

# Badger Learning's Enjoy Guided Reading

## Teacher Books – What's Inside?

- Chapter-by-chapter synopses helps teachers to prepare for the guided reading session and follow lengthy storylines
- Guidance for teacher-led sessions
- Questions and answers for independent and supported work
- Follow-up writing activities provided
- 'Reviewing the book' questions provided for teachers to lead a discussion
- Answers to questions provided and linked to NC Objectives
- Coverage Sheet
- Assessment Sheets

### 2 Scratch and Sniff (PCM2)

Name ..... Date .....

#### WPC Penrose Reports

Now Penny has to write up her report. She has to include:

- exactly what she saw
- exactly what she did
- exactly what she found.

#### Report

**Theft from Doogood's Furniture Store**

Date:

Attending Officer: WPC Penelope Penrose

Officer's statement:

I was on duty when a robbery was reported at Doogood's furniture store. Sergeant Snide instructed me to stay behind and count traffic cones. To my surprise, the cones went missing.

Then I noticed .....

Enjoy Guided Reading Year 3 Book D © Badger Learning

#### Independent and supported reading questions

##### Esio Trot

Answer the questions after reading the sections below.

##### Read pp10-19

1. Look at page 10. What does Mrs Silver give Alfie for breakfast?
2. Look at page 13. What does Mrs Silver wish her tortoise would do?
3. Look at page 18. Mr Trot says Esio Trot is Tortoise spelled backwards – is he right?

##### Read pp20-29

4. Look at page 21. What did Mr Hoppy use to protect his carpet?
5. Look at page 24. How many tortoises did Mr Hoppy buy?
6. Look at page 29. What did Mr Hoppy use to lift Alfie up onto his balcony?

##### Read pp30-40

7. Look at pages 38-40. Why does Mr Hoppy keep replacing each tortoise with a slightly bigger tortoise?
8. Why do you think Mrs Silver didn't notice that the tortoise she believed was her pet was getting bigger?

##### Read pp41-49

9. Look at page 42. Why does Mrs Silver suddenly believe that her pet has grown enormously?
10. Look at page 48. Why does Mr Hoppy replace the bigger tortoise with one that is smaller?

##### Read pp50-56

11. Look at page 52. Why does Mr Hoppy ask Mrs Silver to marry him?
12. Look at page 52. What does Mrs Silver mean when she says, 'It's all due to Alfie'?

Enjoy Guided Reading Year 3 Book D © Badger Learning

### 4 Assessing Understanding: New Curriculum Reading Objectives

#### Horrid Henry and the Football Fiend (Years 3 and 4)

✓ good understanding    ✗ poor understanding    — some understanding

Pages	Objective	Pupil	Pupil	Pupil	Pupil	Pupil	Pupil
Book introduction	5. asking questions to improve their understanding of a text						
Book introduction	7. predicting what might happen from details stated and implied						
Teacher led	1a. read easily and fluently						
Teacher led	2. using dictionaries to check the meaning of words that they have read						
Horrid Henry Peaks at Peter's Diary Teacher led: pp1-7	4. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context						
Horrid Henry Peaks at Peter's Diary Independent pp 8-21	6. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence						
Horrid Henry and the Football Fiend	8. identifying main ideas drawn from more than one paragraph and summarising these						
Horrid Henry Goes Shopping	3. discussing words and phrases that capture the reader's interest and imagination						
Horrid Henry's Dirty Enemy	9. identifying how language, structure, and presentation contribute to meaning						
Revisiting the novel	10. participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say						
Revisiting the novel	11. be learning to justify their views about what they have read with support at the start of Year 3 and increasingly independently by the end of Year 4						
Revisiting the novel	12. identifying themes and conventions						

General comments:

56

# Enjoy Guided Reading

## Teacher Book with Copymasters

# Year 5 Book D

J H Rice, Karen Moncrieffe  
Jane A C West and Roger Hurn

### For the novels:

- *Airlock* by Simon Cheshire (Accessible)
- *Slog's dad* by David Almond (Accessible)
- *The Amazing Story of Adolphus Tips* by Michael Morpurgo (Expected)
- *A Dog So Small* by Philippa Pearce (Expected)
- *The Wonderful Wizard of Oz* by L. Frank Baum (Confident)
- *Matilda* by Roald Dahl (Confident)



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# Introduction to Enjoy Guided Reading

‘Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.’

