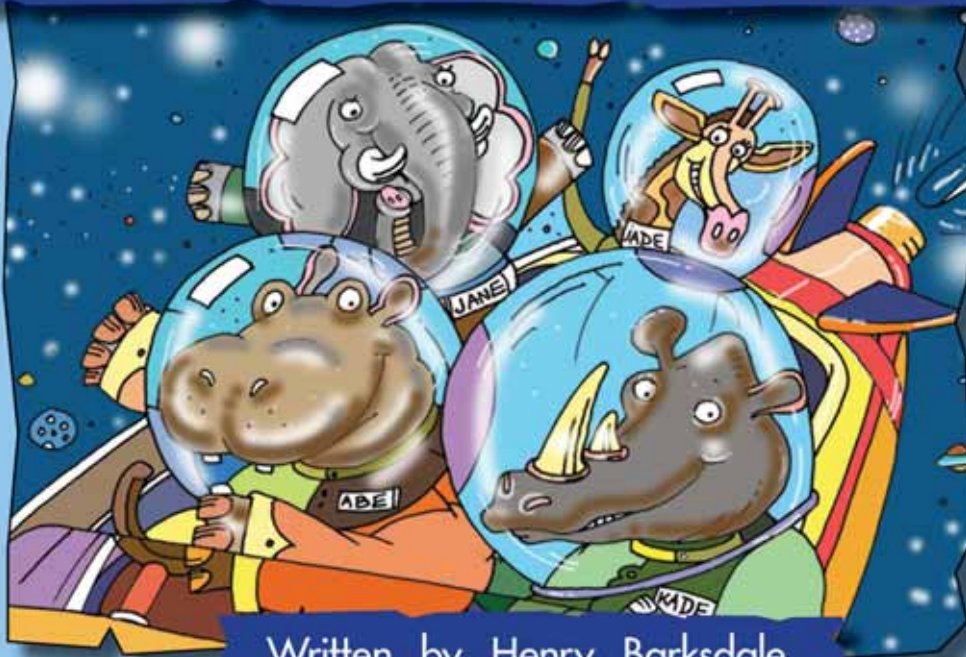




Level 5  
Book d

# The Silly Space Explorers



Written by Henry Barksdale  
Illustrated by Chris Grosz

|                   |           |
|-------------------|-----------|
| Level             | 5         |
| Word Count        | 99        |
| Text Type         | Narrative |
| High Frequency    | too       |
| Word/s Introduced |           |

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children 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 that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



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



*This symbol relates to use (text user)*

BEFORE READING

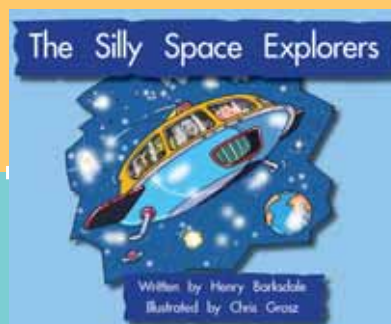
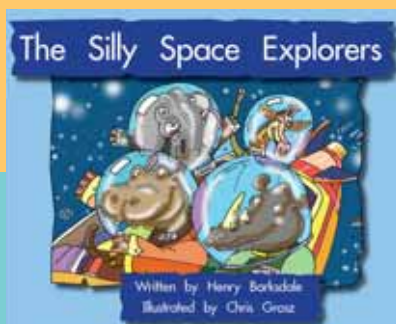
## Cover & Title Page



Direct the children's attention to the pictures and ask them to describe the characters and setting of this story. Then ask the children what they think this book is going to be about.



Read the author and illustrator's names. Why are their names here? Identify book conventions.



AFTER READING



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. If the children struggle with any words, break the word into syllables and decode the word phonetically, syllable by syllable.



Talk to the children about why the space explorers are silly. Encourage the children to think about what the story might be about and what might happen to the characters.

Encourage the children to look at the picture and describe what they see. Discuss the characters and what their relationship might be to each other. Talk about where they might be going.

