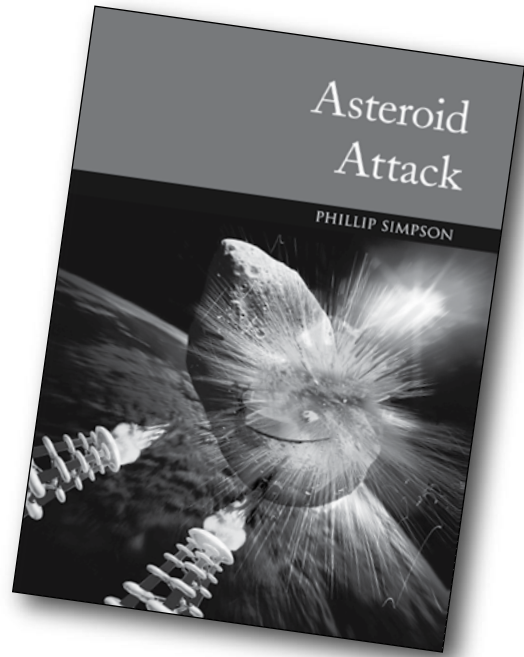


Springboard 5

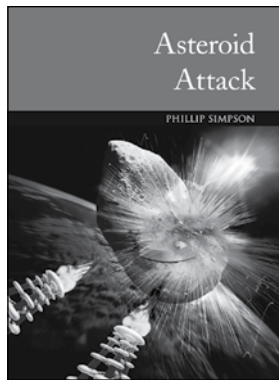


Asteroid Attack

Fiction

Title	Text Type	Word Count
Rogue Robot	Science Fiction	6000–6900 words
The Last Straw	Realistic Fiction	6000–6900 words
Asteroid Attack	Science Fiction	7000–7900 words
Go to Your Room	Humour	7000–7900 words
The Potter's Son	Myth	8000–8900 words
Court in the Act	Fantasy	8000–8900 words

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.



ASTEROID ATTACK

Middle level fiction

Text type: Science Fiction

Reading age 10.5–11.5

Word count 7000–7900

Guide questions for teachers are in *italics*.

Before Reading

Activate prior knowledge by asking students if they have read any science fiction books or seen any science fiction films, such as *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 set in an imaginary future world and shows imagined future scientific developments and technologies.

What sorts of futuristic technologies do you know of from stories you have seen or read? 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 do these words suggest? Why would it be difficult to believe a science fiction story set in the past?* 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 does the illustration suggest to you?

What is an asteroid? What does the title suggest about this story?

Read the blurb and make predictions. What is a science fiction tale? What sort of climbing lesson might the children be having?

Who are the main characters?

When does this story appear to be set? Invite predictions.

What problem is identified?

How does this additional information help us predict what this book will be about?

253 MATILDA

Before Reading

Read page 4. Who or what do you think 253 Matilda could be? Who do you think is telling this story? Who is Samantha? Where might the opening chapter be set?

As you read this chapter you will meet the main characters, and the complicating event in this story will be outlined. Take note of who the main characters are and be ready to share what you learn about them. Find out what the problem in this story is, and be ready to share your thoughts about what you think the main characters might do at the end of this chapter.

After Reading

Who are the main characters? What do you know about them? Prompt students to recall that Samantha is Benjamin's younger sister.

What are Samantha and Benjamin doing in this chapter? Who is helping them? What is Arnold's role in the story so far?

How do Samantha and Benjamin usually spend their days?

What is 253 Matilda?

What do you think a docking platform is?

What does it mean to be sealed against the vacuum?

What happens after the docking bay's doors slide open?

What happens to Arnold? If the cord that held Benjamin and Arnold together has been severed, what has happened to it?

What situation do Benjamin and Samantha find themselves in?

ALONE IN THE DARK

Before Reading

What does the title mean? Read page 10. What do you think might happen in this chapter? Invite inferences.

In this chapter you will find out which villainous species plants the explosive device on the defence ship. Jot down a few notes about who the villains are and what their evil plan is.

As you read, you will learn that Benjamin thinks of a plan. Be ready to discuss what you think his plan might be.

After Reading

Who are the villains in this story? What do the Scorpionoids aim to do?

Describe Benjamin and Samantha's situation. Where has the explosion left them?

Benjamin uses his knowledge of 253 Matilda to develop his plan. What knowledge does he use? Prompt students to check page 15 if needed.

What does Benjamin suspect may have happened to Arnold?

Which one of the main characters is calm and clear-thinking? How does Samantha feel?

How much air do Benjamin and Samantha have left?