(National Curriculum for English)

The importance of developing a love of reading is constantly referred to throughout the National Curriculum for English. One of its paramount aims is that children should become ‘independent, fluent and enthusiastic readers who read widely and frequently’. Teachers are expected to help children ‘to develop their love of literature through widespread reading for enjoyment’. The quality novels and stories in the **Enjoy Guided Reading** pack will help educators meet this curriculum expectation.

This teacher’s book provides guidance for using the **Enjoy Guided Reading** books during guided reading sessions. However, issues such as class size, the number of supporting adults and policies mean that guided reading sessions operate in a variety of ways in different schools. With this in mind, this teaching resource allows for a wide degree of flexibility allowing teachers to easily adapt the structure to fit their needs.

## Criteria for selecting titles

The books are all fiction titles and include a range of popular titles and modern classics. They contain a level of differentiation so that for each year group sample there are books that cover a range of abilities. Each pack contains six books which are broken down into three subgroups to enable you to assign the appropriate titles to your guided reading groups.

Two **Accessible** titles – for readers below the average for their year group

Two **Expected** titles – for readers at the average for their year group

Two **Confident** titles – for readers above the average for their year group

### Book titles

There are six titles in each **Enjoy Guided Reading** pack. Each title has the following accompanying guidance:

- Brief information on the author and a book summary
- A chapter synopsis
- Teacher-led session: introducing the novel and questions linked to the opening
- Questions for independent/supported work
- Answers and objectives for independent/supported work

- Follow-up activities: suggestions for reading, writing and cross-curricular tasks linked to the novel
- Reviewing the novel: questions to help teachers run a discussion session after reading the novel.

## Organising guided reading

### Chapter synopsis

This section breaks the book down into chapters, thus familiarising teachers with unknown texts.

### Teacher-led session

‘Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher.’

(National Curriculum for English)

Teacher-led guided reading sessions are crucial in developing children’s reading skills. Through close discussion with the teacher, children can learn how to express their views about what they have read and provide quality answers to comprehension questions. Teachers should guide the children’s understanding through correction, explanation and the modelling of suitable answers.

### Introducing the text

The front cover and the blurb are designed to interest the reader and provide a few tantalising details that leave the reader wanting to know more. After a brief discussion of the front cover picture and reading the blurb, the teacher asks the children to consider what questions they have linked to the details revealed on the front cover and blurb. Examples of questions the children might come up with are given. Following this, the children are asked to use the details they have to predict what might happen in the story. Teachers can use the assessment tick sheet to indicate if they feel children have demonstrated understanding of the objectives.

### Beginning the story

Stories begin in different ways, for example, chapters or prologues. For each text, children are expected to read a specified amount of text and then discuss their thoughts with the teacher. The teacher may wish to listen to the children read short amounts of text in order to check for fluency and expression at this point. The teacher will then continue questioning the children. Questions will be based on a specific focus. Teachers can use the assessment tick sheet to indicate if they feel children have demonstrated understanding of the objective.

## Independent and supported reading

The expectation of the curriculum for English is that children from Year 3 upwards should gradually progress towards being able to 'read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read'. Therefore, children need to be given the opportunity to read independently away from the teacher-led session and demonstrate understanding of the text.

This resource provides teachers with questions for each chapter, or specified sections, of the book. Written answers mean teachers can build up a portfolio that demonstrates the children's understanding and provides useful evidence for assessment. Questions are usually arranged in blocks with several questions linked to one specific objective. This enables teachers to consider a variety of responses before making a judgement. The answers and objectives for independent work are provided on a separate sheet. Teachers can use the assessment tick sheet specific to the book to record their observations.

After the first teacher-led session, dependent on the support that is available or the lesson structure, children could read the rest of the book independently and answer the set questions. However, if possible, (especially for longer novels) teachers or teaching assistants should work with the children at various points before they complete the book, monitoring the quality of their independent work, modelling high-quality answers or asking the children the set questions verbally and discussing their responses.

### Follow-up activities

For each story a selection of follow-up activities is provided. There are activities linked to reading objectives so that further evidence of the children's understanding may be provided. Suggestions are also given for writing activities linked to the text or extension work in other curriculum areas. Some follow-up activities are photocopyables with writing frames to help the children to organise their work if needed.

Children read at different paces, so the follow-up activities may be useful to give to those children who complete the text before other members of their reading group.

### Reviewing the novel: group discussion with teacher support

In the National Curriculum for English the importance of children being able to discuss their thoughts is clear. It states that children should use 'discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas'.

