

Activity 1: Character Profile: Suzie Wen



What do we know about Suzie from Chapter 1?

Answer the questions about Suzie, using information from the story so far.

Who is Suzie Wen?

What do we know about Suzie?

What do we know about Suzie's family?

What has Suzie invented so far?

What do Suzie's family think about her inventions?

Design Sheet - an invention that solves a problem



Design a new invention that could solve a problem.

The problem

My invention

Activity 3: The Space Blasters

How do the Space Blasters feel about Suzie's arrival on TUBS?
Record their thoughts in the bubbles beside each character.

Captain Jane



Five-Eyed Frank



How does Suzie feel about being on TUBS with the Space Blasters?

Spaceman Jack



Suzie



Activity 4: Using the Scientific Method – writing the report

Use Suzie's Scientific Method to record a science investigation.

Step one – Observations

What did you notice?

Step two – Question

Step three – Hypothesis

What do you think will happen?

Step four – Experiment

How did you complete your investigation?

Step five – Analyse

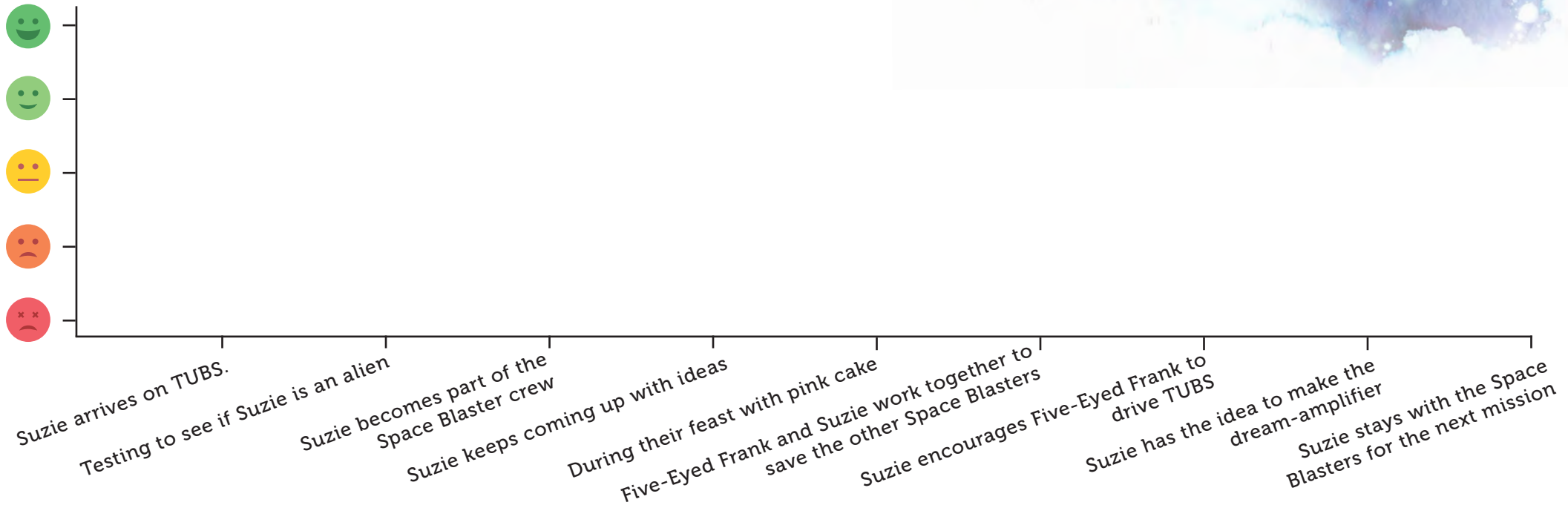
What are your results?

Step six – Conclude

What are your results telling you?

Activity 5: Emotion Graph

How does Five-Eyed Frank feel about Suzie at different points in the story?
Complete the emotion graph showing his feelings.

