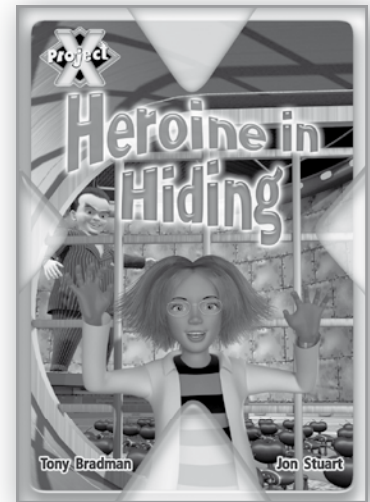# Heroine in Hiding

BY TONY BRADMAN

About this book

This book introduces Dani Day, the junior scientist who works to defeat Dr. X. It also explains the note found by the four friends in the silver box and the hologram they saw in the book titled *Message in an X-Bot*.

Reading Level: Q (Fiction)

Text Forms: narrative fiction (chapters), résumé

Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
• reading complex and lengthy texts • reading silently for a sustained period of time • efficiently solving unknown words using word chunks • applying understanding of punctuation • identifying ways texts are structured and language used for different purposes and audiences	• self-monitoring • asking and answering questions • summarizing • inferring • explaining strategies that are helpful before, during, and after reading	• recognizing how the author shows a character's motivations

Opening Session (Chapters 1–2)

Before reading

- Display the cover and ask the students to talk about what they see. Do they recognize the characters on the cover? What do they know about them?
- Read the synopsis on the back cover and ask the students to predict what might happen in this book.

During reading

- Have the students look at page 2. What kind of text is represented on this page? If necessary, explain that it is a résumé and discuss the purpose of this text form.
- Read pages 3 and 4 aloud. As you read, model reading expressively and fluently. Stop briefly to model how to solve a word by focusing

Assessment Note

Do the students respond with relevant comments and ideas based on evidence and prior knowledge?

on word chunks and then cross-checking the resultant word. Example: *Intelligence… this is a big word that I need to figure out. One way is to look at chunks or syllables and then put them together. Let's see… I can see some familiar parts:* in *and* tell. *OK,* in-tell-i*… intelligence. Now I will read the rest of the sentence and monitor the* meaning *to make sure this word makes sense as well as looking right.*

- Tell the students they are now to read to the end of Chapter 2. As they read, they are to think about how the author shows us Dani's character and why she behaves the way she does.
- Have students quietly read a section to you. Observe their developing reading skills.

> **Assessment Note**
>
> As they read, take note of the students' fluency, self-monitoring and self-correction, and approaches to solving new words.

🔍 After reading

- Have the students summarize what happened in the first two chapters. (**summarizing**)
- Discuss with the students:
  - Why did the author begin the book with Dani's résumé? (**author's craft**)
  - What happened when Dani put on the watch? (**literal recall**)
  - Why did Dani agree to accompany Dr. X? Why did she trust him? (**inferring, deducing, drawing conclusions**)
  - Why did Dani decide to stay and hide inside NASTI? (**deducing, inferring**)
  - Why did the author include the thought and speech bubbles on pages 16 and 17? How do they add to the story? How else could this information have been shared? (**inferring, author's craft**)

> **Assessment Note**
>
> Do the students:
> - summarize the chapters effectively?
> - understand why the résumé was included?
> - recall literal details?
> - infer and articulate characters' thoughts without having them overtly explained?

Independent Reading (Chapters 3–5)

- Direct students to read Chapters 3 to 5 independently. As they read, ask them to think about what the characters are thinking and feeling.
- Have them pause after Chapter 4 to complete a brief "Check-in" activity to confirm timely and successful reading of the text.

✓ Check-in activity

- How did Dani's actions help you to understand how she was feeling? Record at least two examples.
- Answers should be handed in to the teacher for assessment.

Consolidation Session (Chapters 6–8)

? Before reading

- Have the students briefly summarize Chapters 3 to 5.
- Have the students share their answers to the "Check-in" task, describing how Dani's actions helped them understand how she was feeling.
- Using a Q-Chart/Q-Matrix, have each student generate two questions they still have about the story to this point. Compile all the questions on one chart. Direct the students to choose two questions and think about them as they finish reading the text.

During reading

- Ask the students to read Chapters 6 to 8. As they read, they should think about how the author shows the characters' motivations, and look out for answers to their two questions.
- Listen to individual students quietly read a section to you.

