

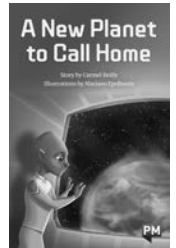
# A New Planet to Call Home

PM Level 28

Ruby

**Text Type** Narrative

**Running Words** 4132



## Preparing for Guided Reading

### Prior Knowledge

- Show students a picture of our solar system. Discuss where Earth is in relation to the Sun and the other planets. Invite students to share their knowledge about what the other planets are like and whether humans could live there.

### Orientation to the Text

- Okadi's people had to abandon their dying planet, and they've been travelling across the stars in search of a new one. Now, they've finally reached the planet they hope will be their new home.

## Building the Balanced Reader

### Grammatical Conventions

- Highlight the use of past-tense verbs in the narrative, such as *were*, *replied* and *jumped*. Discuss why past-tense verbs are often used in narratives and compare these with present-tense verbs used in direct speech in the text.

### Vocabulary

#### Key Vocabulary

*atmosphere, automatically, centuries, clearance, cooperatively, disaster, engineer, environmental, guardian, identical, inhabitants, investigate, local, population, program, robotic, scientists, settlement, technology, translation, universe, vehicle*

### Spelling

- Guide students to notice the suffixes on words such as *automatically*, *environmental* and *settlement*. Discuss the way that each suffix changes the meaning of the base.

### Visual Literacy

- Talk about the ways that facial expressions are used to support the story in the illustrations. Ask, *How is emotion conveyed through images? What aspects of the faces of the characters show how they are feeling?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Point out the planet in the cover image and ask, *What do you recognise about this planet? How do you think this will be important to the story?*

- Invite students to close their eyes as you read the chapter 'Out of the Pod' to them. Guide students to build pictures in their minds to match the words. Ask, *What are you seeing?* Look at the illustrations and compare them with the mental pictures students made.
- Continue to page 13. Ask, *What has happened on Earth? What connections can you make between this and real life?*
- Stop at the end of page 15 and ask students to visualise what might be waiting for Okadi outside the spaceship. Ask, *How can thinking about this add to your understanding of the story?*
- Read to the end of page 27 together and ask students to picture what the next scene might look like. Ask, *What information in the text so far helps you to visualise what happens next?* Turn the page and compare students' visualisations with the illustration.
- Continue to page 41. Ask, *What do you think the main theme of the story is? Why might the author have chosen it?*
- Read to page 46 and ask students to visualise what planet Faya might have looked like. Ask, *What other pictures might Okadi have projected onto the rock? How does this help you better understand what Faya might have been like?*
- Read to the end of the text. Ask, *Do you think the author wrote this book to inform or to entertain or a combination of both? What makes you say that?*

### Comprehension

- Why did the Fayans need to learn to speak quietly? (*Literal*)
- How do you think the humans felt when they saw the spaceship? (*Inferential*)
- What would you take with you if you were moving to a new home a long way away? (*Applied Knowledge*)

### Follow-up Activities

- Choose a language and use an online translation program to explore some key words and phrases with students, such as greetings. Practise pronouncing the words and talk about the importance of being able to communicate with people from different backgrounds.
- Imagine you sent a space probe to Faya. Write a detailed description of what you would find there and how it is similar to and different from Earth.

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## Learning Intentions

- We are learning to identify the author's purpose in writing a book.
- We are learning to use visualisation to give us a deeper understanding of the text.

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## Success Criteria

- I can describe the main message of the story and why the author chose it.
- I can picture what is being described in the story in my mind.
- I can describe how what I am visualising enhances my understanding of the story.

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## Guided Reading Notes

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