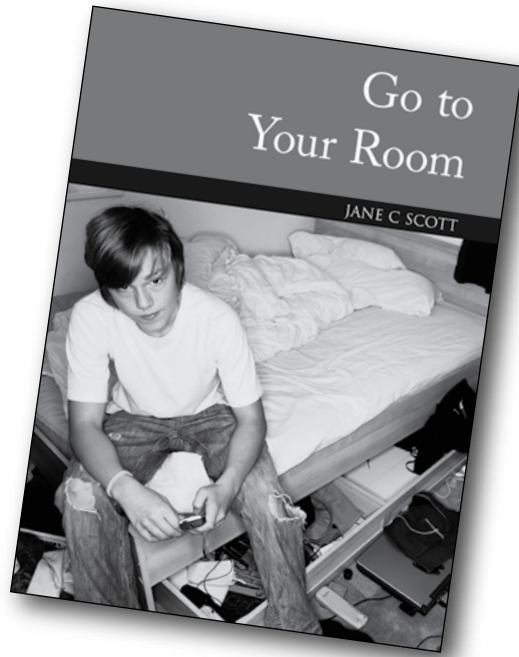


# Springboard 5

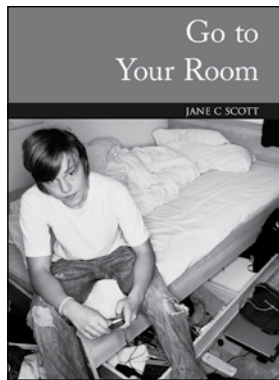


**Go to Your Room**

## Fiction

Title	Text Type	Word Count
<b>Rogue Robot</b>	Science Fiction	6000–6900 words
<b>The Last Straw</b>	Realistic Fiction	6000–6900 words
<b>Asteroid Attack</b>	Science Fiction	7000–7900 words
<b>Go to Your Room</b>	Humour	7000–7900 words
<b>The Potter's Son</b>	Myth	8000–8900 words
<b>Court in the Act</b>	Fantasy	8000–8900 words

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



## GO TO YOUR ROOM

**Middle level fiction**

**Text type: Humour**

**Reading age 10.5–11.5**

**Word count 7000–7900**

Guide questions for teachers are in *italics*.

### Before Reading

Activate prior knowledge by asking students if they have read any humorous books or seen any funny shows, such as *Around the Twist*.

*What helps make these stories funny?* Guide the discussion so students understand that the characters may be different to real people and that they may be involved in unusual or farcical situations.

Tell students that in some stories the author gives the reader more information than the characters themselves may have. This enables the reader to be “in on the joke” in a humorous story.

### COVER

#### Before Reading

Read the title and ask students to tell you what they think this story might be about.

Discussion and question guide:

*Who could this character be? What gives you this impression?*

*Why might he have been sent to his room?* Invite students to share the reasons they have been sent to their rooms.

*Read the blurb on the back cover. What do you know about the main character's name, Boston Teaparty? What does the term too many demands mean?* Lead the discussion to build understandings. *Are there times that your parents might describe you as demanding? When? Why?*

*Who is the main character in this story?*

*Think about all the information from the title, cover illustration, and blurb. What do you think might happen in this story?*

## THE TEAPARTY FAMILY

### Before Reading

*Who are the Teapartys? Read page 4. What do you learn about the Teapartys? What does it mean to be ordinary? Does Boston have any brothers or sisters? How old is Boston when this story begins?*

*As you read the first chapter, you will be introduced to Boston and his parents. You will observe that the Teapartys are not really very ordinary. As you read, jot down some of the things you read that show that life in the Teaparty household is not very ordinary.*

### After Reading

*Who is narrating this story?*

*Describe the Teapartys. What kinds of jobs do Boston's parents have? Boston provides a lot of excuses for why his mother is so forgetful at home. What kinds of excuses does he give?*

*In what ways are the Teapartys not ordinary?*

*Do you think Boston's behaviour warrants being sent to his room?*

*What do you think happens at the end of this chapter?*

## BOSTON'S BEDROOM

### Before Reading

*Read page 11. What do you expect to learn in this chapter? What is an apartment? The Teapartys are wealthy. Describe the kinds of things you think Boston might have in his room.*

