

Read page 8. Discuss the meaning of the words *supreme test*.

Consider the names of the main characters. What is interesting about them?

Read Chapter 2. As you read, jot down any words that you are unsure of. Some of the words will be the names of things that don't exist yet. You will need to use the words around them to predict their meanings. Be ready to discuss your predictions.

During this chapter, the competitors will be discussing the race. Take note of what they discuss. You will also learn something interesting about the partnership of each team. Be ready to share how you think this information is important to the story. From what you learn about the teams, who do you think might win the race?

After Reading

The two teams were preparing to compete in the final. What were they thinking? How did they appear to get along? What interesting information did you learn about each of the teams? Guide the discussion to include the news that Trio is Three's grandfather and that Tin is Silver's mother. From what you have learned, do you have any thoughts about who might win the race? Explain.

Clarify any words identified by students. Check that students understand the words *beamers*, *archives*, *cumbersome*, *direction sensors*, *navigated*, *compasses*, *satellites*, *GPS's*, and *primitive*. For each word requiring clarification, revisit the sentences around the words and containing them, to assist students to infer.

How far into the future is this story set? Revisit page 11 for clues.

CHAPTER 3

During Reading

Read page 12. What do you expect to happen in Chapter 3?

As you read Chapter 3, think about the instructions given by Davendra at the start. Take note of the rules and be ready to discuss what is different between this race and many other races that you know. Jot down the route to the finish.

What other details do you learn about the characters during the race? Be ready to discuss what you learn about Trio and Silver, and how you think they will hold up in the gruelling conditions.

After the race begins, the competitors need to decide which route to take to the top of the mountain. Which way do Silver and Tin decide to go? Why?

After Reading

What time does the race begin? Check pages 13 and 14 for the answer.

What were the rules given at the briefing? Discuss that competitors can use nothing but their wits and strength. What does the word wit refer to? Why might this be important? Discuss the importance of strategy in this race.

What did you learn about Trio and Silver that may be important to the race? Discuss that Trio is 68 years old, and that Silver has an artificial leg.

How is this race different from other races you've been in? Discuss that it is more like orienteering, and different to races where everyone stays on the same route to the finish.

Which way do Silver and Tin decide to go when they reach the fork in the route? Which way do you think Trio and Three will go?

CHAPTER 4

During Reading

Read page 16. Which route do Trio and Three take? What do you think Trio was thinking? Discuss.

As you read this chapter, look for clues about why Trio chose the path to the right. Think about whether he might have a strategy.

You will read about something that complicates the race for Trio and Three. Find out what happens and be ready to discuss your thoughts about whether the incident could cost them the race.

The team mates must use their wits and strength to win the race. One member of this team seems to be doing most of the thinking. Who is it? Be ready to chat about how Trio and Three must use both their wits and strength on the route they have chosen.

After Reading

On page 17 Trio tells Three to keep his eyes on the path ahead, instead of looking to see where their competitors were. What is Trio's reason for this? How is the terrain different after they set off up the right-hand side? Why do you think Trio chose this route?

What complicated the race for Trio and Three? Discuss Three's accident. What effect did the fall have on Three? What kind first aid did Trio apply? How did Three feel after the fall? Check page 20 to clarify if needed. Could this accident cost them the race? Encourage inferences.

In what ways do Trio and Three need to use both their wits and their strength in order to win?

CHAPTER 5

During Reading

Read page 21. What does this tell you?

Support comprehension by recapping the details so far. Trio and Three are taking the rugged but shorter route. Tin and Silver are taking the easier but longer route.

Read Chapter 5. During this chapter you will discover a complication for Tin and Silver. Take note of the tricky situation and jot down why this situation complicates the race for Tin and Silver. Would this situation be a problem for Trio and Three? Be ready to explain.

Tin thinks of a solution for the problem. Be ready to chat about their solution. Do you think the solution will be enough for this team to overcome the hurdle? Be prepared to discuss your opinions on their plan.

After Reading

Tin and Silver were making good time until they reached the river. How was this river described? Revisit page 22 to check if needed. What made the river treacherous? Discuss.

The river created a complication for Tin and Silver. Why? What part of the river caused the difficulty? At the same time as they were crossing the river, Silver observed Trio and Three also assessing the situation. Under the circumstances, which team do you think has the advantage? Remind students that Three also has an injury which could make crossing the river difficult.

How do Silver and Tin attempt to cross the river? What is debris? Do you think this plan could work? Discuss.

What are your thoughts about which team will win? Why?

CHAPTER 6

During Reading

Read page 27. What might this mean?

Discuss.

As you read, find out what the sentence on page 27 means. Take note of whether the two teams managed to cross the river safely. Find out how Trio and Three managed the treacherous journey across. Jot down some notes to share their strategy.

After the teams cross the river, they are on the last leg of the race. Jot down what happens as the four climb the 1,000 steps. Be ready to share and explain your opinions about how difficult this part of the race is.

The final part of the race is very close. Note the details of who is in front, who makes a final dash, and who wins.

After Reading

After Silver and Tin crossed the river, they hauled the log into the water. Why do you think they did this?

How did Trio and Three get across? Who had the most difficulty crossing? Why? Invite discussion. Encourage elaboration and clarification. Revisit page 29 if needed.

