



Main framework objectives

- Year 4:** **Reading, 7.2:** Deduce characters' reasons for behaviour from their actions.
Writing, 9.2: Use settings and characterisation to engage readers' interest.
- Year 5:** **Reading, 7.5:** Explore how writers use language for comic and dramatic effects.
Writing, 11.2: Punctuate sentences accurately, including use of speech marks and apostrophes.
- Year 6:** **Reading, 8.2:** Sustain engagement with longer texts, using different techniques to make the text come alive.
Writing, 9.5: Integrate words, images and sounds imaginatively for different purposes.

Reading activities

- ★ When the children have finished reading, ask: *Do you think Klikwitz knew how dangerous the space shuttle was when he let the team travel in it?* Talk about the evidence in the story that Klikwitz knew it was dangerous. For example, he was trying to get out of travelling with the team and he was very shocked when he was trapped in the shuttle. Ask: *Why do you think Klikwitz put the team's lives at risk like this? What does this tell us about the sort of person Klikwitz is?* Refer back to what the children know about Klikwitz from earlier books if appropriate.
- ★ Talk about the story as a group, and decide on a scene that is exciting, such as pages 18–21 (when the problem occurs on the shuttle) or pages 32–34 (where Luke flies the space skipper to get help). Look at how the author uses language to create excitement and suspense, such as the use of ellipses to show Luke's feelings of stress (pages 32–33).
- ★ Ask for a volunteer to take on the role of Luke (pages 32–34). Put Luke in the 'hot seat' to explain why he decided to take the space skipper, what was going through his mind while he was flying it, and what he hoped to do. Then, in groups, ask the children to act out the scene on the space shuttle while Luke was on his mission. Afterwards, talk about the role play and hot-seating. Did the children think it helped them to understand the story better?

Writing activities

- ★ Invite the children to choose a setting from the story, such as Space Station Nova, the space shuttle, the space skipper or the star trader Fair Deal. Without stating which setting they have chosen, the children should describe it in as much detail as possible, using ideas from the book and from their own imagination. Then ask them to swap with a partner and see if they can work out which setting their partner was describing.
- ★ Choose one of the children's settings and scribe the description on the board. Model using complete sentences and accurate punctuation. Ask the children to write out versions of the other setting descriptions, using accurate and appropriate punctuation.
- ★ Ask the children to use an image from the Space Sports Image Bank on the CD-ROM as the start of a new piece of writing by printing it out or copying it on to a blank layout. Tell them to add some more frames of their own to continue the story.

Photocopiable pages

- ★ Photocopiable page 27, Klikwitz and Prof: Reading – ask the children to work in pairs to complete this activity. Encourage them to act out the conversation first.
- ★ Photocopiable page 28, Punctuate it!: Writing – the children can work individually to complete the first part of the sheet, and then with a partner to write and punctuate their own paragraph.