



Revenge of the X-Bots!

BY ANTHONY MCGOWAN

About this book

The four friends are captured by an X-craft and they have to be very resourceful to escape the attacking X-bots. The story ends with a cliff-hanger and is not resolved until the sequel, *The X-Machine*.

Reading Level: R (Fiction)

Text Form: narrative fiction (chapters)



Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
<ul style="list-style-type: none">• reading complex and lengthy texts• demonstrating fluent control of an extensive bank of high-frequency words• adjusting rate flexibly• rereading to confirm, improve expression and phrasing, and solve words	<ul style="list-style-type: none">• self-monitoring• asking and answering questions• summarizing• inferring	<ul style="list-style-type: none">• recognizing why the author creates a cliff-hanger ending

Opening Session (Chapters 1–2)



Before reading

- Look at the cover and talk about why the X-bots might want to take revenge. What might X-bot revenge look like?
- Have the students look at the pictures on pages 2 and 3. What do they notice? How can they use information from the pictures to predict what might happen in the story?
- Point out the sticky notes on Dr. X's desk and have the students imagine what he might write on them as he oversees his plans.
- Give each student a sticky note. Ask them to write a prediction of what Dr. X plans to do. Post the sticky notes.

Assessment Note

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



During reading

- Read pages 4 and 5 aloud. Model reading expressively and fluently, but stop briefly to model rereading to improve expression and



Great Escapes – Guided/Group Reading Notes

phrasing, or to solve words. Remind the students that, when they solve a new word, they need to cross-check to ensure the word makes sense.

- Have the students read Chapters 1 and 2. Ask them to look for and record words and phrases that show Kat's feelings.
- Have each student quietly read a section to you.



After reading

- Ask the students to:
 - summarize what happened in the first two chapters. (**summarizing**)
 - explain what a comet is and share any experiences they have had seeing a shooting star or comet. (**literal recall, drawing on prior experiences**)
 - discuss how Kat's mood changes over Chapter 1. (**inferring**)
- Discuss the responses of each of the characters on page 9, when the X-craft comes in close. How do their responses reflect their personalities? (**inferring, deducing, drawing conclusions**)
- On page 14, the four friends try to grab the X-bot. Why do they want to catch it? What could they do? (**inferring, deducing**)

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:

- summarize the chapters effectively?
- recall literal details?
- infer characters' feelings that are not explicitly explained?

Independent Reading (Chapters 3–6)

- Direct students to read Chapters 3 to 6 independently and, while reading, to pay particular attention to how the characters are feeling.
- Have them pause after Chapter 5 to complete a brief "Check-in" activity to confirm timely and successful reading of the text.



Check-in activity

- Look at page 32. Imagine you are Plug or Socket and you are in the room with Dr. X. What do you see him say and do? How do you feel watching him? Write or draw your responses.
- Responses should be handed in to the teacher for assessment.

Consolidation Session (Chapters 7–9)



Before reading

- Briefly review the main events of the story thus far. Have the students share their responses to the "Check-in" activity.
- Discuss how the four friends are getting along. Do they cooperate more when they are having fun or when they are in trouble? Why?

Assessment Note

Do the students:

- effectively summarize the text they read independently?
- recognize the interactions between characters and their responses to stress?



Great Escapes – Guided/Group Reading Notes



During reading

- Ask the students to read Chapters 7 to 9. As they read, they should think about how the author shows the characters' emotions.
- Have individual students quietly read a section to you.



