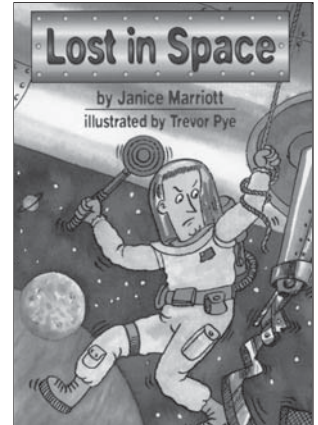


# Lost in Space

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illustrated by Trevor Pye



## Book Summary

Brad's dad is an astronaut, and his spaceship needs to be repaired. Meanwhile, back on Earth, Brad is planning to make end-of-mission waffles to celebrate Dad's return. But Big Jaws, the waffle maker, is missing!

## Features of the Book

- Two linked story lines told in different formats
- Two different settings
- Specialized vocabulary – *alias, space junk, landing legs, mission, mission control, Big Jaws*
- Speech bubbles in the cartoons
- Email
- Punctuation – ellipses, capital letters

## Purpose

*Lost in Space* can be used to introduce and reinforce the following skills:

- S** recognizing and discussing the organization of a book;
- S** using charts and diagrams to record important details;
- S** discussing and writing about the themes of a book;
- S** extending vocabulary;
- S** describing a sequence of events.

## The Guided Reading Lesson

- S** Recognizing and discussing the organization of a book
- S** Using charts and diagrams to record important details

## Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Optional: a copy of the blackline master and a pencil for each child

## Introducing the text

Conceal the title of the book and show the group the front cover.

- *Where do you think this story is set?*
- *What do you think the man is doing?*
- *What do you think his job might be?*

Read the title of the book and the blurb on the back cover. Check whether it confirms the children's predictions. Briefly discuss the question in the blurb.



## Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

### Day One

Look at the character list and the table of contents together.

- *Why do you think the author has given us a character list? How could this help us as we read the story?*
- *Do the chapter headings give you any clues about the story?*
- *Look at page 3. Why is the text set out like this?*
- *Who is speaking? How do you know?*

Discuss the way that speech bubbles are used to show us what the character is saying as well as what he is hearing through his headset.

Point out the setting at the top of the page. Compare it with the setting on the next page. On the board, begin a chart using the headings “Up in Space” and “Back on Earth.” Explain to the group that you are going to chart the differences between the settings because this is a good way to help understand what is happening in the story.

Ask the group to read chapter 1.

- *What do you know about the two stories now?*
- *What are the problems faced in space and on Earth?*

Add this information to the chart.

Ask the children to read to the end of chapter 2. Be available to give support if needed.

### Day Two

Review the story so far, using the chart to assist.

- *How does Brad try to solve his problem? How does Dad try to solve his?*

Tell the children that in the next chapter, Brad writes his dad an email. Ensure that the children understand email.

When everyone has read chapter 3, ask the children to look at page 19. Ensure that they know who is talking and that they can follow the speech bubbles.

- *What kind of person is Dad? What kind of person is Brad?*

Ask the children to finish reading the book. Add more details to the chart as they find them.

## Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

### **S** Discussing and writing about the themes of a book

Ask the children to look at the chart made earlier and to find common themes in both parts of the story. Explain that the theme of this book could be problem solving.

- *How did Brad and Dad solve their problems? What do you think about their ways of solving problems?*

Suggest that the children write a paragraph about each character's problem-solving methods.

### **S** Extending vocabulary

Ask the children to look through the book and to list all the words that were new to them or that are special to this book. Ask them to find the place in the story where each word is used.

- *What do you think this word could mean? Why?*
- *How did you work out the word when you were reading?*
- *What do you do when you come across a new word?*

Encourage the children to discuss the reading strategies that they use with new words. List and model the questions they should ask themselves as they attempt a new word:

- *Does it make sense? Does it look right? Does it sound right?*

### **S** Describing a sequence of events

Review the chart made during the previous sessions and then remove or cover it.

### **B** Ask the children to complete the blackline master on page 87 to show what happened in the two settings.

