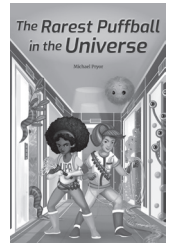


The Rarest Puffball in the Universe

PM Post–Level 30

Text Type Narrative

Running Words 9606



Preparing for Reading

Prior Knowledge

- Ask students to recall occasions when their family had to arrange for a pet to be cared for while they were away. What things did the family consider? Why? How did the family feel about leaving the pet for an extended time? Did their pet require any special care or considerations? How did their pet react when the family returned to collect it?

Orientation to the Text

- Riley helps out at the Universal Pet Resort, which provides superior accommodation for some of the most special alien pets in the universe. While her mother is detained at the spaceport, Riley and her best friend, Min, are running the establishment. In charge of a rare pet puffball, owned by a very important ambassador, Riley and Min are confronted by two mischief-makers. When the puffball cannot be found, Riley and Min go into overdrive, working desperately to locate the missing pet before its owner arrives to collect it.

Building the Balanced Reader

Comprehension

- What was Riley's idea to stop the Ulgans stealing the puffball? (*Literal*)
- How are the requirements of the pets at the Universal Pet Resort similar to and different from those of a pet motel today? (*Inferential*)
- Why had Riley's mum warned her about asking for identification before allowing people into the Universal Pet Resort? (*Applied Knowledge*)

Analysis and Critique of the Text

- What are some examples of language used by the author that adds to the level of excitement in the narrative?
- Why has the author written short chapters in this story? What effect does this have?
- How much help do you think Min provided Riley during the events in this story?

- Do you think Riley will tell her mother about the problem with the puffball when she returns from the spaceport? Why?
- What is the complication and resolution in this narrative?
- Even though this text has very few illustrations, how has the author provided a clear image of the setting and characters?
- What aspects of everyday life for Riley and Min are similar to our lives on Earth?
- What do we usually understand the idiom 'Many hands make light work' to mean? What does this same sentence mean in the context of this narrative?
- What was your favourite part of this narrative and why?
- What are some of the recurring themes throughout the book?

Vocabulary

- Assist students to understand or locate the meaning of these words from the story.
automated, clustered, desolation, disconsolate, feverishly, gossamer, illumination, interconnected, luxurious, mediator, negotiation, ominous, prestige, serene, translucent, trepidation, zoologist
- Research the various meanings of the word *gossamer*, i.e. a fine gauze fabric, filaments from a web spun by a spider and something characterised by lightness and delicacy. Discuss why the author chose to use the word in this text.
- Compare the meanings of the words *desolation* and *isolation*.

Spelling

- Identify the words *assistants* and *assistance* on page 64. Discuss the different meanings of these words, noting that *assistants* is the plural form of the noun *assistant*, and *assistance* is a noun meaning the action of helping someone. Note these words are homophones. Ask students to research or suggest other homophones that end with *ants/ance* or *ents/ence*, e.g. *entrants/entrance, attendants/attendance, presents/presence, patients/patience, residents/residence, incidents/incidence*.

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Figurative Language

- Locate examples of alliteration (e.g. *silvery song, harmless habit, flipping and flopping, pile of puffy perfection, creaked and croaked*), simile (e.g. *like a herd of Rigellian screamers with very bad headaches, like the rays of a rising sun, like an old tree in the wind*) and idiom (e.g. *many hands make light work*). Discuss how these language effects build imagery in the narrative.

Follow-up Activities

- Use the description on pages 14–15 to draw an image of Ambassador Garfleplex. Discuss how the author has presented this character and why.
- Discuss the characteristics the Universal Pet Resort shares with other businesses in different fields of work.

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Date _____

Learning Intentions

- We are learning to understand how to recognise responsible behaviours in the narrative.
- We are learning to identify and use specific vocabulary that builds excitement in the complication.
- _____

Success Criteria

- I can identify responsible behaviours by the characters in the story.
- I can understand and use specific vocabulary to build tension in the complication.
- _____

Observation of Reading Behaviours

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