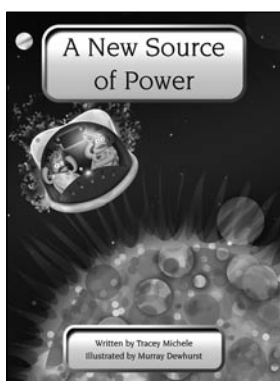


# A New Source of Power

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
<b>Fact</b>	<b>Procedure</b>	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	<b>Recount</b> (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	<b>Information Report</b> (Description)	Mythical Creatures	The World of Caves	Top Towers
	<b>Information Report</b> (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	<b>Interview</b>	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	<b>Biography</b>	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	<b>Explanation</b>	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	<b>Procedural Recount</b>	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
<b>Fiction</b>	<b>Realistic Fiction</b> (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	<b>Realistic Fiction</b> (In School)	On the Case	The Real-Life School Project	Ms McMahon
	<b>Historical Fiction</b>	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	<b>Fantasy</b>	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	<b>Science Fiction</b>	A New Source of Power	The Intergalactic Race	Eighth Moon
	<b>Humour</b>	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	<b>Mystery</b>	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	<b>Folktales</b>	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

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 students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



## A NEW SOURCE OF POWER

**Lower level fiction**

**Text type: Science Fiction**

**Reading age 9.2**

**Word count 1,642**

### Before Reading

Activate prior knowledge by asking students if they have read any science fiction books or seen any science fiction films, eg, *Star Wars*.

*What sorts of things happen in these stories?*

Invite discussion about characters, plots, themes, and settings. Guide the discussion so that students understand that science fiction is a blend of scientific fact with futuristic technologies.

*What sorts of technologies do you know of?*

*Do you have any technology in your home?*

Discuss.

*Are science fiction stories based on real or*

*made up events?* Direct students to think about the books and films discussed and to consider the term *science fiction*. *What does this suggest? What would make it difficult to write science fiction based on factual events?* Lead students to acknowledge that because science fiction is futuristic, authors cannot know for certain how technologies and settings will evolve.

### COVER

#### Before Reading

*Read the title and examine the illustration on the cover.*

*What do you think this story might be about?*

*What do you think the words a new source of power might mean? Why might the new source of power be needed? Think about some reasons for this.*

*Read the blurb and think about your predictions. What do you think about the story now that you have some extra information?*

*What do you think space junk might be? How do you think Zed and Marlin feel about space junk? Which word tells you that it is dangerous? Guide students to identify the word *panic*. What does *bombarded* mean?*

*What technology is important on their ship? Explain why the on-board computer is so important. What kind of answers do you think Zed and Marlin might need?*

## CHAPTER 1

### During Reading

What does the subtitle of Chapter 1 suggest? Discuss the terms *super sleuths* and *scouting mission*.

Read Chapter 1 and be ready to share what you learn about Zed and Marlin and the problems on their planet. Jot down some notes about the new problem we learn about in Chapter 1. Be ready to discuss why it is such a big problem to the Snorbs, how it will affect them and what they plan to do about it.

As you read, be thinking about your impressions of the Snorbs. Think of some words to describe them. Record words and phrases from the book that help you to form your opinions.

### After Reading

Where do the Snorbs live? Discuss the use of real terms like *Milky Way Galaxy*. What does this tell us about where the Snorbs live? Students should indicate that their planet is near our solar system. Guide students to acknowledge that it is convenient for the Snorbs, as they visit Earth to learn about farming.

What do the Snorbs call Earth people? What kind of relationship do the Snorbs have with the Earthlings? Discuss. Why do you think farming is considered to be ancient technology?

What do you know about the problems in Chapter 1? Prompt students to share the issue about food supply and the new issue of power. Why is the issue of power so serious to the Snorbs? What will happen if they cannot solve this problem?

Discuss students' impressions of the Snorbs.

## CHAPTER 2

### During Reading

Discuss the subtitle of Chapter 2. What might the strange objects be? What do the words *outer quadrant* refer to?

As you read, take note of what Zed and Marlin's mission entails. Think about how important their mission is and why you think Zed and Marlin may have been chosen as scouts. Be ready to discuss how the success or failure of this mission will impact on the Snorbs.