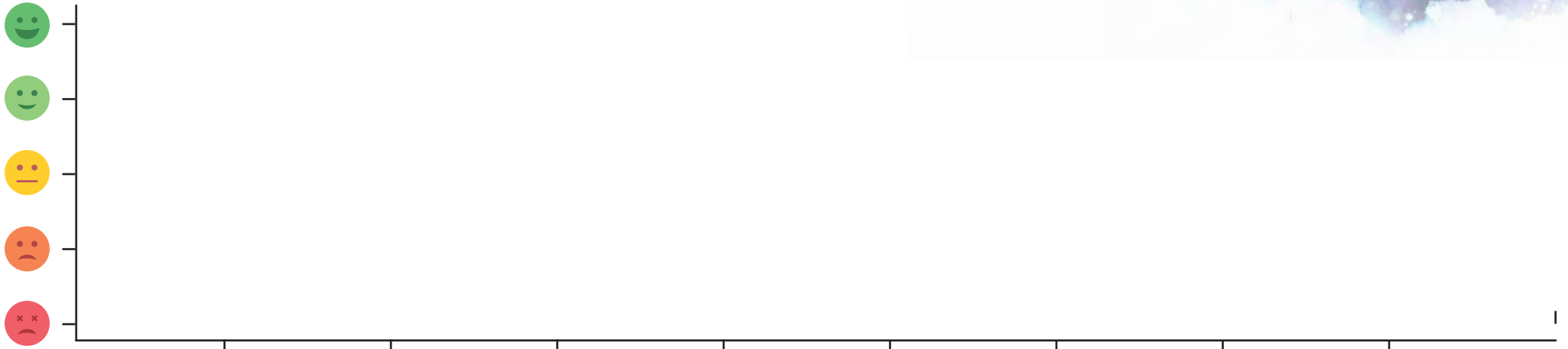


How does working together help change Five-Eyed Frank's mind about Suzie?

Activity 5: Emotion Graph

Character: _____

Complete the emotion graph showing the character's feelings at different points in the story.



Which event in the story do you think changes the character's feelings the most? Why?



Activity 6: A New Planet

What planet could the Space Blasters visit next?

Design your planet below.

Planet name

Write sentences to describe your planet.

What alien creatures might be found on the planet?

Draw a picture of one of the alien creatures.

Write sentences to describe the alien creatures that live on your planet.

SPACE BLASTERS

SUZIE SAVES THE UNIVERSE

by Katie and Kevin Tsang



This resource pack provides activities suitable for pupils in Years 2 - 4 based on the funny, STEM-themed book *Space Blasters: Suzie Saves the Universe* by Katie and Kevin Tsang. In *Space Blasters: Suzie Saves the Universe* Suzie Wen creates a new invention that transports her into her favourite TV show! But will she ever get home?

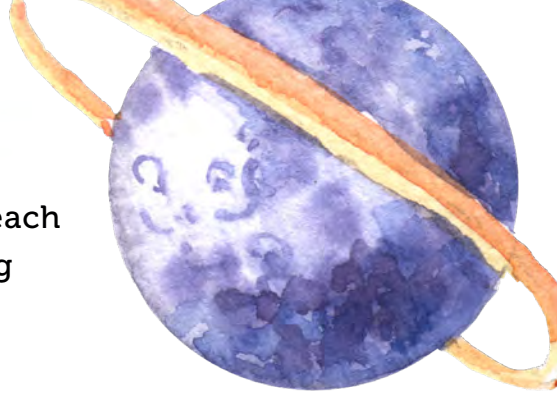
This highly illustrated book is full of mind-bending, space-themed facts that will take readers on an adventure through the universe, thanks to these best-selling authors. A visualiser could be used to share the illustrations with pupils during shared reading.

The resource pack will guide teachers when reading this book to the class, providing questions to prompt class discussions about characters and events throughout Suzie's adventures. Links to STEM subjects are also included to explore Suzie's inventions and inspire pupils.

What pupils will learn

By reading *Space Blasters: Suzie Saves the Universe* and taking part in the planned, engaging activities, children will develop reading and writing skills from Years 2-4 of the National Curriculum for English. Questions about each section are included to prompt discussion and develop a range of comprehension skills. Objectives from other curriculum subjects, such as science and Design Technology, are also included to create a cross-curricular resource pack.





National Curriculum objectives are highlighted on each activity throughout the resource pack. The following objectives are covered throughout:

Year 2 READING

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- *listening to, discussing and expressing views about a wide range of contemporary and classic ... stories ... at a level beyond that at which they can read independently*
- *discussing the sequence of events in books and how items of information are related*

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- *asking and answering questions*

Explain and discuss their understanding of books ... both those that they listen to and those that they can read for themselves.

