



# Level 6 Book d

Mums Surprise

Jungle Animals

The Sad Giraffe

The Spaceship Fire

Getting Ready for Soccer

Wombat Goes Surfing

A Party Invitation

Ringo Goes Mountain Biking

## The Spaceship Fire



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Level	6
Word Count	109
Text Type	Literary recount
High Frequency	going
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



Ask the children to describe what they see in the pictures. Describe the characters and what they are doing. Ask the children if they think this is going to be a story book or an information book. Encourage them to give reasons for their answers.



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



Invite the children to tell you about a fire they have heard of and how it started. Talk about what is going to happen in the story. Let the children guess what might have happened to cause the fire.



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. If the children struggle to decode an unfamiliar word, break it up into syllables and decode them one by one.

AFTER READING

Encourage the children to look at the picture and describe what they see. Talk about what this place might be and how they came to think that. Can the children guess what the characters are talking about?



Ask the children what Josh said to Big Ted. The children need to refer to the text to gather this information. Encourage them to point to the correct words.

Ask the children to point to the word *Josh*. Make sure they put their finger underneath the word. Spell it. Ask the children why it has a capital letter. Identify the final consonant digraph – *sh*. Talk about other words with the same sound.

Ask the children to cover the text and look at the picture and see what is happening. Encourage them to describe what they see.

Talk to the children about how they like the story so far. Ask them to focus on their favourite part of the story so far and give reasons for their likes.



Ask the children to point to the words that describe what the characters are doing – *Big Ted raced to the spaceship fire*.

Ask the children to identify the words *raced* and *going*. Identify the root verbs – *race* and *go*. Explain that we can add endings to these words – suffixes. Compare meanings by putting the words *race* and *raced* into sentences. Then do the same for *go* and *going*.



Ask the children to describe what Big Ted is doing in this picture. Talk about the dangers he could face if he is not careful.



Ask the children where it says what Big Ted was trying to do. They need to point to the words. Then ask them what happened afterwards. Again they need to point to the words – *But it did not*.



Ask the children to point to the word *not*, spell it, and place it in sentences of their own to share with the group. Identify the punctuation – speech marks, full stops, and capital letters. Talk about their use.



Invite the children to describe what is happening in this picture. Can they explain what Josh and Big Ted are going to try now, as the wet sack did not work? Can they predict what might happen?



Ask the children what Josh said, referring to the text. Encourage them to point to the text as they explain their answers. Then ask them what Big Ted said in reply – again they need to point to and read out the text to show they can comprehend information from the text.



Draw the children's attention to the word *going*. Ask them to spell it and place it in sentences of their own to share with the group afterwards. Brainstorm other words with the *ing* ending.



BEFORE READING 10/11

Ask the children to cover the text and then describe what they see in the picture. Does Big Ted manage to put the fire out? See if they can predict what the text might say to go with this picture.

Encourage the children to use vocabulary and style similar to the author's and to suggest a paragraph that would go well with the picture.



AFTER READING

Ask the children what they have enjoyed so far in this book. Encourage them to give reasons.

Ask the children to identify the word *out*. Discuss its meaning and spelling. Ask the children to put it in sentences of their own to share with the rest of the group. Then ask the children which word has the final sound *sh* – *Woosh*. Ask them why it has an exclamation mark and a capital letter.

BEFORE READING 12/13

Ask the children to cover the text and describe what Josh and Big Ted are doing. Can the children suggest what they might be saying to each other?



Ask the children to refer to the text and tell you what Josh asked and what Big Ted replied. Do they know what foam is? Can they predict what might happen when the foam is used?

Identify the question mark in the text and ask the children why it is used. Explain that when we read out questions we intonate and raise the voice at the end of the sentence. Ask the children to read out the sentence and raise their voice to make it sound like a question.

AFTER READING

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Ask the children what is happening in the picture. Does it look like the foam is working? Can the children explain why the foam works better?



Ask the children if they like the story. What do they like most about it? If they were the author, would they add anything more to this story to make it better? What exactly would they add? What do they think is going to happen on the last page?

Ask the children to identify the word *fire*. Spell it and define it. Then identify the long *i* vowel sound. Talk about other words with the same vowel sound – *bite*, *kite*, and *might*. Review the punctuation on the page and its functions. Next, ask the children to identify the final consonant digraph *sh* in *Splish* and *Splash*.

Cover the page and talk about the last scene and the expressions on the characters' faces. Ask the children if they can predict what might be said between the two characters.



Ask the children how the aliens might be feeling. If they could include what the aliens would say, what would they put in the text? Talk to the children about times when people have helped them.

Ask the children to look at the word *spaceship*. Talk about which letter has the soft *c* sound. Compare it with words with a hard *c*, such as *cake* and *crab*. Explain that the word *spaceship* has been made from two words. Ask the children to identify them. Tell them this is called a compound word.

## 6 d The Spaceship Fire

Name \_\_\_\_\_

Which words make up these compound words?

The first one has been done for you.

classroom

class + room

funfair

\_\_\_\_\_

mouthguard

\_\_\_\_\_

playground

\_\_\_\_\_

spaceship

\_\_\_\_\_

speedboat

\_\_\_\_\_

surfboard

\_\_\_\_\_

toolbox

\_\_\_\_\_

whiteboard

\_\_\_\_\_

# 6 d The Spaceship Fire

Name \_\_\_\_\_

Put the words in the correct box.

The first one has been done for you.

~~fire~~      bit      race      bite      bat  
raced      late      might

Long <i>i</i> vowel sound	Long <i>a</i> vowel sound
fire	

Which words are the odd ones out?

\_\_\_\_\_

\_\_\_\_\_