



Overview

This is the second chapter (out of four) in a humorous science-fiction story designed to “hook” year 3 students into reading chapter books by themselves. In Chapter 1 (*Junior Journal 52*), twins Tai and Ana invented a robot to help them with their chores, but it came to life and wreaked havoc before disappearing out of the house. In this chapter, things go awry again when the twins take Tidy-Bot to school. As the chapter ends, there is the hint of a new twist, creating anticipation for the next chapter.

As well as fostering enjoyment, this story gives students an opportunity to develop reading “stamina” on a longer text and to feel what it’s like to read a text they might otherwise not attempt. Students in your class will probably be reading at a range of levels on the colour wheel, so this teacher support material provides suggestions for how you can vary your level of support.

The final two chapters will be published in *Junior Journals 54* and *55*. PDFs of chapters 1 and 2 and audio versions as MP3 files (along with text-only PDFs of chapters 3 and 4) are available at www.juniorjournal.tki.org.nz

Related texts

Chapters 1, 3, and 4 of “Zapped!”: chapter 1 “The Project” (*JJ 52*); chapter 3 “Fun Time” and chapter 4 “Machine Mayhem” (available as PDFs at www.juniorjournal.tki.org.nz)

Stories with suspense, mystery, and humour: “The Desk” (*JJ 38*); “The Pet Day Problem”, “Taniwha Trouble” (*JJ 40*); “Missing” (*JJ 42*); “Something Strange Going On” (*JJ 46*); “Marcus and the Wind” (*JJ 47*); “Always Great, Never Late” (*JJ 48*); “I Spy” (*JJ 50*)

Stories that feature misinterpretation of instructions: “Buried Treasure” (*JJ 53*, a play)

Text characteristics

Key text characteristics relating to the reading standard for after three years at school, as they relate to this text, are shown in the boxes with the solid outlines. Other boxes indicate additional characteristics.

A mix of explicit and implicit content within text and illustrations that requires students to make connections between ideas in the text and their prior knowledge in order to form and test hypotheses and make inferences

Several characters and events and more than one storyline, which requires students to keep track and to notice connections between events

Frequent use of dialogue, some of which is not explicitly attributed, and more than one character speaking on a page

A reduced level of illustrative support, requiring students to visualise

Ideas and information organised in paragraphs

Shifts in time and/or place

The humour in the scrambled and made-up words, the robot’s misinterpretations of the children’s instructions, and the illustrations

Tai and Ana raced around the house, looking for Tidy-Bot. Dad saw Tai looking behind the sofa. “Lost something?” he asked.

Tai mumbled something about a maths book, but Dad was distracted by the radio.

“That was one BIG storm last night,” said the radio host. “There were lightning strikes all over town.”

Tai and Ana had exactly the same thought. *Could that have something to do with ...?*

Suddenly, they heard loud squawking.

“Those chooks are noisy this morning,” said Dad. “I wonder what’s bothering them.”

Tai and Ana could guess. They ran outside. Sure enough, they found Tidy-Bot by the chicken coop, holding two eggs.

“Smooth. Nice,” said Tidy-Bot. “Bleep, bloop.”

Visual language features such as the use of upper-case print for emphasis and a reduction in print size to show whispering, the “star shape” around Tidy-Bot on page 25, “movement” and “exclamation” lines in the illustrations, and the thought-bubble style of the final illustration

Some unfamiliar or unexpected words and phrases, including scrambled words (“Frambled”, “scroached”, “pried”), made-up words (“blip”, “bloops”), descriptive vocabulary, and commonly used words with multiple meanings (for example, “train”, “pinch”, “point”, “hand”, “chip”, “second”), the meaning of which is supported by the context, the sentence structure, and/or the illustrations

A variety of sentence structures, including several with adverbial phrases to indicate time and place (for example, “While Tai and Ana cleaned up”, “during maths”, “After they’d eaten their sandwiches”, “Just then”, “At home that night”)

English (Reading)

Level 2 – Selects and reads texts for enjoyment and personal fulfilment.

Ideas: Show some understanding of ideas within, across, and beyond texts.

Select from and adapt the suggestions below according to your students' strengths, needs, and experiences – their culture, language, and identity (*Reading and Writing Standards for years 1–8, Knowledge of the Learner, page 6*).

Possible reading purposes

(*What can the students expect to find out or think about as a result of reading this text?*)

- To find out what happens next with Tidy-Bot and the twins. (Alternatively, the students could set their own, more specific, reading purposes.)

Possible learning goals

(*What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically about” texts?*)

- The students **make connections** between this chapter, the previous chapter, and their own experiences in order to **form and test hypotheses** and **make inferences**.
- They look for key words and phrases to help them **visualise** the events.
- They notice and enjoy the humour in the language and the illustrations.
- They **monitor** their reading, and when something is unclear, they take action to solve the problem, for example, by rereading a sentence or looking for clues close by.

