



## Before Reading

### Motivation / Purpose

The purpose of the text is to entertain the reader with a story about two well-known characters, Buzz and Zip. They encounter a situation that highlights how characters can look different from one another, but can be the same on the 'inside Date.....

### Text Type Date .../.../...

Draw students' attention to the:

- title
- illustrations

Ask, "What type of book is this?" (Narrative). How do you know? Do you think this will be a true story?

### Visual Literacy Date .../.../...

- Examine the front cover and ask students where they think Buzz and Zip are and what they are doing. Describe who Buzz and Zip are surrounded by. Browse the illustrations to see whether students can get any more information about Buzz and Zip's location and what they are doing.

### Background Knowledge

#### Date .../.../...

Discuss the characters of Buzz and Zip. Where have you met them before? Where do they live? What is different about them? Discuss how being different can be a positive or negative experience. Talk about how other people react to things that are different.

### Phonological Awareness Ensure students know the following phonological pattern:

- repres (p.4), president (p.4), different (p.7)

Compile two lists: words that have *-ent* endings (e.g. apparent, confident, current, independent, patient, pres and words that end in *-ant* (e.g. current, distant, peasant, pleasant, quadrant, radiant, reli). Add to the lists as new words are located.

Write words on the board with the last three letters missing. Have students supply the missing letters to complete the words.

### Vocabulary

bomb, conference, creature, crowds, hideous, panic, peace, planet, president, represent, representative, spaceship, stampede, tripped, tumbled, whispered



### High Frequency Words Date .../.../...

- because, everyone, finally, food, great, inside, laugh, something, strange, wasn't, when
- Write some high frequency words on the board with all the vowels missing. Ask students to fill in the blanks. Place the high frequency word cards face up on the table. Say a sentence with one or two of the high frequency words missing. Ask the students to repeat the sentence, inserting the correct word/s in the gap/s. Date.....

## During Reading

### Vocabulary in Context

#### Date .../.../...

- Discuss the meaning of each vocabulary word.
- Discuss examples of common words used in different contexts and explain their meanings: *centre* (p.6), *square* (p.8), *stand* (p.10).
- Locate words in the text that have similar meanings. Introduce or reinforce the term 'synonym', to represent these words (e.g. hideous, horrible, ugly). Find other synonyms that are used in the text,
- (e.g. peered, stared). Ensure students know how to use a thesaurus.
- Discuss the silent 'b' at the end of the word 'bomb'. List other known words that contain silent 'b' (e.g. limb, thumb, climb, debt, crumb, doubt, tomb). Date.....

### Checking for Meaning

#### Literal: Date .../.../...

- Where are Buzz and Zip at the beginning of the story? (Buzz and Zip are at the beach.)
- Why is Buzz in a bad mood? (Buzz is hungry.) How does Buzz let people know about the bomb? (Buzz stands *on* his seat and starts screaming and waving his arms.) Date.....

### Inferential: Date .../.../...

- Why does Buzz freeze at the beginning of page 12?
- Why does Buzz very slowly peer around the corner, but then pop his head back quickly?
- Why do you think Buzz stands still and takes a deep breath before touching the ugly creature?

### Response: Date .../.../...

- Why do you think Buzz feels as though Zip never believes him? What does this story tell you about people?

### Grammatical Patterns Date .../.../...

Ensure students understand the following components of a narrative:

- Orientation - introduces the main characters and the setting: (pp.4-5)
- Complication - the sequence of events develops
- a problem for one or more of the characters: Buzz overhears two people talking about a bomb they have planted. (pp.11-13)
- Resolution - the problem is solved and things return to normal: Buzz warns all the others and they evacuate the building and run to safety. (pp.16-21)
- Use of particular nouns to refer to particular people and things: *president* (p.4), *conference* (p.4), *spaceship* (p.6), *creature* (p.7), *representatives* (p.10)
- Use of adjectives to describe nouns: *Panic* (p.4), *fourheaded* (p.6), *strange*, *thin* (p.7), *deep* (p.20)
- Use of time connectives to sequence events through time: *Two days later* (p.6), *Finally* (p.12), *As he ran in* (p.14), *Within seconds* (p.17), *Just then* (p.24)
- Use of adverbs and adverbial phrases to locate particular events: *at the conference centre* (p.6), *across a square* (p.8), *next to a wall* (p.10), *For the first time* (p.24)
- Use of past tense action verbs to indicate the actions: *found* (p.10), *heard* (p.11), *froze* (p.12), *leapt* (p.14), *touched* (p.20), *pulled* (p.20), *flew* (p.22), *dropped* (p.23)
- Use of saying and thinking verbs: *hissed* (p.7), *whispered* (p.11), *think* (p.11), *bebeve* (p.15) Date.....

### Fluency / Punctuation Patterns

These punctuation patterns occur in the text:

- Use of speech marks to indicate actual words spoken: *"Yes, sir," said Zip* (p.5)
- Use of an ellipsis to indicate an incomplete line of text: *Im not sure ... I don't really like ...* "(p.5)
- Use of an exclamation mark to express emotion: *"Look at that!" he said* (p.6), *"That one's ugly!" he said.* (p.7)
- Use of a comma to separate an adverbial phrase or clause from the main clause: *As he ran in,* (p.14) *As the hall cleared,* (p.18)

- Use of short sentences to speed up the pace of the text: *Buzz froze.* (p.12)
- Use of an apostrophe to indicate omitted letters in a contraction: *We'll* (p.5), *wasn't* (p.7), *they'll* (p.11)
- Use of a dash to create a pause in the sentence: *...he stopped and looked - it real(y was ...* (p.19)

### Critical Literacy Date .../.../...

- What does the author want us to learn about people by reading this text? Why does the author use these characters instead of humans to get this message across?

### Linking Visual and Written

#### Date .../.../...

- What is special about the mobile phone Buzz and Zip use to take the call from the President of Planet Zero on page 5? Compare their mobile phone to ones we use.
- How do Buzz's facial expression and body language on page 9 express his bad mood? Contrast his facial expression and body language on page 9 with page 11.
- Describe the expressions on the creatures' faces when Buzz announces there is a bomb in the room (pp.16-17). How does this scene compare with that on page 9?

## After Reading

Discuss other situations where people need to move quickly from a building. What often happens? What preparations are there at your school for evacuation? Who is in charge of this? Write a short procedural text outlining the steps for evacuating your classroom in case of an emergency.

### Activities

Students will:

- complete sentences with information from the text
- use a thesaurus to find synonyms for words from the text
- use the correct *-ent* or *-ant* ending to complete words
- insert correct pronouns in sentences and show the link to the appropriate nouns.

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

