

Buzz Takes Over



Before Reading

Text Type **Date**

Draw students' attention to the:

- title
- illustrations
- chapter titles.
- Ask "What type of book is this?" (Narrative) What things tell you this will be a narrative text?

Visual Literacy **Date**

- Examine the cover illustration to predict the content of the story.
- Browse the illustrations. How has the illustrator used colour to add impact to the story?
- Ensure students understand which illustrations are from inside the spaceship looking out, and which are from outside the spaceship looking in.

Background Knowledge **Date**

Discuss the concept of space travel. Why do people travel in space? What things can be seen from a spaceship? How is a spaceship like an aeroplane? How many people usually fly a spaceship or aeroplane? Why? Where are pirates usually found? What do they do?

Phonological Awareness **Date**

Ensure students know this phonological pattern:

- long /e/ sound: discuss with students which letters can make this sound. locate examples in the text: -ee - sleeping (p.5), see (p.17), deep (p.19); -ea - screamed (p.7); -y - galaxy (p.11), very (p.20); -ie - believe (p.24)

- Say these words to the students. Ask them to identify which part of the words sounds the same.

- To further develop this understanding, ask students to listen carefully to the phonological pattern you say. Follow this with a sentence that includes a word containing that pattern. Ask students to identify the

- word and the appropriate letters that make up the sound.

High Frequency Words **Date**

around, door, going, right, said, were, what, your

Vocabulary:

auto-pilot, black hole, breath, computer, controls, galaxy, heading, pirates, pods, suddenly, terrible

- Discuss various ways of learning high frequency words. Many are visual and cannot be spelt or read phonologically. Divide the list of words into two groups: 'visual' words and words that can be 'sounded out'. Arrange high frequency word cards in alphabetical order.

Motivation / Purpose **Date**

The purpose of the text is to entertain with a story about a space flight for Buzz and Zip. Zip decides that Buzz can control the return flight to planet Zero, although Buzz lacks confidence in his own ability.

During Reading

Vocabulary in Context **Date**

Discuss the meaning of each vocabulary word. Draw students' attention to the following:

- auto-pilot (p.5): Ensure students understand 'pilot', and then discuss the prefix 'auto-' as a shortened form of 'automatic'
- heading (p.4), suddenly (p.6): Locate the root word and isolate the '-ing' and '-ly' endings. List other examples, e.g. sleeping, looking; usually, happily
- terrible (p.5), computer (p.6), galaxy (p.11): Demonstrate and practise breaking words into syllables to assist with decoding and spelling.

Checking for Meaning **Date**

Literal:

Where do Buzz and Zip live? (p.4)

Where is the home of the space pirates? (p.13)

What happens when Buzz trips over? (p.19)

Inferential:

How do you think Buzz feels when he knows he has to drive the spaceship? Why?

What might cause the ship to roll when it enters the black hole?

Why do you think Buzz "closed his eyes and crossed all his arms and fingers"?

Response:

Do you think Buzz is really a good pilot, or is he just lucky to get safely back to planet Zero? Give reasons.

If you were Buzz, would you have told Zip about your adventure? Why or why not?

Grammatical Patterns **Date**

Ensure students understand the following components of a narrative:

- Orientation - introduces the main characters and the setting: *Buzz and Zip were heading home to planet Zero.* (pp.4-5)
- Complication - the sequence of events develops a problem for one or more of the characters: *Buzz finds himself in a black hole, then in a blue galaxy among the space pirates, as he tries to find his way back to planet Zero.* (pp.6-19)
- Resolution - the problem is solved and things return to normal: *Buzz and Zip arrive safely back in their own galaxy.* (pp.20-4)
- Use of particular nouns to refer to particular people, animals and things: *Buzz, Zip* (p.4), *controls* (p.9), *galaxy* (p.11), *pirates* (p.13), *mouth* (p.24)
- Use of adjectives to describe nouns or build noun groups: *sleeping* (p.5), *space* (p.13), *big, red* (p.14)
- Use of time connectives to sequence events through time: *But, as he sat down* (p.6), *Seconds later* (p.19)
- Use of adverbs and adverbial phrases to locate particular events: *in no time* (p.5), *suddenly* (p.6), *in a ve'Y dark part of the galaxy* (p.20)
- Use of past tense action verbs to indicate actions: *climbed* (p.5), *zoomed* (p.8), *grabbed, flew, crashed* (p.9), *pushed* (p.14), *tripped* (p.18), *landed* (p.20)
- Use of saying and thinking verbs: *said* (p.4), *yelled* (p.5), *shouted* (p.13), *knew* (p.24)

Fluency / Punctuation Patterns

Date

Commas are used to separate an adverbial phrase or clause from the rest of the sentence: *Before Buzz could say anything,* (p.5). Encourage students to pause at each comma when reading.

These punctuation patterns occur in the text:

- Use of apostrophes in contractions: *I've* (p.4), *It's* (p.4), *I'm* (p.5), *He's* (p.6), *can't* (p.6), *that's* (p.13), *hadn't* (p.16), *he'd* (p.16), *didn't* (p.19), *We're* (p.22)
- Use of apostrophes of possession for plurals: *pirates' ship* (p.19)
- Use of speech marks to indicate the actual words being spoken: *"Oh," mirt Ruzz* (p.9)

- Use of punctuation mark immediately before closing speech marks: *"Ah," he said* (p.9)
- Use of an ellipsis to show incomplete line of text: *"Blue galaxy ...," he said.* (p.11)
- Use of a dash to show a break in a sentence: *He hadn't zoomed away from the pirates - he'd zoomed right up to them.* (p.16)

Critical Literacy **Date**

How does the author make the text seem believable?

What specific language choices have been made?

How does the author make you want to read on at the end of each chapter?

Linking Visual and Written **Date**

Encourage students to look at the illustration of the *sleeping pod* on page 5, if this vocabulary is not clearly understood.

Note the repetition of the warnings in both the text and the illustrations on pages 6, 12 and 20.

Ensure students understand the meaning of the light bulb in the illustration on page 13.

Ask students to identify the *big red button* on the control panel on page 14.

After Reading

Discuss the excitement level of events in the story. Talk about the climax and what makes it exciting. What is the most exciting part?

Collect other narrative texts about space travel. Compare them with this story. How are they alike or different?

Activities

Students will:

- rearrange groups of words to complete sentences about the text
- group words according to common sounds made by different letter combinations
- insert words to complete a simple crossword
- prepare a plot profile of key events in the text.

Comprehension (meaning) Phonics (visual) Vocabulary (structure) Writing (structure)