The aim of this session is that children should learn to discuss their thoughts about a novel eloquently, expressing their viewpoint. Question prompts to help direct the conversation are provided. These should be shared out amongst the group. Following this, each child should take it in turns to ask questions and the other group members should respond.

The teacher should advise the children on how they should take it in turns to answer. It might be that the children within the group who wish to answer questions put their hands up and the questioner chooses who is to answer. The teacher may need to help the children develop rules of discussion such as listening to what others have to say.

Although the children should not shout over each other, and must listen to what others have to say, it is good if these discussion sessions are a little lively. When children are enthusiastic about wanting to share their thoughts and have lots to say about a novel this shows they have truly engaged with the story. This is to be encouraged, but the discussion must be managed. After the children become experienced at discussion, the role of the teacher will lessen as they will be more able to discuss their novel independently. Dependent on the group dynamic and children's abilities, this may happen quickly or after several sessions. At this stage the teacher will take a less pivotal role, occasionally joining in the discussion, encouraging children to elaborate on answers, but mostly observing the children.

Teachers can use the tick sheet provided to record if children actively participate in the discussion. However, the discussion will reveal a lot more than just the children's ability to voice their views sensibly. Teachers will be able to see whether or not the children have good general comprehension of the story, and if they can justify their views using evidence from the story. Teachers may wish to make more extended notes beyond the tick sheet at this stage. Once the children become competent at conducting the discussion independently, this will give the teacher more opportunity to record their responses.

Children may become so skilled at discussion that, on occasion, the teacher may feel confident enough to let the children operate the session independently. However, it is important that the usual practice is that the teacher or teaching assistant is around to observe and make notes as book discussions reveal so much about the children's understanding of what they have read.

During this session, teachers can help pupils explore themes and discuss the conventions associated with the particular style and genre of the story. Teachers might also like to draw the children's attention to any unusual features: many great children's books step outside of convention and break the rules. Indeed, in many cases, it is differing from the norm that serves to make such books special and appealing to children.

## **Assessment**

Questions and activities for the reading sessions are linked to objectives from the national curriculum. A tick sheet is provided so that teachers can monitor the children's understanding. A coverage sheet can be found in the appendix, which provides an indication of where the objectives are addressed in each book.

## A final word

‘Reading feeds pupils’ imagination and opens up a treasure-house of wonder and joy for curious young minds’.

(National Curriculum for English)

The exciting range of literature and the associated activities provided in our **Enjoy Guided Reading** pack will help your pupils achieve the foremost goals of the reading curriculum: to ensure that children read with confidence and understanding, and fundamentally, ‘to establish an appreciation and love of reading’.

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# 1 **Airlock**

by **Simon Cheshire**, Illustrated by Adrian Stone

*Year 5 text level: Accessible*

Simon Cheshire is an award-winning author who writes stories for children and young adults. His preferred genres are mystery and science fiction. Children can learn more about his work and his influences by visiting:  
<http://simoncheshire.co.uk/>

## **Book synopsis**

Four children in Year 6 have been rewarded with a trip to a space station for coming top in their science exams. They are accompanied by their headteacher, Mr Snodbury. As soon as they board the space station there is a fault in one of the reactors and the space station begins to fail. As the situation escalates, many crew lose their lives and the escaping oxygen pushes the space station out of its geostationary orbit and into a free fall towards Earth. The children realise that the saboteur is none other than Mr Snodbury. Now, as the space station begins to disintegrate around them, they must use their ingenuity to find a way to return safely to Earth.

## **Chapter synopsis**

### **Chapter 1: School Trip (pp7–15)**

George, Josh, Amira and Dwayne are travelling to the Berners-Lee space station as a reward for gaining the best results in their science class. They are being transported by MaxiBoost Spaceways and are accompanied by their supercilious headteacher, Mr Snodbury. We learn that Amira is highly intelligent, Josh is amazed to even have passed the science exam, and Dwayne is an unpleasant bully.

### **Chapter 2: The Commander (pp16–26)**

The children board the space station and are shown around by two technicians: Jane Parker and Ian Ash. They are shown to their bunks then given a tour of the space station. The children are introduced to Commander Ferguson who objects to their MaxiBoost baseball caps as the space station is a Megazone Corporation facility. While he is in the Control Centre, George notices a problem in the Number 2 fusion reactor and the space station is rocked by a violent jolt.

