

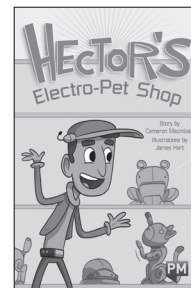
# Hector's Electro-Pet Shop

PM Level 25

Emerald

**Text Type** Narrative (Imaginative)

**Running Words** 1703



## Preparing for Guided Reading

### Prior knowledge

- Talk about robots, and the wide range of tasks they can already perform.
- Have students share thoughts about the types of pets people will have in the future, and whether robotic pets might be common one day.

### Orientation to the text

- In this story, Hector, who sells robotic pets, is alarmed when a customer complains that the robo-rabbit he sold her is acting like a dog. After another customer complains about their robo-pet, Hector learns that his assistant, Julie, has been swapping the robots' brain chips around as an April Fools' joke. Julie is about to resign when a group of customers arrive, eager to buy the muddle-up robots she has created.

## Building the Balanced Reader

### Grammatical conventions

- Discuss the repeated use of words with the suffix *ing* to create effect: *barking, squeaking, hopping*.
- Discuss the many exclamation marks on the 3D billboard on p. 4, and why these are so commonly used in advertising (to add emphasis and excitement).

### Vocabulary

#### Key vocabulary

*assistant, billboard, caterpillar, chips, demonstration, disappointed, electronic, emporium, explanation, impressed, malfunctioning, outstretched, particularly, robotic, transform*

### Spelling

- Discuss the frequent use of hyphens in this story, particularly in combining two words to make new futuristic words, e.g. *electro-pets, robo-rabbit, digi-dog*.

### Visual literacy

- Encourage students to look carefully at the 3D billboard on p. 4 and identify why it is so eye-catching, e.g. emerging robot-dog, contrasting colours, bold text.

## Focusing on the book – guided reading

- Ask students what they think a regular Wednesday morning would be like at Hector's shop.
- After reading p. 6, ask students what animal behaviour Mrs Grey's robo-rabbit seems to be displaying.
- As they continue reading, have students suggest what could be causing the electro-pets' strange behaviour.
- Read p. 13 together, and ask students what they think could possibly go wrong next.
- Ask students how they think Hector feels after giving Mrs Grey her refund on p. 19.
- Ask, *What pattern does Hector seem to be observing on p. 21? How do you think he will try to sort out this problem?*
- After reading p. 25, ask students if they think Hector needs to feel so worried.
- Discuss the use of alliteration and the effect it creates, e.g. on p. 26: *meow, motor-mice; squeaking, scary*.
- After reading p. 28, ask students if they think Julie has done the right thing by offering to find a job somewhere else.
- Ask students if they would be as forgiving of Julie's prank as Hector is in the story.

## Comprehension

- What types of pets does Hector sell in his shop? (*Literal*)
- What animal is Mrs Grey's robo-rabbit behaving like at the start of the story? (*Inferential*)
- How can Hector's electro-pets be made to behave like the wrong types of animals? (*Applied Knowledge*)

## Follow-up activities

- Have students list all the possible names for electro-pets that they can think of, using the hyphenated names on p. 32 as a starting point.
- Have students design and draw an electro-pet of their own. Have them include a flaw that could lead to problems later on.
- After designing their electro-pet, have students write a story a malfunction caused by its flaw.

## Learning Intentions

- We are learning to understand themes that are explored through events that occur in the text.
- We are learning to make predictions about the text and can use prior knowledge to discuss potential solutions to the problem encountered by the characters.

• \_\_\_\_\_

## Success Criteria

- I can identify themes that relate to events that take place in the text.
- I can use prior knowledge and experiences to predict a resolution to the problem that occurs in the text.

• \_\_\_\_\_

## Guided Reading Notes

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