Year 3 / 4 READING

Develop positive attitudes to reading and understanding what they read by:

- *listening to and discussing a wide range of fiction ...*

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.



This resource pack includes:

Book cover PDF

PPT teaching display slides

Activity sheet 1: Character Profile: Suzie Wen

Activity sheet 2: Design Sheet – an invention that solves a problem

Activity sheet 3: Space Blasters

Activity sheet 4: Using the Scientific Method

Activity sheet 5: Emotions Graph

Activity sheet 6: A New Planet

1. MEET SUZIE WEN!

READING

- Year 2 – predicting what might happen on the basis of what has been read so far.
- Year 3 /4 – predicting what might happen from details stated or implied.

DESIGN TECHNOLOGY

- KS1 – design purposeful, functional and appealing products for themselves and other users based on design criteria.
- KS2 – Generate, develop, model and communicate their ideas through discussion, annotated, sketches, cross-sectional and exploding diagrams ...

Share with the class that they will be reading a book called *Space Blasters: Suzie Saves the Universe*. Display the **cover**, available as a PDF in the resource pack.

Q – *What might this story be about?*

Discuss what the book may be about using clues from the cover, available on **PPT display slide 2**. Record pupils' suggestions, asking them to explain their ideas. Pupils could have individual copies of the front cover to note their predictions about what the book could be about.



Read chapter 1 (page 1-13) and list things that the pupils know about Suzie Wen from this chapter. Using **activity sheet 1**, pupils can create a character profile of Suzie.

Read the quote from page 7 on **PPT display slide 3**.

"Every problem has a solution, you just have to figure it out!"

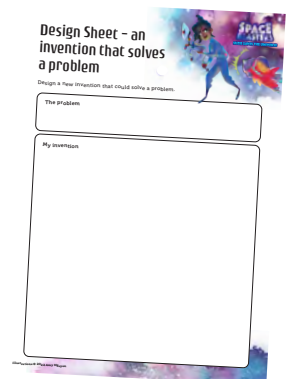
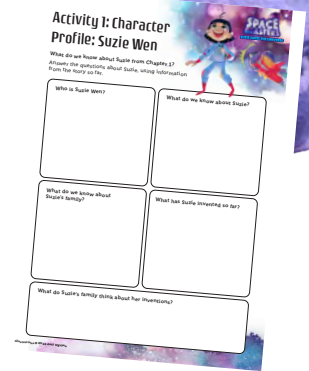
Q – What problem was Suzie trying to solve in this chapter? (making dumplings)

Discuss any problems that the pupils encounter at school or home. Examples might include:

- *Never having sharp pencils in the pots in school.*
- *Coats constantly falling off pegs.*
- *Glue sticks with lids that are missing.*
- *Homemade pizzas that are never round (like the bought versions!)*

Q – What inventions could we design to solve these problems?

Using **activity sheet 2**, pupils can design an invention that could solve a problem. Encourage pupils to add annotations to the drawing of their design, explaining what each part does and what it is made from.



2. THE SPACE BLASTERS

READING

- Year 2 – Making inferences on the basis of what is said and done
- Year 3 / 4 – drawing inferences such as inferring characters feelings, thoughts or motives from their actions, and justifying inferences with evidence

Read chapters 2-4 (to page 46) and discuss what has happened to Suzie in this section of the story.

Discuss these questions with the pupils:

Q – Why did Suzie feel like she may as well been invisible?
(page 16)

Q – What is/ who are Space Blasters? (page 16 – 18)

Q – What did Suzie hope her Super 3-D TV Gizmo would do? (page 20)
Did it work? (page 22)

Q – Why was Five-Eyed Frank surprised that Suzie knew his name?
(page 27)

Q- What problem were the Space Blasters facing when Suzie arrived?
(chapter 3)

Q – Why did Five-Eyed Frank want to test that Suzie was a human?
(page 36)

Q – What tests did Suzie have to complete to prove she wasn't an alien?
(chapter 4)

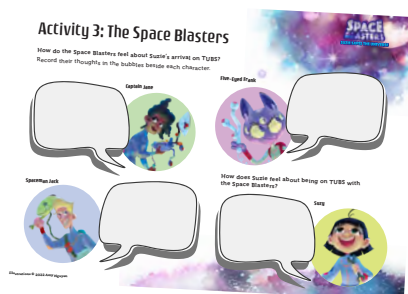
Explore with the pupils what we know about the Space Blaster team.

