



Running words: 299

## Book Summary

This story looks at a day in the life of some astronauts on the space station. Blake, Hana, and Ike fly a spacecraft to the space station. Viktor, Ray, and Jane have been on the space station for six months performing various experiments. Ray shows Blake, Hana, and Ike around the station, and they have lunch. Then it's time for Viktor, Ray, and Jane to return to Earth. Their journey is delayed by a malfunction in the spacecraft, but the astronauts repair the problem on a space walk and head home to Earth.

## Themes

Careers, Exploration, Problem solving, Space, Science and technology

## Features of the Book

- The information contained in the illustrations
- Content words for discussion: *astronauts, Earth, explore, spacecraft*
- Phonics and phonemic awareness: consonant blend – *sp*; long vowel sounds – *Jane/later/ Ray/space*; short vowel sounds – *back/can't/had/handed/hatch*

## Strategies

*Next Stop, Space!* introduces and reinforces the following strategies:

- activating prior knowledge;
- determining author's purpose;
- sequencing;
- visualising.

## Materials

- Copies of the Sentence Strips reproducible for this book, cut and ready for use
- Copies of the BM, pencils

# Next Stop, Space!

by Paul Mason

## Introducing the Text

Begin by asking the students to share what they know about going into space. Write their answers in a list.

- *What is it like in space?*
- *What kinds of tasks would an astronaut do?*
- *Would you like to be an astronaut? Why or why not?*

## Reading the Text

Hand one book to each student. Ensure that the content words (*astronauts, Earth, explore, spacecraft*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose and the decisions the characters make in the story. Encourage the students to use the information in the illustrations and text to make predictions, then to revise or confirm these as you work through the book.

## Cover

Together, read the title and the name of the author on the cover and the title page.

- *Who is on the cover?* (two astronauts)
- *Where are these people?* (in space)
- *What do you predict this story is about?* (astronauts working in space)

## Pages 2 to 3

- *Who is on page 2?* (three astronauts)
- *What do you think these astronauts are doing?* (launching a spacecraft)

Read the text together. Confirm that Blake, Hana, and Ike are heading to the space station. Have a student point out the speech marks on the page. Remind the students that these marks indicate who is speaking in the story.

- *What do you think happens next?* (They arrive at the space station.)

## Page 4

- *Where is the spacecraft now?* (It has arrived at the space station.)
- *Who is the man in the orange shirt?* (another astronaut on the space station)

Read the text together. Confirm that Blake, Hana, and Ike have arrived at the space station and that another astronaut Viktor has welcomed them.

## Page 5

- *Who is on this page?* (Viktor and two other astronauts wearing the same uniform)
- *What is the woman holding?* (a plant)

Read the text together. Confirm that Viktor, Ray, and Jane are astronauts on the space station. Discuss with the students why astronauts might grow plants and do experiments in space. (to find out what activities are possible in space, because conditions in space are very different from those on Earth)

## Pages 6 to 7

- *What are Blake, Hana, and Ike doing on these pages?* (They are exploring the space station – looking at the view of Earth and eating.)
- *What do you notice about the food and the containers on the table?* (Some of the food is floating, and the containers are strapped down.)

Read the text together. Confirm that Blake, Hana, and Ike are learning about life on the space station.

- *What can Ike see out the window?* (hills, mountains, rivers, seas, city lights)

# Next Stop, Space!

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## Pages 8 to 9

- *What are Viktor, Ray, and Jane doing?* (entering the spacecraft)
- *Does something appear to be wrong? How do you know?* (There is a red light flashing on a control panel, Viktor and Ray look worried, and Viktor and Ray aren't following Jane into the spacecraft.)

Read the text together. Confirm that Viktor, Ray, and Jane were headed into the spacecraft to return to Earth, but a red warning light on a control panel signals there is a problem.

- *What do you think the astronauts will do next?* (go on a space walk to find and repair the problem)

## Pages 10 to 11

- *What are Jane and Ray doing?* (repairing the spacecraft)
- *What do you see below the space station?* (Earth)

Read the text together. Confirm that Jane and Ray have located the problem and repaired it. Based on the description in the text, ask the students to visualise what it would be like to work outside in space. (cold, dark, hard to move around, floating high above Earth)

## Page 12

- *Where is the spacecraft going?* (Earth)

Read the text together. Confirm that Viktor, Ray, and Jane are returning to Earth in the spacecraft.

## Revisiting the Text

- Revisit the list of things that the students know about space. Have them compare what they knew about an astronaut's job with the information in the story. Change and add to the list as necessary. Ask the students again whether, after having read the story, they would like to be an astronaut.
- Find and list the "sp" consonant blends in the story. Add any other words the students know that begin with this blend.
- Write the words *Jane/later/ Ray/space* and *back/can't/had/handed/hatch* on the board. With the students, add other words that contain the long "a" sound and the short "a" sound.

## Following Up

- Encourage the students to think about the author's purpose in writing this story. Ask them if they think the author believes an astronaut's job is an exciting and worthwhile career. How can they tell? (All the characters are positive about their jobs.) What other aspects of an astronaut's job might be difficult, such as being away from family and friends for long periods of time?
- Give the students copies of the BM for this story. They can complete the time line of events in the story.