*Read this chapter and jot down some of the things Boston has in his room. You will also learn more about how muddle-headed Boston's parents are. Be ready to share what you learn.*

### After Reading

*Describe Boston's room. Invite students to share the things Boston has in his bedroom.*

*What are some of the things that some people might think do not belong in Boston's bedroom?*

*What does Boston have in his room that further suggests the muddle-headed nature of his parents? Why do you think they have regular deliveries, but do not keep track of what they need?*

*In what ways is Boston's room like an apartment?*

*What might be the pros of having a room like this? What might be the cons?*

## LEFT ALONE

### Before Reading

Read page 16. How is Boston feeling when he goes to his room? Why? Why do you think he thinks his mother is busy and important?

As you read this chapter you will find out what happens the morning after Boston is sent to his room. He wants to do exactly as he was told to please his mother. Take note of what happens and be ready to discuss what you might do in the same situation.

### After Reading

What happens when Boston wakes up?

Where are his parents going?

What does Boston do? Why?

How might you react in the same situation? Why might Boston choose to stay put, considering his parents had a history of forgetting him in the past?

What do you think Boston does next?

## THE FIRST DAY

### Before Reading

Read page 21. What does this page suggest about Boston? Does Boston seem to be behaving like an ordinary boy?

Read this chapter and take note of the comments Boston makes about situations in the computer game and movie that he finds unrealistic, without realizing the ways they are similar to his own situation. Be ready to discuss them at the end.

Also take note of some of the things Boston does to pass the time on the first day, and of any things that might be unusual for a six-year-old child to do.

### After Reading

What does Boston do to pass the time?

What situations in the game and movie parallel the events in Boston's life, without him realizing? Discuss the references on pages 22 and 23 to children who grow up without parents and to parents who go away and forget about their children.

What activity does Boston spend time on that seems more suited to someone older? Support students to identify the chat room conversations. Discuss.

What might be some of the benefits of Boston not having any adults around to bother him?

## THE FIRST FEW WEEKS

### Before Reading

Read page 26. How much time passes? How do you think Boston has survived in his room for this long? What could he do to get the basic supplies he needs to survive? Invite inferences.

Read this chapter and take note of how resourceful Boston is. Jot down some notes about how Boston becomes self-sufficient in his room.

### After Reading

What did you learn about Boston? What kind of plan does he make for the year?

What does Boston do to get the food he needs? Who helps provide some additional food as well as some company?

How does Boston make use of some of the items stored in the cupboard?

Despite his situation, Boston remains very positive. Why do you think this is?

What have we learned about Boston during this chapter?

## A WHOLE YEAR

### Before Reading

Read page 38. How long has Boston been in his room? How old is he now?

As you read this chapter you will learn how Boston spends a year in his room. Read on to find out how Boston spends his days and what interests and skills he develops. Jot down some notes about what he does, what he learns, and who he communicates with. Be ready to share the pros and cons of Boston spending a year in his room.

### After Reading

How does Boston spend his days? Invite students to provide details of an ordinary day in Boston's life.

Who does Boston have social contact with?

What does Boston become very knowledgeable about?

What skills does he develop?

What reasons does Boston give for never getting sick?

Boston says he likes to spend time on his own. What might it be like for Boston if he loved to spend time on social activities?

What do you think are the pros of Boston's life in his room? What are the cons?

## THE NEXT YEARS

### Before Reading

Read page 46. How many years may have passed? How old is Boston now? What might Boston need now that he is 10 years old? Guide students to suggest a need for new clothing.

A lot happens over the years, and Boston continues to be as resourceful as ever. Read this chapter and take note of all the things Boston needs to replace and how he replaces them. You will learn that Boston begins a profitable career. Find out what that career is.

### After Reading

How long has Boston been in his room?

What does he need to replace over time? How does he manage to do this?

Boston develops quite a successful career. What does he begin to do? What kinds of things could he write about?

Boston craves just one thing. What is it? What does he dream of doing with dairy food?