Q – Who are they?

Q – What did they think about Suzy joining them?

Discuss why the characters might feel this way, particularly Five-Eyed Frank.

Pupils can use **activity sheet 3** to record how the characters feel about Suzie's arrival on TUBS.



Suggested activities

Pupils could write diary entries or a Space Log in role as one of the characters in the story, recounting Suzie's arrival on TUBS and how they felt about this.



3. PLANET CHEDDAR



READING

- Year 2 – discussing and clarifying the meaning of words, linking new words to known vocabulary
- Year 3 / 4 – discussing words and phrases that capture the reader's interest and imagination

Continue to *read the story to the end of chapter 6 (to page 81)* and discuss what has happened in this section of the story.

Discuss these questions with the pupils:

Q – *Who is Tommy? (page 50)*

Suggested Activity

Pupils could act out or write the Space Blasters episode where Spaceman Jack saves Tommy.

Q – *Who noticed that TUBS was on a collision course with a planet? (page 54) Why were the Space Blasters surprised that this could happen? (pages 55 – 57)*

Q – *Can you describe Planet Cheddar? (chapters 5 and 6)*

Q – *What are babbits? (chapter 7)*

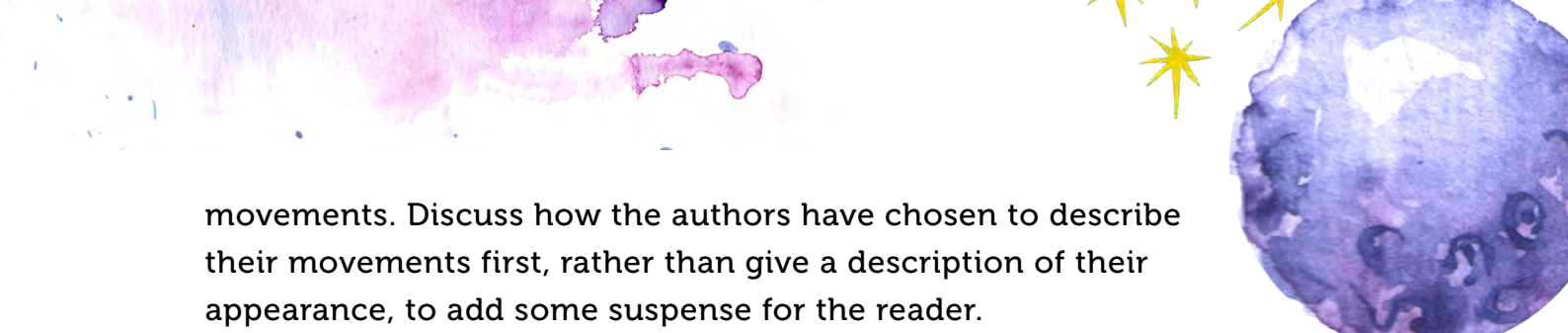
Q – *What did Spaceman Jack use to identify the babbits? (page 77)*

Reread the first paragraph at the beginning of *chapter 6 on page 73*. This is also displayed on **PPT display slide 4**.

“There was a scurrying and a scratching sound. And then two huge luminous-green eyes stared up at me.”

Discuss how the words help to describe the babbits and explore what they tell us about them, particularly focusing on the words ‘scurrying’ and ‘scratching’ to describe their





movements. Discuss how the authors have chosen to describe their movements first, rather than give a description of their appearance, to add some suspense for the reader.

Explore how the authors have used things that they are familiar with in these chapters and changed them to create new worlds and animals (cheese as a planet, babbits instead of rabbits).

Q - How are babbits similar to rabbits?

Compare these two creatures, exploring what is the same and what is different.

Suggested Activities

Pupils could discuss which animals they could use to inspire an alien creature. Discuss ideas for the animals that they could use and how they would change them to create new alien creatures.