### **Chapter 3: Overload (pp27–36)**

Mr Snodbury is terrified but the technicians believe that they have managed to control the overload in the reactor. The children are ordered out of the Control Centre but George sees debris from the space station drifting outside. The explosion has torn away a section of the hull and temporary pressure seals have been deployed. While Mr Snodbury and Dwayne head to the canteen with Parker, George convinces Josh and Amira to follow the Commander. They overhear Ash informing him that 25 per cent of the station has been destroyed with the loss of many lives; the life support systems are damaged and, to make matters worse, the escape pods have been destroyed.



MaxiBoost are refusing to send a rescue ship without the correct forms being filled in on Earth. The children realise that the damage can only have been caused by sabotage.

#### **Chapter 4: Sabotage (pp37–45)**

George, Amira and Josh explain their sabotage theory to the Commander, which is then confirmed by Ash. The Commander reasons that it must be a visitor to the ship, which places the children under immediate suspicion. Ash decides to run a DNA spectrum test on the reactor's control panel to identify the saboteur. The children hack into the station's CCTV in time to see Dwayne sneaking towards the crew quarters. One of the emergency seals is breached and the space station starts to lose oxygen.

#### **Chapter 5: Lost in Space (pp46–54)**

Parker takes the three children to help her operate the back-up air pumps. Meanwhile, Ash and Commander Ferguson don spacesuits to try to reconnect the air pipe on the outside of the space station. The Commander manages to reconnect the pipe but not before Ash's backpack blows and he is thrown into space. As the children speculate that the Commander might be the saboteur, the walls of the space station start to buckle.

#### **Chapter 6: Falling to Earth (pp55–61)**

The escaping oxygen causes the space station to shift its orbit and start its descent to Earth. The Commander appears to give up hope but Parker states that the rescue shuttle is on its way. George suggests that they could use the station's engines to move them back into orbit but there is insufficient power. Parker establishes contact with the rescue vessel but it will be 90 minutes before it arrives. It will be too late....

#### **Chapter 7: Saboteur (pp62–67)**

George spots Dwayne slinking away down the corridor and, still suspicious of him, goes in pursuit. George leaps out on Dwayne in their cabin and finds that Dwayne has merely sneaked away to cuddle his 'snuggly', a small piece of material he has had since he was a baby. As the space station starts to shake from its re-entry to Earth, George finds Mr Snodbury's mini-screen. He and Dwayne return to the control centre where George announces that he has proof of the saboteur's identity: it is Mr Snodbury!

#### **Chapter 8: One Way Out (pp68–74)**

Mr Snodbury confesses. He has been bribed by MaxiBoost to cause a power failure on the space station to make MegaZone look bad. This would allow MaxiBoost to build the space stations instead. He had been assured that nobody would be hurt. Josh has an unexpected revelation: the engine housings are made from micro-bonded carbon fibre and will not burn up on re-entry unlike the remainder of the space station. Amira says that even if they hide inside it they will either drown when it lands in the ocean or be squished when it hits the ground, but George has an idea.

## Chapter 9: Only Chance (pp75–84)

George orders that they pad out the inside of the engine's maintenance chamber with soft furnishings and they climb inside. George's plan is to fall through the atmosphere and wait until the very last moment to fire the engine, using the last of its power to reduce the impact. Parker takes control and instructs George to fire the engine when they are 5km from ground level.

The engine fails 30m from the Earth's surface but they escape with only minor injuries and open the hatch to see their trail of destruction etched into an ordinary street.

## Chapter 10: Commander (pp85–89)

The emergency services arrive with a television crew following shortly after. Mr Snodbury confesses his crimes to a news team. The Commander rips off his badge and gives it to George for saving their lives. Josh quips that next year's Year 6 will not be able to top today's school trip.

# Teacher-led session

## Introducing the text

**Objective 7:** predict what might happen from details stated and implied

- If possible, ask the children to look at the homepage of the author's website at <http://simoncheshire.co.uk/>
- What sort of stories do the children think he might enjoy writing? Now ask the children to look at the front cover. Can they use the limited evidence to consider a possible plot for the book? *(The title is 'Airlock' which implies that the air must be protected so the location of the story will either be in space or underwater. The cover image shows flames so it is unlikely to be underwater and is therefore set in space. This also fits with the author's interests in Star Trek and Doctor Who.)*
- Do they think the boy on the cover is looking out of a spaceship or into a spaceship? How do they know? *(He is not wearing a spacesuit so must be looking out.)*
- What is the significance of the flames? *(There is likely to be an emergency in space from which the boy must escape.)*
- What else does the title tell us about the story? *(Since the title is 'Airlock' it must be significant to the story. It is likely that an airlock has failed.)*
- Now look at the blurb on the back cover. What additional information do they have? Were their predictions correct?