## THE FINAL DAY

### Before Reading

Read page 50. What is significant about the 14<sup>th</sup> of March? Invite inferences. What do you expect to happen in the final chapter?

As you read this chapter, you will learn what happens when Boston's parents finally remember that they sent him to his room. Read on and take note of the funny events that conclude this story.

### After Reading

What do Boston's parents do when they realize Boston is in his room? Invite students to retell the events.

What do Boston, his mother, and his father do when they are reunited?

What is Boston's request?

Boston's parents make funny statements at the end. What are they?

## ▲ CODE BREAKER

*A metaphor is a device where a word or words are used to suggest something different from their literal meaning. Often, one thing is said to be another. For example, when a child is misbehaving, his mother might say he is a villain, and when he is behaving well, she might say he is an angel.*

*What is meant by this metaphor from the book?*

He was becoming a walking library.

## ■ MEANING MAKER

*Think about the funny elements of this story. Brainstorm all the things that show that the Teapartys are not an ordinary family.*

Have the students compare their own families with the Teaparty family and record the similarities and differences. Have students share their lists with a friend.

## ◆ TEXT USER

*Reread the first chapter of the story. Explain that the author has created characters with unusual behaviours to make the story more humorous.*

Ask the students to think of some funny things in the first chapter. Encourage them to explain why Boston's mother is amusing. *Could this be possible in real life?* Guide the discussion to build understandings that authors sometimes create humour by putting unusual characters in unusual situations. *How does this knowledge help us as readers?* Guide the discussion to build understandings that once readers understand the conventions of the genre they can accept that crazy things can happen in the story.

## ● TEXT CRITIC

*To keep the reader entertained, the author encourages us to think about the characters in a certain way. To do this, the author uses carefully-chosen words to describe the characters and their actions. In this story, the author describes Boston's mother as busy, important, and muddle-headed, and when we are shown some of the things she does, her actions confirm these descriptions.* Lead students to understand that this is done deliberately to build the readers' understandings of the character.

Discuss the way the author constructs the character of Boston's mother. *What words does the author use to build the reader's understanding of this character?* Direct students to revisit the book to search for words, phrases, actions, or events the author has used to shape our understanding.

## USING MULTIPLE INTELLIGENCES

Work with a partner.

**Plan:** Imagine you cannot leave your house for a year. Plan a food, hygiene, education, entertainment, and exercise schedule for one year. (L)

**Timetable:** Show this plan on a table. (L)

**Record:** Write a list of things you need to fulfil the schedule. (V)

**Demonstrate:** Demonstrate the range of exercises you have developed to stay fit. (B)

## MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

verbal-linguistic intelligence – word smart

logical-mathematical intelligence – number/  
reasoning smart

spatial intelligence – picture smart

bodily-kinaesthetic intelligence  
– body smart

musical intelligence – music smart

interpersonal intelligence – people smart

intrapersonal intelligence – self smart

naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.



# Go to Your Room

Name \_\_\_\_\_

Graphic Organizer (before and during reading)

Record the main idea or ideas from each chapter.

The Teaparty Family	The First Few Weeks
Boston's Bedroom	A Whole Year
Left Alone	The Next Years
The First Day	The Final Day

# Go to Your Room

Name \_\_\_\_\_

## 🕒 Code Breaker

Locate these words on pages 26 to 37 of the book. Predict the meaning of each word, then check the dictionary and record the definition.

