

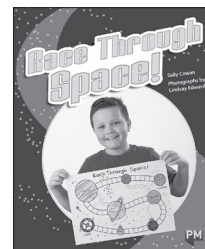
Race Through Space!

PM Level 22

Gold

Text Type Procedure (Informative)

Running Words 695



Preparing for Guided Reading

Prior knowledge

- Talk about the different types of board games that the students enjoy playing.
- Discuss some space phenomena that could be included in a space-themed game.

Orientation to the text

- In this book, the reader learns how to make a snakes-and-ladders-style board game with a space theme.

Building the Balanced Reader

Vocabulary

Key vocabulary

materials, marker, card, circle, middle, names, between, exciting, playing, rules

Content words

race, space, station, planets, curve, launch, pads, wormholes, asteroids, rockets

Decoding

- Encourage automatic recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by applying prior knowledge, attending to details in photos and illustrations, and attending to print details.

Focusing on the book – guided reading

- Have students look at the photo on the front cover. Ask, *What kind of game do you think the boy is displaying? How do you think this game is played?*
- After reading pp. 4–5, ask students what they know about space stations and how they float around the Earth. Introduce the word *orbit* in this context.
- Discuss the fact that Pluto is now regarded as a dwarf planet. Ask students why they think people are still interested in Pluto, even though it is not thought of as a planet any more.
- Ask students what they think it means when a planet is referred to as a *gas giant*.

- After reading p. 11, have students consider why the planets have been drawn in these positions on the board. Where do they think the game will begin, and where will it end?
- Discuss the fact that the boy draws a track between the planets. Ask students if they think it will be possible to make a real track between the planets one day. In what ways might this be useful?
- Ask students what purpose they think the launch pads and wormholes will serve in the game. Ask, *Is there another game you can think of that can be played in a similar way?*
- Talk about the asteroids, comets and other stars drawn on the board. Ask students what purpose these serve. Are they a part of the game?
- Have students suggest the rules for this game. How do they think the dice should be used?
- Discuss the idea of wormholes. Ask students why this word is used to describe an area that could join two distant parts of space.

Comprehension

- Which planet was coloured red? (*Literal*)
- Why were the planets Neptune and Uranus coloured blue and green? (*Inferential*)
- What is a comet? (*Applied Knowledge*)

Follow-up activities

- Have students replicate the procedure to make their own version of the game. Direct them to add their own space-themed decorations and write a list of rules for the game.
- Ask students to make a list of all the instructional verbs in the text, such as *start*, *use*, *draw*. Have them rank these in order of their importance to making the game.
- Have students write a story about a real race through space, encountering either a wormhole or a launch pad along the way.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to decode the text.
- We are learning to integrate prior knowledge, reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to assist me in decoding the text.
- I can use prior knowledge, and various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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