Ask the children to locate the word *spaceship*. Explain that this word is a compound word and that it is made from two words put together. Ask the children to tell you which words it is made from.



Ask the children where the explorers are going. They need to refer to the text in order to get the answer right – no guessing! Ask the children if they know what other planets there are in the solar system.

Ask the children to point to the words *are* and *big*. Ask them to spell them and put them into sentences to share with the rest of the group. Look at the names of the characters and ask the children which long vowel sound they have in common – *a*. Think of other words with the same long vowel sound.

Ask the children to look at the picture and identify the characters with their name badges. Ask the children if these characters look silly and why. Ask the children to look at what they can see through the window of the spaceship.



Ask the children where the little space car is going to take them. The children may need to refer to the last page to answer this.

Ask the children to identify the words *have* and *little*. Spell them and ask the children to put them in sentences to ascertain their understanding of the meaning. Ask the children to identify the two words with the long *a* vowel sound – *Jane* and *space*.

Invite the children to work out what Jade might be thinking. Ask them to look closely at the car. Perhaps the children can think about how to solve the problem.

"I cannot go down," said Jade.  
"The space car is too little."



Ask the children what Jade said and the explanation she gave. The children need to refer to the text to give you the answer or work it out from the picture as discussed earlier.

Ask the children to locate the compound word *cannot*. Ask the children to tell you which words it is made from. Next, ask the children to point to the word *said*. Spell it and ask the children to put it into sentences of their own and share with the group. Draw the children's attention to the words *too little*. Explain how they emphasise the degree of smallness.

Ask the children to cover the text and tell you what is happening in the picture. Can the children predict what Kade is going to say? Encourage the children to make suggestions that fit with the vocabulary and style of the author.

"I cannot go down," said Kade.  
"The space car is too little for me, too."



Ask the children what they like most about this story, encouraging them to support their ideas with reasons. Invite them to discuss what might happen next and predict the ending of the story.

Ask the children to identify the word *too*. It occurs twice on the page and has different uses/meanings. Talk about what each word means. The first means *to a higher level/degree or excessive*. The second means *in addition*. Ask the children to put this word into a sentence and then talk about which definition it belongs to.

BEFORE READING 10/11

Invite the children to guess what Abe is thinking in the picture. Then ask them if all the animals have tried to get in the space car yet.



AFTER READING

Ask the children what Abe said. Again they need to refer to the exact words he said and point to the text.

Ask the children to identify the different meanings of the word *too* on this page. They need to point to the word *too* and explain their answer. Next, identify the punctuation on this page – capitals, full stop, commas, and speech marks.

BEFORE READING 12/13

Ask the children to cover the text and explain what is happening in this picture. Can they guess what Jane is going to say?



AFTER READING

Invite the children to explain why they would like to go into space and where they would like to go. Do they think they would ever have the same problems as the silly space explorers? What would they do to make sure they don't have the same problems?

Identify the word *little* and place it into sentences for the children to share. Ask the children to point to the word so you know they recognise it.

Ask the children to look carefully at this picture, particularly the expression on the characters' faces. Encourage them to explain what is happening here. Ask them to suggest what the characters could do to solve the problem.

"We will have to get a new space car," said Abe.



Talk to the children about what they might find on the last page and predict the ending.

Ask the children to identify the word *space* and encourage them to spell this word out. Then ask them what the blend is at the beginning of the word. Discuss other words with the same *sp* blend.

Ask the children to describe what this picture is about. Ask them to explain what the bubble means – the thought bubble.



Ask the children to read through the book again and then tell you their favourite page, giving you reasons why.

Ask the children to identify the word *big*. Explain that it is a describing word. Ask the children to find the opposite of *big* in the book.

**5 d The Silly Space Explorers** Name \_\_\_\_\_

Draw a picture to show where the story is set.

