



Out of orbit

Bronwyn Tainui

Focus phonics

w written as wh as in whirlpool, when, while, meanwhile

igh written as i_e as in Spike, Nine, like, fine, time, slime, arrive

igh written as i as in I, hi, pilot, I'm, find, idea

Tricky words

anywhere, ask, friend, school, should, their, there, thought, through, two, want, where

Book summary

A graphic novel. It's the year 2531 and siblings Kassin and Spike have been sent off in their rocket ship on a mission. But the children get pushed out of orbit by a cosmic storm and crash land on a strange planet where some creatures attack them and others help them.

Learning intention

Phonics: To decode words with the phonemes /igh/ spelt i_e and i; and /w/ spelt wh, that feature in the story and extend to other known words with the same phonemes, e.g. line, tiny, whisk.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text

Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at and discuss the cover and read the title together. Who is the author? (Bronwyn Tainui) Have you read any of her books before and what did you think of them? (in the Reading Road series she has written One top dog, A robber at Pop's, My farm jobs, On Fog Hill, Make it!) What do you see in the illustration on the cover? Do the children look scared? Ask: Do you think this will be a fiction or non-fiction story? Could young people really fly out of orbit in a rocket ship? Do you think they will in this story? Look at the back cover. What is happening in this illustration? Read the blurb and discuss what it means. Turn to the title page and discuss what you see. Flip through the book to get a sense of the story and the style, too. Discuss the graphic novel style and how it is slightly different to read. Ask: Who has read a graphic novel before? What is it similar to? (a comic) Look at p 2 and discuss where to start reading. (Read the text at the top first

and then the speech bubbles. Then read the next piece of text followed by the speech bubbles from the top down, then move to the top of p 3.)

Quick phonics warm-up: Read the words on the inside front cover together, with the focus phoneme of /igh/ written as i_e. Ask: Can you see two words that rhyme? (time/slime; Nine/fine) Think of more words that rhyme with *time*. (e.g. lime, chime, crime) Ask: What happens in a word chain to change *time* to *slime*? (t is replaced by sl) Think of more words that rhyme with Nine. (e.g. line, dine, mine, pine, vine, shine) In a word chain what changes to make *vine* into *vane*? (i goes to a) Carry the word chain on to see what other words you can make by changing one or two letters, e.g. vine, vane, lane, line, lime, time, tame, etc.

Vocabulary check:

orbit p 5 a curved path around a planet

typhoon p 4 a giant rotating storm which brings wind, rain and destruction

Morphology: darkness p 5 state of being in the dark (dark + suffix -ness). Suffix -ness means state, condition or quality, e.g. redness means the quality of being red.

Etymology: responding p 5 the verb respond means to reply; from Old French, from *respondre* "to answer", from Latin *respondere*, from re- "again" + *spondere* "to pledge". The verb dates from the mid 16th century.

Tricky word practice: Display the tricky words *school* and *want*. Ask: What are the tricky parts of these words?

school – ch is the tricky part which says /k/.

want – a is the tricky part which says /o/.

Practise reading and spelling these tricky words.

During reading

Read the story: This book may not fit into a single reading session. The end of p 11 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Begin by reading the text together, making sure students change voices for each character in the speech bubbles. Students carry on reading silently at their own pace; listen to each student in turn as they read a brief passage.
- Reread using a readers' theatre method where students read the different character parts using appropriate intonation and emphasis according to the punctuation such as question marks and exclamation marks and other students read the story lines on each page.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially with words containing the focus phonemes /igh/ written as i or i_e; and /w/ written as wh.

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text. On p 6, ask: What do you know about the characters so far? On p 9, pause to discuss what they know about the alien so far. (likes chocolate)

After reading

Apply learning: Discuss the story. Ask: How does Mum feel at the end of the story? (happy to know they are safe and coming home) What were the problems for Spike and Kassin? (they crashed into another planet in a cosmic storm when they got knocked out of orbit, they got slimed, their ship got stuck between rocks)

Comprehension: What can you infer from the story? About Mum? About Kassin? Why was Kassin the pilot? About Spike? What was Spike's job? About the Beeps? Who did the slime throwing and why?

Discuss the questions on the inside back cover.

Retell the main ideas in order together, page by page in turns.

Fluency: Choose a passage from the book and model how to read it fluently paying attention to punctuation, pauses and with appropriate emphasis and intonation to support the meaning of the text. Students read the same passage, copying your reading. Students choose another brief passage and read it fluently with expression to their partner, then they swap. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(pages 10-11)

Their friend runs off. Kassin and Spike follow. "There's not much gravity to hold us down here." "I can leap further than you." "But I can jump higher." "We might find some seeds down there. Shall we take a look?" "Yes, there are plenty of flowers, so there should be seeds, too." Some of the flowers here look a bit odd. "This seed might be good for eating." "Don't try it until it has been tested. Put it in your seed bag."

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/igh/ spelt i and i_e. /w/ spelt wh.

Dictated sentences.

Worksheet 2: Comprehension

Answer questions about the text.

Word meanings.

Fill in a table to summarise the story.

Worksheet 3: Science and Technology

Design and build a rocket ship.

Worksheet 4: Art and Writing

Create a 3D Planet storyteller.