

Stranded in Space

PM Level 29

Sapphire

Text Type Narrative (Imaginative)

Running Words 5777



Preparing for Guided Reading

Prior knowledge

- Have students share their knowledge about present space-travel technology. Do they think humans will soon be able travel on spaceships to start new lives on other planets?

Orientation to the text

- Trina and her family are travelling through space on a long journey to their new home planet when damage to the ship forces them to evacuate. Trina's escape pod takes her to a mysterious planet, where she lives as a castaway until she befriends another lost alien, Sia. Together they outsmart a group of space pirates and use the communication devices on the pirates' ship to alert their parents to their location.

Building the Balanced Reader

Grammatical conventions

- Discuss the speech tags in the story, and how the author often omits them when they aren't necessary, e.g. on p. 48, in Trina's dialogue with Sia.

Vocabulary

Key vocabulary

alien, beacon, emergency, firelighter, frantically, horizon, liquorice, lonely, navy, nutrients, nutrition, pirates, sacrifice, shelter, spaceship, survival, vegetation

Spelling

- Revise the spelling of words ending in *-gh*, and the different sounds this letter combination makes in these words, e.g. *cough, though*.

Visual literacy

- Have students look at the illustration on p. 8. Ask if they think Trina is safe in this pod, and if she could live in it if need be.

Focusing on the book – guided reading

- Ask students why they think Trina was put into Safety Sleep for such a long period of time after the explosion.

- Have students suggest why the data stream from Trina's pod had a one-kilometre limit on the planet Epsilon Gamma.
- At the end of Chapter 5, ask students if they think Trina should be wary of the blue chatterers, or if they are simply curious about her.
- After reading p. 31, ask students what they think Trina can do to stop herself being dragged into the tree's mouth.
- Ask students if they think Trina is brave or foolish to follow the alien footprints that she sees on the sand?
- After reading p. 47, ask students what they remember reading earlier about space pirates, and have them guess what the space pirates might plan to do with the two girls.
- At the end of the story, ask students how they think both sets of parents found their way onto the cruiser. Might they both have been searching for the girls with help from the Space Navy?

Comprehension

- Where is Trina's family flying to in the spaceship? (*Literal*)
- How does Trina know what to do to make a shelter for herself? (*Inferential*)
- How did Trina use previous experience to capture the space pirates? (*Applied Knowledge*)

Follow-up activities

- Have students assume that Sia's parents weren't onboard the Space Navy rescue ship that came at the end of the story. Have them write a new ending about what became of Sia. Might she go and live with Trina's family, or wait for her own family to find her on Epsilon Gamma?
- Have students select an incident from the narrative and rewrite it as a reader's theatre play to share with the class.
- Have students draw plans for a new space-survival kit and give reasons why each item has been included.

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Learning Intentions

- We are learning to apply a range of skills and strategies to gain maximum understanding of both written and visual information in a text.
- We are learning about a range of language effects that add variety and clarity to a text.
- _____

Success Criteria

- I can read written and visual information to better understand information in a text.
- I can read and understand a range of language effects used by the author.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up