**Objective 3:** identify how language, structure and presentation contribute to meaning

- The first section of the blurb uses the word 'dream'; the second section uses the word 'nightmare'. Why is this? *(The blurb describes how a pleasant experience becomes a very unpleasant experience. It contrasts and juxtaposes the events.)*

- The first section uses a rhetorical question and informal language. Why? *(The rhetorical question is intended to capture the interest of the reader. The effect of the informality (using the word 'cool') will depend very much upon the child.)*

**Objective 11:** provide reasoned justifications for their views

- The second section ends with two more questions. Do these make you want to read the book?
- Taken as a whole, does the information provided on the cover make you want to read this book?

## Beginning the story

**Objective 1a:** read easily, and fluently

During the teacher-led session, occasionally, the teacher may wish to listen to children read individually. This is usually best organised by all the children reading silently and the teacher moving round the table selecting specific children to read aloud. It is not advised that the usual practice is that the children take it in turns to read a page at a time. This often leads to the children switching off when they have had their turn and therefore not engaging with the text.

Work with the children to read Chapter 1

**Objective 2:** clarify – checking that a text makes sense, demonstrating understanding through discussion and exploring the meaning of words in context

What do we know about each of these characters?

- George *(George is the central character. He is amazed by his experience of space travel and cannot take his eyes from the window. He dislikes Mr Snodbury and Dwayne.)*
- Amira *(Amira is very intelligent and spends her time reading and researching. She shows a caring side when she asks after Mr Snodbury.)*
- Josh *(Josh is surprised to even have passed the science test, let alone receive a high score. He is shown as messy and impulsive.)*
- Dwayne *(Dwayne is a bully and a sneak.)*
- Mr Snodbury *(Mr Snodbury is the children's headteacher who has a condescending attitude towards his pupils. He feels sick on the shuttle flight and it is implied that he is feeble. He has to have the phrase 'geostationary orbit' explained to him by Amira and George.)*

What is the meaning of each of the following words?

- artificial *(man-made)*
- turbulence *(instability, jarring movement)*

- geostationary (*as explained in the text – an orbit that keeps the satellite in the same position over the Earth’s surface.*)
- technician (*a person who works with technology*)
- docking (*meeting or joining up*)
- atmosphere (*in this context – the mix of breathable gases*)
- purifier (*cleanser or filter*)

**Objective 1b:** read with good understanding (demonstrated through answering literal questions e.g. – who, what, when, where, which, how many)

- From where did the children take off? (*They took off from the CentralCity Air and Space Port.*)
- Which company runs the shuttle to the space station? (*MaxiBoost Spaceways runs the shuttle.*)
- What is the name of the space station? (*The space station is known as the Berners-Lee Orbital Platform.*)
- How big is the space station? (*The space station is about the size of a block of flats.*)
- Which company is claimed to be rubbish? (*MaxiBoost claim that the MegaZone Corporation is rubbish!*)
- When is this story set? (*The story is set on 13 May 2125*)

## Independent and supported reading

### Teacher guidance

A range of questions for the remainder of the story is provided on pp15–16. Children may work through these independently or with support. How this is organized will be dependent on the support available in the classroom and the ability of the group.

Teachers may photocopy the questions and give them to the children to work on whilst they are reading the book. It is advised that teachers monitor the children’s progress at regular intervals during this time. If possible, at different points, adults should work with children discussing the quality of their answers, and modelling suitable responses. They might also ask them some of the questions verbally and keep a record of their response using the assessment tick sheet on pp26–27.

Questions are linked to the same objective, for one, or more often, several chapters. This approach means teachers can easily monitor the children’s strengths and weaknesses. Children can practise the skills needed for answering questions linked to particular objectives and teachers can check their understanding. The objectives and the answers to the questions are provided on pp17–20. Teachers can keep a record of the children’s understanding using the assessment tick sheet. Encourage children to number their answers to make it easier for the teacher to track their work.