1. fertilizer

my prediction \_\_\_\_\_

\_\_\_\_\_

dictionary meaning \_\_\_\_\_

\_\_\_\_\_

2. compost

my prediction \_\_\_\_\_

\_\_\_\_\_

dictionary meaning \_\_\_\_\_

\_\_\_\_\_

3. permaculture

my prediction \_\_\_\_\_

\_\_\_\_\_

dictionary meaning \_\_\_\_\_

\_\_\_\_\_

4. horticulture

my prediction \_\_\_\_\_

\_\_\_\_\_

dictionary meaning \_\_\_\_\_

\_\_\_\_\_

5. hydroponics

my prediction \_\_\_\_\_

\_\_\_\_\_

dictionary meaning \_\_\_\_\_

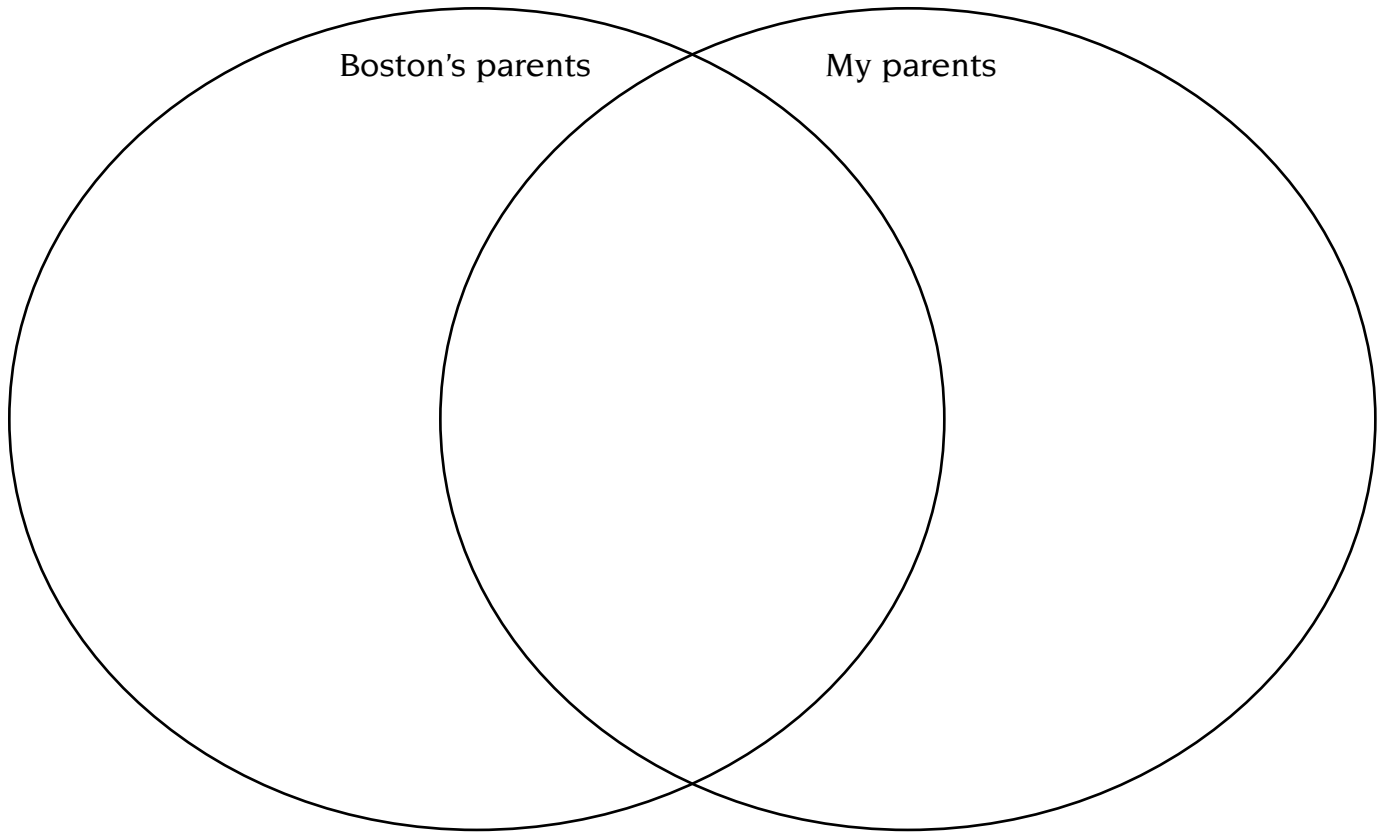
\_\_\_\_\_

# Go to Your Room

Name \_\_\_\_\_

## ☐ Meaning Maker

In what ways are Boston's parents similar to or different from your parents?