After reading

- Have the students orally summarize the three concluding chapters. **(summarizing)**
- What do the students notice about the ending of the story? Why did the author create a cliffhanger? What is the impact on the reader? **(literal recall, author's craft)**
- Have the students predict what will happen next. **(predicting)**
- Read Dr. X's comments on page 41. Talk about how he is feeling. Why? **(inferring, considering a different point of view, adopting a critical stance)**
- Ask the students to create a tableau at the point on page 44 where the children "backed away from the attacking X-bots." Have them think about the characters' emotions and how they can show those emotions using facial expressions and body language. **(visualizing, inferring)**
- Ask the students what lessons they have learned from this story. How does the author teach these lessons without stating them directly? **(personal response, evaluating, adopting a critical stance, author's craft)**

Additional activities

- **Word Study:** Show the students the word *autopilot* (p. 29). Draw their attention to the prefix *auto*. What does *auto* mean? Have them brainstorm or refer to a dictionary to find several words that begin with *auto*. Compare the meaning of *auto* in each case. Can they determine one meaning that works for all the words (i.e., *auto* meaning *self*)? Use prompts such as: *An automobile is a self-moving vehicle that doesn't need a horse to pull it. What is an autobiography?* Talk about how readers can work out the meaning of some new words by looking at the root words and affixes.
- Have the students:
 - rewrite part of the story as a Reader's Theatre script. Have them practise with a small group and present it.
 - make a simple electromagnet and write a procedure to explain how it was made.
 - refer to a world map and use pages 34 and 35 to plot the characters' journey.

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:

- make inferences based on evidence?
- give reasons for their personal responses?
- identify author techniques that show character motivation?
- consider a different point of view?

Assessment Note

Do the students:

- understand how they can use affixes and root words to understand new words?
- use effective expression in their oral presentation of the story?
- write an accurate procedure?



The X-Machine

BY TONY BRADMAN

About this book

This book is a sequel to *Revenge of the X-Bots!* The reader finally discovers why Dr. X wants to regain control of the watches. The four friends have to fight to save the world from Dr. X and his diabolical X-machine.

Reading Level: Q (Fiction)

Text Form: narrative fiction (chapters)



Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
<ul style="list-style-type: none"> reading complex and lengthy texts demonstrating fluent control of an extensive bank of high-frequency words adjusting rate flexibly rereading to confirm, improve expression and phrasing, and solve words 	<ul style="list-style-type: none"> self-monitoring asking and answering questions summarizing inferring 	<ul style="list-style-type: none"> examining ways the author builds tension and suspense identifying literary techniques (alliteration, onomatopoeia)

Opening Session (Chapters 1–2)



Before reading

- Review the key events from *Revenge of the X-bots!* using the pictures and text on pages 2 and 3.
- Discuss how the cliffhanger ending in the prequel affected them. Do they like books that end that way?



During reading

- Read pages 4 and 5. Model expressive reading, using your voice to build tension and suspense.
- Review ways to solve words efficiently. Remind the students to monitor their comprehension and not simply continue reading if they don't understand. Discuss fix-up strategies they could employ.
- Ask the students to read Chapters 1 and 2. They should think about Dr. X and what they learn about his character.

Assessment Note

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



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After reading

- Have the students share strategies they used before and while reading to help them gain meaning. (**metacognition**)
- Discuss with the students:
 - Why did the friends give up the watches to Dr. X? (**literal recall, inferring**)
 - What is Dr. X's goal? (**literal recall**)
 - Why does Dr. X say, "I'll show all those people..." (p. 16)? (**inferring, determining point of view**)
- Have one student take on the role of Dr. X. Have the other students ask questions to find out more about his character and motivations. (**deducing, inferring, asking and answering questions**)

Assessment Note

Do the students:

- articulate strategies they use before and during reading?
- recall literal details?
- make inferences and draw conclusions?
- generate a range of questions?

Independent Reading (Chapters 3–4)

- Before they begin reading independently, ask the students to discuss techniques or strategies they can use to improve comprehension (e.g., predicting, checking pictures, talking with another reader, etc.).
- Ask the students to try at least one of those ideas while they read Chapters 3 and 4. At the end of Chapter 3, have them pause to complete a brief "Check-in" activity to confirm timely and successful reading.



Check-in activity

- Draw a picture of where Rover goes once he enters the air vent. What will he do when he finds Dani? How will he let her know the children need help?
- Pictures should be handed in to the teacher for assessment.

