

Gadget Boy and Kid Fantastic



Vocabulary

auditorium, badge, conference, crime-fighting, device, disappeared, disappearing, doctor, escape, hard-drive, international, sidekick, spotlight, spring-loaded, superhero, superpower

syllables (i.e. fas / ter. pro / tee / ting). Mix up the syllables and have them remake the words. Which syllables can be found in other words? (e.g. /ting / / / ter / / tion / / tic /). What new words can you make using these syllables? Discuss how syllables can help you spell or read new words.

High Frequency Words Date

- compare, continued, faster, lady, protecting, reason, replied, similar, smiled, special, understand, woman, worried
- Look at each word. What part of the word may be a problem when students try to spell the word? Students shut their eyes, visualise or spell the word in their head, then write the word from memory. Select a word. Write spaces for each letter in the word on the board. Students guess the letters in the word in less than 10 guesses to win the game.

During Reading

Vocabulary in Context

- Identify compound words, including those joined by a hyphen (i.e. superpowers, Teen-Agent). Students explain the connection between the two words (e.g. popcorn is corn that has been popped). Identify vocabulary and high frequency words with suffixes added to base words (i.e. continued, protecting, organiser). List the suffixes. Add different suffixes to each word to make new words. Add suffixes to base words in the lists to make new words (e.g. compare - comparing, compared, compares).

Checking for Meaning

Literal: **Date**

Where is the story set? (At the International Superhero Conference)

What happens to the superheroes? (They disappear)

What is Gadget Boy's special power? (Gadgets)

How does Gadget Boy stop the superheroes from disappearing? (He disables Kid Fantastic's computer by pressing the green button on it.)

Inferential: **Date**

Describe Kid Fantastic's feelings towards the superheroes.

Why is Gadget Boy different from the other sidekicks?

Who is the real hero of the story? Why?

Make sure students understand the difference between literal and inferential information.

Response: **Date**

What would be the advantages and disadvantages of being a superhero or a sidekick?

Would you rather be a sidekick or a superhero?

Why do you think creators of superheroes give them a sidekick?

Grammatical Patterns Date

Make sure students understand the following components of a narrative:

- Orientation - introduces the main characters and the setting: Robo-man and Gadget Boy are at a Superhero conference (pp.4-5)
- Complication - the sequence of events develops a problem for the main character: The Superheroes begin to disappear. Gadget Boy uses his tracking device to find Robo-man and discovers Kid Fantastic has trapped the Superheroes in his belt. (pp.6-19)
- Resolution - the problem is resolved. Gadget Boy helps the superheroes to escape. (pp.20-24)
- Use of nouns referring to the characters and things the story is about: *superheroes* (p.5), *Robo-mon* (p.7), *sidekick* (p.7), *conference* (p.8), *belt* (p.16)
- Use of adjectives to describe nouns and build noun groups: *crime-fighting methods* (p.6), *a similar device* (p.16), *her long, stretchy legs* (p.19)
- Use of adverbial words and phrases of time, manner and place to build story information: *Suddenly* (p.6), *as even more superheroes disappeared* (p.11), *louder and foster* (p.18)
- Use of action verbs and verb groups describing actions: *disappeared* (p.8), *stored* (p.13), *stuck out* (p.19), *grabbed* (p.20), *was flashing* (p.22)
- Use of saying and thinking verbs, and adverbial phrases to describe speech: *continued* (p.6), *asked* (p.10), *he shouted into the microphone* (p.14)

Fluency / Punctuation Patterns

Date

Highlight the narrative text, dialogue and speaking verbs and phrases. Organise students into pairs to read the dialogue between the characters. Students rehearse their dialogue, taking note of speaking verbs and phrases. The teacher reads as the narrator with the students reading the dialogue.

These punctuation patterns occur in the text:

- Use of quotation marks indicating direct speech
- Use of capital letters for proper nouns: *Intemotional Superhero Conference* (p.4), *Hyper Woman* (p.8)
- Use of exclamation marks to indicate surprise, excitement and drama: *"What a cool superpower!"* (p.7)
- Use of ellipsis to show a list of other characters: (p.5)

Critical Literacy Date

Read the opening sentence (p.4). How does the direct speech 'drop' you straight into the setting? What effect does this type of story beginning have? Does it grab your interest? Why?

Linking Visual and Written Date

How has the illustrator shown Organiser Lady's disappearance on page 6? What is the effect of the writing over the illustration? Look at pages JO and 11. What is the effect of the word 'POP' here?

Remind students that Gadget Boy is the 'good' character and Kid Fantastic is the villain. Compare how the illustrator has drawn them. Discuss how you can tell that one is good and the other is the villain from how they have been drawn.

After Reading

Revise punctuation for writing direct speech. List interesting saying and thinking verbs other than 'said'. How do these verbs help you to understand the characters' expression, feelings or point of view?

Activities

Students will:

- make and justify opinions about statements in the story
- locate and write words breaking them into syllables
- locate and write base words with suffixes added in a word find
- punctuate direct speech, and add saying verbs other than 'said' to complete direct speech.

Comprehension (meaning) Vocabulary (structure) Phonics (visual) Writing (structure)

