

Space Junk

PM Level 22

Gold

Text Type Narrative

Running Words 784



Preparing for Guided Reading

Prior Knowledge

- Students should have some familiarity with vocabulary relating to space, such as *asteroid* and *meteorite*, and should understand that there are many human-made objects in space, such as satellites.
- Talk with students about people they can contact in various situations, such as the police, and introduce the idea that there is also a group of people whose job it is to investigate events related to space.

Orientation to the Text

- Aiden wants to be an astronomer. One night, while he is scanning the skies, he hears a loud bang and sees an object falling to Earth. His cousin, Krista, thinks the object might have been made by aliens, but Aiden can't wait until the scientists from the Space Agency come to investigate.

Building the Balanced Reader

Vocabulary

Key Vocabulary

Aunt, cousin, disturbed, landed, rise, touch, Uncle, usually, window

Content Words

Agency, aliens, astronomer, bang, burns, contacted, Earth, flashlight, headlights, machines, metal, meteorite, moon, movies, object, reporter, phone, satellite, scientists, space, starry, sounded, truck

Decoding

- Encourage students to reread the whole phrase or sentence when they misread a word, to check that what they read makes sense.
- Talk about the contractions in the text as you encounter them and discuss what each of them is short for.
- Look at the word *meteorite* together. Ask, *What smaller words can you find in this word? Where can we break it to make it easier to read?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What do you know about the book from the title and front cover? What are you wondering? Make a list of students' questions to review later.*

- Point out the word *astronomer* on page 3. Ask, *What do you think this word means? What parts of the word might help you to work it out? What other information on the page can help you?*
- Continue to page 4 and look at the word *rise*. Ask, *What does this word mean? What other word or words could you replace it with in this sentence?*
- Read to page 7 and talk about what has happened in the story so far. Ask, *What questions do you have about what Aiden saw? What do you think the object might have been?*
- Look at the word *Agency* on page 14 with students. Ask, *What is a Space Agency? Have you ever heard the word Agency before? What does it mean?*
- Continue to page 16. Ask, *What questions would you ask the scientists from the Space Agency? What questions do you think the scientists might ask Aiden and his family?*
- Point out the word *satellite* on page 18. Ask, *What do you already know about satellites? What information is there in the text to help you work out what a satellite is?*
- Continue to the end of the text. Review students' questions from earlier and discuss which of their questions were answered and which were not. Make a list of any questions that students still have about the story and the subject matter.

Comprehension

- Who did Aunt Kelly call when they found the piece of space junk? (*Literal*)
- Why do you think Aiden wanted to keep the piece of space junk? (*Inferential*)
- Why would people be interested in a news story about space junk? (*Applied Knowledge*)

Follow-up Activities

- Return to the questions that students asked when they finished reading the text. Choose one to investigate as a group and discuss how you might go about researching it. Talk about which sources of information are most reliable and credible, and work together to find the answer.
- Brainstorm with students what else the mysterious object that Aiden saw could have been. Ask students to use the ideas, or one of their own, to rewrite the ending of the story. Organise students into small groups to share their revised endings.

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Learning Intentions

- We are learning to think as we read.
- We are learning to work out what new words mean as we read.

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Success Criteria

- I can ask and answer questions about the book, during and after reading.
- I can use what I have read and my own knowledge to predict the meaning of a new word.

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Guided Reading Notes

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