



The X-Bots Are Coming!

BY ANTHONY MCGOWAN

About this book

Dr. X has found the four friends' hideout, so they move to Jet's castle on the island in the middle of the pond. They set up some defences to protect themselves from X-bot attacks. This is the first of a two-part story that is completed in *Attack of the X-Bots!*

Reading Level: P (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 reading silently for a sustained period of time demonstrating fluent control of an extensive bank of high-frequency words applying understanding of punctuation reading expressively and fluently 	<ul style="list-style-type: none"> identifying main idea of a story summarizing inferring evaluating 	<ul style="list-style-type: none"> recognizing how the author shows the different emotions the characters are feeling

Opening Session (Chapters 1–3)



Before reading

- Look at the cover and ask the students to discuss what they know about X-bots from previous stories.
- Show the cover of the next book, *Attack of the X-Bots!*, and ask the students how they think the two books might link together.



During reading

- Read pages 2 and 3 with the students and review what they know about Dr. X.
- Then read page 4. As you read, model how to use your voice to build excitement and tension. Stop briefly to model solving a word using more than one method.
- Tell the students they are now to read independently to the end of Chapter 3. Before they begin, review what they might do if they

Assessment Note

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

Assessment Note

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



Survivor – Guided/Group Reading Notes

become stuck on a word or sentence (e.g., reread, use context, look for word parts and syllables, etc.).

- As they read, ask them to take note of how the author shows the different emotions the characters are feeling. Have them record any vocabulary related to character emotion.
- Have individual students quietly read a section to you.



After reading

- Have the students:
 - describe each of the friends' reactions to the need to move their secret base. What vocabulary helps us to understand these reactions? (**literal recall, author's craft**)
 - create a list of pros and cons for each potential secret base. (**deducing, inferring, drawing conclusions**)
- Discuss with the students:
 - Why did Dr. X give Plug and Socket new roles? How did Plug and Socket feel about these roles? (**inferring, drawing conclusions**)
 - What did Jet mean when he said, "Sometimes...I'm glad you like science" (p. 20)? (**inferring**)
 - Why did Max ask if everyone could swim before he suggested the island? What does this tell you about Max? (**deducing, inferring**)

Assessment Note

Do the students:

- recall literal details?
- infer characters' thoughts based on background knowledge and text clues?

Independent Reading (Chapters 4–6)

- Direct students to read Chapters 4 to 6 independently. As they read, ask them to think about how the characters—including Dr. X, Plug, and Socket—are thinking and feeling.
- Have the students pause after Chapter 4 to complete a brief "Check-in" activity to confirm timely and successful reading of the text.



Check-in activity

- In point form, write a description of Jet's character based on his actions in Chapter 4.
- Descriptions should be handed in to the teacher for assessment.

Consolidation Session (Chapters 7–9)



Before reading

- Have the students share their "Check-in" descriptions of Jet's character. Do they agree on his main character traits? Why or why not?
- Have the students briefly summarize the chapters they read independently.

Assessment Note

Do the students:

- effectively summarize what they have read?
- make inferences, deductions, and predictions about the story?



Survivor – Guided/Group Reading Notes

- Talk about how the author built up tension at the end of Chapter 6.
- Remind the students that there is a sequel to this story, so some action will take place in the next book. With this in mind, have them predict what might happen in the remaining three chapters of this book.



During reading

- Have the students read Chapters 7 to 9. As they read, ask them to think about how the author creates tension in the story.
- Have individual students quietly read a section to you.