Consider things that may make the mission dangerous for Zed and Marlin. What problem do Zed and Marlin face in Chapter 2? Be prepared to chat about some things Zed and Marlin could do to solve the problem they encounter.

### After Reading

Where does Chapter 2 start? Students should indicate that the story has moved straight into the mission.

Discuss students' responses to the guide questions about the mission. Invite responses and encourage students to elaborate and clarify where needed.

Reread the first paragraph on page 9. Why do you think that Zed and Marlin consider this to be the most important mission of their lives? How has the mission progressed so far? Find the words in this paragraph that tell you this.

Invite responses to the guide questions about the problem in chapter 2. Reread paragraph 3, page 9, and ask students to describe how the objects were moving. Explain the meaning of the word *hurtled*. Describe what space junk is.

Where do you think Zed and Marlin will go next?

## CHAPTER 3

Collect some magnets and paper clips or other metal objects ready for the after reading discussion.

### During Reading

*Read the subtitle of Chapter 3. What do you think the subtitle means? What could the ancient force be? Tell me what you understand about the word ancient. Discuss. What do you think an ancient force would be? Do you feel that Zed and Marlin will encounter friend or foe or perhaps something else? What makes you think this? Discuss students' inferences. .*

*As you read, write what you know about how the ancient force is threatening the ship. Be ready to explain what is occurring and how the dilemma may be solved. Think about how the characters would be feeling and how you might feel in a similar situation.*

### After Reading

*What was the ancient force? Is it what you had expected before you began reading? Explain.*

Ask students to share their understandings about how the magnetic force works and what the dangers are for Zed and Marlin. *What is the plan to prevent disaster? How does the ship's computer intend to tackle the problem? What do you think it means to use a similar magnetic force? Invite inferences. Guide the discussion to build understandings of the way magnets attract and repel. Introduce the magnets and ask a student to demonstrate this occurring.*

*Do you think the plan could work? Can you think of other dangers? Guide students to consider the space junk that is also being drawn at great speed towards the planet.*

## CHAPTER 4

Retain the magnets for the after reading discussion.

### During Reading

*Read the subtitle. What does it suggest may occur in this chapter?*

*As you read Chapter 4, take some notes to explain the computer's plan to avert disaster. Be prepared to discuss your thoughts about the danger that was present for Zed and Marlin.*

*In this chapter you will learn more about how magnetic fields work. Jot down some key points that are pivotal to the success of the computer's strategy. Look closely at the illustrations to build a mental picture of how magnets work. Be prepared to explain your understandings to the group.*

### After Reading

Discuss students' responses to the questions. Direct students to reread pages 20 and 21. *What are the names of the two forces on a magnet? What makes two magnets repel each other? How did the computer on the ship manage to create this situation? Direct students to read the illustrations and describe what is happening.*

*Turn to page 17. What happened to Marlin and Zed as the spaceship rocketed to top speed in the opposite direction to the planet? Direct students to the words *hurled across the floor*. What does this mean? Think of some other words that you expect would mean the same as *hurled*. Direct students to read on to the end of the page. How is the meaning of the word *hurled* different to the meaning of *hurtled*?*

## CHAPTER 5

### During Reading

Read the subtitle and predict what happens. Discuss students' predictions.

As you read Chapter 5, think about what the Snorbs learn about Earthlings. Write the solution to the Snorbs' power problem, and Zed's great idea to learn more about different ways to solve it. How is it that Zed knows so much about generating power?

Be ready to chat about what the Snorbs need to do next. Zed and Marlin's job was just the first step in the process of solving the problem. Think about whether working out how to generate power will be a fast or slow process.

### After Reading

Now that a power source has been discovered, what is the next step for the Snorbs?

What is Zed's idea and how does Zed know so much about generating power? Direct students to page 23 to find answers in the text. What kind of power do Earthlings use that Zed is familiar with? How does Zed know about this? Direct students to page 23, to check if needed.