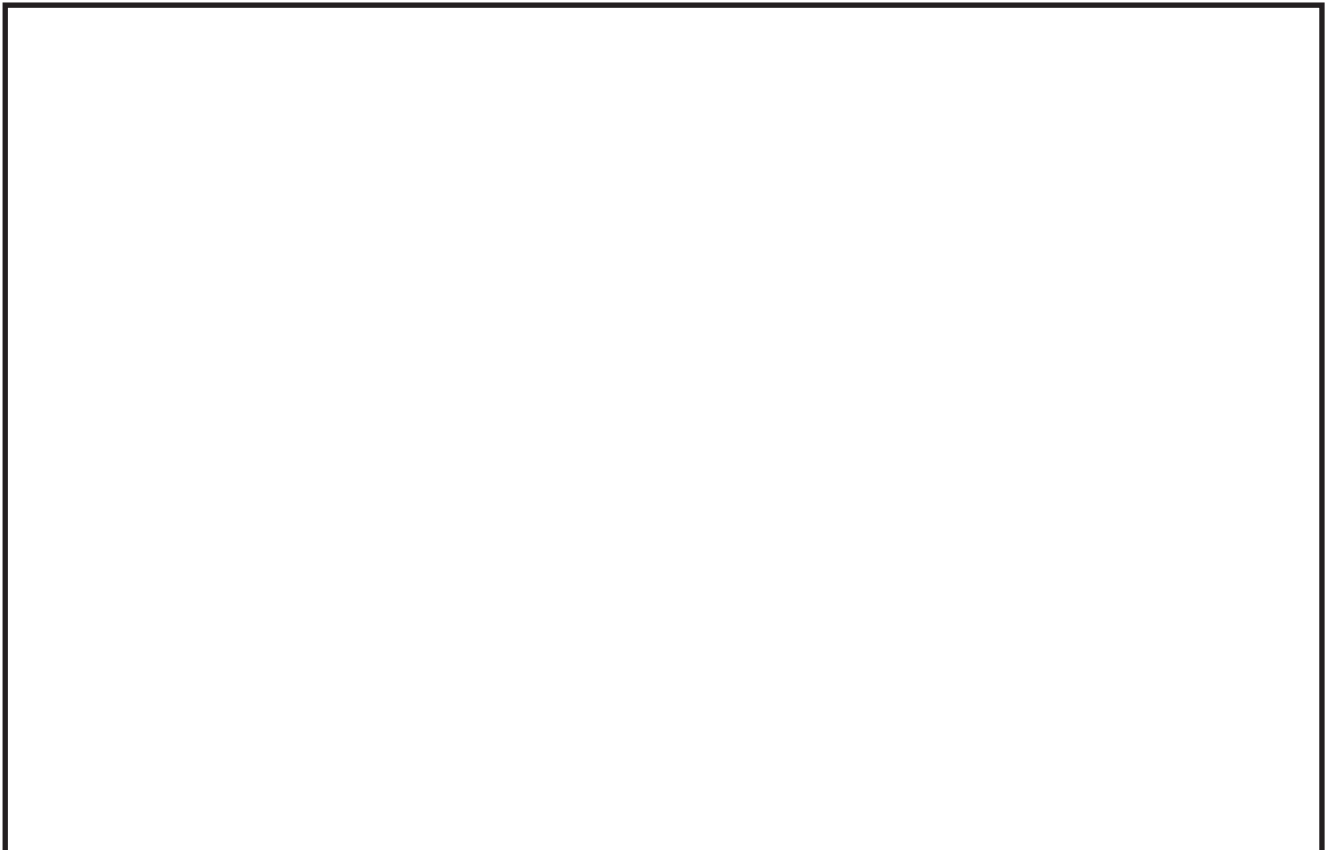
Read the sentences to help you.

Draw the things that are underlined.

They go to explore a new planet.

They go in a big spaceship.

The space car is too small.



**5 d The Silly Space Explorers** Name \_\_\_\_\_

Use **too** or **little** in these sentences.

“The space car is \_\_\_\_\_ little,” said Jade.

“We have to go down in our \_\_\_\_\_ space car,” said Jane.

Kade and Abe are going, \_\_\_\_\_.

“The space car is too \_\_\_\_\_,” said Abe.

“It is \_\_\_\_\_ \_\_\_\_\_ for me, \_\_\_\_\_,” said Jade.