Pupils could draw pictures of their alien creatures, adding notes to describe them. Once drawn, others could guess which animal they have based their alien creature on.

4. THE SCIENTIFIC METHOD

SCIENCE – working scientifically

KS1

- asking simple questions and recognising they can be answered in different ways
- performing simple tests
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

LKS2

- asking relevant questions and using different types of scientific enquiries to answer them
- reporting on findings to enquiries, including oral and written explanations ...
- using straightforward scientific evidence to answer questions or support their findings.

Continue to read the story to the end of chapter 7 (to page 95) and discuss what has happened in this section of the story.

Discuss these questions with the pupils:

Q – How many steps are there in the scientific method? (page 83)

Q – What was Suzie’s observations about the babbits? (page 84)

Q - What did the baby babbit say had been stolen from the sky? (page 91)

Q – What was Suzie’s hypothesis and question? (pages 92 – 95)

Explore what we know about science investigations and what Suzie calls ‘The Scientific Method’. Read Suzie’s notes on The Scientific Method displayed on **PPT display slide 5**.

Q – Could we carry out a science investigation using this method?

Choose an investigation that could be completed using this full method, linked to your current science topic or the pupils’ interests.

Ideas for investigations using the scientific method

Year 2

- Growing plants, investigating what they need to grow.
- investigating suitability of materials (for example which is suitable for use in a window, which could be used to make a teapot etc).

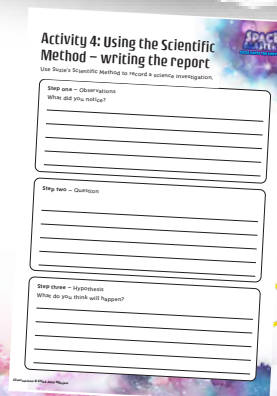
Year 3

- Investigate how water is transported in plants (using food colouring)
- Exploring how the size of shadows change.

Year 4

- Investigate how the rate of evaporation can be changed.
- Explore how the pitch of an instrument is changed.
- Investigate materials that are good conductors of electricity.

Carry out an investigation as a class or in groups using **activity sheet 4: Using The Scientific Method** to record the investigation



5. TOPSY-TURVY

READING

- Year 2 – Making inferences on the basis of what is said and done
- Year 3 /4 – drawing inferences such as inferring characters feelings, thoughts or motives from their actions, and justifying inferences with evidence

DESIGN TECHNOLOGY

- KS1 – design purposeful, functional and appealing products for themselves and other users based on design criteria.
- KS2 – Generate, develop, model and communicate their ideas through discussion, annotated, sketches, cross-sectional and exploding diagrams ...

Continue to *read the story to the end of chapter 10 (to page 139)* and discuss what has happened in this section of the story.

Discuss these questions with the pupils:

Q – How did Five-Eyed Frank feel about Suzie in chapter 8?

Q – What did Suzie see during her tour of TUBS?

Q – Why do you think Suzie was most excited about the gadget room? (page 113) What things could be in there?

Q – Suzie opens up to Captain Jane during her tour. What do we learn about her? (pages 115 – 117)

Q – What do you think it would be like on Topsy-Turvy planet? (chapters 9 and 10)

Discuss with pupils the term 'topsy-turvy'. What do they think it means?

Q – Have you ever felt topsy-turvy?

Explore examples of when they might feel topsy-turvy (after a funfair ride) or when things might be topsy-turvy (in a very messy room).

Suggested Activities

Compare Planet Cheddar and Topsy-Turvy, thinking about what is the same and what is different.

Pupils could design a gadget for the Gadget Room on TUBS. How might it help the Space Blasters on their missions?

6. KNOTS

READING

- Year 2 – predicting what might happen on the basis of what has been read so far.
- Year 3 / 4 – predicting what might happen from details stated or implied.

SCIENCE

LKS2

- reporting on findings to enquiries, including oral and written explanations ...
- using straightforward scientific evidence to answer questions or support their findings.

Continue to *read the story to the end of chapter 12 (to page 176)* and discuss what has happened in this section of the story.

Discuss these questions with the pupils:

Q – What did Five-Eyed Frank eat? (pages 144-145)

Q – How are we reminded that Space Blasters is a TV show in chapter 11? (page 147)

Q – What did Suzie want to tell Captain Jane about at the end of chapter 11? Why do you think she needed to tell her?

