

Gadget Girl

PM Level 28

Ruby

Text Type Narrative (Imaginative)

Running Words 4404



Preparing for Guided Reading

Prior knowledge

- Discuss why real scientists create antidotes to poisons such as snake and spider venom.
- Ask students why they think poisons and antidotes feature in many adventure stories.

Orientation to the text

- Alex discovers that she is the daughter of two spies when her dad suddenly goes missing. She and Mum discover that he has been kidnapped by the evil Dr Slime, who plans to turn adults into babies for the sake of his own megalomania. Alex finds her way into the warehouse where Dad has been held. Together they overcome the evil Dr Slime and save humanity.

Building the Balanced Reader

Grammatical conventions

- Observe the varied speech tags used throughout the story and how they add extra character and detail to the dialogue, e.g. *called, asked, continued, exclaimed, interrupted, piped up*.
- Discuss dialogue that does not use speech tags but carries on from characters' actions, e.g. *She frowned. "It's so unlike him to just leave without telling anyone – and to have his phone turned off."* Ask students which approach to dialogue they think suits this story better, or if they think both have their place.

Vocabulary

Key vocabulary

agency, antidote, bewildered, binoculars, botanical, destination, device, disaster, domination, formula, gadgets, henchmen, laboratory, toddler, unusual, vial

Spelling

- Discuss the hyphenated words that the author has used to create interesting new names for inventions, e.g. *auto-adjusting-heels, solar-powered super-scooter*.
- Talk about the acronym *NICE*, and how this name is used for comedic effect in the story.

Visual literacy

- Have students examine the illustration on p. 8. Ask, *What does the strange position of the van tell us about Mum's speed?*

Focusing on the book – guided reading

- Have students consider the lengths Alex's parents must have gone to in their efforts to conceal their true careers from her. Why would they have needed to do this?
- After reading p. 6, ask students what tells them that Mum is extremely preoccupied about something.
- Ask students whether they think Dr Slime's idea to turn everyone into babies is a good way for him to take control of the world.
- After reading p. 25, ask students what they think Mum and Alex can do now that they know Dad is not in the alley.
- Do students think Alex will have any trouble recognising Dad when she finds him inside the warehouse? What might have happened to him in the meantime?
- After finishing the story, ask students if they think Alex already has the skills and knowledge to be a secret agent.

Comprehension

- Why was Director Jones seeking assistance from Alex's dad? (*Literal*)
- Why did Dad tell Alex that the laser was perfect for destroying the formula? (*Inferential*)
- What characteristics does Alex have that would help her work successfully with Director Jones? (*Applied Knowledge*)

Follow-up activities

- Ask students how they think their parents would react if they came home from school today looking like they did three years ago. Have them write a short story about what would happen.
- Have students imagine that Dr Slime has invented a potion that turns humans into a particular type of animal. Have students rewrite the ending of the story with his captives as animals rather than children.

Learning Intentions

- We are learning to relate our personal experiences to events that occur in the text.
- We are learning to understand more complex vocabulary as it relates to specific events in the text.
- _____

Success Criteria

- I can identify and discuss themes in the text I have personally experienced.
- I can understand and use more complex vocabulary when I discuss events that occurred in the text.
- _____

Guided Reading Notes

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