After reading

- Have the students summarize the three final chapters. **(summarizing)**
- Discuss the questions from the Q-Chart and explore which were answered and which were not. **(asking and answering questions)**
- Have the students share comprehension strategies they used as they read the last part of the book. **(metacognition)**
- Discuss with the students:
  - Why does Dani want the watches back? Why does she agree to leave them with the four friends? **(deducing, drawing conclusions)**
  - Why does Dani plan to return to NASTI? **(drawing conclusions)**
  - How does the author help the reader understand Dani's reasons for opposing Dr. X? **(author's craft)**

Additional activities

- **Word Study:** Ask the students to explain the title of the book. What is a heroine? If Dani were a male, what would the book's title be? List the following words and ask the students if they know another form: *waiter, actress, stewardess, bachelorette*. Explain that, traditionally, some nouns have had masculine and feminine forms. Today, many of these gender-specific words have been replaced by gender-neutral forms (e.g., *stewardess/flight attendant*). Why is this important? Have the students name other terms that identify gender (e.g., *fireman, policewoman, fisherman*). What are the alternatives?
- Have the students:
  - write their own résumé.
  - build a model of an X-pod.

Assessment Note

Do the students:
- effectively summarize the text they read independently?
- generate questions that can help enhance comprehension?

Assessment Note

As they read, take note of the students' fluency, self-monitoring and self-correction, and approaches to solving new words.

Assessment Note

Do the students:
- effectively summarize the ending of the book?
- find answers to the questions they generated?
- make inferences based on evidence?
- identify techniques that show character motivations?

Assessment Note

Do the students:
- understand the use of gender neutral language?
- understand elements of a résumé?
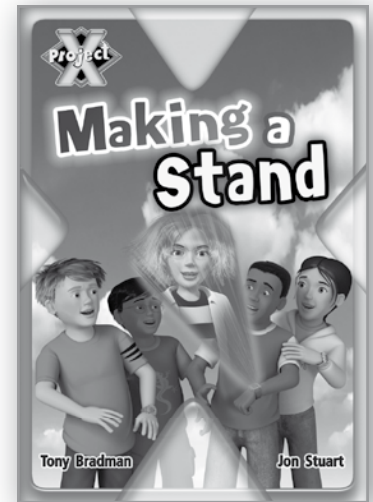
Making a Stand

BY TONY BRADMAN

About this book

At NASTI headquarters, Dani looks on in horror as Dr. X sends an army of X-bots to capture the four friends. She tries to warn them but is captured and brought to Dr. X. As the story ends, Dani escapes and rushes to help the friends.

Reading Level: Q (Fiction)

Text Form: narrative fiction (chapters)

Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
• reading complex and lengthy texts • reading silently for a sustained period of time • efficiently solving unknown word using word chunks • applying understanding of punctuation • identifying the ways texts are structured and language is used for different purposes and audiences	• self-monitoring • asking and answering questions • inferring • evaluating • explaining strategies that are helpful before, during, and after reading	• recognizing how the author uses several perspectives to tell the story

Opening Session (Chapter 1)

Before reading

- Talk about the book title, *Making a Stand*. Ask the students to discuss what they think it means. Who might be making a stand? Who is being opposed? Why?
- Look at pages 2 and 3. Have the students discuss the pictures and what they recall of the previous stories. If the students have not read previous Project X books, carefully review these pages with the students to provide context.

Assessment Note

Do the students respond with relevant comments and ideas based on evidence and prior knowledge?

During reading

- Read page 4 to the students, modelling fluency and how to use your voice to make the story interesting. Adjust your rate to emphasize changes in the story. At the end of the page, ask the students the meaning of the word *elite*. What is the significance of elite X-bots?

- Have the students read the rest of the chapter independently. Ask them to use sticky notes to mark words and phrases that build tension (e.g., "a river of shiny, black chrome", p. 7).

After reading

- Discuss with the students:
  - Why does Dr. X smile a "very satisfied" smile (p. 4)? **(inferring)**
  - What is the X-bots' mission? **(literal recall)**
  - What words and phrases helped build tension in this first chapter? **(author's craft)**
  - Why did Dani "shudder" and "watch in horror" (p. 8)? **(inferring, deducing)**
  - What strategies did you use before and while reading to help you gain meaning? **(metacognition)**

> **Assessment Note**
>
> Do the students:
> - recall literal details?
> - identify words that help build tension?
> - make inferences about the story?
> - articulate strategies they use before and during reading?

