

# JAKE IN SPACE

TEACHERS' NOTES TO ACCOMPANY  
THE JAKE IN SPACE ACTIVITY BOOKLET



[www.jakeinspace.com.au](http://www.jakeinspace.com.au)



# THE STORY

## UNDERSTANDING:

- Narrative
- Writing Persuasively
- Author Intention
- Informative Writing
- Use of Language and Description
- Making Predictions

Jake in Space is a series of sci-fi adventure stories for kids. It's full of action and suspense, plus a little bit of weird stuff.

Jake lives in the future. His home base is a space station on Earth but he travels throughout the solar system, solving mysteries and thwarting villains before they can carry out their evil plans. In each story, the Central Intergalactic Agency (CIA) sends its cyborg, Henry, on a secret mission. Jake ends up helping his cyborg friend but things never seem to go according to plan.

Candice Lemon-Scott is the author of the Jake in Space series along with *Hubert and the Magic Glasses* and *Silver the Silly Sorcerer*.

## ACTIVITY 1: THE PLANETS

1. Order the planets from closest to the sun. Which are called cold planets and which are called hot?

**Answers:**

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

Hot: Mercury, Venus

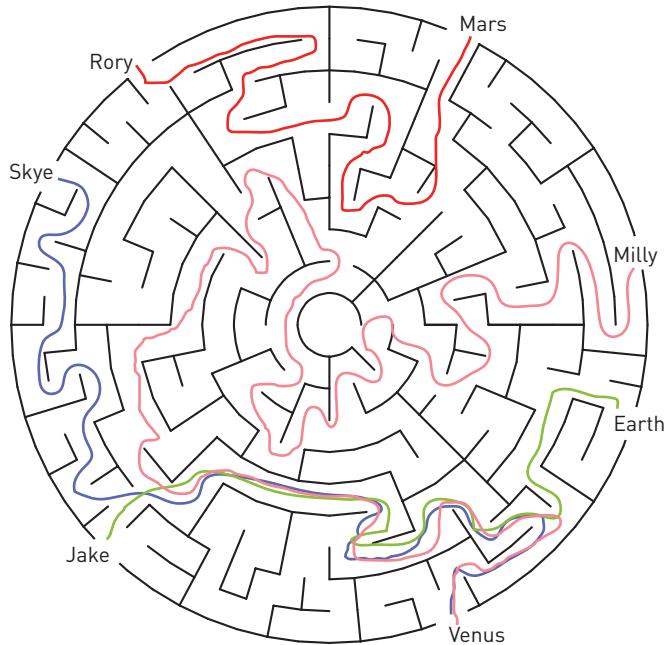
Cold: Jupiter, Saturn, Uranus, Mars, Neptune

## ACTIVITY 2: HELP THEM GET HOME!

Take the characters to their home planets:

**Answers:**

- Jake – Earth
- Skye – Venus
- Rory – Mars
- Milly – Venus



## ACTIVITY 3: CRACK THE CODE AND SAVE THE EARTH

Jake and his friends receive clues to reach each planet. Crack the morse code messages to find the planets.

1. This planet has more volcanoes than any other planet in the solar system with an estimated 1,600.  
Answer: *Venus*
2. This planet has more than 50 moons in its orbit. Answer: *Saturn*
3. This planet has thousands of craters on its surface. Answer: *Mercury*

Have students make up their own secret code and see if other classmates can crack them.

## ACTIVITY 4: UNSCRAMBLE THE SOLAR SYSTEM

1. TRSA
2. RMSA
3. ONMO
4. ITOBR
5. ECPSA
6. MTECO
7. LXAYGA
8. USN
9. USVNE
10. THERA
11. UAUSRN
12. TPNNEEU
13. TIRJEUP
14. AELTPN
15. TUNSAR
16. KLYMI AYW
17. CKBAL OEHL
18. UOANTASTR

- star \_\_\_\_\_  
mars \_\_\_\_\_  
moon \_\_\_\_\_  
orbit \_\_\_\_\_  
space \_\_\_\_\_  
comet \_\_\_\_\_  
galaxy \_\_\_\_\_  
sun \_\_\_\_\_  
venus \_\_\_\_\_  
earth \_\_\_\_\_  
uranus \_\_\_\_\_  
neptune \_\_\_\_\_  
jupiter \_\_\_\_\_  
planet \_\_\_\_\_  
saturn \_\_\_\_\_  
milky way \_\_\_\_\_  
black hole \_\_\_\_\_  
astronaut \_\_\_\_\_



