

Toocool Space Captain

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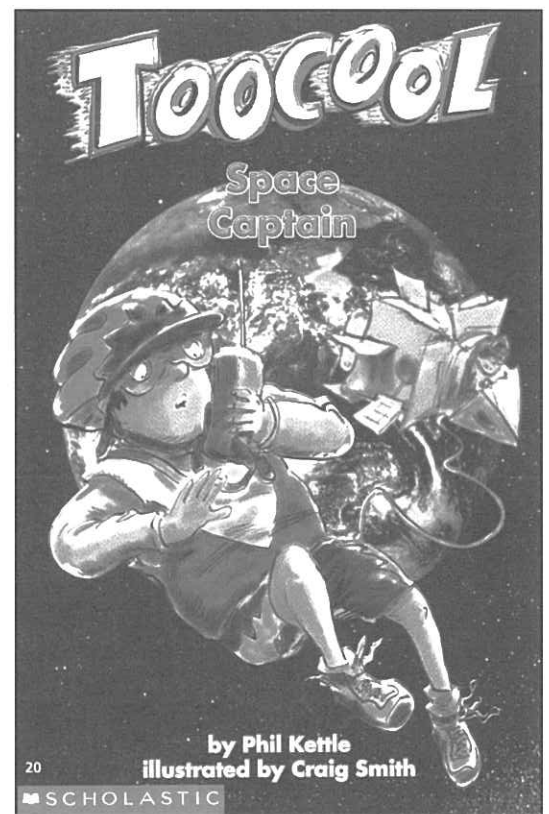
Assessment Outcomes

Students will be encouraged to:

- A1 explore the book features of the Toocool series;
- A2 identify dialogue and the role of speech marks within a narrative;
- A3 explore how text and illustrations work together to construct meaning.

Getting to know COOL

- Create a fact file about astronauts, space shuttles and space. Use the students' current knowledge and collect information from newspapers, magazines, internet and books.
- Ask the students to work in pairs to construct a short text as their personal 'Quick Summary for Trainee Astronauts'.
- On completion of their summaries the students compare them with Toocool's Quick Summary (page 32). **A1**
- Discuss differences and similarities between the students' texts and Toocool's text. In particular note differences in voice.
- Discuss Toocool's Quick Summary as a feature of the Toocool series. Ask the students to identify other book features of the Toocool series and discuss the value of these features: Contents, character drawings, Glossary, Map, labelled diagram, Q & A and Quiz. **A1**



CHAPTER ONE alien Threat

Active Reading

1. What's COOL?

- Ask the students to look up the word 'alien' in the dictionary. Compare the dictionary meaning with the definition in Toocool's glossary. **A1**
- Discuss the students' experience of the word, when have they heard it and in what context.
- Discuss how the aliens might have contacted Toocool.

Key words to discuss

alien

Over

two-way radio

2. That's COOL!

- Discuss the fact that the story is narrated by Toocool but that it contains a great deal of dialogue. **A3**
- Develop a sound to signal speech marks which can accompany an oral reading of the text.
- Read the chapter aloud as a group making the 'speech mark' sounds where appropriate.

3. Let's Be COOL!

- Ask the students to form pairs. One student is to role-play Toocool and the other Spike.
- Discuss the markings that identify speech and ask the students to role-play the conversation between the two boys. **A3**
- Ask for volunteers to perform the role-play for the class.

4. COOLing Off

- Discuss how the students make decisions about who is going to be the boss of a game.
- Ask the students to list effective and positive ways of deciding who will be the leader or boss of a game. List these on a classroom chart for future reference.

CHAPTER TWO Countdown

Active Reading

1. What's COOL?

- What does Toocool mean when he says that he often thought that Marcy came from another planet? (page 9.)
- Talk about why people say cruel and hurtful things to each other.
- Discuss and list positive things that people can say to each other.

2. That's COOL!

- Ask the students to make a word count for each of the sentences in this chapter and make a graph that shows their results.
- Discuss the results and ask the students to suggest why the sentences are this long. **A3**
- Ask the students to compare their findings with sentences from another text.

Key words to discuss

astronauts

spacesuit

acne

3. Let's Be COOL!

- Have the students create a heading for the front page of the newspaper on the morning after Toocool and Spike have become heroes. **A3**
- Role-play a journalist interviewing Toocool and Spike about their defeat of the aliens.
- Allow the students to tape their role-plays and play them for the class.

4. COOLing Off

- What sort of mum does Toocool have? (page 7.)
- What does Toocool mean when he says that his mum is 'the Captain' at home?
- Discuss the roles that the students' mothers' care play in their lives. Give each student a strip of paper on which they can write the best thing that their mother's care does for them. Make a 'A Mother' poster and stick the students' contributions to this.
- Make another poster that shows what a student would do for their mothers.