What does the term ancient history mean? What does this tell us about when this story is set? Guide students to understand that the setting for this text is in the future. Would you expect that people living on Earth will use the same kinds of door bells in hundreds of years time? Why or why not?

Chat to a partner about what our homes may look like in hundreds of years.

## 🔍 CODE BREAKER

Authors will sometimes write a group of words, all beginning with the same letter, to make the writing more interesting. For example, *Ben's bouncing bongos* or *Molly Monster's marvellous muffins*. This device or tool is commonly used in stories, songs, rhymes, and poems, and is called alliteration.

Turn to page 5. Find examples of alliteration. Discuss.

- Snorb Super Sleuths Squad
- Governor Grix

Make groups of four to six people. Think of something that each person likes to do or is good at. Using this and your first names, work together to write a few words using alliteration about each person in your group. For example, *Mary likes to munch muffins*, or *Sam swims swiftly*.

## 📖 MEANING MAKER

In this story Zed and Marlin needed some background knowledge of power sources to be successful on their quest. However, without the knowledge of their computer, they may not have returned home safely.

Think about the qualities a scout on this type of mission would need. Scouts need to deal with:

- being away from home
- unexpected problems along the way
- possible problems with the ship
- finding what they need in a short time

Scouts need to know:

- background information about what they are looking for (e.g., power sources)

- *how to read maps*
- *about different places*
- *how to stop safely in unknown places*

*Chat to a partner and write a list of words and phrases that describe someone doing this job. Would this job be suitable for you? Explain why.*

us that the characters are more primitive in some ways than we are in our society.

*Work with a partner to look critically at this story and be ready to discuss what these things might be.* Guide the discussion so that students identify that the Snorbs use ancient farming methods and are going to look into how Earthlings created power.

## ◆ TEXT USER

On an adventure like this, it is common for the characters to be viewed as heroes, and to be able to escape from tricky situations.

The story begins with a problem that needs to be solved. The hero or heroes are chosen because they have some kind of expertise that will help solve the problem. Along the way, the hero/es encounter situations where they must use their skills and knowledge (and sometimes strength) to find their way to safety.

This story is a little different, in that an unlikely hero solves the problem. Ask students to identify the unlikely hero in this story. Discuss how some stories have a character that assists the hero/es and that this character may seem an unlikely hero.

*Why do you think the author may add this character? How does it add to the story?*

## ● TEXT CRITIC

This story is a science fiction adventure. When writing these sorts of stories, the common elements are to use a futuristic setting and empower the characters with technologies that are not available now.

This story is interesting because the setting is in the future and the characters have technologies that are not developed yet. However, we learn things in this story that tell

## USING MULTIPLE INTELLIGENCES

Partner students for this task.

Imagine that you are on a rocket ship heading back to Earth. As you enter the atmosphere, you lose engine power.

**Draw:** a diagram of your ship coming towards Earth. Label the parts of your ship and other things of importance in your diagram. (P, S)

**Write:** Think of a way to save yourselves. Record your answer. (V, P)

**Share:** Find two other sets of partners so that you are now in a group of six. Explain your diagrams and discuss your strategies to save yourselves. (P, V)

**Compare:** After you have all shared, list all the things that were the same about your escape strategies. (P, V)

## MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

# A New Source of Power      Name \_\_\_\_\_

If bi means two, tri means three, and quad means four, write what you think these words mean. Use your dictionary to help you.

bicycle \_\_\_\_\_

bifocals \_\_\_\_\_

tricycle \_\_\_\_\_

triangle \_\_\_\_\_

triceratops \_\_\_\_\_

quadrant \_\_\_\_\_

quarters \_\_\_\_\_

Make as many small words as you can from the word "magnetism."

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



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# A New Source of Power

Name \_\_\_\_\_

Draw and write about how Chapter 4 might have been written if the computer was not on board to solve the problem. Think about your sequence of events and record a new version of the events.

The form consists of four large, rounded rectangular boxes arranged in a 2x2 grid. Each box has three horizontal lines at the bottom for writing. The boxes are connected by arrows: a right-pointing arrow from the top-left box to the top-right box, a downward-pointing arrow from the top-right box to the bottom-right box, a left-pointing arrow from the bottom-right box to the bottom-left box, and an upward-pointing arrow from the bottom-left box to the top-left box.