## THINGS TO DO & THINGS TO TALK ABOUT:

### JAKE IN SPACE: MOON ATTACK

Focus on Persuasive Writing & Linking Personal Experience with Texts

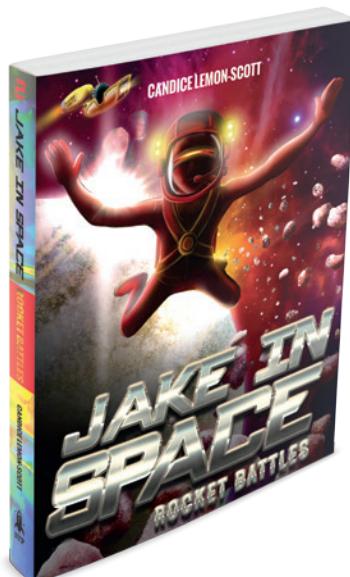
1. Jake and his friends have to work together to solve a mystery and complete a secret mission. Have students discuss teamwork. You can use the following questions as a guide:
  - When have you had to work with others as part of a team? For example, team sports, school projects, community groups.
  - What was hard about it?
  - What was easy?
  - What was your part and how did you help?
  - What can happen if you don't work well as a team and what's the result when you do?
2. Discuss how the friendships are formed in *Jake in Space: Moon Attack*. Why do these friendships become important in the story and when are they put to the test? Students may link personal experience with the text to talk about their own experiences of friendship.
3. Have students write a persuasive piece on teamwork. Do you think it's better to work alone or as part of a group? Why?



### JACK IN SPACE: ROCKET BATTLES

Focus on Comprehension & Descriptive Writing

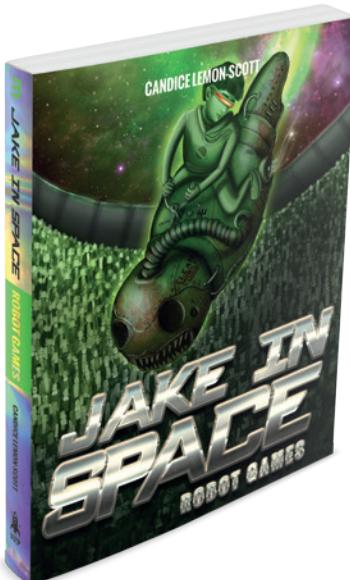
1. In *Jake in Space: Rocket Battles*, Jake and his friends travel to the planets of the solar system. Ask students what they know about space? Have them choose a planet, research it and list some interesting facts they discover. Discuss as a group which would be the most habitable, next to Earth.
2. To understand the sequencing of events, have the students recall the clues for the different planets as Jake and his friends 'race around the solar system.'
3. Have students imagine they visit their chosen planet. Ask them to tell us what it's like. Some ideas: What does it look like, is it hot or cold there, how is it the same and/or different to Earth, what might you like or dislike about it? This is a good opportunity to explore using a variety of nouns, verbs, adjectives and adverbs.



### JAKE IN SPACE: ROBOT GAMES

Focus on Debate and Narrative

1. Henry is an important character in *Jake in Space*. He works for the Central Intergalactic Agency (CIA) on secret missions. He is also a cyborg, part human, part robot. Discuss cyborgs with students and how this relates to medical science.
2. In *Jake in Space: Robot Games* there are robots, humans and



- the cyborg, Henry. In the story, how do they differ and how are they the same? What role does emotion play in artificial intelligence compared to human life? This could be run as a class debate.
3. Students can create their own cyborg. They can draw or design a three-dimensional one of their own. Things to think about are what parts are human and what parts are robotic? How does it look and what can it do?

## OTHER ACTIVITIES:

### 1. Story Endings and Point of View.

The Jake in Space books are told from the point of view of Jake, the main character. Try writing one of the story endings from the perspective of another character. It could be one of Jake's friends, the cyborg Henry or even one of the masterminds behind the evil plans Jake thwarts.

### 2. Using Descriptive Language.

Think about the use of all five senses to describe life in outer space. Have students recall some of the sights, sounds, tastes, smells and the feel of things Jake and his friends encounter. Choose a place for students to sit quietly for around ten minutes, preferably outdoors. Have them record everything they see, hear, taste, smell and feel in that time. As an extension challenge, students can write a descriptive piece based on this.

### 3. Making Predictions Based on Information.

Many of the futuristic concepts featured in Jake in Space come from scientific knowledge and predictions about space and its possibilities for human life. Have students predict how life will be on Earth and within the solar system in the next one hundred, one thousand and one billion years. They can discuss in groups or work individually to create a poster or other form of media to describe this.

### 4. Exploring Narrative & Author Intention.

Have students identify and discuss the setting, main character and idea behind the Jake in Space series. How are these elements put together to form a story and what is the author's intention? Students can come up with their own setting, main character and idea to form the structure for writing a story. What problem does the character have to overcome or solve?