Consolidation Session (Chapters 5–7)



Before reading

- Have students share their "Check-in" drawings and ideas about how Rover convinced Dani to come to the four friends.
- Talk about how the author moves the pace of the story on by switching to a different scene that is taking place at the same time (i.e., "Meanwhile..." p. 26, p. 32). How does this build tension?
- Ask the students why Plug and Socket began to help the four friends. What would happen if they went to help Dr. X?

Assessment Note

Do the students listen to one another's point of view and express agreement or disagreement?



Great Escapes – Guided/Group Reading Notes



During reading

- Ask the students to predict what will happen in the concluding chapters, then have them read Chapters 5 and 6. They should think about how the characters' feelings change over these two chapters.
- Chapter 7 may be read during this guided reading session; alternatively, have the students read it after they complete the first writing activity suggested in the Additional Activities section.
- Listen to individual students quietly read a section to you.



After reading

- 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:
 - What happened to Dr. X at the end of Chapter 6? (**literal recall**)
 - How does the author use the countdown (pages 35-36) to build towards a climax in the story? Have they seen a similar technique used in other texts (e.g., movies, TV shows)? (**author's craft**)
 - Why did Dr. X say, "You can't do this to me!" (p. 38)? (**evaluating, recognizing point of view, drawing conclusions**)
- Have each student think about one character and describe how that person's feelings changed over these two chapters. (**inferring, recognizing point of view, synthesizing**)
- Have one student play the role of Dr. X after the police take him away while other students act as the officers who interrogate him. (**asking and answering questions**)

Additional activities

- **Word Study:** Have the students search Chapters 1 and 2 for examples of literary devices that are used to create interest for the reader. Examples of alliteration: *clicked and clacked* (p. 4), *turned and twisted* (p.13). Examples of onomatopoeia: *whine* (p. 4), *hissed* (p. 5). Ask the students to search through the book for other examples, or suggest examples of their own.
- Have the students:
 - write a final chapter or ending for the book. Encourage them to share it with a friend and then read (or reread) Chapter 7 together.
 - use a globe or map to mark the location of the famous landmarks mentioned in the story.
 - rewrite a section of the book in the first person. Whose perspective will the students take?
 - pretend to be Plug or Socket and make a video recording explaining why they worked for Dr. X for so long.

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:

- explain how they maintain interest and comprehension over time?
- understand how the author's choices influence the reader?
- ask and answer questions using prior knowledge?

Assessment Note

Do the students:

- identify literary techniques such as alliteration and onomatopoeia?
- write an original story conclusion that honours the stories that have led up to this ending?
- clearly show one perspective in their first person narrative?



It's Your Call

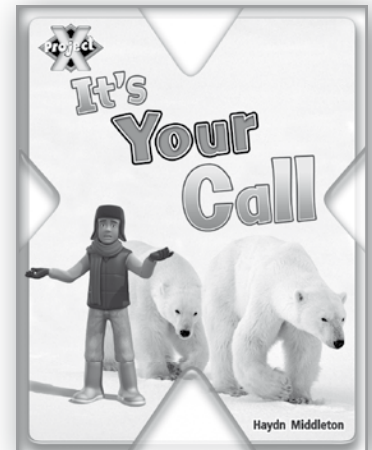
BY HAYDN MIDDLETON

About this book

This persuasive text explores the ways human activity is resulting in depletion of the Earth's resources, focusing largely on the impact of individual choices and actions.

Reading Level: R (Non-Fiction)

Text Forms and Features: information report, persuasive text, charts, captions, fact boxes, labels, diagrams, table of contents, glossary, index, lists, timeline



Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
<ul style="list-style-type: none"> reading complex and lengthy texts reading silently for a sustained period of time efficiently solving unknown word using word chunks identifying the ways texts are structured and language used for different purposes and audiences 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> recognizing how the author uses various text patterns or forms to enhance comprehension

Opening Session (pages 2–11)



Before reading

- Look at the book cover and title. Ask the students to talk about what is meant by the expression, "it's your call."
- Have them read the table of contents and the back cover description. What kinds of issues are discussed in this book? Do they expect to read different opinions or just one opinion?
- Turn to pages 2 and 3. What is the significance of the bold-faced words? How can the students confirm their understanding of these words?
- Read pages 2 and 3 to the students and discuss their feelings about the information.

