Springboard Connect

29a Penelope Plotter and the Perilous Pencil

29b The Star Party

29c Connected Kids Can

29d Pristine Places on Earth

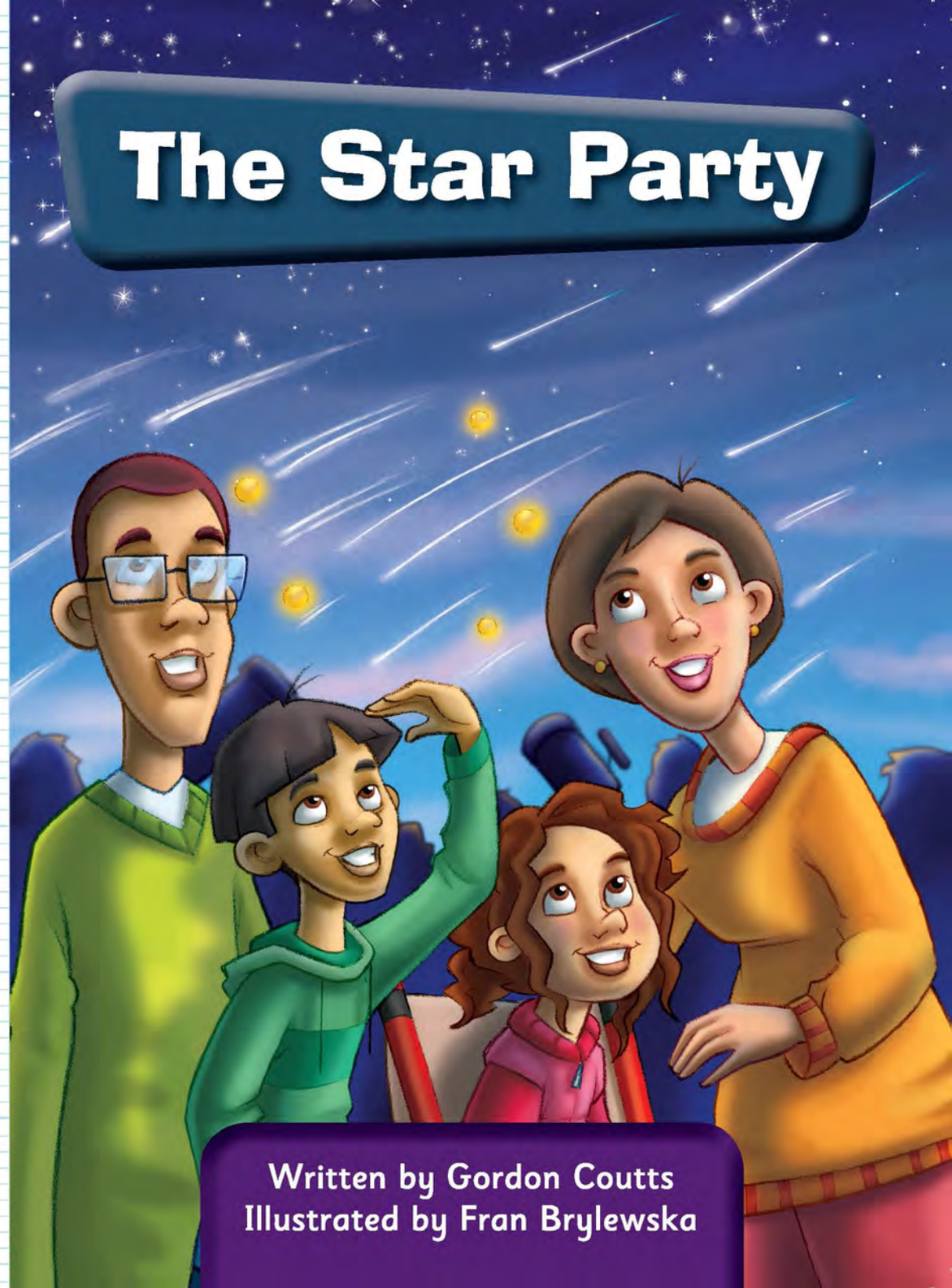
29e Solutions to Pollution

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The Star Party



Written by Gordon Coutts
Illustrated by Fran Brylewska

Word Count	915
Text Type	Narrative
High-Frequency Word Focus	run, sound
Content Words	aliens, astronomer, binoculars, constellation, eyepieces, meteor, neighbour, star, stargazers, telescope
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	dialogue as a feature of narrative; subject of sentence; homophones; three-letter blend *squ*

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GETTING STARTED

Activating prior knowledge: Ask students if they have ever studied the night sky. If so, encourage them to share their experiences. Ask students what people might see in the night sky on rare occasions.

Book introduction and prediction: Using the interactive digital book, or the printed version, read the title to students. Discuss the illustration on the cover. Turn to and read the title page. Ask students to flick through the book or the screens, looking at the illustrations and layout. Have them use the illustrations and structure to suggest the text type and to predict what the book might be about. Identify and discuss any words or features that may cause concern.

Outlining focuses: Explain to students that as well as reading about a "star" party, they will talk about dialogue in narratives, the subject of a sentence, homophones, and words beginning with *squ*.

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. What name is given to someone who studies the stars? How does Cosmo initially feel about the party? What conclusion does Cosmo jump to when he sees lights heading towards the group? How do you think Cosmo would have felt when he realized the lights were paper lanterns? 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: Using the text on page 7, discuss how language is used to describe the setting and how the description of the setting makes the reader want to find out what happens next.

Language

If you are using the digital book, invite students to take turns to operate it for the following activities.

Text structure and organisation: Remind students that dialogue is often a feature of narratives. Together, discuss some examples of dialogue, then ask students how the use of dialogue contributes to their understanding of what the characters are like.

Expressing and developing ideas: Revise the use of the verb to identify the subject of a sentence. Use the text on pages 10 and 11 to have students locate and discuss the subjects of sentences.

Ask students to tell you what a homophone is, then have them locate and discuss the homophones on page 5.

Draw attention to the word *squinting* on page 13. Discuss the sound produced by the three-letter blend *squ*. Together, make a list of other words beginning with *squ*. Have students take turns to use these words in sentences.

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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When Cosmo went to visit his neighbour Rachel before his morning run, she was setting up a telescope.

"Hey, Rachel. What's going on?" asked Cosmo as he started his warm-up.

"Hey, Cos. I'm doing a dry run for tonight. We're throwing a star party. You should come over," said Rachel.

"What's a star party? Is that to do with your mum? She's an astroman or an astroanimal or something, isn't she?" asked Cosmo.



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Rachel threw Cosmo a look of pity.

"She's an astronomer, not an astroanimal! She studies the stars. A star party is when people gather to look at the sky," said Rachel.

Cosmo said, "Isn't the sky pretty boring?"

"No way! The night sky is amazing and very pretty. Come through later and see for yourself. Some neighbours are coming, and so is your dad," said Rachel.

"That does sound boring! I might run over tonight anyway," Cosmo shouted as he took off on his run.



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That night, Cosmo and his dad went to the star party. A throng of neighbours stood in the garden. Some people had brought telescopes and binoculars. Everyone was wrapped up warm, and Rachel's mum had set up a table piled high with snacks and warm drinks. The sound of excited chattering filled the chilly air.

"Hi! Glad you came. This should be fun," said Rachel when she saw Cosmo and his dad arrive.

"Here's hoping," said Cosmo.



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