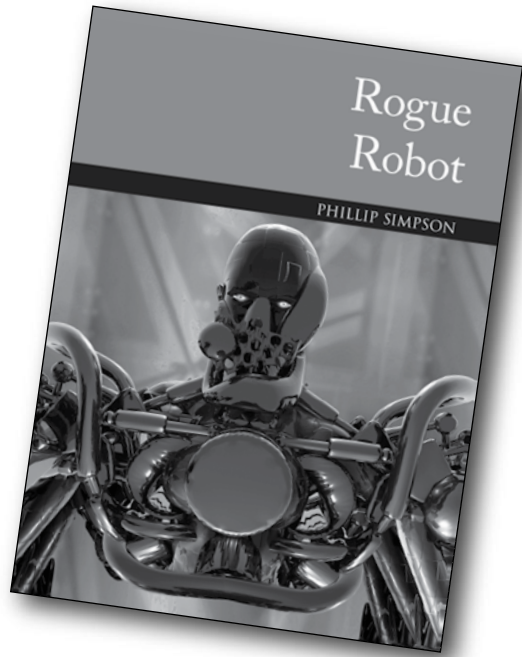


Springboard 5

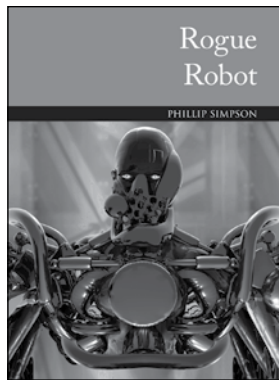


Rogue Robot

Fiction

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



ROGUE ROBOT

Lower level fiction

Text type: Science Fiction

Reading age 9.5–10.5

Word count 6000–6900

Guide questions for teachers are in *italics*.

Before Reading

Activate prior knowledge by asking students if they have read any science fiction books or seen any science fiction movies or shows, such as Jimmy Neutron.

What sorts of things happen in these stories?
Invite discussion about characters, plots, themes, and settings. Guide the discussion so that students understand that science fiction is set in an imaginary future world and shows imagined future scientific developments and technologies.

What sorts of technologies do you know of?
Do you have any technology in your home?
Brainstorm.

*Are science fiction stories based on real or made up events? Direct students to think about the books and films they have discussed and to consider the term *science fiction*. What do these words suggest? Why would it be difficult to believe a science fiction story set in the past? Lead students to acknowledge that because science fiction is set in the future, authors and readers cannot know for certain how technologies and lifestyles will evolve.*

COVER

Before Reading

Read the title and examine the illustration on the cover.

What does the illustration suggest to you?

*What does the word *rogue* mean? What does this tell us about the robot?*

Read the blurb and think about your predictions. What does it mean to be defrosted? What does it mean to be frozen on a cryogenic couch?

*Discuss the term *science fiction*.*

When is this story set?

Who is the main character?

What problem is identified?

Does this give us any information which might help us to predict what this book is about?

THE AWAKENING

Before Reading

Read page 4. Who do you think is telling this story? What do you think Joshua sees? What do you think he might be thinking as he wakes up?

As you read this chapter you will be given some background information about why Joshua and others have been frozen. Take note of why they have been frozen and where they are going.

Be ready to discuss who is in charge on the spaceship.

Joshua thinks it is bad news that he and no one else has been defrosted. Be ready to share what you think.

After Reading

Where is the spaceship headed? How long should the trip to the new star system take?

Do you think Joshua's family are also frozen on the spaceship? What makes you think this?

How long does it take the body to adjust after being defrosted?

Who is in charge of the spaceship? What does AI stand for? What does the word artificial mean?

Joshua does not think it is good news that he and no one else has been defrosted. What do you think?

TROUBLE

Before Reading

Read page 9. What do you think might happen in this chapter? Invite inferences.

In this chapter you will learn of the problem with the rogue robot. You will also learn why Joshua has been woken to deal with the robot.

As you read, take note of the reasons for Joshua's selection for this task, what will happen if the robot is not destroyed, and how long Joshua has to complete this mission.

After Reading

What has happened to one of the robots on board?

Why has Joshua been selected to destroy the robot?

How long does he have to destroy the robot?

What will happen if the robot is not destroyed?

What are Joshua's first thoughts when he discovered the robot could tamper with the cryogenic couches?

Do you think Joshua is up to the task? Explain.