If you found yourself in Boston's position, how would you react? What things would you do the same? What things would you do differently?

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# Go to Your Room

Name \_\_\_\_\_

⦿ Text User

Think of a new title, blurb, chapter titles, and cover image for this book. When you rewrite the blurb, you need to tell readers that this is a humorous book. The blurb needs to spark the reader's interest and make them want to read this book.

Title \_\_\_\_\_

Blurb \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Chapter 1 \_\_\_\_\_

Chapter 2 \_\_\_\_\_

Chapter 3 \_\_\_\_\_

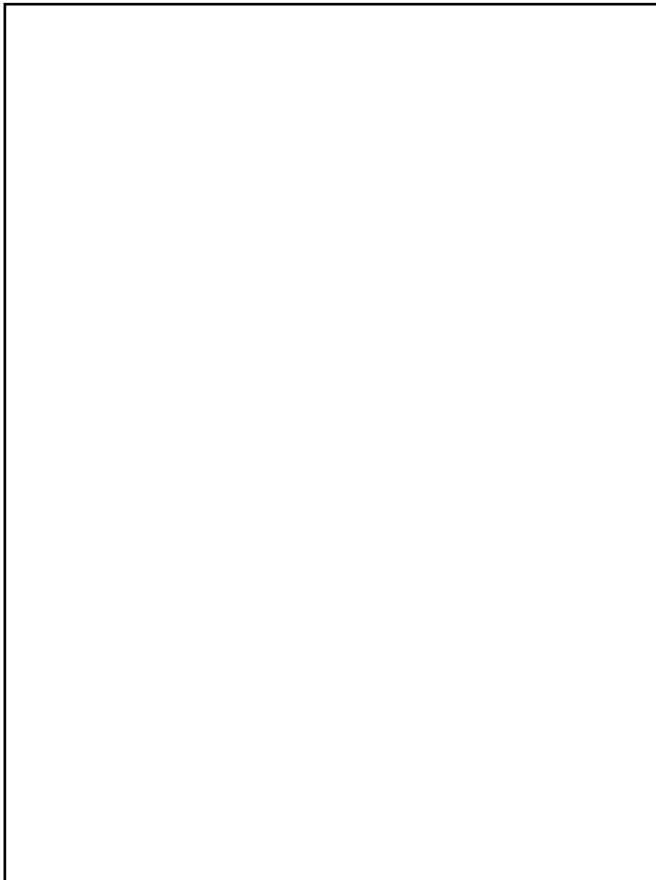
Chapter 4 \_\_\_\_\_

Chapter 5 \_\_\_\_\_

Chapter 6 \_\_\_\_\_

Chapter 7 \_\_\_\_\_

Chapter 8 \_\_\_\_\_



# Go to Your Room

Name \_\_\_\_\_

● Text Critic

Think about how you felt as you read this story. The author carefully chose characters, words, and events to make the reader feel a certain way.

1. What sort of mood did the author create in this story?

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2. Think of some words that describe how you felt as you read the story. Find words in the story that made you feel this way.

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3. What did you enjoy most about this story? Why?

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4. What did you enjoy least about this story? Why?

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5. How did the author want you to think about the character Boston? Explain. Provide evidence from the book.

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6. What did the author want you to think about Boston's parents? Explain.

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7. If you were writing this story, what would you change about it? Why?

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8. Could this story happen in real life? Explain.

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9. If a real child were locked in their room for this long, what might happen to the child?

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10. If a real child were locked in their room for this long, what would likely happen to the child's parents?