Q – How did the planet Knot get its name? (page 163)

Discuss how Suzie is trying to find out why the alien creatures and Space Blasters are sleepy. Do they think Suzie is ready to make a hypothesis?

Suggested Activity

Ask pupils to write a hypothesis to answer the question 'Why is everyone falling asleep?'

Encourage them to refer to information in the story to help explain their ideas.

Z WORKING TOGETHER

READING

- Year 2 – Making inferences on the basis of what is said and done
- Year 3 /4 – drawing inferences such as inferring characters feelings, thoughts or motives from their actions, and justifying inferences with evidence

Read to the end of the story and discuss what we have learnt about Suzie and the Space Blasters in the story.

Discuss the questions about this section below.

Q – Who flew TUBS while Captain Jane slept? (page 182)

Q – What was Suzie's hypothesis about the moons?

Q – Why was Suzy wearing headphones at the start of chapter 14?

Q – How was the dream-eater alien similar to Suzie? (page 194)

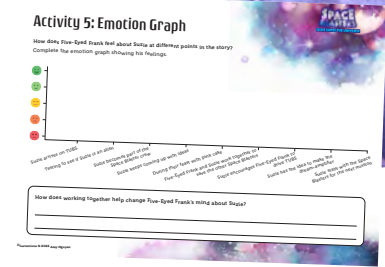
Q – Do you think Suzie has enjoyed saving the Universe? Encourage pupils to explain their response.

Explore how the relationship between Five-Eyed Frank and Suzie has changed over the story.

Discus how the two characters had to work together in order to save the Universe.



Using **activity sheet 5**, pupils should complete an emotion graph showing how Five-Eyed Frank feels about Suzie at different points in the story. Pupils could add annotations to their graph to explain why Five-Eyed Frank feels this way. They could also add other events throughout the story.



A question on the activity sheet also asks pupils to explain how the two characters working together helped to change Five-Eyed Frank's mind about Suzie.

Suggested Activity

Pupils could complete the emotions graph showing how Suzie feels, or other characters feel at different points through the story. A blank version is also available to create your own emotions graphs about different characters and events.

8. A NEW PLANET!

READING

- Year 2 – predicting what might happen on the basis of what has been read so far.
- Year 3 / 4 – predicting what might happen from details stated or implied.

WRITING

- Year 2 – writing down ideas and/or key words including new vocabulary
- Year 3 / 4 – discussing and recording ideas

Discuss what happens at the end of the story.

Q – What could the new mission be?

Q – Which planet might they visit?

Collect ideas for possible planets that the Space Blasters could visit or save and the alien creatures that might live there. Remind pupils that the authors used objects and animals that they were familiar with to come up with their ideas and revisit the suggested alien creatures from activity 3 (Planet Cheddar).

Using **activity sheet 6**, pupils can design their own planet for the Space Blasters' next adventure and the aliens that live there. They can draw their ideas, adding notes to describe the planet and aliens.



Suggested Activity

Pupils could use their ideas to create a new adventure for Suzie and the Space Blasters.

OTHER SUGGESTED ACTIVITIES:

- Read the facts that the authors have included throughout the story. Could pupils create their own science facts that could be used in future stories?
- Continue to use 'The Scientific Method' when completing other science investigations in class.
- Discuss pupils' favourite shows and what might happen if they used Suzie's Super 3-D TV Gizmo to become part of the show. They could write stories, using *Space Blasters: Suzie Saves the Universe* as inspiration, where they are on an adventure as part of the TV show.