After reading

- Have the students:
 - orally summarize the last three chapters. (**summarizing**)
 - share how they solved a new word. (**metacognition**)
 - briefly describe the traps invented by the friends. Which one do the students think will be most effective when the X-bots attack? (**literal recall, evaluating**)
- Track the emotions felt by the four friends throughout Chapter 9 (happy, concerned, triumphant, afraid, brave). What vocabulary, dialogue, actions, and font changes help the reader to identify these changing emotions? (**author's craft, inferring, drawing conclusions**)
- Have students compare the way the four friends' emotions are shown with the way Dr. X's feelings are implied. Why did the author do this? (**inferring, drawing conclusions, author's craft**)
- Have the students reflect on the story's ending. How are the four friends left feeling at the end of the story? How does this create tension? How does the reader feel? (**personal response, evaluating, adopting a critical stance, author's craft**)

Additional activities

- **Word Study:** Divide the book between the members of the group and ask them to find words with the suffix *-ly*. Have each student record the words they find on a list and add two additional *-ly* words they can think of. Beside each word write the root (base) word. Have the students analyze the words they list and generate a spelling rule for adding the *-ly* ending to words.
- Have the students:
 - write a real estate ad for the castle on the island.
 - write a longer speech for Dr. X to use when he encourages his X-bots to attack the four friends.
 - research and orally present the use of catapults.

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 chapters?
- make inferences based on evidence?
- offer personal responses based upon reasons?
- identify techniques that build tension and convey emotions?

Assessment Note

Do the students:

- understand how to add *-ly* to words?
- write texts that are organized and show sentence fluency?
- write an effective speech for Dr. X, raising salient points?



Attack of the X-Bots!

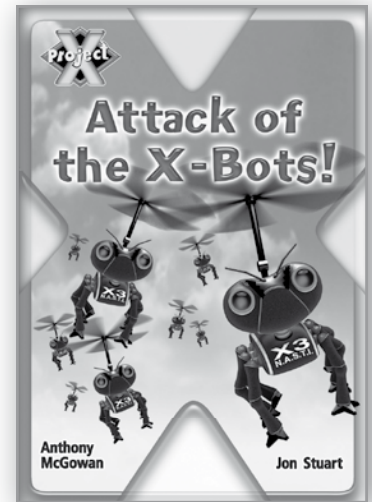
BY ANTHONY MCGOWAN

About this book

This book is the sequel to *The X-bots Are Coming!* It describes how the four friends defend their castle from the X-bots' attack.

Reading Level: P (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 reading silently for a sustained period of time demonstrating fluent control of an extensive bank of high-frequency words applying understanding of punctuation reading expressively and fluently 	<ul style="list-style-type: none"> identifying main idea of a story summarizing inferring evaluating explaining strategies that are helpful before, during, and after reading 	<ul style="list-style-type: none"> recognizing how the author's choice of vocabulary affects the reader's response to the characters

Opening Session (Chapters 1–4)



Before reading

- Read pages 2 and 3 to the students and review the details of the traps the friends have prepared for the X-bots.
- Review ways to read new vocabulary by using syntax and context to work out meaning. Practise solving a few words together. Examples: *conquer* (p. 13), *ammunition* (p. 15), *magnetism* (p. 34). Remind the students to reread to confirm new words if they are in doubt.

Assessment Note

Do the students suggest possible strategies to solve unfamiliar words?



During reading

- Read Chapter 1 to the students, modelling fluency and the use of voice to make the story interesting. Adjust your rate to emphasize changes in the story.
- Have the students read Chapters 2 to 4 independently, advising them to note the changing emotions of the four friends and Dr. X. Give them sticky notes to mark some of the vocabulary associated with the characters' emotions.

Assessment Note

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



Survivor – Guided/Group Reading Notes



After reading

- Ask the students to discuss:
 - Why did the friends decide to fight the X-bots? Was this a good decision? (**literal recall, evaluating**)
 - What words helped you understand the changing emotions of the characters? (**author's craft**)
 - What was the first attack made by the X-bots? Describe the sequence of events. (**literal recall, sequencing**)
 - What is the main idea of this section of the book? (**determining importance, identifying main idea**)
 - What strategies did they use before and while reading to gain meaning? (**metacognition**)

Assessment Note

Do the students:

- recall literal details?
- identify words that indicate emotions?
- recognize the main idea of this section?
- identify strategies they use before and during reading?

