

Milo's Robo-Bike Adventure

PM Level 27

Ruby

Text Type Narrative

Running Words 3502



Preparing for Guided Reading

Prior Knowledge

- Brainstorm with students all the things that robots or artificial intelligence can do, and discuss where students see their influence on their everyday lives. Invite students to think about how technology has changed the world in the last few decades.

Orientation to the Text

- Milo's faithful old bike is looking the worse for wear. After its pedal falls off and gets run over by a van leaving a robot maintenance facility, a customer service robot offers to fix it for Milo. Milo couldn't have anticipated the impact that the bike's upgrades would have on his life.

Building the Balanced Reader

Grammatical Conventions

- Look at the use of the apostrophe in the word *it's* on page 11 with students and compare it to the word *its* on the same page. Discuss how the apostrophe changes the meaning and usage of the word.

Vocabulary

Key Vocabulary

artificial intelligence, assistance, condition, conveyor, facility, faithful, generation, lasers, maintenance, mechanical, navigation, optical, programmed, protocols, punctures, reprogramming, sensors, supercomputer, uncomfortable, upgraded

Spelling

- Remind students that each syllable contains a vowel sound and support them to break longer words, such as *artificial*, into syllables. Analyse the letter-sound patterns in each syllable.

Visual Literacy

- Ask students to describe what they see and how it makes them feel as they look at the images in the text. Discuss how the illustrations are used to convey emotions that are experienced by the characters in the text.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *Who do you think the main character in the text is? What do we know about him from the front cover?*

- Point out the word *faithful* on page 4. Ask, *What is the base of this word? How does the suffix 'ful' change the meaning of the base?*
- Read to page 7 together. Invite students to briefly retell what has happened in the story so far. Ask, *What does this tell us about the character of Milo? How would you describe him so far?*
- Invite students to suggest what the base of the word *Maintenance* on page 12 is. Ask, *How does knowing the base help you to understand the meaning of the word? What do you notice about the spelling of the base compared with the full word?*
- Stop on page 17 and discuss the character of Customer Service Robot XL-5. Ask, *What information that you have read already in the text helps you to understand how this character is behaving?*
- Continue to page 26. Ask, *How is the character of Milo's upgraded bike different from that of Customer Service Robot XL-5? How does the author explain the differences?*
- Identify the two bases in the compound word *supercomputer* on page 31. Ask students to explain how the compound word relates to the meaning of the two bases.
- Continue to the end of the text. Ask, *How did Milo's character change through the story? What evidence is there to support this?*

Comprehension

- What upgrades were made to Milo's bike? (*Literal*)
- Why do you think Milo didn't want to tell his parents about the features of his upgraded bike? (*Inferential*)
- What did the robo-bike mean by "*That's my rubber you're leaving on the road!*"? (*Applied Knowledge*)

Follow-up Activities

- With student input, use a Venn diagram to compare and contrast the characters of the robo-bike and XL-5. Ask students to complete a Venn diagram of their own comparing either the bike and Milo, or XL-5 and Milo.
- Ask students to design their own upgraded bike, with features that they would find most useful. Have them draw a labelled diagram and write a short explanation of their design.

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Learning Intentions

- We are learning to describe characters and how they develop in a story.
- We are learning to read and understand longer words.
- _____

Success Criteria

- I can use events and vocabulary from the text to describe the main characters.
- I can explain how characters react and change through events in the text.
- I can identify the base of words such as *maintenance* and *faithful*.
- I can explain how prefixes and suffixes change the meaning of the base.
- _____

Guided Reading Notes

Student’s name	Reading focus	Observations/notes	For follow-up