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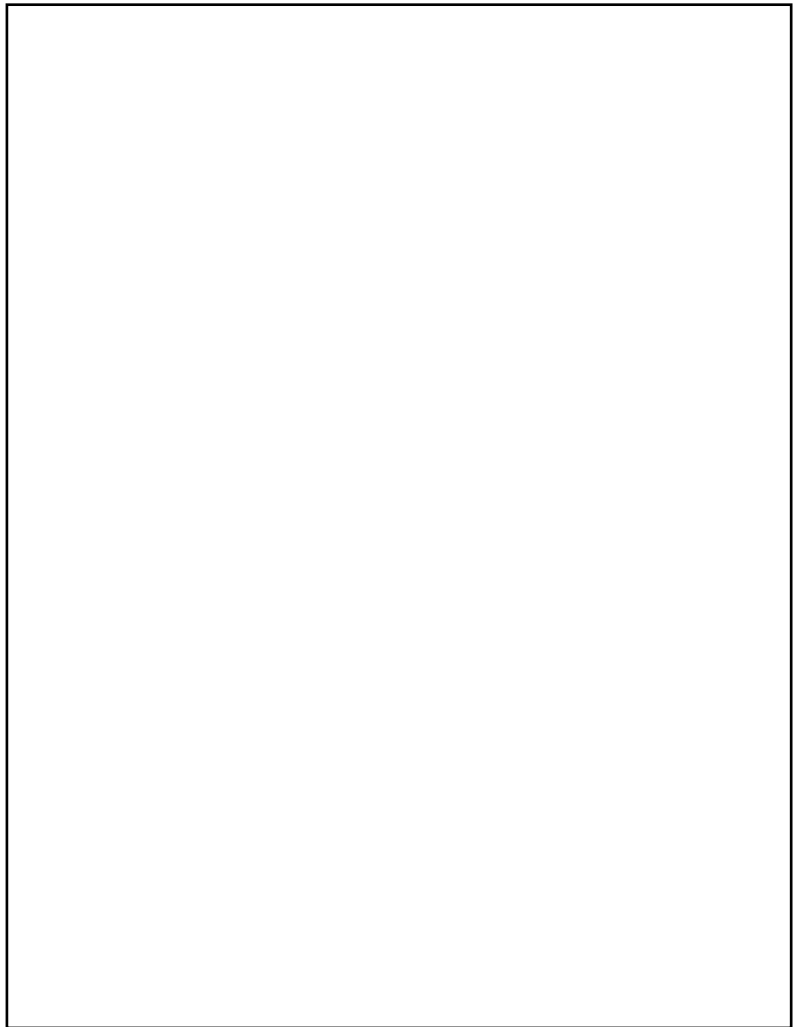


# A New Source of Power

Name \_\_\_\_\_

The title, cover illustration, and blurb all help the reader build knowledge of the text before reading. Redesign these parts of the book. Use your own ideas to make it clear to new readers that this is a science fiction adventure. In your new design, change the look of the characters.

New cover and title



New blurb (two to three sentences)

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# A New Source of Power

Name \_\_\_\_\_

Multiple Intelligences (verbal-linguistic, bodily-kinaesthetic, interpersonal, naturalist)

Work with a partner.

Create an invention that can make power from recycled materials. In the space below, sketch your invention and label its parts. Explain how the invention works.

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# A New Source of Power      Name \_\_\_\_\_

There are many different themes for science fiction. In this story, the adventure adds great excitement and suspense.

Answer these questions about the setting:

1. Where did this story take place?

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2. How easily can you imagine the places where the story occurs? Explain.

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3. Does the time in which this event occurred play an important role? Why?

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4. How would this story be different without the futuristic technology?

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5. Can you picture yourself in this story? Explain.

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6. Would you like to have been there in the action of this story? Explain.

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# A New Source of Power

Name \_\_\_\_\_

Graphic Organizer (Before and During Reading)

Problem:	
Unexpected complication:	Qualities of Zed and Marlin:
Solution to the original problem:	Solution to the unexpected complication:



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