Independent Reading (Chapters 2–4)

- Before they begin reading independently, ask the students to suggest strategies they can use to improve comprehension (e.g., predict, check pictures, talk with another reader).
- Direct students to read Chapters 2 to 4 independently. Ask them to think about whose voice is being heard in various sections and make a note of the perspectives using sticky notes.
- Have students pause after Chapter 3 to complete a brief "Check-in" activity to confirm timely and successful reading.

Check-in activity

- Write a message that Dani might have sent to the four friends through Max's watch.
- Messages should be handed in to the teacher for assessment.

Consolidation Session (Chapter 5)

Before reading

- Have the students share their "Check-in" messages with the group. How are their messages similar or different? Why?
- Discuss the chapters read independently using prompts such as:
  - How and where does the author use humour? Why?
  - How do the X-bots know where Dani, Plug, and Socket are?
  - Why does Dr. X say, "So we meet again, Miss Day" (p. 38)?
- Discuss the various perspectives presented in Chapters 2 to 4. Why does the author switch from one perspective to another?

> **Assessment Note**
>
> Do the students:
> - listen to one another's point of view and express agreement or disagreement?
> - recognize how the author uses Plug and Socket to add humour to the story?

During reading

- Before assigning Chapter 5, ask the students to predict what will happen in this final chapter. Ask them to think about why Dr. X is feeling successful up to this point. What attributes does he think make him successful?
- Have individual students quietly read a section to you.

After reading

- Ask students to share and discuss any words they solved using the chunking method. Did they cross-check to confirm? **(metacognition)**
- Have the students discuss how they remembered the story from one day to the next. Did they review the pictures? Skim the text? **(metacognition)**
- Discuss with the students:
  - Where does the story begin to change so that Dr. X becomes less successful? **(inferring, evaluating)**
  - What phrases/actions make the friends seem vulnerable? **(inferring, author's craft)**
  - Do Dr. X and Plug and Socket have the same feeling about the failed attack? **(evaluating)**
  - How do you feel about Dani and Dr. X now? How did the author influence your feelings? **(author's craft, evaluating, adopting a critical stance)**
- Reread the book's concluding words. Why did the author end the story with that final sentence? **(deducing, inferring, drawing conclusions)**
- Have three students assume the roles of Dr. X, Plug, and Socket. Have other students ask the characters questions about their life together as young people. **(asking and answering questions)**

Additional activities

- **Word Study:** Assign a chapter to each student and have them look through it to find places where the author has used slang terms (e.g., "super-cool", p. 8). Why was this done? Discuss the use of slang in the students' own writing. When is it acceptable? When should it be avoided? In pairs, have the students make a list of slang terms they often use and then compare their list with others.
- Have the students:
  - draw a picture of a suspenseful part of the book and surround it with words and phrases that add tension.
  - rewrite a section of the book in the first person. Whose perspective will they use?
  - reread page 18 and think about what Plug thought he would be doing when he first joined NASTI. Have them write a *Help Wanted* ad for a henchman for Dr. X.
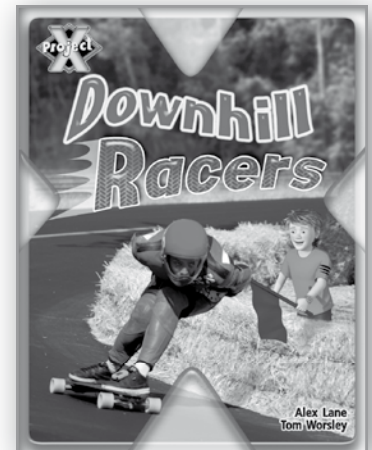
Downhill Racers

BY ALEX LANE AND TOM WORSLEY

About this book

This non-fiction report explains downhill skateboarding and street luge.

Reading Level: Q (Non-Fiction)

Text Forms and Features: information report, interview, explanation, captions, fact boxes, labels, diagrams, table of contents, glossary

Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
- reading complex and lengthy texts - reading silently for a sustained period of time - efficiently solving unknown word using word chunks - applying understanding of punctuation - identifying the ways texts are structured and language is used for different purposes and audiences	- self-monitoring - asking and answering questions - evaluating - explaining strategies that are helpful before, during, and after reading - using text form and pattern to help make meaning - determining important information	recognizing how the author uses various text patterns or forms to enhance comprehension

Opening Session (pages 2–9)

Before reading

- Look at the book cover and title, and ask the students to predict what they will learn in this book.
- Have them read the synopsis on the back cover and skim the book. Does this change their prediction? What text features do they notice?
- Discuss the students' own knowledge of skateboarding.
- Have the students find the glossary. Review how this feature can help them as they read.