OUT ON THE SURFACE

Before Reading

Read page 17. Predict what might happen in this chapter.

In this chapter you will see how the children manage to get themselves safely onto the asteroid, and how Samantha impresses Benjamin with her skill and calmness. Be ready to discuss how they did it.

At the end of the chapter, the children get a nasty surprise when they think they might be rescued. Be ready to share what happens.

After Reading

What is Benjamin's strategy for getting to the surface of 253 Matilda? Samantha remains calm with the climbing prop. What does she manage to do that impresses Benjamin? Revisit page 21 if needed.

Is the plan successful? What would have happened if the plan had not worked?

What words does Benjamin use to describe how Earth looks from the asteroid?

Once on the surface of the asteroid, where do the children decide to go? What is at the Welcome Rock?

What happens next?

UNDER SIEGE

Before Reading

What does it mean to be under siege? Read page 25. What is happening? What do you think might be going through the children's minds as the missile strikes?

In this chapter you will learn what happens when the Scorpionoids attack the children. You will also learn of a second complication for Benjamin and Samantha. Be ready to discuss how the children manage to shield themselves from the missiles and what the additional complication may mean for them.

After Reading

Why do you think it is important that the missiles do not damage the children's spacesuits?

Where do the children take shelter?

From what Benjamin has heard, Scorpionoids shot first and asked questions later. What does this phrase mean?

What additional problem occurs near the end of this chapter?

How do you think Benjamin and Samantha will solve this problem?

FLOATING AWAY

Before Reading

What does the title suggest? Read page 30. What is Benjamin's strategy to stop Samantha from floating away? Do you think it will work? What might happen to Benjamin if he cannot reactivate his magnetic boots? Do you think Samantha will survive? Why?

You will learn more about the Scorpionoids in this chapter. Be ready to discuss what they look like and why they are so dangerous to humans. Be thinking about what could be in store for the children at the end of this chapter.

After Reading

Describe the Scorpionoids. How are they similar to and different from humans?

On page 33, Benjamin comments that the Scorpionoids wouldn't leave a target unless they were sure they had destroyed it. What does this mean for the children?

Benjamin sees ground troops. How are the Scorpionoids pursuing the children? How could Samantha's state make it difficult for the children to escape?

What do you think will happen?

ON THE RUN

Before Reading

What does the title suggest? Read page 35. What do you expect will happen?

In this chapter you will see what happens when the children try to escape. The arrival of the Earth Defence Force leads the children to think their luck has changed. However, the Earth Defence Force does not provide the assistance they need. The Scorpionoids continue to pursue the children. Read on and be ready to discuss what happens.

After Reading

What happens when the Earth Defence Force begins shooting at the Scorpionoids? How many Scorpionoids survive the blasts? What do they do?

Where do Benjamin and Samantha head for safety?

The children encounter another problem. What is wrong with Samantha's suit? How is this problem addressed?

Who finds the children? What do you think the Scorpionoid will do with the children?

What can the children do?

THE SCORPIONOID

Before Reading

What do you think will happen in this chapter? Read page 41. What does it mean to surrender? Do you think the Scorpionoid will take the children prisoner? Invite inferences.

Read this chapter to find out what the children do. Some quick thinking by Samantha gives the children time to escape. As they get closer to the Welcome Rock, help finally arrives. Be ready to discuss what you learn in this chapter.

After Reading

What does Samantha do that gives the children an opportunity to escape?

What does the climbing prop do to the Scorpionoid?

Do you think the children reach the Welcome Rock? Where do they go to take shelter from the Scorpionoids? What is Benjamin thinking as he huddles with Samantha?

Help finally arrives. What happens?

What happens to Benjamin at the end of this chapter?

THE WELCOME ROCK

Before Reading

Read page 47. Invite students to predict what happens in the final chapter. Will the children reach the Welcome Rock now? Explain. Will they encounter more Scorpionoids?

Read the final chapter and find how the children get to the Welcome Rock. You will see how Samantha's determination allows the children to reach their destination. Once there, however, the children experience another surprise obstacle. Find out what this obstacle is and how it is overcome.

After Reading

How does Samantha get Benjamin to the Welcome Rock?

The Scorpionoid's shot has damaged Benjamin's spacesuit, causing oxygen to leak out. What is happening to Benjamin as a result of lack of oxygen?

What other obstacles do the children encounter when they arrive at the Welcome Rock? What does Samantha do?

At the Welcome Rock, the children meet their adversary again. What happens?

When the hatch is finally opened, what happens?

Describe what you expect the children to be feeling as they finally reach safety.