## Follow-up activities

The extension activities provide the opportunity to develop further reading skills and use the text as a stimulus for literacy and cross-curricular work. The use of writing frames in the Photocopy Masters (PCMs) helps to support the children in their work. As children read at different paces, the teacher may find the follow-up activities particularly useful to extend the learning of children who complete the novel before other members of their group.

### Extension 1 Cross-curricular

Ask the children to research the International Space Station. Useful links are as follows:

[www.nasa.gov/mission\\_pages/station/main/index.html](http://www.nasa.gov/mission_pages/station/main/index.html)

Pupils may be interested in seeing images of the space station and reading biographies of the current crew.

[www.charlesapple.com/uploads/2013/03/130313GlobeAndMailssDiagram.jpg](http://www.charlesapple.com/uploads/2013/03/130313GlobeAndMailssDiagram.jpg)

This links to a useful diagram of the Space Station.

<http://spotthestation.nasa.gov/>

A guide for when to look for the Space Station

[www.ustream.tv/channel/live-iss-stream](http://www.ustream.tv/channel/live-iss-stream)

A live feed that switches between the experiments conducted by the crew and a live view of Earth. Previous recordings can be found by clicking on 'Videos' to the right of the live feed.

### Extension 2 Cross-curricular

Pupils may wish to investigate the concept of space tourism.

[www.virgingalactic.com](http://www.virgingalactic.com) offers a number of images and videos.

### Extension 3 Cross-curricular

Apollo Missions. Pupils can find out more about Apollo 11 (the first moon landing) and Apollo 13 (the mission that incurred an explosion and was the title for the 1995 docudrama). There are numerous internet resources for both missions including:

[www.nasa.gov/mission\\_pages/apollo/missions/apollo11.html](http://www.nasa.gov/mission_pages/apollo/missions/apollo11.html) and

[www.bbc.co.uk/science/space/solarsystem/space\\_missions/apollo\\_13](http://www.bbc.co.uk/science/space/solarsystem/space_missions/apollo_13)

### Extension 4 Literacy (Objective 14)

Hot Seating. Choose the most capable children to play the parts of George, Amira, Josh and Dwayne. Ask the remaining pupils to play the part of their classmates and think about what questions they would want to ask them.

### PCM 1 Literacy (Objective 6)

Write questions for a newspaper/TV report after the space station's engine crashes in CentreCity.

### PCM 2 Literacy (Objective 6)

Complete the Commander's Log to explain the destruction of the Berners-Lee Orbital Platform to the MegaZone Corporation.

### PCM 3 Literacy (Objective 3)

Draw the space station from details given throughout the text.

### PCM 4 Literacy (Objective 11)

Design logos and slogans for MaxiBoost and MegaZone.

## Reviewing the novel: group discussion with teacher support

This session will cover the following objectives and also demonstrate if children have good overall comprehension of the text.

**Objective 10:** participate in discussion about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

The conversation starters on p25 could be photocopied, cut out and handed around amongst the children. Then they could take it in turns to ask and answer questions within the group. The teacher's role here is to monitor, assess understanding and help children to elaborate on their answers where necessary.

**Objective 6:** summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

- Before you began your independent reading you were asked to predict what might happen in this story. Were you correct?
- If you were asked to write a summary for this book what events would you include?

**Objective 9:** recommend books that they have read to their peers, giving reasons for their choices

- Which adjectives would you use to describe this book? Make a list of them.
- Looking at your list of adjectives, who do you think would like to read a book like this?
- Write a short letter to this person explaining why they must not miss out on reading this novel.

**Objective 12:** identify and discuss themes and conventions

- What genre is this story? How can you tell? (*The story is science-fiction. It is set in the future and uses technical vocabulary, e.g. "nuclear fusion reactor", "micro-bonded carbon fibre", "twin-pulsed ion thruster".*)
- Do you think the story had a typical sci-fi ending?
- We know that the author is a fan of sci-fi and that this is a sci-fi novel. Do you think it's helpful to be a fan of the genre that you are writing? Explain your answer.

- What could readers learn about life from reading this story? *(Possible answers include: to never give up; to think logically and laterally; that children's ideas should be valued; that not everybody who seems confident really is confident. Of course, children may draw their own life-lessons from this text.)*

**Objective 13:** compare characters, settings, themes and other aspects of texts

- Can you think of any other books for children that are set in space? *(In the 1950s and 1960s there were more sci-fi books aimed at children. The Jupiter Chronicles is a more contemporary steampunk novel. Some children may have heard of, or be familiar with, The Hitchhiker's Guide to the Galaxy. While this is not a children's book it will be accessible to some children within this age group.)*
- Can you think of any other children's stories with an evil or corrupt headteacher? *(Matilda, The Demon Headmaster, The Austere Academy (Lemony Snicket) There will be others!)*

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## Independent and supported reading questions

### **Airlock**

Answer the questions after reading the chapters below.