Assessment Note

Do the students respond with relevant comments and ideas based on evidence and prior knowledge?

During reading

- Read pages 2 and 3 aloud to the students. Try the experiment shown on page 3. Have the students discuss what they observe and how it relates to the text.

- Have the students read independently to the end of page 9. Ask them to record the various text features they notice and take note of comprehension strategies they use as they read.
- Listen to individual students read short sections.

After reading

- Lead a discussion with the students using prompts such as:
  - Why is downhill skateboarding a "gravity sport?" What other gravity sports do they know of? **(literal recall, using prior knowledge)**
  - Look at page 5. Are the measurements accurate? How are they intended to be used by the reader? **(understanding text features)**
  - Why do downhill skateboarders wear a lot of gear? Why is their equipment inspected before a race? **(synthesizing, drawing conclusions)**
  - What text features are present in this section of the book? How do they help the reader? **(using text features, metacognition)**
  - What comprehension strategies did they use while reading? **(metacognition)**
  - How does talking about a text after reading it help to deepen understanding? **(metacognition)**

Independent Reading (pages 10–23)

- Have the students read the table of contents and think about what each section might be about. Divide the book between the members of the group.
- Direct the students to read their assigned section(s) independently. As they read, have them select two main ideas and supporting details for each idea, and be prepared to present these to the group.

Consolidation Session (pages 24–31)

Before reading

- Have each student summarize for the group what they read independently, identifying two main ideas and supporting details.
- Have the students explain what text features were included in their section and suggest why.

During reading

- Draw attention to page 24. What new text form is seen here? How should the students approach this type of text?

Assessment Note

As they read, take note of the students' fluency, self-monitoring and self-correction, and approaches to solving new words.

Assessment Note

Do the students:
- recall factual information?
- recognize how they use text features to gain meaning?
- articulate strategies they use to enhance comprehension?

Assessment Note

Do the students:
- share the main ideas and supporting details?
- identify text features that helped them understand?

- Read the profile of Martin Siegrist and model thinking about the information included. Then have the students read to the end of page 27.
- Listen to individuals read short sections.
- Have the group look at pages 28 and 29. What new text form is presented here? Read the introductory paragraph aloud, then have the students read the interview independently.

Assessment Note

As they read, take note of the students' fluency, self-monitoring and self-correction, and approaches to solving new words.

After reading

- Ask the students which text features helped them read the book more effectively. Why? **(metacognition)**
- Review the racer profiles (pages 24 – 27). What do the students notice about the age of the racers? Why? **(synthesizing, drawing conclusions)**
- Discuss the Tom Worsley interview. Why was he scared? Why did he continue to race despite his fears? **(literal recall, inferring, drawing conclusions)**
- Have some students pretend to be a racer while others take the role of interviewer. Have them role play an interview held after a winning race, a losing race, and a crash. **(inferring, asking and answering questions, synthesizing)**
- Ask the students:
  - Is the text fair? Does it present a balanced view of the topic? **(adopting a critical stance, evaluating)**
  - Of the four Project X friends, why did the author choose Jet to explore this topic? Would Jet like to engage in these activities? **(inferring, evaluating, drawing conclusions)**

Assessment Note

Do the students:
- recognize the choices the author made when organizing the text?
- recognize how they use text features to gain meaning?
- make evaluations based on evidence?

Additional activities

- **Word Study:** Turn to page 22 and draw the students' attention to the IGSA acronym. Why do people use acronyms? Have them brainstorm acronyms they know. What do they stand for? What acronyms have been used in other Project X stories? Challenge the students to record and share various acronyms they see over a set period of days. How are acronyms helpful? When can they be a problem?
- Have the students:
  - work with a partner to write an interview with one of the racers profiled in the text. Have them record the interview as if it were being prepared for a radio broadcast.
  - draw a map of a downhill luge or skateboarding race route.
  - write an ad to sell safety gear for downhill or street luge racers.
  - create a design they would like to have on the bottom of a skateboard and describe why they picked that image.

Assessment Note

Do the students:
- understand the use of acronyms?
- ask and answer relevant questions?
- apply the learning from the text to new contexts?