

**Read Reap Write****Cakes in Space****(Facilitator's Guide)****Duration** : 1 hour**Target audience** : Primary 3

\*Facilitators may choose 2 out of the 3 activities to conduct.

Time	Lesson/ Activity	Resource
15 mins	<p><b>Tuning in: Reading</b></p> <ol style="list-style-type: none"> <li>1. Introduce book to the students and hand out the extract to the students.</li> <li>2. The book is about Astra and her family who are moving to Nova Mundi. The journey will take 199 years and in that time, the passengers on the ship are put to sleep and will only be woken up by the ship when they reach Nova Mundi. However, something sinister happens on the ship...</li> <li>3. Students are to read the excerpt. For mixed ability/low potential classes, encourage them to pair up.</li> <li>4. If time permits, show the book trailer. (For the link to the book trailer, please refer to the resource column on the right)</li> </ol>	<p>RRW WS</p> <p>"Cakes in Space by Philip Reeve and Sarah McIntyre – book trailer"</p> <p><a href="https://www.youtube.com/watch?v=zTAga9kN-go">https://www.youtube.com/watch?v=zTAga9kN-go</a></p> <p>(Last accessed on 12<sup>th</sup> November 2015)</p>
15 mins	<p><b>Discussion</b></p> <ol style="list-style-type: none"> <li>1. Get the students in groups of 4 to 5 and discuss the questions below the extract before moving on to the higher-order thinking questions.</li> <li>2. Students are to write their responses on the "Talking Points" page.</li> <li>3. Select some students to share their responses with the class.</li> <li>4. Repeat the same steps for the higher-order thinking questions below if time permits. Students are to write their responses on the page labelled, 'My Thoughts'.</li> </ol> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Think about these questions:</p> <ol style="list-style-type: none"> <li>1. Why do you think Astra and her family are moving to Nova Mundi?</li> <li>2. Would you move to Nova Mundi to be the first human on that planet? Why or why not?</li> <li>3. What do you think Nova Mundi would be like? (Note: This question will lead in to Activity Two)</li> </ol> </div>	<p>RRW WS</p>

	<p>Higher-Order Thinking Questions</p> <ol style="list-style-type: none"> <li>1. What kind of jobs do you think Astra's parents have?</li> <li>2. Why is Astra worried about being old when she reaches Nova Mundi?</li> <li>3. Why would humans want to move to Nova Mundi?</li> <li>4. What would Astra and her family do on Nova Mundi to make it ready for other people from Earth?</li> <li>5. Do you think Astra's family volunteered to move to the planet? Why or why not?</li> </ol>	
15 mins	<p><b>Activity One*</b></p> <p>In the story, Astra is moving to another planet. She has brought all the things she needs.</p> <ol style="list-style-type: none"> <li>1. In their groups, get students to discuss and decide on 10 items to bring with them when they're moving to another planet. Students will need to explain the reasons behind their decisions.</li> <li>2. If time permits, get the groups to present.</li> </ol>	RRW WS
15 mins	<p><b>Activity Two*</b></p> <p>Astra has given a very brief description of how her house on Nova Mundi would be like. However, she did not give an in depth description of the other features of the planet in the extract.</p> <ol style="list-style-type: none"> <li>1. Get the students to answer question 3 of the discussion question (What do you think Nova Mundi would be like?)</li> <li>2. Students are to draw the landscape of Nova Mundi in the box provided and label their drawings.</li> <li>3. After they have finished drawing, students can detach the page to share their drawings with their friends.</li> </ol>	RRW WS
15 mins	<p><b>Activity Three*</b></p> <p>In the story, Astra is moving to another planet and her mode of transportation is a spaceship.</p> <ol style="list-style-type: none"> <li>1. Get the students to imagine how their spaceship would look like and what gadgets their ship would have. They can create their own gadgets and write a description of their spaceship and gadgets on the lines provided. Students have to explain the functions of their gadgets (instead of just including the name of the gadget. E.g. Nom-O-Tron)</li> <li>2. If time permits, get the groups to present.</li> </ol>	RRW WS