SPACE BLASTERS

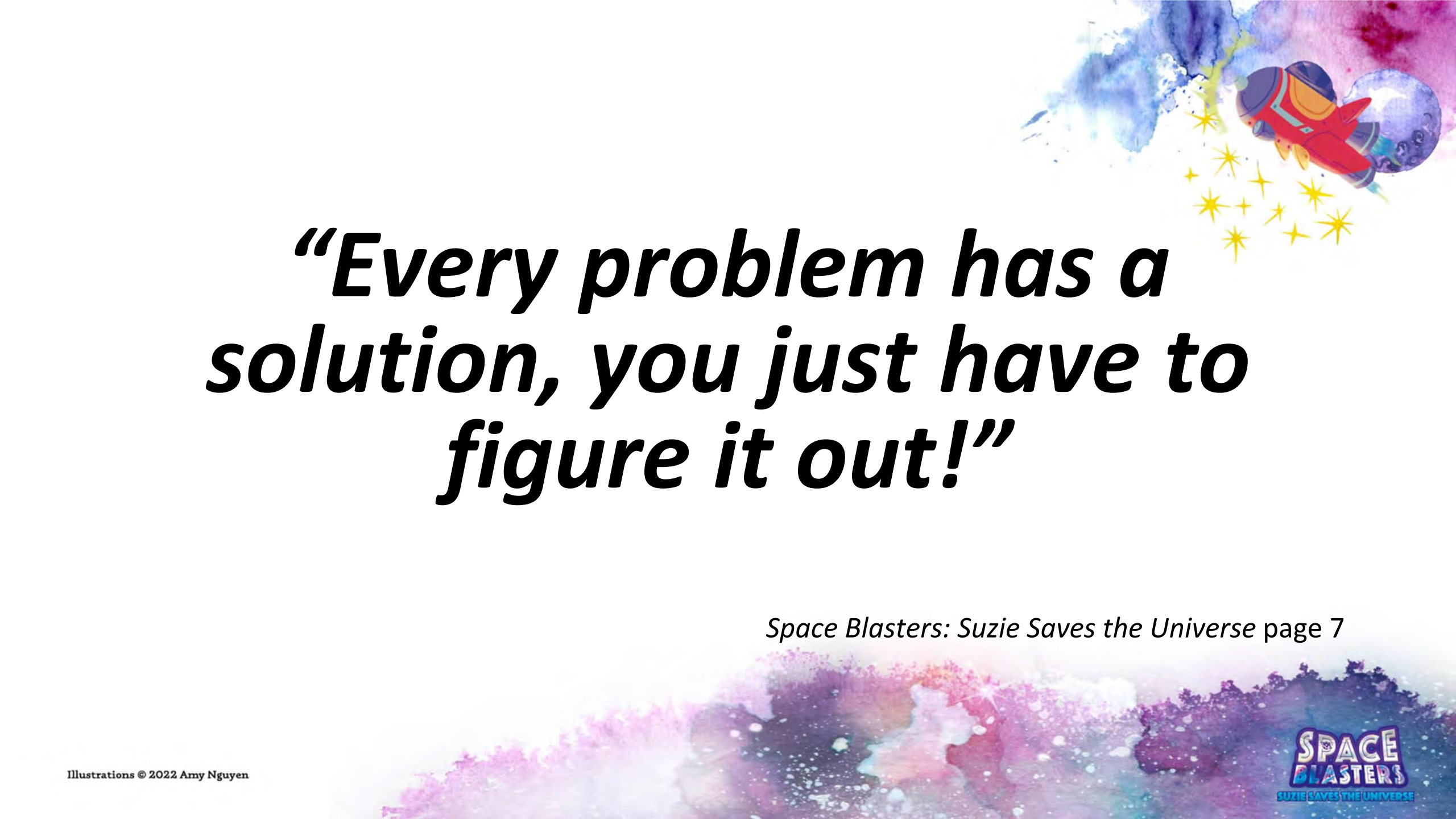
SUZIE SAVES THE UNIVERSE

by Katie and Kevin Tsang



What could the book be about?





“Every problem has a solution, you just have to figure it out!”

Space Blasters: Suzie Saves the Universe page 7



“There was a scurrying and a scratching sound. And then two huge luminous-green eyes stared up at me.”

Space Blasters: Suzie Saves the Universe page 73

THE SCIENTIFIC METHOD

Step one: Observe what is happening.

Step two: Figure out the question you are trying to answer. Or a problem you are trying to solve.

Step three: Hypothesise – a fancy way of saying take all the information you have and guess what the answer is, based on your observations.

Step four: Experiment – my favourite! Test out your hypothesis to see if it is correct.

Step five: Analyse – look at all of the results from your experiment.

Step six: Conclude – decide what your results are telling you and try to come up with an answer, and see if your hypothesis (or guess) was correct.

Step seven: Report – write it down so you can share your results with the world!

Congratulations, you have run a successful experiment!

