Springboard Connect

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macmillan education

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The Sundial Alien Field Trip



Written by George Ivanoff
Illustrated by Cristian Bernardini

Word Count	842
Text Type	Narrative
High-Frequency Word Focus	brought, end
Content Words	classroom, creature, device, meteor, planet, position, solar system, space, star, sundial
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	paragraphs; verbs; superlatives

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GETTING STARTED

Activating prior knowledge: Ask students if they have read any stories involving aliens. If they have, encourage them to share short summaries. Have students take turns to describe their idea of an alien.

Book introduction and prediction: Read the title to students and have them discuss what the boy is looking at in the illustration on the cover. Turn to and read the title page. Ask students to flick through the book, looking at the illustrations. Have them use the illustrations and layout to suggest the text type and to predict what the book may be about. Identify and discuss any words or features that may cause problems.

Outlining focuses: Explain to students that as well as reading about the alien field trip, they will talk about the structure of a narrative, paragraphs, saying verbs, and superlative adjectives.

DURING THE READING SESSION

Literacy

Modelling: Depending on what is appropriate to the group, you can remind students of, and model, specific reading strategies, such as how to approach unfamiliar words and identify signal words.

Guiding: Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

Interacting, interpreting, analysing and evaluating: At appropriate intervals and/or at the conclusion of reading, ensure students make meaning from the text by asking questions and encouraging discussion. Describe the setting at the start of the story. What major problem does Marc face? How does Marc solve the aliens' problem? Were you surprised by the conclusion of the story? Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

Literature

Responding and examining: Ask students if the alien characters depicted in this story reminded them of any others they have read about. Ask whether they prefer reading this kind of fictional story or one in which all the characters appear true-to-life.

Language

Text structure and organisation: To revise the structure of a narrative, have students summarize what occurs in the orientation, complication, and resolution stages of the story.

Using the text on page 12, revise the use of paragraphs. Have students explain the significance of the first sentence in each paragraph and how it relates to the following sentences.

Expressing and developing ideas: Draw attention to the word *asked* on page 2. Explain to students that *asked* is a saying verb. Ask them to go through the text to find, list, and discuss other saying verbs, for example, *shouted*, *said*, *announced*. Have them take turns to use different saying verbs in sentences.

Remind students that superlative adjectives compare one thing with every other in a group. Have them find and discuss the superlative adjective on page 4. Then, ask them to locate and define all the other superlatives in the text.

PUTTING THE LEARNING INTO PRACTICE

Small group/independent activities: Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

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Marc and Jess reached the end of the path.

"What's that?" asked Marc.

"A sundial," explained Jess. "It's a way of telling the time by using the sun."

"How does it work?" asked Marc.

"You see that metal rod?" Jess said. "The sun casts its shadow over the numbers. The rod's shadow moves as the position of the sun in the sky changes, and that tells the time."

"It's the coolest thing in the Botanical Gardens!" said Marc.





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Jess started walking back up the path. "Come on," she called. "Mum and Dad will be waiting. They brought a picnic lunch."

Marc stared at the sundial. Was it glowing? He looked up. The sun was hidden by clouds. How could the sundial be glowing? He reached out and touched the end of the rod...and was engulfed by the brightest light he'd ever seen!



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Marc blinked. He couldn't believe his eyes. He was in a room filled with alien creatures! This was the weirdest thing ever!

A bizarre creature stood at the end of the room. It was tall and purple, with lots of arms and legs, and large black eyes. It focused its eyes on Marc and opened its gummy mouth.



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