**Text and language features****Vocabulary**

- Possibly unfamiliar words and phrases: “Unfortunately”, “mumbled”, “distracted”, “lightning strikes”, “squawking”, “chooks”, “bothering”, “chicken coop”, “scrambled”, “poached”, “Frambled”, “scroached”, “pried”, “dribbled”, “gloopy”, “juggle”, “during”, “spun”, “boing”, “superloud”, “hubbub”, “ruckus”, “blown”, “dandelion”, “glumly”, “brainwave”, “thistle”, “high-fived”, “wandered”, “shrieked”, “rhubarb”, “dessert”, “weird”, “behaviour”, “electricity”
- commonly used words with multiple meanings: “train”, “pinch”, “point”, “hand”, “chip”, “second”.

Possible supporting strategies

(These suggestions may be used before, during, or after reading in response to students' needs.)

Prompt the students to remember the strategies they can use, often in combination, for example:

- when **decoding**:
 - recognising word chunks or syllables within words (“dis-tract-ed”, “super-loud”, “dan-de-lion”, “rhu-barb”)
 - drawing on knowledge of letter–sound relationships to work out the made-up words
- when **working out word meanings**:
 - using the context of the sentence and/or the surrounding sentences
 - using the illustrations, the unfolding meaning of the story, and their prior knowledge
 - reading on to look for further information.

Have a dictionary available for students to confirm or clarify word meanings.

Note that readers are able to use strategies for working out unfamiliar words only when they know most of the vocabulary in the text. For English language learners who need support with vocabulary, introduce and practise selected items before reading. See [ESOL Online: Vocabulary for suggestions](#).

Text features

- The text-box summary on page 24.

Discuss the purpose of the text box – to help them recap what happened in chapter 1 and to clarify the current situation.

**Metacognition****HOW YOU CAN SUPPORT YOUR STUDENTS TO BE METACOGNITIVE**

Here are some ways you can build students' awareness of the processes and strategies they are using as they make meaning and think critically.

- *How did you work out what “pinch” meant when Tai said “They might pinch our idea”?*
- *What helped you to build a picture of what happened in the classroom when Tidy-Bot started making noises?*

Introducing the text

- Use your knowledge of your students to ensure that your introduction is effective in providing appropriate support for a successful first reading. Choose from the following suggestions.
- Remind the students that this is the second chapter of an ongoing story. Have the students recall what happened in chapter 1 (Who? What? Where? Why?) and share their predictions (hypotheses) about what may happen in chapter 2. Encourage them to set their own purposes for reading.
- At this point, some students may choose to begin reading. Others may prefer more support to “ease them in”. Prompt them to use the title and illustration on page 24 and their knowledge of the first chapter to predict why Tidy-Bot is going to school and what could happen there. Together, decide on the reading purpose(s).
- Give the students sticky notes to mark places they may want to come back to or to jot down questions or ideas.

Reading and discussing the text

If you have students reading below Purple, you could use a mixture of reading to and shared reading, with the students following their own copy of the text.

Suggestions for ways that you can support the students in achieving the learning goals are in the right-hand column of the table below.

In “The first reading”, the focus is on students getting the gist of the story (for example, by tracking events, and making predictions).

The suggestions in “Discussing the text after the first or subsequent readings” focus on deeper comprehension and can also be used as ideas for “After reading: Practice and reinforcement”. **Select from and adapt** them according to your students’ responses and interests.

Student behaviours

Examples of what to look for and support as the students work towards achieving their learning goal(s). Much of the processing that students do at this level is “inside their heads” and may not be obvious until the discussion during or after the reading.

Deliberate acts of teaching

Examples of how you can support students as they work towards achieving their learning goal(s). Often this will involve individual students rather than the whole group.

The first reading

- The students read the information in the page 24 text box and infer from the ellipsis that the next part of the story will be about what happened after the robot disappeared.
- They use the illustration and clues on page 25 to infer that the robot was in the chicken coop. Some may also infer (if they don’t already know) that “chooks” are chickens and that a “coop” is where they live.
- Some students may realise from the twins’ reaction to the radio report about the lightning storm that although they, as readers, know that Tidy-Bot was struck by lightning, this is the first time Tai and Ana have made the connection.
- Prompt the students to use the text box and illustrations to clarify the current situation (Who? What? Where? Why?) and to predict what might happen next.
- This is the first clue to a second storyline involving many machines, not just Tidy-Bot. This is an idea you could return to when the students have read the whole chapter.
- On page 26, the students make connections between Tai saying “We like scrambled eggs best” and Tidy-Bot crushing (“scrambling”) the eggs to realise that the robot is trying to help the twins. They predict that things will continue to go wrong.
- Some students may make inferences about the twins when Dad comments about them juggling eggs “again”.
- On page 27, the students infer from references to “the art cupboard”, “reading”, “spelling”, and “maths” that the twins (and Tidy-Bot) are in the classroom and anticipate what might happen now that Tidy-Bot has started to “bleep”.
- Prompt the students to recall Tidy-Bot’s attempts to help in chapter 1: *What happens when they give him instructions?*
- The characterisation of the twins can be explored more fully after reading.
- Encourage the students to reflect on what is happening and to predict what might happen next from the clues near the end of page 27.
- The students use the dialogue and the descriptions of the growing noise on page 28 to visualise the situation. They predict that the twins will be in trouble.
- The students demonstrate monitoring and self-correcting. For example, they may reread the paragraph or the previous sentence, or read on, to clarify the meanings of “hubbub” and “ruckus” (page 28) and “glumly” (page 29).
- As the students discover the twins’ plans to get Tidy-Bot to help out in the garden, they make connections to Tidy-Bot’s earlier attempts at helping and predict what might happen.
- Prompt the students to use key words and phrases to visualise the chaos in the classroom and the characters’ reactions.
- Remind the students of the strategies they can use when meaning is unclear.
- Prompt the students to think critically: *What happened last time Tidy-Bot tried to help?*