🔍 CODE BREAKER

A simile is a device used by an author to compare one thing to another. A simile often uses the words like or as. This device helps the reader to understand how two different things are alike. It also helps us understand what the author wants us to think or feel.

Discuss the following similes from the book. What does the author mean? How does the author want us to feel?

- the massive ships looked like tiny, glowing insects from this far away
- space surrounded us like a blanket
- the warship looked like some massive glowing fish swimming in a vast black ocean
- my heart was thudding away like a hammer

🔍 MEANING MAKER

Discuss the following questions with a partner.

What were Benjamin's feelings as he pulled his sister to safety, not knowing if she was alive or dead?

How do you think it might feel to be fleeing for your life?

How did their quick thinking throughout the story help the children survive?

How do you think it would it feel to live in an environment where attack or war was always a threat? Can you think of any places on Earth where people live under the constant threat of war?

🔍 TEXT USER

Narrative stories usually begin with a problem or incident that will be complicated by other issues along the way as the main character (or characters) attempts to resolve the problem. In this story the main characters encounter an initial problem followed by a series of complicating events. The author builds tension by keeping the reader wondering whether the main characters will be able to overcome the various obstacles and resolve the problem.

Discuss how students felt as they read this story. Ask students whether they enjoyed the series of complications in this plot. *What did you enjoy about the plot?*

At the end of this story, the author ties all the loose ends together and everyone except the villains escapes unhurt. Why do many authors use happy endings? Why do you think readers might prefer happy endings?

🔍 TEXT CRITIC

In the first chapter of this story, the author portrays Benjamin as calm and capable. Samantha is initially portrayed as slower and less confident than her older brother. This leads the reader to think that Benjamin is likely to be the hero.

As the story progresses, Samantha consistently behaves calmly and efficiently and thinks quickly to solve problems that arise.

Have students revisit the text and find evidence to show the way Samantha's character develops. Invite discussion about why the author might have done this. *How would this book have been different if Samantha was less capable?*

USING MULTIPLE INTELLIGENCES

Partner or small group task

Design: Design props to retell this story. (S)

Construct: Construct the setting and make the props. (B, S)

Write: Write a retell including all the main ideas. (V)

Retell: Retell the story to your classmates. (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

spatial intelligence – picture smart

bodily-kinaesthetic intelligence
– body smart

musical 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.

Asteroid Attack

Name _____

Graphic Organizer (before and during reading)

What are some of the problems the main characters encounter? Fill in the table by writing the main event in each chapter from the book.

253 Matilda	
Alone in the Dark	
Out on the Surface	
Under Siege	
Floating Away	
On the Run	
The Scorpionoid	
The Welcome Rock	

Asteroid Attack

Name _____

🕒 Code Breaker

This book contains some interesting words. Use the book and your dictionary to help you to write interesting sentences using these words.

asteroid

debris

gravity

docking bay

shuttle

warship

vaporized

engineer

What do the words in italics mean?

The *blast wave* from the explosion...pushed all the debris...into motion... (pages 13 and 14)

I could tell Samantha was *dubious*... (page 15)

Together, the two of us heaved on the wheel, *to no effect*. (page 50)

A *barrage of energy blasts* hit him squarely in the chest... (page 53)

Asteroid Attack

Name _____

☐ Meaning Maker

Think of exciting things to do in space. Draw “photographs” of yourself having some experiences in outer space. Write a caption for each photograph.



Asteroid Attack

Name _____

⦿ Text User

In the story, the author poses a series of problems for the main characters. Record what these problems are and how they are solved.

Problems	Solutions

Asteroid Attack

Name _____

Text Critic

Who do you think was the main hero in this book? Explain.

What was your first impression of Benjamin? Explain.

Provide evidence (words, phrases, sentences, or events) from the book to show why you had this impression of Benjamin.

What was your first impression of Samantha? Explain.

Provide evidence (words, phrases, sentences, or events) from the book to show why you had this impression of Samantha.

How did the author construct the Scorpionoids so readers knew they were the villains?

Provide evidence (words, phrases, sentences, or events) from the book to show how the author constructed the Scorpionoids.

Asteroid Attack

Name _____

Multiple Intelligences

Logical-mathematical, Verbal-linguistic

Design a futuristic device to strip away the power of the Scorpionoids. Label your device.

Explain how your device works.

Asteroid Attack

Name _____

Science Fiction

Think of an idea for a science fiction story. Outline the characters, plot, and setting.

Plot/Storyline	
Setting	
Problems	
Solutions	
Main characters	Villains

