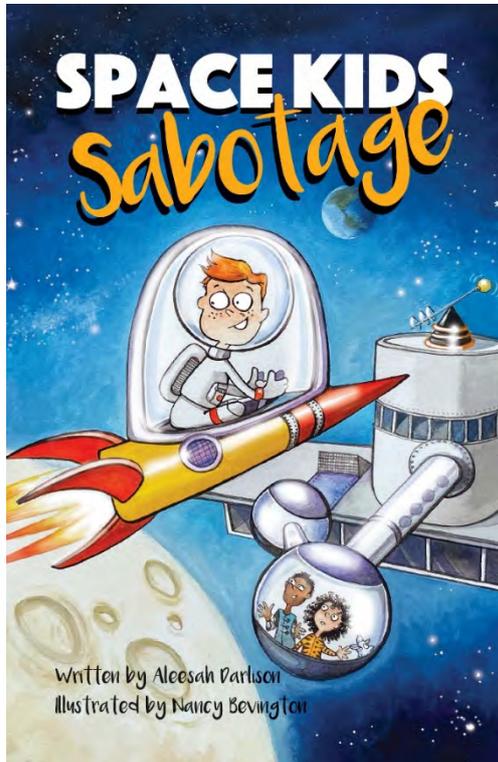




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SPACE KIDS # 1 Sabotage

by

Aleesah Darlison
&
Nancy Bevington

Recommended for ages 7 and over

Teachers' Notes

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About the Book

Space Kids: Sabotage

Get ready to blast off on a fun-filled, fast-paced adventure that's out of this world! The year is 2088. Eleven-year-old Nash Steele travels from his home on Earth to Misty Space Station hoping to spend time with his estranged father, Orson. When Nash arrives, he meets two Space Kids, Raj and KC, and they quickly hit it off. But when dangerous incidents and multiple malfunctions start occurring, Nash is convinced that the space station is under attack. Can the Space Kids find out who is sabotaging Misty and bring them to justice before it's too late?

About the Author



Aleesah Darlison is a multi-published, award-winning Australian children's author. She has written over fifty books for children including picture books, chapter books, novels, and series. In January 2021, Aleesah received an Australia Day Award from the Sunshine Coast Council. Aleesah has also won numerous awards for her writing including the 2015 Environment Award for Children's Literature (*Our Class Tiger* – Non-Fiction) and an Australian Society of Authors (ASA) Mentorship. Her picture book, *Warambi*, was a 2012 CBCA Notable Book and was shortlisted for the Eve Pownall Award and the Environment Award. Her picture book, *Emerald: The Green Turtle's Tale* was shortlisted for the 2018 Speech Pathology Book of the Year Awards.

Aleesah's novels and series include the League of Llamas Series, the Courtney Little Series, the Netball Gems Series, the Unicorn Riders Series, the Totally Twins Series, *Space Kids: Sabotage*, *Running from the Tiger*, *Awesome Animal Stories for Kids*, and *Ash Rover: Keeper of the Phoenix*. Her picture books include the Endangered Animal Tales Series, *Little Meerkat*, *Warambi*, *Puggle's Problem*, *Stripes in the Forest: The Story of the Last Wild Thylacine* and *Mama and Hug* (koalas).

Aleesah travels extensively, delivering talks and workshops to children and adults at preschools, schools, libraries, literary festivals, and writers' centres. She also works as a writing mentor and tutor.

Website: www.aleesahdarlison.com

Facebook: www.facebook.com/AleesahDarlisonFanPage

Instagram: @aleesah_darlison

About the Illustrator



Nancy Bevington is an energetic, multifaceted visual artist. Her artistic career spans over three decades, working in painting, illustration and concept creation and execution. Picture books are one of her real passions. Using her many styles and techniques she has the ability to interpret the written word and bring a story to life. Nancy uses traditional media including gouache and watercolour, as well as photography and creative programs such as photoshop. She approaches every narrative with fun and sensitivity. Many books in her portfolio have been sold worldwide and nominated for awards.

Website: www.nancybevingtondesigns.com

Emerging Themes and Issues

- Space Travel
- Technology
- Mystery
- Adventure
- Science Fiction
- Relationships with Family and Friends



Key Curriculum Areas

Science:

Earth and Space Sciences

Year 3

Earth's rotation on its axis causes regular changes, including night and day ([ACSSU048](#)).

- Modelling the relative sizes and movement of the sun, Earth and moon.

Year 5

The Earth is part of a system of planets orbiting around a star (the sun) ([ACSSU078](#)).

- Identifying the planets of the solar system and comparing how long they take to orbit the sun.
- Modelling the relative size and distance between Earth, other planets in the solar system and the sun.

English:

Year 3

Draw connections between personal experiences and the worlds of texts, and share responses with others ([ACELT1596](#)).

Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative ([ACELT1599](#)).

Identify the point of view in a text and suggest alternative points of view ([ACELY1675](#)).

Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example, perspective, distance and angle ([ACELT1601](#)).

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features ([ACELY1680](#)).

Year 4

Discuss literary experiences with others, sharing responses and expressing a point of view ([ACELT1603](#)).

Discuss how authors and illustrators make stories exciting, moving and absorbing, and hold readers' interest by using various techniques, for example, character development and plot tension ([ACELT1605](#)).

Create literary texts that explore students' own experiences and imagining ([ACELT1607](#)).

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts ([ACELY1692](#)).

Year 5

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships ([ACELA1501](#)).

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts ([ACELT1608](#)).

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses ([ACELT1610](#)).

Create literary texts that experiment with structures, ideas and stylistic features of selected authors ([ACELT1798](#)).

Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ([ACELY1701](#)).



Technologies:

Design and Technologies

Years 3 & 4

Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs ([ACTDEK010](#)).

Years 5 & 6

Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use ([ACTDEK019](#)).



Suggested Pre-Reading Questions & Activities

Space Kids: Sabotage is set in space in the year 2088. Students might like to explore and extend their knowledge of space and the universe prior to reading the book.

A selection of YouTube documentaries can be shown to stimulate discussion about space, space stations, and the universe. These documentaries include:

[How does the International Space Station work? - YouTube](#)

[Take a Tour of the Space Station - YouTube](#)

[Exploring Space with An Astronaut - YouTube](#)

[Space Exploration: The Age of Hubble | Free Documentary - YouTube](#)

[JOURNEY TO THE EDGE OF THE Universe | Space Documentary 2020 Full HD 1080p - YouTube](#)

You may also wish to share the book, *Under the Stars: Astrophysics for Bedtime* written by Lisa Harvey-Smith and illustrated by Mel Matthews, for an overview of the solar system in easy-to-understand language for younger readers.

Discussion Guide & Activities

Before Reading:

Explore the cover.

What do you think the story is about?

Where do you think the story is set?

How does the cover make you feel?

What types of characters are featured on the cover?

After Reading:

How did the story make you feel?

Who was your favourite character?

Do you think you would like to travel to space after reading *Space Kids: Sabotage*?

How did the Nash, Raj, and KC work together to solve the story problem?

Describe how Nash's relationship with his dad changed during the story.



Family and Friends

Have you ever had to travel a long way from home? How did it make you feel?
Have you ever had to make new friends? What strategies did you use to get to know them?
Have there been any times when you've had to solve a problem?
Do you look at the sky at night? What do you see?
Have you ever visited an observatory?
Focusing in on the characters of Nash, Raj, and KC, what were each of their strengths? Are you like any of the characters? How are you the same? How are you different?



Science Activities & Questions

Space Kids: Sabotage is set in the future, in the year 2088. What changes in technology do you think will have occurred on Earth by then? For instance, will we have flying cars? Do you think space stations like the one depicted in *Space Kids: Sabotage* will be commonplace?

Have you heard of 'space junk'? Do you think pollution will be a problem in space in the future?

Do you know how rockets and space shuttles work? Research space travel and draw a rocket of your own.

What countries have sent people into space? Draw a timeline of space travel and exploration, starting with the first person in space.

There are several robots in *Space Kids: Sabotage*. If you could design your own robot, what would it be? And what would you use it for?

Write down 5 facts about the moon. Research information about the moon landing. What year did it take place? Why do some people think that the moon landing was a hoax?

Draw a diagram of our solar system. Make sure you name each planet.

Create the model of the solar system found in the templates section.

English Activities & Questions

What does 'sabotage' mean?

Create a story map that outlines the generic features of the novel (introduction, conflict, resolution, further action, conclusion).

Build a profile for each character throughout the book. Include descriptive words found in the text and personal inferences.

Use the character profile template to record the details of the characters in the story.

Create a new Space Kids character. Given them a name, age, and physical description then draw them.

If you could have a pet that was half-robot, half-animal, what would it be? What would you name it? Write a story about an adventure that you and your pet go on.

Imagine you could visit any planet in our solar system. Write several diary entries across a number of days that explain what life on the spaceship is like and what plans you have for the future once you land. What is it like to finally burst through the atmosphere and fly towards your chosen planet? What do you experience, see, feel, hear, and smell as the shuttle doors open and you step onto the planet for the very first time? Read one of your diary excerpts to the class.

Art, Design and Technology Activities

Research space stations and write down ten facts about how they would operate in the future to support and sustain people living in space for the long term.

Draw your 'dream' space station. What things would it have on there to keep everyone fit, healthy, active, and entertained?

Design and draw a diagram of your own bedroom and living quarters on the space station. Make sure it's to a measured scale. You might like to use lined graph paper for this. Students might like to share their creations with the class.