CHAPTER THREE Prepare to Launch

Active Reading

1. What's COOL?

- Toocool says his spaceship is built for speed. Have the students study the illustration on page 13, and the labelled diagram on page 34, and identify the features that are designed for speed. Ask the students to list other features that could be added to make the spaceship go faster. **A1**
- Talk about why the spaceship diagram has been included in the book. **A3**

Key words to discuss

designed

capture

flight

3. That's COOL!

- The illustration on page 11 is an aerial view, that is, it looks like it has been taken from up in the air. Why has the illustrator done the drawing this way? **A3**

- List all the illustrations that are done from an aerial view and talk about why the illustrator chose this perspective.
- Give the students the opportunity to draw some pictures with an aerial view.

3. Let's Be COOL!

- Group students into fours and ask them to share their experiences with building things from boxes.
- Ask the students to bring in boxes and allow them to build a spaceship, or ask them to draw a labelled diagram of how they might construct a spaceship.

4. COOLing Off

- Toocool says that he knew he was the only one to make 'the big decisions' (page 12). How did he know this?
- Share times when you knew you were the only one, or the best one, to make the decision.

CHAPTER FOUR Invasion

Active Reading

1. What's COOL?

- The author has used a simile when he writes: 'The Acne Aliens burst like pimples'. A simile is when one thing is compared to another using words 'like' or 'as'.

Use the beginning of this sentence

The Acne Aliens burst like a . . .

and have students create different endings. **A3**

- Encourage students to end the following sentences using similes.

Spike was yelling like a . . .

The spacecraft exploded like a . . .

Key words to discuss

acid

flight check

invasion

2. That's COOL!

- Ask the students to predict what they think will happen in this chapter. Show them the chapter title and the illustrations. Talk about how the illustrations help carry the meaning of the story. **A3**

3. Let's Be COOL!

- Ask the students to recount the events of the alien attack, beginning with how Toocool and Spike prepared for the attack. List the events on a chart. Revisit and discuss the labelled diagram of the spaceship on pages 34 & 35. Place the students into pairs and ask each group to draw a series of labelled diagrams of the attack making sure they include all the information of the recount.

4. COOLing Off

- What sort of relationship does Old Tom have with Toocool and Spike?
- Discuss the importance of neighbours to our everyday lives.
- What sort of relationship do you have with your neighbours? Allow the students to discuss their experiences of their neighbours and the relationships they have with them.

CHAPTER FIVE alien attack

Active Reading

1. What's COOL?

- Discuss the concept of 'technical jargon' and ask the students to identify all of the words or phrases from the chapter that are related to the field of space and invasions. Review Toocool's Alien Glossary and discuss the features of a glossary. Ask the students to make their own glossary of the terms they have listed.

2. That's COOL!

- Look at each illustration and discuss what it is telling the reader. Ask the students to identify the sentences in the text that go with each illustration. Discuss the relationship of the text and illustrations.
- Give the students a range of other early chapter books and ask them to study the relationship of text and illustrations.

3. Let's Be COOL!

- Discuss the fact that Toocool is telling the story. Divide the class into pairs and ask each pair to write this chapter as if it were told by another character e.g. Marcy, Spike, Bloggsy, Dog or Bert the rooster.

4. COOLing Off

- Are Spike, Bloggsy, Marcy and Toocool friends? Ask the students to discuss this issue and give reasons for their opinions. Discuss what they think that being a friend means. Does it mean you like everything about your friend and that you only play with them? Does it mean that sometimes you have arguments with your friend?

Key words to discuss

abandon

eject

launch pad

CHAPTER Six Earth is Saved

Active Reading

1. What's COOL?

- Hyphens are used to connect two words that are not normally connected e.g. 'ice-cream'. Have the group identify the hyphenated words and suggest definitions for them. Ask the students to think of other hyphenated words that they know. Allow them to use the dictionary to assist their search.

2. That's COOL!

- Discuss idiomatic speech and ask the students to identify the idioms in the text. Have the students draw pictures that suggest these idioms e.g. 'thumbs-up' could be a picture of two or three thumbs followed by the word 'up'.
- Ask the students to illustrate the following idioms:
 - a frog in my throat
 - a red herring
 - over the moon
 - see the light

Key words to discuss

landing-proof

bomb-proof

thumbs-up

3. Let's Be COOL!

- Set up a quiz panel and use Toocool's Space Quiz for the questions and answers (page 40-43). Discuss the idea of multiple choice answers and the element of humour that Toocool uses in his questions and answers. Group the students and ask them to write their own quiz for chapter 6.
- Set up another quiz panel and allow the students to use their own quizzes.
- Discuss how they worked out their multiple choices. Did they include humour in their answers as Toocool does?

4. COOLing Off

- Discuss Old Tom's reaction to the spaceship landing on his tomato plants and how Toocool and Spike might have handled the situation. How do you think Old Tom felt? What do you think he said to Toocool and Spike? How would Toocool and Spike feel and what do you think they would say to Old Tom? Think carefully about the language that Toocool, Spike and Old Tom might have used.
- In threes, have the students role-play the landing of the spaceship on Old Tom's tomatoes, demonstrating how language choice affects the outcome of the disaster.

Who's COOL?

Literacy activities to respond to the text

- The front matter of the book has illustrations of the characters. Discuss the idea of extended captions, as used on pages 34 & 35, and ask the students to make up extended captions for each of the characters. The captions should give more information about each of the characters. **BM 2**
- Discuss the use of two-way radios and ask the students to find out which members of our community use these radios. A special alphabet is often used on two-way radios. Search out the details of this alphabet and ask the students to write their names using this system.
- Ask the students to imagine that two aliens who are circling earth in individual spaceships are watching the game that Toocool and his friends are playing and discussing it on their two-way radios. Have the students role-play the conversation between the two aliens making use, where appropriate, of the specialised alphabet.
- Ask the students to discuss their response to *Space Captain* in terms of the following questions:
 - 1) What did they like?
 - 2) What did they dislike?
 - 3) What patterns could they see in the book?
 - 4) What puzzled them about the book?

The Best Mum (mine)

My mum is the best mum in the world because:

What my mum looks like

☆ Hair _____

☆ Eyes _____

☆ Height _____

☆ Favourite food	☆ Favourite activity
☆ Favourite book	☆ Favourite sport

Three adjectives to describe my mum

☆ _____

☆ _____

☆ _____

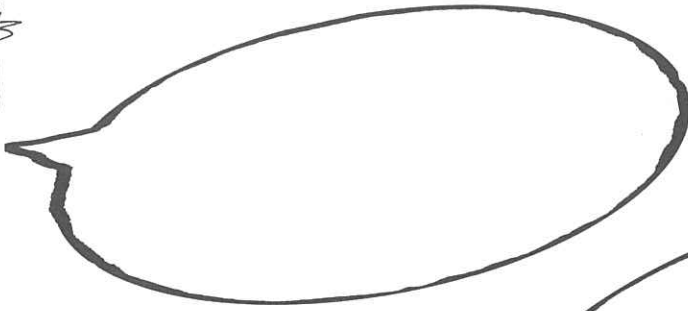
I love my mum because:

Mum's photo

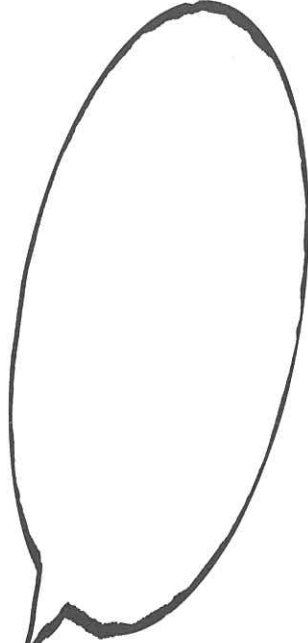
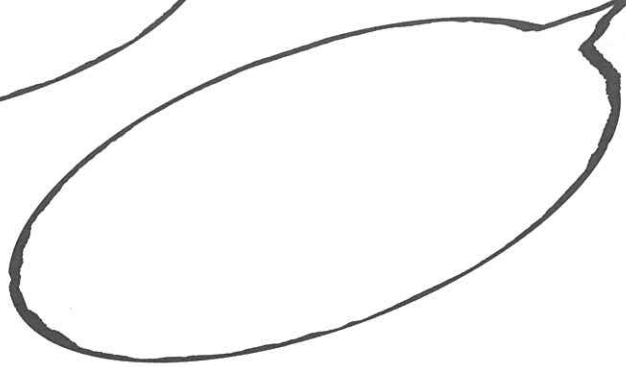
BM 2 Extended Captions



Bloggsy



Marcy



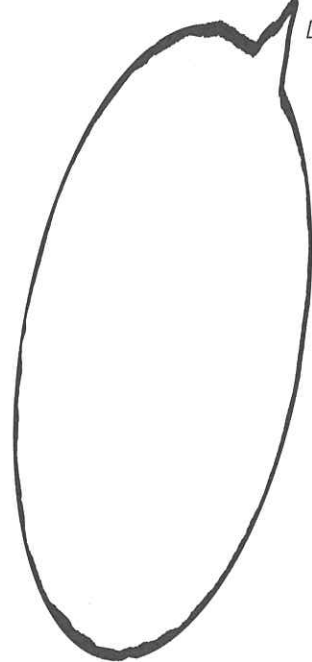
Old Tom



Toocool



Dog



Bert



Spike