THE HUNT BEGINS

Before Reading

Read page 13. Why is Joshua thinking three hours is not enough time? What does he tell the reader about the ship?

As you read this chapter, you will learn that the rogue robot is already aware that Joshua is in pursuit. You will see how the robot tries to destroy Joshua before Joshua can destroy him. Read on and find out what the rogue robot does.

Be ready to discuss how Joshua can destroy the robot if he can get to him first.

After Reading

Who is to accompany Joshua on his task? What do we know about C117?

What does Joshua need to take with him? What can the device do? What does the word deactivate mean? What type of screen was on the box? What do the letters LCD stand for? Tell students that this is short for liquid crystal display screen.

What did Joshua see on the screen? What do Joshua and C117 need to do to get to the rogue robot?

What happens when Joshua and C117 descend in the lift? Does Joshua sustain any injuries?

How do you think Joshua felt when he found out the robot was out to destroy him?

DANGER AHEAD

Before Reading

Read page 18. What does the title suggest? What is going through Joshua's mind?

In this chapter you will learn about the livestock on board the ship.

Read this chapter and be ready to share the dangers the livestock present to Joshua.

After Reading

Why are the livestock not cryogenically frozen?

Why are the livestock on the ship frightened of Joshua?

What first alerts the livestock to Joshua's presence?

What dangerous situation arises as a result of the livestock?

STAMPEDE

Before Reading

Read page 22. What is a stampede? Why does C117 throw himself onto Joshua?

Read this chapter and find out how Joshua and C117 escape the stampede. Be ready to share what happens after they escape the stampeding livestock and travel closer to the rogue robot. Be ready to discuss what other obstacle they meet on the way.

After Reading

Describe the animal stampede.

Where did Joshua and C117 go next? Why was Joshua concerned about the descent in the lift?

What did Joshua think when he saw the service tunnel? How did C117 get the panel open? What came out of the recess? Describe the wasps.

What do you think might happen next?

ATTACK

Before Reading

Read page 26. What do you expect will happen?

As you read this chapter you will learn what happens when the wasps attack. Be ready to discuss the affect the wasps have on Joshua and what he does to avert the attack. By the end of the chapter, Joshua find himself proceeding alone. Be thinking about what might be in store for Joshua as he continues.

After Reading

What happens when the wasps attack? Are they able to attack C117 or just penetrate Joshua's soft skin?

How does Joshua deactivate the wasps?

What else is deactivated in the process?

Joshua needs to proceed alone. Why? How much time does he have left to save the others?

How do you expect Joshua would feel as he moves towards the rogue robot on his own? What happens to Joshua at the end of the chapter?

INTO THE DARK

Before Reading

Read page 31. Where do you think Joshua will end up when he lands? Can you think of anything that might assist Joshua if he finds himself in the dark?

As you read this chapter you will learn how Joshua finds the rogue robot. Be ready to discuss Joshua's arduous journey until he finds himself face to face with the rogue robot.

After Reading

Where did Joshua land after the fall? How was he able to see in the dark? How did he keep the deactivator dry in the manure?

Joshua finally finds himself in a small chamber and senses the rogue robot is also in the chamber. How do you think Joshua knew the robot was in the chamber with him? What did he notice about the physical appearance of the robot?

Why did Joshua not press the button on the deactivator?

What happened to the deactivator?

What do you think Joshua will do next?

PLAYING HARD

Before Reading

Read page 39. What do you think Joshua can do at this point? What does the title of this chapter suggest? What does it mean to play hard?

As you read this chapter take note of what Joshua does as he pursues the rogue robot. You will learn of some other things the rogue robot does to try to destroy Joshua, and of the unexpected appearance of C117. As the story approaches its final climax, take note of Joshua's last attempt to destroy the rogue robot and of what happens when the robot turns on Joshua.

Be ready to discuss what happens in the last chapter.

After Reading

What other obstacles does the robot present to Joshua? How does Joshua avoid the bomb?

What did the robot do to C117?

Joshua thought quickly as he entered the room with the rogue robot. How was he planning to destroy the robot? What happened?

Who destroyed the rogue robot?

How does the story end?

🔍 CODE BREAKER

A simile is a technique writers use to compare something with something else. This helps the reader understand what the author wants us to think or feel.