Write a list of essential items humans would need to take with them to survive on a space station.

Decorate the list with a space theme and present it to the class.

SPACE KIDS Sabotage

Character Profile Template

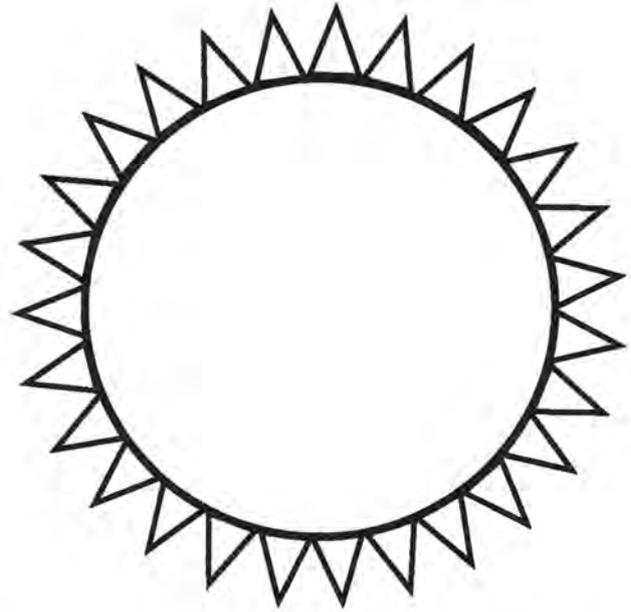


Student Name: _____

| <i>Character's Name</i> | <i>Physical Characteristics</i> | <i>Descriptive Words</i> |
|-------------------------|---------------------------------|--------------------------|
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SPACE KIDS Sabotage