Assessment Note

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



Great Escapes – Guided/Group Reading Notes



During reading

- Have the students read to the end of page 11. As they read, they should think about what comprehension strategies they are using, and also about how they personally waste or conserve the items and resources discussed on these pages.
- Listen to individual students read short sections.



After reading

- Have the students answer the following questions and use the index to check their responses:
 - What is a landfill site?
 - How do some charities use mobile phones?
 - How could your family use a washing machine less often?
 - What usually uses less water, a shower or a bath? Why? (**literal recall, using an index**)
- Model creating point-form notes about the information in the text. Create several headings and add a few points to each. Show how you can collect information from more than one page. Emphasize the importance of recording facts, not opinions.
- Have the students make their own point-form notes using the headings: *Why we should recycle / Why we should save water.* (**summarizing, determining important information**)
- What comprehension strategies did the students notice themselves using while reading? (**metacognition**)
- How does talking about a text after reading it help to deepen understanding? (**metacognition**)
- Have the students name the text features present in this section of the book. How do they help the reader? (**using text features, metacognition**)

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:

- identify important information?
- understand and use the text features in the section they just read?
- describe strategies that enhance their comprehension of the text?

Independent Reading (pages 12–23)

- Have the students read the table of contents and think about what each section might be about. Divide the pages between the group members. Instruct them to read their assigned section(s) and make careful notes.

Consolidation Session (pages 24–27)



Before reading

- Have the students orally summarize their assigned reading with the help of their written notes.
- Ask them to explain what text features were included in their section. Why were these specific features helpful?

Assessment Note

Do the students:

- share the main ideas and supporting details?
- recognize text features that helped them understand?



Great Escapes – Guided/Group Reading Notes



During reading

- Skim pages 24 to 27 together. Talk about checking headings, labels, and other features as you skim.
- Have the students read pages 24 to 27 independently.
- Listen to individual students quietly read a section to you.



After reading

- Discuss with the students:
 - What are some sources of renewable energy? Which ones could be used in their homes? (**literal recall, inferring, drawing conclusions**)
 - What are the different ways information is presented on pages 24 to 27? (**author's craft, text patterns and features**)
 - Which text features helped them read the book more effectively? Why? (**metacognition**)
 - Is the text fair? Does it present a balanced view of the topic? Is anyone's perspective ignored? (**adopting a critical stance, evaluating**)
- Have pairs of students choose a renewable source of energy. Have one student argue for its use while the other argues against it. They may use the chart on page 26 as well as their own ideas to prepare their debate. (**determining important information, synthesizing**)
- Discuss how the students feel about the book. Did they like the subject matter? How well was it presented? (**evaluating, personal response**)

Additional activities

- **Word Study:** Discuss the meaning of the word *habitat* (p. 18 and glossary). Then write the word *habitable*. How does the suffix change the word? Show the word *uninhabitable* and have the students identify the prefixes and the suffix. Challenge the students to create other words using the root word *habitat*. How many words can they think of?
- Have the students:
 - read other sections of the book that interest them and write notes about each section.
 - use their accumulated notes to write a summary of the book.
 - create a recycling checklist for the classroom or home.
 - design and conduct a survey about how people conserve energy.
 - discuss the problems caused by students travelling to school by car. What solutions can they think of?
 - create a poster to encourage conservation.
 - create a radio or TV PSA to encourage recycling.

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:

- recognize the choices the author made when organizing the text?
- recognize how they use text features to gain meaning?
- synthesize, drawing on a range of information sources?

Assessment Note

Do the students:

- understand how affixes change a root word?
- use knowledge of roots and affixes to determine meaning and spelling?
- use persuasive language in their oral and written work?