Discuss the meaning of these similes from the story:

- *smashing through the metal doors as if they were butter*
- *a huge blue eye, glowing like a miniature sun*
- *the wasps swarmed over me, like flies over a corpse*

🔍 MEANING MAKER

In this story Joshua takes responsibility for safeguarding the spaceship and saving everyone on board. Discuss the character traits of Joshua and have students brainstorm the positive aspects of his character.

Explain that in this story C117 displayed loyalty to Joshua, and was able to save him at the end of the story. Work with students to identify the strengths and weaknesses of Joshua and C117.

🔍 TEXT USER

Often in stories, the author creates a problem at the start and the main character solves the problem at the end. This story has this basic format, except that it is Joshua's loyal companion who solves the problem by returning to deliver the final blow to the villainous rogue robot.

Discuss the way the author organized this story by:

- presenting an early complication
- building tension to the main event
- resolving the problem
- concluding the story

🔍 TEXT CRITIC

This story is a science fiction adventure. Science fiction stories are set in the future and the characters have access to technologies that do not yet exist. The characters themselves can be realistic so that they are easy for the reader to relate to.

In this story, Joshua has a robot assistant and a deactivation device to help him destroy the rogue robot. Have students identify and discuss:

- the futuristic technologies in this book
- the realistic qualities of the main character

USING MULTIPLE INTELLIGENCES

Design: Design a spaceship to transport people, livestock, and materials across space. (S)

Explain: Explain how your spaceship has been designed to accommodate passengers, livestock, and essential supplies. (V)

Build: Build your craft. (B, S)

List: List futuristic features of your craft. (V)

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.

Rogue Robot

Name _____

Graphic Organizer (before and during reading)

Identify the main problem the main character faces in the story. Track the progress of events through the story, and identify how the problem is finally resolved or overcome.

Problem _____

The Awakening _____

Trouble _____

The Hunt Begins _____

Danger Ahead _____

Stampede _____

Attack _____

Into the Dark _____

Playing Hard _____

How the problem is solved _____

Rogue Robot

Name _____

Code Breaker

Choose an adjective that makes sense.

a _____ robot

a _____ chair

a _____ journey

a _____ sky

a _____ couch

a _____ bomb

a _____ spaceship

a _____ wasp

a _____ deactivator

a _____ chamber

a _____ computer

a _____ goat

Write synonyms (words with the same meaning) for these words from the story.

survived _____

spaceship _____

battle _____

fell _____

stampede _____

built _____

journey _____

destroy _____

final _____

disappointed _____

looked _____

attack _____

What do these words from the book mean? Check your dictionary.

reverberate _____

hurtle _____

impervious _____

Rogue Robot

Name _____

☐ Meaning Maker

Use the book to help you to retell the events in order. Add detail to increase interest.

First

Next

Later

Finally

Rogue Robot

Name _____

🕒 Text User

Read the story and complete the details.

Who is the hero?	
What are the qualities of the hero?	
Who is the main character's helper, or offsider?	
What are the qualities of the offsider?	
Who is the villain?	
What are the qualities of the villain?	
Who are the other characters in this story?	
What are the qualities of the other characters?	
When and where does this story take place?	
What was the problem in this story?	
What obstacles did the hero face?	
How did it end?	
What could this story teach people?	

Rogue Robot

Name _____

● Text Critic

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

Describe the mood of this story. Is it serious, silly, sad, funny, or something else?

Find words in the story that the author used to create this mood.

Do you think the author constructed Joshua's character so that readers would like him? Find words from the story that support your response.

Do you think the author constructed C117 so that readers would like this character? Find words from the story that support your response.

Do you think the author constructed the rogue robot so that readers would not like this character? Find words from the story that support your response.

Do you think the author wanted the reader to like the end of the story? Explain why or why not.

Do you think this author likes science fiction stories? Explain why or why not.

Rogue Robot

Name _____

Multiple Intelligences
Spatial

Sketch what you think the spaceship looked like. Add labels and captions.



Write the next page of the book.

Rogue Robot

Name _____

Science Fiction

There are many different themes for science fiction. In this story, technology gets out of control.

Answer these questions about the story.

1. When do you think this story takes place?

2. Do you think a robot could really get as out of control as the rogue robot? Why?

3. Can you relate to what happens in this book? Give reasons.

4. How would this story be different if it did not have futuristic technology?

5. Did you enjoy reading the futuristic words in this story? List the words and give reasons.

6. Would you like to travel into space? Explain.

7. Which futuristic technologies did you find interesting in this book?

8. Do you enjoy imagining life in the future and new technologies? Why?
