



ROBOT MUSEUM TOUR GONE WRONG

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TEXT TYPE: Fiction: Narrative—Comic Book
GUIDED READING LEVEL: R

SUMMARY: Nora, a young orphan, lives in a floating robot museum two hundred years in the future. In order to show her new home to a friend back on Mars, Nora decides to follow a school tour of the museum while recording a letter. Nora gets a unique view of the museum as she searches for a student who goes missing during the tour.

TEXT FEATURES

- comic book format
- advertisements
- mail-in order form
- comic press logo
- price/issue number on cover
- ‘Coming Soon’ preview

VISUAL LITERACY

- illustrations
- speech balloons
- text boxes

TEXT SUPPORTS

- illustrations
- text boxes provide added information

POSSIBLE TEXT CHALLENGES

- text layout
- names of robots
- some challenging words, e.g., ‘automatons,’ ‘automated,’ ‘immobile’
- primarily dialogue used to tell the story

FOCUS COMPREHENSION STRATEGY

- synthesizing

FURTHER COMPREHENSION STRATEGIES

- evaluating
- predicting
- sequencing

ORAL LANGUAGE OPPORTUNITIES

- Formulate-Share-Listen-Create strategy
- discussing with a group
- sharing ideas
- dramatization of upcoming comic (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: using root words to solve word meaning
- language predictability: using dictionaries to solve word meanings

ASSESSMENT OPPORTUNITIES

Observe each student’s ability to:

- identify and discuss features of a comic book
- identify important parts of the text
- sift through details of a text and ‘get to the point’
- connect events in the text into a cohesive whole
- read between the lines
- give personal opinions about the text

ASSESSMENT TOOLS

Select from the following:

- Synthesizing Strategy Checklist
- Comprehension Strategies Anecdotal Record

BEFORE READING

Text and Visual Literacy Features

Activate and build prior knowledge

- Ask students if they have read or seen comics before. What types of comics are they familiar with (e.g., superhero stories, funnies)? Based on their background knowledge of comics and previewing this text, ask students to identify the features of a comic book. As students share their ideas record them on chart paper to display in the classroom. The list should include the following features: speech balloons, dialogue, illustrations, frames, ads, text boxes, and any other relevant observations. Discuss with students how the structure of comic books is similar to other narratives and how it is different.

Evaluating and Predicting

- Hold a Formulate-Share-Listen-Create activity (see Oral Language Strategies in the *Grade 6 Literacy Support Guide*). Organize students into pairs and ask them the following question: *What types of activities and work do you think robots will be involved in centuries from now?* Allow time for students to think privately about the question. After students have thought about the question, ask them to share their ideas with their partner, and vice versa. Pairs of students will work together to create a new answer based on their discussions. Provide an opportunity for each pair to share with the whole group.

Visual Literacy Features

Introduce supports and challenges

- Direct students' attention to the speech balloons and text boxes. Ask, *What is the purpose of the speech balloons? How does the information in the text boxes differ from the words in the speech balloons?* Provide students with the opportunity to discuss these questions. Emphasize the importance of reading both the speech balloons and text boxes. Remind students that both contain different information important for understanding the story. Point out to students that they might find it worthwhile to look over the illustrations first, before reading the text.

Text Features and Sequencing

- Direct students to the 'advertisements' featured inside the comic and on the back cover. Ask, *Why do you think advertisements are found in this comic?* Provide them with the opportunity to discuss the question. If it is not mentioned, be sure to highlight the fact that the advertisements are included because comic books sometimes feature advertisements similar in theme to these. Ask students, *How are the advertisements in this comic similar to ones you'd find in other comics? How are they different?* Provide students with the opportunity to discuss these questions.
- Explain to students that reading a comic can be different than reading other kinds of texts because of its 'layout'—or the way it is to be read. Point out to students that most of the pages are divided into three rows of frames (page 5), though some pages have two rows of larger-sized frames (page 4). Read the rows horizontally (from left to right), except where two smaller frames face one larger frame in their row (page 8),

**Word Solving and
Building and Language
Predictability**

Synthesizing

in which case it is helpful to treat the two smaller frames as a single unit, reading them together, top frame first.

- With students, look at the words ‘automatons’ and ‘automated’ on page 4. Ask students to identify the root word in both examples. What is the meaning of the root word? Discuss how knowing the meaning of the word ‘auto’ might help them figure out the meaning of other words in the comic (e.g., ‘automata’). Remind students that if they are still having difficulty figuring out words such as these they can refer to a dictionary for assistance.

Set a purpose for reading

- Tell students that as they read the story they are to identify the main, or most important, parts. Provide students with four sticky notes and on each sticky note ask them to jot down an important part of the text—as well as why it’s important—in one or two sentences.

Provide for early finishers

- When students finish early they can compare their sticky notes with others who have also finished early.

ESL NOTE: Depending on the leadership skills of your early finishers you may wish to have them work with an ESL student in identifying important parts of the text.

DURING READING

Monitor reading

- As students read independently, have them read a part of the text aloud to you. Ask comprehension questions related to synthesizing (e.g., *What details in this story could you leave out so that you’d just have the important ideas? Is what you just read an important part of the story or just an interesting added detail?*).

Observe

- Make observations on your assessment tools. (See the Synthesizing Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 6 Literacy Support Guide*.)

AFTER READING

Synthesizing

Revisit the purpose for reading

- Make a four-column organizer on the whiteboard or on chart paper. The first column represents the beginning of the text, the second and third columns represent the middle, and the fourth column represents the end of the comic. Ask students to place their four sticky notes in the appropriate columns. As a group, read each of the sticky notes in the first column. Does each sticky note contain the same information?

Ask students, *Are only important points mentioned on each sticky note, or do some stickies contain details that we might consider minor?* Do the same for each of the remaining columns. Ask, *Do the sticky notes tell the complete story?*

Check on outstanding challenges

- Ask students if the text’s layout presented any challenges as they tried to select the main points in the story. As a group, discuss any other outstanding challenges students experienced.

Note successful strategy use

- Explain a successful reading strategy you observed, e.g., *Isaac noticed that some of the speech balloons and text boxes contained information that was interesting, but not essential for summarizing the story. For example, he told me that on page 4 the text box discussing ‘Flobots’ was pretty interesting, but not absolutely necessary for understanding the story. He was able to sift through and select the main parts and ideas of the story. In other words, Isaac demonstrated how to ‘synthesize’ the story.*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 6 Literacy Support Guide*.

Written

Synthesizing

- Ask students to divide a piece of paper into 6–8 equal parts to represent the frames of a comic. Ask students to draw a comic strip, summarizing ‘Robot Museum: Tour Gone Wrong.’ Explain to students that they should include the text features of a comic identified in this session.

Artistic

Synthesizing

- Ask students to create an advertisement to be included in the next issue of ‘Robot Museum: Trouble on Legs.’ Explain that they must select something appropriate to advertise in a comic such as this. The advertisement can follow the format of one of those featured in ‘Robot Museum: Tour Gone Wrong,’ or students can use their background knowledge of advertisements found in comics to create something new. At the activity’s conclusion, ask participants: *How might thinking about the advertisement you’ve created help you when reading comic book or magazine ads from now on?*

Oral/dramatic

Inferring and Predicting

- Invite students to work in groups and create a brief dramatization of the next comic issue, ‘Robot Museum: Trouble on Legs.’ The dramatization must be based on the blurb in the ‘Coming Soon’ preview.