Independent Reading (Chapters 5–6)

- Before they begin reading independently, ask the students what strategies they can use to improve comprehension (e.g., predicting, checking pictures, talking with another reader).
- Direct students to read Chapters 5 and 6 independently. Have them think about how the author uses Plug and Socket to add humour to the story. What word choices are used?
- Have students pause after Chapter 5 to complete a brief “Check-in” activity to confirm timely and successful reading.



Check-in activity

- In writing, complete the following sentence stems:
 - I noticed...
 - I wonder...
 - I predict...
- Responses should be handed in to the teacher for assessment.

Consolidation Session (Chapters 7–8)



Before reading

- Have the students share their “Check-in” sentences with a partner.
- Lead a short discussion about the chapters read independently:
 - Why is the X-bot called an “X-bot mole” on page 25?
 - What does Leo notice when Max first uses the magnet (p. 32)? Why is this important?
 - What makes Plug and Socket funny to read about?

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?



Survivor – Guided/Group Reading Notes



During reading

- Read page 38 with the students. Do they think Kat is running away? Have them predict where Kat is going.
- Ask the students to read Chapters 7 and 8. While reading, they should think about how the words and actions in the text influence how they feel about each character.
- Have individual students quietly read a section to you.



After reading

- Have the students share and discuss any words they needed to solve, or did not understand, while reading. (**metacognition**)
- Ask how the students remembered the story from one day to the next. Did they review the pictures? Skim the text? (**metacognition**)
- Discuss with the students:
 - Why did Kat leave the island? (**literal recall**)
 - Why did Max jump down from the tree? What does this tell you about Max's character? (**drawing conclusions, evaluating, inferring**)
 - Do Dr. X and Plug and Socket have the same feelings about the failed attack? (**evaluating**)
 - Reread the final sentence on page 46. Why did the author end the story this way? (**deducing, inferring, drawing conclusions**)
 - What are the main ideas in this book? (**determining importance, identifying main idea**)
 - How do you feel about the main characters now? How did the author influence your feelings? (**author's craft, evaluating, adopting a critical stance**)

Additional activities

- **Word Study:** Read sentences containing a word with the suffix *-er*. Examples: *meaner* (p. 7), *faster* (p. 14). What does *-er* mean in these contexts? Once they identify that *-er* is used to compare, change the word endings to *-est* and discuss how this changes the meaning. Have students think of other words that can be modified with *-er* and *-est*. Review when each form should be used (*-er* for comparative, *-est* for superlative). Encourage students to identify the spelling rules associated with these suffixes.
- Provide several types of magnets and a variety of materials. Encourage students to experiment.
- Have the students:
 - write a newspaper report or deliver a newscast about the battle of the X-bots.
 - research the problems associated with feeding bread to ducks and prepare a short oral presentation to explain why people should not feed "people food" to ducks.

Assessment Note

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

Assessment Note

How do the students maintain interest and comprehension over time?

Do the students:

- understand the role of conflict in the narrative?
- make inferences based upon evidence?
- understand how the author's choices influence the reader?
- identify the main ideas of the text?

Assessment Note

Do the students:

- understand the comparative and superlative, and articulate associated spelling patterns?
- create effective media texts?
- clearly share ideas orally?



Strong Defences

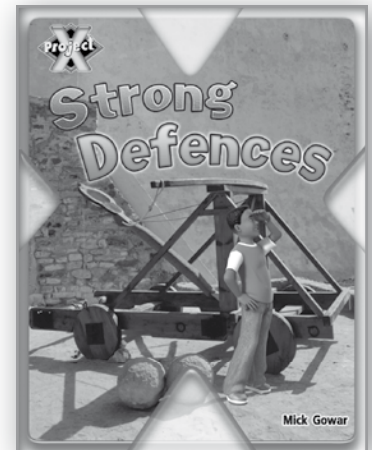
BY MICK GOWAR

About this book

This non-fiction report explains different kinds of defences used throughout history. It also highlights some famous castles and walls located around the world.

