



# Level 29

## Book c



Level	29
Word Count	923
Text Type	Narrative (Science Fiction)
High-Frequency	able, gave
Word/s Introduced	



MACMILLAN

The Haunted House

Henry Morgan,  
the Pirate

In Search of Food

So You Want  
to Be a Writer?

Three Funny Tales

Three-Toed Sloths

Let's Get Those Stingers  
Out of Here!

Spider Power

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding  
(code breaker)*



*This symbol relates to use  
(text user)*



*This symbol relates to comprehension  
(meaning maker)*



*This symbol relates to critical analysis  
(text critic or analyser)*

## BEFORE READING

Have the students read the title and the names of the author and illustrator on the front cover. Ask the students – *Can you predict what this story will be about? What does the illustration suggest?*

## DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

**Pages 2–3** *Were your predictions about this story correct? What is the setting (location) of the story?*

**Pages 4–5** *How many teams went in search of food? What is the name of the final team?*

**Pages 6–7** *Why is Governor Grix concerned about Alpha Zip?*

**Pages 8–11** *Where did Navigator Nix report from? What was he bringing back with him?*

**Pages 12–15** *Where had the Alpha Zip team been sent? What does the bumpy landing suggest?*

**Pages 16–17** *What happened when the team landed on Earth?*

**Pages 18–19** *What was the machine harvesting?*

**Pages 20–21** *What grew on the farm where they landed?*

**Pages 22–23** *How did Alpha Zip save the Snorbs from starving?*

The Haunted House

Henry Morgan,  
the Pirate

In Search of Food

So You Want  
to Be a Writer?

Three Funny Tales

Three-Toed Sloths

Let's Get Those Stingers  
Out of Here!

Spider Power

## AFTER READING

Ask the students to work in pairs to reread the book. Have each student read the part of one character in the story and another student read the rest of the text. Encourage the students to invent unusual voices for the Snorb characters, and to read with expression.

**Developing Specific Skills**

Space words – have students record all the words relating to space that they read in the text.

See the BLM.

Occupations – the names of the characters indicate their occupation, for example, Mayor Max and Pilot Pax. Have students make a list of all the occupations they can find in the text and add them to their spelling lists.

See the BLM.



Encourage the students to participate in a class discussion – *Have you ever planted seeds and watched them grow? What type of seeds were they? The farmer tells the Snorgs that if the seeds have water they will grow. What else do seeds need in order to grow?*

## MEANING MAKER

Ask the students – *What is a time warp? Why did the Alpha Zip team think they had entered a time warp? What sort of food do you think the Snorbs usually eat? What caused their food shortage? Why do you think the Alpha Zip team has a reputation for not succeeding at their missions? What other types of missions do you think the team has been sent to investigate?*

## TEXT CRITIC

Ask the students – *What is your opinion of this story? Discuss with your partner the setting, characters, and plot. Share your opinion with the class, giving at least two examples from the book.*

Conduct a class survey to decide the popularity of this book. Record the students' responses on the board.

## 29c In Search of Food

Name \_\_\_\_\_

Reread the book *In Search of Food* and make a list of all the words to do with space, for example – *planet, galaxy*.

---

---

---

---

Check your list with your partner and add any words you missed. Practise spelling the words. Then, on a separate sheet of paper, write sentences that include at least two of these words.

The names of the characters in this story indicate their occupations, for example, Mayor Max and Pilot Pax. On a separate sheet of paper, write down all the occupations you can find in the story *In Search of Food*.

Create five more character names that include occupations, for example – Teacher Tom, Carpenter Claire.

_____	_____
_____	_____
_____	

## 29c In Search of Food

Name \_\_\_\_\_

Look very carefully at the physical features of the Snorbs in the illustrations from the book *In Search of Food*. They have some features that are similar to those of humans and some that are very different.

Complete the chart below to make a comparison between humans and Snorbs. Begin with similarities and then note the differences. Two examples have been done to help you.

<b>Similarities</b>	
<b>Humans</b>	<b>Snorbs</b>
Two eyes	Two eyes
<b>Differences</b>	
<b>Humans</b>	<b>Snorbs</b>
Two arms	Four arms

## 29c In Search of Food

Name \_\_\_\_\_

The structure of this story is similar to that of many fiction stories. It starts with the setting (location), introduces the characters, describes the problem in the story, and ends with a solution to the problem. Complete the table below about the story *In Search of Food*.

<b>Title – <i>In Search of Food</i></b>	
<b>Setting</b>	
<b>Characters</b>	
<b>Problem</b>	
<b>Solution</b>	

Now plan your own fiction story using a table like the one above. Give your story a title, then complete the details for setting, characters, problem, and solution. Write your story on the back of this sheet.