#### **Chapter 2: The Commander**

1. How do we know that Jane Parker has a sense of humour?
2. Find three pieces of evidence that the Commander has little or no time for children on board his space station?
3. Why is the Commander so annoyed that the children are wearing baseball caps?

#### **Chapter 3: Overload**

4. Explain what happens in this chapter from the Commander's point of view.
5. Explain what happens in this chapter from Josh's point of view.

#### **Chapter 4: Sabotage**

6. Now, not only has the space station suffered severe damage, one of the emergency seals has failed and is venting oxygen! What do you think will happen next?

#### **Chapter 5: Lost in Space**

7. How does the illustration on p50 help to emphasise the fate of Ash?
8. Read the last line of Chapter 5 and the first line of Chapter 6. Why do you think the author uses repetition?
9. Find, read and write down Jane Parker's speech from pp47–9. How does the author use speech to let the reader know how Jane Parker is feeling?

#### **Chapter 6: Falling to Earth**

10. The space station is described as hanging at an angle, "like the broken head of a child's doll". Is this phrase a simile, a metaphor or personification?
11. "A terrible, empty feeling suddenly swallowed him up." Is this phrase a simile, a metaphor or personification?
12. "He fought back the emotion that threatened to leak from his eyes and crumple his mouth." How does this imagery help us to understand George's feelings?

#### **Chapter 7: Saboteur**

13. How does the reader's opinion of Dwayne change during this chapter?
14. How are the characters of George and Dwayne different?
15. Read the last line of p66 and the first line of p67. What effect do these lines have on the reader?

## Chapter 8: One Way Out

16. Is there any part of this text that you would like to know more about? (E.g. what is micro-bonded carbon fibre; where is CentralCity?)
17. Can you write a comprehension question for this chapter? (Answer it yourself or give it to a friend to answer.)

## Chapter 9: Only Chance

18. On p81 the engine housing is described as “like a screaming dragon diving to its death”. How does this use of figurative language make the reader feel?
19. Read the section on p83 where the engine housing finally crashes to the Earth. Which sections of writing do you think add to the excitement of the description?

## Chapter 10: Commander

20. Did you expect Mr Snodbury to make a full confession? Explain your answer.
21. Do you believe what Mr Snodbury told the news crew?
22. What do you think should happen to Mr Snodbury now?
23. How do you think George felt when the Commander gave him his badge of rank?
24. How do you think Dwayne and George’s relationship has changed? How do you know?

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## Answers with objectives

### Airlock

The answers below provide the teacher with general guidance as to how the majority of children with good understanding will respond to the text. Questions answered correctly are likely to be variations of the answers given below answered in different degrees of detail. However, teachers should be aware that there may be other possible answers than the ones given below for some of the more open-ended questions.

The quality of the children's answers will demonstrate comprehension at different levels. Of course, answers for the literal questions may be quickly judged as correct or incorrect. For questions that require longer answers, some children may answer fully and demonstrate good understanding. Other children will answer in a minimal manner, but get the answer basically correct. This clearly shows some understanding; however they may need encouragement to answer questions in more depth, referring to the text in order to explain their ideas fully. Teachers can note their judgement on whether or not children have met the specified objective using the assessment tick sheet.

#### Chapter 2: The Commander

**Objective 4:** draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence

1. We know that Jane Parker has a sense of humour because she laughs at George's joke that "having a poo keeps the lights on".
2. We know that the Commander has little or no time for children on board his space station because he scowls at them. He also says that he does not "approve of kids on his space station"; that he "can't have 'em running about"; and he tells Parker to "get them all out of here".
3. The Commander is annoyed that the children are wearing baseball caps because they are promotional headgear from a rival company (and wearing them could have started another trade war).

#### Chapter 3: Overload

**Objective 6:** summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

4. Something like:
  - As soon as Parker confirmed that Number 2 reactor had overloaded I issued an order for a full emergency procedure.
  - I called in a report from Ash and Parker and ordered the visitors from the control centre.
  - As I did so, a child pointed to the space debris outside the Control Centre.