How did the competitors feel as they climbed the 1,000 steps? Revisit page 30 to check if needed. Who led at this part of the race? How did this leg of the race feel for the competitors? Guide students to find words in the text that tell us. Direct students to the last paragraph of page 30 if needed.

What happened with only 100 steps to go? Who did you think would win at this point? Who were the first two competitors to reach the top? Who won the race? What was special about this?

Ⓜ CODE BREAKER

The word *intergalactic* has two parts. The first part, *inter*, means *among* or *between*. The second part comes from the word *galaxy*. What do you understand to be the meaning of *intergalactic* based on the meanings of these parts? What would an *intergalactic race* be? Support students to infer that it is a race that occurs between or across galaxies.

Discuss the meanings of these words:

- *interstate* (between states),
- *international* (between countries),
- *intersection* (between sections of street or road),
- *interactive* (activity between two parties),
- *intercom* (communication within or between an office or building).

Ⓜ MEANING MAKER

In this story the characters needed to use wit and strength to win the race. Part of using wit means understanding both your strengths and limitations. This was very important in this story, since both teams were faced with challenging situations that could have cost them the race.

On page 14, we learn about a factor which could be a limitation for Trio. What is it? How could this be a limitation?

Find the factor on page 15 that could be a limitation for Silver. How could this be a limitation in an event like this?

During the race, Trio's age doesn't seem to limit his performance. However, both teams encounter obstacles that require them to use their wits. Search the book to find these obstacles. How is strength important in this event?

Ⓜ TEXT USER

Stories like this follow a sequence. If you understand the sequence, it makes it easier to read the story. In *The Intergalactic Race*, the plot and setting are made clear at the start, and the main characters are introduced. A logical sequence of events follows, but these are usually made tricky by a problem which occurs. In this story there are two sets of main characters. So, if you understand the sequence, you would predict that both sets of characters will need to move through the problem and solution stage before the end. The main characters solve the problem and the story ends with a big finale.

Use the book to help you to jot down notes about these elements in this story:

- plot,
- setting,
- main characters,
- events in order,
- problem and solution (for each team),
- big finale.

Ⓜ TEXT CRITIC

In some stories that feature a competition or contest, the author will construct characters in such a manner that the reader likes one character or team and dislikes the other. The author does this by using positive descriptions about one team and negative descriptions about the other. This makes it easy for the author to write the ending. The likeable team usually wins and the reader feels happy.

In this story, the readers like both teams. How could this have created a problem for the author at the end of the story? Guide students to understand that readers want the likeable

team to win and in this story both teams are likeable. *What did the author do to end this book so that the readers felt happy?*

Find the chapter that suggests to readers that all four competitors are likeable. How does the author do this? Guide students to identify Chapter 2 in which the characters enjoy a conversation together.

USING MULTIPLE INTELLIGENCES

Partner students for this task.

Plan: a route for a race within your school grounds. Include elements that will make the race gruelling. (S)

Draw a map: of the route. Label landmarks along the way so that competitors are clear about where to go. (S)

Present: your race to the group. (P, V)

Fold all maps and place them in a box. Draw out one map. You must compete in the race using this route. You and your partner need to compete as a team. (B)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

The Intergalactic Race

Name _____

Add details as you read *The Intergalactic Race*.

The Goal: _____

Fifth Star: Race Journal

Tenth Star: Race Journal

The Outcome: _____



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The Intergalactic Race

Name _____

Write synonyms for these words:

gruelling _____

primitive _____

wits _____

mammoth _____

quickly _____

route _____

summit _____

terrain _____

Check these words in your dictionary and write their meanings:

archives _____

cumbersome _____

satellite _____

primitive _____

How many words can you build from the title? Record them below.

The Intergalactic Race



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The Intergalactic Race

Name _____

There are many kinds of competitions. Choose a competition that you would like to win. Design the trophy or prize and draw it in the box. Write about this event in the space at the bottom. Explain why you would like to win this competition.





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The Intergalactic Race

Name _____

1. Does the title *The Intergalactic Race* tell you what this story was about? Explain.

2. Did the title, cover illustration, and blurb make you want to read this story? Give reasons.

3. What will you remember about this book?

4. Why do you think the author made the race difficult for two of the competitors?

5. Did you enjoy this story? Give reasons.

6. Who were you hoping would win the race? Why?

7. What sorts of things does a reader need to know in order to understand this story?

8. Did you get excited about who would win?



The Intergalactic Race

Name _____

Multiple intelligences (naturalist)

Collect natural materials to create two types of terrain, a rugged terrain and a smooth terrain. Glue them below. Below each, write things that are suitable to do on each. For example, climbing is suited to a rough terrain.

Rough terrain

Smooth terrain



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The Intergalactic Race

Name _____

There are many different themes for science fiction. In this story, the race adds great excitement and suspense. Answer these questions about the story:

1. Where did this story take place?

2. How easily can you imagine the places where the story occurs? Explain.

3. Does the time this event occurred play an important role? Why?

4. This story is set in the future, but technology is not used in the race. How is this unusual for a science fiction story?

5. Can you relate to the events in this story? Explain.

6. Would you like to be competing in this type of race? Explain.

7. Do you enjoy reading and viewing science fiction? Explain.

8. What are the names of some science fiction stories, films, or shows that you have seen?