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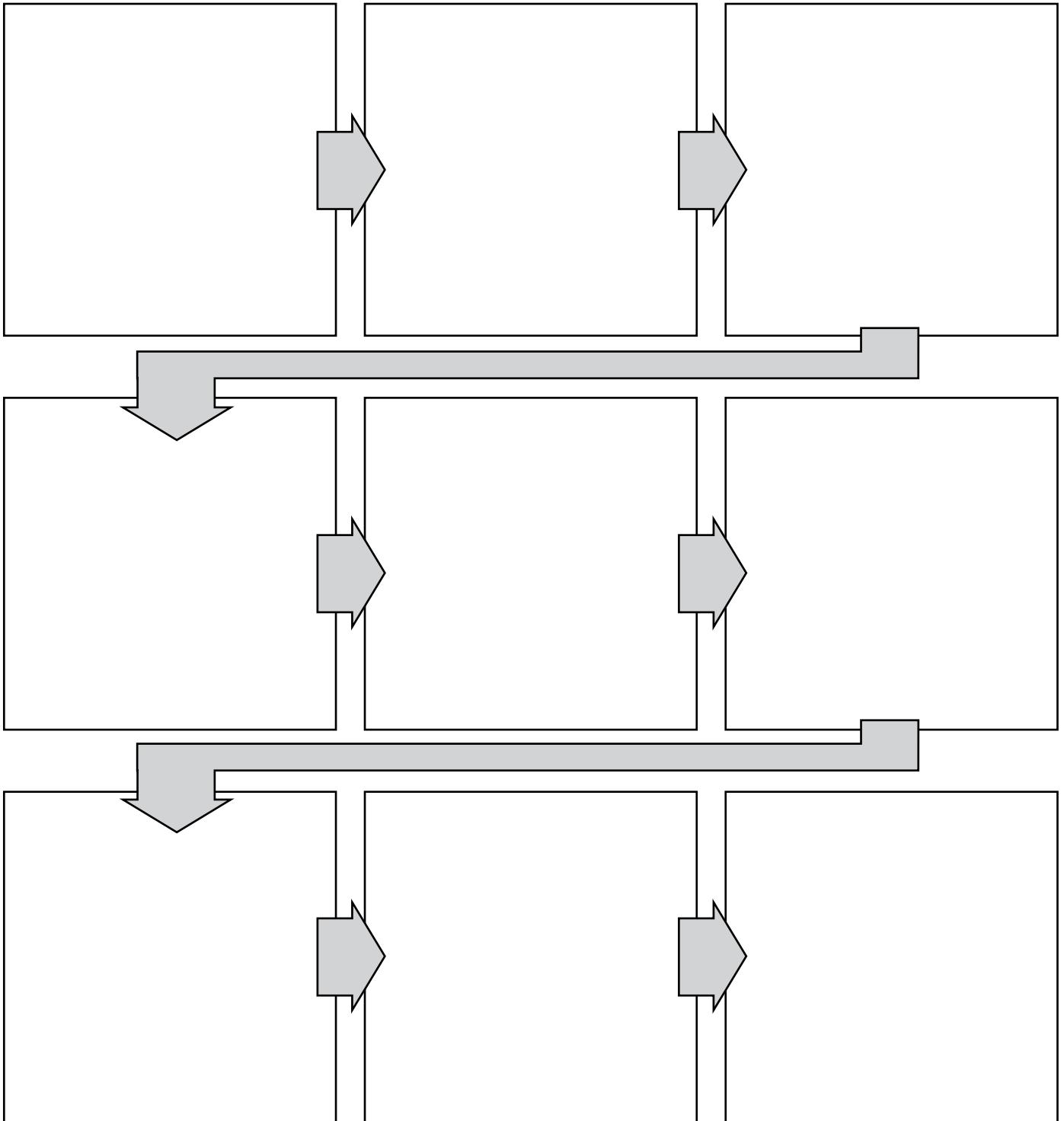
# Go to Your Room

Name \_\_\_\_\_

Multiple Intelligences

Logical-mathematical, Verbal-linguistic

On the flow chart, show some of the important things Boston did over the years.



# Go to Your Room

Name \_\_\_\_\_

Humour

This author of this story uses exaggerated character traits and an unusual situation to build a humorous tale.

1. How does the author use the characters' muddle-headedness to make the book funny?

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2. Would this book have been so funny if the characters were not silly? Explain.

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3. How does being trapped in his bedroom help Boston discover new interests? Explain.

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4. What new interests does Boston discover?

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5. What prompts Boston's mother to remember him?

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6. Do you enjoy humorous stories/shows/films? Why/why not?

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7. What is the funniest story/show/film you have seen or read? Explain.

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