- I reissued my order that the visitors should be removed from the Control Centre and into the canteen before I went to assess the damage.
- Ash informed me that there was extensive damage to the space station and significant loss of life.
- I ordered that the escape pods be prepared but was informed that they had also been lost in the explosion.
- Ash informed me that MaxiBoost required the correct forms to be completed before a rescue ship could be sent.

5. Something like:

- The space station was shaking and an alarm went off.
- We were all scared but then everything seemed to be okay.
- Suddenly, out of the window I saw loads of pieces of twisted metal. I was too shocked to speak so I just pointed.
- The noise we heard must have been a big explosion.
- The Commander ordered us to go to the canteen but as we were going out, George suggested that we should follow the Commander to find out what was going on.
- We made sure we weren't being followed and crept after him through the kitchens.
- It was really cold.
- We kept in the shadows so that the Commander and crew wouldn't see us and listened in on the conversation.
- It was really terrible news and I thought we might never get home again.
- George worked out that the explosion must have been deliberate because the controls for the reactor were undamaged.

## Chapter 4: Sabotage

**Objective 7:** predict what might happen from details stated and implied

6. Check pupils' responses.

## Chapter 5: Lost in Space

**Objective 3:** identify how language, structure and presentation contribute to meaning

7. Check pupils' responses. The illustration focuses on Ash's expression. His hand is reaching towards us but his legs are already lost in the blackness of space.
8. The repetition on p55 answers the question posed on p54. Using repetition serves to emphasise the severity of the situation.

9. Jane Parker's speech is as follows:

- "Stick with me, you three. I'll need you to operate the pumps, nobody can be spared from in here."
- "Communicators aren't working. Minor problem, I guess, compared to everything else."
- "Keep an eye on the indicator. When it goes green, the pipe's been connected. Then we switch the pumps on."
- "They must be broken. Like the suit communicators."

Jane Parker's speech is short and clipped, she issues lots of commands. The reader can tell that she is being brisk and efficient.

## Chapter 6: Falling to Earth

**Objective 15:** understand the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, personification, imagery, style and effect

10. "Like the broken head of a child's doll." This is a simile.
11. "A terrible, empty feeling suddenly swallowed him up." This is personification.
12. Something like: the phrase helps us to imagine the dreadful emotion completely filling George until it overflows.

## Chapter 7: Saboteur

**Objective 13:** compare characters, settings, themes and other aspects of texts

13. Dwayne the sneak, the bully, is revealed as a frightened little boy who is embarrassed that anyone should see him with his piece of cloth.
14. Dwayne only pretends to be strong and tough whereas George is revealed to be the one who can take control of a situation.

**Objective 3:** identify how language, structure and presentation contribute to meaning

15. George tries to reassure Dwayne that the intelligent adults will work as a team to solve the problem. The reality is that nobody knows what to do and everyone is making different suggestions. The reader is made aware that the adults do not have the answer and that the characters are in real jeopardy.

## Chapter 8: One Way Out

**Objective 5:** ask questions to provide clarification and deepen their understanding of a text

16. Check pupils' responses.
17. Check pupils' responses.

## Chapter 9: Only Chance

**Objective 8:** discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

18. Something like: the engine housing is made to seem like a real creature that is about to die. This heightens the sense of danger for the characters who are on board.
19. Check pupils' responses. Pupils should recognise that this is a strongly descriptive passage that emphasises first adjectives (battered, scorched, steaming) and then verbs (crunching, shattering, tottered, rolled, crashing, scraping).

## Chapter 10: Commander

**Objective 11:** provide reasoned justifications for their views

20. Check pupils' responses.
21. Check pupils' responses.
22. Check pupils' responses.
23. Check pupils' responses. George intimates that the Commander should give him his badge but he accepts it with thanks. It is reasonable to assume that George feels proud at this moment.
24. Dwayne says that George "can be as much of a big-head as he likes". George gives him a thumbs up and Dwayne grins. The boys have survived a crisis and shared an adventure. They are now friendly to one another.



# 1 Airlock (PCM1)

Name ..... Date .....

Imagine you are a reporter and you have reached the scene of the engine's crash in CentreCity.

You should use interrogative questions like the ones listed here:

- **Who** did that? • **What** happened? • **Where** did it take place?
- **When** did it take place? • **Why** did that happen?
- **How** did it happen?

Who would you interview first? Write your list of questions below:

Question	Interviewee: