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# Before We Read

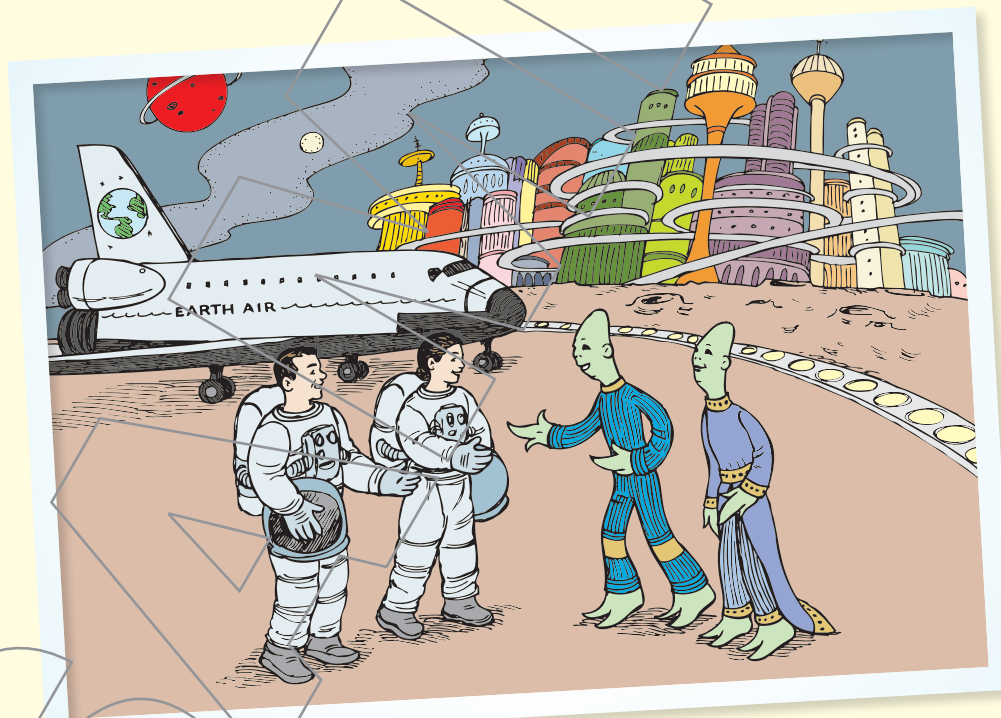
## MY LEARNING GOALS

I can

- tell what I know about science fiction stories.
- identify parts of a story.

## Another World

Science fiction is a popular genre of literature. A science fiction story typically takes place in an unreal setting. The characters may live on another planet or travel through time. These stories may occur in the future. Some element of science fact forms the background of the story. Although the characters may be humans, they sometimes have special powers, or they interact with made-up creatures.

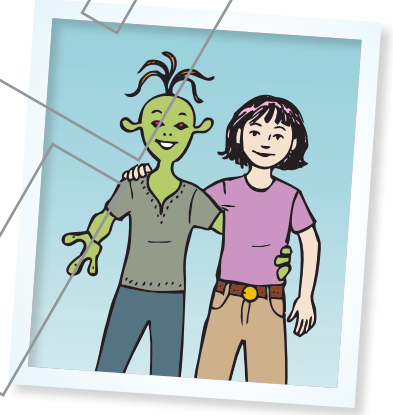


# Before We Read

## Identifying Parts of a Story

The events of a story make up the **plot**. The plot may include a **flashback**, narrating events that happened earlier. The element of the plot that makes the story exciting is the **conflict**. Sometimes the conflict is a struggle between two or more characters. It may be an inner conflict, such as when the character struggles with a decision. It may also be a conflict between a character and the setting. The **climax** is the point in the plot where you know how the conflict will turn out.

Fill in this chart to answer questions about parts of a story.



Parts of a Story

What is the plot?	
What is a flashback?	
What is the climax?	
What are two types of conflict?	



## MY LEARNING GOALS

### I can

- read and understand a science fiction story.
- identify elements of the story.

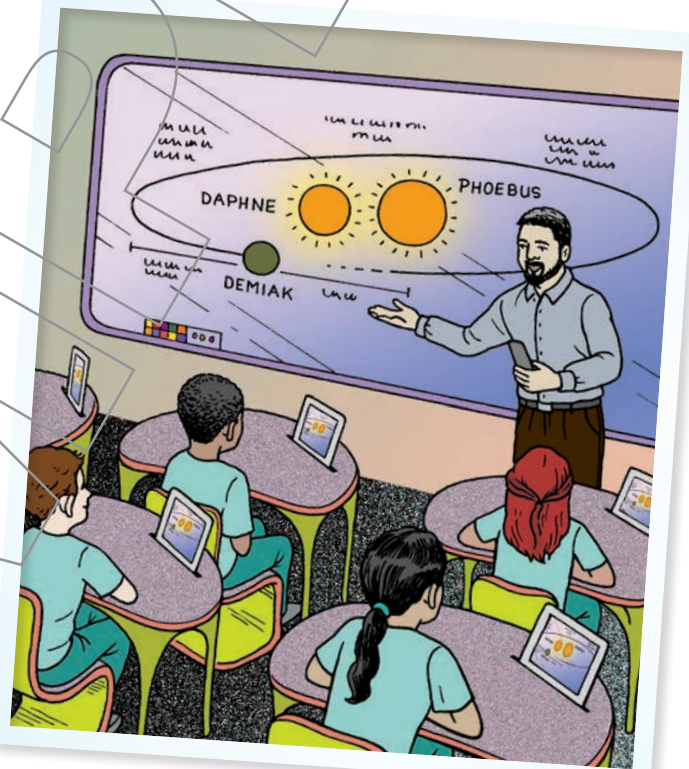
## Summer

Aliyah was scared. She had never been outside the dome before, and in another hour that was exactly where she was expected to be.

For weeks the entire colony had been preparing for this festival called Summer. All of her friends, even though they only knew about it from holovids and adults' tales, spoke with excited anticipation.

“On Old Earth, summer used to happen as often as birthdays,” said Jeremy. “That’s because we still observe birthdays according to the Old Earth calendar,” Tsukiko said knowingly. “Old Earth has only one sun, and its orbit is practically a circle. We’ll all have had 17 birthdays before we get through one cycle of seasons!”

“Summer was special even on Old Earth, back when no one had to live under domes,” said Mr. Mbuto. He waved at the holovid demonstrating Demiak’s elongated orbit around its two suns. “The seasons last longer here than on our mother planet, but they change much more quickly.”



**Highlight** the name of the planet the people currently live on.



Why do you think the people no longer live on Earth?

They no longer live on Earth because \_\_\_\_\_.



# Let's Read

Aliyah couldn't join in her friends' excitement. Outside the dome was...Outside. She didn't even like to look through the thick protective plastic at the thawing planet. The open space made her dizzy, and it looked so cold! The maintenance crews that had to go out there in their special suits—even they, tough as they were, were so obviously relieved when they came back inside.

“Dad,” she had said only a few days ago, “when Summer comes, do I have to...I mean, does everybody go Outside?”

Her father gave her a hug and reassured her, “It isn't a matter of ‘have to,’” he said. “Take it from me, you'll want to stay out there!”

Aliyah was embarrassed. And no less scared.



Underline the words that tell you how Aliyah feels.



When have you had to do something that you were worried or scared about?

Once, I had to \_\_\_\_\_.



Now, the clocks showed only an hour till the advent. In New America Commons, there was a crescendo of excitement as people assembled at the observation window. It felt like a big party! A news gatherer was speaking to old Fern Zerlinsky. She was the Colony's oldest inhabitant, having celebrated 143 birthdays.

"Are you planning to go outside?" the gatherer said with a condescending smile.

"Sonny, just try to stop me!"

As if in response to some signal Aliyah hadn't heard, the crowd began to move toward the pressure locks. "Please remain inside the dome until the force beams are in place," came the robot voice everyone affectionately called Big Sister. "Please do your part to protect yourselves and our adopted planet."

Aliyah was shoved along with the crowd. She was close to tears. *What a big coward I am!* she told herself. The excited people around her made her feel more ashamed. *I'll just step outside for a minute,* she told herself. *A minute out there won't hurt me.*



**Circle** the word that means "a gradual increase in noise or sound."



Would you want to live in a dome on another planet?

I would \_\_\_\_\_ because \_\_\_\_\_.



# Let's Read

Aliyah heard the pressure doors hiss open. There was a tremendous cheer. Before she knew it, she found herself outside.

No one was paying the slightest attention to her. No one would have noticed if she had broken down completely and curled up into a ball. Everyone was taking in the spectacle, the sights, the sounds, the smells, as if they were observing this wonder all alone.

Before Aliyah's eyes, the gray-brown carpet of vegetation turned green, then greener. Plants began to sprout from the ground. In minutes, there were flowers of every color, colors that had no name. A tigerfly—a real, live tigerfly—zoomed past her ear and alighted on a blue flower as large as her head. Overhead the two suns, Daphne and Phoebus, faced each other as though beginning a stately dance.

Aliyah dropped to the ground. She smelled the grass and felt it tickle her face. Then she closed her eyes and began to roll around.



Underline the words that tell why no one was paying attention to Aliyah.



What is your favorite thing to do in the summer?

In the summer, I like to \_\_\_\_\_.



## Show What You Know

Fill in this chart with the parts of the story.

<b>Characters</b>	<b>Setting (time &amp; place)</b>
<b>Conflict</b>	
<b>Climax</b>	

Diagram description: A flowchart with four boxes. The top row has two boxes: 'Characters' on the left and 'Setting (time & place)' on the right. Below each of these boxes is a downward-pointing arrow. These two arrows point to a single, wider box labeled 'Conflict'. Below the 'Conflict' box is another downward-pointing arrow that points to a final, wide box labeled 'Climax'. A large, faint watermark reading 'SAMPLE' is oriented diagonally across the entire page.





# Let's Read

## What Did You Learn?

Think about what you learned from the passage. Then circle the letter of the correct answer.

1. Why is Summer special on the planet Demiak?
  - A Both of the planet's suns shine.
  - B Inhabitants can leave the dome.
  - C Big Sister tells the inhabitants it is special.
  - D Teachers give less homework.
2. Why is Aliyah nervous about Summer's arrival?
  - A She is scared to go Outside.
  - B She does not want to leave school.
  - C She is afraid of seeing a tigerfly.
  - D Her father tells her that Summer is bad.
3. Which of these things in the story does not help you recognize it as a science fiction story?
  - A People live on a different planet.
  - B Summer only comes every 17 years.
  - C People live inside a dome for protection.
  - D Students go to school and have a break at the start of Summer.
4. What plot technique does the author use at the beginning of the story?
  - A a climax
  - B setting
  - C flashback
  - D conflict



# Listen and Discuss

## MY LEARNING GOALS

I can

- listen to and understand a fictional journal entry.
- use language to predict what will happen in the story.

Listen to a fictional journal entry about space travel. While you listen the second time, take notes on the chart below.

<b>Character</b>	<b>Setting</b>
<b>Plot</b>	
<b>Prediction</b>	

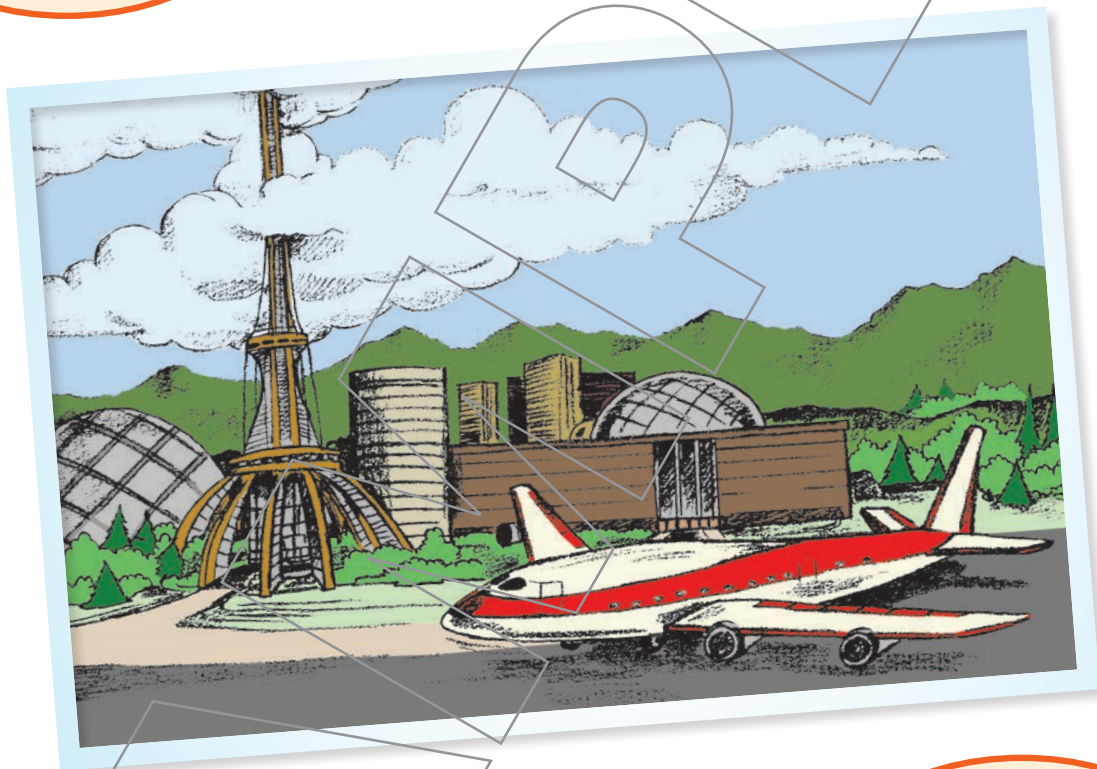
Small blue arrows point downwards from the bottom of the 'Character' and 'Setting' boxes to the 'Plot' box, and from the bottom of the 'Plot' box to the 'Prediction' box.



# Listen and Discuss



How can you tell that this journal entry is part of a science fiction story?



### I can

- identify and define homophones.
- complete sentences with the correct homophone.

## Homophones

**Homophones** are words that sound the same, however they are spelled differently and have different meanings. It is important to know the correct word to use in a sentence.

*There* means “in that place.”

*They're* means “they are.”

*Their* means “belonging to them.”

A door is over there.

They're coming to dinner.

Their car is parked down the street.

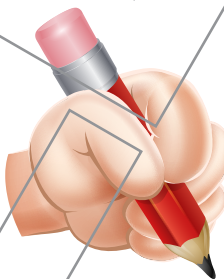
Read these sentences from the passage. Then circle the correct homophone to complete the sentence.

1. The seasons last longer [ hear here ] than on our mother planet.
2. Take it from me, you'll want to stay out [ there their ]!
3. We'll all have had 17 birthdays before we get [ threw through ] one cycle of seasons!
4. For [ weeks weaks ] the entire colony had been preparing for this festival called Summer.
5. No one was paying the slightest attention [ too to ] her.
6. Aliyah [ herd heard ] the pressure doors hiss open.

# Learning About Language

Read each pair of homophones and definitions. Draw a line from each homophone to its definition.

1. right                      to form letters or words on a surface with a pen or pencil  
   write                      a direction, the opposite of left
2. hole                        an opening into something  
   whole                      entire, complete
3. steel                        a hard, strong mixture of iron and carbon  
   steal                        to take something that does not belong to you
4. sight                        a place  
   site                          the ability to see
5. soar                         achy, painful  
   sore                          to fly high in the air



Read each sentence. Circle the incorrect homophone. Write the correct homophone on the line.

1. We found signs that a bare had been in our camp last night. \_\_\_\_\_
2. I used a new board to replace the broken stare. \_\_\_\_\_
3. The weather is calling for reign tomorrow. \_\_\_\_\_
4. Have you heard the tail of the tortoise and the hare? \_\_\_\_\_



# Write About It

## MY LEARNING GOALS

I can

- write a fictional journal entry.
- use language to tell a story.

Some stories use journal entries as a storytelling technique. The reader learns a character's thoughts, feelings, and viewpoints regarding the events of a story. Write a journal entry continuing the story you read or the one you heard. Tell what you think will happen next.

## Plan My Writing

Use this sequence chart to plan what will happen first, second, and last in your story.

First

Second

Last





# Write About It

Date \_\_\_\_\_

Today has been exciting! First, \_\_\_\_\_

This made me feel \_\_\_\_\_

I \_\_\_\_\_

After that, \_\_\_\_\_

So I had to \_\_\_\_\_

It was \_\_\_\_\_

I was very \_\_\_\_\_

I felt \_\_\_\_\_

Finally, \_\_\_\_\_

I saw \_\_\_\_\_

Clearly, \_\_\_\_\_

After this, I \_\_\_\_\_

I hope that \_\_\_\_\_

I will have to see what tomorrow brings!