- On page 30, the students review their predictions. They infer what it means when the teacher is opening and shutting her mouth like a giant goldfish.
- On page 31, the students make connections between the sequence of ideas to predict that there is a bigger problem brewing and that it involves electricity and machines.
- You could model this for the students (with an appropriate facial expression) or have the students try it for themselves.
- If necessary, support students in clarifying the rapid sequence of ideas at the end of the story. (You may need to clarify that the robot is also a machine.)

Discussing the text after the first or subsequent readings

- The students identify the wider effect of the lightning and think, pair, and share their predictions about what might happen if more machines are involved.
- The students identify examples of what has gone wrong (in both chapters) and what the twins tried to do about it. They share their ideas about what else the twins could have done (for example, showing Tidy-Bot what to do instead of just telling it).
- The students discuss their inferences about the twins using evidence from the text (for example, Dad's reference to the twins juggling eggs "again" on page 26) and making connections to their own experiences, either from real life or from seeing similar characters in films and cartoons.
- The students use clues to make inferences about the "gaps" in the story. For example, on page 31, they identify the use of ellipses and the sequence of ideas to infer that the twins are thinking of possible links between the lightning and subsequent events.
- *What is the big new idea at the end of the chapter? It seems that it's not just Ana and Tai who have a problem ...* Brainstorm ideas about what might happen in chapter 3.
- Have the students summarise Ana and Tai's problems with Tidy-Bot in chapters 1 and 2 and how they've tried to solve them: *What is it about Tidy-Bot that causes problems for Ana and Tai? What else could they try?*
- Focus on the characterisation of the twins across both chapters: *What have you noticed about Ana and Tai? How would you describe them? Why don't they tell their parents what is going on?*
- Explore how the writer provides clues and leaves gaps in the story for the reader to fill with their own ideas. For example (page 29): *How did they get Tidy-Bot into the garden without being seen? ; (page 30) Why do the twins say "Cool" at the end of the story? (See "After reading" for other texts that include mystery and suspense.)*

Supporting metacognition

With support, the students reflect on their learning.

- The students discuss how they kept track of the story, for example, by rereading, checking the adverbial phrases to identify the time and place, looking for the characters' names, and tracking pronouns.
- The students explain how they solved a challenge, for example, rereading the previous sentence and noticing familiar blends and parts of words to work out the made-up words "Frambled", "scroached", and "pried".
- Remind the students of the learning goal(s).
- *What helped you to track what each character was doing on page 30?*
- Ask the students to identify a challenge they had when reading and how they solved or attempted to solve it. Listen and note anything you might want to return to in a subsequent reading.

After reading: Practice and reinforcement

- The students can reread the chapter as they listen to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, phrasing, and expression.
- Have the students read favourite sections of the story to each other. They could read it as Readers' Theatre or act it out.
- Explore the characters by having the students:
 - highlight clues on a printout of the text about what the twins are like (for example, "juggling eggs", not wanting anyone to "pinch their ideas") and work individually or with a partner to generate words that describe the twins or Tidy-Bot
 - draw a flow chart of what could happen if Tai and Ana told their parents about Tidy-Bot.
- To build vocabulary, students could investigate word meanings by:
 - finding synonyms and dictionary meanings for descriptive vocabulary (such as "hubbub", "ruckus", "weird", "shrieked")
 - coming up with words or phrases that describe the teachers' reaction on page 30 (for example, "lost for words", "speechless")
 - building word clines/continuums for sound words (such as "mumbled", "said", "whispered", "sighed", "groaned", "shrieked", "ruckus", "hubbub")
 - investigating words with more than one meaning ("pinch", "point", "hand", "chip", "second", "train"), then creating sentences that demonstrate the different meanings.
- Ask the students to work with a partner to draw and write about what happened between gaps in the story, for example, between "They grinned" and "Two minutes later" on page 29, before "A trail of dirt led to the bin" on page 30, or between Miss Simpson discovering the garden and the twins being "At home that night" on page 30.
- Have the students work in pairs to create a summary chart of Ana and Tai's problems and the solutions.
- The students could make or draw a robot and write a description of what it can do.
- You could arrange for the students to cook some "scrambled, poached, and fried" eggs. Talking and writing about this (with support) would be especially helpful for English language learners. The students could also share what they know about other ways of cooking.