THE PLANETS



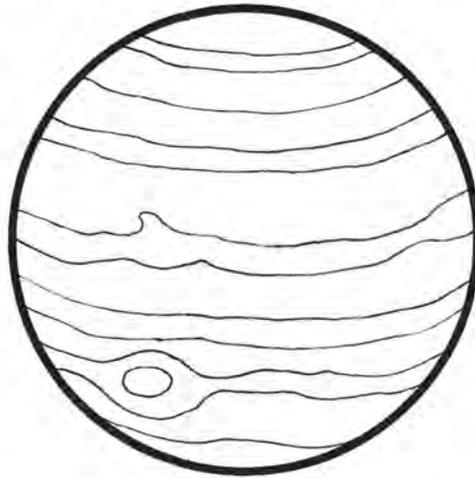
MERCURY



VENUS



JUPITER



PLUTO



NEPTUNE



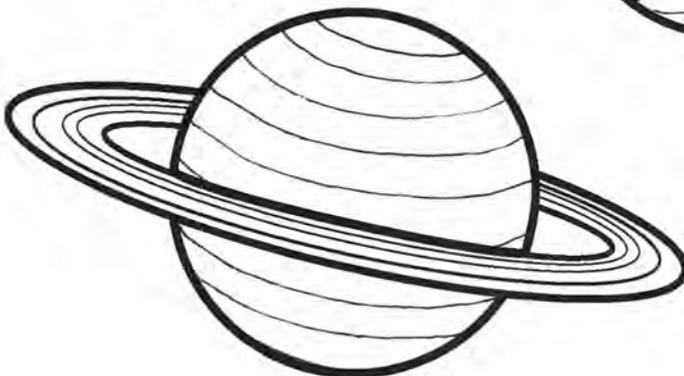
EARTH



URANUS



SATURN

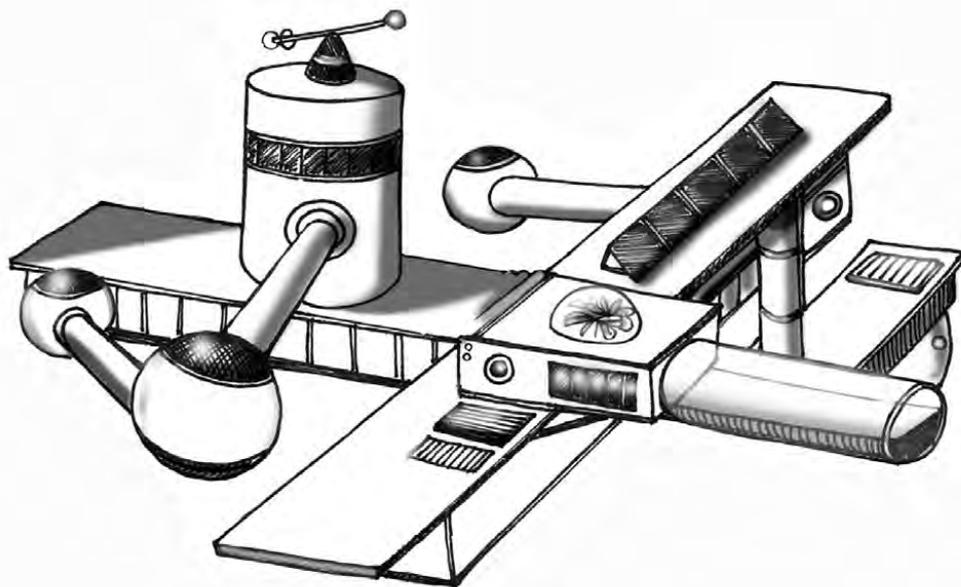


MARS



SPACE KIDS Sabotage

SPACE STATION

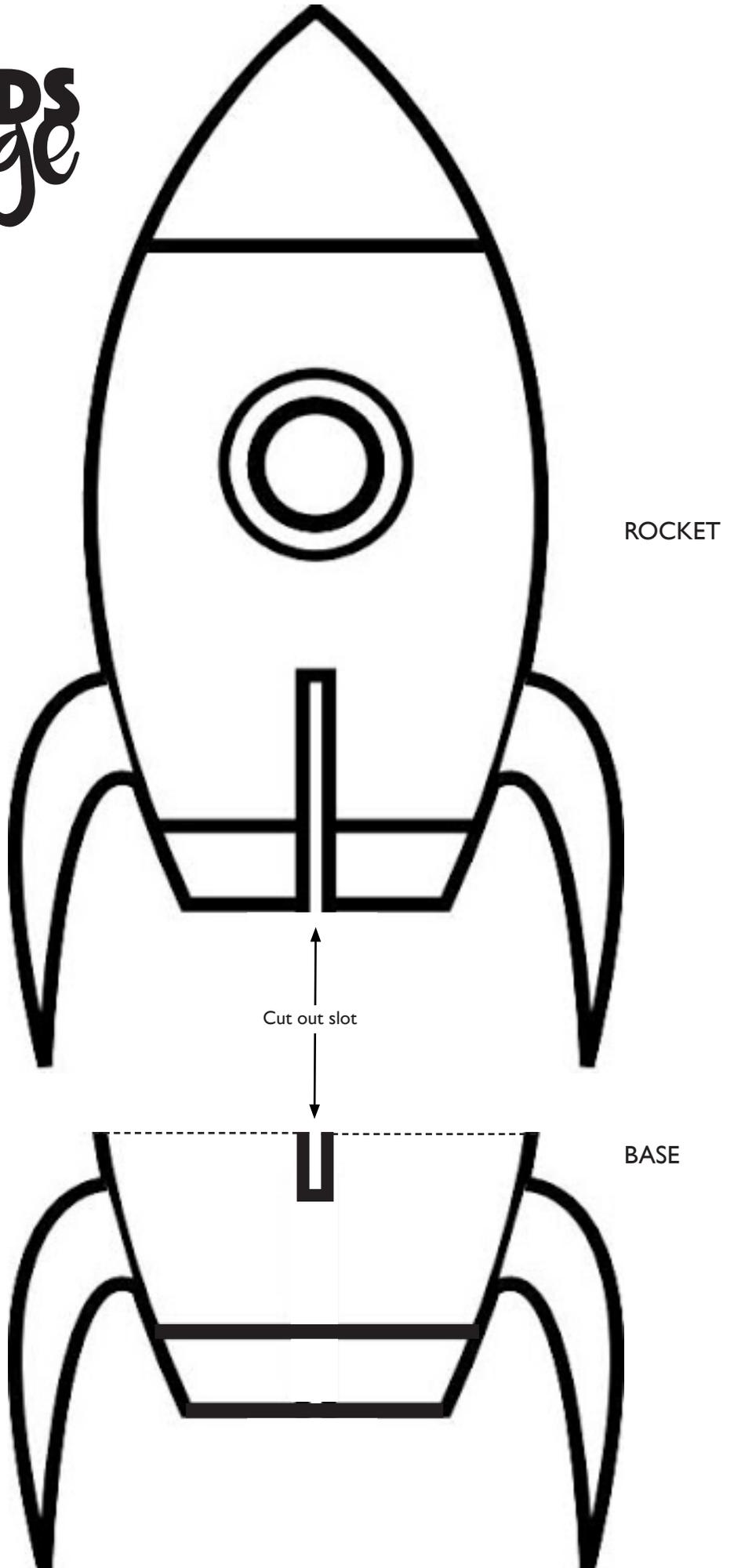


SPACE KIDS

Sabotage

SPACE ROCKET

1. Glue the rocket onto some cardboard before cutting out.
2. Cut around rocket and base, making sure you cut out the cut out slot.
3. slot the base onto the rocket



For further information about

SPACE KIDS *Sabotage*

please visit

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