Reading Level: P (Non-Fiction)

Text Forms and Features: information report, explanation, persuasive text, captions, fact boxes, labels, table of contents, glossary, index



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• demonstrating fluent control of an extensive bank of high-frequency words	<ul style="list-style-type: none">• identifying main idea of text• summarizing• 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 photographs and diagrams to enhance comprehension

Opening Session (pages 2–15)



Before reading

- Display the book cover and title. Ask the students to predict what they will learn in this book.
- Ask them to skim the book. Does this change their predictions?
- Draw attention to the contents page. Have the students identify four categories of defensive features the book describes. Which ones were used long ago and which ones are more modern?
- Have the students find the glossary and index. Review how these features can help them as they read.

Assessment Note

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



Survivor – Guided/Group Reading Notes



During reading

- Have the students read independently to the end of page 15. As they read, ask them to use point form or sketches to record the ways water was used as a defensive measure.
- Ask the students to think about what comprehension strategies they use as they read, and to be prepared to discuss these strategies later.
- Listen to individual students read short sections.

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 to describe some comprehension strategies they used while reading. (**metacognition**)
- Discuss with the students:
 - How was water used as a defensive measure? (**literal recall, synthesizing, identifying important information**)
 - How could people get across a moat? (**recall, synthesizing**)
- Have the students review the pictures and diagrams in this section and draw a bird's eye view of a castle and its moat. (**synthesizing, visualizing**)

Assessment Note

Do the students:

- identify important information?
- identify how they use text features to gain meaning?

Independent Reading (pages 16-30)

- Have the students read the table of contents and think about what each section might be about. Assign one section to each student for independent reading.
- Ask the students to read their assigned section and take note of ways they use photographs and diagrams to understand the text. Have them record (using words and/or sketches) the most important information, as well as one or two interesting facts.

Consolidation Session



Before reading

- Have the students summarize for the group what they have read independently. They should also share facts they found particularly interesting.
- Ask the students to explain why they think the photographs or diagrams were included in their section.

Assessment Note

Do the students:

- summarize the important information?
- evaluate the usefulness of photographs vs. diagrams in specific contexts?



Survivor – Guided/Group Reading Notes



During reading

- Direct students to choose one topic that was reported on by another group member and read that section independently to learn more about it.
- Have individual students quietly read a section to you.



After reading

- Have the students identify one interesting fact in the section they have just read (a fact that was not shared in the original summary). Discuss whether or not that interesting fact was *important* or just *interesting*. (**determining important information**)
- Have the students check the index and find at least one entry that is connected to the section(s) they have read. (**using text features**)
- Discuss with the students:
 - How do alarms protect people? Why do they often make a lot of noise? (**literal recall, inferring, drawing conclusions, synthesizing**)
 - What is the main idea of this text? (**identifying main idea**)
 - Which text features helped you read the book more effectively? Why? (**metacognition**)
 - How does talking about a text after reading it help to deepen understanding? (**metacognition**)
- Assign each student one or two arguments for or against using security cameras (pages 28 and 29). Ask them to think of an example or evidence to support their argument(s). Hold a debate on the issue. (**synthesizing**)
- Ask the students how they feel about the book. Did they like the subject matter? How well was it presented? (**evaluating, personal response**)

Additional activities

- **Word Study:** Have the students create word trees or word clusters using the root (base) words *invade* and *defend*. Discuss what changes are made to create new words.
- Have the students:
 - make warning signs for guard dogs or closed-circuit TV systems.
 - build a model castle that includes several defensive features.
 - research the Trojan Horse and present an oral report.
 - build a buzzer alarm based on a simple electric circuit.
 - play or watch an attacking/defending game such as soccer, hockey, or basketball.
 - work with a partner to imagine and describe a siege. Have each partner write about the siege, one from the point of view of an attacker and the other from the perspective of a defender.

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:

- synthesize, drawing on a range of information sources?
- recognize how they use text features to gain meaning?
- offer personal responses and evaluations using evidence?

Assessment Note

Do the students:

- recognize the relationships between words derived from the same root?
- apply learning from the text to new contexts?